

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:30 a.m., Thursday, June 21, 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. Johnny McFerren
Mr. Mark Romero
Mr. Robert Shreve

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

Board Agenda Item F.1.

Grambling State University's request for approval to enter into a Memorandum of Understanding with the Society for Financial Education and Professional Development, Inc. (SFE&PD).

Board Agenda Item F.2.

Grambling State University's request for approval of a 3+3 Articulation Agreement with Logan University.

Board Agenda Item F.3.

McNeese State University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Mechanical Engineering.

Board Agenda Item F.4.

McNeese State University's request for approval to enter into a Memorandum of Understanding with the Calcasieu Parish School Board.

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

Board Agenda Item F.5.

McNeese State University's request for approval to enter into an agreement with Southwest Louisiana Charter Academy Foundation.

Board Agenda Item F.6.

Southeastern Louisiana University's request for approval of a Proposal for a Master of Science in Child Life.

Board Agenda Item F.7.

University of Louisiana at Lafayette's request for approval to terminate the academic degree program in Dietetics.

Board Agenda Item F.8.

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

Board Agenda Item F.9.

University of Louisiana at Monroe's request for approval of a Proposal for a Doctor of Physical Therapy.

Board Agenda Item F.10.

University of New Orleans' request for approval of a Letter of Intent to Develop a New Academic Program leading to a Ph.D. in Justice Studies.

Board Agenda Item F.11.

University of New Orleans' request for approval to enter into a Memorandum of Understanding with Universidad Americana Managua, Nicaragua.

Board Agenda Item F.12.

University of New Orleans' request for approval of the Real Estate Research Center of Excellence.

- D. Other Business
- E. Adjournment

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

- Item F.1.** **Grambling State University's** request for approval to enter into a Memorandum of Understanding with the Society for Financial Education and Professional Development, Inc. (SFE&PD).

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with the Society for Financial Education and Professional Development, Inc. (SFE&PD) in order to establish and develop an SFE&PD Student Ambassador Program with GSU's College of Business. Founded in 1998, SFE&PD is a non-profit organization on a mission to enhance the level of financial education and economic literacy of individuals and households in the United States and to promote professional development. SFE&PD has presented financial education programs to over 90 colleges and universities across the nation, teaching financial literacy to more than 240,000 college and graduate students.

The program, as outlined in the proposed MOU, will train and prepare a select group of GSU students to become knowledgeable about financial literacy and empower them to become peer-to-peer trainers. The Student Ambassadors will teach fellow students financial concepts and develop leadership skills in the process. The primary goal is to infuse financial literacy training into the education of college students; empower students to be able to make sound financial decisions during their matriculation and after graduation; and to increase retention and graduation rates.

If approved, the MOU would go into effect on September 1, 2018 and would remain in effect from that date until both or either party terminates the agreement. The MOU may be terminated at any time upon written notification by one party to the other.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval to enter into a Memorandum of Understanding with the Society for Financial Education and Professional Development, Inc. (SFE&PD).*



Office of the President

May 31, 2018

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF
UNDERSTANDING BETWEEN GRAMBLING STATE UNIVERSITY AND SFE&PD**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding (MOU) between Grambling State University and the Society for Financial Education and Professional Development, Inc. (SFE&PD) to establish and develop an SFE&PD Student Ambassador Program with the GSU College of Business. The primary goal of this MOU is to infuse financial literacy training into the education of college students, empower students to be able to make sound financial decisions during their matriculation and after graduation, and to increase college/university retention and graduation rates.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:jj

Attachment



Society for Financial Education and Professional Development, Inc.

Enhancing financial and professional growth...

MEMORANDUM OF UNDERSTANDING

between

**Grambling State University
College of Business**

and

Society for Financial Education and Professional Development, Inc. (SFE&PD)

Purpose

The purpose for this Memorandum of Understanding (MOU) is to set forth the terms and conditions for which the Grambling State University, College of Business (*hereafter named as HBCU*) and SFE&PD will partner to establish and develop on campus the SFE&PD Student Ambassador Program. The program will train and prepare a select group of students to become knowledgeable about financial literacy and empower them to become peer-to-peer trainers. The Student Ambassadors will teach fellow students financial concepts and develop new leadership skills. The primary goal is to infuse financial literacy training into the education of college students; empower students to be able to make sound financial decisions during their matriculation and after graduation; and increase college/university retention and graduation rates.

Background

Founded in 1998, SFE&PD is a non-profit organization on a mission to enhance the level of financial education and economic literacy of individuals and households in the United States and to promote professional development. SFE&PD has presented financial education programs to over 90 colleges and universities across the nation, teaching financial literacy to more than 240,000 college and graduate students.

SFE&PD will:

- Provide on-site training to the Student Ambassadors on key personal money management concepts such as: credit, budgeting, financial goals, risk management (insurance), investing, homeownership, estate planning, student loan management, public relations techniques, and effective advocacy outreach. In addition, Student Ambassadors will acquire tangible leadership skills that can result in a lifetime of healthy financial decision-making.
- Provide all materials for training purposes and for distribution at workshops and sessions. SFE&PD will also provide public speaking training and PowerPoint presentations for Student Ambassadors to use during presentations.
- Administer 2-3 on-site training sessions, several conference calls, Webinars and other mediums to instruct the Student Ambassadors in financial literacy.
- Hold a recognition ceremony (in conjunction with the college/university) for Student Ambassadors at the end of the academic year.
- Arrange for skilled financial educators to serve as the primary teachers who will train the Student Ambassadors at the HBCU. SFE&PD's partner and program funder will also assist in the training. SFE&PD will provide the resumes of the persons serving as financial educators prior to their assignments. Financial educators must not engage in business solicitation or personal services outside the scope of the program.
- Provide compensation for each Student Ambassador in the amount of \$500 for each semester of participation in the SFE&PD Student Ambassador Program. Four Student Ambassadors will be selected for each college/university.
- Provide a faculty member an annual stipend of \$1,000 for administering support and oversight of the program.
- Payments shall be made at the end of the semester upon completion of the Student Ambassador's requirements.
- Perform electronic surveys with Student Ambassadors during and after the program's completion.
- Provide a strategic one-year assessment report with program analysis, expansion plans, and advice on replication.
- Develop a longitudinal survey after the Student Ambassadors graduate and students who have been to assess impact of financial education training.
- Provide marketing posters and flyers templates for Student Ambassadors to promote their events and marketing advice.

The HBCU will:

- Assign a professor to oversee the Student Ambassador Program. The professor will be responsible for keeping the Student Ambassadors on track to meet the program's requirements. In addition, the advising professor will offer guidance, direction, and answer questions when needed to support the Student Ambassador and to help build student confidence and self-assurance.
- College Dean or Professor recommends the students for the program, with the goal of four (4) students who will become subject area experts for the school. The dean or professor will recruit sophomores, juniors, and seniors to participate in the program.
- Assist Student Ambassadors in reaching 500 students, campus-wide.
- Provide facilities for training, classes, and workshops.

- Provide student evaluation reports and attendance report at the end of each semester to SFE&PD for development of semester reports, annual reports and other feedback reporting.

THE STUDENT AMBASSADORS will:

- Participate in all SFE&PD on-campus seminars/workshops, conference calls, and media training sessions.
- Provide peer-to-peer financial literacy training on campus and in the surrounding community, if opportunities are feasible.
- Present 2-3 workshops for fellow students each semester.
- Provide guidance to fellow students on financial issues and give them available financial materials.
- Conduct small-group discussions on financial subjects and assist with campus-wide financial literacy events with SFE&PD/faculty support and promote them on social media.
- Be responsible for promoting and publicizing the financial education events held on the campus.
- Not be required to expend an established number of hours on the SFE&PD Student Ambassador Program; however, the only requirement is that each student satisfies the requirements delineated above.
- Mostly be students in the business college/school; however, students of other majors and fields of study can also participate in the SFE&PD Student Ambassador Program.

Both Parties:

Both parties (SFE&PD and the HBCU) will meet after the end of the academic year to review and assess the Student Ambassador Program.

Duration of Agreement:

The SFE&PD Student Ambassador Program will be comprised of two (2) semesters (fall and spring) for the 2018-2019 school year. The MOU may be terminated at any time upon written notification by one party to the other.

Effective Date:

This MOU should be effective from September 1, 2018 and shall remain in effect from that date until both or either party terminates this agreement.

Privacy Statement:

All documents and materials created and distributed by SFE&PD is proprietary information and is prohibited from being copied, distributed, or edited without the written consent and approval of SFE&PD.

Points of Contact:

HBCU point of contact is Dr. Donald White.

The point-of-contact for SFE&PD is Theodore “Ted” Daniels.

IN WITNESS THEREOF: the undersigned have executed this MOU.

HBCU
Grambling State University

Society for Financial Education &
Professional Development

Richard J. Gallot, Jr., President

Theodore R. Daniels, President

Date: _____

Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.2. Grambling State University's request for approval of a 3+3 Articulation Agreement with Logan University.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval of a 3+3 Articulation Agreement with Logan University, a private special focus institution providing chiropractic education while continuously enriching academic options with degree offerings in health sciences. Under the provisions of the proposed agreement a qualified student has the opportunity to complete a baccalaureate degree (Bachelor of Science in Biology) and the Doctor of Chiropractic Degree in six years. The proposed agreement defines coursework to be completed at GSU for a student intending to matriculate to Logan University; special terms of admission into the 3+3 program; and other special criteria for the awarding of the baccalaureate degree to participating students.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval of a 3+3 Articulation Agreement with Logan University.



Office of the President

May 31, 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 LOGAN UNIVERSITY**

Grambling State University respectfully requests approval of an Articulation Agreement between Grambling State University (GSU) and Logan University to establish a 3 + 3 program with the GSU Department of Biological Sciences. This agreement will allow GSU biology majors to complete the Bachelor of Science degree in Biology and the Doctor of Chiropractic degree in six years.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:jj

Attachment



ARTICULATED PROGRAM AGREEMENT BETWEEN LOGAN 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 intending to pursue the chiropractic profession, Logan University (Logan) and Grambling State University (GSU) hereby enter into an agreement for an articulated program. This agreement will define coursework to be completed at GSU for a student intending to matriculate at Logan, special terms of admission to Logan 3+3 Articulation Agreement (3+3 program), and special criteria for the awarding of the baccalaureate degree to participating students.

Objectives of the Agreement:

1. To attract qualified students to GSU and Logan.
2. To facilitate the transition of students from GSU to Logan.
3. To provide specific advisement for students GSU who intend to pursue professional study at Logan.
4. To encourage academic and administrative coordination between institutions and the exchange of evaluative 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 Doctor of Chiropractic Degree in one less year than the normal time, i.e. 7 years.

II. ARTICULATION AGREEMENT

Under the provisions of this program, a 3+3 Program student will matriculate at GSU with a baccalaureate degree with a minimum of 90 credit hours in coursework at GSU and a minimum of 30 credit hours in coursework at Logan.

GSU COURSE WORK (“PRE-CHIROPRACTIC PROGRAM”) INCLUDES:

Required coursework to fulfill General Education Competencies: 39 Credit Hours

- | | |
|--|----------------|
| <input type="checkbox"/> Communication (English) | 9 Credit Hours |
| <input type="checkbox"/> History | 6 Credit Hours |
| <input type="checkbox"/> Humanities and/or Fine Arts | 9 Credit Hours |

<input type="checkbox"/> Freshman Seminar (FYE 101)	1 Credit Hours
<input type="checkbox"/> Natural Sciences	8 Credit Hours
<input type="checkbox"/> Social/Behavioral Sciences	6 Credit Hours

Required coursework to fulfill Major Competencies: 51 Credit Hours

<input type="checkbox"/> FYE 102 First Year Experience II	1 Credit Hour
<input type="checkbox"/> THEA 212 Fundamental: Public Speaking	3 Credit Hours
<input type="checkbox"/> BIOL 113/BIOL 115 Principles of Biology	4 Credit Hours
<input type="checkbox"/> BIOL 302 Genetics/Lab	4 Credit Hours
<input type="checkbox"/> BIOL 459/461 Cell & Molecular Biology	4 Credit Hours
<input type="checkbox"/> CHEM 112/114 General Chemistry II	4 Credit Hours
<input type="checkbox"/> CHEM 223/225 Organic Chemistry I	4 Credit Hours
<input type="checkbox"/> CHEM 224/226 Organic Chemistry II	4 Credit Hours
<input type="checkbox"/> PHYS 109/111 Fundamentals of Physics I	4 Credit Hours
<input type="checkbox"/> PHYS 110/112 Fundamentals of Physics II	4 Credit Hours
<input type="checkbox"/> Science elective coursework	12 Credit Hours
<input type="checkbox"/> MATH 147 Pre-Calculus I	3 Credit Hours

TOTAL HOURS FROM GSU 90 Credit Hours

LOGAN COURSEWORK INCLUDES:

A minimum of 30 credit hours must be completed with a cumulative grade point average of at least a 2.00 on a scale of 4.00.

<input type="checkbox"/> ANAT10101/1L101 Anatomy I with Lab	5 Credit Hours
<input type="checkbox"/> ANAT10202/1L202 Anatomy II with Lab	4.5 Credit Hours
<input type="checkbox"/> PYSO10202 Physiology I	4 Credit Hours
<input type="checkbox"/> MICR10201 Microbiology I	3 Credit Hours
<input type="checkbox"/> BCHM10201 Biochemistry I	3 Credit Hours
<input type="checkbox"/> ANAT10303/1L303 Anatomy III with Lab	4.5 Credit Hours
<input type="checkbox"/> PYSO10303 Physiology II	6 Credit Hours

TOTAL HOURS FROM LOGAN 30 Credit Hours

(Credit Hour = Carnegie Definition of 50 minutes = 1 credit hour)

For every subject required by Logan (either offered by GSU or Logan), no grade below a 2.0 on a 4.0 scale will be accepted for credit in this articulated program. In addition, all 3+3 Program students must have earned a cumulative grade point average of at least 2.75 for the 90 credit hours at GSU to be considered for admission.

1. In Logan's continued efforts to remain at the forefront of advanced, doctoral education, updates to courses may arise. Alternative courses may be considered for degree completion credit at the discretion of GSU.
2. Students are admitted to Logan only as first year Doctor of Chiropractic students. Upon completion of the required coursework, 30 credit hours from Logan may be transferred toward

completion of the baccalaureate degree at GSU. In order to matriculate at GSU, an official transcript must be sent from Logan to a designated official within GSU, and the student must request and complete application materials for graduation.

3. While enrolled at GSU, students will complete all required coursework as outlined above and described in the GSU catalog.
4. The acceptance of transfer credits or testing toward completion of degree requirements shall be governed by current policies of GSU.
5. In order to be granted *the Bachelor of Science with a comprehensive major in Biology degree* from GSU, students must have successfully completed a total of at least 120 credit hours.
6. Logan shall accept, for the entrance date of its choice, all students who successfully complete the Pre-Chiropractic Program with a cumulative GPA of 3.0 or higher and meet all other criteria for admission (including core competencies described in the Council on Chiropractic Education's *Doctor of Chiropractic Program Requirements for Institutional Standards*).
7. Students who earn less than a 3.0 GPA, but at least a 2.75 or higher, and satisfy core competencies described in the Council on Chiropractic Education's *Doctor of Chiropractic Program Requirements for Institutional Standards*, may be eligible for admission to Logan at the discretion of the Vice President of Enrollment Management, and will receive appropriate consideration in the standard admission process for having completed the GSU Pre-Chiropractic Program. Such student will not receive the assurance of a seat reserved for students earning a 3.0 or higher GPA and will be assessed under an alternative admission track.
8. Students will complete an application to Logan six months to a year in advance of their desired entrance date and will complete all required application procedures thereafter in a timely manner, including submission of a professional reference, a chiropractor's letter of recommendation, and a satisfactory interview. Students applying to Logan's doctorate program under a 3+3 Program Agreement will qualify for their application fee to be waived.
9. Students enrolled in the 3+3 Program who successfully complete all required coursework at Logan with no grade below a 2.0 on a 4.0 scale will be granted the baccalaureate degree from GSU, provided they have met all other GSU's graduation requirements.
10. Students shall pay the appropriate tuition and fees to each institution for all coursework taken at that institution. During their first year of study at Logan, students shall not be registered for courses at GSU, but shall pay any fees required to maintain their registration toward the baccalaureate degree. Upon completion of the assigned coursework within the first year of study at Logan, students shall be responsible for any fees regularly charged by GSU for transfer of credits and awarding the baccalaureate degree. Transcript requests made for Logan transcripts to be sent to the agreement school will have their transcript fee waived.

III. MUTUAL PROMOTION AND STUDENT ADVISEMENT OF THE PROGRAM

Logan and GSU agree to encourage qualified students to participate in this 3+3 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 3+3 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 3+3 Program and keep each other informed of those students through the use of the supplemental Application of Intent form.
2. Maintain regular communication with Logan to update on any changes to the appointed representative's contact information for the purpose of marketing on Logan's website.
3. Will provide Logan's assigned representatives the opportunity for periodic visits for the purpose of meeting with students and for recruitment.
4. Care will be taken by GSU to make students aware that some state boards of chiropractic require completed baccalaureate degrees, **PRIOR TO CHIROPRACTIC STUDY**, and to advise students planning to practice in those states accordingly.
5. Both institutions agree to promote the 3+3 program in their recruitment activities; online and print marketing pieces; and to refer prospective students, when appropriate, to the other's admission office.

IV. CONTINUATION AND TERMINATION OF THE AGREEMENT

By signing, both institutions acknowledge that this agreement shall remain intact unless stated, in writing, that the agreement is being terminated. If terminated, both institutions will honor the terms of the agreement until all students already admitted into Logan University are given the opportunity to complete the program in a timely manner and meet the terms in place.

Unless extenuating circumstances require the creation and establishment of a new agreement, modifications to the terms and/or curriculum therein may be submitted, in writing, by way of amendment.

For Grambling State University

President, Richard J. Gallot, Jr., J.D., B.A.

Date

For Logan University

President, J. Clay McDonald, D.C., M.B.A., J.D.

Date

Grambling State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate and graduate degrees. Logan University is not accredited by SACS Commission on Colleges and the accreditation of Grambling State University does not extend to or include Logan University or its students. Further, although Grambling State University agrees to accept certain course work from Logan University to be applied toward an award from Grambling State University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Grambling State University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

Grambling State University
Department of Biological Sciences
LOGAN University
Student Curriculum Audit Notification (SCAN)

Student Name: _____

GSU ID#: _____

Course No.	Course Title	HR	Sem Yr.	Grade
FRESHMAN YEAR				
FYE 101	First Year Experience I	1		
FYE 102	First Year Experience II	1		
ENG 101	Freshman Composition I	3		
ENG 102	Freshman Composition II	3		
BIOL 113	Principles of Biology Lecture I	3		
BIOL 115	Principles of Biology Lab I	1		
BIOL 114	Principles of Biology Lecture II	3		
BIOL 116	Principles of Biology Lab II	1		
CHEM 111	General Chemistry I (FALL SEMESTER)	3		
CHEM 113	General Chemistry I Lab (FALL SEMESTER)	1		
CHEM 112	General Chemistry II (SPRING SEMESTER)	3		
CHEM 114	General Chemistry II Lab (SPRING SEMESTER)	1		
MATH 147	Pre-Calculus I	3		
MATH 148	Pre-Calculus II	3		
	TOTAL	30		
SOPHOMORE YEAR				
HISTORY	_____	6		
	<i>Students must choose any TWO (2)*</i>			
BIOL 202	Developmental Biology Lecture/Lab	4		
ENG 207	Intro to Technical Writing	3		
THEA 212	Fundamental: Public Speaking	3		
PHYS 109	Fundamentals of Physics I (FALL SEMESTER)	3		
PHYS 111	Fundamentals of Physics I Lab (FALL SEMESTER)	1		
PHYS 110	Fundamentals of Physics II (SPRING SEMESTER)	3		
PHYS 112	Fundamentals of Physics II Lab (SPRING SEMESTER)	1		
GET 300	Rising Junior Exam	0		
CHEM 223	Organic Chemistry I (FALL SEMESTER)	3		
CHEM 225	Organic Chemistry I Lab (FALL SEMESTER)	1		
CHEM 224	Organic Chemistry II (SPRING SEMESTER)	3		
CHEM 226	Organic Chemistry II Lab (SPRING SEMESTER)	1		
	TOTAL	32		
JUNIOR YEAR				
BIOL 302	Genetics Lecture/Lab	4		
SOCIAL SCIENCE	_____	6		
	<i>Students must choose any TWO (2)**</i>			
BIOL 408	Seminar	1		
BIOL 459/461	Cell & Molecular Biology I Lecture/Lab (FALL SEMESTER)	4		
BIOL 463/465	Cell & Molecular Biology II Lecture/Lab (SPRING SEMESTER)	4		

**Grambling State University
Department of Biological Sciences
LOGAN University
Student Curriculum Audit Notification (SCAN)**

FINE AND PERFORMING ARTS	<i>Student must choose any ONE(1)****</i>	3		
HUMANITIES	<i>Student must choose any TWO(2)***</i>	6		
	TOTAL	28		
SENIOR YEAR (LOGAN UNIVERSITY)				
ANAT 10101/IL101	Anatomy I Lecture/Lab	5		
ANAT 10202/IL202	Anatomy II Lecture/Lab	4.5		
PYSO 10202	Physiology I	4		
MICR 10201	Microbiology I	3		
BCHM 10303/IL 3030	Biochemistry	3		
ANAT 10303/IL303	Anatomy III Lecture/Lab	4.5		
PYSO 10303	Physiology II	6		
	TOTAL	120	30	

*Sequential courses must be taken in order

***History**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U S History I)
HIST 202 (U S History II)

****Social Science**

ECON 201 (Macroeconomics)
SOC 101 (Introduction to Social Sciences)
SOC 201 (Introduction to Sociology)
PSY 200 (General Psychology)
PS 201 (American National Government)
GEOG 201 (Cultural Geography)

*****Humanities**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U S History I)
HIST 202 (U S History II)
ENG 200 (World Literature I)
ENG 201 (Intro. to Literature)
ENG 203 (Intro. to American Lit I)
ENG 204 (Intro. to American Lit II)
ENG 205 (Intro. to British Lit I)
ENG 206 (Intro. to British Lit II)
HUM 200 (African Culture)
HUM 201 (Western Culture)
PHIL 201 (Intro to Philosophy)
HUM 202 (Non-Western Culture)
Any 100 or 200 level courses in any foreign language

******Fine & Performing Arts**

ART 105 (Art Appreciation)
ART 210 (Fine and Performing Arts)
ART 215 (Art History I)
ART 216 (Art History II)
MUS 219 (Music Appreciation for non-Majors)
THEA 100 (Intro. to the Theatre)

Hours completed toward degree _____

Total hours at the end of this semester _____

Hours enrolled in this semester _____

Additional hours needed for graduation _____

Advisor Signature _____ Date: _____

Dept. Chair Signature _____ Date: _____ Expected Graduation Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

- Item F.3. McNeese State University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Mechanical Engineering.**

EXECUTIVE SUMMARY

McNeese State University requests approval of a Letter of Intent to develop a new academic program leading to a Bachelor of Science in Mechanical Engineering (BSME). Prior to April 1994 McNeese offered a BSME along with stand-alone BS programs in Chemical, Civil and Electrical Engineering. As a result of the 1994 Low Completer Review conducted by the Louisiana Board of Regents the four degree programs were combined into one BS in Engineering (BSE) with concentrations in Chemical, Civil, Electronical and Mechanical Engineering. The BSE with the concentrations noted has been offered by McNeese continuously since then and completes, on average, 81 students annually. At this time McNeese would like to convert the existing ME concentration into a stand-alone BSME.

Southwest Louisiana has benefitted from an enormous industrial expansion and continues to plan for unprecedented growth in the future. Existing industrial facilities are expanding and new industries are moving into the five-parish area serviced by McNeese. As these new companies search the talent pipeline to fill ME positions, there is interest in those graduates who have earned a BSME. This places a burden on McNeese graduates to prove to potential employers that the curriculum of the ME concentration is equal to that of a BSME. The curriculum required of the existing BSE with a concentration in ME is that of a BSME and, by allowing McNeese to convert the concentration into a stand-alone program, the proposed degree designation will better reflect the in-depth disciplinary knowledge learned. In turn, employer's confusion as to why "mechanical" is not reflected in the degree name will be alleviated and the competitiveness of McNeese graduates will increase.

Due to the strong demand for engineers in Southwest Louisiana the number of students pursuing the existing BSE, including the ME concentration, has increased significantly and it is anticipated that the demand will continue to grow due to the multi-billion dollar industrial expansion that is underway in the region. In Fall 2006 total student enrollment in the BSE program was 361 with that number increasing to 686 in Fall 2017. During this 11-year time period the ME concentration enrollment has grown from 105 students in Fall 2006 to 241 students in Fall 2017 with ME concentration completers increasing over time as well (10 in AY 2015-16 to 35 in AY 2016-17). Based on this historical data as well as workforce demand it is projected that the proposed BSME will maintain an enrollment between 250 and 300 students; there is no concern about this program being identified as a low completer as it was in 1994. In addition, there is no concern that extracting the ME concentration from the BSE program will negatively impact the enrollment and completer numbers for the remaining concentrations within the existing BSE.

BSME programs in the State of Louisiana are offered by the following public universities: UL Lafayette, LSU, UNO, LA Tech and SUBR. On average, these five programs complete 320 students annually. The proposed BSME program at McNeese should not be viewed as unnecessary duplication because:

- (1) This request is not for creating a new program that does not exist. The request is for separating the existing ME concentration of the BSE program and establishing it as a stand-alone program under a new CIP code.
- (2) The ME concentration of the BSE at McNeese has been in existence since 1994. As can be seen when consulting enrollment and completion data, the ME concentration enrollment has been growing over the last ten (10) years as have the BSME programs listed above. This is evidence that the McNeese program does not (and will not) directly compete with the other programs.
- (3) The existing BSE program draws approximately 60% of its students primarily from Southwest Louisiana (424 students out of 686 in Fall 2017). Adding to this the international student population (140 students out of 686 in Fall 2017) brings the percent of students who do not directly compete with the other institutions to more than 80%.
- (4) The proposed BSME program will continue to primarily support the Southwest Louisiana industry with ME graduates at a time of growth, as it has been doing since its inception.

As previously noted, the request is to convert an existing concentration with a 24-year history under the BSE to a stand-alone degree. This change will not require additional faculty, additional funding or any change in the curriculum, but it will help McNeese graduates in ME be more competitive in a labor market where employers are specifically seeing applicants with a BS in Mechanical Engineering. The proposed program change will enhance the educational mission of the University and help to make their engineering graduates "First Choice" among their peers.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Mechanical Engineering.



F 3

May 30, 2018

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

RECEIVED

MAY 31 2018

UNIVERSITY OF
LOUISIANA SYSTEM

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request for approval to offer the Bachelor of Science in Mechanical Engineering.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the June 21, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



Office of
Academic Affairs
and Enrollment
Management

Box 93220
Lake Charles, LA 70609


Burton Business Center
Rm 427, 450 Lawton Dr.
Lake Charles, LA 70605

Phone: 337-475-5508
1-800-622-3352 ext. 5508
Fax: 337-475-5511

[www.mcneese.edu/
academic-affairs](http://www.mcneese.edu/academic-affairs)

MEMORANDUM

TO: Dr. Daryl Burckel
President

FROM: C. Mitchell Adrian 
Provost and Vice President for Academic Affairs
and Enrollment Management

DATE: May 18, 2018

SUBJECT: Bachelor of Science in Mechanical Engineering

I request approval to present the attached proposal to offer the Bachelor of Science in Mechanical Engineering to the University of Louisiana System Board of Supervisors.

The curriculum has been offered in the College of Engineering and Computer Science for many years under the title of BS Engineering with a Concentration in Mechanical Engineering. The change will not require additional faculty, additional funding, or any change in our curriculum, but it will help our graduates in Mechanical Engineering be more competitive in a labor market where employers are specifically seeking applicants with a BS in Mechanical Engineering.

The proposed program change enhances the educational mission of the university and helps to make our engineering graduates "First Choice" among their peers.

Bachelor of Science in Mechanical Engineering

McNeese State University

Executive Summary

Southwest Louisiana is undergoing an enormous industrial growth. Existing industrial facilities are expanding and new industries are moving in the area constructing new industrial complexes. As a result of this, the Mechanical Engineering program enrollment at McNeese continues to grow. We have long had a Bachelor of Science in Engineering with a Concentration in Mechanical Engineering. As new companies continue moving in the area, their position announcements for new engineers are becoming more specific to certain specializations. This places a burden upon our graduates to prove to employers that the curriculum in our Concentration in Mechanical Engineering is equal to a Bachelor of Science in Mechanical Engineering.

Given that our curriculum already includes all courses required for a graduate to succeed in Mechanical Engineering, and given that our graduates are better served with a degree title that shows a Bachelor of Science in Mechanical Engineering, we would like to add the Bachelor of Science in Mechanical Engineering to replace our existing concentration. No new faculty or equipment resources are required. Thus, we will produce graduates who are more competitive in the job market for no additional cost to the university or to the State of Louisiana.

Louisiana Board of Regents

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

-- Including incremental credentials building up to the Degree --

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

Date:

Institution: McNeese State University	Requested CIP, Designation, Subject/Title: 141901, Bachelor of Science in Mechanical Engineering (BSME), Mechanical Engineering
Contact Person & Contact Info Dr. Nikos Kiritsis, Dean College of Engineering and Computer Science Email: nikosk@mcneese.edu Phone: (337) 475-5857	
Date Letter of Intent was approved by Board of Regents:	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2018	

1. Program Description

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

Objective: McNeese State University is requesting to convert the Mechanical Engineering concentration under the existing Bachelor of Science in Engineering (BSE, CIP = 140101) degree program to a stand alone Bachelor of Science in Mechanical Engineering (BSME, CIP = 141901) degree program.

Purpose: For more than 24 years, McNeese State University has been offering a Mechanical Engineering concentration under the Bachelor of Science in Engineering (BSE) program. Close to 1000 students have already graduated under that concentration that internally is referred to as "Mechanical Engineering (MEEN)." The MEEN curriculum can be seen on the next page. The form shown is used as an advising sheet for current students. It outlines the required courses in the MEEN concentration (curriculum) by semester as well as their prerequisites. It complies with all State mandated General Education Requirements. The MEEN concentration requires 128 credit hours to complete.

A closer look at the curriculum shows that the breadth and depth of a traditional Mechanical Engineering program are covered with the courses offered in the concentration. The new academic program sought, will keep the same structure and curriculum as it is identified here. McNeese State University is requesting to offer the same curriculum under the Mechanical Engineering CIP 141901 code.

History: Before April 1994, McNeese State University offered a stand alone Bachelor of Science in Mechanical Engineering (CIP 141901) along with stand alone Bachelor of Science in Chemical, Civil, and Electrical Engineering (CIPs 140701, 140801, 141001 respectively). In April 1994, the decision was made to combine the above programs into a Bachelor of Science in Engineering degree with concentrations in Chemical, Civil, Electrical, and Mechanical Engineering due to low number of completers in some disciplines. The BSE degree program with the above concentrations has been offered by McNeese State University continuously since then.

Mode of Delivery: On-Site

No new courses will be created. The entire curriculum exists as a concentration under the Bachelor of Science in Engineering degree.

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

MEEN Advising Form 2018-19			Name:	ID:	Advisor: P. R. Chandra							
COURSE	No.	DESCRIPTION	CR	PRE-REQ/CO-REQ	SUBSTITUTION	F/S	CR/TR	EC	SEM	GR	EC	EP
CHEM	101	General Chemistry I	4	MATH113 ('C' OR BETTER)		F/S						
ENGL	101	English Composition I	3			F/S						
ENGR	100	Foundations for CoE Freshmen	1			F/S						
ENGR	101	Engineering Graphics	2			F/S						
MATH	190	Calculus I	4	MATH170, 175		F/S						
ORIN	101	Freshman Orientation	0			F/S						
History		see catalog (*)	3	HIST 101/2, 121/2, 201/2		F/S						
FRESHMAN - FALL			17									
CHEM	102	General Chemistry II	4	CHEM101		F/S						
ENGL	102	English Composition II	3	ENGL101		F/S						
ENGR	109	Intro to Eng. Sci. & Computing	2	MATH175(CO-REQ)		F/S						
PHYS	211	Physics I	3	MATH190		F/S						
Humanity		see catalog (*)	3	COMM201 suggested		F/S						
Social Science		see catalog (*)	3	ECON,POLS.PSYC,SOCL,INOV		F/S						
FRESHMAN - SPRING			18									
ENGR	201	Statics	3	MATH291(CO-REQ), PHYS211		F/S						
ENGR	207	Elementary Thermodynamics	3	PHYS211		F/S						
ENGR	211	Circuits I	3	MATH190		F/S						
MATH	291	Calculus II	4	MATH190		F/S						
English Lit		see catalog (*)	3	ENGL201-204, 221		F/S						
SOPHOMORE - FALL			18									
ENGR	202	Dynamics	3	ENGR201		F/S						
ENGR	205	Strength of Materials	3	ENGR201		F/S						
ENGR	206	Material Science	3	CHEM102, PHYS211		F/S						
MATH	292	Multivariable Calculus	4	MATH291		F/S						
MATH	322	Linear Algebra & Matrix Theory	3	MATH190		F/S						
SOPHOMORE - SPRING			18									
ENGR	311	Fluid Mechanics	3	ENGR202, MATH292		F/S						
ENGR	354	Elec Machinery & Power Sys	3	ENGR211		F						
MATH	301	Differential Equations	3	MATH291		F/S						
MATH	431	Statistics & Probability	3	MATH292		F						
MEEN	316	Strength of Materials Lab	1	ENGR202, 205		F/S						
MEEN	321	Dynamics of Machinery	3	ENGR202, 205		F						
JUNIOR - FALL			18									
ENGR	312	Fluid Mechanics Lab	1	ENGR311		F/S						
ENGR	315	Heat Transfer	3	ENGR207, 311(CO-REQ)		F/S						
ENGR	318	Engineering Measurements	1	ENGR109, 211		S						
ENGR	242	Engineering Economics	3	ENGL102, MATH292		F/S						
MEEN	330	System Dynamics & Sim	3	ENGR211,311,315(CO-REQ),MATH301,322		S						
Social Science		see catalog (*)	3	ECON,POLS,PSYC,SOCL,INOV		F/S						
JUNIOR - SPRING			14									
ENGR	430	System & Control	3	ENGR202, MEEN330		F						
ENGR	433	The Engineering Profession	1	ENGR490(CO-REQ)		F						
ENGR	490	Senior Design Project I	1	ENGR242 and HoD Permission		F						
MEEN	402	Machine Design	3	ENGR202, 205, 206		F						
MEEN	409	Advanced Thermodynamics	3	ENGR207		F						
MEEN	414	Mechanical Vibrations	3	MEEN330		F						
SENIOR - FALL			14									
ENGR	475	System & Control Lab	1	ENGR430(CO-REQ)		F/S						
ENGR	491	Senior Design Project II	3	ENGR490		S						
MEEN	415	Heat & Flow Lab	1	ENGR315, MEEN409		F/S						
Elective	4XX	MEEN/ENGR	3	As approved by the advisor		F/S						
Elective	4XX	MEEN/ENGR	3	As approved by the advisor		F/S						
Fine Arts		see catalog (*)	3	ART., MUSC, THEA		F/S						
Life Science		see catalog (*)	3	BIOL, ENSC		F/S						
SENIOR - SPRING			17	TEC: Total Earned Credits			TOTAL	0			0	0
Advisor's Sign:			128	Student's Sign:			Date:	TEC	0	GPA	###	
Students must earn a grade of "C" or better in CHEM101, 102, ENGL101, 102 and MATH190 as well as in all ENGR and MEEN courses. (*) These courses can be taken in any sequence; SUBSTITUTION: This column is for course substitution, if needed. CR/TR: Type 'CR' or 'TR'.												

No special requirements needed. No new courses will be created. The above curriculum exists as a concentration under the Bachelor of Science in Engineering degree.

2. Need

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

During the last 3 years, Southwest Louisiana is undergoing an enormous industrial growth. Existing industrial facilities are expanding and new industries are moving in the area constructing new industrial complexes. As a result of this, the Mechanical Engineering program enrollment has been steadily growing (see data below). As new companies are moving in the area hiring our Mechanical Engineering graduates, increasingly higher pressure is put on the University to offer standalone degrees like the BSME instead of the traditional BSE with a concentration in Mechanical Engineering. When these companies write job announcements for Mechanical Engineering positions, they list the degree requirement as BSME. In many occasions this stops our Mechanical Engineering graduates from applying for these jobs. For many years, this did not appear to be a problem. With the recent industrial growth and the influx of new companies, it is becoming a bigger issue.

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

McNeese State University mission explicitly states that it seeks to successfully educate undergraduate students and provide services to employers and communities in its region. More specifically, McNeese's programs emphasize in-depth disciplinary knowledge and their application to academic and professional environments. The proposed Bachelor of Science in Mechanical Engineering degree will offer McNeese State University graduates the same degree designation as other universities in the State and around the country, and therefore allow employers to select the best candidates among graduates holding similar degrees. The proposed degree will alleviate any questions about why the word "mechanical" does not show on the degree name and increase the competitiveness of our students.

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

BSME programs in the State of Louisiana exist at the following public universities: UL Lafayette, LSU, UNO, Louisiana Tech, and Southern University.

The proposed BSME program at McNeese State University should not be considered as a duplication because:

- a) This request is not for creating a new program that does not exist. This request is for separating the existing Mechanical Engineering concentration of the existing BSE program to a stand-alone program under a new CIP.
- b) The Mechanical Engineering concentration of the BSE at McNeese State University has been in existence since 1994. As can be seen from the data in paragraph 4 below, the Mechanical Engineering concentration enrollment has been growing over the last 10-years as have all Mechanical Engineering programs in the above institutions. This is evidence that the McNeese program does not directly compete with these programs.
- c) The existing BSE program draws about 60 % of its students primarily from Southwest Louisiana (see data below, 424 students out of 686 in the fall of 2017). Adding to this the international student population (see data below, 140 students out of 686 in the fall of 2017), brings the percent of students who do not directly compete with the above institutions to more than 80 %. Adding the out of state student population, increases that number even further. This is strong evidence that the McNeese program does not directly compete with the ME programs in the above institutions.
- d) The proposed BSME program will continue to primarily support the Southwest Louisiana industry with Mechanical Engineering graduates at a time of growth, as it has been doing since its inception.

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

If approved, McNeese State University will terminate the Mechanical Engineering concentration under the existing Bachelor of Science in Engineering degree.

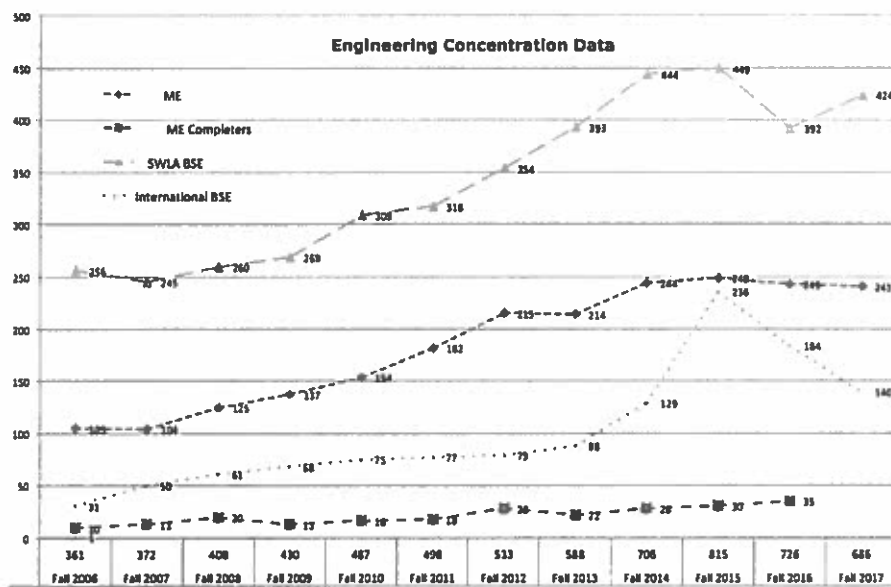
If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

N/A

3. Students

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

The following figure shows a recent history of total student enrollment in the BSE program (686 students in the fall of 2017), the total student enrollment from SWLA in the BSE program (424 students in the fall of 2017, or about 62%), the total international student enrollment in the BSE program (140 students in the fall of 2017, or about 20%), the Mechanical Engineering concentration enrollment (241 students in the fall of 2017, or about 35%), and the Mechanical Engineering concentration completers (35 students in academic year 2016-17, slowly increasing with the concentration enrollment increase). It is evident that since the fall of 2006, the Mechanical Engineering concentration has been monotonically growing to more than doubling its enrollment in 11 years (from 105 students in the fall of 2006 to 241 students in the fall of 2017, or about 130% increase). It is expected that with the industry growth in Southwest Louisiana the Mechanical Engineering enrollment will grow even further. A BSME degree designation will also help the University attract additional international students who express an interest in joining the University but are not familiar with the having concentrations under a general BSE program.



As the above figure shows, the demand for the program has been growing for the last few years. It is anticipated that the demand will continue to grow due to the multi-billion dollar industrial expansion undergoing at this time in Southwest Louisiana.

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

Based on the data shown on the graph above and the strong demand for engineers in Southwest Louisiana, it is anticipated that the Mechanical Engineering program will increase and maintain an enrollment between 250 and 300 students during the next 5 years. In addition to the strong demand for engineers, the College of Engineering and Computer Science has initiated a retention program seeking to provide additional support services to freshman engineering students and reduce attrition from the freshman to the sophomore year. It is anticipated that this effort will also contribute to the projected enrollment increase.

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

The following table shows the BSE enrollment and completers for all concentrations from 2006 to 2016. The Mechanical Engineering concentration data has been highlighted in green. The 2017-18 completer data was not available at the time this letter of intent was written. However, it is expected that during the 2017-18 academic year, the Mechanical Engineering concentration graduates will increase to more than 35 students. As expected, the completer history follows the enrollment trend but it is about four to five years behind. Based on the monotonic enrollment and completer increase, it is anticipated that extracting the Mechanical Engineering concentration from the BSE program will not negatively impact the enrollment and completer numbers of the remaining concentrations within the BSE.

BS Engineering Concentration Enrollment and Completion Data

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Enrollment	361	372	408	430	487	498	533	588	706	815	726	686
Completer Data												
Concentrations	2005-06	2006-07	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Chemical Engineering	9	5	9	12	14	15	23	9	17	28	23	27
Civil Engineering	6	9	14	8	12	16	12	20	18	16	14	15
Electrical Engineering	13	14	12	2	15	11	9	10	4	13	16	15
Mechanical Engineering	10	13	20	13	16	18	28	22	28	30	35	32
Total Completers	38	41	55	35	57	60	72	61	67	87	88	89

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

New students will follow the general McNeese State University admission criteria. **No special preparation is needed.**

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

N/A

4. Faculty

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

As it was explained earlier, this request deals with an existing program (mechanical engineering concentration under the BSE), it does NOT create a new program. It converts a concentration with a 24-year history under a Bachelor of Science in Engineering degree to a stand-alone program. The Department of Chemical, Civil, and Mechanical Engineering that currently administers the Mechanical Engineering concentration already has the required faculty:

Dr. Pankaj Chandra Ph.D., P.E., Professor and Department Head, Thermodynamics, Advanced Thermodynamics, Design of Heat Exchangers, Heat Transfer, Thermal – Fluid Sciences, Dynamics, Turbomachinery.

Dr. Ning Zhang Ph.D., Professor, Fluid Mechanics, Fluid Mechanics Laboratory, Senior Design Project I and II, Strength of Materials, Laboratory, Heat Flow Laboratory.

Dr. Zhuang Li Ph.D., Professor, Dynamics of Machinery, Machine Design, Digital Signal Processing, Mechanical Vibrations, Engineering Measurements, Engineering Acoustics, System Dynamics and Simulation.

Dr. Nikos Kiritsis Ph.D., Professor and Dean, Foundations for Engineering Freshman Success, Engineering Profession, Engineering Practice.

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

The program exists as a concentration under the Bachelor of Science in Engineering Degree. **No new faculty will be needed.**

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

The program exists as a concentration under the Bachelor of Science in Engineering degree. Present faculty will continue their current activities as they have done for many years. **No new faculty will be needed.**

5. Library and Other Special Resources

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

The program exists as a concentration under the Bachelor of Science in Engineering Degree. **No new library holdings/resources will be needed.**

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

The McNeese State University Library spent approximately \$150K to \$200K during the last two fiscal years to support the needs of the Engineering Program (four concentrations, Chemical, Civil, Electrical, and Mechanical Engineering). These purchases include electronic book packages, databases, print titles and periodicals. In the electronic book package purchases a significant number of titles are included within the product. Some products, such as databases are included in the library's LOUIS annual membership cost.

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

The program exists as a concentration under the Bachelor of Science in Engineering Degree. **No new library holdings/resources will be needed.**

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

The program exists as a concentration under the Bachelor of Science in Engineering Degree. **No new library holdings/resources will be needed.**

6. Facilities and Equipment

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

The Mechanical Engineering concentration under the Bachelor of Science in Engineering degree partially uses Drew Hall (offices, lecture courses) and the Engineering and Technology Laboratory building (laboratories). Existing facilities are utilized as needed and shared with the other concentrations of the Bachelor of Science in Engineering Degree.

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

No new facilities will be needed.

7. Administration

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

The proposed program will be administered by the Department of Chemical, Civil, and Mechanical Engineering. The Department is currently administering the Mechanical Engineering concentration under the Bachelor of Science in Engineering degree. The proposed program will not affect the current situation as it will continue to be administered by the same department.

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

The proposed will not affect the Department of Chemical, Civil, and Mechanical Engineering as it is currently administering the same program as a concentration under the Bachelor of Science in Engineering degree.

8. Accreditation

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

The Accreditation Board for Engineering and Technology or ABET, will be the accrediting agency of the proposed Bachelor of Science in Mechanical Engineering degree. ABET is also the accrediting agency of the current Bachelor of Science in Engineering degree. ABET's General Criteria are the same for both degrees and are currently met. The Bachelor of Science in Engineering degree is currently accredited until 2021. In addition to the General Criteria, the proposed Bachelor of Science in Mechanical Engineering degree will be required to meet ABET's Program Specific Criteria which represent an small extension of the General Criteria. The Mechanical Engineering concentration under the Bachelor of Science in Engineering degree already has the required courses in place to meet the additional Program Specific Criteria. The accreditation date of the proposed Bachelor of Science in Mechanical Engineering degree will approximately be about a year after the first graduating class under the new degree designation. Since the current Mechanical Engineering concentration under the Bachelor of Science in Engineering degree already has students in the pipeline, the first graduating class under the proposed program will be within a year after the authorization to offer the program.

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

N/A

9. Related Fields

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

The Department of Chemical, Civil, and Mechanical Engineering already administers the Chemical and Civil concentrations under the Bachelor of Science in Engineering degree. The Department of Electrical Engineering and Computer Science administers the Electrical Engineering concentration under the Bachelor of Science in Engineering degree. Faculty from these departments are currently assisting and will continue to assist the proposed Bachelor of Science in Mechanical Engineering program and teach courses such as: Statics, Dynamics, Strength of Materials, Circuits, Fluid Mechanics, Thermodynamics, Heat Transfer, Systems and Control, Electrical Machinery and Power Systems, and Material Science.

10. Cost & Revenue

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

As it was explained earlier, this request deals with an existing program (mechanical engineering concentration under the BSE), it does NOT create a new program. It converts a concentration with a 24-year history under a Bachelor of Science in Engineering degree to a stand-alone program. The Department of Chemical, Civil, and Mechanical Engineering that currently administers the Mechanical Engineering concentration already has the curriculum, faculty, staff, equipment, software, facilities and students necessary to administer the proposed stand-alone BSME program and produced close 50 graduates per year. The University will assume the additional cost of hosting future ABET visits for program accreditation. There will be NO need for additional funding resources in the foreseeable future.

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

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

No additional sources of funds are needed in order to run the proposed program.

CERTIFICATIONS:




Primary Administrator for Proposed Program



Date



Provost/Chief Academic Officer



Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL^{***} COSTS/INCOME FOR PROPOSED PROGRAM

Institution: McNeese State University Date: May 17, 2018

Degree Program, Unit: Bachelor of Science in Mechanical Engineering

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		\$0.0		\$0.0	
Graduate Assistants	\$0.0		\$0.0		\$0.0		\$0.0	
Support Personnel	\$0.0		\$0.0		\$0.0		\$0.0	
Fellowships and Scholarships	\$0.0		\$0.0		\$0.0		\$0.0	
SUB-TOTAL	\$0.0		\$0.0		\$0.0		\$0.0	
	AMOUNT	AMOUNT		AMOUNT	AMOUNT			
Facilities	\$0.0	\$0.0		\$0.0	\$0.0			
Equipment	\$0.0	\$0.0		\$0.0	\$0.0			
Travel	\$0.0	\$0.0		\$0.0	\$0.0			
Supplies	\$0.0	\$0.0		\$0.0	\$0.0			
SUB-TOTAL	\$0.0	\$0.0		\$0.0	\$0.0			
TOTAL EXPENSES	\$0.0	\$0.0		\$0.0	\$0.0			
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT		AMOUNT	AMOUNT			
*State Appropriations	\$	\$		\$	\$			
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	260 Students (10 new revenue)	275 Students (25 new revenue)		290 Students (40 new revenue)	305 Students (55 new revenue)			
Tuition	\$55,150	\$137,875		\$220,600	\$303,325			
Fees	\$23,894	\$59,775		\$95,978	\$131,299			
*Other (specify)								
TOTAL ADDITIONAL REVENUES	\$79,044	\$197,650		\$316,578	\$434,624			

^{***} Since this is **NOT** a new program but merely a different packaging of an existing program, there are **NO ADDITIONAL costs** for the proposed program.

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.4. McNeese State University's request for approval to enter into a Memorandum of Understanding with the Calcasieu Parish School Board.

EXECUTIVE SUMMARY

McNeese State University requests approval to enter into a Memorandum of Understanding (MOU) with the Calcasieu Parish School Board (CPSB). The purpose of the proposed MOU is to establish the understandings, terms and conditions under which McNeese will provide specified educational services for CPSB sponsored participants to achieve academic eligibility for teaching certification.

The Every Student Succeeds Act (ESSA), signed into law by President Obama in December 2015, requires (among many things) that action be taken to effect positive change in underperforming schools. Certain schools in Calcasieu Parish were identified as persistently struggling by the Louisiana Department of Education (LDOE) and included on its School Redesign List. To assist local school systems in their efforts to improve underperforming schools, the LDOE has provided competitive School Redesign Grant funding. CPSB was awarded School Redesign Grant funds for the purpose of increasing the number of certified teachers at schools in Calcasieu Parish on the School Redesign List.

As part of its efforts to increase the number of certified teachers, CPSB created the "Teach for Calcasieu" program which will provide funding for qualified and selected college-degreed individuals to enroll in the Practitioner Teacher Certification Program at McNeese at no cost to the student. CPSB and McNeese have negotiated a special contract tuition and fee rate of \$5,000 (\$208.33 per credit hour) for the 24 credit hours required of the Practitioner Teacher Certification Program. This amount will be re-visited and re-negotiated by the parties each year and adjusted accordingly.

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 enter into a Memorandum of Understanding with the Calcasieu Parish School Board.



F 4

May 30, 2018

RECEIVED

MAY 31 2018

UNIVERSITY OF
LOUISIANA SYSTEM

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 enter a Memorandum of Understanding with the Calcasieu Parish School Board to provide educational services for CPSB sponsored participants so they may become certified teachers.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the June 21, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures

Memorandum of Understanding for the Teach for Calcasieu Program Between McNeese State University and Calcasieu Parish School Board

PURPOSE

This Memorandum of Understanding (MOU) is made between McNeese State University (“McNeese”) and Calcasieu Parish School Board (“CPSB”) for the purpose of formalizing the understandings, terms, and conditions under which McNeese will provide specified educational services for CPSB sponsored participants to achieve academic eligibility for teaching certification.

BACKGROUND

The Every Student Succeeds Act requires school systems to build plans to improve struggling schools, and the Louisiana Department of Education (LDOE) has identified certain schools in Calcasieu Parish to be a struggling school, which it has included on its School Redesign List. To assist local school systems, the LDOE has provided competitive School Redesign Grant funding to assist local school systems to improve struggling schools. CPSB has been awarded School Redesign Grant funds for the purpose of increasing the number of certified teachers at schools in Calcasieu Parish on the School Redesign List.

As part of its efforts to increase certified teachers at the Calcasieu Parish schools on the redesign list, CPSB has created the *Teach for Calcasieu* program, which will provide funding for selected college degreed individuals to attend McNeese State University in the Practitioner Teacher Certification Program. CPSB and McNeese have negotiated a special contract tuition and fee rate of \$5,000 for 24 hours of instruction. In order to remain in the program, students must maintain the requirements of the program.

Through this Memorandum of Understanding, CPSB and McNeese mutually agree to the following understandings, terms, and conditions:

RESPONSIBILITIES

CPSB:

- CPSB will screen *Teach for Calcasieu* applicants for eligibility, which shall fully meet the **McNeese Practitioner Teacher Certification Program** requirements detailed in Exhibit A of this MOU.
- CPSB will select the cohort of participants and in time for the cohort to be admitted to the University in a timely manner.
- CPSB will provide the *Teach for Calcasieu* cohort participants to McNeese College of Education-Department of Education Professions by the start of the summer 2018 semester to allow the College to appropriately process the cohort.

McNeese:

- McNeese will provide appropriate advising to the student once the student is accepted into a **Practitioner Teacher Certification** program.
- McNeese will offer the necessary coursework in proper sequence and in the methods as currently scheduled, including Web, Web-Hybrid, and Face-to-Face delivery.
- Upon successful completion of all coursework of the Practitioner Teacher Certification Program and passage of required PRAXIS exams, program completers are eligible to apply for Louisiana teacher certification.

Memorandum of Understanding for the Teach for Calcasieu Program Between McNeese State University and Calcasieu Parish School Board

Other Mutual Understandings:

- Cohort participants must have met **Practitioner Teacher Certification** entrance requirements, be accepted into the university, and be registered for the Practitioner program coursework by the beginning of the summer 2018 semester.
- Coursework in a **Practitioner Teacher Program** is divided into three portals with a specific course sequence corresponding to the mandatory three-semester requirement for program completion.
- If a student does not meet the criteria at each portal, the student will be required to change curriculum from a **Practitioner Teacher Certification Program (PTC)** to a **Post Baccalaureate Certificate Program (PBC)**. This will require additional hours for completion and consequently additional associated tuition and fees.
- Students will not move forward in a Portal in the program with an incomplete (“I”) in a course. The student will be required to change curriculum from a **Practitioner Teacher Certification Program (PTC)** to a **Post Baccalaureate Certificate Program (PBC)**. This will require additional hours for completion and consequently additional associated tuition and fees.
- Students must complete coursework in sequence, and a course withdrawal (“W”) will prevent participants from progressing in the program. The student will be required to change curriculum from a **Practitioner Teacher Certification Program (PTC)** to a **Post Baccalaureate Certificate Program (PBC)**. This will require additional hours for completion and consequently additional associated tuition and fees.
- Participating students must meet all McNeese Catalog requirements, including:
 - Semesters must be consecutive
 - Undergraduate GPA of 2.5 from an accredited university required for entrance into the program.
 - Once accepted, a GPA of 3.0 must be maintained on required coursework.
 - All university and program requirements must be followed as set by the catalog and the Burton College of Education.
- The Elementary Grades 1-5 **Practitioner Teacher Certification Program** will no longer be offered after the 2018-2019 academic year.

FINANCIAL TERMS AND CONDITIONS

The parties mutually agree to the following financial terms and conditions:

For students who are in **Practitioner Teacher Certification Program**, for the period ended **June 30, 2019**, McNeese will charge and invoice CPSB a special contract rate of \$208.33 per credit hour of instruction or a total of \$5,000 for 24 hours of instruction for the program. This amount will be re-visited and re-negotiated by the parties each year and adjusted accordingly. McNeese will provide sufficient detail to CPSB so that CPSB can ascertain participating students and their associated charges.

Students who have entered the **Practitioner Teacher Certification Program** but who do not meet semester portal requirements are no longer eligible to remain in the program. These students are eligible to enter into a **Post-Baccalaureate Certificate Program (PBC)** and continue their path to state certification. Students will be responsible for paying for any additional courses that are outside of the **Practitioner Teacher Certification Program** at the regular tuition and fee rates.

**Memorandum of Understanding for the Teach for Calcasieu Program Between
McNeese State University and Calcasieu Parish School Board**

CPSB will pay the McNeese tuition and fees invoice within 30 days of receipt of the invoice.

McNeese will not refund the student or CPSB for students who begin an individual semester and do not complete the semester.

Students will be required to pay all non-tuition costs, including

- parking fees
- textbooks
- licensure testing fees
- Other necessary instructional materials

AMENDMENT

This MOU may be amended by mutually acceptable written agreement of both parties at any time.

EFFECTIVE DATE, DURATION, AND EXPIRATION

This MOU shall be effective upon the date of final signature, shall remain in effect through June 30, 2019, and may be renewed annually with mutual agreement between McNeese State University and the Calcasieu Parish School Board.

AUTHORIZED BY:

Dr. Daryl V. Burckel, President
McNeese State University

Date: _____

Mr. Karl Bruchhaus, Superintendent
Calcasieu Parish School Board

Date: _____

	Practitioner Teacher	Post-Baccalaureate Certificate Only	Master of Arts in Teaching
Portal I: Admission Requirements			
Bachelor's Degree	Yes	Yes	Yes
Undergraduate GPA	≥2.5	≥2.2	≥2.5

	Practitioner Teacher	Post-Baccalaureate Certificate Only	Master of Arts in Teaching
Portal II/Upper Level Coursework: Admission Requirements			
Completed Packet	EDUC 499	EDUC 499	EDUC 599
Test Requirements	Core Academic Skills for Educators (Reading, Writing, and Math) OR ACT score ≥22 AND Praxis Content-Specific Subject Area Exam	Core Academic Skills for Educators (Reading, Writing, and Math) OR ACT score ≥22 AND Praxis Content-Specific Subject Area Exam	Core Academic Skills for Educators (Reading, Writing, and Math) OR ACT score ≥22 AND Praxis Content-Specific Subject Area Exam
Child Abuse Awareness Seminar	EDUC 499 Seminar	EDUC 499 Seminar	

	Practitioner Teacher	Post-Baccalaureate Certificate Only	Master of Arts in Teaching
Portal III: Prior to Final Semester			
Test Requirements	Praxis Principles of Learning and Teaching	Praxis Principles of Learning and Teaching	Praxis Principles of Learning and Teaching
Additional Information			
Comprehensive Exam	None	None	Final Semester in Program
Program Length	18 hours of undergraduate coursework + 6 hours of internship	27 hours of undergraduate coursework + 6 hours of internship or student teaching	30 hours of graduate coursework + 6 hours of internship or student teaching
Grade Requirements	Must maintain a 3.0 GPA on program coursework AND must earn a "C" or better in all certification coursework	Must maintain a 3.0 GPA on program coursework AND must earn a "C" or better in all certification coursework	Must maintain a 3.0 on program coursework AND must earn a "C" or better in all certification coursework. No more than 3 "C"s may be counted toward the degree.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

- Item F.5.** **McNeese State University's request for approval to enter into an agreement with the Southwest Louisiana Charter Academy Foundation.**

EXECUTIVE SUMMARY

McNeese State University requests approval to enter into an agreement with the Southwest Louisiana Charter Academy Foundation in order to provide certain agreed upon educational services. The Southwest Louisiana Charter Academy Foundation, Inc. holds a Type 2 Charter contract with the Louisiana State Board of Elementary and Secondary Education (BESE) for the operation of Lake Charles College Prep (LCCP), located in Calcasieu Parish, Lake Charles, Louisiana. The Foundation has determined it is in its best interest to contract with a competent education service provider to assist the Foundation in matters relating to educational services such as curriculum, assessment, and professional development. Faculty in the Department of Education Professions, which is housed in McNeese's Burton College of Education, have the competency and ability to provide said services to the Foundation.

McNeese and the Foundation would enter an agreement whereas McNeese would provide specified services needed by the Foundation and LCCP, and the Foundation would pay McNeese \$115,000 annually for performance of the agreed upon services. The proposed agreement would begin on July 1, 2018 and would terminate on June 30, 2021.

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 enter into an agreement with the Southwest Louisiana Charter Academy Foundation.



F 5

May 30, 2018

RECEIVED

MAY 31 2018

**UNIVERSITY OF
LOUISIANA SYSTEM**

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 enter an agreement with the Southwest Louisiana Charter Academy Foundation for McNeese to provide certain agreed upon education services.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the June 21, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures

EDUCATION SERVICE PROVIDER AGREEMENT

THIS AGREEMENT is made and entered into on the _____ day of the month of _____, 2018, by and between the Southwest Louisiana Charter Academy Foundation, Inc. (a Louisiana non-profit corporation) [Foundation], d/b/a Lake Charles College Prep, and McNeese State University [University], a publicly funded university under the management of the University of Louisiana System, a public constitutional corporation organized and existing under the laws of the State of Louisiana.

WHEREAS, the Southwest Louisiana Charter Academy Foundation, Inc. [Foundation] holds a Type 2 Charter contract [the charter] with the Louisiana State Board of Elementary and Secondary Education [BESE] for the operation of the Lake Charles College Prep, located in Calcasieu Parish, Lake Charles, Louisiana [PREP]; and

WHEREAS, the Foundation has determined it is in its best interest to contract with a competent education service provider, to provide educational services to the PREP; and

WHEREAS, McNeese State University [University], through its Burton College of Education, has shown an interest and an ability to provide certain agreed upon educational services to the PREP consistent with the Charter Contract for Type 2 Charter Schools, said contract to exist between BESE and the Foundation,

The Foundation wishes to enter into an education service provider agreement with the University for the University to assist the Foundation in their management and operation of the Educational Services of the PREP.

NOW, THEREFORE, for mutual consideration and benefit, the parties agree that the Foundation will enter into an Educational Service Provider agreement (ESP) with the University for the University to assist the Foundation in its management and operation of the Educational Services of the Prep under the following terms:

ARTICLE I **Contracting Relationship**

- A. Authority – The Foundation represents that it is authorized by law to contract with the University and for the University to provide education management services to the Prep.
- B. Agreement – The Foundation hereby contracts with the University, to the extent permitted by law, to provide personnel necessary for the provision of the agreed upon educational services in accordance with the educational goals, curriculum, methods of pupil appraisal, and education benchmarks, as adopted by the Board of Trustees of the Foundation and required by the Louisiana Department of Education through the Board of Elementary and Secondary Education. Duties

not expressly set forth for the operation of the Prep as being required of the University shall remain the responsibility of the Board of Trustees.

- C. Designation of Agents – The Board designates the employees of the University chosen for ESP services to be agents of the Foundation and the Prep as having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act (“FERPA”) and other applicable law. The Board, discretionarily authorizes the University to communicate with state and governmental agencies, as directed by the Board.
- D. Status of the Parties – The Foundation is a Louisiana not-for-profit corporation authorized by its corporate documents to execute this AGREEMENT and to perform its obligations as described herein. The Foundation has been determined by the IRS to be an entity described in § 501(c)3 of the Internal Revenue Code to be referred to as “exempt status.”

The University, pursuant to Louisiana Revised Statute 17:3217, is a publicly-funded university under the management of the University of Louisiana System, a public constitutional corporation organized and existing under the laws of the State of Louisiana. It is authorized by Louisiana Revised Statute 17:3351 to execute this agreement and to perform its obligations as described herein. The Burton College of Education's programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Louisiana Board of Elementary and Secondary Education.

ARTICLE II

Term

This agreement shall be effective as of July 1, 2018 and shall continue for a term consistent with the term of the Prep’s charter unless terminated or cancelled for good cause as agreed upon by the Foundation and the University. The initial term of the agreement is for a three-year period, ending on June 30, 2021.

This agreement may be terminated by mandate of BESE or the Louisiana Department of Education. This agreement may be terminated by agreement of the Foundation and the University. This agreement may be terminated for convenience, by either Party for any reason, with a minimum of 180 days written notice to the other Party. This agreement may be terminated sixty days following notice of an alleged breach of the agreement if the entity alleged to have breached the contract has not cured the alleged breach.

ARTICLE III

Obligations of the University

The University and the Foundation acknowledge that an essential principle of the educational program is its flexibility adaptability, and capacity to change in the interest of continuous improvement and efficiency. The University and the Foundation are interested in growth, proficiency, and academic success and not in inflexible prescriptions, and the parties agree to conscientiously cooperate with one another to achieve these goals.

The Educational Program shall be consistent with the requirements of the Louisiana Department of Education. All programs, resources, and materials must be aligned with the Louisiana Standards. Educational resources will be chosen for TIER I as set forth in Louisiana Believes instructional materials review.

The Parties understand and agree that the University's sole responsibility and obligation is to provide the below stated EDUCATIONAL, STRATEGIC, and WORKFORCE Education Program Services of this Title III to the Foundation and that the Foundation will be responsible for the management, operation, and all other matters of the Prep.

- A. The University will provide the following EDUCATIONAL services through consultation, collaboration and delivery in the areas of:
 - Curriculum
 - Assessment
 - Professional Development (PD)
 - Dual Enrollment Courses

- B. The University will provide the following STRATEGIC IMPROVEMENT services through consultation and collaboration:
 - Development of School-wide and Academic Goals
 - Ongoing academic performance monitoring

- C. The University will provide the following WORKFORCE services in the areas of teacher recruitment, retention and certification:
 - Formal teacher preparation program
 - Targeted teacher training
 - Content knowledge tutoring
 - PD on high poverty students Compass rubric support

- D. The University warrants that it will maintain all appropriate insurance for its employees including, but not limited to, professional liability and workers' compensation, for its employees engaged for services to the PREP.

ARTICLE IV

Obligations of the Foundation

- A. **Employment/Employees** – The Board of Trustees of the Foundation will select the Principal and Assistant Principal(s) of the Prep. The Principal will hire the staff required for the day-to-day operation of the Prep; hiring of staff and establishment of a salary/benefit scale will be subject to finances available and approval of an annual budget by the Board of Trustees. The Foundation shall have the authority, after consultation with the University, to remove the Principal and Assistant Principal if the Board is reasonably dissatisfied with his or her performance.

All staff members of the Prep will be employees of the not-for-profit Foundation.

The Foundation will contract with professional service providers to assure that employees have the benefit of a retirement plan and medical insurance.

- B. **Budget** – The Foundation, in consultation with the Principal will prepare an annual budget for all operations of the school. The Foundation, in consultation with its financial managers, will monitor the budget on a monthly basis and will make adjustments as needed to assure the financial strength required by state and local government, BESE, and the school's charter.
- C. **Facility** – The Foundation will provide a facility for the operation of the school. The Foundation, through the Prep Administration, will assure that the facility is equipped and maintained for the safe and efficient operation of an educational program.
- D. **Financial Management** – The Foundation will contract with a professional service provider to assure the financial success of the Prep and in service to its employees. These services include, but are not limited to, banking, payroll, bill payment, monthly reporting to the Board, preparation of an annual budget, audit services, and compliance reports.
- E. **Insurance** – The Foundation will assure that all insurance required by law will be obtained and maintained. This includes, but is not limited to, workers' compensation, property and casualty, liability, and Directors' insurance.
- F. **Marketing and Recruitment** – The Foundation will develop and oversee a marketing program to recruit students, staff, and teachers for the Prep. This program includes, but is not limited to, Website management, electronic and print media, and social media.
- G. **School Management** – The Foundation entrusts to the Administrators of the Prep the day-to-day operations of the school. This includes, but is not limited to,

providing competent professional educators, overseeing the operation of the school office, maintaining school and student records, developing an educational program and an extra-curricular program. The Principal is to assure that state approved resources and materials are used in the educational program of the Prep.

The Foundation entrusts to the Principal of the Prep the responsibility for developing and maintaining a safe and secure learning environment.

The Foundation entrusts to the Principal of the Prep the responsibility of developing policies and procedures for employees as well as for students. These policies and procedures will be printed in appropriate form and provided to employees and students & parents as applicable.

The Principal of the Prep are responsible to propose to the Foundation's Board an annual school calendar to be approved by the Board.

Article V

Obligations Specific to the Prep

- A. **Educational Program** – The Prep's Principal in consultation and collaboration with the University, shall implement and administer the educational program, select instructional materials, equipment, and supplies. The Principal of the Prep, in consultation and collaboration with the staff of the University, shall perform repeated evaluation, assessment (consistent with Louisiana State Standards and mandates of BESE) for the continuous improvement of the Prep's educational program. The Principal or his/her designee shall report, monthly, the academic growth, successes, and unmet goals or needs in the educational program.
- B. **Facility Maintenance and Repairs** – The Principal of the Prep is responsible for the maintenance of the school and all school property and equipment. The Principal may designate a member of the school's staff as the person to oversee maintenance and repairs. The Principal and/or the facilities' manager will determine which services are to be assigned "in school" and which services are to be "contracted out."

The facilities manager is responsible for assuring that the school's facility is maintained to provide a safe, clean, learning environment.

- C. **Grievance Procedure** – The Prep shall develop a "Grievance Policy and Procedure" for staff, parents, and students. The policy and procedure shall be published in the Employee Handbook and the Student Handbook.

- D. **Personnel** – The Principal and his/her team shall select and hire qualified personnel to perform services at the Prep and shall ensure that all employees or contractors hired by the Prep who have direct, daily contact with students of the Prep shall be subject to criminal background check requirements pursuant to La.R.S. 17:3991(E)(5). The requirement of criminal background checks applies to all individuals who volunteer or assist with the operation of the school.

All employment decisions shall be consistent with the budget, local, state and federal law, and consistent with the parameters adopted and included within the educational program of the Prep.

The Principal shall manage all personnel functions, including, but not limited to, professional development, drafting operations manuals, and personnel forms.

- E. **Purchases** – The Principal is authorized to purchase supplies, equipment, furnishings, and instructional materials for the safe operation of the Prep, provision of the educational program, and the operation of an extra-curricular and co-curricular program. All purchases are subject to the approved annual operating budget.
- F. **Students with special needs** – The Prep shall provide special education services and materials to students who attend the Prep in conformity with the requirements of state and federal law and the mandate of the school's charter. At the discretion of the Principal, some services may be subcontracted out to assure that the needs of individual students are met.
- G. **Support Staff** – The Principal of the Prep shall determine the number and functions of support staff required for the operation of the Prep. The support staff, at the discretion of the Principal, shall work at the Prep on a full-time or part-time basis.
- H. **Teachers** – The Prep, in consultation with the University, shall determine the number of teachers, and the applicable educational needs, required for the operation of the Prep. The Principal of the Prep shall develop a staffing matrix on an annual basis and a salary scale for all employees. The Foundation's Board shall approve the salary scale as part of its annual approval of the Prep's operating budget.

ARTICLE VI FINANCIAL ARRANGEMENT

Beginning with the month of July 2018, the Foundation will pay a total ESP fee of \$115,000, to be paid in \$9,583.33 monthly installments, to the University for services provided by the University during the twelve-month period of July 2018 – June 2019.

For the following years, an annual ESP fee will be agreed upon during the month of February.

ARTICLE VII Other

- A. **Indemnification** – Each party to this agreement does hereby and indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, and representatives from and against all claims, actions, damages, expenses, losses or awards with arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, or warranties pursuant to this agreement.
- B. **Public Notice** – The Foundation will assure that all provisions of the Louisiana Public Meetings Law are met regarding meetings of the Board of Trustees.
- C. **Captions** - The captions used in this Agreement are for convenience only and will not affect in any way the meaning or interpretation of the provisions of the agreement.
- D. **Governing Law** – This Agreement shall be governed by and interpreted in accordance with the laws of the State of Louisiana.
- E. **Assignment** – Neither party shall have the right to assign any part of its obligations under this agreement, unless by express, written consent of the other Party.
- F. **Contract Controversies** – Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.
- G. **Severability** – If any provision of this Agreement is invalid or unenforceable with respect to any Party, the remainder of the Agreement, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, will not be affected and each provision of the remainder of the Agreement will be valid and be enforceable to the fullest extent permitted by law.

- H. **Compliance** – The parties agree to ensure compliance with all State and Federal Laws and regulations relating to this agreement.
- I. **Auditors** – It is hereby agreed that the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all accounts of the Parties which relate to this Agreement.
- J. **Fiscal Funding** – The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the agreement by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the agreement, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the agreement, the agreement shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.
- K. **Force Majeure** – Neither party shall be in default or otherwise liable for any delay in or failure of its performance under this Agreement or an Order from where such delay or failure arises by reason of any Act of God, or any government or any governmental body, acts of the common enemy, the elements, strikes or labor disputes, or other similar or dissimilar cause beyond the control of such party.
- L. **Non-Discrimination** – The Parties agree to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and the Parties agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

The Parties agree not to discriminate in its employment practices, and will render services under this Interagency Agreement without regard to race, color, religion, sex, national origin, veteran's status, political affiliation and/or disability.

Any act of discrimination committed by the Parties or failure to comply with these statutory obligations, when applicable, shall be grounds for termination of this Agreement.

- M. **Louisiana Code of Ethics** – The Parties acknowledge that Chapter 15 of Title 42 of the Louisiana Revised Statutes (R.S. 42:1101 et. seq., Code of Governmental Ethics) applies to the Parties in the performance of this agreement.

- N. **Record Ownership** – The original of all records, reports, documents, data, and other material delivered or transmitted to University by the Foundation shall remain the property of the Foundation and shall be returned by University to the Foundation, at University’s expense, at the termination or expiration of this Agreement, or as required by the Foundation. Likewise, the original of all records, reports, documents, data, exhibits and/or other materials related to this Agreement and/or obtained or prepared by University in connection with the performance of the services contemplated herein shall be the property of the University and photocopies of same will be made available to the Foundation upon request. Only said photocopies shall become the property of the Foundation.
- O. **Entire Agreement** – This Agreement constitutes the entire Agreement between the Parties and supersedes any prior oral or written understandings or agreements of the Parties. All amendments to or waivers of this Agreement must be in writing signed by all the parties.

Contact Information:

McNeese State University
Angel Ogea, Ed.D
Assistant Department Head
Education Professions
LCCP Program Coordinator
aogea@mcneese.edu

Southwest Louisiana Charter Academy Foundation, Inc.
Henry Mancuso
LCCP Management Structuralist
mancusohenry@gmail.com

Southwest Louisiana Charter Academy Foundation, Inc.
Sabrah Kingham, Ph.D.
LCCP Director of Education
sabrah.kingham@gmail.com

SIGNATURES:

IN WITNESS WHEREOF, the principals hereto caused this Agreement to be signed by their duly authorized principals:

Daryl Burckel
President
McNeese State University

Ulysses Gene Thibodeaux
President
Southwest Louisiana Charter Academy
Foundation. Inc.

Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.6. **Southeastern Louisiana University's** request for approval of a Proposal for a Master of Science in Child Life.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval of a proposal for a Master of Science (M.S.) in Child Life. The Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in August 2017 with subsequent approval by the Louisiana Board of Regents in October 2017. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Ms. Rose Resler, MA, CCLS, Coordinator of Child Life, The University of Akron, provided an extensive review of the proposed program concept and shared feedback that would strengthen the program offering. In response, the campus accordingly adjusted the final proposal.

The purpose of the proposed program is to prepare students to become advanced practitioners in Child Life. In a memo from the Association of Child Life Professionals (ACLP) Board of Directors to members of the association, it was shared that "it seems reasonable that an advanced degree would strengthen the profession and at some point an advanced (graduate) degree may be required [for certification]." Though the graduate degree is not currently required by ACLP, it is strongly recommended. As recently as January 2018, the ACLP stated an M.S. would be required by 2022 which prompted Southeastern to pursue the program offering. No reasons have yet been given as to why they changed their position. However, just like other professional organizations who required and then rescinded mandates (i.e., DNP as entry level for advanced nursing practice), there is still overwhelming support for the M.S. degree as a minimum degree requirement for certification. For example, advanced education is highly preferred by most hospitals for their Practicum and Internship programs and, when searching current job openings, most hospitals list a graduate degree in Child Life as either preferred or required.

Certified Child Life Specialists (CCLS) are pediatric allied health professionals who work with children and families in hospitals or other settings to help them cope with the challenges of hospitalization, illness, and disability. The goal of such a professional is to help each family cope effectively. When not providing direct patient care, a CCLS may also coordinate in-hospital special events, direct child and family resource centers, participate in community outreach programs, supervise volunteers, or mentor students. According to the U.S. Bureau of Labor Statistics, employment of child, family and school social workers (which is the category under which Child Life Specialists fall) is projected to grow 6% between 2014 and 2024 nationwide. The projected growth is likely much higher in the region serviced by SLU, particularly the North Shore, as pediatric services, including hospital beds, clinical space, outpatient facilities, and rehabilitation facilities have grown at a more rapid pace. The program

proposed by SLU will meet the requirements established by the ACLP as well as the projected national and state-wide needs for master's prepared Child Life Specialists. Letters of support from Ochsner Hospital for Children, Children's Hospital New Orleans, Tulane Lakeside Hospital for Women and Children, and Our Lady of the Lake Children's Hospital express a need for a program like the one proposed by SLU.

Southeastern and Louisiana Tech are the only two public universities in Louisiana offering an undergraduate area of study in Child Life. At SLU Child Life is offered as an area of concentration in the Bachelor of Science (B.S.) in Family and Consumer Sciences. Students began enrolling in the concentration in Fall 2015. In just over three (3) semesters, 48 students have selected Child Life as their area of concentration. If approved, SLU would be the only university in Louisiana to offer an M.S. degree in Child Life. Nationwide, there are only eight (8) universities that offer an M.S. in Child Life and 18 that offer a graduate degree with a concentration in Child Life. Southeastern has an advantage of being located near several pediatric healthcare facilities spanning from New Orleans to Baton Rouge, including the North Shore corridor where students may complete required practicum and internship experiences. The offering of such a graduate program is a natural progression for SLU since it is expanding and building upon what is currently offered.

The proposed program will feature two options: B.S. to M.S. Accelerated program and a traditional M.S. program. The B.S. to M.S. option (120 hours of undergraduate coursework and 36 hours of graduate coursework) is designed for undergraduate students majoring in Family and Consumer Sciences, with a concentration in Child Life, who have completed a Practicum and Internship experience within their Bachelor's coursework. Because certification requires only one Practicum (3 credit hour course to include 120 clinical hours) and one Internship experience (12 credit hours to include 600 clinical hours), students in the accelerated program would need to only complete 36 hours of graduate coursework. For this option, students who enter the program as freshmen would be able to complete the requirements for the B.S. degree in three (3) years (including summer sessions), and would enroll in graduate coursework during the fall semester of their 4th year. Students who earned a bachelor's degree in a different discipline would enroll in the traditional M.S. program. Those students would complete 36 hours of coursework plus an additional 15 hours (3 credits for Practicum and 12 credit for Internship) for a total of 51 credit hours. The curriculum is derived from the ACLP and includes the following core areas of study: The Care of Infants, Children, Youth and Families; Professional Responsibility; Education and Supervision; and Research Fundamentals. The proposed program will be offered 100% online allowing students additional flexibility to work while attending school and attracting prospective students from outside Louisiana; there are only two 100% online Master's programs in Child Life currently offered in the United States.

The University anticipates an initial fall enrollment of five (5) students in Year One with that enrollment number increasing to 30 by Year Five. The program would be housed in the Department of Health and Human Sciences which resides in the College of Nursing and Health Sciences. Cost associated with program implementation includes the hiring of adjunct faculty to teach three (3) courses per semester along with the hiring of an additional full-time instructor in year two of the program as well as support for a Program Coordinator (YR1: \$14K and YRS 2-

4: \$72K annually). Existing faculty, courses, and office administration will be used for program support as well. Because the program will be 100% online, classroom space is not needed. Tuition and fees generated by the program will offset the anticipated cost associated with program implementation and sustainability.

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 Proposal for a Master of Science in Child Life.*



F6

May 31, 2018

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

Re: Proposal for a Master of Science in Child Life

Dear Dr. Henderson:

Southeastern Louisiana University requests that its proposal to develop a new academic program leading to a Master of Science in Child Life be placed on the agenda for the June 2018 meeting of the University of Louisiana System Board of Supervisors. On August 24, 2017 the Board of Supervisors approved the Letter of Intent to develop the proposal now submitted.

Southeastern proposes a unique program for the Master of Science in Child Life. The purpose of the program is to prepare students to become advanced practitioners in Child Life. In a memo from the Association of Child Life Professionals (ACLP) Board of Directors to members of the association, it was shared that "it seems reasonable that an advanced degree would strengthen the profession and at some point an advanced (graduate) degree may be required [for certification]."

Though the graduate degree is not currently required by the ACLP, it is strongly recommended. Advanced education is highly preferred by most hospitals for their Practicum and Internship programs, and when searching current job openings, most hospitals list a graduate degree in Child Life as either preferred or required.

The proposed program would offer students who have completed a Bachelor's degree in an area outside of Child Life additional study in Child Life, and the opportunity to complete both the required Practicum and Internship experiences they would have not completed during their previous undergraduate work. The program would also include more rigorous study of Child Life theory and application as well as research, program administration, grant writing, and leadership skills. Those advanced areas of study would be very beneficial for Child Life Specialists who would like to pursue management positions within Child Life programs, or rely on grants to fund their programs.

Your consideration of this request is appreciated.

Sincerely,



John L. Crain
President

Attachment

Louisiana Board of Regents

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

-- Including incremental credentials building up to the Degree --

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

Date:

Institution: Southeastern Louisiana University (SLU)	Requested <u>CIP, Designation, Subject/Title</u> : Master of Science, Child Life (CL); CIP: 51.0000
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	
Date Letter of Intent was approved by Board of Regents: August 24, 2017	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2019	

B. Program Description

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

Purpose and objectives

Southeastern proposes a unique program for the Master of Science in Child Life. The purpose of the program is to prepare students to become advanced practitioners in Child Life. In a memo from the Association of Child Life Professionals (ACLP) Board of Directors to members of the association, it was shared that "it seems reasonable that an advanced degree would strengthen the profession and at some point an advanced (graduate) degree may be required [for certification]."

Though the graduate degree is not currently required by the ACLP, it is strongly recommended. As recently as January 2018, the ACLP stated an MS would be required by 2022. No reasons have yet been given as to why they changed their position. However, just like other professional organizations who required and then rescinded mandates (e.g. DNP as entry level for advanced nursing practice), there is still overwhelming support for the MS degree as a minimum degree requirement for certification. For example, advanced education is highly preferred by most hospitals for their Practicum and Internship programs, and when searching current job openings, most hospitals list a graduate degree in Child Life as either preferred or required.

The proposed program would offer students who have completed a Bachelor's degree in an area outside of Child Life additional study in Child Life, and the opportunity to complete both the required Practicum and Internship experiences they would have not completed during their previous undergraduate work. The program would also include more rigorous study of Child Life theory and application as well as research, program administration, grant writing, and leadership skills. Those advanced areas of study would be very beneficial for Child Life Specialists who would like to pursue management positions within Child Life programs, or rely on grants to fund their programs.

Practicum and Internship placements are very competitive. Because Child Life clinical supervisors are typically employed in hospitals preferring a minimum of a MS degree for new hires, students enrolled in an MS program will likely be given preferential placement over students who apply for placements with an undergraduate degree

Certified Child Life Specialists are allied health professionals who work with children and families under stress. They typically work in pediatric hospitals, but other employment settings may include clinics, rehabilitation centers, palliative care, dental offices, and camps for children with chronic health issues. The American Academy of Pediatrics issued a policy statement (May, 2014) in support of child life services in all pediatric health care centers.

Child Life Specialists help children and families understand and cope with illness, treatment, and hospitalization. They support coping and adjustment through therapeutic play, diagnostic education, and age-appropriate procedural and surgical preparation. Child Life Specialists also help children plan and rehearse coping skills, teach non-pharmacological pain-management techniques, and utilize other expressive avenues such as art, music, and bibliotherapy to support children and their families during times of stress. When not providing direct patient care, Child Life Specialists may also coordinate in-hospital special events, direct child and family resource centers, participate in community outreach programs, supervise volunteers, and mentor students.

Southeastern and Louisiana Tech are the only two universities in Louisiana offering an undergraduate area of study in Child Life. If this proposal is approved, Southeastern would be the only university in Louisiana to offer an MS degree in Child Life. Southeastern has the advantage of being located near several pediatric health care facilities spanning from New Orleans to Baton Rouge, including the North Shore corridor where students may complete required practicum and internship experiences.

While meeting standards set forth by the ACLP, the program will feature two options: BS to MS Accelerated program and a traditional MS program. It was noted in the proposal review that program credit hour requirements would benefit from additional clarity. To address this, the two options have been slightly revised from the original Letter of Intent.

The BS to MS accelerated option (120 hours of undergraduate course work and 36 hours of graduate coursework) is designed for undergraduate students majoring in Family and Consumer Sciences, with a concentration in Child Life, who have completed both a Practicum and Internship experience within their Bachelor's course work. Because certification requires only one Practicum (3 credit hour course to include 120 clinical hours) and one Internship experience (12 credit hours to include 600 clinical hours), students in the accelerated program would need to only complete 36 hours of graduate coursework. For this option, students who enter the program as Freshmen would complete the requirements for the BS degree and would only need 1 additional calendar year to complete the requirements for the graduate degree.

Students who have a Bachelor's degree in a different discipline would enroll in the traditional MS program. Those students would complete 36 hours of coursework plus an additional 15 hours (3 credits for Practicum and 12 credits for Internship) for a total of 51 credits. Students entering the MS program with a degree other than Southeastern's Family and Consumer Sciences program must complete or demonstrate prior completion of at least one course in each of the following areas: Medical Terminology, Lifespan Development, Family Development, Parenting, Research Methods, and Statistics before beginning graduate coursework.

Program objectives are derived from the ACLP and include the following core areas of study: The Care of Infants, Children, Youth, and Families; Professional Responsibility; Education and Supervision; and Research Fundamentals. Each area includes one or more competencies in relation to Knowledge and Skills.

Area 1. Care of Infants, Children, Youth, and Families

Competency 1. The ability to assess the developmental and psychosocial needs of infants, children, youth, and families.

Knowledge

- Articulate theories of human growth and development, play, and family systems.
- Describe formal and informal techniques to assess developmental and emotional state.
- Identify relevant data used to develop a comprehensive child life assessment.
- Identify factors that impact a child and family's vulnerability to stress and trauma.
- Identify how children and families interpret and make meaning of health, illness, and loss.
- Recognize families as they define themselves, identifying strengths and challenges in family dynamics and community supports.
- Describe the cyclical process of assessment, plan, intervention, and evaluation of child life services.

Skill

- Apply formal and informal techniques to assess developmental level and emotional state.
- Integrate the strengths and resources of the child and family into the plan of care.
- Prioritize child life services based on susceptibility to stress and trauma.
- Effectively collaborate with members of the service team to create a collaborative plan of care.
- Apply the cyclical process of assessment, plan, intervention, and evaluation of services to keep assessments accurate and up-to-date.

Competency 2. The ability to initiate and maintain meaningful and therapeutic relationships with infants, children, youth, and families.

Knowledge

- Articulate the tenets of patient and family-centered care.
- Describe the essential elements of the therapeutic relationship.
- Identify effective communication skills to support a child and family.
- Identify values related to socio-cultural diversity.
- Recognize educational opportunities and resources that are responsive to the needs of the child and family in order to promote learning and mastery.

Skill

- Build trust and rapport with infants, children, youth, and families.
- Maintain appropriate professional boundaries to preserve the therapeutic relationship.
- Utilize effective communication skills in the process of supporting children and families.
- Utilize therapeutic and creative modalities to meet individual developmental and emotional needs.
- Match and pace interactions according to developmental level, emotional state, family preferences, and individual needs.
- Support the central role of the family, valuing strengths and needs in implementing child life services.
- Demonstrate respect for socio-cultural diversity.

Competency 3: The ability to provide opportunities for play for infants, children, youth, and families.

Knowledge

- Articulate the definitions and functions of play.
- Identify the developmental and social milestones of play.
- Identify therapeutic approaches that facilitate open-ended, developmentally-supportive play and expressive arts.

- Understand common play themes relevant to life events and healthcare experiences.
- Identify toys and materials that encourage open-ended and expressive play, as well as close-ended play, and the value and purpose of each.
- Recognize ways in which activities and materials can encourage cultural connections.
- Identify theories related to play that best support child life practice.

Skill

- Demonstrate the ability to assess individual play needs and incorporate play into daily practice.
- Facilitate opportunities for play to decrease distress, provide enjoyment and comfort, enhance mastery, and promote healing.
- Plan and implement appropriate play activities and materials for children and families of diverse cultures, varying developmental needs, and physical abilities.
- Plan and implement activities that encourage expression of a range of emotions.
- Demonstrate the ability to observe a child's play to conduct a developmental and coping assessment.
- Utilize child-centered responses and techniques to facilitate a safe, non-judgmental, non-evaluative environment for children to explore and express themselves.
- Establish safe and engaging play spaces that promote cross-cultural connections, facilitate group play, and encourage children to choose and explore at their own pace.
- Model and teach child-directed play skills to build capacity in others, such as volunteers, medical staff, and family caregivers.

Competency 4. The ability to provide a safe, therapeutic and healing environment for infants, children, youth, and families.

Knowledge

- Explain the impact of environmental design on human behavior.
- Identify emotional safety hazards and corresponding preventive and protective measures.
- Identify environmental safety hazards and corresponding preventive and protective measures.
- Recognize public health guidelines for technology in early childhood and identify digital content that facilitates coping.
- Identify knowledge of privacy and confidentiality policies.

Skill

- Establish and maintain a therapeutic, healing and family-centered environment.
- Provide input about facility design to promote orientation, comfort, healing, culturally inclusive materials, security and normalization.
- Implement infection control and safety policies and procedures.
- Demonstrate respect for and facilitate privacy and confidentiality.

Competency 5. The ability to support infants, children, youth, and families in coping with stressful events.

Knowledge

- Identify types of stressful events affecting children and families, including medical procedures, pain, traumatic life events, loss, end of life, and grief work.
- Identify factors that may impact vulnerability to stress.
- Describe immediate and long term coping styles and techniques, as well as their effect on adjustment and behavior.
- Describe sensory, cognitive, and behavioral coping strategies specific to developmental stages and populations.
- Articulate effective non-pharmacological pain management techniques.
- Identify principles of effective advocacy in partnership with families and other team members.

- Understand the role of communication, particularly active listening and empathic responding, in building relationships with families undergoing stress.
- Understand the role of self-reflection in aiding patients and families in the process of mourning.
- Identify various stages or models of grief.

Skill

- Assess responses to stress; plan, implement and evaluate care accordingly.
- Introduce and facilitate rehearsal of techniques to aid immediate and long term coping, with consideration for the unique needs of the individual and family, such as coping style, previous experience, developmental level, culture, spirituality, family situation, and emotional state.
- Facilitate mastery of potentially stressful experiences.
- Utilize appropriate non-pharmacological pain management strategies.
- Empower and support patients and families to effectively self-advocate as well as advocate on behalf of those who cannot do so.
- Demonstrate an ability to use verbal and non-verbal empathic responses with children and caregivers during stressful events.
- Implement a team plan for coping support during medical procedures, including parental presence with guidance, comfort positions, role responsibilities, and distraction techniques to help children refocus their attention.
- Facilitate opportunities for play and dialogue following stressful events to reflect upon emotional responses and reinforce coping skills.
- Act as a team participant in bereavement work on behalf of families.
- Assess self-awareness skills concerning stress, trauma response, loss, and grief work in order to practice effective self-reflection.

Competency 6. The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth, and families.

Knowledge

- Identify basic terminology, processes, and expected plan of care for the population served.
- Articulate learning styles and needs of individuals with various developmental levels, emotional states, and of diverse backgrounds and experiences.
- Identify teaching techniques for use with individuals of diverse developmental levels and learning needs.
- Describe common fears, misconceptions and concerns of individuals in each developmental stage.
- Describe how children construct knowledge of their healthcare experience through interaction with other children, adults, and materials.
- Articulate fundamentals of psychological preparation found in child life literature.

Skill

- Assess knowledge level, misconceptions, previous experience, and unique socio-cultural and learning needs.
- Determine realistic goals and objectives for learning in collaboration with family members and professionals, and identify an action plan to achieve these goals.
- Use accurate and developmentally appropriate teaching aids and techniques to increase knowledge and support emotional needs.
- Recognize verbal and non-verbal cues and adapt teaching accordingly.
- Use minimally threatening, developmentally supportive language.
- Describe sensory information, sequence, timing and duration of events.
- Facilitate planning, rehearsal, implementation, and evaluation of coping strategies.

Area 2: Professional Responsibility

Competency 1. The ability to practice within the scope of professional and personal knowledge and skill base.

Knowledge

- Demonstrate an understanding of the scope of practice as defined by the appropriate state jurisdiction or regulatory organization.
- Demonstrate an understanding of the interconnections between scope of practice and practice setting.
- Take action to ensure personal responsibilities and professional competencies are maintained and do not fall below a level considered acceptable in the field of practice.
- Manage overlaps in scope of practice with other professions.

Skill

- Communicate the child life scope of practice accurately and effectively.
- Review scope of practice with peers and supervisors within practice setting.
- Coordinate care with the healthcare team and families based on specified scope of practice.
- Recommend appropriate professional consults or referrals when circumstances are beyond the scope of child life practice.

Competency 2. The ability to continuously engage in self-reflective professional child life practice.

Knowledge

- Recognize and describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery.
- Identify resources and opportunities for professional development.
- Articulate reasons for and impact of under-involvement and over-involvement of professionals with children and families.
- Articulate the impact of one's own culture, values, beliefs, and behaviors on interactions with diverse populations.

Skill

- Include evidence-based practice in decisions about assessment, care, and evaluation.
- Implement a plan for professional development based on the needs of the population served and the knowledge and skill level of the child life specialist.
- Seek advanced practice mentors and peer supervision.

Competency 3. The ability to function as a member of the service team.

Knowledge

- Describe services and resources of other professionals and identify their roles and functions.
- Identify the unique contribution of the family and professionals in the provision of care.
- Articulate the organizational structure and function of the interdisciplinary team.
- Describe the impact of communication styles on groups and individuals.
- Identify the importance of advocacy in collaboration with the medical team.
- Recognize the integral role of patient and family within the interdisciplinary team.

Skill

- Communicate concisely with other professionals, integrating theory and evidence-based practice to obtain and share pertinent information.

- Demonstrate respect for the viewpoints of other professionals.
- Coordinate child life services with families and professionals.
- Partner with the interdisciplinary team, including the patient and family, to integrate team goals into child life services.
- Create concise, objective and accurate clinical notes, documenting information pertinent to the plan of care.
- Instruct families in the culture of medicine and delivery of healthcare so that families can effectively self-advocate and navigate the healthcare system.
- Serve as an example by modeling the tenets of patient and family-centered care during interactions with patients, families, and staff.

Area 3: Education and Supervision

Competency 1. The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth, and families to others.

Knowledge

- Describe and integrate the basic concepts of public speaking and teaching methods appropriate to subject matter and audience.
- Identify classic and current literature on issues related to child life services in a manner meaningful to the audience.
- Articulate the process for engaging in evidence-based practice.
- Identify and articulate a definition of advocacy.

Skill

- Adapt approaches, media, and content according to audience need.
- Apply child life knowledge to contribute to the education of others.
- Maintain professional presentation of self, including careful attention to verbal and written communication, as well as personal appearance.
- Demonstrate effective advocacy for child life practice and psychosocial issues.
- Demonstrate the ability to partner with patients and families and share their unique perspectives in educating others on child life practice and psychosocial issues.

Competency 2. The ability to supervise child life students and volunteers.

Knowledge

- Discuss supervisory styles and their impact on others.
- Identify skills and knowledge necessary for others to complete assignments and tasks.
- Articulate student and volunteer program goals and expectations in the context of providing child life services.
- Identify adult learning needs.

Skill

- Provide comprehensive orientation to the setting, and policies and procedures of the work environment.
- Communicate expectations and roles clearly and concisely.
- Structure duties and assignments, matching ability to complexity of task.
- Provide regular feedback in a constructive manner.
- Assess and respond to diverse learning needs of students and volunteers.
- Recommend dismissal, after counseling, when performance does not match expectations.
- Evaluate student and volunteer programs and modify as needed.

- Provide a safe learning environment.

Area 4: Research Fundamentals

Competency 1: The ability to integrate clinical evidence and fundamental child life knowledge into professional decision-making.

Knowledge

- Describe research methodologies that are relevant to the child life field (qualitative, quantitative, mixed methods, evidence-based practice, and quality improvement).
- Articulate the role and purpose of research design.

Skill

- Access clinically pertinent information from a variety of sources (e.g. research articles, expert opinion, professional conferences).
- Engage in dynamic evaluation of clinical assessments, interventions, and outcomes.
- Share evidence-based rationales for assessments, plans, and interventions with colleagues, students, patients, and families.
- Critically evaluate and apply literature to practice.
- Demonstrate ability to write scholarly work.

Area 5: Administration

Competency 1. The ability to develop and evaluate child life services.

Knowledge

- Identify program components that require assessment.
- Identify meaningful data for effective evaluation of child life services.
- Describe resources to assist in evaluation and development of services.

Skill

- Collect and report accurate and pertinent data in a timely manner.
- Recommend program improvements based on data and existing resources.
- Develop and prioritize the range of child life services.

Competency 2. The ability to implement child life services within the structure and culture of the work environment.

Knowledge

- Identify organizational structure and relevant policies and procedures.
- Articulate the mission and goals of the work environment.
- Identify methods for obtaining needed resources.
- Identify information necessary for effectively managing resources.

Skill

- Prioritize and organize workload for accurate and timely outcomes.
- Procure and maintain equipment and supplies in a cost-effective manner.
- Adhere to relevant policies and procedures.
- Advocate for just and equitable delivery of family-centered care in the work environment.

- Advocate for the inclusion of the patient and family voice in organizational decision making.
- Advocate for positive change.

Mode of delivery: The proposed program would be 100% online and offer synchronous and asynchronous formats to meet objectives. Faculty may record lectures and demonstrations utilizing state of the art video conferencing resources such as Polycom and the advanced Polycom Centro interactive learning systems to enhance learning experiences. Students local to the university would have the opportunity to meet with faculty during on-campus office hours as needed, and videoconferencing or telephone conferencing will be used for virtual office hours.

Describe plan for developing and rolling out new courses.

Faculty will continue to work with Southeastern’s Child Life Advisory Board in the continued development of the new courses. It is anticipated that all course proposals will be submitted to the University’s Curriculum Council (UCC) no later than March 16, 2019. If course proposals require revision, the revisions will be submitted to the UCC no later than April 13, 2019. Courses approved by the UCC at their last meeting of the academic year (April 23, 2019) will be eligible for enrollment beginning in the Fall 2019 semester.

Courses described in this proposal will be more comprehensively developed before implementation. Generic syllabi were submitted for review and upon proposal approval, the Child Life Advisory Board will continue to meet with faculty to further complete course syllabi and prepare course proposals for the University’s Curriculum Council. The CL Advisory Board will also assist in developing graduate rubrics and determining best practice for assessing comprehensive knowledge through a variety of assessments such as projects, papers, assignments, and exams.

Course Name	Month (anticipated proposal submission month)			
	Jan '19	Feb '19	March '19	Apr '19
Advanced Research Methods				
Advanced Theories of Human Development				
Developmental Perspectives on Illness and Health				
Therapeutic Communication for the Pediatric Health Care Professional				
Child Life Theory and Family –Centered Care				
Therapeutic Play				
Family Dynamics and Psychosocial Interventions				
Parenting Children with Chronic Illnesses				
Child and Family Perspectives on Death and Dying				
Child Life Administration and Program Development				
Child Life Practicum				
Child Life Internship				

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

There will be two curricular paths students may choose from. Option One: BS to MS Accelerated Program. Option Two: Traditional MS Program

Option One (36 hrs): Students will enroll in the Family and Consumer Sciences Major, select the Child Life Concentration, and complete both a Practicum and Internship during their 120 hour undergraduate degree plan.

Fall:

1. Advanced Research Methods (3 hrs)* †
2. Advanced Theories of Human Development (3 hrs)* †
3. Developmental Perspectives on Illness and Health (3 hrs)* †
4. Child Life Theory and Family-Centered Care (3 hrs)* †
5. Therapeutic Play (3 hrs)* †

Spring:

6. Family Dynamics and Psychosocial Intervention (3 hrs)* †
7. Parenting Children with Chronic Illness (3 hrs)* †
8. Therapeutic Communication for the Pediatric Health Care Professional (3 hrs)* †
9. Child and Family Perspectives on Death, Dying & Loss (3 hrs)* †
10. Child Life Administration and Program Development (3 hrs)* †

Summer:

11. Child Life Thesis (6 hrs)* ††

***Designates new courses**

†Designates required courses

Option Two (51 hrs): Students who have a Bachelor's degree in a related area

Fall:

1. Advanced Research Methods (3 hrs)* †
2. Advanced Theories of Human Development (3 hrs)* †
3. Developmental Perspectives on Illness and Health (3 hrs)* †
4. Child Life Theory and Family-Centered Care (3 hrs)* †
5. Therapeutic Play (3 hrs)* †

Spring:

6. Family Dynamics and Psychosocial Intervention (3 hrs)* †
7. Parenting Children with Chronic Illness (3 hrs)* †
8. Therapeutic Communication for the Pediatric Health Care Professional (3 hrs)* †
9. Child and Family Perspectives on Death, Dying & Loss (3 hrs)* †
10. Child Life Administration and Program Development (3 hrs)* †

Summer:

11. Child Life Practicum (3 hrs)* †§
12. Child Life Thesis (3 hrs))* †

Fall: Child Life Internship (12 hrs)* ††14. Child Life Thesis (3 hrs))* †

***Designates new courses**

†Designates required courses

§ Designates Practicum. Requires a minimum of 120 contact hours under the direct supervision of a Certified Child Life Specialist

+Designates Internship. Requires a minimum of 600 contact hours under the direct supervision of a Certified Child Life Specialist.

Students in both options will complete a Practicum (120 hours) and an Internship (600 hours) at either the undergraduate or graduate level. The experiences will afford students the opportunity to hone their skills and emerge as Real-World Ready upon program completion. Students will also be eligible to take the National Child Life Certification Exam immediately following degree completion. Certified Child Life Specialists from area hospitals (Ochsner for Children, Tulane-Lakeside, Children's Hospital of New Orleans, and Our Lady of the Lake Children's Hospital) have agreed to serve on the program's Advisory Board. Letters of support for the program are attached.

Students selecting the traditional MS program will need to have completed the following undergraduate courses from Southeastern or another accredited university before enrolling in the graduate program.

Medical Terminology
Lifespan Development
Family Development
Parenting
Research Methods
Statistics

2. Need

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

This degree is needed to prepare students to become advanced practitioners in Child Life. For students who completed a Bachelor's degree in an area other than Child Life, the proposed program would offer them additional opportunities to complete both the required Practicum and Internship experiences they would have not completed during their previous undergraduate work. The program would also include more rigorous study of Child Life theory and application as well as research, program administration, grant writing, and leadership skills. Those advanced areas of study would be very beneficial for Child Life Specialists who would like to pursue management positions within Child Life programs, or rely on grants to fund their programs.

The proposed program would also be beneficial because Practicum and Internship placements are very competitive. Advanced education is highly preferred by most hospitals for their Practicum and Internship programs. When searching current job openings, most hospitals list a graduate degree in Child Life as either preferred or required.

Southeastern is one of two programs in the state to offer an undergraduate program leading to this certification. Offering a master's degree will lead to the minimal requirements to sit for this certification exam. According to the U.S. Bureau of Labor Statistics, employment of child, family and school social workers, which is the category child life specialists fall under, is projected to grow 6% from 2014 to 2024 nationwide. The projected growth is likely much higher in our region, particularly on the North Shore, as pediatric services, including hospital beds, clinic space, outpatient facilities, rehabilitation facilities has grown at a more rapid pace. For example, in the summer of 2016, Children's Hospital and Tulane-Lakeside, once housed only in New Orleans, opened clinics within days of each other on the North Shore. Both entities plan to reach pediatric patients in St. Tammany, Washington and Tangipahoa parishes and southwestern Mississippi. Services will be necessary as it is currently projected that the population of children ages 0-19 in those areas has hit 120,000, and it is anticipated that there will be 10 percent growth in five years and another 10 percent growth in 10 years. Ochsner Health Systems, also once housed in New Orleans, recently partnered with St. Tammany Parish Hospital to expand their clinical services, specifically in pediatrics. St. Tammany Parish Hospital recently reported that over 25% of all patients who visited their Emergency Room were under the age of 18. Referring to the policy statement issued by the American Academy of Pediatrics, which emphasizes the importance and necessity of child life services, it is anticipated that the demand for Certified Child Life Specialists will increase across the region.

Southeastern is a great fit for the new degree for several reasons:

1. The Association of Child Life Professionals (ACLP) has already endorsed our undergraduate Child Life concentration.
2. ACLP requires students to take at least one course from a Certified Child Life Specialist (CCLS). Southeastern has two CCLS's on faculty. Students from other universities, have viewed Southeastern's profile on the ACLP website, and have inquired about enrolling in our courses to meet this requirement.
3. According to the ACLP, there are only 8 universities that offer a Master's degree in Child Life.
4. There are no Universities in Louisiana that offer a Master's degree in Child Life.
5. There are only 2 universities in the US that offer a 100% online Master's degree program in Child Life. Because the proposed degree program would be 100% online, it would attract both national and international students.

6. Southeastern students who complete the Child Life concentration requirements would be eligible to enroll in the accelerated BS to MS program, with the opportunity to complete the graduate degree in one calendar year.
7. Students who have a Bachelor's degree from another accredited university would enroll in the traditional MS program which would comprise three regular semesters and one summer session, provided they have completed coursework in areas of Medical Terminology, Lifespan Development, Family Development, Parenting, Research Methods, and Statistics
8. There are several local hospitals who employ Certified Child Life Specialists: Our Lady of the Lake Children's Hospital, Ochsner for Children (main campus), Children's Hospital of New Orleans, and Tulane-Lakeside. All Child Life administrators from those hospitals have agreed to play an active role on Southeastern's Child Life Advisory Board. The role of the Advisory Board would be to contribute expertise in all facets of programming including best practices for program admission, program standards and benchmarks, course design and implementation, and the most up-to-date information on employment trends and opportunities so that Southeastern graduates are competitive not only for practicum and internship placements, but in the job market as well.

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

Southeastern Louisiana University, with a SREB Four-Year 3 classification, is primarily a teaching institution whose mission is to lead the educational, economic, and cultural development of Southeast Louisiana. Southeastern is responsible for serving residents of the greater metropolitan region, especially those of the Northshore parishes.

Southeastern currently provides baccalaureate and master's level programs in the professional fields of communications, computer science, education, criminal justice, nursing and allied health, business, and social work. Allied Health programs are designed to meet regional health care needs, including traditional, online, and accelerated delivery formats. The proposed degree program in Child Life supports the mission by preparing a well-qualified workforce for regional and national employers, particularly pediatric health-related facilities.

Currently, there are no other universities in Louisiana offering a Master of Science degree in Child Life. To meet projected national and state-wide needs for master's prepared Child Life Specialists, this program will have a great deal of appeal to a wide range of students seeking the advanced degree for certification eligibility and/or career advancement. To further meet the needs of the workforce and students, the program would seek to offer online courses allowing the student additional flexibility to work while attending school.

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

Currently there are no other graduate programs in Child Life in the state of Louisiana.

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

No, the program will not result in the termination or phasing out of existing programs.

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

According to the ACLP, there are only 8 universities that offer a Master's degree in Child Life. Pediatric health care facilities including Ochsner for Children, Tulane-Lakeside, Children's Hospital New Orleans, and Our Lady of the Lake Children's Hospitals have demonstrated continued support of our proposal to have a graduate degree in this area. Child Life staff have agreed to help host our student interns and provide other educational experiences via video conferencing, on-campus guest lectures, and field experiences.

3. Students

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

Southeastern approved an undergraduate concentration in Child Life in June 2015. Students began enrolling in the concentration in the Fall of 2015. In just over 3 semesters, 48 students have selected Child Life as their area of concentration. Interest has also been noted at high school recruiting events such as Lion's Pride and Rock N Roar, with both students and their parents inquiring about the concentration. A unique feature of the concentration is that because the ACLP currently requires certification candidates to complete a course under the direction of a Certified Child Life Specialist, students from other universities across the United States have inquired and enrolled in one or more of our courses. It is anticipated that this trend will continue to increase because Southeastern offers several courses, taught by Certified Child Life Specialists, online and during the summer sessions making it a convenient option for students needing to meet the requirement. Also, according to the ACLP, there are only 2 universities in the US that offer a 100% online Master's degree program in Child Life. Because the proposed degree program would be 100% online, it would attract both national and international students.

The undergraduate Child Life concentration is within the larger BS degree in Family and Consumer Sciences. As a concentration, the number of Child Life-specific courses are limited to as accommodate course needs of the other three concentrations within the degree. While students have thus far been successful in completing the Child Life concentration and securing clinical placements, there is opportunity to revise the undergraduate concentration to include an alternative experience (i.e. Field Study) to the Practicum requirement. This alternative would afford undergraduate students an opportunity to complete additional coursework and gain additional experience to help them become more competitive during the application process for clinical placement. Students not securing a clinical placement as an undergraduate would then enroll in the traditional BS to MS program and complete those clinical experiences as a graduate student in order to be eligible for the Child Life certification exam.

Should a student not meet eligibility requirements for the graduate program, or choose not to enroll in the graduate program, their completion of the Bachelor's degree in Family and Consumer Sciences with a concentration in Child Life will still serve to prepare them for the workforce in other related areas such as social services, non-profit agencies, child education centers, youth programming, pediatric day care (for children who have chronic health issues), family advocacy, and many other careers.

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

Projected Enrollment for Years 1-5															
	Year 1			Year 2			Year 3			Year 4			Year 5		
	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
Enrollment	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
	5	10	10	15	15	15	20	20	20	30	30	15	30	30	30

Early enrollment projections are based on the anticipated number of well-qualified students who may apply to the program with relatively short notice of the program’s approval. Moving into years 2 and 3, a projected increase in enrollment is expected due to the advanced preparation and skill development the graduate program will provide students that will help them to be more competitive in the clinical placement application process as well as increased career opportunities.

Because the proposed degree will be offered online, the program coordinator will be responsible for negotiating Practicum and Internship locations in the student’s state. Contracts between the agencies and Southeastern will be secured. Close monitoring with clinical supervisors will be facilitated through regular virtual videoconferencing sessions. To demonstrate the robustness of available clinical sites in Louisiana, within a 50 mile geographical radius, there are at least four agencies including Our Lady of the Lake (Baton Rouge), Tulane Hospital for Children, Children’s Hospital of New Orleans, and Ochsner for Children in the New Orleans area who have agreed serve as clinical placement sites.

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

Enrollment/Completer Data for the graduate program in **Counseling** (previously Counselor Education)

	2012	2013	2014	2015	2016
Enrolled/Graduated	95/29	92/38	84/27	82/20	85/26

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

1. Completed Bachelor’s degree with a minimum of a 3.0 cumulative GPA.
2. Completion of all prerequisite courses including:
 - Medical Terminology
 - Lifespan Development
 - Family Development
 - Parenting
 - Research Methods
 - Statistics
3. Completion of at least 100 hours of volunteer or paid work experience with hospitalized children (ages birth to 18 years)

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

A variety of financial support options are available for students. Visiting with the Financial Aid office, students will learn about their options for student loans, grants, and scholarship opportunities. Students who live near Southeastern's campus will be eligible to apply for graduate assistantships on campus.

4. Faculty

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

Dr. Holly Kihm, Associate Professor, Certified Child Life Specialist	PhD (Human Ecology), MA (Family and Consumer Sciences- Child Life), BS (Human Ecology)	Family Stress & Coping Child Life Practicum Child Life Internship Child Development Infant Development Adolescent Development Advanced Research in Human Development and Family Studies Interactive Physical Activity Lab for Children and youth	Undergraduate Program Coordinator, Field Study Coordinator
Mrs. Jamie Napolitano, Instructor, Certified Child Life Specialist	MS (Counseling) BS (Human Development & Family Studies)	Introduction to Child Life Theory and Guidance of Play Family Relations Child Development Infant Development	
Dr. Peggy Rolling, Professor, Certified Family Life Educator	PhD (Vocational Education) MS (Home Economics) BS (Dietetics)	Family Life Education Parenting Professional Development Human Development and Family Studies Field Study	
Dr. Hannah Plauche Adjunct Instructor	PhD (Human Ecology) MS (Vocational Education) BS (Family-Child- Consumer Sciences)	Family Relations Adolescent Development Family Law and Policy Family Resource Management	
Dr. Janet Jones Assistant Professor, Registered Nurse	D.N.S. Louisiana State University Medical Center M.N. Louisiana State University Medical Center	Research in Nursing Clinical Scholarship and Analytic Methods for Evidence-Based Practice Organization and Systems Leadership	

	B.S.N. University of Texas at Arlington		
Dr. Reshelle Marino, Assistant Professor, Licensed Professional Counselor	BS (pre-Med) MeD (Counselor Education) PhD (Counselor Education)	Introduction to Diagnosis and Treatment of Psychopathology Advanced School Counseling Advanced Play Therapy, Clinical Mental Health Practicum School Counseling Internship Cross-Cultural Issues, School Counseling Practicum Marriage, Couple, and Family Counseling Practicum Human Growth & Development Crisis Intervention and Grief Counseling.	Interim Program Coordinator
Dr. Laura Fazio-Griffith, Associate Professor, Licensed Professional Counselor, Licensed Play Therapist	PhD (Counselor Education) MeD (Counselor Education) Masters (Public Administration) BS (Sociology)	Clinical Mental Health Consultation & Staffing Introduction to Play Therapy Advanced Play Therapy, Clinical Mental Health Counseling Internship Marriage, Couple, and Family Counseling Internship Human Growth & Development School Counseling Practicum Crisis Intervention and Grief Counseling.	
Dr. June Williams, Associate Professor, Licensed Professional Counselor	PhD (Counselor Education) MeD (Counselor Education) BS (English Education)	Pre- Practicum/Counseling Techniques Crisis Intervention and Grief Counseling Clinical Mental Health Internship Marriage, Couple, and Family Counseling Internship	

		Substance Abuse Counseling Group Process	
Dr. Jackie Guendouzi, Professor, Department Head of Health and Human Sciences	PhD BA (Modern English Studies)	Speech & Language Development; Communication, Aging, and Social Interaction; Structure & Processing of Language	Department Head, Health and Human Sciences

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

New faculty will not be required until year two of the program. At that time, one tenure-track faculty will be requested. An additional tenure-track or instructor will be requested during year five.

Year one of the program will primarily be supported by one full time faculty member, and one part-time faculty member. Nine-month faculty from other related areas (i.e. Counseling, Nursing) will support the program by offering courses during the summer. Adjunct faculty will provide support as necessary.

To maximize resources and promote interdisciplinary educational experiences, it may be beneficial to develop courses that may be taken by students from multiple programs. Cross-listing courses would afford students the opportunity to meet their curricular objectives, and also learn about other perspectives and applications. The table represents new course titles, potential faculty member who would teach the course, and other graduate programs who may benefit from cross-listing.

Course	Potential Faculty
Advanced Research Methods	Janet Jones/Jackie Guendouzi Cross-listed with Nursing
Advanced Theories of Human Development	June Williams Cross-listed with Counseling
Developmental Perspectives on Illness and Health	Holly Kihm
Therapeutic Communication for the Pediatric Health Care Professional	Laura Fazio-Griffith/Reshelle Marino Cross-listed with Counseling
Child Life Theory and Family-Centered Care	Holly Kihm
Therapeutic Play	Laura Fazio-Griffith/Reshelle Marino Cross-listed with Counseling
Family Dynamics and Psychosocial Interventions	Jamie Napolitano/Holly Kihm

Parenting Children with Chronic Illnesses	Peggy Rolling
Child and Family Perspectives on Death and Dying	Jamie Napolitano Cross-listed with Nursing
Child Life Administration and Program Development	Holly Kihm
Child Life Practicum	Jamie Napolitano
Child Life Internship	Jamie Napolitano

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

Present Faculty	Other activities and Teaching Load
Dr. Holly Kihm, Associate Professor, Certified Child Life Specialist	Dr. Kihm typically teaches four courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Mrs. Jamie Napolitano, Instructor, Certified Child Life Specialist	Mrs. Napolitano teaches three courses per semester. Because she is a part-time faculty member, she has no research, extension, or other obligations that impact her teaching.
Dr. Peggy Rolling, Professor, Certified Family Life Educator	Dr. Rolling typically teaches four courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Dr. Hannah Plauche Adjunct Instructor	Dr. Plauche teaches three courses per semester. Because she is a part-time faculty member, she has no research, extension, or other obligations that impact her teaching.
Dr. Janet Jones Assistant Professor, Registered Nurse	Dr. Jones serves as the Doctor of Nursing Practice (DNP) Coordinator, and typically teaches three courses per semester.
Dr. Reshelle Marino, Assistant Professor, Licensed Professional Counselor	Dr. Marino typically teaches three courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.

Dr. Laura Fazio-Griffith, Associate Professor, Licensed Professional Counselor, Licensed Play Therapist	Dr. Fazio-Griffith typically teaches three courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Dr. June Williams, Associate Professor, Licensed Professional Counselor	Dr. Williams typically teaches three courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Dr. Jackie Guendouzi, Professor, Department Head of Health and Human Sciences	Dr. Guendouzi serves as the Department Head. She may teach one course per semester to support the proposed program. Dr. Guendouzi is also a successful grant writer and will be able to help with grant writing initiatives.

Proposed new faculty must possess the following qualifications and strengths:

1. PhD (for tenure-track) or MS/MA (Instructor) in Human Development and Family Studies or field closely related to Child Life.
2. Current Certification in Child Life
3. Five or more years of clinical, hospital-based Child Life experience
4. Experience teaching in Higher Education
5. Strengths to include:
 - Strong communication skills (both verbal and non-verbal)
 - Commitment to growing the program (i.e. recruiting and strong community presence)
 - Technological skills that will enhance distance education
 - Strong sense of collegiality and evidence of teamwork

5. Library and Other Special Resources

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

Present library holdings in related field are adequate to initiate the program. To meet the program needs in the first 5 years, additional resources such as teaching videos, current books directly related to Child Life, and teaching aids will be needed. Southeastern's library participates in Interlibrary Loan (ILL). This is a service provided for faculty and students to obtain research materials (books, articles, and other materials) from other participating institutions in the United States, Canada, Europe and Asia. Faculty and students may request up to 20 ILL items at one time.

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

Health and Human Sciences (and related fields)

Book Expenditures - Sims Memorial Library

	FY16	FY17
Communication Sciences and Disorders	\$1,930.52	\$1,381.72

Family and Consumer Sciences	\$2,416.87	\$1,275.39
Social Work	\$1,862.03	\$1,225.04
Counseling	\$2,460.74	\$1,094.58
Health	\$2,324.54	\$1,482.81
Total:	\$10,994.70	\$6,459.54

Health and Human Sciences (and related fields)

Serial & Standing Order Expenditures - Sims Memorial Library

	FY16	FY17
Communication Sciences and Disorders	\$4,286.04	\$4,472.73
Family and Consumer Sciences	\$9,888.29	\$10,506.51
Social Work	\$8,864.69	\$9,240.24
Counseling	\$1,431.15	\$2,853.43
Health	\$5,205.12	\$5,845.71
Total:	\$29,675.29	\$32,918.62

Health and Human Sciences (and related fields)

Database Expenditures (Discipline-Specific) - Sims Memorial Library

	FY16	FY17
Communication Sciences and Disorders	\$0.00	\$0.00
Family and Consumer Sciences	\$1,260.00	\$0.00
Social Work	\$2,850.00	\$2,995.00
Counseling	\$250.00	\$250.00
Health	\$0.00	\$0.00
Total:	\$4,360.00	\$3,245.00

**The Library's total database budget was \$430,000 for FY2016 and \$540,071 for FY2017. Man of these databases are multi-disciplinary and all of them are available to all Southeastern faculty and staff. The figures in the above table represent only the unique titles specific to the discipline.*

Health and Human Sciences (and related fields)

All Resource Expenditures - Sims Memorial Library

	FY16	FY17
Communication Sciences and Disorders	\$6,216.56	\$5,854.45
Family and Consumer Sciences	\$13,565.16	\$11,781.90
Social Work	\$13,576.72	\$13,460.28
Counseling	\$4,141.89	\$4,198.01
Health	\$7,529.66	\$7,328.52
Total:	\$45,029.99	\$42,623.16

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

For the first 5 years of the program \$2,500 would be requested to purchase books, DVD's, and journal subscriptions.

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

Teaching aids would be requested (i.e. Medikin teaching dolls and accessories: <https://legacyproductsinc.com/medikins>). Faculty would apply for internal enhancement grants to fund the purchase of the teaching aids.

6. Facilities and Equipment

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

The proposed program will be 100% online and no classroom space would be necessary on a regular basis. Faculty have dedicated office space, and conference rooms will be available as needed. The program will need strong technology support for videoconferencing and ongoing training in Moodle, SLUs Learning Management System.

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

No new facilities or equipment is needed. Teaching resources (i.e. Medikin dolls) will be stored in a secured storage closet.

7. Administration

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

The new program would be housed in the College of Nursing and Health Sciences, Department of Health and Human Sciences. The new program will not affect the present administrative structure of Southeastern.

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

Southeastern's department of Health and Human Sciences has successful outcomes (i.e., graduation rates, employment, and licensure pass rates). These program accomplishments are due mainly to sound administrative leadership, close monitoring of curriculum relevance, outstanding faculty instruction, and excellent student recruitment and retention practices. All part-time and full-time graduate faculty have completed training in distance learning methodologies to ensure quality assurance for online education. Continuous training and education promotes a cohesive educational program, which is important for online delivery. There is teamwork and stability among the faculty and administration, which propels the department and their programs to achieve excellence, quality, and credibility.

8. Accreditation

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

While there is no current accreditation process for Child Life program, it is anticipated that the main Child Life organization (Association for Child Life Professionals) will develop an accreditation program in the future. As of May, 2017, programs may elect to apply for program "Endorsement" by the ACLP, however, it is not required. As a commitment to excellence, Southeastern will pursue endorsement.

Program endorsement includes the following:

1. Application fee of \$1750, with an annual maintenance fee of \$250 per year
2. Letter of Intent to apply
3. Completion of a Graduate Curriculum Map
4. Applications are reviewed January 1, April 1, July 1, and October 1.

Endorsement for the proposed program will be sought for the 2020-2021 academic year.

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

The consultant provided insightful comments and thoughtful suggestions to further strengthen the proposal. The report will be made available for review with this proposal.

9. Related Fields

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

Nursing and Counseling are the two primary fields of study that will provide support to the proposed program. Department Heads support assignment of faculty teaching cross-listed courses and teaching for faculty who do not teach full loads during the summer session. As the new degree program increases in enrollment, additional faculty lines will be requested from the administration.

10. Cost & Revenue

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

The first academic year of the program will incur hiring adjunct positions to teach 3 courses per semester (.75 FTE*3 semesters = 2.25 FTE) at \$1,500 for a total of \$13,500 from a combination of qualified existing and external faculty. Years two through five will incur hiring an additional full time instructor (1.0 FTE) at a projected cost of 58,500 (\$45,000 plus 30 % fringe) as well as support for a Program Coordinator. Other existing faculty and courses (FCS) and office administration will be utilized at no additional cost. Because the program will be 100% online, classroom space is not needed.

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

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

Faculty will continue to apply for external and internal grants to support the acquisition of teaching supplies, funding for travel to professional conferences, and research endeavors. Southeastern offers several opportunities per year to apply for funding, and the Louisiana Board of Regents also offers opportunities for funding.

CERTIFICATIONS:	<u>Ann K Carruth</u> Primary Administrator for Proposed Program	<u>5/24/18</u> Date
	<u>Jenae L Solding</u> Provost/Chief Academic Officer	<u>5/24/18</u> Date
	_____ Management Board/System Office	_____ Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: Southeastern Louisiana University

Date: 10/11/17

Degree Program, Unit: Master of Science in Child Life

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2018-2019		SECOND 2019-2020		THIRD 2020-2021		FOURTH 2021-2022	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$13,500	2.25	\$72,000	3.25	\$72,000	3.25	\$72,000	3.25
Graduate Assistants	0		0	0	0	0	0	0
Support Personnel	0		0	0	0	0	0	0
Fellowships and Scholarships	0		0	0	0	0	0	0
SUB-TOTAL	\$13,500	2.25	\$72,000	3.25	\$72,000	3.25	\$72,000	3.25
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	500		500		500		500	
SUB-TOTAL	500		500		500		500	
TOTAL EXPENSES	\$14,000		\$72,500		\$72,500		\$72,500	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$ *		\$ *		\$ *		\$ *	
*Federal Grants/Contracts	0		0		0		0	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	25		45		60		75	
Tuition	\$83, 550		\$150,390		\$200,520		\$250,650	
Fees	\$27,895		\$50,280		\$69,716		\$90,522	
*Other (specify)								
TOTAL REVENUES	\$111,445		\$200,670		\$270,236		\$341,172	

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.7. University of Louisiana at Lafayette's request for approval to terminate the academic degree program in Dietetics.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to terminate its existing Bachelor of Science (B.S.) in Dietetics. Due to declining enrollment and suboptimal passage rates on the licensure exam, the decision was made to discontinue admission into the program (effective spring 2016) after much deliberation and discussion along with internal and external reviews. A teach-out plan was developed, approved, disseminated and implemented. Students admitted into the program prior to spring 2016 were provided with all resources necessary to complete the degree. The last cohort of students will graduate in spring 2019 which will also be the last semester that Dietetics courses will be offered at UL Lafayette if termination of the program is approved.

Termination of the program will have no negative impact on other academic programs offered by UL Lafayette nor on tenured faculty. In addition, there are public universities in Louisiana that will continue to offer a Dietetics program (i.e., LA Tech, Nicholls and LSU) so this field of study will be available to residents of the state.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval to terminate the academic degree program in Dietetics.



University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

P. O. Drawer 41008
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e-mail: president@louisiana.edu

Université des Acadiens

May 31, 2018

F7

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 to terminate an academic degree program, Dietetics.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", written over a printed name.

E. Joseph Savoie
President

svc

Attachment



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

1. Institution University of Louisiana at Lafayette
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.) BS
4. Title and CIP Code. Dietetics/Dietitian 51.3101
5. Semester/year at which no new enrollments will be accepted. Spring 2016
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Admissions into the DPD program were discontinued beginning with the Spring 2016 semester. In the Fall 2015 semester a teach-out plan was developed, approved, disseminated, and subsequently implemented. Continuing students have access to all resources to complete the program. The last cohort of students admitted into the program will graduate in the Spring 2019 semester. Spring 2019 is the last semester Dietetics courses will be offered at the University of Louisiana at Lafayette.
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: In 2016, based on much deliberation and discussion, external and internal reviews, declining enrollment, and suboptimal student pass rates on the RD exam over the previous five years, then UL Lafayette Provost, Dr. James Henderson, requested that admissions into the Dietetics program (DPD) be discontinued beginning with the Spring 2016 semester. There is no appreciable impact of this program termination on remaining programs/units. <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) Dr. Melinda Oberleitner, Dean College of Nursing and Allied Health Professions University of Louisiana at Lafayette P.O. Box 42490 Lafayette, LA 70504-2490 (337) 482-6808

Campus Head: 	Date: 5/31/18
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

June 21, 2018

- Item F.8.** **University of Louisiana at Lafayette's** request for approval of a Proposal for a Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

EXECUTIVE SUMMARY

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

The Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in February 2017. Consideration by the Board of Regents (BoR) was delayed as a result of having to wait for the Board of Elementary and Secondary Education (BESE) to implement policy changes relevant to teacher certification programs (Bulletin 996). Due to the wait, BoR staff waived the LoI phase and allowed the campus to move forward with the proposal process; the external review required by *Regents' Academic Affairs Policy 2.05* will be fulfilled by BESE's review.

The proposed program aims to attract academically talented post-baccalaureate students who not only meet UL Lafayette Graduate School admission requirements, but who are also genuinely committed to maximizing the academic capability of K-12 students. Students will matriculate through cohorts during the 14-month duration of the program which will span over four academic terms (two summer semesters bookending an academic year comprised of two regular semesters – fall and spring). The Fall and Spring semesters in these programs will consist of a residency in which the students will complete all of their field hours and clinical experiences in the elementary classroom with their assigned cooperating teachers. Both tracks include courses in educational foundations, reading, content methodology, management and assessment. The Elementary concentration will also include a research capstone course, while the Elementary French Immersion concentration includes more coursework on immersion methods and specific linguistic issues pertaining to second language acquisition and the teaching of content courses in another language.

Ideally the University would like to begin accepting students for Summer 2019 so that program completers will be prepared to begin in the profession in Fall 2020. UL Lafayette expects the program to graduate a minimum of ten (10) students per year, with all students fulfilling the Louisiana Department of Education requirements for initial elementary certification. In addition, half of those students will have the competency required to meet the state's French language requirement to teach in immersion schools, along with additional pedagogical experience in immersion methodology. All coursework will be completed through UL Lafayette's main campus with at least three courses being offered via hybrid or online delivery.

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval of a Proposal for a Master of Arts (MAT) in Teaching in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.



University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

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Lafayette, LA 70504-1008
(337) 482-6203
Fax: (337) 482-5914
e-mail: president@louisiana.edu

Université des Acadiens

May 31, 2018

F 8

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 authority to offer a new degree program, the Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Joseph Savoie".

E. Joseph Savoie
President

svc

Attachment

Louisiana Board of Regents

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

-- Including incremental credentials building up to the Degree --

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

Date: June 5, 2018

Institution: University of Louisiana at Lafayette	Requested CIP, Designation, Subject/Title: Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion CIP: 13.1202 (Elementary Education and Teaching)
Contact Person & Contact Info Dr. Michelle Haj-Broussard, Assistant Professor, Department of Curriculum & Instruction Email: hajbroussard@louisiana.edu Phone: (337) 482-5280 Dr. Peter Sheppard, Professor & Head of the Department of Curriculum & Instruction Email: psheppard@louisiana.edu Phone: (337) 482-1514 Dr. Nathan Roberts, Professor & Dean of College of Education Email: nroberts@louisiana.edu Phone: (337) 482-1026 Dr. Fabrice Leroy, Assistant Vice President for Academic Affairs/Academic Programs Email: fleroy@louisiana.edu Phone: (337) 482-0195	
Date Letter of Intent was approved by Board of Regents:	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2019	

1. Program Description

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

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

Our program aims to attract academically talented students who not only meet UL Graduate School admission standards, but who are also genuinely committed to maximizing the academic capability of K-12 students. Students will matriculate as cohorts during the 14-month duration of the program, which will span four academic terms (two summer semesters bookending an academic year comprised of two regular semesters, a Fall and a Spring). Ideally, we would like to begin accepting students for Summer 2019, so that program completers will be prepared to begin in the profession in Fall 2020. We expect the program to henceforth graduate a minimum of 10 students per year, with all students fulfilling the Louisiana Department of Education requirements for initial elementary certification. In addition, half of those students will have the competency required to meet the state's French language requirements to teach in immersion schools, along with additional pedagogical experience in immersion methodology. All coursework will be completed through the University of Louisiana at Lafayette's main campus, with at least three courses being offered via hybrid or online delivery.

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

The projected Master of Arts in Teaching (MAT) in Elementary Education and Elementary French Immersion will provide an intensive teacher preparation program for students with a baccalaureate degree outside of education to teach in either the Elementary or the Elementary French Immersion setting.

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

A number of students who enter our university participated in K-8 French Immersion programs in the area. The MAT program allows those students, who already have acquired a high level of French proficiency, to complement their language skills with graduate coursework in Education, in order to teach in the immersion program. It also allows students who may have majored in French as undergraduates to come back to school and utilize and expand their language skills, while learning to teach in the immersion context. To be accepted into the French Immersion MAT program, students will need to either have a B.A. in French and Francophone Studies or demonstrate adequate mastery of the French language through a standardized proficiency assessment. On the American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), they must earn a level of at least Intermediate-High, or on the European Framework exam (DELFL), students will need to earn a B1 certificate. To be allowed to enter into the French immersion classrooms for the practicum and student teaching, students must have an ACTFL OPI level of Advanced-Low or a DELFL certificate at the B2 level. To complete the degree requirements, the French Immersion students must have an ACTFL OPI of Advanced-Mid or a DELFL certificate at the C1 level. Through the course module at Ste. Anne University, as well as through other courses offered in the program, students will have the opportunity to improve their language skills incrementally. Omaggio (1987) states that it takes 240 hours of exposure and practice in a second language to go up one level on the ACTFL scale (e.g. Intermediate High to Advanced Low; Advanced Low to Advanced-Mid). Thus, in order to reach the Advanced-Mid level upon completion of the degree, students will need to be at the Intermediate-High level upon admission.

The Elementary and Elementary French Immersion students will follow two concentrations but take the same number of hours each semester. The Fall and Spring semesters in these programs will consist of a residency in which the students will complete all of their field hours and clinical experiences in the elementary classroom with their assigned cooperating teachers. Both tracks include courses in educational foundations, reading, content methodology, management, and assessment. The Elementary track will also include a research capstone course, while the Elementary French Immersion track includes more coursework on immersion methods and specific linguistic issues pertaining to second language acquisition and the teaching of content courses in another language.

Table 1: Courses

Course Level/ Number (3 credits unless noted)	Course Name and Department Offering Course	Max Feasible Enrollment	Who is currently qualified to teach this course?	New Course or Existing Course
Core Coursework Required by All Students				
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Christine Briggs, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Keita Rone-Wilson, EDCI Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI	New Course
READ 502	Reading Act: Instruction through the Years. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Melissa Gallagher, EDCI	New Course
READ 520	Developmental Reading	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI	New Course
EDCI 512	Science & Social Studies Pedagogy. Department of Curriculum & Instruction	20	Dr. Micah Bruce-Davis, EDCI Dr. Natalie Keefer, EDCI Dr. Nathan Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Nancy Autin, EDCI Dr. Christine Briggs, EDCI	New Course
EDCI 592 (six credit hour course)	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Membership	New Course
SPED 502	Educating the Exceptional Child	20	Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI Dr. Hunter Beasley, EDCI Dr. Keita Rone-Wilson, EDCI	Existing Course
READ 523	Diagnosis of Reading Disabilities	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 562	Educational Psychology in the Elementary School. Department of Curriculum & Instruction	20	Dr. Christine Briggs, EDCI Dr. Maria Ruiz, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Keita Rone-Wilson, EDCI Dr. Donna Wadsworth, EDCI	New Course

Table 1: Courses

Course Level/ Number (3 credits unless noted)	Course Name and Department Offering Course	Max Feasible Enrollment	Who is currently qualified to teach this course?	New Course or Existing Course
Research Capstone Coursework				
Elementary: EDCI 5XX EDCI 5XX	Six hours of existing graduate-level elective courses suggested by the Department of Curriculum & Instruction and the student's advisor to create a research/capstone experience.	20	All EDCI Faculty with Graduate Faculty Membership	New Course
Elementary French Immersion: EDCI 5XX FREN 401 (G)	Immersion methods. Literary or Linguistic or Cinematographic Studies: Comparative Linguistics and Pedagogical Approaches for French for Anglophones	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Tamara Lindner, FREN Dr. Michelle Haj-Broussard, EDCI	New Course Existing Course

Table 2: Course sequencing per semester: MAT Elementary and Elementary French Immersion				
Semester	Courses and Department offering courses	Max of feasible enrollment	Who is currently qualified to teach this course?	New Course or existing course
Summer I				
READ 502	Reading Act: Instruction through the Years. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 512	Science & Social Studies Pedagogy Department of Curriculum & Instruction	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Nathan Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Peter Sheppard, EDCI Dr. Nancy Autin, EDCI Dr. Christine Briggs, EDCI	New Course
Immersion only: The French Immersion program at Ste. Anne University (Nova Scotia, CA) is an option for MAT Elementary French Immersion students. This enrichment program will help them improve language skills, work on pedagogy, and gain teaching experience in a francophone class. Students whose language levels are not already at the Advanced-Low or above will be highly encouraged to attend.	5-week French Immersion program. These are enrichment courses, not applicable toward the degree. This option is made available to all French Immersion students, but especially to students who need to improve their French proficiency. Community funds are available to help students pay for this experience.	20	Dr. Michelle Haj-Broussard, EDCI Ste. Anne Immersion Program Teaching staff. UL Lafayette has a <i>Memorandum of Understanding</i> with Ste. Anne University, and has used its immersion program as enrichment for French language learners for the past two decades, with excellent results.	Enrichment
Fall: During Residency				
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI	New Course

Table 2: Course sequencing per semester: MAT Elementary and Elementary French Immersion

Semester	Courses and Department offering courses	Max of feasible enrollment	Who is currently qualified to teach this course?	New Course or existing course
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Christine Briggs, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI Dr. Natalie Keefer, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Keita Rone-Wilson, EDCI	New Course
EDCI 592	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Membership	New Course
CAPSTONE: Elementary French Immersion EDCI 5XX	Immersion methods	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Mark Honegger, ENGL	New Course
CAPSTONE: Elementary EDCI 5XX	Research	20	All EDCI Faculty with Graduate Faculty Membership	New Course
Spring: During Student Teaching				
READ 520	Developmental Reading	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Dana Stachowiak, EDCI	New Course
EDCI 592 (three credit hour course)	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Membership	New Course
CAPSTONE: Elementary French Immersion FREN 401 (G)	Literary or Linguistic or Cinematographic Studies (variable content): Comparative Linguistics and Pedagogical Approaches for French for Anglophones	20	Dr. Michelle Haj-Broussard, EDCI Dr. Tamara Lindner, FREN	Existing Course
CAPSTONE: Elementary EDCI 5XX			All EDCI Faculty with Graduate Faculty Membership	New Course

Table 2: Course sequencing per semester: MAT Elementary and Elementary French Immersion				
Semester	Courses and Department offering courses	Max of feasible enrollment	Who is currently qualified to teach this course?	New Course or existing course
Summer II				
SPED 502	Educating the Exceptional Child	20	Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI Dr. Hunter Beasley, EDCI Dr. Keita Rone-Wilson, EDCI	Existing Course
READ 523	Diagnosis of Reading Disabilities	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 562	Educational Psychology in the Elementary School. Department of Curriculum & Instruction	20	Dr. Christine Briggs, EDCI Dr. Maria Ruiz, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Keita Rone-Wilson, EDCI Dr. Donna Wadsworth, EDCI	New Course

Table 3: Outline of MAT Concentrations in Elementary French Immersion and Elementary Education (Four Semesters, Full time, Cohort Based)

Concentrations	Summer Semester I: Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)	Fall Semester: Twelve credit hours for all students	Spring Semester: Nine credit hours for all students	Summer Semester II: Nine credit hours for all students
All	<p>This semester, MAT students will take nine credit hours, which include an assessment course, a reading course, and a content course on teaching science and social studies methods. Within the coursework there will be concentration-specific assignments.</p>	<p>This semester features a practicum in the field that runs concurrently with the beginning of the K-12 school year; students will be in 1-5 classrooms (French immersion students will be in French immersion classrooms). All students will be co-teaching with their cooperative teachers in the field. The classroom management and math methods courses will be merged with the practicum. Two lecture courses will be scheduled on one day of the week, alternating with a hybrid course at night. Within the coursework, there will be concentration-specific assignments.</p>	<p>This semester, MAT students will take a developmental reading course and continue their student teaching experience with the same cooperating teacher as in the fall.</p>	<p>All of the students will take an elementary educational psychology course, a diagnostic reading course, and a course in special education.</p>
Elementary			<p>As part of the CAPSTONE, the Elementary concentration will take a research-based reflection course in EDCI.</p>	

Table 3: Outline of MAT Concentrations in Elementary French Immersion and Elementary Education (Four Semesters, Full time, Cohort Based)

Concentrations	Summer Semester I: Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)	Fall Semester: Twelve credit hours for all students	Spring Semester: Nine credit hours for all students	Summer Semester II: Nine credit hours for all students
French Immersion	<p>French immersion students whose language levels are not at least Advanced-Low will have the option of participating in an immersion program at Ste. Anne's University in Nova Scotia and complete course field experience requirements in public Francophone schools in Nova Scotia, as well as attend a five-week French immersion program in May/June with funding support from CODOFIL. CODOFIL is the Council for the Development of French in Louisiana whose prime directive is to create more French Immersion programs. CODOFIL, along with its foundation, Foundation Louisiane, and the Louisiana Consortium of Immersion Schools have all pledged their support for this endeavor including an MOU to fund at least five students per year to go to Ste. Anne.</p>	<p>As part of the CAPSTONE experience, Elementary French immersion students will take an additional 3-credit French content course focusing on Immersion pedagogy, while EDCI students will take a research elective course.</p>	<p>Elementary French immersion students will take a French content course on comparative linguistics of English and French.</p>	<p>Elementary French immersion students will have to take the ACTFL OPI and must test at the Advanced-Mid level to graduate from the program. Students who are not yet at that level will be encouraged to do another summer immersion program at Ste. Anne, or to seek other options for proficiency improvement. Students who are still not able to achieve the required level will get their degree in Elementary Education and can qualify to teach in immersion classes once they reach the required language level, or take the Praxis World Language Pedagogy and French tests for an add-on certification in French.</p>

2. Need

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

The MAT in Elementary Education will help UL Lafayette to improve upon the current certification-only alternative certification elementary program that has less rigorous admission requirements. The program will move from a curriculum that requires 33 undergraduate hours for certification but that does not lead to a Master's Degree, to one that requires graduate-level preparation and 6 more hours, but offers the additional credential of a Master's degree. This new graduate program will attract a higher quality of students and ensure the level of rigor associated with graduate coursework. CAEP standard 3 underlines the importance of student quality and requires that programs be selective in the admission of their students.

Louisiana's cultural context and strength in French immersion education are assets only available in this geographic area. Furthermore, our Francophone linguistic and cultural heritage, as well as our commitment to high-quality teacher preparation programs are strongly embedded in the mission and identity of our institution. Building upon those strengths, this unique context, and the specificity of the program, we are confident that UL Lafayette will be able to recruit outstanding graduate students, as well as to retain outstanding undergraduates and encourage them to continue their education at the graduate level. The language requirements of the Immersion concentration ensure that students engage in co-curricular activities through a culturally diverse university community. In addition, the residency requirement to work in area classrooms for both concentrations of the MAT meets this goal, because the students will all participate in co-curricular activities that are rigorous, energetic, and culturally diverse. Finally, this graduate program is tied to a strong community interest in language and cultural preservation, and will consequently strengthen and expand our relationship with our community and alumni.

In addition, the immersion concentration was created as a direct response to recurrent requests from alumni, local immersion schools, the Council for the Development of French in Louisiana, and local community leaders. The program will also help to meet a national need for American French immersion teachers, and to offer more teaching corps stability to local and national French immersion programs. Within the country, the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. In this context, many states (such as Utah, Delaware, Rhode Island, Minnesota, North Carolina, California, Oregon, and Alaska) are expanding their immersion programs, and with this expansion comes the need for qualified immersion educators. *The Standard Examiner*, a Utah newspaper, stated that finding a qualified immersion teacher was a "dog eat dog world" (Rimington, 2015), which indicates that graduates from our program will be in high demand nationally. French is the second most instructed language in immersion nationwide (Center for Applied Linguistics, 2011). In addition, the Southwest Louisiana community is interested in this program as a way to ease the current demand placed on French, Canadian, and Belgian governments for more French immersion teachers to meet the instructional demands of immersion schools.

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

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

- it widens the University's global perspective by investing in study abroad programs to maximize student opportunities for participation;
- it develops strategic partnerships with international universities;

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

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

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

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

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

Yes, the certification-only alternative certification program in Elementary Education will be phased out. The MAT Elementary program is more selective, which is a CAEP accreditation requirement, and offers an intensive residency program, which meets a new requirement of the state Department of Education.

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

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

Immersion programs in the U.S. have shown a 95% growth since 2006, and French is the second most popular language in such programs (Edwards, 2014). Within the state, over 150 French immersion teachers are recruited from abroad (annually) to fill the need of French immersion schools (World Language Consultant at LDOE, personal communication, August 28, 2015). The state has developed legislation that promotes the expansion of immersion programs: 1) Act 361 (2013) allows parents to petition schools for immersion if such programs do not exist; 2) Act 196 (2014) prohibits schools from wait-listing potential immersion students; and 3) Act 99 (2014) allows immersion students to receive a seal of bi-literacy on their diplomas. This promotion creates an even greater need for qualified immersion educators. This legislation was essential because all of the over 30 immersion schools had to wait-list students, due to the high demand for these programs. In fact, the waiting lists in Louisiana have more than 500 students; as a result of these limitations, some parents often give up on the immersion option when they hear that their children are on the waiting list (*The Advertiser*, April 2014).

For French immersion programs in other states, there are students on waiting lists as well, in anticipation of the expansion of the programs in Maryland, Georgia, Oregon, New York, Virginia, Massachusetts, and many other districts (Edward, 2014). Within the U.S., the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. Many states are expanding their French immersion programs (Utah, Delaware, and Georgia). In light of the shortage of qualified immersion teachers, and the increasing demand for such educators in Louisiana, this program is essential to the Acadiana community. It is indeed imperative that we begin to train our own homegrown French immersion teachers, as stated in the attached letters of support for this MAT in Elementary French Immersion from the Council for Development of French in Louisiana (CODOFIL), a state agency, and the Louisiana Consortium of Immersion Schools (LCIS), a non-profit educational organization.

3. Students

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

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

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

Table 4: Projected Student Enrollment

Cohort	Program	Enrollment	Program	Enrollment	Total Enrollment
1	MAT Elementary Education	6	MAT Elementary French Immersion	4	10
2	MAT Elementary Education	6	MAT Elementary French Immersion	4	10
3	MAT Elementary Education	6	MAT Elementary French Immersion	6	12
4	MAT Elementary Education	6	MAT Elementary French Immersion	6	12
5	MAT Elementary Education	8	MAT Elementary French Immersion	6	14

The cohorts above include anticipated enrollment for Summer 1, Fall, Spring, and Summer 2 semesters (see Table 2).

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

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

There are no closely related programs

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

All students will need to meet all of the Graduate School admission requirements, including GPA requirements and a Bachelor's degree or the recognized international equivalent of a Bachelor's degree. Applicants to both concentrations will be required to present satisfactory GRE scores. Additionally, those applying to the Elementary French immersion concentration will be required to demonstrate an intermediate-high level of French, which should allow them to reach the state Department of Education requirement of Advanced-Low for classroom immersion teaching before they begin their residency, and the program requirement of Advanced-Mid before they graduate.

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

When available, funding from existing and future research grants will be used to support graduate assistantships. These graduate teaching assistants would coordinate with local teachers and help prepare classroom and professional development training. Additionally, privately-funded scholarships will be used to support students in the French immersion concentration during their summer immersion experience. CODOFIL, the Louisiana Consortium of Immersion Schools, the Richard Guidry Foundation, and the Fondation Louisiane have offered to help some students pay for the Sainte-Anne experience. We are also exploring the possibility of collaborating with interested schools that may wish to sponsor students' education in exchange for working at their schools or in their school districts. Additionally, the FACE foundation has pledged \$150,000/ year of scholarships for students to attend universities that will prepare them to teach in bilingual French Education. Our faculty will help students apply for these resources.

4. Faculty

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

Table 6: Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty Primary Department, Academic Program, or Discipline Department of Curriculum and Instruction			
NAME (F, P) All-faculty listed are full-time faculty (F). Names are linked to respective GV's	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Albertaeve Abington-Pitre	Reading Methods- EDCI 310/311, 409, 411: Elementary Science Methods, Cultural Awareness (diversity), EDCI 427: multicultural children's literature - best practices and selection process.	Bachelors of Science in Elementary Education; Masters of Science in Curriculum and Leadership - Reading Specialist; Doctorate of Education in Curriculum and Instruction - Multicultural Children's Literature Oklahoma State University, 2005.	Teacher: 3-6 grade ELA/Math, 1988-1989 K-8 Computer Science, 1991-1994 PK 1994-1995 3-6 ELA title I, HS librarian (1 hr per day) 1997-1999 English language School - Seoul 2002

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Department of Curriculum and Instruction

NAME (F, P) All faculty listed are full time faculty (F). Names are linked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<u>Dr. Christine Briggs</u>	EDCI 508: Research to Impact Student Learning 2005- Present, EDCI 591: Applied Research II, 2007-Present, SPED 513: Practicum in Gifted Education 2009, 2010, 2012-present, SPED 591: Internship in Gifted Education 2008 – Present, SPED/EDCI 503: Developing Creativity in the Classroom, 2010 & 2013	Ph.D. in Educational Psychology, University of Connecticut; Specialization in Gifted Education and Talent Development Other Areas of Concentration: Multicultural Education, Professional Development, Curriculum Development, and Elementary Education.	Professional Certifications Gifted Certification, Baylor University English as a Second Language Certification, Texas State Certification
<u>Dr. Micah Bruce-Davis</u>	EDCI 350, EDCI 351, EDCI 426, EDCI 476, EDCI 478, EDCI 574, EDCI 576, SPED 500, SPED 503	Ph.D. in Educational Psychology Gifted Education and Talent Development, University of Connecticut.	3rd Grade ELA, 8th ELA, Gifted Enrichment (K-12-math, science, ELA, technology, social studies), 3rd-8th ELA and Social Studies self-contained gifted
<u>Dr. Michelle Haj-Broussard</u>	EDCI 349: PK-6 Math Methods I, EDCI 427: Teaching in a Diverse Society, EDCI 430: Classroom Management for Elementary Teachers, EDCI 471: Professional Preparation for ESOL Teachers	B.A. French from UL Lafayette; M.Ed. Secondary Education from UL Lafayette; ED.S. Curriculum & Instruction UL Lafayette; Ph.D. Curriculum and Instruction: Comparing African-Americans experiences in Immersion and Regular Education.	10 years of experience teaching French immersion in Acadia and Lafayette Parish Took Immersion Courses at the Center for Applied Research in Language Acquisition on Immersion Took courses in New Brunswick (University of New Brunswick Fredrickton; University of Moncton) on Immersion Pedagogical Methods (Content, Management, Assessment, Writing) Took courses at Ste. Anne University in Nova Scotia on Immersion pedagogy. Was on the national research colloquium in 2012 on creating a new Immersion Research Agenda

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<u>Dr. Natalie Keefer</u>	EDCI 424: Middle School Social Studies Methods, EDCI 426: Social Studies in the Elementary School, EDCI 427: Teaching in a Diverse Society, EDCI 450: Secondary Classroom Management and Instructional Design, EDCI 454: Secondary Social Studies Methods EDCI 570: Diversity for the Progressive Educator EDCI: 574: Leading Teacher Learning	Ph.D. Curriculum and Instruction, University of South Florida; M.A. Curriculum and Instruction, University of South Florida B.A. Anthropology, University of South Florida.	10 years of experience in teaching high school social studies; August 2004-May 2014
<u>Dr. Keita Rone-Wilson</u>	SPED 391: Foundations of Inclusive Education, SPED 502: Educating the Exceptional Child	Ph.D. Special Education, Wayne State University; M.S. Special Education, Johns Hopkins University; B.S. Communication, Sciences and Disorders, Howard University.	Special Education Teacher / Early Childhood/ Elementary - Prince Georges County, Maryland 1996-2000; Special Education Teacher- Secondary Detroit Public School 2000-2002; IEP Facilitator- K-12 Liaison Children's Hospital of Michigan 2002-2006
<u>Dr. Maria Ruiz</u>	SPED 484: Assessment and Evaluation for Elementary Students with Mild and Moderate Disabilities, SPED-420 (G): Reading, Curriculum, and Methods in Early Intervention, SPED-428: Language Arts Intervention for Students with Disabilities, SPED-511: Mathematics Intervention for Students with Disabilities, SPED-483: Methods for Elementary Students with Mild/Moderate Disabilities, SPED-453: Methods for Secondary Students with Mild/Moderate Disabilities	Ph.D. in Special Education, with emphasis in Early Intervention (12/2012); University of New Orleans; M.S. in Special Education, with emphasis in Intellectual Disabilities (05/1996); Southern Connecticut State University; Técnico Superior en Psicopedagogía (Psychopedagogy/Special Education); Colegio Universitario de Psicopedagogía, Caracas, Venezuela (07/1990).	Facilitator, Louisiana Autism Spectrum and Related Disabilities (LASARD) Project, Human Development Center, Louisiana State University-Health Sciences Center (Nov, 2013- June 2014) Inclusive Practices Strategist, Special Programs Department, Jefferson Parish Public School System, LA (2009-2010) Training Consultant, Pupil Assistance Model, Department of Special Education and Habilitative Services, University of New Orleans, New Orleans, LA (2009) Bilingual Special Education Specialist, Office of Pupil Appraisal, Special Programs Department, Jefferson Parish

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Department of Curriculum and Instruction

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<u>Dr. Donna Wadsworth</u>	SPED 405G: Foundations of Early Childhood and Early Intervention, SPED 420G: Reading, Instructional Program Planning and Implementation for Early Intervention Special Education, SPED 428G: Language Arts Intervention for Students with Disabilities, SPED 483G: Methods for Elementary Students with Disabilities, SPED 484G: Assessment and Evaluation for Elementary Students with Disabilities, SPED 491G: Foundations in Inclusive Education, SPED 495G: Special Projects in Special Education included (Applied Learning Theories, Teaching Students with Autism Spectrum Disorders, and Post Secondary Transition Issues), SPED 502: Educating the Exceptional Child	Ph.D., Special Education Curriculum and Instruction, Louisiana State University; Education Specialist, Early Childhood, University of Southwestern Louisiana Master of Education, University of Southwestern Louisiana; Bachelor of Science, Southern Illinois University.	Summer 1969 - Teacher summer program for moderate /severe intellectual disabilities; 1969-1972 - Teacher / elementary learning disabilities; 1974-1978 Early Intervention Specialist and Service Coordinator for 14 county Special Education Service Center; 1978-1985- Asst. Program Coordinator and Early Intervention Specialist; 1985-1992 Preschool Special Education Teacher /Dept. Coordinator
<u>Dr. Lucy Begnaud</u>		Ph.D. in Curriculum and Instruction, College of Education, Louisiana State University, 1999; Education Specialist, University of Southwestern Louisiana Lafayette, LA, 1991; Master of Education, University of Southwestern Louisiana, 1978; Major: Gifted Education; Minor: Reading.	Head of Lower School: Ascension Episcopal Day School Teacher of Gifted Education: Le Rosen and Woodvale Elementary Teacher : Ascension Day School

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<u>Dr. Elizabeth Pinkett</u>	EDCI 411: Developmental Assessment in Early Childhood Education, EDCI 413: Foundations and Program Development in Early Childhood Education, READ 302: Teaching Reading in the Primary Grades, READ 303: Reading Practicum in the Primary Grades, READ 309: Emerging Literacy and Beginning Reading Instruction Through Age 8, READ 411: Assessment and Prescriptive Teaching of Reading	Ph.D. in Child Development and Research Methodology, Georgia State University, 1984; Additional Specializations: Assessment and School Psychology; M.Ed. in Early Childhood Education, Towson University, 1975; B.S. in Early Childhood Education, Towson University, 1968.	1990-1994: Courses Taught at the University of Texas at Austin: <u>Graduate:</u> Educational Research Design, Developmental Theories, Social Development in Early Childhood <u>Undergraduate:</u> Applied Learning and Development (Measurement and Evaluation), Classroom Organization and Management 1984-1990: Courses Taught at Kennesaw State University, Marietta, GA: <u>Graduate:</u> Educational Research Design Educational Psychology <u>Undergraduate:</u> Child Development Reading Diagnosis
<u>Dr. Peter Sheppard</u>	Mathematics Education	Ph.D., Southern University, 2005.	Elementary Grades 1-8 (All subjects), Principal
<u>Dr. Nathan Dolenc</u>	EDCI 425: Science in the Elementary School, EDCI 423: Middle School Science Methods, EDCI 453: Secondary Science Methods.	Ph.D. Science Education.	Teacher from 2008 to 2013

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Department of Curriculum and Instruction

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Dr. Tori Flint	READ-301: Emergent and Early Literacy Development Supervise Student Teachers	Ph.D., Language, Reading, and Culture: Early Literacy University of Arizona; M.Ed., Curriculum and Instruction: Early Childhood Education Arizona State University; M.Ed., Curriculum and Instruction: Language and Literacy Arizona State University; B.A.E., Early Childhood Education Arizona State University.	University Teaching Experience: University of Arizona, Fall 2015: TLS-480: Children’s Literature in the Classroom; Spring 2015: Guest Lecturer-LRC-495(A): Anthropology of Childhood (Professor: Perry Gilmore; Topic: Play, Toys, Games, and Literature) Fall 2014: LRC-480: Children’s Literature in the Classroom Summer 2014: LRC-791(A): Preceptorship-University Teaching for LRC 480: Children’s Literature in the Classroom Elementary Classroom Teaching: 2006-2013: First Grade Teacher Skyline Ranch K-8 School, San Tan Valley, AZ; 2008-2013: First Grade Team Lead and Gifted Coordinator Skyline Ranch K-8 School, San Tan Valley, AZ

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NAME (F, P) All faculty listed are full time faculty (F). Names are linked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<u>Dr. Nancy Autin</u>	EDFL 456: Classroom Assessment, EDLD 500: Vision, Leadership, and Culture, EDLD 504: Research for School Leaders, EDLD 505 Curriculum for School Leaders, EDCI 478 Student Teaching Middle School, EDCI 479 Student Teaching Secondary School	Ph.D. in Curriculum and Instruction, University of New Orleans; M.S. in Curriculum and Instruction, University of New Orleans; B.S. in Mathematics, Loyola University.	2007– 2011: Assistant Principal/Academics St. Thomas More Catholic High School, Lafayette, LA; 2001–2007: Principal, St. Mary’s Dominican High School, New Orleans, LA; 1977–2001: Academic Assistant Principal, Brother Martin High School, New Orleans, LA; 1976–1977: Mathematics Teacher, Catholic High School, Baton Rouge, LA; 1974–1976: Mathematics Department Chair and Teacher Holy Rosary Institute, Lafayette, LA

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<u>Dr. Hunter Beasley</u>	SPED 391: Foundations of Inclusive Education, SPED 468: Content Area Intervention for Students with Disabilities, SPED 472: Theories and Practice for Secondary Level Behavioral Interventions, SPED 482: Theories and Practice for Elementary Level Behavioral Interventions, SPED 492: Classroom Management of Students with Disabilities, SPED 456: Pre-Vocational and Vocational Skills for Students with Disabilities, SPED 391(2) and SPED 404(5): Independent Studies in Mathematics, SPED 511: Interventions for Students with Disabilities, EDFL 456: Measurement and Evaluation (Grades 1-8 & Grades 9-12)	Ph. D. in Special Education, Southern University and A&M College; Master of Education, University of Louisiana at Lafayette; Bachelor of Arts in Political Science, Louisiana Tech University.	1991-1994: Special Education Teacher, Church Point High School; 1994-1997: Special Education Teacher, Lafayette High School; 1997-present : Instructor/Master Instructor, University of Louisiana at Lafayette
<u>Dr. Melissa Gallagher</u>	EDCI 350: PK-6 Mathematics Methods II, Fall 2016, EDCI 351: Practicum in Elementary Mathematics, Fall 2016	Ph.D. in Teaching and Teacher Education, George Mason University; Master's degree in International Education, George Washington University; Bachelor's degree in Economics and Elementary Education, College of William and Mary.	Math Resource Teacher (August 2015-June 2015), Westlawn Elementary School, Fairfax County Public Schools, VA; Literacy Consultant and Instructional Coach (July 2015, 2016), William Botnan Experimental School, HELPS International, Guatemala; 3 rd Grade Classroom Teacher (July 2010-June 2012) American International School Dhaka, Bangladesh; RTI Coordinator (August 2009-2010) Pine Spring Elementary, Fairfax County Public Schools

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Department of Curriculum and Instruction

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Tamara Lindner	FREN 424(G): The Sociocultural Context of French Louisiana, FREN 465 (G): Introduction to French Linguistics, FREN 492(G): Francophone Louisiana, FREN 501: French Teaching Methodology	Ph.D., Indiana University.	Associate Professor and French Language Program Coordinator

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

New faculty will not be required for the implementation of this program. The graduate faculty in the Department of Curriculum and Instruction possess the credentials and expertise necessary to initiate, implement, and sustain the proposed degree. Current faculty loads can accommodate the curriculum offerings for this program. The addition of this Master's degree program could impact future hiring priorities within the Department — as the program expands and increased enrollment warrants, the addition of faculty positions would provide greater flexibility and help ensure program success. Pending appropriate growth of the program, new faculty may be hired to teach at the graduate level or to teach undergraduate elementary courses in order to free graduate faculty to teach courses in the MAT program.

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

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

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

For French immersion in particular, the department hired a new faculty member with 25 years of experience in French immersion education. Her doctoral work focused on Louisiana French immersion. She has had 11 years of experience in teaching at the K-12 level, as a French immersion teacher; has produced publications, presentations, and workshops that focus on immersion education; works on the CODOFIL education committee; and serves as the president of the Louisiana Consortium of Immersion Schools.

5. Library and Other Special Resources

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

The University of Louisiana at Lafayette has a comprehensive, full service academic library with full staff support and distance resource access available to all faculty and students. The Edith Garland Dupré Library houses more than one million volumes, subscribes to more than 3,800 serial titles, and collects back files in print, microform, and digital online format. Dupré Library provides its patrons with access to 67,517 online electronic journals and subscribes to 120 indexes and databases. The Library's special collections include federal, state and local documents, cultural and University archives, and rare books.

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

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

For the MAT in Elementary French Immersion, the library resources provide a number of periodicals related to immersion in general and French immersion in particular. However, there are some gaps that will be addressed with the acquisition of specialized journals.

There are a number of periodicals related to immersion already available from other institutions via the online databases and inter-library loan. However, children's literature in French, immersion pedagogy books, and immersion specific journals are currently lacking.

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

The library just purchased the last two volumes of the *Journal of Immersion and Content-Based Teaching (JICB)* for around \$400.

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

\$2500 (\$400/year for missing volumes of *JICB* and the *Canadian Modern Language Review* and \$100/year for new immersion research and practitioner books)

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

None

6. Facilities and Equipment

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

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

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

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

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

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

No special facilities are necessary.

7. Administration

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

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

The program will not affect the present administrative structure.

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

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

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

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

8. Accreditation

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

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

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

N/A

9. Related Fields

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

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

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

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

10. Cost & Revenue

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

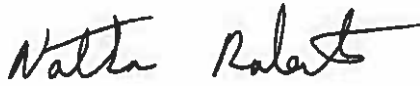
\$500 (\$400/year for the *JICB* & *CMLR* journals and \$100/year for new immersion research and practitioner books)
No new faculty hires will be necessary, so no additional costs will be incurred in this area.
We anticipate initial advertising/recruitment costs, but we have existing funds available and a communication and marketing team that is already in existence. We estimate that \$2,500 will be sufficient for initial print and targeted advertising.

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

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

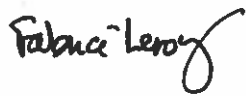
In addition to the \$150,000/ year pledged for student scholarships in bilingual French immersion teacher preparation programs, the FACE foundation also offers another \$150,000/year of funding for grants up to 10,000 to help French immersion throughout the U.S. Once this program is approved, UL Lafayette will apply for funding for course development for immersion courses and assignment development for the French immersion assignments within the other courses.

CERTIFICATIONS:



Primary Administrator for Proposed Program
Dr. Nathan Roberts, Dean of the College of Education

June 4, 2018
Date



Provost/Chief Academic Officer
Dr. Fabrice Leroy, Assistant Vice President for Academic Affairs

June 4, 2018
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette

Date: June 5, 2018

Degree Program, Unit: Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion, College of Education

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	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment	\$500		\$500		\$500		\$500	
Travel								
Supplies								
SUB-TOTAL	\$500		\$500		\$500		\$500	
TOTAL EXPENSES	\$500		\$500		\$500		\$500	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	Cohort 1 (Su 19, Fa 19, Sp 20, Su 20): 10		Cohort 2 (Su 20, Fa 20, Sp 21, Su 21): 10		Cohort 3 (Su 21, Fa 21, Sp 22, Su 22): 12		Cohort 4 (Su 22, Fa 22, Sp 23, Su 23): 12	
Tuition	\$112,200		\$115,731		\$148,440		\$155,862	
Fees	\$86,340		\$90,650		\$114,219		\$119,929	
*Other (specify)								
TOTAL REVENUES	\$198,540		\$206,381		\$262,659		\$275,791	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.9. University of Louisiana at Monroe's request for approval of a Proposal for a Doctor of Physical Therapy degree program.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval of a proposal for a Doctor of Physical Therapy (DPT) degree program. The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in June 2017 with Board of Regents approval granted in August 2017. The proposal was reviewed by an out-of-state consultant (per *Regents' Academic Affairs Policy 2.05* for graduate programs) as well as by an additional consultant. Adjustments to the program concept were made based on feedback from the consultants which resulted in a stronger program proposal. Dr. Barbara Gresham, Program Director & Associate Professor, Doctor of Physical Therapy Program, University of Mary Hardin-Baylor, stated the following in her report:

"The proposal by ULM to develop a DPT is realistic based upon the university's history of developing quality health science programs in other fields. Strong points of the proposal include a curriculum that encompasses the depth and breadth of required elements of DPT education, a small cohort with a feeder program at the university, library and physical resources, opportunities for interprofessional education and collaboration and an administrative structure able to support the addition of another health science program."

Given the breadth of health science programs at ULM, the institution believes the addition of a DPT would be a natural extension of the University's offerings; is consistent with the role, scope and mission; and aligns with the institutional priorities.

The purpose of the DPT program is to prepare students to achieve the educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing healthcare environment. The curriculum of the proposed program has been designed to meet the standards and required elements adopted by the Commission on Accreditation in Physical Therapy Education (CAPTE) and includes content and learning experiences in the following areas:

- Biological, physical, behavioral, and human movement sciences (i.e., genetics, kinesiology, pathology, psychosocial aspects of health and disability, and diagnostic imaging);
- Professional Practice (i.e., ethics and values, management, finance, teaching and learning, clinical reasoning, and applied statistics); and

- System Interaction (i.e., cardiovascular, endocrine, immune, lymphatic, and musculoskeletal).

The Louisiana Workforce Commission lists physical therapists as a 5-star job with a statewide demand of 140 openings per year through 2024. The need for physical therapists is expected to remain strong into the foreseeable future as the U.S. population ages and the demand for physical therapy services grows. In Louisiana there are currently only two accredited DPT programs (LSUHSC-Shreveport and LSUHSC-New Orleans), and they annually admit a maximum of 71 students in total with the number of qualified applicants well exceeding the number of available spots. With a three-year completer average of 68 DPT students, and assuming all of these graduates remain in-state upon completion, the current situation produces an unmet demand of 72 physical therapists per year for at least the next seven (7) years. Letters of support from healthcare providers convey the need for more physical therapists and support ULM in the establishment of the proposed DPT in order to address this gap.

The University currently offers 18 degree programs in the health sciences, more than any public institution in the state except for the LSU Health Science Centers. Their vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. Given ULM's prominence in Louisiana health sciences education, adding a DPT program to their program inventory builds on a solid supporting array of programs that will offer plenty of opportunities for collaboration. ULM is uniquely positioned for student interest/demand for the proposed program with the largest undergraduate pre-PT program in the state, typically graduating in excess of 40 students per year as a concentration in their Bachelor of Science (B.S.) in Kinesiology. The University plans to annually admit 30 students for the proposed program. Data from the 2015-16 admission cycle show that 270 Louisianans applied for admission to physical therapy schools, so there are plenty of in-state residents interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission.

Program implementation will require the infusion of personnel to include a program director, clinical director, additional faculty members, and an administrative assistant over the course of the first four years. Renovation of existing facilities to meet classroom, office and laboratory needs will be necessary as will the purchase of research and instructional equipment. Cost associated with travel for faculty to existing DPT programs to help develop accreditation documentation and to establish clinical sites will also be incurred. Anticipated expenditures for the first four years are as follows: YR1 - \$973K; YR2 - \$644K; YR3 - \$853K; and YR4 - \$1.2M. No students will be enrolled during YR1 so neither state appropriations nor self-generated revenue from tuition and fees will be produced. ULM anticipates that operating expenses for the first two years' budget will come from re-budgeting existing funds or will come from a short-term loan that is serviced with future revenue in YRS 3 & 4. Funding for the equipment will largely come from a donation already in-hand and will be augmented the rest of the way from existing resources. The program is anticipated to be self-sustainable via tuition and fees starting in YR3 and hence forward.

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 proposal for a Doctor of Physical Therapy degree program.*

May 30, 2018

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

RECEIVED

MAY 31 2018

UNIVERSITY OF
LOUISIANA SYSTEM

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) is pleased to submit the enclosed proposal for a Doctor of Physical Therapy Program (DPT, CIP 51.2308). The letter of intent for this proposal was previously reviewed and approved by both the University of Louisiana Board of Supervisors and the Louisiana Board of Regents. The proposal also has been reviewed by an out-of-state consultant per BoR policy for graduate programs and, in conjunction with a different consultant, have revised the original proposal.

As noted in the document, physical therapy is a high-demand profession that pays its practitioners well. Similar programs exist at the LSU Health Science Centers and another one is being developed in Baton Rouge. However, the total number of physical therapists produced by these programs still will not meet the state's demand so the need for our program is clear. We also have significant support for the program from the healthcare community in northeastern Louisiana.

The breadth of ULM's offerings in the health sciences provides evidence that we can successfully produce graduates in this field and the diversity of our students promises to translate as well. We look forward, therefore, and anticipate approval of the proposal.

Sincerely,



Nick J. Brund, Ph.D.
President

Louisiana Board of Regents

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

-- Including incremental credentials building up to the Degree --

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

Date:

Institution: University of Louisiana Monroe	Requested CIP, Designation, Subject/Title: 51.2308 Physical Therapy/Therapist Doctoral of Physical Therapy (DPT)
Contact Person & Contact Info Dr. Ken Alford Interim Associate Dean, College of Health Sciences University of Louisiana Monroe 700 University Avenue Monroe, LA 71209 e-mail: alford@ulm.edu	
Date Letter of Intent was approved by Board of Regents: August 23, 2017	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2020	

1. Program Description

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

<p>Purpose: ULM's Doctor of Physical Therapy (DPT) program will prepare students to achieve the educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.</p> <p>Objectives: To realize this purpose, the program will achieve the following goals:</p> <ol style="list-style-type: none"> 1. ULM's DPT program will graduate a diverse group of individuals who are competent, ethical physical therapists: <ol style="list-style-type: none"> a. knowledgeable in the biological, physical, behavioral and movement sciences essential for practitioners; b. skilled in the methods used to diagnose conditions leading to or causing limited mobility and/or pain and design and lead appropriate protocols to improve long-term health; and c. committed to a lifetime of learning that will improve qualifications as physical therapists so that they may better serve their clients. 2. Faculty in ULM's DPT program will be productive scholars who add to the body of knowledge in their discipline and/or in the pedagogy leading to effective learning. 3. The students and faculty associated with ULM's DPT program will contribute to society at the local, regional, national, and international levels through service appropriate for their chosen profession. <p>Mode of delivery: Non-clinical courses will be delivered in a hybrid format mixing in-class lectures and activities with out-of-class work accessed online through ULM's course management system Moodle. Clinical courses will be supervised practical experiences conducted on campus and at sites arranged for and approved by the program's clinical director.</p> <p>Program development:</p> <ul style="list-style-type: none"> • Fall 2018 preferred but no later than Summer 2019: A program director will be begin employment, at least one year prior to acceptance of the initial group of students, as suggested by the Commission on Accreditation in Physical Therapy Education (CAPTE). The director's expected qualifications are described below in the Faculty section. The program director's duties will be: <ul style="list-style-type: none"> o to hire a clinical education director (expected qualifications are described below in the Faculty section) and administrative assistant to begin no later than Fall 2019, o to start development of the accreditation candidacy document needed for submission to CAPTE, o to work with ULM's SACSCOC institutional accreditation liaison to develop and submit the necessary substantive change prospectus, and o to develop student learning outcomes along with an associated assessment plan with measures, goals, and
--

methods.

Existing space will start to be remodeled to make it suitable for the PT program's offices, classrooms and laboratories with an expected completion of Spring 2020. This work will include a biomechanics laboratory, a musculoskeletal lab, a neuromuscular PT lab, smart classrooms and study/lounge facilities for students (additional description may be found in Section 6: Facilities and Equipment).

- Fall 2019: The program and clinical education director, with help from the administrative assistant, will continue development of the candidacy document for submission by December 1. They will simultaneously submit paperwork needed for the ULM Curriculum Committee to review and approve the curriculum. The courses that will be taught in Summer and Fall of 2020 (Group A) will be developed. The clinical director will begin establishing sites for the practical experiences needed by PT students, an effort expected to continue from this point on. A job description will be developed for a faculty member with expertise as needed for Fall 2020 and Spring 2021 courses, the position will be advertised, and the person hired to start work in Summer 2020. Student recruitment will begin with the caveat that admission will be dependent on CAPTE's approval of ULM for candidate status. Admission criteria are listed in Section 3 below.
- Spring 2020: Course development will continue as indicated below (Group B). The clinical director will continue establishing sites for use by the students and the biomechanics/neuroscience faculty member will be selected to start in the summer. The program director will assemble an external advisory board containing at least five practicing physical therapists who will volunteer to assist with student recruitment and to advise the program director on the operation of the program. After review by a committee consisting of the program director, the clinical director, and three local physical therapists, the first cohort of students will be selected from the applications received during the semester. CAPTE representatives will make their initial site visit to the campus and ULM will be given Accreditation Candidacy Status.
- Summer 2020: The first cohort of students will begin classes. One additional full-time faculty member will begin employment, along with one faculty member with dual appointment to the Edward Via College of Osteopathic Medicine located in their ULM branch. Advising duties being distributed among the faculty, clinical director, and program director. Course development will continue as scheduled below (Group C).
- Fall 2020: Course development will continue as indicated below (Group D). Student and faculty recruitment will continue to be a duty of the program director.
- Spring 2021: Course development will continue as indicated below (Group E). The second cohort of students will be admitted. Two additional full-time faculty members will begin employment, with advising duties being distributed among the faculty. Their specialties are described below in the Faculty section.
- Summer 2021: Course development will continue as indicated below (Group F). The second cohort of students will begin classes after being advised by a faculty member.
- Fall 2021: Course development will continue as indicated below (Group G).
- Spring 2022: The third cohort of students will be admitted. Led by the program director, a self-study of the program will be written following CAPTE guidelines and submitted in summer 2022.
- Summer 2022: The third cohort of students will begin classes after being advised by a faculty member. The sixth and seventh full-time faculty members will begin employment, along with one additional ½-time faculty. Their specialties are described below in the Faculty section. The site visit by CAPTE reviewers will occur.
- Spring 2023: Accreditation of the program will be granted. The first cohort of students will graduate.

Activity Timeline

Activity	Semester													
	Fa '18	Sp '19	Su '19	Fa '19	Sp '20	Su '20	Fa '20	Sp '21	Su '21	Fa '21	Sp '22	Su '22	Fa '22	
Approvals														
BoR approval														
CAPTE candidacy appl														
SACSCOC notification														
UCC approval														
CAPTE candidacy rev														
CAPTE candidacy appr														
CAPTE self-study														
CAPTE site visit														
CAPTE accred appr														
Hiring														
Program director														
Admin assistant														

Clinical director													
Other faculty													
Activity	Semester												
	Sp '19	Su '19	Fa '19	Sp '20	Su '20	Fa '20	Sp '21	Su '21	Fa '21	Sp '22	Su '22	Fa '22	Sp '23
Program development													
Course Group A													
Course Group B													
Course Group C													
Course Group D													
Course Group E													
Course Group F													
Course Group G													
Clinical Site MOUs													
Space remodel													
Advisory board													
Students													
Recruited													
Admitted													
Advised													
Enrolled													
Graduated													

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

The following curriculum will be designed to meet the standards and required elements adopted by CAPTE (http://www.capteonline.org/uploadedFiles/CAPTEorg/Portal/CAPTEPortal_PTStandardsEvidence.doc) and includes content and learning experiences:

- In the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered will include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.
- In communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.
- Designed to prepare students to achieve educational outcomes required for initial practice of physical therapy.

Proposed curriculum: all courses will be new, no courses are offered as electives, both externship and internships are required for accreditation. PHYT 6XXX is a placeholder since course numbers have not been assigned currently. The following curricula are subject to change for best practices and CAPTE standards by the Physical Therapy Program Director.

Summer 2020 Semester (First Year)		Credit Hours	Initial Development
Group A	PHYT 6XXX Orientation to Physical Therapy	1	Fall 2019
	PHYT 6XXX Principles of Physical Assessment I	1	Fall 2019
	PHYT 6XXX Gross Human Anatomy I	2	Fall 2019
	PHYT 6XXX Gross Human Anatomy II Lab	1	Fall 2019
	PHYT 6XXX Principles of Physical Assessment II	2	Fall 2019
	PHYT 6XXX Gross Human Anatomy II	2	Fall 2019
	PHYT 6XXX Gross Human Anatomy II Lab	1	Fall 2019
	Subtotal	10	

Fall 2020 Semester (First Year)			
	PHYT 6XXX Principles of Physical Assessment III	2	Fall 2019
	PHYT 6XXX Pathophysiology	4	Fall 2019
	PHYT 6XXX Orthopaedic Foundations	3	Fall 2019
	PHYT 6XXX Clinical Exercise Physiology	2	Fall 2019
	PHYT 6XXX Neuroanatomy	3	Fall 2019
	PHYT 6XXX Research in Physical Therapy I	3	Fall 2019
	Subtotal	17	
Spring 2021 Semester (First Year)			
Group B	PHYT 6XXX Patient Care Techniques	3	Spring 2020
	PHYT 6XXX Neurophysiology	3	Spring 2020
	PHYT 6XXX Motor Control	2	Spring 2020
	PHYT 6XXX Diagnostic Testing and Imaging	2	Spring 2020
	PHYT 6XXX Orthopaedic Assessment	4	Spring 2020
	PHYT 6XXX Research in Physical Therapy II	3	Spring 2020
	Subtotal	17	
Summer 2021 Semester (Second Year)			
Group C	PHYT 6XXX Fundamentals of Therapeutic Exercise	2	Summer 2020
	PHYT 6XXX Research in Physical Therapy III	3	Summer 2020
	PHYT 6XXX Cultural and Rural Issues	1	Summer 2020
	PHYT 6XXX Physical Modalities	3	Summer 2020
	PHYT Cardiopulmonary Rehabilitation	2	Summer 2020
	Subtotal	11	
Fall 2021 Semester (Second Year)			
Group D	PHYT 6XXX Professional Issues	2	Fall 2020
	PHYT 6XXX Topics in Physical Therapy	1	Fall 2020
	PHYT 6XXX Orthopaedic Rehabilitation	4	Fall 2020
	PHYT 6XXX Neurological Rehabilitation	4	Fall 2020
	PHYT 6XXX Supervised Clinical Education I	4	Fall 2020
	Subtotal	15	
Spring 2022 Semester (Second Year)			
Group E	PHYT 6XXX Pharmacology in Physical Therapy	3	Spring 2021
	PHYT 6XXX Wound Care	2	Spring 2021
	PHYT 6XXX Physical Therapy Management and Administration	3	Spring 2021
	PHYT 6XXX Spine Assessment and Intervention	3	Spring 2021
	PHYT 6XXX Physical Therapy across the Lifespan	3	Spring 2021
	PHYT 6XXX Research in Physical Therapy IV	1	Spring 2021
	Subtotal	15	
Summer 2022 Semester (Third Year)			
Group F	PHYT 6XXX Supervised Clinical Education II	5	Summer 2021
	PHYT 6XXX Women's Health	2	Summer 2021
	PHYT 6XXX Health Promotion and Wellness	2	Summer 2021
	PHYT 6XXX Prosthetics and Orthotics	2	Summer 2021
	Subtotal	11	
Fall 2022 Semester (Third Year)			
Group G	PHYT 6XXX Supervised Clinical Education II	7	Fall 2021
	PHYT 6XXX Differential Diagnosis	4	Fall 2021
	PHYT 6XXX Research in Physical Therapy V	1	Fall 2021
	Subtotal	12	

Spring 2022 Semester (Third Year)

PHYT 6XXX Supervised Clinical Education IV	9	Fall 2021
PHYT 6XXX PT Seminar	1	Fall 2021
Subtotal	10	
Total	118	

2. Need

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

The Louisiana Workforce Commission lists physical therapists as a 5-star job with a statewide demand of 140 openings per year through 2024 (http://www.laworks.net/Downloads/LMI/20142024Occupations_AllProjStatewide.xls). In 2015, the average annual wage for physical therapists in the state was approximately \$80,000. This need reflects the changing demographics of America as the baby boomers age and retire. However, only two DPT programs exist in the state (LSUHSC-Shreveport and LSUHSC-New Orleans), and they admit only 65 students per annum and, based on Louisiana Board of Regents' data (<https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/CRIN/CRINPROGA>), graduate an average of 68 student per year. Assuming that all of these students are successful and remain in-state after graduation, the current situation produces an unmet need of 75 physical therapists per year for at least the next 7 years.

According to U.S. Census Bureau, Population Division, the estimated population of the 31 northernmost Parishes in Louisiana is approximately 1,007,503. In that same region, the Louisiana Physical Therapy Board identifies approximately 700 licensed physical therapists generating a ratio of one PT per over 1400 people. These numbers are very similar to the national estimates. The American Physical Therapy Association (APTA) identifies the likelihood of between 8,696 and 26,250 unmet positions for physical therapist by the year 2025 based on demographic projections. Currently, with just under 200,000 licensed physical therapists in the United States, that generates one physical therapist for every 1,600 people with lower population density areas poorly served (<https://www.apta.org/>). The support letters attached further attest to the need in the state for additional physical therapists.

The University of Louisiana at Monroe (ULM) proposes to help alleviate this shortage of physical therapists by admitting 30 students per year to a DPT program on its campus. Data from the 2015-2016 admission cycle show that 270 Louisiana residents applied for admission to physical therapy schools (see http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf), so there are sufficient in-state residents alone interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission. Therefore, we expect to fill our classes each year with the vast majority of students being state residents and anticipate no negative effects on the LSUHSC programs.

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

ULM currently offers 18 degree programs in the health sciences, more than any public institution in the state except for the LSU Health Science Centers. Our vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. Given ULM's prominence in Louisiana health sciences education, adding a DPT program to our program inventory builds on a solid supporting array of programs (e.g., pharmacy, kinesiology, occupational therapy, speech-language pathology, physics and biology) that will offer many opportunities for collaboration not only in research, but in teaching and service as well. ULM's continued efforts to develop an association to bring a Medical School to ULM further strengthens this mixture by potentially placing a group of faculty physicians and medical students in close proximity. It will also increase the educational attainment in Louisiana by adding approximately 30 individuals per year with a doctoral degree. The quality of life for residents of Louisiana who are debilitated by injuries or disease that hinder their mobility will certainly improve due to the increased number of physical therapists available to guide their recovery.

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

Currently, only two DPT programs exist in the state (LSUHSC-Shreveport and LSUHSC-New Orleans), and combined admit only 65 students per cohort. Assuming that all of these students are successful and remain in-state after graduation, the current situation produces an unmet need for physical therapists. The program envisioned will not necessarily be distinct from the existing programs, but rather serve to alleviate a growing shortage of physical therapists at the state, regional and national levels. As

indicated previously, the Louisiana Workforce Commission estimates that between now and 2024 approximately 980 openings for physical therapists will occur in Louisiana. With a 100% retention/graduation rate, the two existing programs will generate 455 licensed physical therapists in that time-period, less than 50% of the need.

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

Approval of this program will not result in the termination or phasing out of any existing program at ULM.

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

The proposed program is a clinical doctorate (DPT) and the need for more graduates in this field has been previously addressed. In addition to collaborations among other programs at ULM, certainly collaborations with the existing physical therapy schools in Louisiana are possible and would be welcomed.

3. Students

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

ULM is uniquely positioned for student interest/demand for the proposed program with a substantial undergraduate pre-PT program. The specific and unique concentration in our BS in Kinesiology designed to ensure all academic requirements for PT school admissions are met typically graduates in excess of 40 students per year. These students have proven to be highly competitive for acceptance into PT schools across the state and region. Quite literally, current pre-PT student graduates of ULM could potentially serve to completely fill available seats in the proposed program; however, we expect that students admitted to the program will come from all portions of the state and many other universities or colleges. Furthermore, as previously noted, data from the 2015-2016 admission cycle show that 270 Louisiana residents applied for admission to physical therapy schools (see http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf), so there are sufficient in-state residents interested in this profession to fill all three state schools, even if only half of the applicants are qualified for admission.

As with many professions, persons of color are underrepresented in physical therapy (Wise, et al., 2017). As the data below demonstrate, ULM has a long history of attracting under-represented minorities (URM) to our health science programs, and we expect to have similar success in the DPT program. However, given that URM students at the professional level constitute a somewhat lesser proportion than in our undergraduate and graduate levels, we will direct special attention to creating pipelines into our undergraduate kinesiology (pre-physical therapy) program with middle- and high-schools with large URM enrollments and into the DPT program with HBCU institutions.

Distribution of ULM enrolled health science student ethnicity by semester, program level and term

Program Level	Term								Total
	201140	201240	201340	201440	201540	201640	201740	201840	
Undergraduate	67%	65%	65%	64%	61%	61%	61%	62%	63%
White	66%	66%	62%	58%	61%	59%	61%	61%	62%
URM	32%	32%	36%	39%	37%	39%	37%	37%	36%
Unknown	2%	1%	2%	2%	2%	2%	2%	3%	2%
Professional	23%	21%	19%	20%	21%	20%	19%	19%	20%
White	76%	71%	67%	67%	67%	68%	70%	68%	69%
URM	20%	25%	28%	29%	29%	27%	27%	27%	27%
Unknown	4%	4%	5%	3%	4%	5%	4%	4%	4%
Graduate	11%	14%	16%	17%	18%	19%	20%	19%	17%
White	64%	55%	60%	59%	58%	63%	62%	60%	60%
URM	34%	43%	38%	39%	40%	34%	36%	37%	37%
Unknown	2%	2%	2%	2%	2%	3%	3%	3%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
White	68%	66%	63%	60%	61%	62%	63%	62%	63%

URM	30%	32%	35%	37%	36%	36%	35%	35%	35%
Unknown	3%	2%	3%	3%	3%	3%	2%	3%	3%

Wise, D., Dominguez, J., Kapasi, Z., Williams-York, B., Moerchen, V., Brooks, S., & Ross, L. J. (2017). Defining Underrepresented Minorities and Promoting Holistic Review Admission Strategies in Physical Therapist Education. *Journal Of Physical Therapy Education (American Physical Therapy Association, Education Section)*, 31(4), 8-13. doi:10.1097/JTE.000000000000009

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

No students would be enrolled in the program during the first year. A Program Director and Administrative Assistant are needed for at least one year before students are accepted into the program and classes begin so that they may submit the application for initial accreditation to CAPTE. Based upon the two existing programs in Louisiana and the number of qualified applicants that must currently be rejected due to enrollment limitations, the anticipated enrollment for the remaining 4 years is follows:

- During Summer of year 2, initial cohort of 30
- During Summer of year 3, second cohort of 30 with anticipated retention of 29 from first cohort for a total of 59
- During Summer of year 4, third cohort of 30 with anticipated retention of 58 from previous cohorts for a total of 88
- During Summer of year 5, typical cohort entry, retention, and completion should stabilize enrollment at approximately 88 students per term

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

ULM's most related program is our Master of Occupational Therapy. Beginning with the Fall of 2016, three cohort groups were enrolled simultaneously for a total of 85 students. Currently, our completion rate is 97% (which represents a single student that did not complete) and all completers were employed at the time of graduation or shortly thereafter generating a 100% employment rate.

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

Students entering the program will be expected to meet the following criteria:

- An earned bachelor's degree from a regionally accredited college or university.
- An overall GPA of at least 3.00 and a cumulative GPA in the sciences of at least 3.00 on a 4-point scale.
- At least 60 hours of practical experience in physical therapy supervised by a licensed physical therapist. If multiple sites are used, a minimum of 30 hours is required per site.
- Complete all prerequisite courses with a grade of C or better. These courses are:

	Courses	Credit Hours
Science and mathematics	Chemistry with laboratory (for science majors)	8
	Biology or Zoology with laboratory (for science majors)	8
	Physics with laboratory (for science majors)	8
	Advanced biology (sophomore level or higher)	3
	Human anatomy	3
	Human physiology	3
	Mathematics (college algebra or higher)	6
	Statistics	3
Non-Science	English composition	6
	Advanced English composition or technical writing	3
	Psychology	6
	Public speaking	3

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

Degree-seeking graduate students at ULM have a variety of financial aid options available to them in the form of foundation scholarships, graduate assistantships, federal Stafford loans, federal graduate PLUS loans, and private education loans.

Descriptions for each type of aid listed above:

- **Foundation Scholarships:** Foundation scholarships are funded by the generosity of alumni and friends of ULM. These scholarships are awarded based upon a variety of criteria, including program of study, classification, college affiliation, and more.
- **Graduate Assistantships:** Assistantships provide graduate students the opportunity of securing a supporting role in the university, while also increasing future employment options.
- **Federal Stafford Loans:** Federally insured loans are available to graduate students at a low interest rate.
- **Federal Graduate PLUS Loans:** Federally insured loans available to credit-worthy graduate students at a low interest rate.
- **Private Education Loans:** Education loans for students are available through a number of banking institutions.

ULM intends to dedicate funds to support Graduate Assistantships for the Physical Therapy program and will seek additional funds for the establishment of Foundation Scholarships dedicated to students of Physical Therapy.

4. Faculty

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

No current faculty are expected to be directly involved in the program. The proposed Physical Therapy program will be staffed by new faculty appointments dedicated to the new program along with adjunct faculty as necessary.

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

First years (2018-20): Initial hires

A Program Director and Administrative Assistant are needed for at least one year before students are accepted into the program and classes begin so that they may submit the application for initial accreditation to CAPTE. In addition, a Clinical Education Director must be on-site for at least six months before the initial cohort of students begins classes so that clinical sites for the students' practical training may be located and memoranda of understanding may be arranged and approved. In any year identified below, additional adjunct faculty may be added as needed.

Second year (2020-21): Initial cohort admission

One additional faculty member is added to teach courses and one dual appointment faculty (with at least ½ time devoted to the PT program) and to provide a student/faculty ratio < 12, as suggested by CAPTE.

Third year (2021-22): Second cohort admission

Two additional faculty members are added to teach courses and to provide a student/faculty ratio < 12, as suggested by CAPTE.

Fourth year (2022-23): Third cohort admission, first graduating class

Two and one-half additional faculty members are added to teach courses and to provide a student/faculty ratio < 12, as suggested by CAPTE.

Fifth year (2023-24): No additional faculty added, current faculty number maintained to meet CAPTE standards.

A total of 8.0 FTE faculty will be hired. This number compares to the 10 faculty at the LSUHSC-SHV and the 7 faculty at the LSUHSC-NO.

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

Each core faculty member, including the Program Director and Clinical Education Coordinator, will have doctoral preparation, contemporary expertise in assigned teaching areas, and demonstrated effectiveness in teaching and student evaluation. In addition, core faculty who are PTs and who are teaching clinical PT content are licensed or regulated in any United States jurisdiction as a PT. For CAPTE accredited programs outside the United States, core faculty who are PTs and who are teaching clinical PT content are licensed or regulated in accordance with their country's regulations.

The typical teaching load for faculty in the proposed PT program will be 9 hours per term, with a reduction in teaching load

provided to the PT Program Director and Clinical Education Coordinator for administrative responsibilities. The expectations for scholarship and service will be equivalent to other doctoral granting programs at ULM. In any year identified below, additional adjunct faculty may be added as needed.

First years (2018-20):

- Program Director who is a physical therapist; holds a current license to practice as a PT in any United States jurisdiction, has an earned academic doctoral degree; has the rank of associate professor, professor, clinical associate professor, or clinical professor; and has a minimum of six years of full time higher education experience, with a minimum of three years of full-time experience in a physical therapist education program.
- Clinical Education Director who is a physical therapist; holds current license to practice as a PT in any United States jurisdiction, a minimum of three years of full time (or equivalent) post-licensure clinical practice; and a minimum of two years of clinical practice as a Center Coordinator of Clinical Education (CCCE) and/or Clinical Instructor (CI) or two years of experience in teaching, curriculum development and administration in a PT program.

Second year (2020-21): First Student Cohort

- One faculty added that meets general requirements above with expertise appropriate to the curricula offered in Fall 2020 and Spring 2021. One faculty member with dual appointment to the Edward Via College of Osteopathic Medicine with ½ assignment to PT with expertise in gross anatomy

Third year (2021-22): Second Student Cohort

- Two faculty added that meet general requirements above and with expertise appropriate to the curricula offered in Fall 2021 and Spring 2022.

Fourth year (2022-23): Third Student Cohort

- Two and a half faculty added that meet the general requirements above and with expertise appropriate to the curricula offered in Fall 2022 and Spring 2023.

5. Library and Other Special Resources

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

The ULM university library does have the necessary holdings and internet accessibility to support the proposed program. As a member of the Louisiana Library Network, part of our extensive internet accessibility is the availability of databases found by state-of-the-art web based topic search engines, such as EBSCO Discovery, Nursing and Allied Health, MEDLINE and SciFinder. All of the journals listed below and identified as important resources for physical therapy education, are available:

Advances in Physiotherapy
Applied Medical Informatics
Archives of Physical Medicine and Rehabilitation
Biology and Medicine
Clinical Investigation
Clinical Neurophysiology
Clinical Practice (Therapy)
Clinical Rehabilitation
Diversity & Equality in Health and Care
Emergency Medicine: Open Access
Evidence based medicine and practice
Indian Journal of Physical Therapy
International Journal of Collaborative Research on Internal Medicine & Public Health
International Journal of Physical & Rehabilitation Medicine
International Journal of Physiotherapy & Rehabilitation
International Journal of Physiotherapy & Research
International Journal of Physiotherapy
International Journal of Sports Physical Therapy
International Journal of Therapies and Rehabilitation Research
Journal of the American Geriatrics Society
Journal of Athletic Training
Journal of Back and Musculoskeletal Rehabilitation

Journal of Biomechanics
 Journal of Clinical Case Reports
 Journal of Education and Community Health
 Journal of Geriatric Physical Therapy
 Journal of Manual and Manipulative Therapy (JMMT)
 Journal of Neurology and Neuroscience
 Journal of Pain Research
 Journal of Patient Care
 Journal of Physical Therapy
 Journal of Physical Therapy Education
 Journal of Physiotherapy
 Journal of Orthopaedic and Sports Physical Therapy
 Journal of Rehabilitation Medicine
 Journal of Spine
 Journal of Sport Rehabilitation
 Journal of Sports Medicine
 Journal of Sports Science & Medicine
 Journal of Strength and Conditioning Research
 Journal of Trauma & Treatment
 Journal of Sports Medicine, Arthroscopy, Rehabilitation and Technology
 Manual Therapy
 Medical case reports
 Medicine and Science in Sports and Exercise
 Neuropsychiatry
 NeuroRehabilitation
 Orthopedic Research and Reviews
 Orthopedic Reviews
 Osteoarthritis & Cartilage
 Physical Education and Rehabilitation
 Physical Therapy in Sport
 Physiotherapy: Theory and Practice
 Quality in Primary Care
 Scoliosis and Spinal Disorders
 Spine Journal
 Spine Research
 SportScience : Research on Human Physical Performance
 Translational Biomedicine
 Translational Medicine
 Trauma & Acute Care

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

For the last two fiscal years, the ULM library has spent \$373,593.26 on resources that will support a Physical Therapy program. The majority of the expenditures provide access through the Louisiana Library Network (LOUIS) that includes EBSCO Discovery, Nursing and Allied Health, MEDLINE and SciFinder.

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

We anticipate that no change in library expenditures for the first 5 years in support of the proposed program.

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

See Section 6 below.

6. Facilities and Equipment

LA BoR – Program Proposal

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

The proposed physical therapy program will be housed in Brown Hall following an extensive renovation of the 2nd and 3rd floors. This will provide approximately 17,000 square feet of useable space dedicated to the program. In addition, the ULM Kinesiology program is housed on the 1st floor and includes a state-of-the art Human Performance (exercise physiology) Lab that will be available for use by the proposed physical therapy program. This laboratory is a 1400 square foot wet lab with capability for hydrostatic weighing, a fully equipped COSMED Quark system, Biopac MP150 system, Quinton Q-Stress system, MAC 1200 EKG system, Monark ergometric cycles, and typical instrumentation to support measures appropriate to exercise physiology.

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

Funds are allocated for renovation of an existing facility to meet classroom, office, and laboratory needs and to bring the building up to ADA standards (\$550,000). Another \$277,300 is allocated to purchase office and laboratory equipment needed to include a musculoskeletal lab and a neuromuscular lab.

The gross anatomy (cadaver dissection) courses will be conducted in a new state-of-the-art facility in development by Edward Via College of Osteopathic Medicine ULM Branch (VCOM) that is to open Summer 2020. Memoranda of understanding regarding use of the VCOM gross anatomy lab, a dual appointment for a faculty member with gross anatomy expertise between ULM PT and VCOM, and provision of needed cadavers for ULM PT are in development.

The musculoskeletal lab will be a 700 square foot lab that will include musculoskeletal models, adjustable plinths and associated equipment/materials for student skills for both examination and treatment for sports/orthopedic injuries.

The neuromuscular PT lab will be 600 square foot lab what will include neuromuscular models, low mat tables, high plinths and associated equipment/materials for student skills for both examination and treatment of pediatric and adult neuromuscular conditions.

In addition, funds have already been secured by donation to develop a state-of-the art biomechanics lab (motion analysis) that will be shared by the proposed physical therapy program and existing kinesiology program. Renovations will include the physical space for this lab. The biomechanics lab will be a 900 square foot wet lab that will include a 14-camera Vicon-Peak motion analysis system, 2 integrated Bertec force plates, integrated telemetry based EMG system (BioPac), a gait support system and associated equipment/materials for student skills for analysis of motor behaviors and performances.

The existing Human Performance Lab (described above in existing facilities) will also be shared with the proposed physical therapy program to bring a total number of specialized equipment in dedicated lab spaces to be utilized by the proposed physical therapy program to five.

7. Administration

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

The proposed program will be housed in the College of Health Sciences (separation of the College of Health and Pharmaceutical Sciences into the College of Health Sciences and the College of Pharmacy and a reorganizing of associated schools/departments has been approved by the University of Louisiana System Board of Supervisors and by the Board of Regents). The current administrative structure of the University will only be affected by the need for a Program Director. The Program Director will serve as a point of contact of any administrative issues as well as in recruiting and retention and will report to the Director of the School of Allied Health, a unit within the new organizational structure of the proposed College of Health Sciences.

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

The ULM School of Graduate Allied Health will include very successful masters programs in Marriage and Family Therapy, Counseling, Occupational Therapy, Speech and Language Pathology, and Kinesiology with very direct association to Physical Therapy with regard to teaching methodology and research, generating the potential for very valuable collaborations. In addition, the Kitty Degree School of Nursing, also within the College, will help provide additional opportunities for collaborative research

and inter-professional education. Interprofessional education among the health sciences, already begun with pharmacy, nursing and occupational therapy, will benefit from inclusion of physical therapy students because they will add a perspective commonly encountered in health care facilities but currently missing from ULM students' education.

8. Accreditation

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

ULM will seek Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation for the proposed physical therapy program. The rules governing the development of an education program for the preparation of physical therapists (PT) are delineated in the *CAPTE Accreditation Handbook* that will be followed as described below.

Requirements for Accreditation

DPT programs must demonstrate adherence to eight standards.

Standard 1: The program meets graduate achievement measures and program outcomes related to its mission and goals. ULM will demonstrate adherence to this standard by showing that the DPT program:

- has a written mission is compatible with the mission of ULM and the College of Health Sciences and with contemporary preparation for physical therapists;
- has documented goals based on its mission and that they reflect contemporary PT education, research, and practice and that they lead to expected program outcomes; and
- meets required student achievement measures and its mission and goals as demonstrated by actual program outcomes;

Standard 2: The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement. ULM will demonstrate adherence to this standard by showing that the DPT program:

- has documented and implemented on-going, formal, and comprehensive processes that are designed to determine program effectiveness and used to implement program improvement;
- provides an analysis of relevant data and identifies needed program changes with timelines for implementation and reassessment;
- has a curriculum assessment plan that is written and addresses the curriculum as a whole, including individual courses and clinical education; and
- has implemented a strategic plan that guides its future development.

Standard 3: The institution and program operate with integrity. ULM will demonstrate adherence to this standard by showing that it:

- is authorized to operate and grant degrees under appropriate authority;
- is regionally accredited by an agency recognized by the US Department of Education;
- has policies related to academic standards and to faculty roles and workloads that recognizes and supports the academic and professional aspects of the DPT program;
- has policies and procedures that facilitate equal opportunity and nondiscrimination for faculty, staff, and students;
- has policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of faculty and staff and are written, disseminated, and applied consistently and equitably;
- has policies, procedures, and practices for handling complaints that fall outside the realm of due process, that this information is disseminated, written, and consistently and equitably applied, and that records of complaints are maintained;
- has program-specific policies and procedures that are compatible with those of ULM; and
- has program policies, procedures, and practices that provide for compliance with accreditation policies and procedures.

Standard 4: The program faculty are qualified for their roles and effective in carrying out their responsibilities. ULM will demonstrate adherence to this standard by showing that the DPT faculty:

- meet the standards specified by CAPTE with regard to earned degrees, up-to-date experience, and licensure;
- have a clear and on-going scholarly agenda that meets CAPTE expectations;
- participate in institutional and professional service;
- have current expertise in their assigned teaching area and are effective teachers;
- are evaluated following the university's expectations; and
- use their evaluations to carry out a plan for improvement;

Furthermore, ULM will show that the program director:

- has the academic and professional qualifications and expertise needed for providing effective leadership for the program; and
- provides effective leadership for the program including, but not limited to, responsibility for communication, assessment, fiscal management, and faculty evaluation.

The clinical education director will be shown to:

- meet CAPTE expectations with respect to licensure and experience; and
- be effective in developing, conducting, and coordinating the clinical education program.

The other academic faculty will be shown to:

- include an effective blend of professionals with doctoral preparation and clinical specialization sufficient to meet program goals and outcomes;
- initiate, adopt, evaluate, and uphold academic regulations specific to the DPT program and compatible with institutional policies, procedures, and practices;
- have primary responsibility for development, review, and revision of curriculum with the input from appropriate communities of interest; and
- be responsible for assuring that students are safe and ready to progress to clinical education.
- Clinical faculty will be shown to be:
 - licensed PTs with the experience specified by CAPTE and
 - effective role models and clinical teachers.

Standard 5: The program recruits, admits, and graduates students consistent with the missions and goals of the institution and the program and consistent with societal needs for physical therapy services for diverse populations. ULM will demonstrate adherence to this standard by showing that the DPT program:

- has policies, procedures, and practices related to student recruitment and admission that are based on appropriate and equitable criteria and applicable laws, are written and made available to prospective students, and are applied consistently and equitably;
- provides relevant information to prospective and enrolled students with regard to all aspects of the university and the program required by CAPTE;
- has policies, procedures, and practices that effect the rights, responsibilities, safety, privacy, and dignity of program students and are written and provided to students and applied consistently and equitably; and
- has policies, procedures, and practices related to student retention, progression, and dismissal based on appropriate and equitable criteria and applicable law, are written and provided to students, and are applied consistently and equitably.

Standard 6: The program has a comprehensive curriculum plan. ULM will demonstrate adherence to this standard by showing that the DPT program's curriculum:

- is based on the contemporary practice of physical therapy, accepted standards of practice, and current professional literature;
- includes an expectation that students enter the professional program with a baccalaureate degree;
- has specific prerequisite coursework determined by the program's curriculum;
- includes a plan that includes a description of the curriculum model and the educational principles on which it is based;
- includes a series of organized, sequential, and integrated courses designed to facilitate achievement of expected student outcomes;
- includes interprofessional education that builds competencies in its didactic and clinical courses as required by CAPTE;
- includes course syllabi that are comprehensive and inclusive of all CAPTE expectations;
- includes learning objectives stated in behavioral terms that reflect the breadth and depth of the course content and describe the level of student performance expected;
- includes a variety of effective instructional methods chosen to maximize learning and based on the nature of the content, the needs of the learner, and the expected student outcomes;
- includes a variety of effective tests, measures, and evaluation processes to determine whether students have achieved the expected student outcomes;
- includes clinical experiences for each student that encompass all topics required by CAPTE;
- includes at least 90 credit hours completed in no less than 6 semesters and includes a minimum of 30 weeks of full-time clinical experiences; and
- leads to the DPT as the first professional degree for students who complete the program.

Standard 7: The curriculum includes content, learning experiences and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment. ULM will demonstrate adherence to this standard by showing that the DPT program's curriculum includes:

- content and learning experiences in the biological, physical, behavioral, and movement sciences necessary for entry level practice;
- content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidence-based practice, and applied statistics;
- content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems, their interactions, differential diagnosis, and the medical and surgical conditions across the lifespan commonly seen in PT practices; and
- content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy.

Standard 8: The program resources are sufficient to meet the current and projected needs of the program. ULM will demonstrate adherence to this standard by showing that its DPT program:

- has the collective core faculty is sufficient in number to allow individual faculty members to meeting teaching, scholarship and service expectations and to achieve the expected program outcomes through student advising and mentorship, admission activities, educational administration, curriculum development, instructional design, coordination of faculty activities, coordination of clinical experiences, governance, clinical practice, and evaluation of student and program outcomes;
- has adequate administrative and technical support to meet program outcomes;
- has financial resources needed to achieve its mission, goals, and outcomes and to support academic integrity and viability;
- has the space, equipment, technology, and materials sufficient to meet program goals;
- has library resources adequate to support its needs and to meet its goals;
- has sufficient clinical sites to prove the quality, quantity, and variety of experiences needed to prepare students for their roles and responsibilities as physical therapists;
- has effective written agreements between the institution and the clinical education sites that are current and describe the rights and responsibilities of both parties; and
- has academic, counseling, health, disability, and financial aid services available to the students.

Timeline

- Spring 2019: ULM will notify CAPTE that it intends to develop a DPT program and seek accreditation by submitting the following information in its Intent to Seek Accreditation
 - Evidence that the institution is an institution of higher education with degree granting authority, or has an executed formal agreement with an institution of higher education with degree granting authority;
 - The institution has state approval to offer the program/degree;
 - The institution has been deemed by its accrediting agency to be in compliance with all institutional accreditation requirements;
 - The institution has, or has applied for, approval to develop/offer a physical therapy education program/degree from its institutional accrediting agency;
 - The program has hired a full-time program director who meets all of the qualifications of Element 4G in CAPTE's Standards and Required Elements for Accreditation; and*
 - The institution/program has conducted an assessment that examines the need for a new program and includes, at a minimum, all information requested in the document, "Conducting and Writing a Needs Assessment".
 - ULM will employ a full-time program director and will notify CAPTE of that employment. Within one month after receiving notification of the program director's acceptability to the American Physical Therapy Association (APTA), ULM will submit its Developing Program Information Form and receive the date for its review.
- Fall 2019: ULM will file the necessary information about conflicts of interest, pay its AFC review fee, and submit its application for candidacy. This application will be developed by the program and clinical directors and will include all information required by CAPTE, including:
 - a discussion of how the DPT fits ULM's mission and relates to its other degree programs,
 - a description of how ULM determined the need for additional DPTs and a statement about class size,
 - plans for student recruitment, including what to do if pre-candidacy status is delayed,
 - the required number of properly-credentialed faculty to start the program,
 - contractual access to sufficient clinical placements to meeting the needs of the first cohort of students, and
 - evidence that the curriculum is designed to meet CAPTE standards, including the integration of full-time terminal clinical experiences.
- Spring 2020: ULM will pay its pre-accreditation fee to APTA. A candidacy visit will take place in January 2020. In February, the Candidacy Visit Report will be delivered to ULM and a response submitted in March so that the CAPTE decision about pre-accreditation can be made at its spring meeting.

- Summer 2020-Spring 2021: Annual accreditation reports will be submitted to CAPTE.
- Spring 2021-Summer 2021: The program's Self-Study Report will be developed and submitted for review.
- Fall 2021: An on-site visit by the CAPTE review team will occur early in the semester. After receipt of the team's report, ULM will respond to any comments it submits so that CAPTE can make an accreditation decision about the program at its spring meeting.
- Spring 2022: CAPTE will accredit ULM's DPT program.

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

Dr. Harvey Wallman, Professor and Director, Doctor of Physical Therapy Program of Western Kentucky University, consulted on the response to concerns raised by the BoR external review and provided guidance in developing the final draft of this proposal in addition to guidance related to developing the eventual application to CAPTE.

9. Related Fields

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

The proposed physical therapy program will be supported by the following related programs:

- Kinesiology (BS concentration in pre-physical therapy, MS concentration in clinical exercise physiology and applied exercise science)
- Occupational Therapy (MS)
- Speech and Language Pathology (BS and MS)
- Radiologic Technology (BS)
- Nursing (BS and MS)
- Pharmacy (PharmD, PhD)

Each of the above named programs will offer opportunities for inter-professional education, collaboration for research, collaboration for grant funding, and innovated collaboration for teaching with the proposed physical therapy program.

10. Cost & Revenue

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

ULM anticipates that operating expenses for the first two years' budget may be generated in the regular university budget by reallocating revenue. Funding for the equipment will largely come from a donation already in-hand and will be augmented the rest of the way from existing resources.

First years (2019-20): Start-up costs

A Program Director (\$100,000 + benefits annually) and Administrative Assistant (\$28,000 + benefits annually) are needed for at least one year before students are accepted into the program and classes begin so that they may submit the application for initial accreditation to CAPTE. If a suitable candidate for program director may be identified in Fall of 2018, s/he would be hired at that time utilizing funds set aside for that purpose. In addition, a Clinical Education Director (\$85,000 + benefits annually) must be on-site for at least six months before the initial cohort of students begins classes so that clinical sites for the students' practical training may be located and memoranda of understanding may be arranged and approved. Funds are allocated for renovation of an existing facility to meet classroom, office, and laboratory needs and to bring the building up to ADA standards (\$550,000). Another \$277,300 is allocated to purchase office and laboratory equipment needed for instruction. Travel funds (\$5,000) are estimated for the program and clinical directors to visit existing DPT programs to help develop the accreditation document and to establish sites for clinical experiences. Operating expenses such as telephone and copier charges are estimate at \$2,500. No students will be enrolled during this time so neither state appropriations nor self-generated revenue from tuition and fees will be produced. Most of the equipment costs will be paid with funds on-hand from a donation previously made to the ULM Foundation (\$225,000). The remaining costs (\$748,500) will come from re-budgeting existing funds or will be paid through a short-term loan that is serviced with future revenue as described below in years three and four.

Second year (2020-21): Initial cohort admission

One additional faculty member (\$87,550 + benefits annually) and a faculty member with dual appointment between ULM PT and

VCOM with ½ appointment to ULM PT (\$40,000 + benefits) is added to teach courses and to provide a student/faculty ratio < 12, as suggested by CAPTE. Salaries are augmented by 3% to account for cost-of-living increases. Additional building renovations (\$50,000) for research laboratories and equipment for a biomechanics laboratory (\$137,100) are included to support instruction and research. Travel expenses (\$14,000) and operating expenses (\$23,000) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials for operating the program. Revenue for the year results from re-budgeted existing funds (\$160,466) and from the first cohort of 30 students paying tuition and fees (\$16,145 per year, the current LSUHSC-SHV rate increased by 3% per year for two years). No appropriation from the state is indicated since formula funding lags SCH generation by one year.

Third year (2021-22): Second cohort admission

Two additional faculty members (each at \$90,176 + benefits annually) are added to teach courses and to provide a student/faculty ratio < 12, as suggested by CAPTE. Salaries are augmented by 3% to account for cost-of-living increases. Additional research and instruction equipment is allocated at \$50,000. Travel (\$21,000) and operating expenses (\$30,000) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials for operating the program. Revenue for the year results from students with a cohort of 30 new students and those retained from the first cohort (assuming an attrition rate of 4%) paying tuition and fees of \$16,630 per year, a 3% increase from the previous year. This estimate is derived from the state formula funds based on the previous year's SCH production, FY2017 formula parameters, and an appropriation increased in proportion to the estimated increase in ULM's formula calculation. Revenue in excess of expenses will be used either to restore reserve funds or to service the loan amount used in year 1.

Fourth year (2022-23): Third cohort admission

Two additional faculty members (each at \$92,881 + benefits annually) and one ½ time faculty (at \$46,440 + benefits) are added to teach courses and to provide a student/faculty ratio < 12, as suggested by CAPTE. Salaries are augmented by 3% to account for cost-of-living increases. Additional research and instruction equipment is allocated at \$50,000. Travel (\$22,500) and operating expenses (\$31,500) are allocated for faculty to visit clinical sites and attend professional meetings and to provide the necessary materials for operating the program. Revenue for the year results from students with a cohort of 30 new students and those retained from the first cohort (assuming an attrition rate of 4%) paying tuition and fees of \$17,129 per year, a 3% increase from the previous year. This estimate is derived from the state formula funds based on the previous year's SCH production, FY2017 formula parameters, and an appropriation increased in proportion to the estimated increase in ULM's formula calculation. Revenue in excess of expenses will be used either to restore reserve funds or to service the loan amount used in year 1.


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

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

None predicted.

CERTIFICATIONS:


 _____ 5-29-18
 Primary Administrator for Proposed Program Date

for 
 _____ 5-29-18
 Provost/Chief Academic Officer Date

 Management Board/System Office Date

Institution: University of Louisiana at Monroe

Date: May 29, 2018

Degree Program, Unit: Doctor of Physical Therapy, School of Health Professions

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2019-20		SECOND 2020-21		THIRD 2021-22		FOURTH 2022-23	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$199,500	1.5	\$445,340	3.5	\$711,193	5.5	\$1,057,613	8.0
Graduate Assistants	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0
Support Personnel	\$ 39,200	1.0	\$ 40,376	1.0	\$ 41,587	1.0	\$ 42,835	1.0
Fellowships and Scholarships	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0
SUB-TOTAL	\$238,700	2.5	\$485,716	4.5	\$752,780	6.5	\$1,100,448	9.0
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$ 550,000	\$ 50,000	\$ 0	\$ 0				
Equipment	\$ 277,300	\$ 137,100	\$ 50,000	\$ 50,000				
Travel	\$ 5,000	\$ 14,000	\$ 21,000	\$ 22,500				
Operating Expenses	\$ 2,500	\$ 23,000	\$ 30,000	\$ 31,500				
SUB-TOTAL	\$ 834,800	\$ 224,100	\$ 101,000	\$ 104,000				
TOTAL EXPENSES	\$ 1,073,500	\$ 709,816	\$853,780	\$1,204,448				

REVENUES				
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT
*State Appropriations	NA	NA	\$ 497,066	\$ 935,167
Existing self-generated funds	\$ 748,500	\$ 160,466	\$ 0	\$ 0
*State Grants/Contracts	\$ 0	\$ 0	\$ 0	\$ 0
*Private Grants/Contracts	\$ 225,000	\$ 0	\$ 0	\$ 0
Expected Enrollment	0	30	59	87
Tuition	NA	\$ 206,520	\$ 418,369	\$ 635,448
Fees (restricted)	NA	\$ 21,660	\$ 43,896	\$ 66,642
Professional fee	NA	\$ 256,170	\$ 518,905	\$ 788,133
TOTAL REVENUES	\$ 973,500	\$ 644,816	\$1,478,236	\$2,425,390

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.10. **University of New Orleans' request for approval of a Letter of Intent to Develop a New Academic Program leading to a PhD in Justice Studies.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of a Letter of Intent to develop a new academic program leading to a PhD in Justice Studies. Justice Studies is an interdisciplinary area of inquiry that brings together insights from the diverse academic disciplines within the social sciences and humanities to explore issues of justice. Today's social, political, and economic contradictions of American and global civilizations are immense. According to a JustSouth Index report (2017), these challenges tend to be exacerbated in states and communities in the Gulf South region, with Louisiana ranked last in the nation on an index measuring social justice. The report's recommendations called for strong leadership and strategic action among policymakers, advocates, philanthropists, community leaders, and other stakeholders in the region to better understand the specific issues of justice that are most problematic.

With UNO's mission as an urban research university, it is well-equipped to develop and train such leaders to address issues of social, political, and economic justice. Presently, there are a large number of programs in Criminal Justice in the State, but no Justice Studies degree programs. While the two programs are interrelated, Justice Studies goes well-beyond the study of crime, law, and the criminal justice system. Its focus is within a more expansive economic, political, and social context, including issues of economic inequality, institutional racism, classism, sexism, corporate and state power; environmental; war and state violence; environmental harm; consumerism and commodification; corporate media influence; and struggles over space, place, and territory. The intended Justice Studies program will equip students with a comprehensive knowledge of the world's justice systems and provide them the advanced-level knowledge and skills to create meaningful, real-world change. Specifically, the intended program's objectives include:

1. Creating an academic environment that will foster research to identify and address issues of injustice;
2. Providing the UNO faculty and students additional opportunities to build and increase relationships with the Greater New Orleans Community and the Gulf South area; and
3. Making the skills of faculty and students available for community projects that can serve to improve the region's socio-cultural condition.

To meet the aforementioned objectives, the intended program will require 45 credit hours of non-research coursework, a written comprehensive exam, a prospectus, and an approved dissertation. An individualized program of study will be developed for each student in consultation with the student's committee and major professor.

Because of the interdisciplinary nature of the program, the intended program would attract students from a variety of academic backgrounds, including sociology, anthropology, history, economics, music, creative writing, political science, etc. A recent survey of graduate students currently enrolled in related MA programs at UNO found that of the 92 respondents, 67 students (73%) expressed interest in a PhD in Justice Studies program. UNO anticipates that 5 to 10 students will enroll initially, increasing to 20 students by Y5; therefore, the enrollment projections may be conservative.

UNO has many of the resources currently in place to implement this program. Since the intended program would draw from existing departments, no new faculty would be needed during the first five years of implementation. During Y2 of the program, a director will be hired to administer the program and foster its growth. Existing classroom and office space will meet the needs of the program. The projected cost of the Justice Studies program starts at \$16K for the first year and grows to \$122K by the fourth year, primarily to cover graduate assistants. The University anticipates that the tuition and fee revenue will exceed the costs of the program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a Letter of Intent to develop a new academic program leading to a PhD in Justice Studies.



THE UNIVERSITY of
NEW ORLEANS

OFFICE OF THE PRESIDENT

F 1 0

RECEIVED

JUN 04 2018

UNIVERSITY OF
LOUISIANA SYSTEM

May 24, 2018

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

Dear Dr. Henderson,

The University of New Orleans requests approval for the attached Letter of Intent for a Doctorate in Justice Studies degree. The purpose of the accredited program is to offer a graduate degree to local and regional leaders and students interested in the interdisciplinary study of all aspects of Justice Studies.

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

Sincerely,

John W. Nicklow
President

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM (Jan2018)

General Information

Date: 5/28/2018

Institution: The University of New Orleans	Requested <u>CIP, Designation, Subject/Title</u> : 440501 Public Policy Analysis/Justice Studies Doctor of Philosophy- Traditional Instruction
Contact Person & Contact Info: Kim Martin Long, Dean and Professor of the College of Liberal Arts, Education and Human Development Bicentennial Education Building, Room 242 2000 Lakeshore Drive New Orleans, LA 70148	

1. Program Objectives and Content

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

The purpose of the doctorate in Justice Studies is to offer a graduate degree to local and regional leaders and students interested in the interdisciplinary study of all aspects of Justice Studies, including social, economic, international, and environmental transformation. Our diverse New Orleans community unites students and faculty across academic boundaries to study issues of justice by examining the intersecting forms of history, politics, education, society, and technology, knowing that no one solution works to solve the complex problems related to social, global, and environmental justice.

Specific objectives include:

1. Creating an academic setting that will foster greater knowledge of and solutions for issues of injustice.
2. Providing The University of New Orleans faculty and students additional opportunities to develop relationships within the greater New Orleans community and the Gulf South area; and
3. Making the skills of faculty and students available for community projects that improve the region's socio-cultural condition.

Pursuit of these objectives will train graduates who understand and contribute to cultures, economics, and politics in their many forms; who can make a significant contribution to the places in which they live; and who are prepared for careers in higher education and related non-academic leadership roles.

A Director will administer the program with the assistance of a Faculty Advisory Committee. The program will draw faculty from programs and courses of study, such as Anthropology; History, Philosophy, Planning and Urban Studies, Political Science; Sociology; and Women's Studies. Because of its interdisciplinary nature, the degree will draw the bulk of coursework from the graduate courses currently offered in the departments listed above. Students will also take three newly designed 6000-level Justice foundational courses. One course will introduce students to the topic of Justice Research Methodology, including principles of interdisciplinary research; a second will teach on Qualitative and Quantitative Research; and a third course will provide students with a grounding in Justice Social Theory. Current faculty members who possess the appropriate expertise will teach the courses from their respective departments.

In preparation for admission to candidacy, students will choose an appropriate professor to satisfy examination requirements. Students also will write a dissertation under the direction of a faculty committee.

Degree Requirements

The doctoral program in Justice requires 45 credit hours of course work , a written comprehensive exam,

a prospectus, and a dissertation as follows:

1. Nine (9) credit hours of foundation courses with a grade of "B" (scale is 4.00 = "A") or higher.

Foundation Courses are:

- JUS 6xxx: Justice Research Methodology (3)
 - JUS 6xxx: Seminar on Qualitative and Quantitative Research (3)
 - JUS 6xxx: Justice Social Theory (3);
2. Twenty-four (24) credit hours of relevant graduate courses, as approved by student's faculty advisor. Students entering the doctoral program with a master's degree or JD in an associated field (e.g., sociology, political science, history, etc.) may be exempted from this requirement with the approval of the graduate advisor and the director of graduate school;
 3. Twelve (12) credit hours of dissertation research.

Admission Requirements

Applicants must fulfill the requirements of both the Graduate School and the College of Liberal Arts, Education and Human Development.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

Applicants must have a minimum of a 3.30 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.5 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program. The Graduate Record Exam (GRE) is not required.

All applicants must submit:

1. graduate admission application and application fee
2. official transcripts
3. personal statement (see below)
4. three professional letters of recommendation (academic references are preferred)

An applicant whose native language is not English (regardless of current residency) must provide proof of English proficiency.

The personal statement should be not more than three (3) pages, 12-font, double-spaced; outlining areas of interest, educational and career goals, and should discuss the research that best represents the applicant's academic thinking as well as demonstrating writing skills.

Students should see the program website for application deadlines and procedures.

Possible Courses:

- Comparative Criminal Justice Systems
- Justice Organizations, Ethics & Change
- Policy Analysis: Organizational Culture of Government and Non-Government Institutions
- Criminology and Public Policy
- Leadership in Justice

- Globalization and Justice
- Fundamentals of Environmental Justice
- Technology and Society
- Population, Migration and Aging
- Classical and Contemporary Theories of Justice
- Local & Global Perspectives on Human Rights
- Urban Justice & Sustainability

Selected Sample of current applicable UNO Courses:

- PADM 6020 Bureaucracy and Democracy
- PADM 6160 Law and Ethics in Public Administration
- PADM 4810 Environmental Justice in Urban Environments (upgraded to a grad level)
- SOC 5921 Criminology
- SOC 5903 Population Issues and Dynamics
- SOC 5882 Urban Issues: Planning and Social Policy
- SOC 5871 Sociology of the Environment

Students will indicate their career or professional objective and will work with a faculty advisor to decide upon an interdisciplinary academic path that will help him or her achieve the objective of the dissertation.

Students will take an examination in their area of concentration, the exam to be administered and evaluated by the department most relevant to the research or an interdisciplinary committee as appropriate.

Students will confirm their proposed topic with the major professor in their field and the Director of the program, submit a prospectus on the project, and write a dissertation on the approved topic.

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.

The Need to offer a Doctorate in Justice:

Part of UNO’s mission as an urban research university is to serve our city, our state, the region, and the world. In the United States, levels of justice vary greatly among regions and states. Historically, policy and programmatic decisions have perpetuated inequity, leaving the underprivileged without the ability to meet their basic human needs. “Striving for a socially just society requires critical analyses of the structures of our society to determine if they propagate inequity or enhance justice,” according to Ali R. Bustamante in the *Just South Index*. This will be accomplished at the graduate level through a program of study that respects the uniqueness of the community, understanding its heritage, and provides current and future leaders of the community expanded knowledge to implement peaceful systemic change. The utility of this new doctoral concentration speaks to the honest realities of social and cultural disrepair that our state, nation, and world currently finds itself. Latest information from the JustSouth Index 2017, we find Louisiana ranked 51st out of all 50 states and Washington D.C. Although some progress has been made, the history of injustice in the Gulf South states continues to manifest itself in contemporary social, political, and economic systems. By measuring and comparing all 50 states and Washington D.C. on nine social justice-related indicators, the JustSouth Index “provides a strong starting point for determining not only where inequity is most problematic, but also what systemic factors contribute to the inequity,” according to Bustamante

With the designation of being number one in social inequity in the country, we have the 2nd lowest average income among low-income households; 2nd largest white-minority wage gap; 6th largest white-

minority unemployment gap; and 8th most segregated schools. That said, we have a zero Justice or Social Justice programs currently offered from any tertiary institution in this state.

New Orleans has been in forefront of justice in the United States and although unfortunately the city's effort for racial equality led to the landmark Supreme Court decision on Plessy vs. Ferguson, which upheld the constitutionality of racial segregation, it was also an impetus for greater efforts to turn the tide starting with Brown vs. Board of Education. The University of New Orleans has been home for social justice, starting with the work A. P. Tureaud in his quest to make sure UNO opened its door to all New Orleans citizens. As the only public, urban research university in the city, we have a critical obligation to catalyze change in our communities through education provided by a graduate program such as the doctorate in Justice at the University of New Orleans.

At the first glance, one may ask why a PhD in Justice when UNO's Sociology and Political Science programs are relatively small, but the relative small sizes of these programs is partly due to lack of doctoral program in general fields of sociology and humanities. LSU and LA Tech are the only institutions that are not directly involved with criminal justice/criminology studies. That is every other institution has some type of justice program. Presently, at UNO, criminal justices somewhat hidden in our only PhD program (besides education) in the college of liberal arts, Planning and Urban Studies. The proposed Justice program not only be fed by students from sociology, and political science but the special design of this program will also attract students from economics and finance (economic justice), urban studies (urban justice), civil engineering and related fields (environmental justice), HRT and sociology (food justice), mathematics and related fields (policy analysis) and more.

In the past year, president Nicklow and Provost Amouzegar have spoken to the Chief of Police of NOLA, Urban League, GNOinc, RAND Gulf Policy, the new mayor's office, and others institutions, and they all thought it's about time for city of New Orleans to have such program. We certainly could and should have a companion MA program but the focus should be on a PhD and this is not just for the sake of the Justice program but also for the health of UNO as a research institute. For the University of New Orleans to stay as a viable R2 institution, as we grow our numbers, is to have solid PhD programs and grow the number of PhD programs. The PhD in Justice, in our collective opinion, is a forward looking solid program that will set this university apart in the city's crowded market. We only need 10 students per year to have "profitable" program and as the Provost, I am more than certain that we will have one. The leadership of this campus will do everything in its power to make sure this endeavor will be successful. This will be a legacy not only for UNO but for ULS as well.

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 doctorate in Justice contributes to the University of New Orleans' mission as an urban research university. As an interdisciplinary degree, Justice brings together existing faculty and resources into a graduate program that will:

1. Connect faculty from various disciplines, thereby creating an important space for inter-professional research, and
2. Educate and prepare students for success in a global human-focused environment.

In so doing, this program represents an important component of UNO's commitment to relevant research and instruction.

The doctorate in Justice trains a highly educated workforce for this sector— to be educators and progressive leaders and managers. Justice majors have pursued careers in legislative advocacy, politics, government service, human services, human rights and peace organizations, education, community organization, law enforcement and law. As the only degree of its kind in Louisiana and similar to only a few programs nationally, the doctorate in Justice will bring more adult students to

Louisiana, who not only will be productive economic consumers of goods and education during their time at UNO, but many of whom will remain after graduation, improving the area's leadership and skilled workforce.

This interdisciplinary program takes advantage of our special geographic location and our university's considerable combined expertise to offer a unique program of study in our areas of specialization. In this case, resources at our disposal include an able and productive faculty, existing graduate programs, and a diverse pool of graduate students.

This degree represents a real opportunity to enhance the educational attainment of the state's adult population. There is no Justice doctoral program in the State of Louisiana. While colleges and universities in Louisiana offer a large number of programs in "Criminal Justice," as of yet there is no graduate program devoted to a major in the study of Justice as an interdisciplinary field.

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.

The Justice doctoral program would attract students from many of the departments within the College of Liberal Arts, Education, and Human Development. A recent canvas of the students in other MA programs in the college have been surveyed with the following results:

Program	Masters students enrolled	Masters students responding	Students expressing interest in an Justice PhD
Anthropology		8	8
Creative Writing	67	14	10
English	68	10	8
History	34	10	8
Music	26	12	5
Political Science	46	12	7
Romance Languages	16	8	6
Sociology	28	18	15
Totals	285	92	67

The city also has a considerable number of "non-traditional" students who would constitute an additional pool of applicants. In fact, current leaders of our community have expressed unsolicited interest in UNO developing this graduate program of study, and this proposal comes partly as a result of their request. While initial enrollment would draw heavily on these internal sources, there is also a large and growing local and national interest in inter-professional graduate programs in Justice. New Orleans is ideally situated to attract a large number of these students, given its significant history and social inequities creating a laboratory for this major, as well as the general attractiveness of the metropolitan area. Thus, as the Justice program at the University of New Orleans becomes established and gains a national reputation, it will attract students from a broader local, national, and international base.

Estimated student enrollment for the first five years is summarized in the following table:

Year	New enrollment	Graduates	Attrition	Total enrollment
1	5-10	0	0	5-10
2	6-10	0	1-2	10-17
3	6-10	0	1-3	15-23

4	10-15	4-8	1-3	20-26
5	10-15	5-6	1-3	24-29

These are fairly conservative estimates based in part on surveys of graduate students currently enrolled in participating departments.

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.

Operating funds will be allocated from the university's general fund through the College of Liberal Arts, Education and Human Development's budget, with additional funding coming from the Graduate School.

First-year funding will underwrite an annual two-course reassignment of duties for the Director of the new program. S/he will use the time to brand and advertise the program (with special outreach to UNO graduates of appropriate MA programs), plan course offerings for the coming year, recruit faculty to teach core courses and direct research, and to screen and rank applicants. By the end of the year, the Director should have the first-year curriculum structured and commitments from the students comprising the first year of enrollment in the program (estimated 8-10 students).

In year 2, the Director will administer the program and foster its growth. The faculty salary cost will pay for the three new core courses required by the program (tentatively numbered JUS 6xxx: Justice Research Methodology (3) JUS 6xxx: Data Analysis for Justice Research (3) and JUS 6xxx: Justice and Social Theory (3) and will ensure at least one special course of the Director's choosing in a participating field each semester. The graduate assistant money will fund three full-time assistantships.

The cost structures of years 3-5 remain the same, except for increased funding for graduate assistants as indicated in the table below. Costs for office space, clerical assistants, and supplies are excluded from the calculations in the table; these costs will be absorbed by the College of Liberal Arts, Education, and Human Development, according to its budget model. Student credit hours generated by the new program will cover these costs.

Since Justice draws faculty from existing departments, no new faculty will be needed during the first five years, given current the current complement. Because of the interdisciplinary and interdepartmental nature of the proposed doctoral program, the existing classroom and computer laboratory facilities of each department are adequate to support this new degree. The program will be administered from the office of the faculty member who serves as the Director. The College of Liberal Arts, Education and Human Development will provide clerical support in the form of secretarial and student-worker help and the purchase of supplies. Equipment specific to the instructional needs of each of the disciplines participating in the program is currently in place and will not need to be supplemented or expanded in the foreseeable future.

CERTIFICATION:


 Chief Academic Officer

5/31/18
 Date

 Management Board

 Date of Approval by Board

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of New Orleans

Date: May 15, 2018

Degree Program, Unit: PhD in Justice

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	\$16,000	.50	\$16,000	.50	\$24,000	.75	\$32,000	1.0
Graduate Assistants			\$40,000	2.0	\$60,000	3.0	\$80,000	4.0
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$16,000		\$56,000		\$84,000		\$112,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities								
Equipment								
Travel			\$3,000		\$3,000		\$5,000	
Supplies (computer, software) Library Resources			\$3,000		\$3,000		\$5,000	
SUB-TOTAL								
TOTAL EXPENSES	\$16,000		\$62,000		\$90,000		\$122,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts	15,000							
Expected Enrollment	5		10		15		20	
Tuition	\$37,172		\$74,343		\$111,514		\$148,686	
Fees	\$9,743		\$19,486		\$29,228		\$38,971	
*Other (specify)								
TOTAL REVENUES	\$46,915		\$93,929		\$140,742		\$187,657	

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

There is a differential fee per credit hour for all College of Engineering courses, this is a conservative estimate that each student will take 2 COE courses each semester.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

- Item F.11.** University of New Orleans' request for approval to enter into a Memorandum of Understanding with Universidad Americana Managua, Nicaragua.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with the Universidad Americana Managua (UAM) located in Managua, Nicaragua. The proposed MOU establishes a cooperative undergraduate pre-engineering program at UAM wherein students may earn a Bachelor of Science (B.S.) in Civil Engineering degree from UNO after completing three years of agreed-upon courses at UAM and at least two years of agreed-upon courses at UNO. The proposed MOU outlines a clearly defined curriculum, eligibility requirements, and responsibilities relevant to medical insurance and tuition/fees. If approved, the MOU would expire in five (5) years with a review of the agreement occurring six (6) months prior to expiration to determine whether to renew.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval to enter into a Memorandum of Understanding with Universidad Americana Managua, Nicaragua.*



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

April 23, 2018

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

Re: MOU between Universidad Americana Managua, Nicaragua and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Universidad Americana Managua, Nicaragua and the University of New Orleans for a Three-Plus-Two Bachelor of Science in Civil Engineering.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President



**THE UNIVERSITY of
NEW ORLEANS**



MEMORANDUM OF AGREEMENT

BETWEEN

UNIVERSIDAD AMERICANA

MANAGUA, NICARAGUA

AND

UNIVERSITY OF NEW ORLEANS

NEW ORLEANS, LOUISIANA, USA

FOR

Three-Plus-Two Bachelor of Science in Civil Engineering

1. This agreement has been developed in the firm belief that it provides a valuable educational opportunity for students using the existing facilities of Universidad Americana (UAM) and University of New Orleans (UNO).
2. This agreement establishes a continuing cooperative undergraduate pre-engineering program at Universidad Americana and University of New Orleans wherein undergraduate students may earn a Bachelor of Science (B.S.) in Civil Engineering degree from UNO after taking three years of agreed-upon courses at UAM and at least two years of agreed-upon courses at UNO. The courses are shown in Appendix A.
3. The undergraduate students will attend UAM for three (3) years. At UNO, they will typically attend for two years to complete the B.S. degree in Civil Engineering. The program is carefully constructed to meet all degree requirements.
4. Students must be in good academic and financial standing at UAM at the time they enter the civil engineering program at UNO. Qualified applicants must submit official university transcripts verifying a minimum cumulative grade point average of 2.5 or better earned at UAM for full-time acceptance in the 3+2 program.
5. After successfully completing the first two years of the prescribed curriculum at UAM, students will submit an application with a recommendation from UAM to the Office of Admissions at UNO, with copy to the Associate Dean of Engineering at UNO, for probationary admission to the Civil Engineering program. Proof of English proficiency and financial support documents required for issuance of an I-20 must accompany a student's formal admission application and transcripts.

UAM-UNO BS IN CIVIL ENGINEERING CURRICULUM
PROPOSED 3 + 2 PROGRAM UNIVERSIDAD AMERICANA/UNIVERSITY OF NEW ORLEANS

FIRST YEAR

SEMESTER I				SEMESTER II			
UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.	UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.
MTM0108 Basic Mathematics	4			MTM0102 Calculus I	4	MATH 2114	4
CYLO101 Language and Communication I	3			CYLO102 Language and Communication II	3		
ING0101 English I	4			ING0102 English II	4		
ICV0101 Introduction to Civil Engineering	3	ENGR 1000	3	DAC0101 Computer Assisted Drafting	3	ENCE 2302	3
CIV0310 Geology	3			CSS0102 Political Geogr. or GEO0111 World Geography	3	Soc. Sc. Elective	3
Philosophy (HUM0105)	3	Humanities Elective	3	ECL0208 Ecology & Sustainable Development	3	Biology Elective	3
	20			ADM0464 Social Management Responsibility	3		
					23		

SECOND YEAR

SEMESTER III				SEMESTER IV			
UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.	UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.
MTM0103 Calculus II	4	MATH 2124	4	MTM0202 Differential Equations	4	MATH 2221	3
INV0205 Methodology of Investigation	3			ING0104 English IV	4		
ING0103 English III	4			FIS0102 Physics II	4	PHYS 1062/1065	4
FIS0101 Physics I	4	PHYS 1061/1063	4	CBIO202 Statics	3	ENCE 2350	3
CIV03023 Topography	3			CIV0314 Transportation Engineering	3	ENCE 4386	3
ADM0111 Statistics	3	MATH 2314	3	ELE0104	3		
IT0211 Business Applications and Software	3	ENCE 2303	1	CIV0303 Geodesy	3	ENCE 2310	3
	24				24		

THIRD YEAR

SEMESTER V				SEMESTER VI			
UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.	UNIVERSIDAD AMERICANA	Cr.	UNO EQUIVALENT	Cr.
ALM0101 Linear Algebra	4			DIS0106 Theory and Psychology of Color	3	Art elective	3
ING0105 English V	4			INO106 English VI	4		
CBIO0102 Dynamics	3	ENME 2750	3	CIV0316 Construction Materials	3		
CIV0318 Mechanics of Solids	4	ENCE 2351	3	SEC0101 Construction Equipment and Systems	3		
IND0413 Electrical Circuits	3			IND0310 Engineering Economics	3	ECON 2000	3
IND0411 Safety and Occupational Hygiene	3			ENG0222 Writing for Publishing	4	Technical Writing	3
	21				20		

FOURTH YEAR

SEMESTER VII				SEMESTER VIII			
UNIVERSITY OF NEW ORLEANS	Cr.			UNIVERSITY OF NEW ORLEANS	Cr.		
MATH 2134 Calculus III	4			ENCE 3327 Introduction to Envr. Engrg. Lecture	3		
CHEM 1017 Chemistry I	3			ENCE 3326 Introduction to Envr. Engr. Lab	1		
ENCE 2311 Mechanics of materials lab.	1			ENCE 4318 Hydraulic Engineering	3		
ENCE 3318 Fluid Mechanics	3			ENCE 4319 Hydraulics lab	1		
ENCE 3391 Construction management	3			ENCE 4322 Water Supply and Sewer Design	3		
ENCE 3356 Structures	4			ENCE 3340 Geotechnical Engineering	3		
				ENCE 3341 Soil mechanics lab	1		
				ENGL 1157 English Composition I	3		
	18				18		

FIFTH YEAR

SEMESTER IX				SEMESTER X			
UNIVERSITY OF NEW ORLEANS	Cr.			UNIVERSITY OF NEW ORLEANS	Cr.		
ENCE 4323 Water and Wastewater Treatment	3			ENCE 4359 Concrete Design	3		
Literature Elective	3			ENCE 4358 Steel	3		
Civil engineering elective	3			ENCE 4321 Hydrology	3		
ENGL 1158 English Composition II	3			Civil engineering elective	3		
ENCE 4340 Foundations	3			ENCE 4390 Capstone	3		
				ENCE 4399 Senior Seminar	2		
	15				17		

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 21, 2018

Item F.12. **University of New Orleans’ request for approval of the Real Estate Research Center of Excellence.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to transfigure the Institute for Economic Development and Real Estate Research into the Real Estate Research Center of Excellence (initial designation). The existing Institute for Economic Development and Real Estate Research combines the resources of the Center for Economic Development and the Real Estate Research Center to provide technical assistance and applied research for public, private and nonprofit organizations throughout its service area. Over the past few decades it has played an important part in furthering UNO’s identity as an urban research university as well as being a statewide leader in its specific area of focus. As such, the University would like for the Institute to be designated as a *Center of Excellence* in order to reflect the quality research and programs that have and will continue to be conducted and provided. Such a designation would enhance the unit and university’s visibility in Louisiana and across the nation.

Since 1978 the Institute has been at the forefront of real estate research in the New Orleans Metropolitan area. The Institute was established to serve the real estate community and the general public and is the first and only university-based real estate research center in the New Orleans region. The Institute has published a comprehensive analysis of real estate market trends and conditions in the New Orleans region annually. This report has been relied upon by the local real estate community as well as regional, state and national companies and individuals to assist in making decisions and tracking trends in the New Orleans region. In conjunction with the real estate market analysis, the Institute has hosted an annual Economic Outlook and Real Estate Forecast Seminar. The annual seminar brings together a cross-section of the business community (i.e., realtors, appraisers, financial institutions, economic development professions and government officials) to network and learn about the economic and real estate trends and forecasts for the region. The New Orleans seminar typically attracts approximately 400 attendees, while the Northshore seminar has an average of 250 in attendance. University leaders, faculty, staff and students are able to network with the business community and gain knowledge from industry leaders about the New Orleans region in which UNO operates. The Institute also has a long history of producing project-related publications. Through the years the Institute has also worked with governmental entities and industry on research projects; the most recent report published was the “2016 Louisiana Flooding: Flood Insurance Overview.”

In addition to the business community, the Institute interacts and collaborates with members of the UNO campus community. The Institute has relied on faculty members for their expertise in areas such as the New Orleans economy, healthcare and the hotel and restaurant tourism industry. Over the years, the Institute has also worked with other departments on campus

such as the Division of Business and Economic Research and Planning and Urban Studies. In addition, it has provided support for academic course offerings (i.e., making research materials available). The Institute director has traditionally been a member of the Department of Economics and Finance and taught courses in real estate, such as Real Estate Principles. It has also enlisted UNO Ambassadors (students who represent the University at events both on and off campus) to assist at the annual New Orleans seminar which has provided these students the opportunity to meet and interact with members of the business community. The Institute has always been and will remain open to working with all members of the UNO community.

The Institute is a research unit housed within the College of Business Administration with oversight provided by the Dean. Efforts undertaken by the Institute are supported by a Director, Assistant to the Director, Research Analyst and two Research Graduate Assistants. While the Institute does not have a formal advisory board, there is consultation with business community members and University faculty members on seminar topics and/or speakers and recommendations on improving the real estate market analysis. Letters in support of the Institute being designated as a *Center of Excellence* were provided from individuals such as the CEO of St. Tammany Economic Development Foundation, Chairman of the Board & CEO of Latter & Blum Companies, and Mortgage Market President of IBERIABANK New Orleans. Current and future funding provided from various sources of revenue is more than sufficient to support personnel and projects undertaken by the Institute.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of the Real Estate Research Center of Excellence.



F 1 2

THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

March 20, 2018

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

Re: BOR Center of Excellence

Dear Dr. Henderson,

I am requesting approval to seek approval to apply to the Louisiana Board of Regents for the Institute of Economic Development and Real Estate Research to become a Board of Regents Center of Excellence.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President



THE UNIVERSITY of
NEW ORLEANS

COLLEGE OF BUSINESS ADMINISTRATION

John A. Williams, Ph.D., Dean

To: Mahyar Amouzegar, Ph.D.
Provost and Senior Vice President Academic Affairs

From: John A. Williams, Ph.D.
Dean

Subject: Request to UL System for BOR Center of Excellence

I would like to request that we be allowed to seek approval from the UL System to apply to the Louisiana Board of Regents for the Institute of Economic Development and Real Estate Research to become a Board of Regents Center of Excellence.

University of New Orleans
Real Estate Research
Center of Excellence
Proposal for Initial Designation

Presented to the Board of Regents
April 25, 2018

Executive Summary

Since 1978, the proposed University of New Orleans Real Estate Research Center of Excellence has played a part in furthering the University of New Orleans' (UNO) identity as an urban research university. The Institute for Economic Development & Real Estate Research (Institute) has been at the forefront of tracking real estate trends as the first and only university-based real estate research institute in the New Orleans region. In 2018, the Institute will produce the 50th volume (40 years after the first) of its annual *New Orleans & Northshore Real Estate Market Analysis* report which covers the New Orleans metropolitan area and the Northshore region (I-12/I-55 corridor). In conjunction with the release of its annual report, the Institute will host the 29th annual Dr. Ivan Miestchovich Economic Outlook and Real Estate Forecast Seminar for New Orleans and the 8th for the Northshore region.

Over the decades, the annual real estate market analysis has not only been relied upon by the local business community for tracking trends and decision-making, it has been purchased by the regional and national business community. For example Cook, Moore and Associates (Baton Rouge), D'Argent Development (Alexandria), GPG Consulting (Diamondhead, MS), Capital Crossing (Boston), Cushman & Wakefield (Houston) and CenterPoint Properties (Oakbrook, IL). In addition, it has been quoted by local, regional and nation print, radio and television media outlets such as the New Orleans Times-Picayune/nola.com, New Orleans City Business, The Advocate (Baton Rouge and New Orleans), USA Today, Wall Street Journal, WWL-TV and radio and Aljazeera Network (English) to name a few. The market analysis has provided the University of New Orleans with exposure across Louisiana and the country.

Through the annual seminars hosted by the Institute, UNO has been given an opportunity to stay connected with the local and regional business community. The New Orleans seminar typically attracts approximately 400 attendees, while the Northshore seminar has an average of 250 in attendance. University leaders, faculty, staff and students are able to network with the business community and gain knowledge from industry leaders about the New Orleans region in which UNO operates. Since 2011, the New Orleans seminar has been held on the University's lakefront campus thereby bringing the business community to "us" and letting them see the campus and for alums in the business community it has been a chance to revisit "their" campus. The Northshore seminar brings the University together with the regional business community that may or may not have regular contact with UNO due to distance from New Orleans. These seminars are covered by the media and bring positive visibility to UNO.

In addition to the business community, the Institute interacts and collaborates with members of the UNO campus community. The Institute has relied on faculty members for their expertise in areas such as the New Orleans economy, healthcare and the hotel and tourism industry and have participated in the annual seminars as speakers/panelists. Over the years, the Institute has also worked with other departments on campus such as the Division of Business and Economic

Research and Planning and Urban Studies (College of Liberal Arts). Also, the Institute has provided support for academic course offerings (i.e. making research materials available). The Institute director has traditionally been a member of the Department of Economics and Finance and taught courses in real estate, such as Real Estate Principles (Finance 2335). The Institute has also enlisted the UNO Ambassadors (students who represent the university events both on and off campus) to assist at the annual New Orleans seminar by welcoming and registering attendees. This has provided an opportunity for these students to meet members of the business community and for the business community to meet some of the outstanding students UNO has. The Institute has always been and will remain open to working with all members of the UNO community.

Having this long standing research unit become the University of New Orleans Real Estate Research Center of Excellence will only serve to enhance the unit and university's visibility in Louisiana and across the country. The Institute is committed to continuing its tradition of producing quality research and programs, such as the annual seminars, which have always been well received by the business community, while looking to enhance its core programs with new ones to provide more services to the community and carry out the mission of UNO as an urban research university.

A. Description

1. Provide a description of the proposed Center and how its area of focus has been a hallmark of the institution, for which the institution is or has the clear potential to be uniquely strong.

Since 1978, the Institute has been at the forefront of real estate research in the New Orleans Metropolitan area. The Institute was established to serve the real estate community and the general public and is the first and only university-based real estate research center in the New Orleans region. The Institute has published a comprehensive analysis of real estate market trends and conditions in the New Orleans region annually. (See Appendix I for list of report volumes). This report has been relied upon by the local real estate community, as well as, regional, state and national companies and individuals to assist in making decisions and tracking trends in the New Orleans region. Over the years, the report has been consistently quoted by the print, television and radio media outlets such as the Times Picayune, New Orleans City Business, The Advocate (New Orleans and Baton Rouge), Baton Rouge Business Report, Associated Press, New York Times, Los Angeles Times, Chicago Tribune, USA Today, Forbes Magazine, Wall Street Journal, WWL-TV and radio, WVUE-TV, WDSU-TV, National Public Radio and Aljazeera Network (English), which has brought visibility to the University.

In conjunction with the real estate market analysis, the Institute has hosted an annual Economic Outlook and Real Estate Forecast Seminar. The annual seminars brings together a cross-section of the business community (realtors, appraisers, financial institutions, investors, economic development professionals and government officials to name a few) to network and learn about the economic and real estate trends and forecasts for the region. Local business community members, as well as, those on the state and national level have participated as speakers over the past 28 years (See Appendix III for a sample list of speakers). For the past six years (since 2011), the New Orleans metro area focused seminar has been held on the university's main campus. This single event brings an average of 400 members of the business community, some of which are alums, to the university campus. For some attendees it had been many years since they had visited the campus and for others has been a first time opportunity to see the university campus. The Northshore seminar keeps the University in the minds of the business community in St. Tammany and the other parishes that comprise the Northshore region.

The Institute also has a long history of producing project related publications. Through the years the Institute has worked with governmental entities and industry on research projects. The most recent research report published was the "2016 Louisiana Flooding: Flood Insurance Overview." This report was prepared and published through funding by the UNO College of Business

Administration. This is an on-going project that will be updated as information is released by the State and Federal government. Appendix II provides a partial list of project publications by the Institute since 2005.

2. List and describe existing program(s) that will be part of the Institute's activities and how they relate to the Center's focus. Include credential, implementation date, 3 to 5 years of enrollment (majors) and completion data.
 - A. *Annual New Orleans and Northshore Region Real Estate Market Analysis*
The annual real estate market analysis is a comprehensive report covering the residential and commercial real estate markets in the metropolitan New Orleans area (Orleans, Jefferson, Plaquemines, St. Bernard, St. James, St. John the Baptist, St. Tammany and Washington Parishes) and Northshore region (Livingston, St. Helena, St. Tammany, Tangipahoa and Washington Parishes). In addition to the real estate market data, economic, population and new residential construction data and major new economic development and construction projects are included. The office, retail and apartment data for this report are gathered by surveying property owners and leasing agents. The other report data/information is collected from the US Census Bureau, Gulf South Real Estate Information Network/New Orleans Metropolitan Association of Realtors, Louisiana Workforce Commission and other third party sources.

The market analysis has been providing real estate trend data on the New Orleans metropolitan area to the real estate and business community at large and general public since 1978. The analysis has evolved through the years based on both funding and changes in the economic drivers and real estate market. The first eleven volumes of the report focused on the New Orleans housing market. In 1989, with funding provided by the Louisiana Real Estate Commission, the report was expanded to cover the commercial (office, retail and warehouse) markets. As the casino gaming industry expanded to the Gulf Coast region, the report was expanded to cover the southwestern border of Louisiana to the southeastern border of Alabama. Following Hurricane Katrina in 2005, the 2006 edition of the market analysis refocused back on the New Orleans Metropolitan area. At this time there was a need to focus on the local recovery and rebuilding process following Katrina. Information in the Institute's "home base" was very difficult to obtain, therefore attempting to collect data from outside of Louisiana in the devastated areas of the Mississippi Gulf Coast would have been next to impossible with the Institute's limited resources. The report volumes produced over the next several years following Katrina were extremely valuable to the local and out of state business community and to media outlets. As population and businesses shifted north to higher ground, the I-12/I-55 corridor (Northshore region) began to emerge as a new economic engine in the State. In 2008, the Institute

began publishing a second market analysis report focused on the Northshore Parishes. Four volumes of this report were published until being combined with the New Orleans real estate market analysis.

As of 2013, the market analysis has been known as the New Orleans and Northshore Region Real Estate Market Analysis. In 2018, the 50th volume of the report will be published. The Institute is continually adding new information to enhance the report, such as a section on new economic development and construction projects in the New Orleans and Northshore regions. The strength of the analysis has been the comprehensive nature of the report – a single reference for residential, commercial and economic data. The Institute is constantly seeking ways to add more information to further increase the value of the report.

B. Annual Dr. Ivan Miestchovich Economic Outlook & Real Estate Forecast Seminars – New Orleans and Northshore

The annual seminars have served as an event to bring the business community together to network and hear the observations regarding the economy and other factors affecting the real estate market from industry leaders. This seminar serves to keep the Institute and UNO engaged with the regional business community. Historically, in addition to business leaders, members of the University faculty and administrators have also served as speakers. Appendix III is a partial listing of past speakers from the first seminar to 2017 showing not only regional/local participants, but those on a state and national level.

Continuing education (professional development) hours may be earned by the business community by attending the seminars. Approvals by the Louisiana Real Estate Commission are sought out each year for both seminars so that agents and brokers may earn four hours (per seminar) toward their annual continuing education requirements. Other professionals that may earn continuing education hours are appraisers, contractors, CPAs and lawyers for example. Through the seminars, the Institute is able to educate students, faculty, staff, the general public and business community and enable professionals to complete their continuing education hours. UNO students, faculty and staff are invited to attend these seminars free of charge.

In 2015, the annual Economic Outlook and Real Estate Forecast seminars were named to honor the Institute's long time director, Dr. Ivan Miestchovich.

B. Faculty and Administration

1. List the core and affiliated faculty members who will contribute to the Institute, with examples of recent achievements related to the Center's purpose.

Dr. Robert Penick is the Institute Director and also teaches Real Estate Principles (Finance 2335) and Real Estate Finance (Finance 3368) courses in the Department of Economics and Finance.

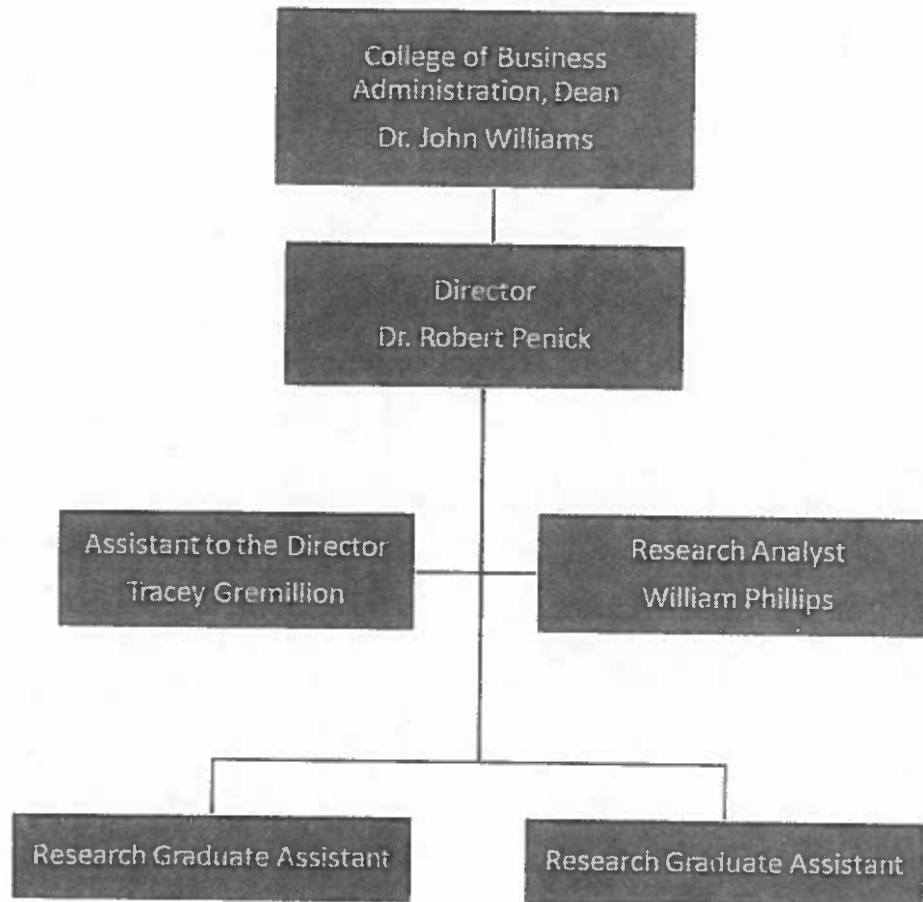
In May 2015, the Institute's long-time director and an Associate Professor of Finance, Dr. Ivan Miestchovich retired after 38 years of service at the University of New Orleans after being diagnosed with ALS. In September of 2015, after discussions with Dr. Miestchovich, Dean John Williams appointed Dr. Robert Penick as Director. Dr. Penick and the staff were planning the transition of the Institute into its new chapter with the guidance of Dr. Miestchovich. Unfortunately, in September of 2015, Dr. Miestchovich passed away. Due to his untimely passing, the decision was made to focus on and strengthen its two core programs (real estate market analysis and annual seminars) and take some time to decide on new programs/services that would complement its core offerings.

Since September of 2015, the Institute has produced two volumes of the *New Orleans & Northshore Region Real Estate Market Analysis* (Volume 48 in 2016 and Volume 49 in 2017). The Institute has hosted its annual seminars, the Dr. Ivan Miestchovich Economic Outlook and Real Estate Forecast Seminars for New Orleans and Northshore (2016 and 2017) and has been able to maintain its average attendance of approximately 400 in New Orleans and 200-250 on the Northshore. A preliminary study on the 2016 Louisiana Floods, with a focus on the role of flood insurance in conjunction with the 2017 Northshore Region seminar was completed.

2. Provide an administrative structure for the Center, including reporting lines. Address whether and/or how the Institute would affect the present structure of the Campus.

The Institute is a research unit housed within the College of Business Administration and overseen by the Dean. The Director has traditionally been a Department of Economics and Finance faculty member and has responsibility for teaching academic courses in real estate.

The Assistant to the Director, Ms. Tracey Gremillion, has been with the Institute for 24 years and Mr. William Phillips, Research Analyst, has been with the Institute since 2007. In addition to these two staff members, there are two Research Graduate Assistant positions in the Institute. No changes to the structure or staff are planned at this time and will not affect the present structure of the campus.



C. Facilities and Equipment.

1. Briefly describe the existing and anticipated facilities (buildings, classrooms, laboratories, etc.) for the Center, including donations from external sources.

The Institute currently occupies offices on the fourth floor of Kirschman Hall, including offices for the Director, Assistant to the Director, Research Analyst and Graduate Assistants. Other offices are for research materials, files and other storage. No specialized equipment is required by the Institute at this time. The equipment required by the Institute are desktop computers, laptops and printers for survey research, presentations and report production.

2. As relevant, add a projected timeline for any new facilities to be brought on line and address how they will be used by the Center.

No new facilities will be required for the proposed Center.

D. Support and Budget

1. List contributions/donations (funds or equipment/land/etc.), actual and pledged, received in support of the proposed Center in the last 5 years, separated by source: national; state; local/regional governmental entities; private industry/individual. Include: date received; entity/individual; value; and designated or intended purpose of the contribution.

- Louisiana Real Estate Commission Endowment
 - Established in 1982 to provide funding to assist in the real estate research for the annual real estate market analysis. The endowment corpus is \$292,630.
 - Interest Allocation for the past five years:

Fiscal Year	Amount
2012-2013	\$697
2013-2014	\$639
2014-2015	\$573
2015-2016	\$985
2016-2017	\$1,491

- Institute Endowment established by Robert W. Merrick
 - \$600,000 endowment for Institute operations was established in 1998.
 - Interest Allocation for the past five years:

Fiscal Year	Amount
2012-2013	\$33,704
2013-2014	\$33,277
2014-2015	\$27,656
2015-2016	\$27,989
2016-2017	\$27,896
2017-2018	\$27,552

- Partnership (Sponsorship) Program
 - In 2012, the Institute instituted a partnership program to support the annual real estate market analysis and seminars. The partnerships are renewable on an annual basis. Each year the partners are recognized on the Institute website, on the real estate market analysis and at the seminars. Below is a list of Partners from 2013 – 2017, showing the amounts contributed by each and a total contributions for each year.

Partnership Program Support History

Partners	2013	2014	2015	2016	2017	Total Partnership (\$)
American Bank & Trust	\$500	\$500	\$500		\$500	\$2,000
Argote, Derbes, Graham, Shuffield & Tatje, Inc.	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Bank of New Orleans	\$2,500	\$2,500	\$2,500			\$7,500
Biz New Orleans (*Media Swap/No Cash)			\$2,500	\$5,000	\$2,500	\$10,000
Captial One	\$2,500	\$2,500	\$2,500	\$2,500	\$1,000	\$11,000
CBRE					\$1,000	\$1,000
Committee of 100 - LA				\$1,000	\$1,000	\$2,000
Corporate Realty			\$1,000	\$1,000	\$1,000	\$3,000
Crescent Title		\$500				\$500
Ed White & Associates					\$500	\$500
Essential Mortgage				\$500		\$500
Eustis Commercial Mortgage		\$500		\$500	\$500	\$1,500
Favrot & Shane/1st Lake Properties	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Fidelity Bank		\$2,500				\$2,500
Fifth District Savings Bank	\$500	\$500			\$500	\$1,500
First NBC Bank	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000	\$22,500
Gulf Coast Bank & Trust			\$1,000	\$2,500		\$3,500
Gulf States Real Estate Services		\$500	\$1,000	\$500		\$2,000
Home Bank	\$500	\$1,000	\$1,000	\$2,500	\$2,500	\$7,500
IBERIABANK					\$1,000	\$1,000
J. Everett Eaves				\$1,000		\$1,000
Jack Stumpf & Associates	\$500	\$500	\$2,500	\$1,000	\$1,000	\$5,500
JEDCO		\$500	\$500	\$500	\$500	\$2,000
Kirschman Realty		\$500				\$500
Lachin Oubre Architects		\$1,000	\$2,500	\$2,500	\$2,500	\$8,500
Larry G. Schedler & Associates, Inc	\$1,000					\$1,000
Latter & Blum Companies	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$110,000
Liberty Bank & Trust	\$500		\$500	\$500	\$500	\$2,000
Louis "Pat" Miramon		\$1,000	\$1,000	\$1,000		\$3,000
Max J. Derbes Inc.		\$500	\$500	\$500	\$500	\$2,000
Metairie Bank		\$1,000	\$500	\$500	\$500	\$2,500
New Orleans Business Alliance				\$1,000	\$1,000	\$2,000
NOMAR/GSREIN (*Swap MLS/No Cash)				\$2,500	\$2,500	\$5,000
Real Estate Tax Group	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Resource Bank		\$500	\$500	\$500	\$500	\$2,000
Select Properties		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Shadow Lake Management				\$1,000	\$1,000	\$2,000
SRSA Commercial Real Estate				\$1,000	\$1,000	\$2,000
St. Tammany Economic Development Foundation		\$500	\$500	\$1,000	\$1,000	\$3,000
St. Tammany Parish Government			\$2,500	\$2,500		\$5,000
State Investors Bank		\$500				\$500
The Park Companies	\$500	\$500	\$500	\$1,000	\$1,000	\$3,500
Title Stream				\$1,000	\$1,000	\$2,000
Trapolin-Peer Architects, APC					\$500	\$500
Walker & Dunlop		\$500	\$500	\$500	\$500	\$2,000
Whitney Bank			\$2,500		\$2,500	\$5,000
Women's Council of Realtors New Orleans Metro				\$500		\$500
Yearly Totals/5 Year Total	\$24,500	\$52,500	\$61,000	\$70,000	\$64,000	\$272,000
In-Kind (Swaps)	\$0	\$0	\$2,500	\$7,500	\$5,000	\$15,000
Yearly Cash Totals/5 Year Cash Total	\$24,500	\$52,500	\$58,500	\$62,500	\$59,000	\$257,000

- **University of New Orleans Alumni Association**
 - The Alumni Association has been supporting the annual Economic Outlook and Real Estate Forecast Seminars for New Orleans and Northshore by providing funding for the mid-seminar break at each seminar.
 - Funding provided by the Alumni Association for the past five years is as follows:

Year	Amount
2013	\$967
2014	\$912
2015	\$1,058
2016	\$1,260
2017	\$1,232

2. Provide a three-year budget, including sources and amounts of funding/revenue and costs/expenditures for the Center.

See next page

Real Estate Center of Excellence 3 Year Budget

	Estimated 2017-2018	Estimated 2018-2019	Estimated 2019-2020
Balance Forward (prior fiscal year)	\$50,863.96	\$37,359.96	\$30,401.96
Merrick Endowment Allocation ¹	\$27,552.00	\$29,000.00	\$31,000.00
Partnerships	\$67,000.00	\$68,500.00	\$70,000.00
UNO Alumni Association	\$1,250.00	\$1,275.00	\$1,300.00
Economic Outlook & Real Estate Forecast Seminars	\$14,000.00	\$15,000.00	\$16,000.00
Continuing Education Courses (2 hour classes)		\$4,000.00	\$5,000.00
Misc. Revenue (included report sales, data requests, etc.)	\$2,800.00	\$3,000.00	\$3,200.00
LA Real Estate Commission Endowment Earnings	\$1,500.00	\$1,500.00	\$1,500.00
General Fund	\$6,897.00	\$6,897.00	\$6,897.00
Total Revenue	\$171,862.96	\$166,531.96	\$165,298.96
Expenses			
Salary (Assistants to the Director)	\$82,000.00	\$82,000.00	\$82,000.00
Fringe Benefits (47%, 49%, 51%, 53%)	\$40,180.00	\$41,820.00	\$43,460.00
Personnel	\$122,180.00	\$123,820.00	\$125,460.00
Office/Seminar Supplies	\$2,000.00	\$2,000.00	\$2,000.00
Printing	\$2,500.00	\$2,500.00	\$2,500.00
Telephone	\$960.00	\$960.00	\$960.00
Postage/Freight	\$313.00	\$300.00	\$300.00
Subscriptions	\$600.00	\$600.00	\$600.00
Credit Card Fees	\$400.00	\$400.00	\$400.00
Travel (Local)	\$150.00	\$150.00	\$150.00
Economic Outlook & Real Estate Forecast Seminar Venues	\$4,100.00	\$4,100.00	\$4,100.00
LA Real Estate Commission (course/speaker approvals)	\$800.00	\$800.00	\$800.00
UNO Foundation Management Fee	\$500.00	\$500.00	\$500.00
Total Expenses	\$134,503.00	\$136,130.00	\$137,770.00
Balance	\$37,359.96	\$30,401.96	\$27,528.96

¹ Actual Allocation for 2017-2018

E. Measures for Center of Excellence

1. How will the Center enhance the Institution's mission? What value does a Center bring that is not accomplished through the current organizational structure? What goals/objectives would be accomplished due to the existence of the Center? What indication is there that the Center is an institutional priority?
 - The University of New Orleans is an urban research university and since 1978, the Institute has been a part of the research mission. The Institute conducts applied research focused on various aspects of the regional economy and real estate market.
 - The Institute engages with a cross-section of individual and organizations extending across the public, private and philanthropic sectors of the region and state, especially through its annual market analysis and annual economic outlook and real estate seminars.
 - Faculty, staff and students have access to the staff and research of the Institute. For example, students enrolled in Real Estate Market & Development Feasibility Analysis or the Seminar in Financial & Economic Analysis for Real Estate Investment have used data provided in the annual real estate market analysis to complete the term project in each course.
 - Faculty, staff and students are able to attend the annual seminars free of charge, which provides an opportunity to network with the New Orleans and Northshore business communities.
 - UNO faculty are relied upon to share their expertise as speakers/panelist at the annual seminars in areas such as the New Orleans economy, hotel and tourism industry and higher education. (See Appendix III for a list of faculty participants).
 - The annual seminar for New Orleans held on the UNO campus brings an average of 400 business community members to campus in a single event, who may otherwise not visit the campus.
 - The annual Northshore seminar is the single event that provides visibility to the University on a regional level to the parishes of St. Tammany, Tangipahoa, Livingston, Washington and St. Helena. Members of the business community in those parishes, as well as drawing attendees from Baton Rouge and Orleans and Jefferson Parishes, are given an opportunity to interact with each other and with members of the University's community. This event averages 200-250 attendees.
 - The Institute has always received support from the administration from Dean of the College of Business Administration up through the President's office. Since Katrina, the President (previously Chancellor) and Dean of the College of Business have given opening remarks at the annual seminars.

This has provided the university's leadership a unique opportunity to engage with the regional business community.

2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measureable outcomes of the enterprise. How will excellence be even more apparent with/through the Center?
 - o In 2017, the Institute published Volume 49 of the *Metropolitan New Orleans and Northshore Real Estate Market Analysis*. This report is still relied upon by the business community to track trends and aid in decision making and has often been quoted by the national, regional and local news media. The advantage of the Institute's report is that economic, residential and commercial real estate information is contained in a single report. Therefore, the Institute is constantly looking for ways to expand and enhance the real estate market analysis coverage in a rapidly changing economy and real estate market to increase the value of the report and thereby sales of the report. For example, in 2015 the report was expanded to cover major economic development projects in the New Orleans and Northshore region, such as major construction projects, company expansions and building conversion projects. Forty years after the publication of volume one, the Institute will publish the 50th volume of the market analysis. This is a testament to the utility and value the report still has amongst members of the real estate industry and the business community.
 - o In conjunction with the release of the annual market analysis report, the Institute hosted its 28th annual seminar for New Orleans and averages approximately 400 attendees each year. And it was the 7th year for the annual Northshore seminar which averages approximately 200 - 250 attendees each year. While real estate industry members (agents, brokers, appraisers, developers, contractors, title companies, and property management) make up the majority of the audience, attendees also include a wide variety of business community members including, but not limited to, those in the fields of banking, economic development, CPAs, lawyers and architects. The seminar also provides an opportunity for real estate industry members and other professionals to earn continuing education/professional development hours. Each year, the Institute looks for the topics or events that are shaping the landscape of the regional economy and real estate market. As the Institute inches closer to hosting the 30th annual New Orleans seminar in 2019, the ability of the two seminars combined attract approximately 600+ attendees annually, demonstrates the value the business community has placed on these events and that of the Institute.

3. Is there an ongoing, successful effort to secure funding/partnerships to support the mission and activities of the Center? What is the plan for the next five years to maintain and enhance the performance of the Center and to ensure future viability?
- The Institute is working with the College of Business Administration on a fundraising campaign to double the amount of the Robert W. Merrick Endowment Fund. Mr. Robert Merrick generously donated \$600,000 to establish this endowment and at a minimum would like to increase it to at least \$1.2 million. This would aid in increasing the annual interest allocation the Institute receives for operations.
 - For the past five years, the Institute has had a successful partnership (sponsorship) program. These partnerships have helped support the annual seminars and research for the real estate market analysis report. In 2017, the Institute had 34 partners. For fiscal year 2017-2018, the Institute will be reviewing and updating the partnership program in an effort to maintain current partnership and potentially have current partners increase their level of funding, as well as, continuing to attract new partner companies/individuals. The goal of the updated partnership program is to have 36 total partners for 2018.
 - The Institute will continue to seek research projects with industry and government agencies as it has in the past.

4. List and describe programs under development for the Center: credential, purpose, anticipated implementation, and expected productivity. How will each contribute to the Center's focus?
- Expansion of professional development/continuing education programs.
 - After each of the annual seminars, attendees are asked to fill out an evaluation form. It has become clear through the evaluation and conversations with attendees there is an interest for the Institute to provide more continuing education opportunities.
 - Attendees have expressed interest in more in-depth coverage of some topics than can be done within the framework of the larger annual seminars or even in the annual report. Topics such as the effects short term rental have on the apartment market, new retail projects and flood insurance have been suggested.
 - In fiscal year 2017-2018, the Institute will explore offering at least two, two credit hour professional development seminars on the UNO campus by the fall of 2018. The goal is to have a minimum of 75 to 100 attendees for each seminar. If the pilot program is successful, offerings will continue to increase as demand increases.
 - Real Estate Certificate Program
 - The Institute will be exploring the feasibility of developing a certificate programs for real estate professionals, including those looking to join the industry. The initial offering to be considered will be to provide the academic education necessary for a person to become a licensed real estate agent in the State of Louisiana, as well as cover the post-licensing education requirement. The Institute will work with the College of Business Administration, the Louisiana Real Estate Commission and leaders in the real estate profession to develop these certificate programs.
 - The initial offering for those wanting to become a licensed real estate agent will build upon the current academic offering of Real Estate Principles (Finance 2335). Students completing this course earn 45 classroom hours towards the 90 hours required by the Louisiana Real Estate Commission to take the agent licensing exam.
 - Timeline – two to three years

5. How will the Center provide and promote service to the greater community? How will its existence provide opportunities to improve the quality of life of Louisiana residents?

and

6. How do the Center's education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs focus on addressing current and projected workforce and economic development needs?

Through the Institute's annual Dr. Ivan Miestchovich Economic Outlook & Real Estate Forecast Seminars, UNO faculty, staff and students, the general public and business community is offered an opportunity to gain knowledge related to the regional economy and real estate market from community and business leaders. The seminars offer networking opportunities and a chance for business community members to earn continuing education hours. The Institute staff works with local community members, as well as takes into consideration past seminar evaluations and newsworthy events to determine topics of interest for each seminar.

The annual real estate market analysis publication educates the UNO community, general public and business community, locally, state and countrywide, on the regional economy and real estate market. The report provides a consolidated statistical resource to aid business leaders and small investors in decision making. Members of the real estate industry, such as appraisers use the report for background data needed for their reports and valuations. The Institute constantly looks for innovative ways to make the report a more valuable resource to its constituents.

In addition to being a valuable asset for the business community, the annual real estate market analysis report has proven to be an asset for students learning how to use primary and secondary information sources in decision making. The report has been integrated as a learning tool in two Finance courses: Real Estate Market & Development Feasibility Analysis (undergraduate level) and Seminar in Financial & Economic Analysis for Real Estate and Investment (graduate level). Both of these courses include a term project that involves the students' ability to identify and use data sources that provide relevant information to aid in their analysis and evaluation of a subject property/case. Often times, the term project is based on a real property in the New Orleans area with base information provided by a non-profit or other entity that has had the property evaluated. Once the students' complete the term project, a copy of their report is submitted back to the entity that provided the base information. Those entities have always been interested in

the students' evaluations and how they complement or contrast with the evaluation they had commissioned originally.

7. Provide specific evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector. Include examples of ongoing work, particularly as it relates to the Center's focus, and copies of MOU's or other agreements.
 - Flood insurance research, initial report "2016 Louisiana Floods: Flood Insurance Overview" was published June 2017. The report will be updated as information become available from the State and Federal governments. This on-going project is being funded by the UNO College of Business Administration.
 - The real estate market analysis is published with the cooperation of leasing agents and property owners throughout the region. They are surveyed annually in order to track the trends in the real estate market.
 - The Institute relies on business and industry leaders to present at the annual seminars. Appendix III provides a partial list of speakers throughout the years. There is a wide array of participants from those on the national level to local industry leaders to government official and UNO faculty members.
 - The Louisiana Realtors Association (LRA) had reached out to the Institute to discuss working on a quarterly newsletter for the entire state. Institute staff and the LRA were close to reaching an agreement when Louisiana was devastated by massive flooding which caused LRA to refocus its staff and resources to disaster relief. Data collection from the local boards of realtors became problematic at the time. In the future, Institute staff hope to reopen discussions with LRA.

8. Describe the Advisory Board or program/center advisors, including membership, meeting schedule, and examples of input and involvement with the Center's area of focus.

The Institute does not have a formal advisory board, however we do consult with business community members and University faculty members on seminar topics and/or speakers and recommendations on improving the real estate market analysis. For example...

- Brenda Bertus, CEO, St. Tammany Economic Development Foundation has been consulted on topic and speaker suggestions for the Northshore seminar.
- Larry Schedler, President of Larry G. Schedler & Associates, Inc., who is an expert in the multi-family real estate market, has contributed to the annual real estate market analysis and is currently working with Institute staff on how best to collect data on this sector of the market as the process used to set rents by apartment managers and owners is changing.
- Dr. Walter Lane, Chair of the UNO Department of Economics and Finance, University of New Orleans, has provided guidance on speaker suggestions for the healthcare and insurance industries.

- F. Attach three or more letters of support from business and/or community members.

Letters of support from the following are attached on the following pages:

1. Brenda Bertus, CEO, St. Tammany Economic Development Foundation
2. Holly Callia, Mortgage Market President, IBERIABANK New Orleans
3. Paul Dastugue, President, Property One, Inc.
4. Richard Haase, President, Latter & Blum, Inc.
5. Robert Merrick, Chairman of the Board & CEO, Latter & Blum Companies
6. Larry Schedler, President, Larry G. Schedler and Associates, Inc.