

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:05 a.m., Thursday, August 23, 2018**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:

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

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

Board Agenda Item E.1.

Southeastern Louisiana University’s request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Science in Integrated Science and Technology.

Board Agenda Item E.2.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training.

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

Board Agenda Item E.3.

University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate for Practitioner Teacher Program Alternate Path to Teacher Certification in Elementary Education.

Board Agenda Item E.4.

University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate Program for Practitioner Teacher Program Alternate Path to Teacher Certification in Secondary Education.

Board Agenda Item E.5.

University of New Orleans' request for approval of a Letter of Intent to develop a New Academic Program leading to a Professional Pilot Bachelor of Science.

Board Agenda Item E.6.

University of New Orleans' request for approval of a Memorandum of Understanding with Xavier University of New Orleans.

Board Agenda Item E.7.

University of New Orleans' request for approval of a Memorandum of Understanding with Southwest Petroleum University, Chengdu, Sichuan, China.

Board Agenda Item E.8.

University of Louisiana System's request for approval of System Universities' 2018-19 Promotions in Faculty Rank and Recommendations for Tenure.

D. Discussion/Action Item:

Board Agenda Item E.9.

University of Louisiana System's Proposed Revision to *Policy and Procedures Memorandum S-II.XXIII.-1 Hazing*.

E. Other Business

F. Adjournment

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

- Item E.1.** **Southeastern Louisiana University's** request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Science in Integrated Science and Technology.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval of a Letter of Intent for a Bachelor of Science in Integrated Science and Technology (ISAT). The proposed program is designed to provide a broad-based, flexible science curriculum for students whose needs are not fully met by current degree offerings. Departments within the College of Science and Technology at SLU offer degrees in Biological Sciences, Chemistry, Computer Science, Engineering Technology, Industrial Technology, Mathematics, Physics and Occupational Safety Health & Environment. However, some professions are better served by graduates with more multidisciplinary learning experiences. The proposed ISAT will reflect the multidisciplinary nature of many workforce requirements.

The proposed 120-credit-hour curriculum is designed to provide an integrated science and/or technological education for graduates so they can take advantage of rapidly evolving multidisciplinary employment opportunities. Along with general education requirements, the core curriculum for the proposed ISAT will provide a broad scientific foundation, including at least 6-8 credit hours in each of the following subject areas: Biology, Chemistry, Computer Science, Mathematics and Physics. In recognition of the importance of communication skills and reasoning ability, students will be required to complete Introduction to Public Speaking (COMM 211), Critical Thinking (PHIL 310), and Technical Writing (ENGL 322). Majors will also complete an ISAT advising and career choice seminar course as well as a professional internship with a workforce partner. Beyond the core requirements, three areas of concentration are available: Health Sciences, Environmental Science and Multidisciplinary Science and Technology. The first two are directly related to current statewide workforce needs, while the third offers flexibility within the curriculum to adapt to developing workforce needs.

The impetus behind the development of the proposed program was the realization that the current individual degrees offered at SLU were not directly compatible with the rapidly changing needs of the workforce. For example, as technology becomes increasingly integrated into many facets of society, applicants who are conversant in both a primary field, such as biology or chemistry, along with computer science, may be at an advantage. According to the US Bureau of Labor Services' Occupational Outlook Handbook, employment in professional, scientific and technical services are projected to grow by 34% with employment in management, scientific and

technical consulting services anticipated to expand at “a staggering 83%.” On a local level, a further need for a program like the one proposed is related to the large number of technology companies that have moved into the State in recent years, the most exciting example of this being DXC Technology which intends to hire up to 2,000 new employees in the next five years. Although a large portion of recruits will be those with a traditional Computer Science degree, DXC representatives have also expressed interest in hiring graduates with a breadth of experiences and perspectives so that they are more readily able to respond to rapidly changing demands of their clients. Having an ISAT degree in place will allow for SLU to respond immediately to the ever diversified needs of industry as Louisiana attracts more and more high tech companies.

The proposed BS in ISAT is unlike any other baccalaureate degree currently available at a public university in Louisiana. While there is some potential overlap within concentrations that exist at other universities, there are no existing degree programs that provide a flexible, interdisciplinary, science-focused degree program such as the one being proposed by SLU. Based on enrollment growth in degree programs offered in the College of Science and Technology, the University anticipates the program will annually complete 40-50 students once established. Cost of program implementation will be minimal since the proposed program will utilize the talents of existing faculty and facilities are more than sufficient. The curriculum will draw from courses already taught at SLU with only three new courses needing to be developed. A program of this nature is a natural extension of SLU’s degree inventory; the University offers a Master of Science in Integrated Science and Technology which completes, on average, nine (9) students annually.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Science in Integrated Science and Technology.

August 2, 2018

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

Re: Letter of Intent for a Bachelor of Science in Integrated Science and Technology

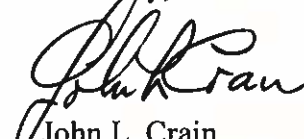
Dear Dr. Henderson:

Southeastern Louisiana University respectfully requests that its Letter of Intent to develop a new academic program leading to a Bachelor of Science in Integrated Science and Technology (ISAT) be placed on the agenda for the August 2018 meeting of the University of Louisiana System Board of Supervisors.

The proposed Bachelor of Science in Integrated Science and Technology (ISAT) within our College of Science and Technology is designed to provide a broad-based, flexible science curriculum for students whose needs are not fully met by the current degree offerings. Departments within the College of Science and Technology offer degrees in Biological Sciences, Chemistry, Computer Science, Engineering Technology, Industrial Technology, Mathematics, Physics and Occupational Safety Health & Environment. However, some professions are better served by graduates with more multidisciplinary learning experiences. The new ISAT degree will reflect the multidisciplinary nature of many workforce requirements.

Your consideration of this request is appreciated.

Sincerely,


John L. Crain
President

Attachment

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

General Information

Date:

Institution: Southeastern Louisiana University	Requested CIP, Designation, Subject/Title: Bachelor of Science in Integrated Science and Technology 30.1501 Science, Technology and Society
Contact Person & Contact Info: Dr. Tena L. Golding, Provost and Vice President for Academic Affairs. SLU 10798 Hammond LA, 70402 phone (985) 549-2316 fax (985) 549-2304	

1. Program Objectives and Content

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

This proposal is to create a Bachelor of Science in Integrated Science and Technology (ISAT) within the College of Science and Technology at Southeastern Louisiana University. The four-year degree is designed to provide a broad-based, flexible science curriculum for students whose needs are not fully met by the current degree offerings. Departments within the College of Science and Technology offer degrees in Biological Sciences, Chemistry, Computer Science, Engineering Technology, Industrial Technology, Mathematics, Physics and Occupational Safety Health & Environment. However, some professions are better served by graduates with more multidisciplinary learning experiences. The new ISAT degree will reflect the multidisciplinary nature of many workforce requirements.

The proposed curriculum is designed to provide an integrated science and/or technological education for our graduates so they can take advantage of rapidly evolving multidisciplinary employment opportunities. Along with typical general education requirements, the core curriculum for the ISAT degree will provide a broad scientific foundation, including at least 6-8 hours in each of our major subject areas: Biology, Chemistry, Computer Science, Mathematics and Physics. In recognition of the importance of communication skills and reasoning ability, our students will be required to complete Introduction to Public Speaking (COMM 211) Critical Thinking (PHIL 310) and Technical Writing (ENGL 322). Majors will also complete an ISAT advising and career choice seminar course as well as a professional internship with a workforce partner.

Beyond the core requirements, three concentrations are designed to provide some flexibility to meet the needs of diverse students. The proposed concentrations are Health Science, Environmental Science and Multidisciplinary Science and Technology. The first two are directly related to current statewide workforce needs, while the third offers flexibility within the curriculum to adapt to developing workforce needs.

The Health Science concentration will target students interested in allied healthcare fields and certain pre-professional medical fields. It would also be appropriate for a student interested in law school. Students in this concentration would be able to choose from the typical science courses that biology majors take, as well as such diverse courses as Human Anatomy and Physiology, offered in the Biological Sciences department; Nutrition, offered in Family and Consumer Sciences; Introduction to Pharmacology, offered in Nursing; Biomechanics, offered in Kinesiology; and Emergency Health Care, a Health Studies course. The Health Science concentration would allow the student to complete all of the prerequisites as well as additional recommended courses for programs such as Physical Therapy, Occupational Therapy, Dental Hygiene, Physician Assistant and Pharmacy, among others.

The Environmental Science concentration acknowledges the interdisciplinary nature of environmental studies. Students in this program could take a variety of Ecology and Environmental Biology courses in the Biological Sciences department, along with Earth Science and Analytical Chemistry in the Department of Chemistry and Physics; Environmental Sociology, Population, and Introduction to GIS in the Department of Sociology and Criminal Justice; Politics and the Environment from the Department of History and Political Science, and Environmental and Resource Economics in the Department of Management and Business Administration. While the focus of this concentration is science, it offers more flexibility than the traditional science degrees in terms of non-science courses beneficial to students pursuing environmental careers.

The Multidisciplinary Science and Technology concentration will add even greater flexibility to the ISAT degree. The typical science/computer science degree requires between 70 and 80 hours of science and mathematics, including over 40 hours in the major area. The ISAT core curriculum has 42 to 44 hours across the scientific fields with an additional 36 hours in the concentration. For the Multidisciplinary Science and Technology concentration, the student, in consultation with the ISAT advisor, will focus on two, rather than one, of the "typical" major areas. For example, a student interested in bioinformatics might take 18 hours of additional biology courses (above the core hours) and 18 hours of additional computer science courses. Another student might complete 16 hours of mathematics and 20 hours of physics as a concentration. Each of the two focus areas would have to include at least 15 total hours, 9 of which must be upper level (300/400) hours. Additional concentration courses could still be chosen from among other disciplines. An appeal of this type of a curriculum is that it is readily adaptable to current trends in technology. Below is a sample curriculum (as it would appear in the Southeastern General Catalogue) outlining the curriculum for the Multidisciplinary concentration

**Curriculum in Integrated Science and Technology
Leading to the Degree of Bachelor of Science
Multidisciplinary Concentration**

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
††General Biology 151 ^G	3	††General Biology 153 ^G	3
††Biology Lab 152.....	1	††Biology Lab 154.....	1
English 101 or 121H or 123H ^G	3	*Chemistry 121 ^G	3
*Mathematics Sequence I ^{1,G}	3-5	Chemistry Lab 123.....	1
Computer Science 161.....	3	Mathematics Sequence II ^{1,G}	3-5
Southeastern 101.....	2	English 102 or 122H or 124H ^G	3
	15-17		14-16
Chemistry 122.....		Second Year	
Chemistry Laboratory 124.....	1	Communication 211 ^G	3
††Concentration Electives.....	6	††Concentration Electives.....	6
Elective.....	3	ISAT 301.....	1
Mathematics Sequence III ^{1,G}	0-3	English 230, 231, or 232 ^G	3
	13-16		13
††Concentration Electives ²		Third Year	
Arts Elective ^{3,G}	3	††Concentration Electives ²	6
Elective.....	3	English 322.....	3
Physics 191.....	3	Elective.....	4
Physics Lab 193.....	1	Physics 192.....	3
	16	Physics Lab 194.....	1
Social Science Elective ^{4,G}		Fourth Year	
††Concentration Electives ²	6	††Concentration Electives ²	6
ISAT 401.....	3	Philosophy 310.....	3
Elective.....	1-3	Social Science Elective ^{4,G}	3
	13-15	History Elective ^G	3
			15

Total Minimum Semester Hours Required	120
Total Minimum Semester Hours Required in Major	41

Southeastern 101 is not required of transfer or readmitted Southeastern students with 30 hours or more. Those students will replace Southeastern 101 with 2 hours of free electives.

⁹General Education Courses
⁹Grade of "C" or better

¹¹A grade of "C" or better is required in these major courses.

¹Students have the choice of the following course sequences: Mathematics 161, 162, and 163 (9 credit hours); Mathematics 165 and 200 (8 credit hours); Mathematics 200 and 201 (10 credit hours). Students who take the first sequence are required to take one additional elective hour; those who take the second sequence must take two additional elective hours.

²Students must choose approved courses from TWO of the following six disciplines: Biological Sciences, Chemistry, Computer Science, Engineering Technology, Mathematics, or Physics. Within each sub-discipline, students must take at least 15 hours and at least 9 of those hours must be at the 300 level or above. The total number of Concentration elective must total 36 hours.

³Courses can be taken in music, art, dance, or theatre.

⁴Courses can be selected in economics, geography, anthropology, political science, psychology, or sociology.

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 impetus behind the development of this proposal was the realization that the current individual degrees offered at Southeastern were not directly compatible with the rapidly changing needs of the workforce. For example, as technology becomes increasingly integrated into many facets of society, applicants who are conversant in both a primary field, such as biology or chemistry, along with computer science, may be at an advantage. For example, a decade ago the iPad didn't exist. Now, it has become an invaluable tool in the health care profession. Students in this program could couple Computer Science with Health Science courses, thus allowing them to adapt more effectively as this technology becomes even more widespread.

According to the U.S. Bureau of Labor Services' Occupational Outlook Handbook, *"Employment in professional, scientific, and technical services is projected to grow by 34 percent, adding about 2.7 million new jobs by 2018."*

Further, *"Employment in management, scientific, and technical consulting services is anticipated to expand at a staggering 83 percent, making up about 31 percent of job growth in this sector. Demand for these services will be spurred by businesses' continued need for advice on planning and logistics, the implementation of new technologies, and compliance with workplace safety, environmental, and employment regulations."*

On a more local level, the Louisiana Department of Labor has compiled projections for the labor market through 2018 (LaWorks website at <http://www.laworks.net/>). Although unfortunately many of the fields projected to grow quickly do not require Bachelor's degrees, the ISAT program would be attractive to students interested in several of the careers that do, including Physician Assistant, Physical Therapist, and Occupational Therapist.

A further need for this sort of degree is related to the large number of technology companies that have moved into the State in recent years, the most spectacular example of this being DXC Technology establishing a site in New Orleans where they intend to hire up to 2000 new employees in the next five years. Although a large portion of their new employees will be students with a traditional Computer Science degree, they have also expressed interest in hiring graduates with a breadth of experiences and perspectives so that they are more readily able to respond to rapidly changing demands of their clients. Having the ISAT degree in place will allow us to respond immediately to the ever diversified needs of industry as Louisiana attracts more and more high tech companies.

A search of the Board of Regents Inventory of Degree and Certificate Programs reveals that the proposed B.S. in ISAT does not duplicate programs at any of the public Universities in Louisiana. A more detailed search of individual university websites shows some potential overlap within concentrations, but the overall concept of an interdisciplinary science degree has not been duplicated.

Four Universities, including Southeastern but also ULM, Nicholls, and Northwestern, offer some version of Allied Health or Health Studies degrees that have some similarities with the proposed Health Science concentration of the ISAT. While these degrees would be appropriate for students interested in some pre-professional options, they are understandably focused on healthcare courses rather than traditional science courses and are thus less flexible than the proposed ISAT degree. The ISAT Health Science concentration would be an excellent option for a student who started in the sciences unsure of a career choice, and then decided to pursue an allied health or pre-professional field.

Several Universities, including LSU, UNO, McNeese, Louisiana Tech, ULL and Nicholls, offer some type of Environmental degree that could be compared with our Environmental Science concentration. Degrees such as the ULL Environmental Sciences concentration or the B.S. in Earth and Environmental Sciences at UNO are both housed in Departments of Geology and are much more focused on coastal and geosciences. The B.S. in Coastal and Environmental Science at LSU is of an interdisciplinary nature, but is more specialized than our proposed Environmental Science program. The Environmental Biology concentration at Nicholls State University is focused on Biology and is much less interdisciplinary than our proposed degree. Again, the multidisciplinary nature of this proposed degree sets it apart. The environmental scientist with a background in remote sensing (i.e. Engineering Technology) would be able to incorporate new measurement techniques to this important field.

The Multidisciplinary concentration targets students who have primary interests in two fields of science to accommodate interdisciplinary employment opportunities. The only similar program is seen at LSU, which has three choices of "Concentration in Chemistry with a Second Discipline", "Concentration in Physics with a Second Discipline" and Concentration in Computer Sciences" with a Second Discipline. This option is not offered for Mathematics or Biology as in our proposed concentration.

Despite the lack of integrated science degree offerings in Louisiana, many other universities have developed such programs. Some examples include:

- University of Washington B.S. in Integrated Sciences
- University of Central Arkansas, B.S. in General Science
- South Dakota School of Mines, B.S. in Interdisciplinary Sciences
- Virginia Commonwealth University, B.S. in Science (Interdisciplinary Science)
- Rensselaer Polytechnic Institute, B.S. in Interdisciplinary Science
- Florida Institute of Technology, B.S. in Interdisciplinary Science
- University of Oregon, B.A. and B.S. in General Science
- University of Arizona, B.S. in Integrated Science
- James Madison University, B.S. in Integrated Science and Technology

While the degrees vary, these Universities tout the benefits of a flexible, interdisciplinary, science-focused degree program such as the one we are proposing.

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 development of the B.S. in Integrated Science and Technology is in alignment with strategic

priorities of Southeastern as stated in the Vision 2017 document.

Strategic Priority 1: To provide competitive educational opportunities that attract diverse well-prepared students who progress and graduate.

This B.S. in ISAT is unlike any Bachelor's degrees currently available at the public institutions in the State of Louisiana. The degree is specifically designed to be flexible while providing the rigorous coursework and experiences necessary for our students to be successful in the workplace. For students interested in graduate or professional schools, the current curricula may require additional hours in order to fulfill the necessary prerequisites, thus impeding progression. For example, a number of allied health programs require human anatomy and physiology as well as statistics; these courses would be additional electives in a typical Biology or Chemistry degree. Likewise, in our current program, a student interested in bioinformatics might choose to major in Biological Sciences with a Computer Science minor; this would require at least 134 credit hours, compared with the 120 credit hours necessary for the ISAT Multidisciplinary Science concentration in Biology and Computer Science.

Strategic Priority 2: To provide relevant curricula and an intellectually stimulating environment.

The interdisciplinary nature of the ISAT degree will allow students to explore multiple facets of science and technology. The three proposed concentrations target students with a variety of career interests. The concentrations are specifically designed to be flexible in order to meet changing workforce needs. All students would receive broad training in the sciences, would focus more deeply on one or two scientific fields, and would still have the opportunity to complete multiple relevant non-science courses in their field of interest.

One of the courses that will be developed for this program in an ISAT career and degree-planning seminar similar to the GBIO 241 seminar "Professional Aspects of Biology" offered in Biological Sciences. Interviews with Biological Sciences majors have indicated that they find this course very useful for making them think about future plans and learn much more about their career of interest while still in college.

The ISAT degree will also encourage students to complete undergraduate research in one of the ISAT departments, and will require all students to complete a professional internship in a relevant field. The program will emphasize the importance of "doing" rather than just "learning about" science and technology.

Perhaps the greatest appeal of the BS in ISAT is its adaptability to rapidly changing workforce needs. An acknowledged problem with higher education is that development and implementation of degree programs takes much longer than is needed to meet the more immediate needs of industry. The BS in ISAT will work at the speed of business and be able to adapt immediately. Specifically, the B.S. in ISAT will create a degree that is directly aligned with the targeted workforce development needs within the state.

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.

Over the past decade, the enrollment in the degree programs offered in the College of Science and

Technology has grown from about 1800 students to over 2200 students. The greatest areas of growth have been in Computer Science and Information Technology as well as in two of our newest degree programs, Engineering Technology and Occupational Safety Health & Environment. Having said that, we could be producing even more graduates in STEM disciplines because many of the students who initially chose a STEM major transfer to another discipline outside of the College. A good example of this are the numbers of graduates in General Studies who chose the Natural Sciences or Applied Sciences group. Here are the number for the past five graduating groups

Fall 2016	15
Spring 2017	25
Summer 2017	7
Fall 2017	17
Spring 2018	28

Based upon this group of students only, we would expect in the area of 40-50 graduates a year, however, we feel that with this new and flexible degree program, we would be able to advise students early in their academic career to stay in a STEM-related field. Furthermore, once this program is in place, we will be able to recruit students into this unique and workforce-friendly degree program.


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.

Program costs for the Bachelor of Science in Integrated Science and Technology will be nominal. This degree program will require the development of only three new courses. One will be a 300-level seminar for degree, internship and career planning. No new resources will be required for the development of this course. The other two courses will be professional internships. A 3-hour 300-level internship will be required of all ISAT students. An optional 3-hour advanced (400-level) internship will also be offered as a concentration elective. Students will arrange the internships with approved workforce partners.

The program will operate out of the College of Science and Technology and within existing departments and will not require additional facilities or faculty. At most, a coordinator from one of the departments may receive release time to oversee the program; this will not require an additional appropriation.

CERTIFICATION:


 Chief Academic Officer

7/31/18
 Date

 Management Board

 Date of Approval by Board

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

- Item E.2. University of Louisiana at Lafayette's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training.**

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval of a Letter of Intent (LoI) to develop a new academic program leading to a 55 credit-hour Master of Science in Athletic Training (MSAT). Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, primarily those with patients who are physically active. Currently, UL Lafayette offers an accredited professional-level athletic training program at the baccalaureate level which, under new leadership, recently increased the number of graduates from 5 in 2014-15 to 11 in 2016-17. The first-time pass rate on the Board of Certification exam has increased from 25% in 2014-15 to 90% in 2016-17; and the three-year aggregate pass rate has increased from 67% in 2014-15 to 83% in 2016-17. The increase in these three markers of program performance indices is a reflection of strong program leadership, growing interest in the profession and degree program, and a tangible commitment by University faculty and administration to provide enhanced student support. Recently, the profession voted to change the entry-level requirement to the master's degree level. The Commission on Accreditation of Athletic Training Education (CAATE), which accredits such programs, has mandated that athletic training education at the undergraduate level be discontinued by 2022. If the MSAT program proposed by UL Lafayette is approved, the University will seek termination of the Bachelor of Science (BS) in Athletic Training and implement a phase-out plan that has already been developed.

While this transition is mandated to align with changing accreditation standards, such a change will help to provide better educated and skilled healthcare professionals as well as complement numerous academic and non-academic units at UL Lafayette (i.e., Athletics, Dietetics, Nursing, etc.). The need for adequate numbers of healthcare providers in our state and in the region served by UL Lafayette continues to be of concern. The Bureau of Labor Statistics (BLS) projects a 21% growth for the athletic training profession for the years 2014-24. This projection anticipates a growth of 5,400 new athletic training jobs during this ten-year period. The BLS states: "As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase." In short, the proposed program will provide qualified graduates equipped to address a growing industry in a state with an underserved patient population.

The proposed MSAT will be an ongoing, multi-cohort program targeted toward students with a desire to enter the allied health profession. The University anticipates an enrollment of 14-16 students in YR1 with that number increasing to 28-32 in YR5. The Exercise Science undergraduate degree program offered by UL Lafayette will prepare students who will constitute the major pool of internal applicants for the proposed program. In addition, UL Lafayette faculty actively involved in a variety of nationally and internationally recognized professional organizations will recruit graduate students to the proposed program. The opportunities to interact with potential graduate students and recruit them at national meetings of organizations such as the American College of Sports Medicine, National Athletic Trainers Association and the National Strength and Conditioning Association are numerous.

In addition to UL Lafayette, Southeastern Louisiana University (SLU) and LSU offer the BS in Athletic Training. LSU's MSAT LoI was approved by the Board of Regents in August 2017 with SLU's MSAT LoI approved in June 2018. Since all three universities have been able to successfully offer undergraduate programs in athletic training, the vitality of such programs at the master's level is not at question. This is especially the case as the need for athletic trainers continues to increase at the same time as CAATE projects a reduction in athletic training programs as a result of the master's level requirement.

Because UL Lafayette currently offers the BS in Athletic Training, adequate facilities, equipment, and faculty lines are already in existence. Additional funds (\$10K annually for two years) will be needed to support the acquisition of new equipment for the enhancement of graduate level education. The University also anticipates the need for an Assistant Professor faculty line once the program reaches a total enrollment of 30 students in consecutive years in order to meet clinical administrative needs and oversight of student research. Projected tuition and fee revenue would offset this additional expense.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training.



University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

P. O. Drawer 41008
Lafayette, LA 70504-1008
(337) 482-6203
Fax: (337) 482-5914
e-mail: president@louisiana.edu

Université des Acadiens

August 2, 2018

E 2

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

Dear Dr. Henderson:

This is to request approval of a Letter of Intent to Develop a New Academic Program, the Master of Science in Athletic Training.

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

Sincerely,

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

B. Joseph Savoie
President

svc

Attachments

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

Date: July 24, 2018

Campus: University of Louisiana at Lafayette	Program: Master of Science in Athletic Training CIP Code: 510913
Institutional Contact Person & Access Info (if clarification is needed): Randy L. Aldret, EdD, ATC, LAT, Assistant Professor and Director of the Athletic Training Program raldret@louisiana.edu 337-482-5681	
David Bellar, PhD and Director of the School of Kinesiology dbellar@louisiana.edu 337-482-1299	
Nathan Roberts, JD, PhD, Dean of the College of Education nroberts@louisiana.edu 337-482-1026	

1. Program Objectives and Content

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

The Master of Science degree program in Athletic Training is a professional, clinical-preparatory degree program leading to national certification and state licensure in the profession of athletic training. Athletic training focuses on collaborating with physicians to optimize activity and participation of physically active individuals.

The mission of the Athletic Training Program at the University of Louisiana at Lafayette is to prepare our students for professional assimilation through a rigorous education process that blends a challenging curriculum with practical, hands-on clinical experiences. Through this process, our students will become life-long learners who seek answers to the changing medical environment by exploring solutions, conducting research, and commanding the disciplinary literature. In this degree program, students will learn how to recognize, examine, and prevent musculoskeletal injuries in individuals and teams. Ultimately, graduates of the Athletic Training Program will be prepared to pass the Board of Certification (BOC) exam and become competent allied health care professionals who can treat the physically active individuals of South Louisiana and the surrounding region.

With new leadership, the undergraduate program in Athletic Training at UL Lafayette has seen increased numbers in all key academic indicators. The number of graduates has increased from 5 in 2014-15 to 10 in 2016-17; the first-time pass rate on the Board of Certification exam has increased from 25% in 14-15 to 90% in 2016-17; and the three-year aggregate pass rate has increased from 67% in 2014-15 to 83% in 2016-17. The increases in these three markers of program performance indices are a reflection of strong program leadership, growing interest in the profession and degree program, and a tangible commitment by our School and College administration to provide enhanced student support. Improved standards resulted in raising our students' average GPA, as well as the number of students who were able to continue in the degree program (from 14 in 2013-14 to 21 in 2016-17). The existing Master's program in Kinesiology has strengthened the school and currently provides substantial support to the Athletic Training program. The School of Kinesiology is positioned well for an additional Master's degree due to strong undergraduate enrollment, which has lead to a large number of students transitioning directly from our undergraduate programs into the graduate degree. Having a Master's program in place at this time also has prepared the faculty for effective use of contact hours, high-quality graduate-level teaching, and directing graduate-level research.

Upon examining the mean number of credits for graduation and the mean number of semesters needed to complete course-work at 16 peer institutions within SACS jurisdiction or close geographical proximity, we concluded that the proposed 55-hour MS degree program is consistent with programs offered at our peer institutions. More specific information on the total course load for similar programs at peer institutions may be found in Appendix A.

The degree program is 55 hours of coursework across 6 semesters, with thesis and non-thesis tracks available. Students will complete 5 clinical rotations and either an independent study course consisting of additional allied health certifications (non-thesis track) or an additional 3-hour thesis course. The proposed program will be offered traditionally, through face-to-face course offerings with laboratory sections in several of the courses.

Table 1: Course Sequence

Year One					
<i>Summer</i>	<i>Hrs</i>	<i>Fall</i>	<i>Hrs</i>	<i>Spring</i>	<i>Hrs</i>
KNES 551 Clinical I Emergency Prep	3	KNES 552 Clinical II Bracing & Padding	3	KNES 553 Clinical III General Medicine	3
KNES 505 Athletic Pharmacology & Nutrition	3	KNES 558 Therapeutic Modalities	3	KNES 455G Period & Script in S&C	3
		KNES 559 Modalities Lab	1	KNES 525 Rehabilitation Techniques in Sport	3
		KNES 576 Lower Ortho Exam	3	KNES 526 Rehabilitation Lab	1
		KNES 577 Lower Ortho Lab	1	KNES 578 Upper Ortho Exam	3
		KNES 501 Applied Stats	3	KNES 579 Upper Ortho Lab	1
Total	6	Total	14	Total	14
				Year One Total	34

Year Two					
<i>Summer</i>	<i>Hrs</i>	<i>Fall</i>	<i>Hrs</i>	<i>Spring</i>	<i>Hrs</i>
KNES 510 Research Methods	3	KNES 554 Clinical IV Evidence Based Practice	3	KNES 555 Clinical V BOC Preparation	3
<i>Plus one of the following:</i>		KNES 540 Psychological Aspects	3	<i>Non-Thesis Track:</i> KNES 600 Internship	3
<i>Non-Thesis Track:</i> KNES 597 Independent Study EMT-B & CSCS Certification	3	KNES 430G Org and Admin in AT	3	<i>Thesis Track:</i> KNES 599 Thesis	3
<i>Thesis Track:</i> KNES 599 Thesis	3				
Total	6	Total	9	Total	6
				Year Two Total	21
				Program Total	55

Table 2: Course Descriptions

YEAR ONE / SUMMER SEMESTER (6 hours)				
Course Number and Name	Existing Course	New Course	Delivery Method	Notes
KNES 551 Clinical Experience in Athletic Training I		X	Face to Face	
KNES 505 Pharmacological and Nutritional Applications in Athletic Training		X	Face to Face	

YEAR ONE / FALL SEMESTER (14 hours)				
Course Number and Name	Existing Course	New Course	Delivery Method	Notes
KNES 552 Clinical Experience in Athletic Training II		X	Face to Face	
KNES 588/9 Therapeutic Modalities/Lab		X	Face to Face	
KNES 576/7 Assessment of Lower Extremities Injuries/Lab		X	Face to Face	
KNES 501 Applied Statistics	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.

YEAR ONE / SPRING SEMESTER (14 hours)				
Course Number and Name	Existing Course	New Course	Delivery Method	Notes
KNES 553 Clinical Experience in Athletic Training III		X	Face to Face	
KNES 455G Periodization and Prescription in Strength and Conditioning	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
KNES 525/6 Reconditioning of Sports Injuries/Lab		X	Face to Face	

KNES 578/9 Assessment of Upper Extremities Injuries/Lab		X	Face to Face	
YEAR TWO / SUMMER SEMESTER (6 hours)				
KNES 510 Research Methods in Kinesiology	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
KNES 597 Independent Study (EMT-B and CSCS Certification)	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
KNES 599 Thesis	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
YEAR TWO / FALL SEMESTER (9 hours)				
KNES 554 Clinical Experience in Athletic Training IV		X	Face to Face	
KNES 540 Psychosocial Aspects of Sports	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
KNES 430G Organization and Administration in Athletic Training	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
YEAR TWO / SPRING SEMESTER (6-9 hours)				
KNES 555 Clinical Experience in Athletic Training V			Face to Face	
KNES 600 Internship	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.
KNES 599 Thesis	X		Face to Face	This course is offered as part of the existing MS Kinesiology program.

Admission Requirements

Criteria for regular admission to the proposed MS degree program in Athletic Training will consist of a Bachelor's degree in Kinesiology or allied health-related field, pre-requisite science and health courses, and a minimum cumulative undergraduate GPA of 2.75 or a 3.0 GPA in the last 60 hours. The GPA requirements are consistent with those required by the University of Louisiana at Lafayette Graduate School for admission to a Master's degree program.

In addition, to be eligible for admission, applicants must provide notarized evidence that they completed 150 hours of observation under a Certified Athletic Trainer (ATC), which will be submitted on a standardized form supplied by program's website. Three letters of recommendation will also be required, including one from a Certified Athletic Trainer (ATC).

Standard 22 from the Commission on Accreditation of Athletic Training Education (CAATE)'s *Standards for Professional Programs at the Masters Degree Level* states that "The professional program requires prerequisite coursework in biology, chemistry, physics, psychology, anatomy and physiology." The Program Admissions committee will review the transcripts from program applicants to ensure compliance and make recommendations for additional coursework in instances when applicants are deficient in undergraduate coursework.

A summary table below describes the undergraduate pre-requisite requirements for application that are consistent with the proposed CAATE standard.

Table 3: Pre-requisite Courses and UL Equivalent

Pre-requisite courses	
First Aid	HLTH 100
Cardiopulmonary Resuscitation and Basic Life Support	HLTH 101
Fundamentals of Biology I (& Lab)	BIOL 110 (112)
Survey of Human Anatomy and Physiology I (& Lab) & II	BIOL 220 (221)& BIOL 318
Elementary Stats	STAT 214
General Chemistry I	CHEM 107
Introduction to Physics I	PHYS 207
Introduction to Psychology	PSYC 110
Medical Terminology	HIM 361
Basic Human Nutrition	DIET 200
Nutrition for Fitness and Sport	HLTH 405
Physiology of Exercise (& Lab)	KNES 303 (304)
Anatomical Kinesiology	KNES 310
Prevention and Treatment of Athletic Injuries	KNES 230
Concepts of Fitness and Wellness	KNES 110
Introduction to Athletic Training	KNES 201
Measurement and Evaluation in Kinesiology	KNES 400
Exercise and Sports Psychology	KNES 443

The proposed degree allows students to choose a thesis or non-thesis track. The non-thesis track is intended to engage students as practitioners in athletic training. The thesis track is intended to prepare students for a career path in athletic training education and thus will include additional research and writing requirements. Students who pursue the non-thesis option will complete an internship (KNES 597

3 hours) in a clinical setting, as well as professional certification through an independent study course. The internship requirement (KNES 600, 3 hours) will develop skills needed in the student's desired future practice setting, and the independent study (KNES 597, 3 hours) will lead to certification as an Emergency Medical Technician, Basic (EMT-B). The KNES 597 course will also include weekly didactic sessions to further integrate new skills into practice and better understand interprofessional practice as mandated by the new CAATE Standards. Students will also have the necessary preparation needed to pass the Certified Strength and Conditioning Specialist (CSCS) exam.

Both certifications will facilitate our graduates' ability to practice in the state of Louisiana by increasing their scope of practice and ability to meet the requirements set forth in the Louisiana Athletic Trainers Practice Act. The current practice act does not allow graduates from our program to perform certain skills that are mandated by CAATE to be taught within our program. Examples of said skills include suturing, administering rescue medication for overdose, and joint mobilization and manipulation. Being able to use the skills learned in the program will make our graduates' skill set more diverse and attractive to perspective employers. These certifications will benefit rural areas where not only athletic training services are scarce, but qualified health practitioners are few and far between. Students benefitting from this flexible preparation will be better able to serve the workforce needs in Louisiana.

Faculty

No new additional faculty will be needed to initiate the program. The current faculty will be able to deliver all required courses in the new Master's program. The proposed MS degree program will have 2 cohorts of students. Community members will also have a prominent role in the Master's program through involvement in guest speaking roles in courses and labs, and supervision of the CAATE-mandated immersive experiences.

The present faculty members have extensive competence, research experience, and clinical experience in Athletic Training, Exercise Physiology, and Biomechanics. In Athletic Training specifically, the faculty members have 20+ combined years of clinical experience. Areas of competence and related experience can be found in Table 4 below. Per university practice, all tenure-track faculty members receive a 3-credit release in their teaching schedule in order to conduct research. All faculty listed in Table 4 are either tenure-track, tenured, or will be eligible for tenure track positions once they have earned a terminal doctoral degree.

Table 4: SACS-COC Faculty Roster Form

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

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Proposed Degree Program
Aldret, Randy (F) Assistant Professor Appointed 2013	<ul style="list-style-type: none"> KNES 201 Introduction to Athletic Training FA&SP (3hrs/UT) KNES 237 Clinical Experience in Athletic Training I SP (3hrs/UT) 	<ul style="list-style-type: none"> BS Kinesiology with K-12 HPE Certification, Louisiana State University, 1997 MS Health Promotion and Wellness, University of Oklahoma, 2003 	Certified Athletic Trainer. Clinical athletic trainer for 11 years prior to appointment.

	<ul style="list-style-type: none"> • KNES 238 Clinical Experience in Athletic Training II FA (3hrs/UT) • KNES 333 Ortho Exam of the Lower Extremity SP (3hrs/UT) • KNES 334 Ortho Exam of the Lower Extremity Lab SP (1hr/UT) • KNES 341 Ortho Exam of the Upper Extremity FA (3hrs/UT) • KNES 342 Ortho Exam of the Upper Extremity Lab FA (1hr/UT) • KNES 430g Advanced Sports Medicine SP (3hrs/UT) 	<ul style="list-style-type: none"> • EDD Educational Leadership, Oklahoma State University, 2014 	
Bellar, David (F) Professor Appointed 2009	<ul style="list-style-type: none"> • KNES 455G Periodization of Resistance Exercise FA&SP (3hrs/UT) • KNES 502 Measurement and Evaluation of Instrumentation in Exercise Physiology FA (3hrs/G) • KNES 510 Research Methods in Kinesiology SP (3hrs/G) 	<ul style="list-style-type: none"> • BS Biology and Life Science Chemistry, John Carroll University, 1999 • MS Secondary Education, John Carroll University, 2001 • PhD Exercise Physiology, Kent State University, 2009 	<p>Director of the School of Kinesiology.</p> <p>Board of Regents Support Fund Endowed Professor of Education.</p> <p>Certified Strength and Conditioning Specialist.</p> <p>Fellow, National Strength and Conditioning Association.</p>
Campbell, Brian (F) Associate Professor Appointed 2006	<ul style="list-style-type: none"> • KNES 310 Anatomical Kinesiology FA&SP (3hrs/UT) • KNES 415 Biomechanics FA&SP (3hrs/UT) • KNES 560 Biomechanics of Human Movement SP (3hrs/G) 	<ul style="list-style-type: none"> • BS Sports Medicine, University of Southwestern Louisiana, 1999 • MS Exercise Science, University of Southern Mississippi, 2002 • PhD Biomechanics, Auburn University, 2006 	<p>Certified Athletic Trainer and Biomechanist.</p>
Doré, Toby (F) Associate Professor Appointed 2001	<ul style="list-style-type: none"> • KNES 230 Care and Prevention of Athletic Injuries FA&SP (3hrs/UT) • KNES 443 Exercise and Sports Psychology FA&SP (3hrs/UT) • KNES 540 Psychosocial Aspects of Kinesiology (3hrs/G) 	<ul style="list-style-type: none"> • BS Health and Physical Education, University of Southwestern Louisiana, 1996 • MS Health and Human Performance, University of Southern Mississippi, 1998 • PhD Human Performance, University of Southern Mississippi, 2000 	<p>Certified Athletic Trainer.</p>
Mattox, Aimee (F) Instructor Appointed 2014	<ul style="list-style-type: none"> • KNES 111 Skills and Techniques in Weight Training FA&SP (2hrs/UT) • KNES 201 Introduction to Athletic Training 	<ul style="list-style-type: none"> • BS Athletic Training, University of Southern Mississippi 2007 • MS Rec and Sports Science, Ohio University, 2008 	<p>Certified Athletic Trainer. Clinical athletic trainer for 7 years prior to appointment.</p>

	<p>FA&SP(3hrs/UT)</p> <ul style="list-style-type: none"> • KNES 230 Care and Prevention of Athletic Injuries FA&SP (3hrs/UT) • KNES 345 Therapeutic Modalities FA (3hrs/UT) • KNES 346 Therapeutic Modalities Lab FA (1hr/UT) • KNES 335 Clinical Experience in Athletic Training III SP (3hrs/UT) • KNES 425 Reconditioning of Athletic Injuries SP (3hrs/UT) • KNES 426 Reconditioning of Athletic Injuries Lab SP (1hr/UT) • KNES 437 Clinical Experience in Athletic Training IV FA (3hrs/UT) • KNES 438 Clinical Experience in Athletic Training V SP (3hrs/UT) 	<ul style="list-style-type: none"> • Edd Curriculum and Instruction, University of Louisiana at Monroe, (Anticipated Graduation, Spring 2020) 	
<p>Sato, Shuichi (F) Assistant Professor Appointed 2015</p>	<ul style="list-style-type: none"> • KNES 507 Bioenergetics FA (3hrs/G) •KNES 509 Organization and Management of Exercise Programs FA (3hrs/G) 	<ul style="list-style-type: none"> • BS Chemistry, Sophia University, Tokyo Japan, 1994 • BS Athletic Training, University of Southern Mississippi, 2003 • MS Chemistry, Sophia University, Tokyo Japan, 1996 • MS Exercise Science, University of Southern Mississippi, 2005 • PhD Exercise Science, University of South Carolina, 2012 • Post Doctorate Cell Biology, University of Louisville, 2015 	<p>Certified Athletic Trainer.</p>

No new facilities and laboratories will be required. The School of Kinesiology has sufficient instructional and lab space, equipment, and educational technology to initiate the proposed MS degree program in Athletic Training. Bourgeois Hall is a \$8.6 million dollar structure occupying 125,000 square feet on a 17-acre tract of land. The facility, dedicated in January 1987, includes a large multi-purpose gymnasium that contains four different courts and a four-lane indoor track on the second floor. Situated around this nucleus are a variety of other instructional, recreational, and laboratory facilities. A new \$2,500,000 weight room was added to Bourgeois Hall in 2012. Outdoor facilities include illuminated playing fields and a recreational swimming complex. The academic and administrative areas include a tiered lecture hall with an audio-visual projection cubicle, numerous classrooms that are conducive to hands-on learning, a resource center, a computer lab, a 900 square foot exercise metabolism lab, and a 2,400 square foot Human Performance Laboratory housing exercise physiology and motor learning laboratories.

The proposed MS degree program in Athletic Training would appropriate the existing undergraduate athletic training classroom and learning lab. This classroom will be split into two distinctive areas: a traditional classroom and a practice athletic training lab. The traditional classroom is in front of the room. It houses the students' desks, as well as a smart board and one treatment table. The treatment table in front is used for teaching anatomy or special tests during lectures. The athletic training learning laboratory is located in the rear of the room. It encompasses a lowered rehabilitation table, a treatment table, three taping tables, storage cabinets, and multiple pieces of rehabilitation equipment. The storage cabinets hold taping, splinting, and bracing equipment; rehabilitation supplies; and emergency response equipment. This area allows students to receive a hands-on learning approach to a majority of the proposed classes.

This classroom is adjacent to three smaller rooms that are currently used for the undergraduate program. One room is a modalities laboratory. This laboratory houses most of the electrical modality equipment that would be used for KNES 588/589 (Therapeutic Modalities/Lab). This modality laboratory allows students to interact with electrical stimulation and ultrasound units, mechanical traction machines, biofeedback units, diathermy units, and intermittent compression units.

The second room is used as a storage area for our athletic training supplies, as well as a wet room for other modalities. This room has sufficient cabinet space to allow us to store our consumable items. It also contains our "wet" modalities, which include a whirlpool, an ice machine, a freezer, and a hydrocollator. There is a drain located in the room, in case one of our "wet" machines overflows.

The third adjacent room is used as an athletic training library for our undergraduate Athletic Training students and Kinesiology graduate students. This library offers multiple resources (scholarly journals, instructional DVDs, computers, textbooks, etc.) to support student learning, research, and BOC examination preparation.

Upon approval of the proposed MS degree program in Athletic Training, the School of Kinesiology will shift these spaces from the undergraduate Athletic Training program to the graduate program.

2. Need

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

The University of Louisiana at Lafayette School of Kinesiology currently offers an undergraduate BS degree in Athletic Training. In May 2015, the Commission on Accreditation in Athletic Training Education (CAATE), the National Athletic Trainers Association (NATA), the Board of Certification (BOC) and the NATA Research and Scholarship Foundation (the Foundation), collectively known as the AT Strategic Alliance, announced that the appropriate entry-level degree for athletic training will be the Master's degree. The original timeline for transition of current programs was not included in the formal announcement, but the Strategic Alliance did state that the "deadline to require a master's degree to sit for the BOC examination will affect students who are not yet in high school" (Appendix B Joint Statement from the AT Strategic Alliance, May 2015). Recently, a formal timeline for programs considering degree transition has been offered. The last year in which undergraduate programs may admit students is 2022, which thus establishes Spring 2025 as the final semester when an undergraduate student may graduate and be eligible to sit for the BOC exam.

Since the announcement of the formal timeline, many undergraduate programs have declared to the CAATE their intention to transition to a MS degree program. This early rush of programs seeking accreditation at the higher level has caused scheduling issues with our accrediting agency. Programs that make the decision to transition during the 2017-2018 academic year may have to wait in excess of 18 months to schedule their site visit and become accredited as a graduate degree-granting program. The reasons for the degree change were outlined in a white paper released by the Strategic Alliance and presented to the NATA Board of Directors in December of 2013. The key findings, overview, and proposed accreditation standards may be found in Appendix C of this document. Selected findings within the white paper include aligning athletic training with other allied health professions; further facilitating inter-professional collaboration; removing conflicts with general education components seen in undergraduate curricula; and enhancing student retention.

With these facts in mind, it is necessary to begin the transition of the existing undergraduate athletic training program to a master's program in order to maintain accreditation through CAATE and to continue to allow our students to sit for the BOC exam.

The Strategic Alliance's white paper entitled "A Examination of the Profession Degree Level" provides the following current information on employment need for athletic training:

"Available empirical evidence provides valuable insight into the current athletic training employment market (e.g., the anticipated 30% expansion in job opportunities by 2020). In addition, the US Bureau of Labor Statistics (BLS) finds a 2014 median salary of \$45,630 a year, across 25,400 athletic training jobs. A Forbes/Statista survey of the fastest growing jobs in the United States ranked athletic training 9th in growth from 2007-2017 at a 26% increase, equating to 5,438 new athletic training jobs in that timespan. In comparison, a search of the 2016 NATA Salary Survey demonstrates that the average total annual income for an NATA member with a bachelor's degree is \$42,651. In contrast, the average total annual income for a member with a master's degree is \$52,906. As the salary survey does not differentiate professional from post-professional master's degrees in its salary data, it is impossible to account for any difference between the two and may be confounded by the number of years of work experience. Nevertheless, a difference in total annual income of greater than \$10,000 exists between the two degree levels."

A Substantive Change process will be necessary to move the program from undergraduate to graduate status through CAATE. As part of the Substantive Change document submitted to CAATE, which is required to make the degree change, a "teach out" plan for students enrolled in the program being dissolved is mandated. Once a request to CAATE to change a degree program has been approved, the program is no longer allowed to admit students to the previous degree level. In anticipation of our degree transition, the undergraduate program voluntarily withdrew its accreditation with the CAATE with an end date of May 2020. All enrolled students with a declared major of athletic training were informed of this decision, and an individualized educational program was created for each student as part of our "teach out" plan. The students were given a copy of their plan, and notified of our accreditation decision over the course of multiple town-hall meetings in the Fall 2016. The undergraduate program is thriving despite undergoing this transition. In Spring 2017, the undergraduate program received its largest number of applicants (37) to the clinical phase of the degree program, and admitted its largest cohort in the history of the program with 22 students. The total number of students across all three cohorts — 52 students — was also the program's largest enrollment ever. The graduating class in Spring 2017 tied for the largest graduating class ever, with 11 students. This graduating class also had the best first-time pass rate in program history (90%). Our Spring 2018 cohort of consisted of 18 students accepted into the clinical phase of their degree program.

Program accreditation will continue to be maintained through the same agency that accredits our undergraduate program, the Commission on Accreditation of Athletic Training Education (CAATE). Maintaining and administering accreditation requires numerous responsibilities such as completion of a CAATE Annual Report, and notification of changes in Program Directors, clinical staff, and administrators, initial placement of graduates, and other functions prescribed by the CAATE. Reaccreditation of the program requires a self-study (submitted in July of the year of reaccreditation) and a site-visit/peer-review, which has a \$5,000 extra fee.

Programs must submit a notification of intent to change the level of the degree by May 1st of the year in which they intend to submit the Substantive Change Application. A \$3,000 review fee is submitted with this document. The Substantive Change document is due by August 1 of each year.

An annual accreditation fee is charged to all accredited programs (this does not apply to programs that are not yet accredited) to maintain a quality accreditation process. The annual fee is invoiced on August 1 of each year and is due 60 days after the billing date. Updates in the Annual Accreditation Fee structure will be published annually, so that programs will continually have a three-year forecast for appropriate budget planning. The Annual Fee invoices for 2017-18 accreditation year have already been sent to accredited programs. The fee schedule for 2018-2020 will be invoiced on August 1 of each year, with payment due by October 1.

2017-18 Accreditation Year= \$3,250

2018-19 Accreditation Year= \$4,500

2019-20 Accreditation Year= \$4,500

There is an additional flat fee of \$5,000 that programs will submit with their self-study. All expenses for the site visit will be covered from these funds. Programs will no longer be invoiced for expenses after a site visit.

As a member of the Southern Association of College and Schools (SACS-COC), the College of Education at the University of Louisiana at Lafayette uses several mechanisms to maintain accreditation with SACS-COC, the most important of which is the reporting system used for continual program assessment, Live Text, which houses our data collection for measures of academic standards and institutional effectiveness. Each program director is allowed the freedom to create the measures for the learning outcomes of his or her respective program, using data collected through day-to-day evaluation of our students. Many programs have pre-established accrediting standards to which they adhere; for Athletic Training these are established by CAATE. We use our CAATE standards along with other non-CAATE measures to gauge student success inside the classroom, in the clinical setting, and after degree completion.

The Athletic Training program assigns CAATE standards to each of its courses, and each standard is individually graded by faculty and clinical staff members to provide a cross-section of data that is later used to make curriculum changes. Decision-making for clinical assignments, teaching assignments, and course sequencing is always data-driven. Student advancement is based on data derived from CAATE standards and incorporated into a series of proficiencies strategically placed in students' clinical courses and experiences.

As of May 2018, only three Louisiana universities offered an undergraduate degree in athletic training (UL Lafayette, SLU, & LSU), and LSU and SLU have submitted LOI's to the Board of Regents to offer a master's degree in athletic training. While this program will not be the first in the UL System, it will be the only university west of the Mississippi River and in close proximity to the five other metropolitan

regions of the state and the other UL System universities. We expect to draw students from Lake Charles (McNeese), Alexandria, Shreveport, Natchitoches (Northwestern State), Monroe (ULM), and Ruston (Louisiana Tech and Grambling). While maintaining our current recruitment of students in-state is a priority, we will continue to recruit students from throughout the United States, as we have had 6 students from California graduate from the program over the past four years. This is in addition to the reduction in universities offering athletic training programs and our own feeder degree programs within the School of Kinesiology.

3. Relevance

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

While this transition is mandated to align with changing accreditation standards, it will also assist in the growth of the university's graduate program offerings. The proposed degree program is aligned with university priorities as stated in the *Strategic Plan 2015-2020* (2.C.iii) that advocates a commitment to growing graduate education. Additionally, the University of Louisiana at Lafayette has identified five areas of excellence within the university. One of the five areas is graduate and undergraduate programs in nursing and health care systems and support. The Masters of Science in Athletic Training would continue the growth in this area of excellence.

The program will also complement numerous other academic and non-academic units at UL Lafayette, including Athletics, Business Administration, Dietetics, Nursing, Human Resources, Education, Health Information Management, Biology, and Psychology. In addition, there will be significant benefits to the UL Lafayette Athletic Department, as this department has relied heavily on undergraduate Athletic Training students to serve as assistants to the clinical staff and as assistant coaches. It is expected that graduate students in the proposed program will meet this growing need.

The University of Louisiana at Lafayette has never offered a Master of Science in Athletic Training previously. Sixteen athletic training programs exist in 9 neighboring states, along with LSU, who was recently approved for transition. Information regarding the course offerings, admissions requirements and pre-requisite courses for these programs can be found in Appendix A.

The Bureau of Labor Statistics (BLS) projects a 21% growth for the athletic training profession for the years 2014-2024. This projection anticipates a growth of 5,400 new athletic training jobs during this ten-year period. The BLS states: "As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase." In Louisiana, athletic training is just now beginning to emerge as an allied health profession. As of May 2017, only 210 people were employed as athletic trainers, with a BLS location quotient of .56 (which means that athletic training is underrepresented in Louisiana vs the national average). In short, what the statistics show is a growing industry in a state with an underserved patient population.

As of academic year 2015-16, there were only four remaining undergraduate athletic training programs in Louisiana, down from six programs five years ago. With an already diminished ability to supply the demand, Louisiana will be in further need of athletic trainers in the coming years. When compared to the BLS national data and Louisiana data, the outlook for athletic training in the state is bright. By transitioning to a graduate degree, we will be meeting a demand from students and employers. In addition, this program will help the state avoid a potential health crisis by providing qualified allied health practitioners to an underserved patient population.

This program aligns with the Board of Regents' Master Plan in several ways. Goal 1 of the Master Plan seeks to increase the educational attainment of the State by 2025. Objective 1.6 states that

postsecondary education should increase the rate and number of students earning a postsecondary credential. The undergraduate program already accomplishes this objective, and the move to a Master's degree will continue this trend at a higher degree level. In addition, Objective 1.7 calls for the development of a more skilled workforce. The skill quality of our graduates will increase with the MS degree. The added certifications embedded in this program will further diversify the skill set of each graduate.

Goal 2 of the Master Plan calls for fostering innovation through research. Students in the Master's program will have the option to conduct research and produce a thesis as their capstone educational experience. This research opportunity can include other education disciplines, which is consistent with objective 2.2 in the Master Plan.

4. Students

Summarize student interest/demand for the proposed program.

The proposed MS degree program in Athletic Training will be an ongoing, multi-cohort program targeted toward students with a desire to enter the allied health profession. The estimated number of graduates from the proposed MS degree program from Year 2 forward will exceed the number of graduates from the Bachelor's program from each of the previous 7 years (mean = 8.3). Using a cross-reference of enrollment numbers in the existing undergraduate program and enrollment numbers of peer institutions with a MS degree program in Athletic Training (see Appendix A), yearly enrollment is projected as follows:

Table 5: Projected Enrollment

PROJECTED ENROLLEMENT Master's of Science in Athletic Training				
Year 1 / Summer 2021	Year 2 / Summer 2022	Year 3 / Summer 2023	Year 4 / Summer 2024	Year 5 / Summer 2025
14-16	28-32	28-32	28-32	28-32
# of Graduates	14-16	14-16	14-16	14-16

As part of the Substantive Change document submitted to CAATE, which is required to implement the degree change, a "teach out" plan for students enrolled in the program being dissolved is mandated. This process has already been completed, with submission of teach-out documents performed in November of 2016.

Once a program's request to CAATE to change degree program as been approved, the program is no longer allowed to admit students to the previous degree level. As of Fall 2015, of the 338 CAATE-accredited programs in the Unites States, only 8 universities offer an entry-level Bachelor's and Master's program concurrently. As stated earlier, all of these universities will have to end their Bachelor's program in Fall 2025.

With this in mind, a plan to accommodate the undergraduate students of the dissolved degree is in place. Undergraduate students who normally enroll as Athletic Training majors will now enroll as Exercise Science majors. The Exercise Science degree program has developed three tiered tracks, one of which is dedicated to pre-Allied Health majors such as Athletic Training. This new track provides the necessary pre-requisite courses and preparation for admission to the proposed Master of Science in Athletic Training degree program. High school students and new undergraduates will be advised of the change of degree for Athletic Training.

Kinesiology faculty members have been actively involved in a variety of nationally and internationally recognized professional organizations for many years. As a result of the faculty's involvement with these organizations, the process of recruiting graduate students to the program will be greatly facilitated. Specifically, the faculty regularly attends national meetings of the American College of Sports Medicine (ACSM), National Athletic Trainers Association (NATA), American Physical Therapy Association (APTA), American Kinesiology Association (AKA), Experimental Biology Conference, and National Strength and Conditioning Association (NSCA). The opportunities to interact with potential graduate students and recruit them at these meetings are numerous.

Currently, the School of Kinesiology supports five Graduate Assistants who support Kinesiology faculty research and/or provide instructional support in our Kinesiology activity program (KNEA courses).

There are several sources of financial support available for students who pursue the Master of Science in Athletic Training. Graduate scholarships exist through professional organizations such as the National Athletic Trainers Association (NATA), Society of Health and Physical Educators (SHAPE America), American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), and through the UL Lafayette Athletic Department.

The faculty and graduate students in the School of Kinesiology will seek funding from the aforementioned organizations, as well as from appropriate avenues within the local and professional community.

Table 6: School of Kinesiology Enrollment Data

ENROLLMENT DATA FOR CLOSELY RELATED PROGRAMS			
	Exercise Science Majors (Graduates)	Health Promotion and Wellness Majors (Graduates)	Master of Science in Kinesiology (Graduates)
2013-14	593 (80)	81 (15)	27 (1)
2014-15	644 (87)	102 (26)	27 (17)
2015-16	664 (93)	69 (23)	34 (17)
2016-17	555 (85)	68 (20)	35 (19)

National trends indicate that the greatest job growth for certified athletic trainers is in the high school setting. The abundance of high schools in the Acadiana area, along with the graduate degree opening the door to teaching at the secondary school level, make the Master's of Science in Athletic Training an attractive option for students interested in pursuing a career in secondary education as well.

The numbers of students declaring athletic training as their major were 149 in 2013-14; 132 in 2014-15; 150 in 2015-16; and 138 in 2016-17. The athletic training program currently employs a secondary application process in order to enter the clinical phase of the degree program, which is common practice across athletic training programs. The numbers of students in the clinical portion of the program were 38 in 2013-14; 37 in 2014-15; 44 in 2015-16; and 38 in 2016-17. These numbers, combined with recruitment within and outside of Louisiana, and the CAATE-projected reduction in the overall number of athletic training programs, make our program attractive to potential students and our enrollment numbers sustainable.

Within the Master of Science in Athletic Training curriculum, all courses will be taught by School of Kinesiology faculty and will not need resources outside of the school. However, for students seeking admission to the proposed master's program, multiple disciplines will be necessary to provide the

mandatory pre-requisite knowledge. These include the disciplines previously listed in Table 5. The Exercise Science faculty also will support the proposed program. The undergraduate Exercise Science major will prepare students who will constitute the major pool of internal applicants for the program. Additionally, the faculty will instruct some of the courses that will be in the curriculum. The faculty members are heavily engaged in research and are among the top scholars in their fields of study.

The laboratories used in Exercise Science have been renovated with funds from research contracts and a BoRSF Enhancement Grant. These facilities are both current and state of the art. No additional cost will be needed and this supporting field is ready to contribute to the new Master in Athletic Training.

5. Cost

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

All faculty lines are already accounted for in the budget of the academic unit. Therefore, the current budget will be sufficient to successfully administer the program. Additional departmental funds will be needed to support the acquisition of new equipment for the enhancement of graduate level education, and for consumable items currently covered by lab fees in the undergraduate program that will not roll into the new master's program.

Start-up cost of the program will be \$10,000.00 annually for two years. The current operating budget for this program is approximately \$5,000 a year, with additional funds coming from student laboratory fees. While we have been able to meet the program's needs with these funds, the undergraduate student laboratory fees will be lost in the transition to a graduate program. Therefore, we have requested an additional \$10,000 per year for the first 2 years of the program, while we petition for approval of laboratory fees for the master's level courses. This proposal includes funding to provide for graduate level clinical education needs, such as new equipment to meet increasing accreditation demands, the maintenance of said equipment, and for consumable goods that must be replenished yearly. We are not asking for any funding for assistantships, as we will not have them in this program. All students enrolled in the master's program will be full-tuition, self-pay graduate students.

Because of the anticipated accelerated growth in enrollment of this program, additional faculty will eventually be needed to meet clinical administrative needs and to oversee student research. Once the program reaches a total enrollment of 30 students in consecutive academic years, an additional \$65,000 to \$70,000 is requested for an Assistant Professor faculty line that would be created for this program.

CERTIFICATION:



Chief Academic Officer

8-1-18
Date

Chancellor/President

8/2/18
Date

Management Board

Date

Programs by State	Program Years	Number of Faculty	Number of Clinicals	COURSES OFFERED																				Size of Student Cohort or Total Number of Students in Program	Total Number of Credits to Graduate
				Org and Admin (KINES 430g)	Psychol Aspects (KINES 413g)	Ther Ex/ Rehab (KINES 425 g426g)	Applied Stats in KINES (KINES 501)	Ex Physiology/Prin of S&C (KINES 504)	Research Methods (KINES 510)	Biomechanics (KINES 560)	Project/Thesis/Father/Both/None	Upper Eval (KINES 341/342)	Lower Eval (KINES 333/334)	Pharmacology (part of KINES 335)	Modalities (KINES 345/346)	Emergency Care (KINES 237)	Rehab Lab (KINES 426)	Medical Terminology (HIM 361)	Gen Medical Principles (KINES 335)	Principles of AI/Care/Prevent (KINES 230)	Ther of Injury/Prevent (KINES 236)	Evidence Based Practice	Nutrition		
Alabama																									
Samford University (seeking accreditation)	2	3	5	X	X	X					N	X	X		X	X	X		X	X	X	X	N/A	56 (2 summers)	
Arkansas																									
U of Arkansas	3	2	6	X		X	X	X	X	X	E	X	X	X	X				X				30 to 40 (total)	51-54	
Florida																									
Florida International	2	2	5	X		X			X		N	X	X	X	X	X			X	X				58 (2 summers)	
U of South Florida	2	5	4	X	X	X					N	X	X	X	X	X	X		X	X	X	X	N/A	60 (1 summer)	
Missouri																									
St Louis U (MO)	2	5	4	X	X	X		X	X	X	P	X	X		X				X	X		X	10 to 16	68 (2 summers)	
Oklahoma																									
Central Oklahoma	2	2	4	X	X	X			X		N	X	X		X		X						12 to 16	45 (2 summers)	
Oklahoma State	2	3	5	X	X	X			X		E	X	X	X	X	X			X	X		X	12 to 16	57 (2 summers)	
U of Tulsa	2	4	4	X	X	X					P	X	X		X	X			X	X	X	X		60 (2 summers)	
Tennessee																									
Tennessee-Chatanooga	2	4	5	X	X	X			X	X	P	X	X		X	X			X	X		X	35 to 40 (total)	60 (1 summer)	
Texas																									
U of Houston	2	2	6	X	X	X	X				N	X	X	X	X	X	X		X	X		X	12 to 15	57 (2 summers)	
U of Texas at Arlington	2	4	5	X		X	X	E	X	E	N	X	X	X	X		X		X	X	E	X	14-16	52 (2 summers)	
Texas A & M	2	3	6	X		X	X	X	X		N	X	X		X	X	X		X	X	X	X	14-16	60 (2 summers)	
Texas Tech U College of Health Sciences	2	4	4	X		X		X	X	X	N	X	X	X	X				X	X		X		59 (2 summers)	
Stephen F. Austin (TX)	2	2	5	X		X	X	X	X	X	N	X	X		X	X			X	X		X	9 to 16	60 (2 summers)	
Texas Lutheran	3+2 only	3	4	X	X	X	X	X	X	X	P	X	X	X	X		X		X	X	X			48 in +2 phase	
Tarleton State (seeking accreditation)	2	2	4	X		X					N	X	X	X	X	X			X	X	X	X		49 (2 summers)	



Joint Statement from the Strategic Alliance BOC, CAATE, NATA and NATA Foundation

After 2.5 Years of Diligent Analysis, Leaders of the Key Athletic Training Organizations Have Decided to Change the AT Degree Level to a Master's

Decision affecting future ATs was made with the best interests of the profession in mind to ensure a vital place for ATs in the evolving health care arena. Work now begins on the next steps.

Over the past two and a half years the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of NATA and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

This past weekend a special meeting was held to hear final presentations and to deliberate. The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level.

Among the data considered in this decision was work produced by the NATA Executive Committee for Education (ECE). This included the *Professional Degree White Paper*, focus groups with existing professional programs at the master's degree level, a health care economist's study specific to athletic training education and numerous open-discussion sessions at state, district and national meetings. Among the CAATE's significant contributions included their knowledge of the accreditation landscape, and the changing higher education environment. They presented expert opinions from Commission physician and administrative members and provided an analysis developed from the CAATE's call for open comments.

The CAATE *Standards for Accreditation of Professional Athletic Training Programs* will be changed to include a requirement that professional programs be at the master's degree level with a specific implementation deadline of no less than seven years. This does not require currently certified ATs to obtain an additional degree. The deadline to require a master's degree to sit for the BOC examination will affect students who are not yet in high school.

A decision of this magnitude requires significant discussion, planning and communication. Over the next several weeks, the alliance will launch a website that will provide more information on the implementation as well as an opportunity for members of the profession to ask questions. The site will also provide a synopsis of the research that went into this decision and responses to questions raised during the months of gathering feedback. An in-person session will be held at the NATA 2015 convention to address "what's next" questions. The presentation will be recorded and posted online so that all ATs have access to the dialogue. As the process moves forward, there will be several additional opportunities for conversations about next steps. Given the current state of higher education and health care, change is not only inevitable, but necessary. The Strategic Alliance has a responsibility to be the visionaries for the growth of the profession. This decision is not about today. It is about the future and longevity of the AT profession. The decision was not made lightly, and the approach to implementation will be treated with the same seriousness as the decision.

The CAATE anticipates releasing information about the implementation timeline after its August 2015 Commission meeting and looks forward to working with institutions and professional programs as they transition to the master's degree. NATA and the CAATE will provide tools, resources and best practices to assist with the process, as well as ongoing updates on the implementation and timeline. The goal is to make this transition as simple as possible for all involved.

Athletic trainers have historically played a major role in the provision of health care for life and sport. The AT's role and scope of practice continues to evolve in response to the dynamic nature of health care. As a result, ATs are considered by physicians to be integral members of the interprofessional health care team.

A critical link to acceptance in the broader health care arena is the ATs level of professional preparation. This decision to shift the degree level is essential to ensuring our future ability to meet the expectations of the health care team, to continuing to improve patient outcomes, and to keeping our profession sustainable for generations to come.

About the Strategic Alliance

The Strategic Alliance is a group of four leading organizations committed to the athletic training profession and to the delivery of quality healthcare to the public. The four member organizations are the [Board of Certification, Inc. \(BOC\)](#), the [Commission on Accreditation of Athletic Training Education \(CAATE\)](#), the [National Athletic Trainers' Association \(NATA\)](#) and the [NATA Research & Education Foundation \(NATA Foundation\)](#).

Each member of the Strategic Alliance serves a distinct group of stakeholders, yet all members have a shared interest in advancing the athletic training profession. Members collaborate to research and deliberate current topics of interest to the profession; solicit feedback from the public; and communicate findings and positions to all stakeholders. The Strategic Alliance offers its joint statements in an informed manner based upon what is best for students, patients and the profession.

PROFESSIONAL EDUCATION IN ATHLETIC TRAINING

Presented to the National Athletic Trainers' Association Board of Directors

December 2013

*An
Examination
of the
Professional
Degree Level*

PROJECT WORK GROUPS

PRIMARY WORK GROUP

Russ Richardson	University of Montana – Western	Chair, NATA ECE/ Head Athletic Trainer / Associate Professor
Valerie Herzog.....	Weber State University.....	Program Director
Mark Merrick.....	Ohio State University.....	Program Director
John Parsons.....	AT Still University.....	Program Director
Jim Thornton.....	Clarion University	Athletic Trainer / Faculty / NATA President
Chad Starkey.....	The Ohio University	Post-Professional Program Director / CAATE-appointed Representative
Craig Voll.....	Franciscan Alliance St. Elizabeth’s Health/ Purdue University	Athletic Trainer / Doctoral Student
Vanessa Yang	University of California, San Diego	Head Athletic Trainer
Jolene Henning (group leader).....	High Point University	Department Chair/Program Director
Sara Brown (group leader).....	Boston University	Program Director

CONSULTING WORK GROUP

Randy Biggerstaff.....	Lindenwood University.....	Department Chair
Debbie Bradley	Lynchburg College	Department Chair
Amy Brugge.....	The College of St. Scholastica	Director of Clinical Education
Julie Cavallario	Old Dominion University.....	Athletic Trainer / Doctoral Student
Mike Diede.....	Brigham Young University	Program Director
Jennifer Doherty-Restrepo.....	Florida International University.....	Program Director
Nicole Chimera.....	Daemen College.....	Faculty
Denise Fandel	Board of Certification	Executive Director
Louise Fincher	University of Texas – Arlington.....	Department Chair
Philip Ford.....	Charleston Southern University.....	Program Director
Eric Fuchs	Eastern Kentucky University	Program Director
Donald Fuller.....	Life University	Program Director / Clin Ed Coordinator
MaryBeth Horodyski	University of Florida	Director of Research / NATA BOD
Linda Levy	Plymouth State University	Department Chair / Program Director
Sarah Long	University of Toledo	Faculty / Clin Ed Coordinator
Malissa Martin	Rocky Mountain University.....	Associate Dean
Susan McGowen	University of New Mexico.....	Program Director / Board of Certification
Alan Nasypany	University of Idaho	Faculty
Christopher O’Brien	Seton Hall University	Assistant Dean
Meredith Petschauer	University of North Carolina - Chapel Hill	Program Director
Robin Ploeger.....	University of Tulsa	Program Director
Michael Powers	Marist College.....	Department Chair / Program Director
David Quammen.....	The College of St. Scholastica	Staff Athletic Trainer / Adjunct Faculty
Jeremy Searson.....	University of South Carolina	Clin Ed Coordinator
Pat Sexton.....	Minnesota State University	Program Director
Melissa Snyder.....	Ashland University.....	Clin Ed Coordinator
Vince Stilger	West Virginia University	Program Director
Hal Strough	The College of St. Scholastica	Department Chair
Brian Toy.....	University of Southern Maine.....	Program Director
Stacey Walters	Valdosta State University.....	Co-clinical Coordinator
Greg Williams.....	Lindenwood University	Adjunct Faculty
Gary Wilkerson	University of Tennessee – Chattanooga	Faculty
Andy Winterstein.....	University of Wisconsin – Madison.....	Program Director

OVERVIEW

The current athletic training education system is composed of two primary components. *Professional* education is concerned with the preparation of the student who *is in the process of becoming* an athletic trainer (AT), and represents the “gateway” to the profession. In athletic training, professional education culminates with BOC certification. In contrast, *post-professional* education imparts advanced clinical knowledge and skill in students who are already athletic training professionals via a successful challenge to the BOC exam. Of these two components, professional education is the largest. Today, there are more than 360 Commission on Accreditation of Athletic Training Education (CAATE)-accredited professional education programs. In comparison, there are 15 CAATE-accredited post-professional programs.

Historically, professional athletic training education has occurred at the baccalaureate level. In 2013 there are 333 baccalaureate-level professional programs. However, since the late 1990s, 27 master’s degree level professional programs have been accredited. These programs impart the same professional knowledge, skills, and abilities, but they do so at the graduate level. The emergence of these “entry-level master’s degree programs” (ELMs) mirror a national trend in peer healthcare professions who increasingly prepare students for professional practice at the graduate level. For example, physician assistants, occupational therapists, physical therapists, and audiologists all receive their professional education at the graduate level.

The reasons for the emergence of graduate level professional education among these professions are varied and will be explored in more detail in subsequent sections of this paper. Regardless of the specific reasons, the trend towards graduate-level education in healthcare professions was predictable and has reached an irreversible critical mass.

In full awareness of the trends in the professional education of healthcare providers, the NATA Board of Directors accepted the *Future Directions in Athletic Training Education* report as submitted by the Executive Committee for Education in late 2012.¹ This report proposed several initiatives for the purpose of advancing various aspects of athletic training education. Not surprisingly, one of these initiatives called for the critical examination of the appropriate degree level for preparation as an athletic trainer (AT) – also known as the professional degree. The examination of the appropriate professional degree has been prompted by several factors. These factors include: 1) the increasing complexity of the current and future healthcare system; 2) the growing need for athletic training-specific patient outcomes research; 3) an expanding scope of requisite knowledge, skills, and abilities while continuing to strive for depth in athletic training-specific knowledge, and; 4) the need to ensure proper professional alignment with other peer healthcare professions. The NATA Board of Directors charged this group to provide a report on the professional degree level. As such, the findings of this group are informational and do not represent formal statements of policy. However, this white paper represents the third investigation of this topic since 1995. The process used throughout the groups’ deliberations is presented in the Appendix.

An investigation of this scope and importance is complex and requires a judicious use of the best available evidence. Admittedly, several of the questions confronting this investigation exist in areas not well supported by existing athletic training research and scholarship. In the absence of direct evidence, we were left to examine theoretical models and to make inferences from relevant data to help us decide whether a professional degree change would benefit the athletic training profession. For example, one particular challenge we encountered is that to date, there are no studies in athletic training that directly compare the outcomes of undergraduate-level professional education programs with those professional programs at the graduate level. Moreover, only a very small number of athletic training programs have made a degree transition to the graduate level and no one has published data examining the effect of the degree change on athletic training patient outcomes. Therefore, a combination of existing literature, expert opinion, data provided by the BOC and CAATE, and a series of polls used to collect data from directors of CAATE accredited programs was analyzed to reach the conclusions represented in this paper.

Human nature forces us to view potential change through our individual filters, influenced by past experiences, current work environment, and perceived consequences. Just like this was a challenge for the work group members, it will be a challenge for the readers as we examine the question of the appropriate professional degree level. When discussing the future direction, and, possibly, the future viability of our profession, we focused on what will best place our profession in a competitive advantage 5, 10, or 20 years in the future.

The data presented in this report represent those that were available to the work group during our deliberations. These data will continue to evolve and change. Where appropriate, we have inserted links to the most recent data.

KEY FINDINGS

#1: Graduate-level professional education will better align ATs as peers to other healthcare professions and should enhance our status and influence in the larger health care arena.

#2: Transition to graduate professional education facilitates continued evolution in the professional competency requirements to better reflect the clinical practice requirements of current and future ATs in a changing healthcare environment.

#3: Factors fundamental to providing quality care are likely improved by professional education at the graduate level.

#4: Professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. Graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice.

#5: Transition to professional education at the graduate level would increase the likelihood that education programs are better aligned with other health care profession programs within their institution.

#6: Professional education at the graduate level should facilitate interprofessional education.

#7: A strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training.

#8: Professional education should not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience.

#9: A transition to professional education at the graduate level will result in a more efficient educational system.

#10: Currently, all state practice acts accommodate graduate-level education in athletic training as meeting the requirements for the state credential. No state practice acts would need to be amended.

#11 The impact of a transition to graduate-level professional education on compensation levels and employment opportunities is complex and difficult to predict. Multiple factors influence compensation and employment patterns in healthcare.

RECOMMENDATION

Based on these findings, it is the conclusion of this group that professional education in athletic training should occur at the master's degree level. To avoid confusion, we recommend that the clinical doctorate degree be reserved for post-professional education, and that this degree should signify advanced practice.

Finding #1: Graduate-level professional education will better align ATs as peers to other healthcare professions and should enhance our status and influence in the larger health care arena.

ATs have rightly chosen to compete for our place as legitimate healthcare providers.² Additionally, the expansion of athletic training practice beyond its traditional roots has broadened our role in the healthcare community. Given these realities, benchmarking the profession’s status against similar health professions is an important and valid decision-making strategy. For example, the degree landscape of similar health professions represents a normative set of goals - at least as perceived by the public - regarding the level of education required of a healthcare professional.³ This is especially true when trying to anticipate the probability of success or failure of decisions to change the professional degree.

Consequently, it is relevant and important to note that many peer health professions to athletic training are currently providing professional education at a master's degree or higher (Table 1). Of those professions with professional preparation at the baccalaureate level, similar discussions regarding transitioning to graduate-level training are underway.

Table 1. Minimum Degree Designations

Profession	Minimum Degree Requirement
Occupational Therapy	Master’s degree
Physical Therapy	Doctorate degree
Speech & Language Pathology	Master’s degree
Nursing	Associate’s degree*
Registered Dietitian	Bachelor’s degree
Physician Assistant	Bachelor’s degree (Currently 91% of programs are at the master’s level with a mandate for 100% by 2020)

*In nursing, the associate’s degree is the current minimum requirement; however, the overwhelming majority of programs are delivered at the baccalaureate level.

How athletic training is perceived and classified by governmental and other agencies is an important consideration. For example, a move to graduate level professional education would make athletic training less like those professions identified as “frontline & auxiliary work force,”⁴ a subset of the broader healthcare workforce with a status lower than the peer professions identified above. The athletic training profession currently resembles the professions in this category of the health workforce (eg, nurse’s aide) in education levels, salary, employment dynamics, and qualitative professional descriptions. Because professions in these categories are considered to have the least amount of training and preparation,⁴ we should avoid being affiliated with:

Frontline Workers The defining criteria used in the report are that the education is generally at the bachelor’s degree-level or below, with annual wages below \$40,000, and considerable direct patient contact.

Auxiliary Workers The auxiliary workforce is characterized by certain distinguishing issues: relatively low wages and benefits; subcontracting and temporary workers; multi-skilling; high stress levels; lack of empowerment; and, in some instances, unionization. With diverse skills, work settings, and training levels, the frontline workforce as a group is experiencing shortages, high turnover, and projected high growth. Home health aides, medical assistants, and nursing aides are in this category.

Reimbursement for services, another hallmark of established peer health professions, has long been an unrealized goal of the athletic training profession. Perceptions about the training and education of the profession are an important component of our success in this effort, and it is our opinion that a transition to professional education at the graduate level would potentially eliminate an obstacle in positioning athletic training services as worthy of reimbursement on the national level. For example, the National Uniform Claim Committee (NUCC), created to develop a standardized data set for use by the non-institutional health care community to transmit claim and encounter information to and from all third party payers, identifies ATs as Level III providers, under the “specialist / technologist” category.

As another example, the US Department of Labor classifies athletic training as an “Other Healthcare Professional and Technical Occupation.” In contrast, occupational therapists, physical therapists, and speech and language pathologists have Level II recognition. While this ranking does not impact the profession’s ability to become credentialed for the purposes of private payer reimbursement, the symbolic importance of classifying ATs with other professions who serve in aide and assistant roles demonstrates a systemic lack of recognition of ATs as significantly educated, qualified clinicians with direct decision-making authority.

Centers for Medicare and Medicaid Services (CMS) provider taxonomy codes also omit athletic training. However, most healthcare professions that are recognized by CMS provide professional education at the master's degree or higher (exceptions are registered dietitians, certified nurse midwives, and orthotists / prosthetists).

While a transition to graduate-level professional education may not have an immediate positive impact on our standing in the healthcare arena, it is one important step in gaining recognition. Perception is often based on reality. If AT is perceived (even defined) as being part of frontline and auxiliary workforce, it will be limited in its efforts to elevate its status in the broader healthcare community. Elevating the degree may help change the perception of athletic training as a legitimate healthcare profession, and assist the profession in its strategic effort toward professional advancement.

Finding #2: Transition to graduate professional education facilitates continued evolution in the professional competency requirements to better reflect the clinical practice requirements of current and future ATs in a changing healthcare environment.

Since the original athletic training “Education Reform” in 1997, we have seen the knowledge, skills, and abilities expected of entry-level ATs increase. This changing expectation occurred concurrently with expanded work settings and a diversification of our patient population. External to the profession, several healthcare policy bodies have proposed general competencies that should be common to all health professionals.^{5,6} These competencies are quickly becoming interwoven into the

**Institute of Medicine Core Competencies
for Health Professionals**

- Delivering patient-centered care
- Working as part of interdisciplinary teams
- Practicing evidence-based medicine
- Focusing on quality improvement
- Using information technology

United States healthcare system as standard expectations for healthcare professions. Similarly, the Patient Protection and Affordable Care Act includes ensuring cost effective and appropriate care, an emphasis on prevention, use of technology of information management, and racial and cultural competence.

Most health professions have taken steps to integrate many of these competency areas into both their professional education and into their patient care practices. Consequently, over time these skills are likely to be perceived by both the public and by peer health professions as indications of competence and medical authority. Professional education that does not incorporate these foundational components of practice risk being perceived as not meeting professional expectations. Our current knowledge, skills, and abilities incorporate some of these competencies but expansion would be required to fully incorporate them into our professional programs.⁷ For example, the need for interdisciplinary practice is identified in the Foundational Behaviors of Professional Practice yet there are no requirements that students actually gain experience in collaborating with other healthcare providers.

While the expectations of entry-level ATs have changed, there has been little change in the model in which they are prepared. In the American higher education system, it is generally accepted that a higher degree means a higher level of learning, and therefore a higher level of expertise in a given discipline. Consequently, a graduate level professional degree naturally suggests a level of expertise beyond what can be provided at the baccalaureate level. In fact, for many professions professional education occurs at the graduate level because of the level of complexity and sophistication of the subject matter.

In addition, where professional content is taught at a graduate level, the assumption is that education in a discipline requires a more advanced student with a more stable foundation of basic and general knowledge requirements upon which the more “advanced” content at the graduate level can be taught. (See Finding #8.) There is anecdotal and research evidence to suggest that this dynamic exists in current professional graduate programs in athletic training (Scott Bruce, written communication, October 2013).⁸

Concerns about degree inflation, or *degree-creep*, are partly a reaction to the perception that academic degrees are elevated by professions for symbolic prestige.⁹ However, these concerns are unsubstantiated for medical and health science disciplines where an expanding and complex science base is obvious. In these disciplines, “basic” science requirements crowd out professional knowledge, which leads to longer curricula, requiring higher degrees.^{5,10}

A bifurcation has been identified in the health professions workforce, a divergence caused by the increased number of health professions training at higher degree levels. Technical skills are assigned to technicians to free up practitioners who are in decision-making roles. While this trend has benefits for the US healthcare system, one obvious result is a decline in the number of professions training at the baccalaureate level.¹⁰ Most professions previously at the baccalaureate degree level (eg, physician assistant) have transitioned or are in the process of transitioning to a master’s degree or higher. Providers who currently train at the associate’s degree level, such as physical therapy assistants, are discussing the possibility of moving to a baccalaureate requirement.¹¹

The combination of expanding competencies that are specific to athletic training with the global expectation of integrating the Institute of Medicine core competencies illustrates the need for graduate-level professional education that can accommodate the expanding body of knowledge and associated changes in clinical practice that are expected in outcomes-oriented healthcare.

Finding #3: Factors fundamental to providing quality care are likely improved by professional education at the graduate level.

As the discussion regarding the appropriate professional degree for athletic training has progressed, the lack of evidence demonstrating improved patient outcomes could be interpreted as a variable supporting remaining at the baccalaureate level.^{12,13} However, to imply that a lack of evidence of an effect is the same as evidence demonstrating the lack of efficacy is incorrect. To date, no comprehensive patient data for the clinical care provided by ATs (regardless of degree) is available in the literature. Without athletic training-specific patient outcomes data, there is no baseline for comparison. With that said, few, if any, in our profession would suggest that this lack of data is evidence that ATs fail to produce good outcomes.

In the absence of direct evidence, we are left to examine theoretical models and indirect data to help us decide if a degree change is likely to affect the quality of patient outcomes. When studying available research on quality of care in other health professions it becomes obvious that there is not a universally accepted single quality of care metric. In general, the perceived quality of care appears to be multifactorial with the three most common themes in the literature being 1) Credentialing and licensure examination performance; 2) Perception of patients or other providers; and 3) Actual patient outcomes.

Several factors have been identified as affecting knowledge and skills represented by performance on credentialing examinations. Distilling these factors, recurrent themes that positively predict credentialing exam performance include academic aptitude (pre-program GPA & standardized tests), quality of the individual program, total program length (longer is better), and student age,¹⁴⁻²⁰ whereas, level of degree obtained did not seem to be a useful predictor of exam performance for physician assistants.¹⁸ Interestingly, however, this appears to be different in athletic training education. BOC exam data (2010-12) suggests that current professional masters programs are more likely to meet the passing rate standard and obtain higher total scores than undergraduate programs. Additionally, the master's students outperform the undergraduate students on the exam itself. This finding holds true even at institutions offering athletic training professional education at both the undergraduate and master's levels. The increased length of the educational process and increased student age would be expected to positively influence exam performance.

A second factor influencing quality care is the perception of the provider by patients and colleagues. This is hardly new. A 1978 study identified that personal characteristics more highly correlate with clinical success than do academic ones.²¹ Maturity, rapport, non-academic achievement, and motivation were stronger predictors of clinical success than GPA or admissions tests (MCAT) scores.²¹ Other studies have since been conducted that validated these findings.²²⁻²⁵ Similarly, in our own profession care, communication, commitment, and integrity are also essential traits of quality ATs; knowledge is not enough.²⁶ These qualities are more easily developed in older, more mature, focused, patient, self-confident students who can draw upon a larger set of life experiences and more readily identify with patients than in undergraduate students who are just beginning to form their adult personalities and skillsets.

Patient outcomes are the most direct and important indicators of quality care. As already indicated, athletic training simply does not have an established base of literature from which we can draw conclusions in the degree discussion. In other healthcare professions most outcomes are based on patient satisfaction rather than actual clinical outcomes. Factors such as greater staffing levels, lower patient loads and length of stay positively influenced outcomes; years of experience, specialty certifications, and professional degree level appear not to

affect outcomes.^{20,27-29} The literature regarding patient outcomes is not well established and it is difficult to draw conclusions about the potential impact of a degree change on this aspect of quality care.

Clearly, quality of care is multi-factorial and likely there is no definitive answer as to whether a degree change will have a positive impact until the question is studied directly. Based on proxy evidence, however, a degree change is likely to have a positive effect on the knowledge and technical competence aspect of quality as evidenced by the existing BOC exam data. There is considerable reason to expect that older, more mature students will fare better in developing the personal qualities that patients and providers alike consider to be vital to providing quality care. The influence of a degree change on direct patient outcomes is difficult to predict from the existing literature since there are little to no published references. On the whole, a degree change is likely to positively impact many factors that influence quality care, but not all of them. However, there is no compelling evidence that a change would be detrimental to the quality of care provided.

Finding #4: Professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. Graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice.

A survey of baccalaureate-level professional education programs suggests that approximately 25% of graduates do not intend to practice as an AT.[†] Similar polling conducted with directors of master’s-level professional education programs demonstrated that almost all (98%) graduates intend to practice as an AT (Table 2). Undergraduate students’ decision not to pursue employment or additional education in athletic training following completion of a baccalaureate degree is based on a perceived lack of respect for the athletic training profession, the perceived time commitment required of the job, and the intentional use of their athletic training undergraduate degree as a conduit into another profession at the post-baccalaureate level.³⁰

Table 2. Summary of Program Director-Reported Data for 2010-11 and 2011-12 Graduates

	# of Graduates	# (%) of Graduates Taking BOC Exam	# (%) of Grads Who Intend to Practice Athletic Training
Bachelor’s degree (n = 134)	2767	2468 (89.2%)	2053 (74.2%)
Master’s degree (n = 11)	183	183 (100%)	179 (97.8%)

Note: All program directors of professional programs in AT were asked to provide the above data via an electronic survey. The overall response rate was 39%, with 42% (11/26) of graduate programs responding and 39% (134/343) of undergraduate programs responding.

While all three reasons are concerning, the use of athletic training knowledge and skill as preparation for success in another profession is particularly problematic. These students use their athletic training education to gain academic advantage during their graduate-level education in disciplines such as medicine, physical therapy, or physician assistant studies. Although the primary goal of professional preparation as an AT (and the related program accreditation process) is for the eventual practice of athletic training, it is common for institutions to promote the athletic training program as a pre-professional program for entry into post-baccalaureate health professions programs. Historically some ATs have been flattered into thinking that this situation demonstrates the true value of the athletic training knowledge base. However, we find great concern in this situation because it represents a

[†] Data regarding the extent to which graduates go on to actually practice athletic training is not available. The CAATE’s new reporting procedures will provide this data and should be examined.

significant “brain drain” that saps the profession of unique knowledge and skills, and more importantly, of trained clinical personnel.

Allowing the student to opt into professional education at the graduate level provides a more deliberative and intentional choice to pursue athletic training as a “destination profession” - that is, the profession to which they are committed for making their living. While developing foundational science and analytical skills, students can use their undergraduate experiences to fully explore their career options and then commit to athletic training at the graduate level.

In contrast, the reasons students give for entering the AT profession at the undergraduate level have not been widely examined, although anecdotal evidence suggests that students are often exposed to the profession through interaction with ATs while participating in athletics or when they are injured. One small study found that the primary attractor for undergraduate students to the athletic training profession is the relationship with sports and the desire to feel like part of a team.³¹ If this is true, undergraduate students may be selecting athletic training as a major with a false assumption of being part of “sports” rather than to become health professionals. In fact, a common reason that undergraduate AT students change their major is because they lacked an accurate and thorough understanding of the profession prior to their choice, and they did not fully appreciate the time commitment associated with the clinical portion of the major.^{30,32}

It is commonly accepted that regardless of discipline, graduate students are more mature, self-directed, and independent learners than undergraduate students. Chronological age and simple maturation likely accounts for greater levels of self-directed learning, lesser levels of procrastination, and greater use of critical thinking strategies reported by graduate students in general.³³

Differences in critical thinking and clinical decision making in undergraduate and graduate students enrolled in professional athletic training programs have not been specifically examined. However, the Board of Certification (BOC) examination data offer unique insight into the readiness and preparedness of AT students who take the examination. For example, current CAATE standards³⁴ state that programs must have a minimum aggregate (3 year) first-time BOC examination pass rate of 70%. When the first-time pass rate is examined on a program-by-program basis, 43% of undergraduate professional programs *fail to meet the standard*, compared to only 3.7% of graduate professional programs (Figure 1).

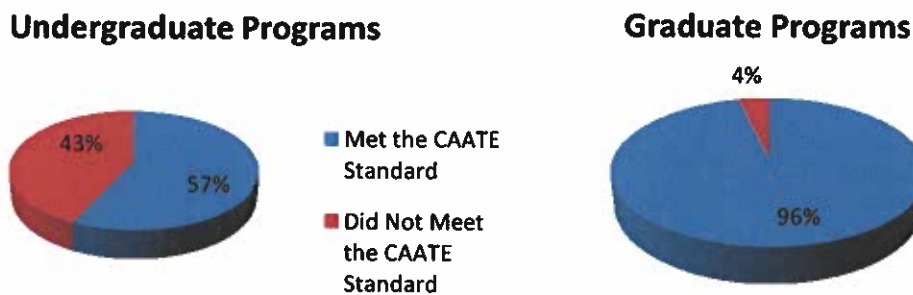


Figure 1. First-time BOC Examination Pass Rates by Program Type. Aggregate data from 2010-11 through 2012-13 test years (n = 358 undergraduate and 28 graduate programs). Source: Board of Certification.

Postscript: The most recent BOC exam data available (exam years 2010-11 through 2012-13, ie, graduation cohorts 2010 – 12) were used to prepare this report. On the eve of distribution of the report, CAATE annual report data for graduation cohorts 2011-13 became available. The percentage of baccalaureate programs below the 70% pass rate standard improved from 43% to 28%. The percentage of post-baccalaureate remained the same at 4%. Current information can be accessed at: <http://caate.occtrain.net/accredited-programs/>

Finding #5: Transition to professional education at the graduate level would increase the likelihood that education programs are better aligned with other health care profession programs within their institution.

Professional athletic training programs are often housed in traditional, non-health science, or generic academic units such as physical education, kinesiology, or exercise science. These arrangements reflect the historical evolution of athletic training in higher education rather than a strategic decision reflecting contemporary health professions education. Recognizing the inherent disadvantages of this arrangement, the NATA Board of Directors approved recommendations in 1996 that professional athletic training programs align with schools of health professions.³⁶

To determine the current administrative location of professional programs, we performed an analysis of the organizational alignment of all programs, which revealed a wide range of structural models. Our analysis revealed that the realignment recommended by the NATA BOD 17 years ago has not occurred. The key findings of this analysis are that 21% (74) of the 355 professional programs are administratively housed in colleges/schools with other peer health professions programs. Another 13% (45) programs are located in multidisciplinary departments, but are the sole health professions discipline. Athletic training is the only health profession at 16% (57) of institutions. In all cases, graduate-level professional programs are more frequently located in favorable administrative units, though the difference between the levels is modest.

In contrast to these findings, the education programs of peer health professions (eg, physical and occupational therapy; physician assistant) tend to be in schools or colleges of health professions or health sciences, in departments or divisions organized around a single profession (eg, physical therapy department). Some disciplines, such as physician assistant programs, commonly align with schools of medicine. These arrangements facilitate a host of administrative and environmental benefits to both students and faculty.

It is the opinion of the task force that *it is more likely* that large-scale administrative realignment will occur with a profession-wide transition to graduate-level professional education because the structure and function of traditional graduate-level academic units are different from undergraduate programs, and that difference will facilitate a realignment. We find that the needs of professional programs at the graduate level are largely incompatible with the current structure and resources of many of the academic units in which baccalaureate programs are currently located in three key areas:

First, the business models employed in schools of health professions are different from those of non-health professions academic units, especially at the graduate level where tuition remission and assistantships are common. Student enrollment, tuition revenue, and state subsidies (in public institutions) are the primary source of revenue in most health professions colleges or schools. This is in direct contrast to an emphasis on research or grant-generated revenues on which many traditional, or non-health professions academic units, rely. Consequently, student enrollment in graduate-level health professions programs tends to be much larger than the enrollment of non-health professions graduate programs like kinesiology and exercise science, which in turn has a significant

impact on space and personnel resource requirements and allocations. For example, it is more difficult to argue for needed medical supplies and clinical lab space, when that argument is being made to a non-health professions administrator, in a non-health professions department and/or school who is unfamiliar with the customized lab and instructional space needs of health professions education.

Second, health professions programs require administrative and faculty structures that are uncommon to traditional academic units. Administratively, health professions programs require a central administrator responsible for the conduct of the program and for compliance with national accreditation standards. In fact, the presence of national accreditation requirements in health profession education is one of the most significant differences between health professions education programs and most traditional academic units.^α This can lead to complications if academic administrators under-value or misunderstand the structural and resource requirements of a contemporary accreditation process, or fail to provide the necessary support infrastructure to assist with ongoing program evaluation requirements. This is further complicated by the complex state and federal profession-specific regulatory requirements that impact various aspects of program administration, such as clinical education and faculty instruction.

Third, faculty designations are often different in health professions units to reflect the unique requirements of program delivery. For example, “clinical faculty” positions (not to be confused with clinical preceptors) may co-exist with traditional tenure-track and instructor-level faculty positions. Clinical faculty have different work expectations in terms of teaching load, length of contract, clinical practice requirements, and scholarship obligations. Additionally, most health professions programs must have a clinical education coordinator, a faculty position that is foreign to non-health professions academic units. Lastly, the research and service activities health professions program faculty may be poorly understood and/or under-valued by non-health professions faculty. This can have a significant and negative impact on faculty promotion and tenure decisions. Additional faculty-specific considerations, such as accommodating continued clinical practice and continuing education requirements, are best understood in academic units familiar with health professions education.

For these reasons, we believe the long-term success of graduate-level programs will require realignment in a way that has not been necessary for baccalaureate level professional programs. Professional programs in athletic training would be well served with alignment in schools/colleges of health professions, regardless of the degree required. The nature of graduate-level education provides additional justification for this alignment.

Finding #6: Professional education at the graduate level should facilitate interprofessional education.

The ability “to learn with, from, and about each other,” interprofessional education (IPE) necessitates connecting students studying in different disciplines. Increasingly recognized as an essential component in the education of health professionals, the benefits of IPE include improved critical thinking and professional socialization leading to a workforce that is “collaborative practice-ready.”^{5,35} Training professionals “isolated by discipline” is an obstacle to achieving the teamwork necessary for high quality health care.⁵ The 2012 *Future Directions in Athletic Training Education*¹ document also emphasized the need to create IPE opportunities in professional athletic training education.

^α Voluntary accreditation in Exercise Science is available via the Commission on Accreditation of Allied Health Education Programs. Fewer than 40 Exercise Science programs are accredited.

Professional education at the graduate level removes many barriers to IPE. On a practical level, the ability to develop IPE courses and experiences is more feasible at the graduate level because, with the notable exception of nursing, peer degree programs in the health sciences are also offered at the graduate level providing a more homogenous group in terms of IPE opportunity. This reflects the fact that most peer health professions are professionally educated at the graduate level. Currently, a potential barrier to implementing IPE at some institutions is that it is often difficult to create IPE courses that can award both undergraduate credit for AT students and graduate credit for health professions students in other disciplines. In addition, coordinating IPE activities is simplified by fewer competing courses and obligations, and greater scheduling flexibility in graduate programs.

The nature and extent of IPE depends on the presence of health disciplines on campus. Implementing IPE activities may be simplified if multiple healthcare professions are housed in the same academic unit. A greater percentage of graduate level programs have this arrangement as compared to undergraduate programs. For the 127 (33%) of programs that are housed in units separate from the other health professions on campus, IPE presents a logistical challenge. For the 58 programs with no other health professions at their institution, meaningful IPE will require academic artistry.

Interprofessional education is essential to providing high quality healthcare, which can only be accomplished when health professionals act in cooperation for the delivery of patient care. IPE within athletic training professional education is likely easier to achieve at the graduate level because the majority of peer professional programs are at the graduate level. Developing relationships with other health professionals at the start of the professional education process may enhance professional working relationships.

Finding #7: A strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training.

Students with a broader and deeper base of scientific knowledge foundational to health professions practice should be better prepared for professional education. As discussed in Finding 8, current baccalaureate-level curricular demands often make it impossible for the student to obtain a strong science foundation before the beginning of professional content. The need for this foundation persists in the education of all health professionals. In their 3rd report *Critical Challenges: Revitalizing the Health Professions for the Twenty-First Century*, the Pew Health Professions Commission discussed four important education and workforce issues.⁶ The first PEW recommendation emphasizes the need for a science foundation:

A1 Scientific Base of Educational Programs: The demands on systems of care are growing. The scientific base of all health professions must grow to accommodate these changes. ^(p. 30)

In addition to the general education requirements described in Finding #8, preparation in basic science disciplines such as biology, physics, and chemistry, provides a foundation upon which theoretical understanding and clinical application is built. This foundation should make it easier for students to connect new knowledge to current understanding, and then adapt this knowledge to specific clinical situations. For example, students with a foundation in physics will better understand the biomechanics of movement, injury, rehabilitation, therapeutic agents, and recovery.

Separating the foundational content from the professional content makes it easier to design a professional curriculum that emphasizes the progression from basic understanding of foundations to advanced clinical application of specifics. Students have the opportunity to learn one piece at a time and build on what they know rather than having to digest the foundation and application simultaneously.

Similar to a problem described in Pharmacy professional education,³⁷ our current baccalaureate model minimizes the opportunity to expand foundational knowledge. At the baccalaureate level, students often spend 1 or 2 years in preparatory study before entering professional education. Ideally, athletic training students should complete general coursework in areas such as biology, chemistry, physics, anatomy, and physiology prior to beginning their professional education. Many other healthcare professionals with whom we will work in a team approach to healthcare require such background coursework prior to beginning their professional preparation. Athletic training students completing baccalaureate-level programs may not be provided the pre-professional foundation they will need to be on an equal footing or to meet the expectations of the current and future healthcare system.

Science courses represent a necessary component of pre-professional preparation for students in health professions. Professional education at the graduate level allows more time to complete these core requirements and acquire this foundation before beginning athletic training-specific coursework.

Finding #8: Professional education should not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience.

The value of general education (including liberal studies) requirements in developing well-rounded, critically thinking graduates is essential. However, within baccalaureate-level professional education programs, these same general education requirements impede the student's ability to complete required profession-specific coursework and the clinical experiences necessary for BOC examination eligibility. For a typical 120 semester credit hour bachelor's degree offered by a public institution, general education requirements typically account for 40 to 50 credit hours (33% to 42% of the degree). In some liberal arts institutions, general education requirements can constitute an even larger proportion. While the foundational knowledge from the general education curriculum is valuable, the time required for it becomes a constraint on students' professional preparation. Students' time and effort are divided between their professional (ie, athletic training) and non-professional coursework, diluting their focus for each. Likewise, athletic training students are frequently limited in their ability to enroll in elective coursework, to complete academic minors, participate in athletics, and/or to study abroad because of course work and clinical education conflicts. These constraints are made more burdensome by the commonly-cited institutional goal of having undergraduates complete their degrees in four years.

The Association of American Colleges and Universities defines essential learning outcomes of liberal arts education to include: 1) knowledge of human cultures and the physical and natural world (e.g., science, math, social sciences, humanities, histories, languages, and the arts); 2) intellectual and practical skills (eg, critical thinking, communication, problem solving); 3) personal and social responsibility (eg, ethics, cultural competence); 4) integrative and applied learning (eg, synthesis across general and specialized studies).

Of greatest concerns is the impact of non-professional degree requirements on the students' available time and attention for clinical education. Among the most frequent concerns voiced by practicing athletic training clinicians is that the current students are more knowledgeable than their predecessors, but are less prepared for autonomous

clinical practice. One frequently cited factor for this is the decrease in the amount of time students spend in the clinical setting brought about by changing education practices and accreditation processes.

A 2013 survey of professional athletic training program directors indicated that graduate-level athletic training programs reported a higher minimum time requirement (1067 ± 210 hr.) for clinical education as compared to undergraduate programs (906 ± 293 hr) (Cavallario J, written communication, 2013). In addition, graduate-level programs had a higher ceiling of maximum time allowed for clinical education (graduate = 2011 ± 296 ; undergraduate = 1660 ± 528). While graduate-level professional programs are shorter in the amount of time required to complete the degree than baccalaureate programs (2.33 ± 0.8 years vs 2.91 ± 0.5 years), the minimum amount of time required in clinical education is higher, indicating more opportunity for clinical education. A prolonged, immersive clinical experience is easier to obtain at the graduate level where students do not have to balance their time between professional and non-professional courses. The latter often occur at the time of day when critical clinical education experiences are most constructive because of high patient volume.

The distraction caused by the competition between general education and professional education requirements interferes with the students' ability to fully benefit from both. The focused nature of professional education at the graduate level allows students to maximize the benefits of both undergraduate and professional education. Rather than being a distractor from other obligations, graduate level clinical education is facilitated by classroom education (and vice-versa) and removes the barriers presented by other undergraduate education needs.

Finding #9: A transition to professional education at the graduate level will result in a more efficient educational system.

The capacity of the profession to produce practicing ATs is a function of 1) the number of professional programs, 2) the number of graduates, and 3) the proportion of educated graduates who choose to practice as ATs.

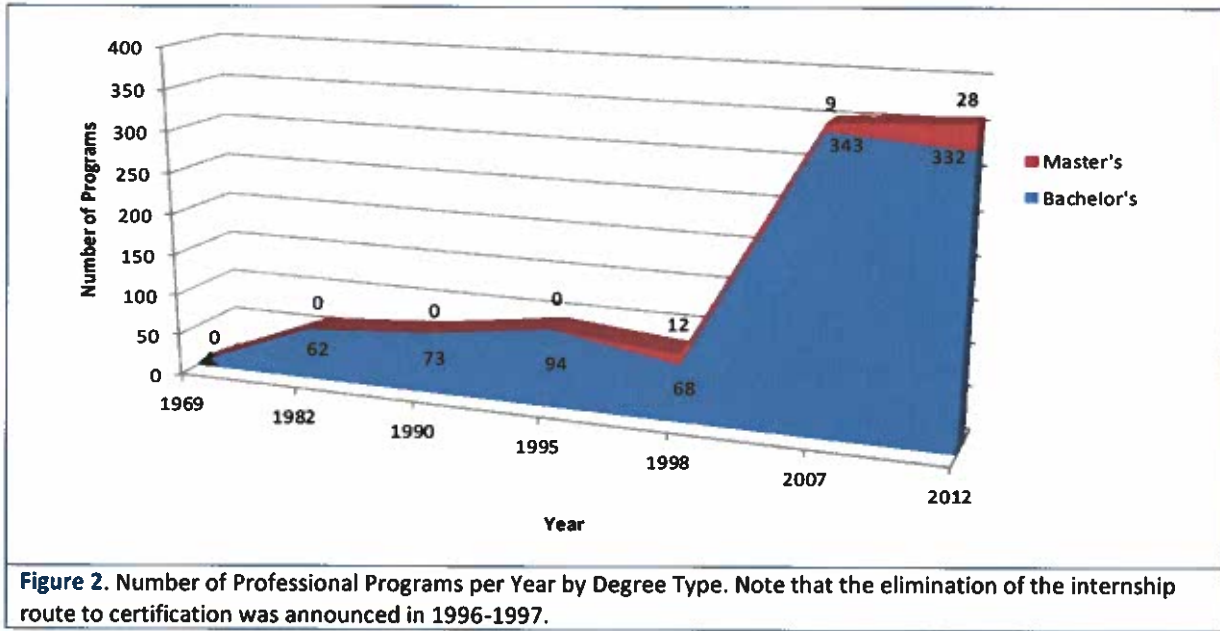
The number of professional programs in athletic training is large and the enrollments are small in comparison to other healthcare professions (Table 3). Only nursing exceeds athletic training in the number of accredited programs. Since the announcement of the elimination of the internship route to certification in 1996, there has been an exponential growth in the number of accredited athletic training programs. Likewise, the past 5 years have shown an increased trend in the number and percentage of master's-level programs (Figure 2). A transition to graduate-level professional education would likely reduce the number of professional athletic training programs.

Table 3. Number of Programs of Various Health Professions and Program-Wide Enrollment.

Program	Number of Programs	Average Total Enrollment in Professional Program
Athletic Training	360	34
Physical Therapy	218	119
Occupational Therapy	149	108
Physician Assistant	181	108
Nursing	604	280
Medicine	171	483

Note: Average enrollment data are based on the most current available and are provided only for comparative purposes.

Twenty-two institutions that currently sponsor baccalaureate professional programs do not offer any graduate degrees, making a transition to the graduate-level professional degree difficult or impracticable. Six institutions currently sponsor programs at both the baccalaureate and graduate levels, so a change eliminates one program at each. Finally, some institutions will simply elect not to offer professional education at the graduate level. It is possible that these reductions could be offset by new program development. The addition of a graduate-level professional program may be appealing to some institutions that do not currently sponsor an athletic training program.



Athletic training programs typically have very small enrollments, often not by choice. Results from an April 2013 survey of athletic training program directors (44% response rate) indicated that only 19 programs (6% of survey total) were at their enrollment capacity. The large number of programs and small number of students (many who will not choose to pursue a career in athletic training) dilutes the pool of focused students, dilutes the faculty pool, and limits the amount of scholarship that can be performed by faculty.

There also appears to be a relationship between the size of the program and the success of candidates on the BOC examination. BOC exam data for the 2010-11 through 2012-13 examination years shows that 66% of programs produce fewer than 10 first-time candidates per year. More than half of these small programs failed to meet the CAATE 70% first-time pass rate standard. Only 18.9% of programs with 10 or more candidates failed to meet the standard (Table 4). Based on these data, consolidation of students and faculty into fewer but larger programs may benefit students' performance on the BOC exam.

Table 4. BOC Examination Data on First-Time Pass Rates Based on Program Size.

Program Size*	Percentage of total accredited professional programs	Percent of these programs below the CAATE 70% pass-rate standard	Average 1 st attempt pass rate
<10 candidates/year (N = 246)	65.1%	51.6 (N = 127)	64.6%
≥ 10 candidates/year (N = 132)	34.9%	18.9% (N = 25)	81.4%

*Program size = 1st attempt BOC candidates from 2010 - 2012

Board of Certification data for the 2010-12 exam years indicates that the number of graduates taking the exam averages 8.3 per program per year, and that number is similar for both undergraduate (mean = 8.6) and graduate (mean = 8.3) programs. However, as described in *Finding #4*, the number of graduates who intend to practice athletic training does vary by professional degree. Two separate surveys completed by program directors indicated that 76 to 81% of graduates of baccalaureate professional programs intend to practice athletic training, while 98% of those who complete graduate professional programs intend to practice athletic training. While these data do not capture the reality of who actually practices, the program directors' indicate that students in graduate-level professional programs have a stronger commitment to athletic training practice and are more likely to enter the workforce.

In the event that there are fewer programs, the profession should be able to meet the predicted increase in workforce demand. The BLS estimates a 30% increase (an additional 5,400 ATs) in athletic training jobs by 2020.³⁸ This demand should help drive enrollments in existing programs to their capacity. Consequently, graduate-level professional education appears to be a more efficient mechanism for educating future ATs.

Finding #10: Currently, all state practice acts accommodate graduate-level education in athletic training as meeting the requirements for the state credential. No state practice acts would need to be amended.

A thorough review was conducted of each state's laws athletic training practice acts, including the language of the law, rules and regulations, and application requirements. The language used currently indicated that applicants for a state credential must have a degree in athletic training from an accredited program and possess a minimum of a bachelor's degree (many states require both a degree in athletic training and a minimum of a bachelor's degree). If the professional degree were to transition to the graduate level, graduates from these programs would still meet these requirements and would be eligible for a credential in each state.

Finding #11 The impact of a transition to graduate-level professional education on compensation levels and employment opportunities is complex and difficult to predict. Multiple factors influence compensation and employment patterns in healthcare.

There is no direct empirical evidence that a graduate-level professional degree will result in enhanced employment opportunities or salary levels for ATs. There is also no evidence that it will not.

However, some insight can be gained by studying the impact of degree changes on employment dynamics, including employer preference and salary impact, in peer health professions. For example, there is some evidence that higher degree levels lead to expectations of higher salaries among members of the profession. In the late 1990s, 40% of practicing physical therapists responding to a survey about the professional impact of the Doctor of Physical Therapy (DPT) degree believed that earning the DPT would result in a higher salary.³⁹ Similarly, graduates with the clinical doctorate in occupational therapy (OTD) had higher salary expectations than master's degreed occupational therapists.⁴⁰

Determining the actual impact of degree level on hiring practices and salary levels is more difficult, and the available evidence is inconsistent at best. In the early 1980s when physical therapy was contemplating a transition from a baccalaureate to master's level professional education, an APTA membership survey demonstrated a direct relationship between degree level and salary.⁴¹ In 1988, clinical administrators were surveyed about the impact of the pending transition to post-baccalaureate professional education.⁴² Two-thirds of respondents did not believe that the master's degree would produce higher salaries. A survey of employers regarding the impact of the DPT on their employment and salary preferences found that employers were more likely to hire and pay a higher salary to a DPT than to a physical therapist with a bachelor's degree.⁴³ Interestingly, these differences disappeared when comparing the DPT to the master's degreed physical therapist. However, others have been unable to demonstrate a convincing connection between the professional degree level and salary in that discipline.⁴⁴ More recent evidence suggests that higher degreed physical therapists do not make more than PTs with lower academic degrees and that experience was a more significant factor than degree as a salary determinant.⁴⁵ However, respondents to this survey also noted that salary levels previously accelerated in the wake of the profession's move from a baccalaureate to a master's professional degree, and so anticipated a similar phenomenon with the DPT degree. Finally, employers noted that the amount of reimbursement does not differ depending on the level of the academic degree. It should also be noted that PTs already had third party reimbursement prior to moving their academic programs to the graduate level. ATs ability to bill third party payors is limited, but it is anticipated that a graduate degree could aid in these efforts.

Available empirical evidence provides valuable insight into the current athletic training employment market (eg, the anticipated 30% expansion in job opportunities by 2020).³⁸ In addition, the US Bureau of Labor Statistics (BLS) finds a 2010 median salary of \$41,600 a year, across 18,200 athletic training jobs. In comparison, a search of the 2011 NATA Salary Survey demonstrates that the average total annual income for an NATA member with a bachelor's degree is \$46,176. In contrast, the average total annual income for a member with a master's degree is \$51,144. As the salary survey does not differentiate professional from post-professional master's degrees in its salary data, it is impossible to account for any difference between the two and may be confounded by the number of years of work experience. Nevertheless, a difference in total annual income of approximately \$5,000 exists between the two degree levels.⁴⁶

AT compensation, relative to the number of hours worked and the extent of job responsibility, has long been anecdotally cited as a reason for both student and clinician attrition.⁴⁷ Consequently, the impact of a degree change on total compensation, as well as employment configuration and job responsibility is of interest. According to the same NATA salary data cited above, compensation patterns for entry-level ATs (0-1 years) have experienced moderate increases over a 3-year period of time (2008-2011), keeping pace only with the rise in the cost of living. Table 5 compares annual salary increases in the professions of AT, PT, OT, and PA over a 5-year period from 2007-2011, while also accounting for the average inflation rate during the same annual period. These data demonstrate several things.

First, the salary discrepancy between athletic training and the peer professions of physical and occupational therapy is in sharp relief. Second, while the percentage of athletic training salary increase was competitive relative to PT, OT, and PA salaries and inflation prior to the start of the recession in 2008, growth in AT salaries stalled more significantly, and has recovered more slowly, than the salaries in the other professions. In fact, growth in AT salaries has barely kept pace with inflation since the 2008-09 period. While reasons for this are unclear, we hypothesize that it is the result of: 1) the lack of athletic training engagement with systems of healthcare service reimbursement, which despite recession-related slowdowns, were relatively robust compared to other sectors, and; 2) the AT profession's exposure to public sector jobs, primarily in public high school and college/university settings, all of which were negatively financially impacted in the economic downturn.

These findings are generally consistent with past peer-reviewed publications on the preferences of the athletic training employment market.^{48,49} In general, these studies suggest that employer preferences differ by setting (ie, high school, college/university, and clinic), resulting in mixed opinions about the value of the educational degree level. Master's degrees are important to college/university and professional sport employers but are not important for high school and clinic employers.⁴⁸ Experience is a higher priority than degree level in the clinical and high school settings.⁴⁹

Table 5. Salaries in Athletic Training, Physical Therapy, Occupational Therapy, and Physician Assistant as Compared to the Inflation Rate

Date Range	Profession	Beginning Salary*	Ending Salary*	Salary Increase*	Avg. Inflation Rate During Same Period†
2007-2008	AT	38,360	39,640	3.3%	3.3%
	PT	69,760	72,790	4.3%	
	OT	63,790	66,780	4.7%	
	PA	78,450	81,230	3.4%	
2008-2009	AT	39,640	41,340	4.3%	1.7%
	PT	72,790	74,480	2.3%	
	OT	66,780	69,630	4.3%	
	PA	81,230	84,420	3.8%	
2009-2010	AT	41,340	41,600	0.6%	0.6%
	PT	74,480	76,310	2.5%	
	OT	69,630	72,320	3.9%	
	PA	84,420	86,410	2.3%	
2010-2011	AT	41,600	42,400	1.9%	2.4%
	PT	76,310	78,270	2.6%	
	OT	72,320	73,820	2.1%	
	PA	86,410	88,660	2.5%	

*www.myfuture.com
† www.usinflationcalculator.com/inflation/historical-inflation-rates/

As we have described in more detail elsewhere in this paper, the arguments for a graduate-level professional degree depend on the consideration of several factors that are similar to those that peer healthcare professions made in support of their own degree transitions. Specifically, these factors included the facilitation of changes in patterns of healthcare delivery, scope of practice, and related need for greater depth of knowledge in athletic training, societal demands for increased accountability and its approval of a graduate degree as a symbol of professional status. If these are satisfied by a graduate-level professional degree, we believe that employment opportunities and wages will benefit. We also believe that closer alignment of our professional degree with those professions with which we compete in the marketplace cannot hurt, and may help, with both employment opportunity and wages.

At a minimum, two long-term trends about the athletic training employment marketplace are clear: 1) some employers are apathetic about the value of academic degrees and 2) salaries remain stagnant, barely keeping pace with inflation in recent years, and lagging far beyond the wage levels of peer professions. The status quo, to the degree that it has tolerated and/or facilitated this situation, should not be acceptable to a profession striving to become a destination profession for its students and clinicians.

Ultimately, the wage earned is dependent on the individual. So long as ATs accept low-paying positions there will be low-paying positions.

Implications of a Transition to Professional Education at the Graduate Level

A transition to professional education at the graduate level would have multiple effects that were considered during the development of this paper:

- The total cost to the student will increase.
- Traditional graduate assistantship positions, where athletic trainers provide care while obtaining a master's degree, would no longer be a viable work force strategy.
- A transition to professional education at the graduate level would increase the demand for doctorally-trained faculty who are prepared to meet the needs of the academy.
- When a profession increases its degree requirements, a common result is decreased minority representation in the student population and a resulting decline in practitioners. A 2013 Quick Strike poll of athletic training program directors showed that the average number of minority students is roughly the same in undergraduate (average = 5.29) and graduate programs (average = 5.06).
- Careful consideration should be given to the degree awarded. Having the discipline acknowledged in the degree designation rather than just the degree level (eg, MS) is common in healthcare disciplines (eg, DPT, MD) and provides recognition that one has studied in a specific profession.

These implications should warrant further investigation.

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APPENDIX – The Process

In June 2012, the *Future Directions in Athletic Training Education* document was developed by the NATA's Executive Committee for Education (ECE) and approved by the NATA Board of Directors. This document included a recommendation to critically examine the appropriate degree level for athletic training professional education. The Professional Degree Work Group determined that the most effective way to meet the NATA Board of Directors' charge was to develop a white paper that critically examined the appropriate degree level for athletic training professional education. It is important to note that a white paper is not an opinion paper but rather an authoritative document used to guide and inform discussion about an issue.

In January 2013, the ECE requested applications for volunteers to serve on the work group to examine this issue. The ECE received approximately 40 applications from all across the country including faculty, preceptors, administrators, and clinicians. A conscious effort was made to have representation from different regions of the country, as well as various backgrounds to include both educators and practicing clinicians. Primary and consultant working groups were appointed in order to capitalize on the expertise of a broader swath of athletic trainers. In addition to the eight athletic training volunteers, the NATA President and a CAATE Commissioner served on the primary work group. The BOC provided input and data as necessary throughout the process. A consulting workgroup was comprised of 36 members, also chosen from the original pool of applicants. Three original members withdrew from this group.

The primary work group participated in weekly conference calls to assign tasks, discuss issues, and review data. The consultant group was used to help validate the direction of the primary group, providing their initial thoughts on the issue as well as reviewing summary data and reports.

To frame our discussions, the working groups examined external influences, intra-organizational influences, and internal influences which are thought to impact the professional preparation environment, educational processes, and professional preparation outcomes (Stark, 1986). It is important to note that we recognized that it is a multi-faceted, complicated issue and that the educational degree does not directly impact every challenge currently facing our profession.

In the spirit of evidence-based decision making we employed "the conscientious, explicit, and judicious use of current best evidence" (Sackett) to help inform the recommendations of the working group. Evidence-based decision making is not blind adherence to the literature. It requires judgment in applying the evidence to the situation at hand and using it as a tool to help make a decision. We must also judiciously use what little evidence is available and exercise judgment about how it applies and how it does not. In the absence of direct evidence, we are left to examine theoretical models and indirect data to help us decide whether a degree change is likely to produce desired outcomes for the athletic training profession. We attempted to examine the best evidence available however evidence-based approaches are inherently limited by the quality and availability of evidence. Therefore, a combination of existing literature, expert opinion, data provided by the BOC and CAATE, along with a series of quick-strike polls used to collect data from directors of CAATE accredited programs was analyzed to reach the conclusions represented in this paper.

Sources

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

- Item E.3. University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate for Practitioner Teacher Program Alternative Path to Teacher Certification in Elementary Education.**

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Post Baccalaureate Certificate (PBC) for Practitioner Teacher Program Alternate Path for Teacher Certification in Elementary Education. In June 2018 the Board of Elementary and Secondary Education (BESE) approved a *non-degree* Practitioner Teacher Program, Alternate Path to Teacher Certification in the following areas: elementary (Grades 1-5) and secondary education (grades 6-12). The elementary certification is composed of 21 credit hours of undergraduate level courses offered sequentially over a three- (3) semester period. Courses are provided via online delivery (ETEACH) and include foundations in education, educational psychology, classroom management and teaching methods specific to elementary content across the discipline. Since the recently BESE-approved alternative path is a *non-degree* option, ULM feels that the state will be better able to document its developing workforce by having individuals receive a credential (PBC) upon completion of the coursework.

The purpose in creating this alternative pathway is to meet the needs of ULM's district partners who have communicated their desire for a non-Master's option for their uncertified teachers. While the Master's of Art in Teaching (MAT) offered by ULM is effective and meets a need for several teacher candidates, not all candidates are willing or able to pursue a graduate degree and incur the cost and manage the academic demands of a graduate program. With many school districts not able to financially support non-certified teachers in the pursuit of a MAT, many uncertified teachers remain uncertified or lose their positions. A PBC like the one proposed will provide an alternative to the MAT at a reduced cost, which in some cases will allow school districts to provide financial support to the candidates. With the high number of uncertified teachers in the State of Louisiana, it is important to have more alternatives to traditional pathways for teacher certification.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate for Practitioner Teacher Program Alternative Path to Teacher Certification in Elementary Education.

Office of the President

700 University Avenue • Monroe, LA 71209-3000

Phone: 318.342.1010 • Fax: 318.342.1019

August 1, 2018

RECEIVED

AUG 02 2018

**UNIVERSITY OF
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

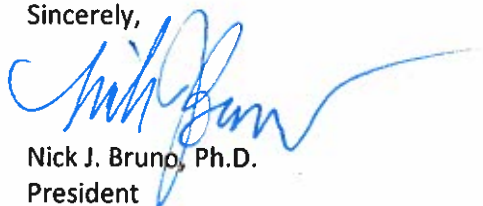
The University of Louisiana Monroe (ULM) requests approval of the attached proposals for new academic certificate programs:

- Post Baccalaureate Certificate for Practitioner Teacher Program Alternate Path for Teacher Certification in Elementary Education (CIP 13.1202)

In June 2018, the Louisiana Board of Regents and the Board of Elementary and Secondary Education approved ULM's offering of non-certificate practitioner teacher programs in elementary and secondary education as alternate pathways to teacher certification. These programs will help the state alleviate its shortage of certified teachers by offering individuals with non-education bachelor's degree routes to certification that are less expensive than the current masters-level programs. School systems will be better-able to afford financially supporting these efforts, and our children will benefit from having certified teachers develop their educational foundations. ULM feels that the state will be better able to document its developing workforce by having these people receive a credential after completing this work and is proposing these programs for that purpose.

Thank you for consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.
President

Enclosures

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

Date: 7/3/2018

Campus: University of Louisiana Monroe	Program: <u>CIP, Certificate Designation, Title</u> PBC for Practitioner Teacher Program Alternate Path to Teacher Certification in Elementary Education
Institutional Contact Person & Contact Info (if clarification is needed) Myra Lovett; Interim Director - ULM School of Education; mlovett@ulm.edu; 318.342.1266	

1. Certificate Description

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

On June 20, 2018, BESE approved a Practitioner Teacher Program, Alternate Path to Teacher Certification for ULM's SOE with 2 pathways: elementary and secondary education. One of these is the elementary certification. This is a 21-hour program utilizing undergraduate level courses over 3 terms. The purpose in creating this pathway is to meet the needs of ULM's district partners who have communicated their desire for a non-Master's option for their uncertified teachers. Furthermore, the objective is to offer a program that aligns with the alternate certificate candidates' setting as non-certified teachers already employed by districts, teaching in their own classrooms. All courses have been approved through University Curriculum Committee requirements. Courses are online and are supported by university faculty with field experience support through the Field Experience and Residency Coordinators. Praxis support is another facet of this program. This online-module service is not tied to a course; nonetheless, this is a faculty-supported endeavor to meet candidates' need for supplemental instruction on passing required Praxis exams. Courses include foundations of education, educational psychology, classroom management and teaching methods specific to elementary content across disciplines. To keep the program at 21-hours, courses were designed with embedded assessment and technology principles and practices. These courses are offered sequentially over a 3-semester period. The program plan with courses specified is attached.

2. Need

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

Prior to this program's approval, ULM only offered a Master's of Arts in Teaching (MAT). While this program is effective and does meet a need for several teacher candidates, not all candidates were able or willing to pursue a Master's degree and incur the costs and academic demands of a graduate degree. With many school districts not able to financially support non-certified teachers in this pursuit, many uncertified teachers remained uncertified or lost their positions. Rural school districts, in particular, have expressed interest in this alt cert pathway, as a level of support would be given to their uncertified teachers in this program. A PBC in elementary education via this practitioner program will give an alternative to the MAT at a lower cost, which in some cases will allow school districts to give financial support to the candidates. With the high number of uncertified teachers in our state, it is important to have more alternatives to traditional pathways for teacher certification. At this time, there are 3 UL system universities that have Alt Cert Post-Bacc programs. These include McNeese, Northwestern, and Southeastern. Our north Louisiana K-12 partners would benefit by this opportunity that central and south Louisiana school districts already have. Not only would financial aid be an option for these Post-Bacc candidates at a lower-rate than a graduate degree, but candidates would receive a university Post-Bacc certificate in addition to the teaching certification.

Based on Louisiana Educator Workforce Report for 2015-2016, the highest need for teachers falls within English, Math, Science, and Special Education. In our region the workforce need increases for rural school districts and schools who service socioeconomically challenged students. After several discussions with ULM's partner and local districts through the rural development initiative, it is evident that ULM's offering of an alternative certification Practitioner Teacher program would aid in fulfilling core teacher shortage needs in our area. The proposed program will allow for faculty-supported pathways for current uncertified teachers to become certified in elementary education. District partners and local districts Richland, Morehouse, West Carroll, Catahoula, Ouachita and Monroe City have provided specific data on workforce needs. In the rural districts, half of the certified teachers are completers of alternative certification pathways demonstrating that rural districts use alternative certification options readily. Two districts cited over 35% of their teachers are uncertified or teaching out of field.

3. Students

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

Since telling our district partners that we were pursuing approval of this alt cert pathway, the response has been overwhelming. Early projections indicate that at least 10 districts across the state, including several rural districts have expressed interest in

enrolling their non-certified teachers in our program. Given the feedback we have gotten and the list of interested candidates and districts, we anticipate 15 or more candidates to enroll in our first cohort of the elementary program. Admittance will be open one time per year, initially, and candidates will be in a cohort throughout their program. If 15 are enrolled each year, a five year projection would yield 75 enrolled. Attrition numbers tend to be high with alternative certification; however with a higher level of support given by both districts and university, ULM anticipates higher retention than other, less-supported models. As course offerings are given in an 8-weeks format, and faculty support is available in both the district classroom and the online classes, a high rate of completion is anticipated.

4. Accreditation

Describe plan for achieving program accreditation.

This pathway will achieve accreditation with CAEP via Program Review with Feedback. (This is also the method of accreditation for our current MAT program, so we are familiar with the process.) The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offer this set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. Program Review with Feedback requires that data are collected to reflect that InTASC standards are met. This is the national accreditation aspect of quality assurance.

Additionally, Teacher Preparation Quality Rating System, which is newly developed by the state to evaluate teacher preparation programs, will be another aspect of accreditation. This review process ensures that all programs comply with Louisiana Teacher Preparation Competencies. This includes a performance profile rating from a site visit, a rating of teacher quality via data collection of completers, and a rating based on meeting educator workforce needs.

The chart attached ("ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC") indicates the means of assuring quality in our alt cert program.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

University of Louisiana at Monroe commits to support the Elementary Post-Bacc program and will provide the following resources to ensure candidates are successful in all coursework through the alternative path to teaching.

SUPPORT:

- * ETEACH Director
- * Certification Advisor
- * Residency Coordinator
- * University Supervisor
- * PRAXIS Preparation
- * Technology
- * Seminars
- * Professional Development Opportunities


The program will be delivered through the ETEACH program housed in the School of Education. The ETEACH director will assist new candidates throughout the admittance process of the program. Once the certification advisor provides a program plan, candidates will be advised on a one-on-one basis by the ETEACH director or select Teacher Education faculty members in elementary and secondary content areas. Candidates will be trained on how to access and use the university online Moodle system through e-ULM courses (electronic course delivery platform), with courses created by School of Education faculty. The ULM residency coordinator will support all candidates with onsite/online visits to address any problems or concerns candidates may be experiencing as the teacher-of-record. A university supervisor will be assigned to each candidate and will be responsible for scheduling monthly visits to the classroom to perform formal evaluations. Immediate feedback will be given on strengths and weaknesses where support will be offered when needed. Technology will be available for candidates such as: computer labs, literacy lab, I-Pads, swivels, smartboards, as well as other materials. Virtually accessible classrooms for meetings, seminars, and other professional development will be available for all candidates as the coursework is online. PRAXIS modules will be offered for extra support for candidates who may be experiencing difficulties in obtaining a passing score. ULM faculty members and supervisors will be available to assist with advising and coursework throughout the program.

6. Cost

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

(not required – via email Karen Denby)

CERTIFICATIONS:



Primary Administrator for Proposed Certificate

7/5/18
Date



Provost/Chief Academic Officer

7/16/18
Date

Management Board/System Office

Date



College of Arts, Education and Sciences
 700 University Avenue - Walker 2-37
 Monroe, LA 71209
 Ph. (318) 342-1266
 Fax: (318) 342-1299

**PROGRAM PLAN
 Practitioner Teacher Program
 Elementary Education (1-5) Alternative Certification**

Name					
	Last	First	Middle	SSN	CWID

Address		Phone (Home)		(Alternate)	
		Email			

Program Plan valid for the period from **January 2019** to **December 2019**

Admission to the Program/PHASE I:

1. Possess a baccalaureate degree from a regionally accredited university.			
2. Have a 2.2 GPA on undergraduate coursework.			
3. Pass PRAXIS I (Reading, Writing, Mathematics) examinations, have a composite score of 22 on the ACT, or a 1030 on the SAT.			

Requirements for PHASE II:

1. Have a minimum 2.75 Practitioner GPA.	
2. Pass PRAXIS II content specific examination: Elementary Education : Multiple Subjects (5001)	
3. 80 supervised hours of practice	
4. Have a minimum score of 24 on Pre-Teacher Assessment Protocol (P-TAP)	

Requirements for PHASE III:

1. Pass PRAXIS II: Principles of Learning and Teaching (PLT) K-6 (5622)	
-------------------------------------------------------------------------	--

Program Exit Requirements

1. Successfully complete coursework with an overall minimum GPA of 2.75	
2. Successfully complete all signature assessment components in LiveText with a score of 2 or higher	

List of Courses and Semester Hours

PRAXIS		
Testing	Passing Scores	Student's Scores
Reading	156	
Writing	162	
Mathematics	150	
Elementary Education: Multiple Subjects (5001).	157/157/155/159	
Principles of Learning & Teaching (PLT) K-6 (#5622)	160	
I understand all coursework requirements, as well as PRAXIS requirements, must be successfully completed to receive the certification.		
_____ Signature	_____ Date	

PHASE I:		
CURR 2001	(3)	_____
CURR 3077	(3)	_____
PSYC 3001*	(3)	_____
PHASE II:		
READ 4048	(3)	_____
SPED 2002	(3)	_____
PHASE III:		
ELED 4046	(3)	_____
ELED 4047	(3)	_____
TOTAL:	21	HOURS

*Pre-Req: PSYC 2001

APPROVED:

Major Professor

Date

ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC

Data Collection or Administration			Evaluation			Data Sharing			Action
Assessment	Who is Responsible for Collecting	When	Evaluator	Who Aggregates	Report/ Results	Dissemination	When	Who Is Involved	Result
Praxis I Content/ ACT22	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Application to Alt Cert Program conditional admittance or denial	Flightpath availability for advisors and students	When scores received	Admission Committee	Conditional Admittance to Alt Cert Program
Praxis Content	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Application to Alt Cert Program admittance or denial/ Sub-score Analysis Report	Program Review Meeting	May/June Sept/Oct	Program Coordinator and Program Faculty	Admittance to Alt Cert; Residency eligible or Professional development for candidates; Data for program improvement
Praxis PLT	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Qualified to enter Professional Block 2	Undergraduate Review Committee	Beginning of fall and spring semester	Admission Committee/ Program Coordinator and Program Faculty	Qualified to complete residency/ Data for program improvement

ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC

Course Specific/EPP Wide Assessments of Candidates	Designated Course Faculty	End of every term	Course Faculty	ULM Livetext Administrator	Data Report	Program Review Meeting	Sept/Oct Jan/Feb	Program Coordinator and Program Faculty	Data for program improvement
Disposition Surveys	Livetext Coordinator	Each Semester candidates are in the field	Faculty and Candidate (self-evaluation)	ULM Livetext Administrator	Data Report	Program Review Meeting or Counseling Meeting between Candidate and Advisor	End of Each Semester	Faculty, Candidate, and/or Candidate's Advisor	Data for Candidate Improvement
Candidate Evaluation of Course	Academic Affairs	End of fall and spring terms	Candidates	CAES Data Coordinator	Component of Faculty Evaluation	Faculty Evaluation meeting	Spring	SOE Director Faculty Member	Data for Faculty and Program Improvement
Triangulation of Evaluations of and by Supervisors/Faculty, Mentors, & Candidates	Residency Coordinator; Field Experience Coordinator; Livetext Coordinator	End of fall and spring terms	District Mentors; Faculty/Supervisors; Candidates	LiveText Coordinator	Data Report	Program Review Meeting	Sept/October	Program Coordinators & Faculty	Data for Faculty and Mentor Improvement
Tracking of Diverse Placements	Field Experience Coordinator; LiveText Coordinator; Residency	Every Semester	Field Experience Coordinator and Program Coordinators	Field Experience Coordinator and Program Coordinators	Running Report on Each Candidate	Diversity Meeting, CAEP Report	Beginning of Each Semester	Candidate, Program Coordinator and Field Experience	Placement Decision for Candidate

ULM Evaluation Matrix for Quality Assurance Plan Components - Alternative Certification PBC

	Coordinator							Coordinator	
Completer Data	Accreditation Coordinator	Annually	Accreditation Coordinator	Accreditation Coordinator /Program Coordinators	Completer Surveys; Employer Surveys; K-12 Student Surveys; State Collected Data: VAM/Compass/SLT, as available	Program Review Meeting; CAEP Report; PK-16 Council	Spring	Accreditation Coordinator/ Program Coordinators	Data for Program Improvement

Good Morning, Myra,

Thank you. Yes, the week has been busy but good. I am settling in.

Here is what I found out and confirmed with Jeanne Burns before she left for Greece.

ULM was approved for a non-degree Practitioner Teacher program in June. See information below.

UL
Monroe Request to offer a *non-degree Practitioner Teacher Program* alternative path to certification in the following areas:

- Elementary (Grades 1-5);
- Secondary Education (Grades 6-12) for Mathematics, Biology, Chemistry, English, Social Studies, French, and Spanish.

BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required. – **Approved**.

If you want to offer a Post-Baccalaureate certificate (a credential that must be tracked and awarded through ULM's student information systems), then you will need to complete the attached form and submit them to Jeannine Kahn with ULS. I am further copying an email from Dr. Karen Denby to Eric Pani below that provides additional information. According to Dr. Denby, the descriptions do not need to be elaborate. You can skip the budget but need to refer to refer to the June 20, 2018 confirmation of BESE's approval of the certification and the use of existing course offerings with capacity for students pursuing alt cert.

The Board of Regents does not meet in July, so the earliest that we can submit this for approval is August 22, 2018.

Please let me know if you have any questions or if I may assist further.

Susannah

Susannah F. Craig, Ph.D.
Associate Commissioner for Teacher & Leadership Initiatives
Louisiana Board of Regents
Suite 6-200
1201 North 3rd Street
Baton Rouge, LA 70802
Phone: 225.342.4253
Email: susannah.craig@regents.la.gov

Eric,

Actually, Jeanne Burns has explained to the Deans (and me!) a couple of times that a non-degree Practitioner Teacher Program alternate *path to certification* for BESE does not automatically become a PBC credential with the BoR – that we should not assume that the campuses wish to add a credential that must be tracked and awarded through their student information systems and a transcript with the relevant courses on it is all a student needs to add the approved alt cert. In addition, many campuses choose to add a course or two to make the PBC have some supporting education or fine tuning for the academic credential. Those are her words in the staff approval, but it might have also said ... a *non-degree/non-credential Practitioner Teacher Program* alternative path to teacher certification.

I'm sorry to put you through this, but if you would please submit the request/curriculum on the attached form, through Jeannine/ULS, we could probably get it onto the 22 August agenda. The write-up would not have to be elaborate. Skip the budget but please refer to the 20 June confirmation of BESE's approval of the certification and the use of existing course offerings with capacity for students pursuing alt cert. I am pretty sure these have even gone through on the Staff Approvals in the Consent Agenda.

-- Karen

Dr. Karen K. Denby | Associate Commissioner for Academic Affairs
Karen.Denby@regents.la.gov | Louisiana Board of Regents
[O] 225.342.4253 or 225.219.7199

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

- Item E.4. University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate for Practitioner Teacher Program Alternate Path to Teacher Certification in Secondary Education.**

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Post Baccalaureate Certificate (PBC) for Practitioner Teacher Program Alternate Path for Teacher Certification in Elementary Education. In June 2018 the Board of Elementary and Secondary Education (BESE) approved a *non-degree* Practitioner Teacher Program, Alternate Path to Teacher Certification in the following areas: elementary (Grades 1-5) and secondary education (grades 6-12). The elementary certification is composed of 21 credit hours of undergraduate level courses offered sequentially over a three- (3) semester period. Courses are provided via online delivery (ETEACH) and include foundations in education, educational psychology, classroom management and teaching methods specific to secondary education. Since the recently BESE-approved alternative path is a *non-degree* option, ULM feels that the state will be better able to document its developing workforce by having individuals receive a credential (PBC) upon completion of the coursework.

The purpose in creating this alternative pathway is to meet the needs of ULM's district partners who have communicated their desire for a non-Master's option for their uncertified teachers. While the Master's of Art in Teaching (MAT) offered by ULM is effective and meets a need for several teacher candidates, not all candidates are willing or able to pursue a graduate degree and incur the cost and manage the academic demands of a graduate program. With many school districts not able to financially support non-certified teachers in the pursuit of a MAT, many uncertified teachers remain uncertified or lose their positions. A PBC like the one proposed will provide an alternative to the MAT at a reduced cost, which in some cases will allow school districts to provide financial support to the candidates. With the high number of uncertified teachers in the State of Louisiana, it is important to have more alternatives to traditional pathways for teacher certification.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Post Baccalaureate Certificate for Practitioner Teacher Program Alternate Path to Teacher Certification in Secondary Education.

University of
LOUISIANA
Monroe

E 4

Office of the President

700 University Avenue • Monroe, LA 71209-3000
Phone: 318.342.1010 • Fax: 318.342.1019

August 1, 2018

RECEIVED

AUG 02 2018

**UNIVERSITY OF
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

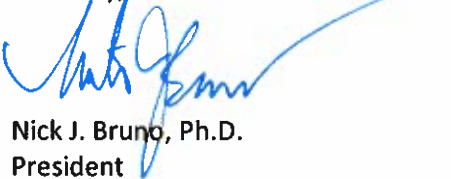
The University of Louisiana Monroe (ULM) requests approval of the attached proposals for new academic certificate programs:

- Post Baccalaureate Certificate for Practitioner Teacher Program Alternate Path for Teacher Certification in Secondary Education (CIP 13.1205)

In June 2018, the Louisiana Board of Regents and the Board of Elementary and Secondary Education approved ULM's offering of non-certificate practitioner teacher programs in elementary and secondary education as alternate pathways to teacher certification. These programs will help the state alleviate its shortage of certified teachers by offering individuals with non-education bachelor's degree routes to certification that are less expensive than the current masters-level programs. School systems will be better-able to afford financially supporting these efforts, and our children will benefit from having certified teachers develop their educational foundations. ULM feels that the state will be better able to document its developing workforce by having these people receive a credential after completing this work and is proposing these programs for that purpose.

Thank you for consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.
President

Enclosures

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

Date: 7/3/2018

Campus: University of Louisiana Monroe	Program: <u>CIP, Certificate Designation, Title</u> PBC for Practitioner Teacher Program Alternate Path to Teacher Certification in Secondary Education
Institutional Contact Person & Contact Info (if clarification is needed) Myra Lovett; Interim Director - ULM School of Education; mlovett@ulm.edu ; 318.342.1266	

1. Certificate Description

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

On June 20, 2018, BESE approved a Practitioner Teacher Program, Alternate Path to Teacher Certification for ULM's SOE with 2 pathways: elementary and secondary education. One of these is secondary education. This is a 21-hour program utilizing undergraduate level courses over 3 terms. The purpose in creating this pathway is to meet the needs of ULM's district partners who have communicated their desire for a non-Master's option for their uncertified teachers. Furthermore, the objective is to offer a program that aligns with the alternate certificate candidates' setting as non-certified teachers already employed by districts, teaching in their own classrooms. All courses have been approved through University Curriculum Committee requirements. Courses are online and are supported by university faculty with field experience support through the Field Experience and Residency Coordinators. Praxis support is another facet of this program. This online-module service is not tied to a course; nonetheless, this is a faculty-supported endeavor to meet candidates' need for supplemental instruction on passing required Praxis exams. Courses include foundations of education, educational psychology, classroom management and teaching methods specific to secondary education. To keep the program at 21-hours, courses were designed with embedded assessment and technology principles and practices. These courses are offered sequentially over a 3-semester period. The program plan with courses specified is attached.

2. Need

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

Prior to this program's approval, ULM only offered a Master's of Arts in Teaching (MAT). While this program is effective and does meet a need for several teacher candidates, not all candidates were able or willing to pursue a Master's degree and incur the costs and academic demands of a graduate degree. With many school districts not able to financially support non-certified teachers in this pursuit, many uncertified teachers remained uncertified or lost their positions. Rural school districts, in particular, have expressed interest in this alt cert pathway, as a level of support would be given to their uncertified teachers in this program. A PBC in secondary education via this practitioner program will give an alternative to the MAT at a lower cost, which in some cases will allow school districts to give financial support to the candidates. With the high number of uncertified teachers in our state, it is important to have more alternatives to traditional pathways for teacher certification. At this time, there are 3 UL system universities that have Alt Cert Post-Bacc programs. These include McNeese, Northwestern, and Southeastern. Our north Louisiana K-12 partners would benefit by this opportunity that central and south Louisiana school districts already have. Not only would financial aid be an option for these Post-Bacc candidates at a lower-rate than a graduate degree, but candidates would receive a university Post-Bacc certificate in addition to the teaching certification.

Based on Louisiana Educator Workforce Report for 2015-2016, the highest need for teachers falls within English, Math, Science, and Special Education. In our region the workforce need increases for rural school districts and schools who service socioeconomically challenged students. After several discussions with ULM's partner and local districts through the rural development initiative, it is evident that ULM's offering of an alternative certification Practitioner Teacher program would aid in fulfilling core teacher shortage needs in our area. The proposed program will allow for faculty-supported pathways for current uncertified teachers to become certified in specific content areas. District partners and local districts Richland, Morehouse, West Carroll, Catahoula, Ouachita and Monroe City have provided specific data on workforce needs. In the rural districts, half of the certified teachers are completers of alternative certification pathways demonstrating that rural districts use alternative certification options readily. All districts have cited a high need for secondary education teachers in all concentrations. Two districts cited over 35% of their teachers are uncertified or teaching out of field. One of the largest district partners has identified an urgent need for 30 teachers in math and science content areas.

3. Students

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

Since telling our district partners that we were pursuing approval of this alt cert pathway, the response has been overwhelming. Early projections indicate that at least 10 districts across the state, including several rural districts have expressed interest in enrolling their non-certified teachers in our program. Given the feedback we have gotten and the list of interested candidates and districts, we anticipate 10 or more candidates to enroll in our first cohort of the program. Admittance will be open one time per year, initially, and candidates will be in a cohort throughout their program. If 10 are enrolled each year, a five year projection would yield 50 enrolled. Attrition numbers tend to be high with alternative certification; however with a higher level of support given by both districts and university, ULM anticipates higher retention than other, less-supported models. As course offerings are given in an 8-weeks format, and faculty support is available in both the classroom and online classes, a high rate of completion is anticipated.

4. Accreditation

Describe plan for achieving program accreditation.

This pathway will achieve accreditation with CAEP via Program Review with Feedback. (This is also the method of accreditation for our current MAT program, so we are familiar with the process.) The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offer this set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. Program Review with Feedback requires that data are collected to reflect that InTASC standards are met. This is the national accreditation aspect of quality assurance.

Additionally, the Teacher Preparation Quality Rating System, newly developed by the state to evaluate teacher preparation programs, will be another aspect of accreditation. This review process ensures that all programs comply with Louisiana Teacher Preparation Competencies. This includes a performance profile rating from a site visit, a rating of teacher quality via data collection of completers, and a rating based on meeting educator workforce needs. TPQRS is the state accreditation program for assuring quality.

The chart attached ("ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC") indicates the means of assuring quality in our alt cert program.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

University of Louisiana at Monroe commits to support the Secondary Post-Bacc program and will provide the following resources to ensure candidates are successful in all coursework through the alternative path to teaching.

SUPPORT:

- * ETEACH Director
- * Certification Advisor
- * Residency Coordinator
- * University Supervisor
- * PRAXIS Preparation
- * Technology
- * Seminars
- * Professional Development Opportunities


The program will be delivered through the ETEACH program housed in the School of Education. The ETEACH director will assist new candidates throughout the admittance process of the program. Once the certification advisor provides a program plan, candidates will be advised on a one-on-one basis by the ETEACH director or select Teacher Education faculty members in secondary content areas. Candidates will be trained on how to access and use the university online Moodle system through e-ULM courses (electronic course delivery platform) with courses created by School of Education faculty. The ULM residency coordinator will support all candidates with onsite visits to address any problems or concerns candidates may be experiencing as the teacher-of-record. A university supervisor will be assigned to each candidate and will be responsible for scheduling monthly visits to the classroom to perform formal evaluations. Immediate feedback will be given on strengths and weaknesses where support will be offered when needed. Technology will be available for candidates such as: computer lab, literacy lab, I-Pads, swivels, smartboards, as well as other materials. Virtually accessible classrooms for meetings, seminars, and other professional development will be available for all candidates as the coursework is online. PRAXIS modules will be offered for extra support for candidates who may be experiencing difficulties in obtaining a passing score. ULM faculty members and supervisors will be available to assist with advising and coursework throughout the program.

6. Cost

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

(not required – via email Karen Denby)


CERTIFICATIONS:



Primary Administrator for Proposed Certificate

7/5/18

Date



Provost/Chief Academic Officer

7/16/18

Date

Management Board/System Office

Date



College of Arts, Education and Sciences
 700 University Avenue - Walker 2-37
 Monroe, LA 71209
 Ph. (318) 342-1266
 Fax: (318) 342-1299

**PROGRAM PLAN
 Practitioner Teacher Program
 Secondary Education (6-12) Alternative Certification**

Name					
	Last	First	Middle	SSN	CWID

Address		Phone (Home)		(Alternate)	
		Email			

Program Plan valid for the period from **January 2019** to **December 2019**

Admission to the Program/PHASE I:

1. Possess a baccalaureate degree from a regionally accredited university.			
2. Have a 2.2 GPA on undergraduate coursework.			
3. Pass PRAXIS I (Reading, Writing, Mathematics) examinations, have a composite score of 22 on the ACT, or a 1030 on the SAT.			

Requirements for PHASE II:

1. Have a minimum 2.75 Practitioner GPA.	
2. Pass PRAXIS II content specific examination in the area in which you intend to teach:	
3. 80 supervised hours of practice	
4. Have a minimum score of 24 on Pre-Teacher Assessment Protocol (P-TAP)	

Requirements for PHASE III:

1. Pass PRAXIS II: Principles of Learning and Teaching (PLT) 7-12 (5624)	
--------------------------------------------------------------------------	--

Program Exit Requirements

1. Successfully complete coursework with an overall minimum GPA of 2.75	
2. Successfully complete all signature assessment components in LiveText with a score of 2 or higher	

List of Courses and Semester Hours

PRAXIS		
Testing	Passing Scores	Student's Scores
Reading	156	
Writing	162	
Mathematics	150	
Content Area:		
Principles of Learning & Teaching (PLT) 7-12 (#5624)	157	
I understand all coursework requirements, as well as PRAXIS requirements, must be successfully completed to receive the certification.		
_____ Signature	_____ Date	

PHASE I:		
CURR 2001	(3)	_____
CURR 3076	(3)	_____
PSYC 3001*	(3)	_____
PHASE II:		
READ 4019	(3)	_____
CURR 3002	(3)	_____
PHASE III:		
CURR 3003	(3)	_____
CURR 3004	(3)	_____
TOTAL:	21	HOURS

*Pre-Req: PSYC 2001

APPROVED:

Major Professor _____

Date _____

ULM Evaluation Matrix for Quality Assurance Plan Components - Alternative Certification PBC

Course Specific/EPP Wide Assessments of Candidates	Designated Course Faculty	End of every term	Course Faculty	ULM Livetext Administrator	Data Report	Program Review Meeting	Sept/Oct Jan/Feb	Program Coordinator and Program Faculty	Data for program improvement
Disposition Surveys	Livetext Coordinator	Each Semester candidates are in the field	Faculty and Candidate (self-evaluation)	ULM Livetext Administrator	Data Report	Program Review Meeting or Counseling Meeting between Candidate and Advisor	End of Each Semester	Faculty, Candidate, and/or Candidate's Advisor	Data for Candidate Improvement
Candidate Evaluation of Course	Academic Affairs	End of fall and spring terms	Candidates	CAES Data Coordinator	Component of Faculty Evaluation	Faculty Evaluation meeting	Spring	SOE Director Faculty Member	Data for Faculty and Program Improvement
Triangulation of Evaluations of and by Supervisors/Faculty, Mentors, & Candidates	Residency Coordinator; Field Experience Coordinator; Livetext Coordinator	End of fall and spring terms	District Mentors; Faculty/Supervisors; Candidates	LiveText Coordinator	Data Report	Program Review Meeting	Sept/October	Program Coordinators & Faculty	Data for Faculty and Mentor Improvement
Tracking of Diverse Placements	Field Experience Coordinator; LiveText Coordinator; Residency	Every Semester	Field Experience Coordinator and Program Coordinators	Field Experience Coordinator and Program Coordinators	Running Report on Each Candidate	Diversity Meeting, CAEP Report	Beginning of Each Semester	Candidate, Program Coordinator and Field Experience	Placement Decision for Candidate

ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC

Data Collection or Administration			Evaluation			Data Sharing			Action
Assessment	Who is Responsible for Collecting	When	Evaluator	Who Aggregates	Report/ Results	Dissemination	When	Who Is Involved	Result
Praxis I Content/ ACT22	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Application to Alt Cert Program conditional admittance or denial	Flightpath availability for advisors and students	When scores received	Admission Committee	Conditional Admittance to Alt Cert Program
Praxis Content	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Application to Alt Cert Program admittance or denial/ Sub-score Analysis Report	Program Review Meeting	May/June Sept/Oct	Program Coordinator and Program Faculty	Admittance to Alt Cert; Residency eligible or Professional development for candidates; Data for program improvement
Praxis PLT	Field Experience Coordinator; Residency Coordinator	Multiple administrations throughout year	Admission Committee	CAES Data Coordinator	Qualified to enter Professional Block 2	Undergraduate Review Committee	Beginning of fall and spring semester	Admission Committee/ Program Coordinator and Program Faculty	Qualified to complete residency/ Data for program improvement

ULM Evaluation Matrix for Quality Assurance Plan Components – Alternative Certification PBC

	Coordinator							Coordinator	
Completer Data	Accreditation Coordinator	Annually	Accreditation Coordinator	Accreditation Coordinator /Program Coordinators	Completer Surveys; Employer Surveys; K-12 Student Surveys; State Collected Data: VAM/Compass/SLT, as available	Program Review Meeting; CAEP Report; PK-16 Council	Spring	Accreditation Coordinator/ Program Coordinators	Data for Program Improvement

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Susannah

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Associate Commissioner for Teacher & Leadership Initiatives
Louisiana Board of Regents
Suite 6-200
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Phone: 225.342.4253
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I'm sorry to put you through this, but if you would please submit the request/curriculum on the attached form, through Jeannine/ULS, we could probably get it onto the 22 August agenda. The write-up would not have to be elaborate. Skip the budget but please refer to the 20 June confirmation of BESE's approval of the certification and the use of existing course offerings with capacity for students pursuing alt cert. I am pretty sure these have even gone through on the Staff Approvals in the Consent Agenda.

-- Karen

Dr. Karen K. Denby | Associate Commissioner for Academic Affairs
Karen.Denby@regents.la.gov | Louisiana Board of Regents
[O] 225.342.4253 or 225.219.7199

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

- Item E.5.** **University of New Orleans’ request for approval of a Letter of Intent to Develop a New Academic Program leading to a Professional Pilot Bachelor of Science.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of a Letter of Intent (LoI) for a Professional Pilot Bachelor of Science degree. The purpose of the proposed program is to prepare students for a career in the field of aviation, which includes all courses and labs necessary for the following Federal Aviation Administration (FAA) flight certificates and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate – Airplane Single and Multi-engine Land, and Certified Flight Instructor. The 120-credit-hour curriculum (39 credit hours of General Education Requirements, 42 credit hours of Aviation Core Requirements, and 39 credit hours of Professional Pilot Requirements) will be offered by UNO in collaboration with the New Orleans Aerial Tours & Flight Training (NOAT & FT). The NOAT & FT is an approved Part 141 Flight Training School by the FAA and is conveniently located ten miles from the UNO Lakefront campus. The proposed program will be accredited by the FAA and blends flight training (provided by NOAT & FT with UNO certifying the faculty) with rigorous academic study in a unique manner that provides a strong foundation for a career as a leader in the aviation industry including airlines, corporate and/or commercial aviation. Students will engage in technology-enhanced traditional classrooms as well as actual flight training to experience a complete and well-balanced aviation program. This approach to aviation will give the students added value over traditional flight training programs by focusing on the skills and knowledge required by today’s industry.

Boeing is the world’s largest producer of airliners and every year they take an objective look at the future of the airline industry with their report *Boeing’s Current Market Outlook*. In the latest edition, Boeing states: “Over the past 20 years, air travel grew by an average of 4.8% each year despite recessions, terrorist acts, and a severe acute respiratory syndrome (SARS) outbreak in 2003. On average, over the next 20 years, passenger travel will grow at 5% and cargo at 5.8%.” Nationally, employment of commercial pilots is projected to grow 9% from 2012-22. In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of 80 openings per year from new jobs in the occupation and as a result of retirement and/or turnover. This occupation has a Louisiana 5-star rating with a national mean annual wage for commercial pilots of \$86,260 (US Department of Labor). Currently Louisiana Tech University (LA Tech) offers the only baccalaureate aviation program in the State of Louisiana. The number of applicants for LA Tech’s program far exceeds the number of students the University is able to admit in the program per year. For the Fall 2019 term 190 students have already been interviewed for the 30 available slots, which indicates the significant need for another program of this nature in Louisiana.

No new courses will need to be developed by UNO for the proposed program. As previously mentioned, NOAT & FT will provide all practical courses (e.g., flight) with said AVIA courses going through the internal approval process and added to the University's catalog. The program will be fully self-supported and the rate is a contractual rate. The cost of the program at \$157,400 is very competitive with other universities. It is well below the cost at private institutions of \$200K-\$250K and also below public universities that charge up to \$180K. A formal agreement between UNO and NOAT & FT outlines the responsibilities of both parties in the offering of the proposed program and specifies that the contract rate for NOAT & FT will be \$117,333 per student with UNO receiving \$40,047 per student. The University anticipates an initial cohort of 20 students in YR1 with the entering cohort increasing to 25 by YR3.

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 Professional Pilot Bachelor of Science.



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

July 25, 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 Revised Letter of Intent for a Professional Pilot Bachelor of Science degree. The purpose of the accredited program is to prepare students for a career in the field of aviation.

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'John W. Nicklow'.

John W. Nicklow
President

LOUISIANA BOARD of REGENTS

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

General Information

Date: July 16, 2018

Institution: University of New Orleans	Program: Professional Pilot Bachelor of Science CIP Code: 490102
Institutional Contact Person & Access Info: John A. Williams, Ph.D. Dean of the College of Business Administration Ph: 504-280-7192 Email: jawill14@uno.edu	

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 Professional Pilot Bachelor of Science Program is to prepare students for a career in the field of aviation, which includes all the courses and labs necessary for the following Federal Aviation Administration (FAA) flight certificates and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate – Airplane Single and Multi-engine Land, and Certified Flight Instructor. The program will be conducted in collaboration with the New Orleans Aerial Tours & Flight Training (NOAT & FT). The NOAT & FT is an approved Part 141 Flight Training School by the Federal Aviation Administration and is conveniently located ten minutes from the UNO Lakefront campus. The Professional Pilot Bachelor of Science will be accredited by the FAA and blends flight training with rigorous academic study in a unique manner that provides a strong foundation for a career as a leader in the aviation industry including airlines, corporate and/or commercial aviation. Students will engage in technology-enhanced traditional classroom as well as actual flight training to experience a complete and well-balanced aviation program. This approach to aviation will give the students added value over traditional flight training programs by focusing on the skills and knowledge required by today's industry.

UNO will take the lead on certifying the faculty. UNO will have full control of assessment of each faculty (for some in consultation with NOAT & FT) given their expertise. All faculty will go through our process of evaluation and validation. All lecture (in class) courses will be at our campus and therefore no substantial change needs to be filed with SACSCOC. This is a fully self-supported program and NOAT & FT will be sub-contracted to provide the technical service.

Students will be assessed by practical tests given as final exams by an FAA-designated pilot examiner and upon successful completion of the program. Students will be able to:

- Demonstrate attributes of an aviation professional and the ability to operate in a crew environment.
- Demonstrate understanding of airplanes, aerodynamics, airplane instruments, engines and systems.
- Demonstrate understanding of airports/airport operation, air traffic control, and airspace.
- Demonstrate understanding of federal aviation regulations, airplane performance, weight and balance.
- Demonstrate understanding of aero medical factors and Aeronautical Decision Making (ADM), aviation weather, and aviation weather services.
- Demonstrate understanding of navigation systems including charts, publications, and flight computers.
- Demonstrate understanding of cross-country flight planning.
- Demonstrate understanding of preflight preparation and procedures, airport traffic control clearances, and post flight procedures.
- Demonstrate understanding of instrument approach procedures and emergency operations.
- Demonstrate understanding of takeoffs, landings, and go-around, and ground reference maneuvers.
- Demonstrate understanding of slow flight, stalls and high altitude operations.
- Demonstrate understanding of the following multi-engine concepts: multi-engine rating aerodynamics, airplane systems, airplane safety considerations, airplane performance and weight-and-balance, airplane normal operations, airplane abnormal and emergency flight operations, analyze and interpret data.
- Communicate effectively using both written and oral communications skills.
- Meet FAA commercial and private pilot standards, with instrument and multi-engine ratings.
- Operate a single engine and multi-engine airplanes as a commercial or private pilot.
- Demonstrate ability to instruct student pilots from private pilot through their commercial ratings.

LOUISIANA BOARD of REGENTS

CURRICULUM

The College of Business Administration at UNO will partner with NOAT&FT to provide the program. The program will entail coursework with a completion time of 4 years. No new courses will need to be developed by UNO although all the AVIA courses need to go through the internal approval process and added to the catalog. The practical classes (e.g., flight) will be on the campus of NOAT & FT. The coursework follows:

GENERAL EDUCATION REQUIREMENTS

Course Name	Credit Hours	Course Name	Credit Hours
English		Humanities	
ENGL 1157	3	Humanities Electives	6
ENGL 1158 OR 1159	3	Literature	3
Mathematics		Social Science	
MATH 1125	3	Social Science Electives	6
MATH 1126	3	Arts	
Science		Arts Elective	3
PHYS	6		
BIOS	3	TOTAL	39

AVIATION CORE REQUIREMENTS

Course	Name	Credit Hours
AVIA 1010	Introduction to Aviation	3
AVIA 1020	Aviation Weather	3
AVIA 2010	Basic System & Aircraft Maintenance	3
AVIA 2020	Aviation Safety	3
AVIA 2030	Air Traffic Control and Airspace	3
AVIA 3010	Human Factors in Aviation	3
AVIA 3020	Aerodynamics	3
AVIA 3030	Aviation Regulations	3
AVIA 3040	Fundamentals of Instructing	3
AVIA 4010	Advanced Meteorology	3
AVIA 4020	Crew Resource Management	3
AVIA 4030	Aviation Law	3
AVIA 4040	Airport Management	3
AVIA 4050	Advanced Aircraft Systems	3
	TOTAL	42

LOUISIANA BOARD of REGENTS

PROFESSIONAL PILOT TRAINING

Course	Name	Credit Hours
AVIA 1110	Private Pilot Ground	3
AVIA 1120	Private Pilot Flight	3
AVIA 2110	Instrument Pilot Ground	3
AVIA 2120	Instrument Pilot Flight	3
AVIA 3110	Commercial Pilot Ground (SE)	3
AVIA 3120	Commercial Pilot Flight I	3
AVIA 3130	Commercial Pilot Ground (ME)	3
AVIA 3140	Commercial Pilot Flight II	3
AVIA 3150	Commercial Pilot Flight III	3
AVIA 4110	Flight Instructor Ground	3
AVIA 4120	Flight Instructor Flight	3
AVIA 4130	Instrument Flight Instructor Ground	3
AVIA 4140	Instrument Flight Instructor Flight	3
	TOTAL	39

TOTAL CREDIT REQUIREMENTS

	Credit Hours
General Education	39
Aviation Core Requirements	42
Professional Pilot Requirements	39
TOTAL	120

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/ demand data appropriate to the discipline and degree level. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

The Need for Offering Professional Pilot Bachelor of Science Program:

A predicted global growth in aviation and the decrease in the number of trainees, both civilian and military, are creating a looming shortage of pilots. Worldwide growth of airlines and air traffic correlates high with economic growth. The number of passengers is expected to nearly double by 2020.¹

Boeing is the world's largest producer of airliners and every year they take an objective look at the future of the airline business with their report Boeing's Current Market Outlook. In the latest edition of the Outlook, Boeing states: "Over the past 20 years, air travel grew by an average of 4.8% each year despite two major world

LOUISIANA BOARD of REGENTS

recessions, terrorist acts, and a severe acute respiratory syndrome (SARS) outbreak in 2003. On average over the next 20 years, passenger travel will grow at 5% and cargo at 5.8%. Flight schools currently train around 12,000 annually in the U.S.²

Nationally, employment of commercial pilots is projected to grow 9% from 2012-2022. Most jobs will arise from the need to replace pilots who leave the workforce. From 2012-2022, many pilots are expected to retire as they reach the required retirement of 65. Job prospects should be best with regional airlines, low-cost carriers, or with nonscheduled aviation services as entry-level requirements are lower for regional and commercial jobs.³

In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of 80 openings per year from new jobs in the occupation and as a result of retirement and/or turnover. This occupation has a Louisiana 5 star rating.⁴ Impacting this need for pilots in the state of Louisiana is the overall extreme need for pilots nationally. Boeing has predicted an ongoing strong demand for aviation pilots with no signs of slowing down. They released their jobs outlook for the next 20 years at EAA AirVenture on July 24, 2018 and the Boeing Global Services report showed a need for 637,000 commercial aircraft pilots by 2036, with 117,000 of those being needed in North America alone.⁵ Starting salaries for these pilots are excellent. According to the Bureau of Labor Statistics of the United State Department of Labor, the mean annual wage for commercial pilots in 2016 was \$86,260. The high level of need for pilots nationally and internationally will limit the number of pilots available for Louisiana and provides strong support for the program at UNO. The addition of graduates of the program at UNO for pilot positions in Louisiana will be critically important for economic growth in the state.

LA Tech presently offers the only aviation bachelor's program in the state of Louisiana in Ruston, approximately 300 miles north of New Orleans. Due to the distance that separates our universities, we believe there would be no conflict between UNO and LA Tech. LA Tech also receives over 150 applications for their program and 40-45 students are typically the number enrolled. This demonstrates the additional need for the program at UNO.

A very conservative number of 20 students is indicated for the first cohort with substantial increases in applications to the program expected for subsequent years. To ensure a quality educational experience for students, enrollment numbers will not be increased exponentially to very high levels. Appropriate faculty to student ratios will be maintained.

Over the last 15 years, NOAT & FT has been an accredited school by the FAA. One must have academic experience and diversity to be successful in the industry, and that is just one of the things NOAT & FT offers. The UNO program will provide the academic experience and the real world environment of being in an actual aircraft. This is extremely beneficial for the student's learning process and provides a diverse airspace system in the greater New Orleans area that will expose our students to a wide variety of real world challenges. Upon completion, our graduates would be employable, not only at NOAT & FT as Flight Instructors, but will also have credentials that can be used statewide and nationwide.

A lock-step program at UNO will also provide students with a complete picture of their graduation timeline. In the UNO program, flight training will be conducted 2 to 3 times a week. This will also keep them on the path to graduation. It is because of these reasons, we believe the proposed program between UNO and NOAT & FT will be beneficial and appealing to prospective students who wish to go into the aviation industry

1 Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-2015 Edition, Airline and Commercial Pilots, on the Internet at <http://www.bls.gov/looh/transportation-and-material-moving/airline-and-commercial-pilots.htm>

2 Goglia, J. "2014 Outlook for Aviation Careers Brightens with Looming Pilot and Mechanic Shortages." Forbes, January 2014 at <http://www.forbes.com/sites/johngoglia>

3 ATP Flight School, Airline Pilot Hiring Outlook and Career Information, on the Internet at <http://www.atpflight.com/airlines/pilot-hiring-outlook.html>

4 Louisiana Workforce Commission, Short Term to 2015 and Long Term to 2022 Employment Projection, on the internet at <http://www.laworks.net/LaborMarketInfo/LMIemploymentprojections.asp>

LOUISIANA BOARD of REGENTS

5. Boeing Aviation Job Outlook 'Exciting': <https://www.aopa.org/news-and-media/all-news/2017/july/25/boeing-aviation-jobs-outlook>

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.

Relationship to the UNO Mission and Vision:

The Professional Pilot Bachelor of Science program will extend the Vision of the University of New Orleans as an engine for the economic development of the region. It also addresses a key area of concern with a shortage of pilots at regional airports. The program will be instrumental in advancing the quality of life of New Orleansans and state residents and therefore support the UNO Mission. In adherence to the Mission, the program will serve national and international students by providing this essential program.

4. Students

Summarize student interest/demand for the proposed program.

Conservatively, we anticipate at least 20 students in the first year of the program. The number of students will increase after the first cohort. The high need for pilots will continue well into the future. Not only is there a large demand for pilots regionally, but also nationally. NOAT & FT has direct communication with the FAA and is informed on the extreme need for pilots. It has reached such a heightened level of need for pilots that retired pilots are being contacted to consider returning to being full-time pilots for airlines.

Year	New Enrollment	Returning Students	Attrition	Graduation (@end of the year)	Total Enrollment (@ end of the year)
1	20	-	-	-	20
2	20	20	5	-	35
3	25	35	10	-	50
4	25	50	10	20	45
5	25	45	10	15	45
6	25	45	10	15	45
7	25	45	10	15	45
8	25	45	10	15	45

5. Cost

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

No new courses will need to be developed by UNO for the program. The program is fully self-supported and the rate is a contractual rate. The cost of the program at \$157,400 is very competitive with other universities. It is well below the cost at private institutions of \$200,000 to \$250,000 and also below public institutions that charge up to \$180,000. The contract rate for NOAT & FT will be \$117,333 per student and UNO will receive \$40,047 per student. In consideration of all costs, the program can be very effective in generating revenue at its inception and on a continuum.

For UNO faculty teaching in the program, the 39 credits of coursework over four years equates to .81 FTE per

LOUISIANA BOARD of REGENTS

semester at a cost of \$4,500 per course. One Graduate Assistant is needed at a cost of \$24,000 annually. A .5 FTE assignment for staff support at a cost of \$25,000 is needed annually. NOAT&FT's cost per student per year will be \$29,333.25.

Resources for offering Professional Pilot Bachelor of Science Program

No additional facilities are required. The required resources are minimal for the start-up. Support staff for the opening of the course are currently in place.

There are several financial options for incoming students. If they are in state, they are eligible for TOPS. TOPS maximum amount is \$3,045.19 for Fall and Spring. TOPS is available for Summer only once they have reached their junior year. If they meet the requirements for Pell Grants, they are entitled to \$3,048 for Fall and Spring. Summer is available if they have not reached their maximum amount and the average Summer payment is \$2,690. Student loans will cover the majority of their tuition. Depending on their dependency, Freshman Year - \$5,500 dependent, independent \$9,500, Sophomore year – dependent \$6,500, independent \$10,500, Junior year - \$7,500 dependent, \$12,500 independent, Senior year - \$7,500 dependent, and \$12,500 independent. Lifetime maximum amount an UG can borrow is \$57,500. Parent loans are also the other choice. Parents can supplement the difference with Parent Plus loans. These loans are credit based. We will also pursue sponsored scholarships from airlines.

LOUISIANA BOARD of REGENTS

CERTIFICATION:

Chief Academic Officer

Date

Management Board

Date of Approval by Board

LOUISIANA BOARD of REGENTS

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of New Orleans

Date: July 16, 2018

Degree Program, Unit: Professional Pilot Bachelor of Science

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	\$ 14,625	0.81	\$ 14,625	0.81	\$ 14,625	0.81	\$ 14,625	0.81
Graduate Assistants	\$ 24,000	1	\$ 24,000	1	\$ 24,000	1	\$ 24,000	1
Support Personnel	\$ 25,000	0.5	\$ 25,000	0.5	\$ 25,000	0.5	\$ 25,000	0.5
Fellowships and Scholarships								
NOAT&FT Cost (\$29,333.25 per student per year)	\$ 586,665		\$1,026,664		\$1,466,663		\$1,906,661	
SUB-TOTAL	\$ 650,290		\$1,090,289		\$1,530,288		\$1,970,286	
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities								
Equipment								
Marketing	\$10,000	\$10,000	\$10,000	\$10,000				
Supplies (computer, software)	\$10,000	\$10,000	\$10,000	\$10,000				
SUB-TOTAL	\$20,000	\$20,000	\$20,000	\$20,000				
TOTAL EXPENSES	\$670,290	\$1,110,289	\$1,550,288	\$1,990,286				
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations								
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	20	35	50	65				
Tuition								
Fees								
*Other (specify) (SELF-SUPPORT FEE @1,312/credit hour. 30 credit hours per year per student)	787200							
TOTAL REVENUES	\$787,200	\$1,377,250	\$1,967,500	\$2,557,750				
UNO Profit (Revenue-cost)	\$116,910	\$266,961	\$417,213	\$567,464				



EXHIBIT A

Concept Proposal of New Program Professional Pilot: Bachelor of Science

New Orleans Aerial Tours & Flight Training LLC wishes to propose a Professional Pilot Bachelor of Science (Professional Pilot B.S.). The purpose of this program is to prepare the student for a career in the field of aviation, which includes all the courses and labs necessary for the following Federal Aviation Administration (FAA) flight certificates and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate—Airplane Single and Multi-engine Land, and Certified Flight Instructor.

The Professional Pilot B.S. is accredited by the FAA and blends flight training with rigorous academic study in a unique manner that provides a strong foundation for a career as a leader in the aviation industry including airlines, corporate and/or commercial aviation. Students will engage in technology-enhanced traditional classroom as well as actual flight training to experience a complete and well-balanced aviation program. This approach to aviation will give the students added value over traditional flight training programs by focusing on the skills and knowledge required by today's industry.

Students will be assessed by practical tests given as final exams by an FAA-designated pilot examiner and upon successful completion of the program, students will be able to:

- Demonstrate attributes of an aviation professional
- Demonstrate understanding of airplanes, aerodynamics, airplane instruments, engines and systems.
- Demonstrate understanding of airports/airport operation, air traffic control, and airspace.
- Demonstrate understanding of federal aviation regulations, airplane performance, and weight and balance.
- Demonstrate understanding of aero medical factors and Aeronautical Decision Making (ADM), aviation weather, and aviation weather services.
- Demonstrate understanding of navigation systems and navigation including charts, publications, and flight computers.
- Demonstrate understanding of cross-country flight planning.
- Demonstrate understanding of preflight preparation and procedures, airport traffic control clearances and procedures, and post flight procedures.
- Demonstrate understanding of instrument approach procedures and emergency operations.
- Demonstrate understanding of takeoffs, landings, and go-around.
- Demonstrate understanding of performance and ground reference maneuvers.
- Demonstrate understanding of slow flight, stalls and high altitude operations.
- Demonstrate understanding of the following multi-engine concepts: multi-engine rating, aerodynamics, airplane systems, airplane safety considerations, airplane performance and weight-and-balance, airplane normal operations, airplane abnormal and emergency flight operations
- Analyze and interpret data.



- Communicate effectively using both written and oral communication skills.
- Meet FAA commercial and private pilot standards, with instrument and multi-engine ratings.
- Demonstrate the ability to operate in a crew environment.
- Operate a single engine airplane as a commercial or private pilot
- Operate a multi-engine airplane as a commercial or private pilot
- Demonstrate the ability to instruct student pilots from their private pilot through their commercial ratings.

A predicted global growth in aviation and the decrease in the number of trainees-both civilian and military- are creating what many see as a looming shortage of both pilots and mechanics. Worldwide growth of airlines and air traffic correlates highly with economic growth. The number of passengers is expected to nearly double by 2020.¹ Boeing is the world's largest producer of Airliners and every year they take an objective look at the future of the airline business. This report is called Boeing's Current Market Outlook and is based on current firm orders for its aircraft. In the latest edition of the Outlook, Boeing states: "Over the past 20 years, air travel grew by an average of 4.8 percent each year despite two major world recessions, terrorist acts, and a severe acute respiratory syndrome (SARS) outbreak in 2003. On average over the next 20 years, passenger travel will grow at 5.0 percent and cargo at 5.8 percent. A record 31 percent of our forecast for airplanes with more than 100 seats is already on firm order (7,900 aircrafts), so we have unprecedented visibility of future airplane requirements, giving more certainty to the shape of our forecast." In order to meet demand, 19,000 pilots will need to be trained each year until 2026. Flight schools currently train around 12,000 annually in the US.²

Nationally, employment of commercial pilots is projected to grow 9 percent from 2012 to 2022, about as fast as the average for all occupations. Most jobs will arise from the need to replace pilots who leave the workforce. From 2012 to 2022, many pilots are expected to retire as they reach the required retirement age of 65. Job prospects should be best with regional airlines, low-cost carriers, or with nonscheduled aviation services as entry-level requirements are lower for regional and commercial jobs. There is typically less competition among applicants in these sectors than there is for major airlines.³

In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of openings of 80 per year from new jobs in the occupation and as a result of retirement and/or turnover. This occupation has a Louisiana 5 star rating.⁴ According to the Bureau of Labor Statistics of the United States Department of Labor, the mean annual wage for commercial pilots in 2016 was \$86,260.

The proposed Professional Pilot B.S. will be a limited enrollment program. In addition to meeting all admission requirements, student must also submit the following items to be eligible for admission to the program: Class III Medical Certificate, copy of passport or certified copy of birth certificate, copy of driver's license, copy student pilot/flight certificates, non-owned renter's insurance and NOAT&FT Application for Admission, pilot data sheet, cancellation policy, maintenance policy, scheduling policy, and aircraft rental agreement; additional TSA clearance and other documents required for non-US citizens. After enrolling at your college/university,



students are required to complete all their flight training at NOAT&FT. NOAT&FT is an FAA approved Part 141 facility located at the New Orleans Lakefront Airport since 2004.

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Airline and Commercial Pilots, on the Internet at <http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm> (visited September 11, 2014)

²Goglia, John. "2014 Outlook for Aviation Careers Brightens With Looming Pilot and Mechanic Shortages." *Forbes*. p. 1 January 2014 on the internet at <http://www.forbes.com/sites/johngoglia/> (visited September 11, 2014)

³ATP Flight School, *Airline Pilot Hiring Outlook and Career Information*, on the Internet at <http://www.atpflight school.com/airlines/pilot-hiring-outlook.html> (visited September 11, 2014)

⁴Louisiana Workforce Commission, *Short Term to 2015 and Long Term to 2022 Employment Projection*, on the internet at http://www.laworks.net/LaborMarketInfo/LMI_employmentprojections.asp (visited September 11, 2014)



Degree Requirements

Professional Pilot Bachelor of Science

GENERAL EDUCATION REQUIREMENTS – ALL TAUGHT ON UNO CAMPUS

Course Name	Credit Hours	Course Name	Credit Hours
English		Humanities	
ENGL 1157	3	Humanities Electives	6
ENGL 1158 or 1159	3	Literature	3
Mathematics		Social Science	
MATH1125	3	Social Sciences Electives	6
MATH1126	3	Arts	
Science		Arts Elective	3
PHYS	6		
BIOS	3	TOTAL	39

AVIATION CORE REQUIREMENTS – ALL TAUGHT ON UNO CAMPUS

Course	Name	Credit Hours
AVIA 1010	Introduction to Aviation	3
AVIA 1020	Aviation Weather	3
AVIA 2010	Basic Systems & Aircraft Maintenance	3
AVIA 2020	Aviation Safety	3
AVIA 2030	Air Traffic Control and Airspace	3
AVIA 3010	Human Factors in Aviation	3
AVIA 3020	Aerodynamics	3
AVIA 3030	Aviation Regulations	3
AVIA 3040	Fundamentals of Instructing	3
AVIA 4010	Advanced Meteorology	3
AVIA 4020	Crew Resource Management	3
AVIA 4030	Aviation Law	3
AVIA 4040	Airport Management	3
AVIA 4050	Advanced Aircraft Systems	3
	TOTAL	42



PROFESSIONAL PILOT REQUIREMENTS

Course	Name	Taught on UNO Campus	Credit Hours
AVIA 1110	Private Pilot Ground	X	3
AVIA 1120	Private Pilot Flight		3
AVIA 2110	Instrument Pilot Ground	X	3
AVIA 2120	Instrument Pilot Flight		3
AVIA 3110	Commercial Pilot Ground (SE)	X	3
AVIA 3120	Commercial Pilot Flight I		3
AVIA 3130	Commercial Pilot Ground (ME)	X	3
AVIA 3140	Commercial Pilot Flight II		3
AVIA 3150	Commercial Pilot Flight III		3
AVIA 4110	Flight Instructor Ground	X	3
AVIA 4120	Flight Instructor Flight		3
AVIA 4130	Instrument Flight Instructor Ground	X	3
AVIA 4140	Instrument Flight Instructor Flight		3
		TOTAL:	39

TOTAL CREDIT REQUIREMENTS

	Credit Hours
General Education	39
Aviation Core Requirements	42
Professional Pilot Requirements	39
TOTAL:	120



Course Descriptions

Aviation Core Courses

AVIA 1010 Introduction to Aviation

An introduction to aviation and aerospace terminology; discusses aviation industry structure and practices; introduces the career opportunities in a variety of fields of aviation, with focus on private, commercial, and instrument pilot careers; provides a general overview of pilot flight training including certificates, ratings, and training aircraft(s) used; a general knowledge of aviation, historical events and aerospace studies/development opportunities.

AVIA 1020 Aviation Weather

This course includes basic weather theory, atmospheric composition and structure, thermal patterns, horizontal and vertical pressure patterns, clouds, atmospheric circulation, local winds, fronts, fog, icing, thunderstorms, stability, climate and synoptic weather, aviation weather reports, forecasts and weather data sources. The student will apply these basic principles to make weather planning decisions.

AVIA 2010 Basic Systems & Aircraft Maintenance

Students learn about basic systems used in piston-powered aircraft for a deeper understanding of propeller, cooling, electrical and flight control systems, landing gear, and hydraulics; the routine and preventative aircraft maintenance that may be performed by owners and pilots; accuracy and compliance in logbook entries; and maintenance management under FAA parts 91 and 135.

AVIA 2020 Aviation Safety

An introduction to aviation safety practices and current trends in aviation safety. Covers agencies overseeing safety at the commercial and general aviation levels, as well as applicable aviation regulations they develop and enforce. Discusses current and future airline, airport and aircraft safety issues.

AVIA 2030 Air Traffic Control and Airspace

Economic aspects of passenger and cargo air transportation, including practices, problems and regulations. Includes the background and operation of the FAA with emphasis on the air traffic control system.



AVIA 3010 Human Factors in Aviation

Examination of the importance of interpersonal skills and human interaction in relation to safety and effectiveness in the aviation environment. Includes the concepts of processes, role issues, and practice in implementing these concepts.

AVIA 3020 Aerodynamics

This course covers the concepts associated with advanced and high-speed aircraft performance and aerodynamics. Includes aircraft turning and accelerated climb performance, take off velocity, load factors, hypersonic flight, and laminar flow airfoil, boundary layer, mach tuck, compressible flow, swept-wing flight characteristics, and other advanced topics that apply to current and future aircraft design, handling considerations, and aircraft performance characteristics.

AVIA 3030 Aviation Regulations

Introduces aviation regulations. Includes an in-depth study of the Federal Aviation Regulations (FARs) including Parts 61, 91, 121, 135, 141, & NTSB 830.

AVIA 3040 Fundamentals of Instructing

This course will cover the knowledge of the fundamentals of instructing for all potential flight instructors. Includes teaching the student to analyze and evaluate their flight students, as well as prepares them for the FAA Fundamentals of Instructing and Flight Instructor-Airplane Knowledge Tests.

AVIA 4010 Advanced Meteorology

A study of meteorology as it relates to pilots, covering the fundamentals of meteorology such as the effects of pressure, density and temperature, low and high altitude weather, weather forecasting, in-flight weather observations and decision-making. Also covers meteorological concepts such as pressure, atmospheric forces, thickness, thermal wind, fronts, jet streams, cyclone formation, and atmospheric stability.

AVIA 4020 Crew Resource Management

Explores concepts of Crew Resource Management (CRM); the history of CRM, CRM concepts of communication processes, problem solving, group dynamics, workload management, supervision of crew members and situational awareness will be investigated. Aircraft incidents and accidents related to the evolution of CRM training programs and FAA regulations will also be analyzed.



AVIA 4030 Aviation Law

Includes discussion of federal, state, and local laws that govern aviation and aviation insurance. The course will outline the overall regulatory framework of civil aviation, studies the rights and responsibilities of pilot in command of an aircraft, and introduces the various regulatory bodies and the rules and laws made by them.

AVIA 4020 Airport Management

Provides knowledge and understanding of airport management at both minor and major airports. Discusses basic attributes of airport managers, airport contracts, security issues, FAA regulations and environmental regulations related to noise, hazardous material, and other environmental factors.

AVIA 4030 Advanced Aircraft Systems

Explains the theory, components, and practical applications of systems in turboprop, turbojet, and turbofan aircraft. Examines electrical, turbine engine, lubrication and cooling, and other systems.

Professional Pilot Courses

AVIA 1110 Private Pilot Ground

Co-Requisite: AVIA 1120

A thorough examination of the principles of flight, aircraft systems and performance, radio navigation and communication procedures, physiology, flight planning and decision making, airport systems, air traffic control procedures, air navigation, and Federal Aviation Regulations. Prepares students for the required FAA Private Pilot Airplane Knowledge Test; meets requirements of 14 CFR 141.

AVIA 1120 Private Pilot Flight

Co-Requisite: AVIA 1110

Students obtain the aeronautical skill and experience necessary to meet the requirements for a private pilot certificate with an airplane category rating and single-engine class rating. The lab consists of dual flight instruction, take-off and landing, basic flight maneuvers, solo flight training, emergency procedures, pilotage, and dead reckoning. Pilots will be able to make a knowledgeable go/no-go decision under VFR conditions. Prepares students for the required FAA Private Pilot Airplane Practical Test; the credit hours will post to the student's transcript upon completion of the FAA Private Pilot Exam.



AVIA 2110 Instrument Pilot Ground

Pre-Requisites: AVIA 1110 and AVIA 1120

Co-Requisite: AVIA 2120

This course covers the theoretical aspects of instrument flight. Ground school instruction includes basic principles of instrument flying, aviation meteorology, radio navigation and federal aviation regulations and a general understanding of the terminal en route instrument flying procedures. This course helps students prepare for the FAA Instrument Written Exam; meets requirements of 14 CFR 141.

AVIA 2120 Instrument Pilot Flight

Pre-Requisites: AVIA 1110 and AVIA 1120

Co-Requisite: AVIA 2110

Students obtain the aeronautical skill and experience necessary to meet the requirements for an instrument rating (airplane). Flight and simulator training in basic attitude instrument flying; VOR, NDB and GPS navigation; ILS approach procedures, holding pattern entry and procedures; and IFR cross country procedures are covered. The credit hours will post to the student's transcript upon completion of the FAA Instrument Rating Practical Exam.

AVIA 3110 Commercial Pilot Ground (Single Engine)

Pre-Requisites: AVIA 2110 and AVIA 2120

Co-Requisite: AVIA 3120

This course covers privileges, responsibilities and the operational environment of the commercial pilot and explores application of aeronautical knowledge and skills in simulated commercial operation situations. Aerodynamics, performance and limitations, weight and balance, aircraft systems, airworthiness, aeromedical factors, night and high altitude operations, flight planning, and decision making are also covered. This course assists students in preparing for the FAA Commercial Pilot written exam; meets requirements of 14 CFR 141.

AVIA 3120 Commercial Pilot Flight I

Pre-Requisites: AVIA 2110 and AVIA 2120

Co-Requisite: AVIA 3110

Introduce students to commercial maneuvers and complex/high performance operations such as steep power turns, steep spirals, lazy eights, pylon eights, and chandelles. This course includes equal parts dual instruction and solo flight time. Student will complete stage one check during this course session.



AVIA 3130 Commercial Pilot Ground (Multi-Engine)

Pre-Requisites: AVIA 3110 and AVIA 3120

Co-Requisite: AVIA 3140

This course provides the necessary instruction to thoroughly familiarize students with the theory of safe and practical multi-engine operation. Covers the theory of multi-engine airplane flight and the significant aerodynamic differences between single-engine and multi-engine airplane flight and includes system operation of constant speed propellers, multi-tank and pump fuel systems, dual electrical systems, and turbocharger and ice control systems. Multi-engine weight and balance and use of performance charts are also covered. Prepares students for the oral exam portion of the FAA commercial pilot Multi-Engine and Single-Engine Airplane Practical Test; meets requirements of 14 CFR 141.

AVIA 3140 Commercial Pilot Flight II

Pre-Requisites: AVIA 2110 and AVIA 2120

Co-Requisite: AVIA 3110

Continuation of AVIA 3120 flight training with commercial maneuvers and complex/high performance operations such as steep power turns, steep spirals, lazy eights, pylon eights, and chandelles and solo flight time; includes commercial cross-country, instrument flying skills, and emergency procedures. Student will complete stage two check during this course session.

AVIA 3150 Commercial Pilot Flight III (w/Multi-Engine)

Pre-Requisites: AVIA 3110, 3120, 3130, and AVIA 3140

Continuation of AVIA 3140 commercial flight training and the aeronautical skills and experience necessary to meet the requirements for a commercial pilot certificate with an airplane category rating, single-engine land rating, and an addition of an airplane multi-engine land class rating. Students are introduced to multi-engine aerodynamics, operating procedures, systems, performance considerations and emergency procedures. Normal and emergency flight procedures and skills demonstrated and practiced for all phases of flight; includes single-engine operation of a multi-engine airplane in varying flight environments and situations. Complex systems operations as well as instrument flight procedures are covered. Prepares the student for the required FAA Multi-Engine and Single-Engine Commercial Airplane Practical Test; the credit hours will post to the student's transcript upon completion of the FAA Commercial Pilot Multi-Engine and Single-Engine Land Practical Exam.

AVIA 4110 Flight Instructor Ground

Pre-Requisites: AVIA 3040, AVIA 3140 and AVIA 3150

Co-Requisites: AVIA 4120

Designed for advanced pilots preparing to fulfill the requirements of the Federal Aviation Regulations for initial instructor course. Upon completion of the course students will have the knowledge, aeronautical experience, skill and confidence to teach private and/or commercial



applicants to practical test standards set forth by the FAA in all subject matter, procedures and maneuvers within each area of operations for airplane category rating and single-engine land class rating. Credit hours will be posted to student's transcript upon completion of the FAA Fundamentals of Instructing Written Exam and FAA Certified Flight Instructor Written Exam.

AVIA 4120 Flight Instructor Flight

Pre-Requisites: AVIA 3040, AVIA 3140 and AVIA 3150

Co-Requisites: AVIA 4110

For advanced pilots. Student will learn to discuss, teach and perform VFR maneuvers while flying in the right-seat of the aircraft; identify and properly correct common student-pilot errors in flight. Credit hours will be posted to the student's transcript upon completion of the FAA Certified Flight Instructor Practical Test.

AVIA 4130 Instrument Flight Instructor Ground

Pre-Requisites: AVIA 4110 and AVIA 4120

Co-Requisites: AVIA 4140

Designed for advanced pilots preparing to fulfill the requirements of the Federal Aviation Regulations for instrument instructor ground course. Student will learn teaching methods and obtain the instructional knowledge required to teach the use and operation of flight and gyroscopic instruments. In addition, student will obtain the instructional knowledge required to teach basic attitude instrument flying, including common instrument failure indications, partial panel procedures, instrument navigation, charts and chart procedures, and meteorology. Credit hours will be posted to student's transcript upon completion of the FAA Certified Flight Instructor Instrument Written Exam.

AVIA 4140 Instrument Flight Instructor Flight

Pre-Requisites: AVIA 4110 and AVIA 4120

Co-Requisites: AVIA 4130

Designed for advanced pilots preparing to fulfill the requirements of the Federal Aviation Regulations for instrument instructor flight course. Student will learn the analysis and performance of the maneuvers and procedures required for an instrument rating, airplane from the right seat of the training airplane, including appropriate safety of flight practices. Credit hours will be posted to the student's transcript upon completion of the FAA Certified Flight Instructor Instrument Practical Test.



PROFESSIONAL PILOT CURRICULUM PROPOSAL

Spring 2019

Year 1

Spring Session

Course	Course Name	Hrs
AVIA 1010	Introduction to Aviation	3
AVIA 1110	Private Pilot Ground	3
AVIA 1120	Private Pilot Flight	3
	General Education	3
	Total Credit Hours	12

Summer Session

Course	Course Name	Hrs
AVIA 2110	Instrument Pilot Ground	3
	General Education	3
	Total Credit Hours	6

Fall Session

Course	Course Name	Hrs
AVIA 1020	Aviation Weather	3
AVIA 2120	Instrument Pilot Flight	3
	General Education	3
	General Education	3
	Total Credit Hours	12

Year 2

Spring Session

Course	Course Name	Hrs
AVIA 2010	Basic Systems & Maintenance	3
AVIA 3110	Commercial Pilot Ground (SE)	3
AVIA 3120	Commercial Pilot Flight I	3
	General Education	3
	Total Credit Hours	12

Summer Session

Course	Course Name	Hrs
AVIA 2020	Aviation Safety	3
	General Education	3
	Total Credit Hours	6

Fall Session

Course	Course Name	Hrs
AVIA 3130	Commercial Pilot Ground (ME)	3
AVIA 3140	Commercial Pilot Flight II	3
	General Education	3
	General Education	3
	Total Credit Hours	12

Year 3

Spring Session

Course	Course Name	Hrs
AVIA 2030	Air Traffic Control & Airspace	3
AVIA 3140	Commercial Pilot Flight III	3
	General Education	3
	General Education	3
	Total Credit Hours	12

Summer Session

Course	Course Name	Hrs
AVIA 3010	Human Factors in Aviation	3
	General Education	3
	Total Credit Hours	6

Fall Session

Course	Course Name	Hrs
AVIA 3020	Aerodynamics	3
AVIA 3040	Fundamentals of Instructing	3
	General Education	3
	General Education	3
	Total Credit Hours	12

Year 4

Spring Session

Course	Course Name	Hrs
AVIA 3030	Aviation Regulations	3
AVIA 4010	Advanced Meteorology	3
AVIA 4110	Flight Instructor Ground	3
AVIA 4120	Flight Instructor Flight	3
	Total Credit Hours	12

Summer Session

Course	Course Name	Hrs
AVIA 4020	Crew Resource Management	3
AVIA 4130	Instrument Flight Instructor Ground	3
	Total Credit Hours	6

Fall Session

Course	Course Name	Hrs
AVIA 4030	Aviation Law	3
AVIA 4040	Airport Management	3
AVIA 4050	Advanced Aircraft Systems	3
AVIA 4140	Instrument Flight Instructor Flight	3
	Total Credit Hours	12



PROFESSIONAL PILOT CURRICULUM PROPOSAL

Fall 2019

Year 1

Fall Session

Course	Course Name	Hrs
AVIA 1010	Introduction to Aviation	3
AVIA 1110	Private Pilot Ground	3
AVIA 1120	Private Pilot Flight	3
	General Education	3
Total Credit Hours		12

Spring Session

Course	Course Name	Hrs
AVIA 2110	Instrument Pilot Ground	3
AVIA 2120	Instrument Pilot Flight	3
	General Education	3
	General Education	3
Total Credit Hours		12

Summer Session

Course	Course Name	Hrs
AVIA 1020	Aviation Weather	3
	General Education	3
Total Credit Hours		6

Year 2

Fall Session

Course	Course Name	Hrs
AVIA 2010	Basic Systems & Maintenance	3
AVIA 3110	Commercial Pilot Ground (SE)	3
AVIA 3120	Commercial Pilot Flight I	3
	General Education	3
Total Credit Hours		12

Spring Session

Course	Course Name	Hrs
AVIA 3130	Commercial Pilot Ground (ME)	3
AVIA 3140	Commercial Pilot Flight II	3
	General Education	3
	General Education	3
Total Credit Hours		12

Summer Session

Course	Course Name	Hrs
AVIA 2020	Aviation Safety	3
	General Education	3
Total Credit Hours		6

Year 3

Fall Session

Course	Course Name	Hrs
AVIA 2030	Air Traffic Control & Airspace	3
AVIA 3140	Commercial Pilot Flight III	3
AVIA 3040	Fundamentals of Instructing	3
	General Education	3
Total Credit Hours		12

Spring Session

Course	Course Name	Hrs
AVIA 4110	Flight Instructor Ground	3
AVIA 4120	Flight Instructor Flight	3
	General Education	3
	General Education	3
Total Credit Hours		12

Summer Session

Course	Course Name	Hrs
	General Education	3
	General Education	3
Total Credit Hours		6

Year 4

Fall Session

Course No.	Course Name	Hrs
AVIA 3010	Human Factors in Aviation	3
AVIA 3020	Aerodynamics	3
AVIA 3030	Aviation Regulations	
AVIA 4130	Instrument Flight Instructor Ground	3
AVIA 4140	Instrument Flight Instructor Flight	3
Total Credit Hours		15

Spring Session

Course No.	Course Name	Hrs
AVIA 4010	Advanced Meteorology	3
AVIA 4020	Crew Resource Management	3
AVIA 4030	Aviation Law	3
AVIA 4040	Airport Management	3
AVIA 4050	Advanced Aircraft Systems	3
Total Credit Hours		15



EXHIBIT B

Adjunct Professor Flight Instructor/Ground Instructor

Status: Full-time, Hourly Instructor Pool/Faculty (Potential Salary for Qualified Candidates)
Reports to: Chief Instructor and NOAT&FT Administration

New Orleans Aerial Tours & Flight Training ("NOAT&FT") welcomes instructors with a vision of excellence in instruction and a commitment to employing a variety of formats, settings and styles to lead students to successful completion of their flight ratings. NOAT&FT seeks instructors who can adapt to a variety of teaching situations and who have the ability to work effectively with students, colleagues, staff and others in a climate that promotes cultural diversity and multicultural understanding. NOAT&FT also seeks instructors that can adapt to the many facets of our business, including but not limited to, Part 141 training, Part 61 training, Professional Pilot B.S. Program, and aerial tours of New Orleans.

The person hired for this full-time position serves in a combined role and is responsible for 1) Providing flight and ground instruction in accordance with NOAT&FT, University of New Orleans ("UNO"), and FAA regulations and procedures, 2) Developing course content, preparing schedules, maintaining records, and ensuring the course standards, training requirements, and objectives are met by each student in each flight course and 3) Conducting aerial tours, photo flights, discovery flights, etc.

The Instructor hired for this position will report to NOAT&FT and UNO. The instructional assignment for this position will require teaching courses in all levels of Aviation offered at NOAT&FT and UNO, including but not limited to:

- Aviation Weather and Advanced Meteorology
- Basic and Advanced Aircraft Systems
- Aviation Safety
- Air Traffic Control and Airspace
- Human Factors in Aviation
- Aerodynamics
- Federal Aviation Regulations and Aviation Law
- Fundamentals of Instructing
- Crew Resource Management
- Airport Management
- Private Pilot (Ground School)
- Instrument Pilot (Ground School)
- Commercial Pilot (Ground School)
- Flight Instructor (CFI and CFII Ground School)

Principle Duties and Responsibilities:

I. INSTRUCTING

- Perform those flight instructor duties authorized by the Federal Aviation Regulations in accordance with the approved Training Course Outline.
- Ensure all students understand and practice all aspects of NOAT&FT Aviation Safety Program.

- Regularly schedule each assigned student to ensure satisfactory progress through the course and immediately inform supervisor of any delays in training or unsatisfactory progress.
- Responsible for accurately maintaining all appropriate records to include student training record, student logbook, and computer records.
- Ensure the course standards, training requirements, and objectives are met by all assigned students as stipulated in the applicable Training Course Outline.
- Initiate stage check and requests for assigned students.
- Responsible for the timely course completion of all flight students assigned, including completion of required paperwork and assignment of final course grade.
- Monitor the maintenance condition of the training aircraft and inform NOAT&FT maintenance personnel of any questionable items. Complete proper documentation per NOAT&FT guidelines (Aircraft Condition Record).
- Recommend curriculum and courseware improvements when appropriate and develop new curriculum or courseware as assigned.
- File incident reports as necessary to report any observed safety violations, or situations that may affect the safety of flight.
- Attend administrative, standardization, in-service training, and instructor development meetings as assigned.
- Other duties as assigned.

II. TEACHING

- Maintain performance standards and pursue goals, objectives, and activities that promote the Mission of NOAT&FT and UNO. Each faculty member will be evaluated annually by students, supervisors, NOAT&FT administration and possibly by peers.
- Participate in professional development activities that enhance the faculty member's effectiveness.
- Attend and provide meaningful instruction for all class sessions during the session. Be punctual in class attendance and provide instruction for the complete class period. Make appropriate arrangements for necessary absences according to NOAT&FT and UNO policies.
- Make adequate preparation for the instructional process to ensure that course/lesson content is presented in a professional manner, with adequate opportunity for students to engage in dialogue about the material, and such that the learning process is facilitated for students with varying learning styles.
- Create a learning environment in which all students are treated equitably and with respect.
- Collaborate with departmental (college-wide) colleagues in the selection of library resources, software, and textbooks and in the development of master course syllabi.
- Prior to the session, develop and distribute course syllabi that are in accordance with approved master syllabi and which describe in detail the requirements of the course, attendance policy, assessment strategies, grading system, appropriate safety procedures, classroom management policies, and other information as appropriate.
- Develop and administer final examinations to students during the scheduled exam periods and in accordance with NOAT&FT, UNO and FAA policies.
- Use a variety of assessment strategies throughout the semester to maximize student success, including assessment of program outcomes.
- Participate in assessment of non-traditional learning for credit.
- Maintain accurate attendance, progress, evaluation records, student training records, student logbook, and computer records in an acceptable gradebook format and file these gradebooks (or a copy) with NOAT&FT administration and UNO at the end of each session.
- Monitor the enrollment of students in classes by directing students who are not officially enrolled to their division office to correct enrollment problems.
- Adhere to all timelines established by NOAT&FT and UNO, particularly with respect to the submission of grade rosters, reporting non-attendance of students, withdrawing students from classes for excessive absences, and by responding to records inquiries and other communications about students in a timely manner.
- Instruct students in the safe and proper use of equipment and supplies and in procedures for proper housekeeping and storage of materials.
- Maximize the use of advanced technology, including the use of computers and related strategies, in the classroom as appropriate.
- Provide classroom instruction in accordance with NOAT&FT, UNO, federal harassment policies and other legal requirements.
- Obey and enforce NOAT&FT/UNO policies that prohibit the use of foodstuffs in the classroom/aircraft, smoking within NOAT&FT/UNO buildings, drugs on campus, and the destruction and misuse of all NOAT&FT/UNO property.
- Serve as academic advisor and participate in recruitment and retention activities for students in the program.
- Participate in training sessions that familiarize the faculty member with Webstar and Moodle.
- Perform registration assignments as scheduled by supervisor.
- Participate in NOAT&FT/UNO activities.
- Assist students with information about job opportunities in the discipline or program, with certification or licensure information, and with information about articulated programs and coursework at secondary and postsecondary institutions.
- Serve as a resource to students in the pursuit of employment or advanced educational opportunities by completing recommendations or helping with contacts.
- Attend Faculty Convocation and a minimum of one Graduation Ceremony per academic year.

- Attend meetings.
- Be receptive to requests from colleagues, students, and administrators to serve in a voluntary capacity in such situations as: coverage of a colleague's class/lesson on an emergency basis, coverage of the divisional office on an as needed basis, speaking engagements, recruitment activities, serving as advisor to a student organization, assisting in or supporting student activities, assisting at local conferences, or participating in fund-raising activities.
- Communicate effectively with students, colleagues, and supervisors and utilize appropriate channels of communication with all members of the College community.
- Adhere to the work week requirements set forth by NOAT&FT and UNO.
- Represent the NOAT&FT/UNO in manner, appearance, and behavior that promote a positive image of NOAT&FT/UNO within the community. (See NOAT&FT Dress Code Policy for reference).

III. TOUR OPERATIONS

- Perform those commercial pilot duties authorized by the Federal Aviation Administration in accordance with the 14 CFR Part 91 operations.
- Ensure the safety of each flight and passengers.
- Provide professional, courteous, informed service to each client. Know them by name and make them feel welcomed.
- Provide a unique and exhilarating adventure for each client, a memorable experience they will never forget.

QUALIFICATIONS

Required Education and Experience:

- Master's degree in aviation, aerospace, engineering, management or other related field (doctorate preferred).
- One year experience in leadership of a Federal Aviation Administration Regulations (FAR) Part 141 pilot school which conducted private pilot, instrument pilot, commercial pilot, multi-engine pilot, and flight instructor courses.
- Candidate must possess pilot credentials, which meet all requirements specified in FAR Part 141.36 for the Private Pilot through Multi-Engine Instructor courses. (CFI, CFII, and MEI)
- For Assistant Chief, 2-3 years recent aviation related training delivery experience. 1 year classroom teaching experience.
- A current and valid FAA Certified GROUND INSTRUCTOR (AGI, IGI) certificate, or equivalent issued by an ICAO.
- 1 year experience developing computer delivered training courseware.
- Proven ability to work with a team in a fast paced environment.
- For Assistant Chief, 2,000 hours total flight time and 500 dual given.
- For FI, 500 hours total flight time and a minimum of 250 hours dual given.
- For Assistant Chief, 1 year of either Assistant Chief Instructor or Stage Check experience.
- Current 1st or 2nd Class Medical.

Preferred Skills and Traits:

- Imparting excitement and enthusiasm into teaching.
- Adapting to a variety of teaching situations and learning styles.
- Communicating effectively in oral and written English.
- Working effectively with colleagues, staff, students, administrators, and others of various cultural and socio-economic backgrounds. Team Attitude.
- Contributing to the school's diversity initiatives and foster a climate of multicultural understanding and appreciation.
- Safety-first attitude.
- Punctuality.
- Professional appearance.

PHYSICAL WORK ENVIRONMENT

Physically and mentally demanding work environment with a high degree of confidentiality. Knowledge and use of computers for weather briefs, email correspondence, and other information is important. During a typical shift, the FI may rotate between teaching ground, conducting flight sessions, conducting aerial tours, and facility/aircraft maintenance. Shifts will be assigned in an effort to minimize long hours and each FI will be assigned one 24-hour period off, but the FI must be flexible when necessary to meet customer demands. Weekends, Thursday through Sunday, are extremely busy times. All FI's must be available for weekend shifts. All staff meetings are mandatory. NOAT&FT does not guarantee the number of flight/ground hours expected to work.

DRUG AWARENESS POLICY

To maintain a safe environment for everyone, NOAT&FT has a no-tolerance policy for substance abuse. An FI must be in top mental and physical condition when reporting to work. NOAT&FT may conduct periodic testing for illegal drugs without notice and does require a pre-employment drug test.

PHYSICAL DEMANDS

Must hold a current FAA Class I, or Class II Medical Certificate.

PRODUCTIVITY AND PERFORMANCE

Perform an average of 60 instructional hours per two-week pay period.
Maintain 80% pass rate for final review and stage checks.

SUPERVISION RECEIVED

Minimal.

SUPERVISION PROVIDED

Responsible for monitoring student progress.

TERM OF EMPLOYMENT/PAY/SALARY

This is a full-time assignment at both locations. NOAT&FT FIs will be paid hourly by flight time and ground time. Instructor Hourly Flight Pay is based on NOAT&FT's hourly flight pay Schedule and dependent on instructor experience and qualifications. Instructor Ground Pay is based upon NOAT&FT's ground pay schedule. ***Salary may be offered for qualifying candidates.***

CONDITIONS OF EMPLOYMENT

- If an instruction assignment is offered, an employment and confidentiality agreement exists.
- In compliance with the Immigration and Nationality Act, proof of authorization to work in the United States will be required at the time of hire.
- Other conditions that may apply will be detailed upon offer of employment
- The listing of the job duties/responsibilities is not necessarily inclusive for this position.
- Omissions of specific statements do not preclude management from assigning duties not listed herein if such duties are a logical assignment to the position.

I certify that I have read this job description and acknowledge the duties and responsibilities assigned to me as an employee of New Orleans Aerial Tours & Flight Training LLC.

Date _____

Employee Name (please print) _____

Employee Signature _____

APPLICATION PROCEDURE

To be considered for this position, please submit the following:

- New Orleans Aerial Tours & Flight Training Application
- Current Resume
- Unofficial Transcripts documenting highest degree
- Federal and State Reporting Form *(optional but requested)*

Application deadline is October 31, 2018. Review of applications will begin immediately and continue until a qualified pool is established. Incomplete applications will not be considered. Application materials will not be returned. Mail or deliver application to:

Office of Human Resources & Employee Relations
New Orleans Aerial Tours & Flight Training LLC
5701 Walter Beech Street
New Orleans, LA 70126

SELECTION PROCEDURE

Completed application materials will be forwarded to the NOAT&FT/UNO screening committee for review. Interviews may be conducted immediately after review of application materials or at some later date. The most competitive candidates will be interviewed by NOAT&FT/UNO Administration and staff and requested to complete a mock lesson. Offers of employment will come from NOAT&FT/UNO Administration.



University of Louisiana System
Attn: Board of Supervisors
1201 North Third Street
Suite 7-300
Baton Rouge, Louisiana 70802

June 15, 2018

Ladies & Gentlemen of the UL System Board:

I am writing this letter in support of the proposed Professional Pilot Bachelor of Science (Professional Pilot B.S.) program between the College of Business Administration at the University of New Orleans (UNO) and New Orleans Aerial Tours & Flight Training LLC (NOAT&FT).

We chose UNO for many reasons, including its commitment to diversity, high quality education, exceptional academic and professional faculty, and meaningful academic programs that prepare students for real world experiences, as well as my loyalty to UNO as an alumna. Not only is UNO located in one of "America's Coolest Cities" according to Forbes, but its proximity to our base of operations for flight training at the New Orleans Lakefront Airport, make this exciting new development even more feasible and attractive to potential students. As small business owners, we believe strongly in building local jobs, local talent, and local opportunities, and we believe this union with UNO helps do all of those things.

As of right now, the only aviation bachelor's program in the state of Louisiana is in Ruston, roughly 300 miles north of New Orleans at LA Tech, therefore any students interested in obtaining this degree must relocate to Ruston or another state. Due to that distance, we do not believe this program would be a conflict between UNO and LA Tech.

Over the past few years, we have seen an increased demand for pilots. With the option to obtain a bachelor's degree in aviation, while obtaining their ratings, our combined efforts can help bridge the gap between the pilot shortage and the airline demand. NOAT&FT will focus on what we do best, flight training and aviation education. Specifically, all Professional Pilot Courses (Ground School and Flight Training) and all Aviation Core Courses will be exclusively taught by NOAT&FT instructors. The proposed lock-step program between UNO and NOAT&FT provides students with a complete picture of their graduation timeline and real-world flight experience in a diverse airspace, making them employable upon graduation with instructor and multi-engine ratings.

The contract amount for NOAT&FT is \$117,333 of the total per student cost of \$157,400. The total tuition of \$157,400 includes independent courses taught by UNO faculty plus all the theory and practice offered by our organization. This tuition amount is below that of other public institutions that charge as high as \$180,000, and well below private institutions that charge between \$200,000-\$250,000.

Please consider approving the Professional Pilot Bachelor of Science program between UNO and NOAT&FT. Help us provide a brighter future for our young aspiring aviators!

Respectfully,

Krystal Hukmani
Owner/Operating Manager

CC: Dean John A. Williams



AGREEMENT

This Agreement made and entered into on the dates set forth the respective signatures of the parties hereto, by and between: NEW ORLEANS AERIAL TOURS & FLIGHT TRAINING, LLC ("NOAT&FT"), a Limited Liability Company, and THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM on behalf of and for THE UNIVERSITY OF NEW ORLEANS ("UNO");

WHEREAS, NOAT&FT has established itself in the business of flight training for student pilots and is an approved Part 141 Flight Training School by the Federal Aviation Administration ("FAA"); and

WHEREAS, UNO is an accredited college operating under the auspices of the Southern Association of Colleges and Schools Commission on Colleges; and

WHEREAS, UNO desires to integrate actual and required flight training into its course curriculum offerings, with a goal to establish a Professional Pilot Bachelor of Science Degree Program ("Professional Pilot B.S."); and

NOW THEREFORE, in consideration of the foregoing, the parties agree and covenant as follows:

1. RELATIONSHIP OF PARTIES:

The parties to this agreement shall be independent contractors, and neither shall be considered an employee of the other.

2. UNIVERSITY OF NEW ORLEANS:

- A. UNO shall be primarily responsible for providing all general education courses required for the degree program outlined on page 4 of Exhibit A, "Concept Proposal of New Program: Professional Pilot Bachelor of Science."
- B. UNO shall retain the services of NOAT&FT to exclusively provide all Professional Pilot Courses (Ground School and Flight Training) and Aviation Core Courses in



all of its aeronautical degree courses, as described beginning on page 6 of Exhibit A. Nothing in this agreement shall restrict NOAT&FT from offering flight training or ground training to its students, in addition to those enrolled in the courses at UNO.

- C. UNO shall make recommendations as well as utilize it's Human Resources department to help NOAT&FT locate potential candidates for the Adjunct Professor, Flight Instructor/Ground Instructor position, as defined in Exhibit B, "Adjunct Professor, Flight Instructor/Ground Instructor."
- D. UNO shall be solely responsible for monitoring all students' financial aid that are enrolled in the Professional Pilot B.S.
- E. UNO agrees to provide to NOAT&FT flight specific enrollment documentation for all students, as outlined in Exhibit D, "Admission Packet," prior to commencement of session/flight training, including proof of non-owned renter's insurance with coverage, as outlined in the Aircraft Rental Agreement in Exhibit D, "Admission Packet," and an FAA Student Pilot Third Class Medical Certificate.
- F. UNO agrees to assist NOAT&FT with the admission of international students into the program and/or electives per SEVIS guidelines, including housing and academic advising, and financial support, as may be required or necessary.
- G. UNO agrees to provide all students enrolled in the Professional Pilot B.S. with a designated financial aid assistant and guidance counselor located on the UNO New Orleans campus.
- H. UNO agrees to provide and assist all adjunct professors/flight instructors/ground instructors hired by NOAT&FT for the Professional Pilot B.S. with access and training to all available resources for current faculty members of UNO, as applicable to their coursework.



- I. UNO agrees to provide on-campus testing facilities for all FAA written exams to all students enrolled in the Professional Pilot B.S.
- J. UNO agrees to provide space to NOAT&FT for hosting on-campus courses, conducting interviews for potential faculty members, providing orientations to the students prior to each session, and any other program-related activities that could arise.

3. NEW ORLEANS AERIAL TOURS & FLIGHT TRAINING:

- A. NOAT&FT shall exclusively provide all Professional Pilot Requirements and Aviation Core Requirements, including Flight Training and Ground School Courses to UNO students enrolled in the Professional Pilot B.S. "Flight Training" is defined as all dual and ground instruction necessary to qualify the student to take flight examinations administered by the FAA for completion of the Private Pilot, Instrument, Commercial Pilot, Multi-Engine, and Certified Flight Instructor Ratings. NOAT&FT shall provide certified flight instructors for all necessary flight training as contemplated herein. NOAT&FT, in its sole discretion, will determine when the student has been qualified to take the practical flight test for the rating being sought, and its decision shall be final.
- B. NOAT&FT will be responsible for retaining all instructors/professors to teach the Aviation Core Requirements and Professional Pilot Requirements, including but not limited to all Core, Ground, and Flight Courses. The qualifications of such instructors/professors are defined in Exhibit B, "Adjunct Professor, Flight Instructor/Ground Instructor," attached hereto. NOAT&FT will take recommendations from UNO, as well as utilize their Human Resources department, to help locate potential candidates. UNO will verify the qualifications of each instructor, and NOAT&FT will consult with UNO when making the final decision on the most qualified candidate(s) for the job(s).
- C. NOAT&FT will be solely responsible for the design, development, and implementation of the Professional Pilot B.S., including, but not limited to, the Aviation Core Requirements and Professional Pilot Requirements.



- D. NOAT&FT will be solely responsible for determining the schedule for the Professional Pilot B.S., including, but not limited to, each student's flight training schedule.
- E. NOAT&FT will be solely responsible for the selection of all educational materials to be used in the courses for the Professional Pilot B.S., including but not limited to the Aviation Core Requirements and Professional Pilot Requirements.
- F. NOAT&FT will be solely responsible for the selection and approval process of all students enrolling in the Professional Pilot B.S. NOAT&FT will take recommendations from UNO for potential students, but NOAT&FT will hold final decision in the enrollment of a student.
- G. NOAT&FT reserves the right to immediately terminate a student from the Professional Pilot B.S., at its sole discretion, in the case of an illegal act, gross negligence or a deliberate or willful disregard of safety, regulations, and/or procedures. Should a student be terminated in this manner, the student shall forfeit any and all monies paid.
- H. NOAT&FT will provide documentation to UNO of each student's flight training progress, at the request of UNO, once a month until the completion of each corresponding rating.
- I. NOAT&FT will be solely responsible for the selection and purchase or lease of all aircraft for all flight training for the Professional Pilot B.S. NOAT&FT, in its sole discretion, will determine which aircraft will be used for flight training for the Professional Pilot Requirements.
- J. NOAT&FT will be solely responsible for safety compliance for all enrolled students and staff for the Professional Pilot B.S., including, but not limited to following a strict safety and drug awareness policy.



K. NOAT&FT will provide an off-campus location for all flight training originating at the New Orleans Lakefront Airport (KNEW).

4. ENROLLMENT & TIMELINE

UNO and NOAT&FT shall endeavor to establish a Professional Pilot B.S. Degree Program commencing with the Spring 2019 session.

Students will be required to enroll in the B.S. Program at least 14 days prior to the commencement of the first session. A non-refundable \$1,000 deposit will be due at the date of enrollment.

Students enrolled in the Professional Pilot B.S. must be at least 17 years of age at the commencement of their first session.

5. COMPENSATION TO NOAT&FT:

UNO shall provide payment, in full, at least 14 business days in advance of the commencement of students' respective courses for each session to NOAT&FT at the rates set forth in Exhibit C, "Professional Pilot Bachelor of Science, Estimate for Aviation Core and Professional Pilot Required Courses," attached hereto. Any additional training, rental, or cancellation fees incurred by a student, beyond those set forth in Exhibit C, "Professional Pilot Bachelor of Science, Estimate for Aviation Core and Professional Pilot Required Courses," shall be the sole responsibility of the student.

NOAT&FT reserves the right to increase base prices for aircraft rental and instructional rates upon notification in writing to UNO 90 days prior to the commencement of each session. Should circumstances necessitate, NOAT&FT reserves the right to increase fuel prices each session, based upon increases incurred by NOAT&FT in the cost of fuel by its supplier, and to provide notice to UNO of any proposed fuel price increase, 30 days prior to the beginning of a session. Prices cannot be adjusted in the middle of a session. NOAT&FT will postpone price increase until the new session begins.



All payments due herein by UNO to NOAT&FT shall be made by electronic transfer to NOAT&FT's designated bank account.

6. REFUND POLICY

Once payment has been received, which shall be no later than 14 days prior to the commencement of the corresponding session, there will be no refund of any funds given should a student withdraw from any or all courses within the Professional Pilot B.S.

7. SAFETY AND DRUG/ALCOHOL AWARENESS POLICY

NOAT&FT, in compliance with recommendations from the FAA, and to further concerns for safety of its employees, students, customers and the general public, adopts the following safety and drug/alcohol awareness policy:

- A. Safety is one of our core aviation functions. We shall strive to achieve the highest level of safety performance and FAA standards while training our students and will comply with, and whenever possible, exceed, regulatory requirements and standards in order to prevent injury or equipment damage.

Our commitment is to support the management of safety through the provision of all appropriate resources, that will result in an organizational culture that fosters safe practices, encourages effective safety reporting and communication, and actively manages safety.

NOAT&FT will ensure that no action will be taken against any student, faculty, flight instructor, or employee who discloses a safety concern, unless such disclosure indicates, beyond any reasonable doubt, an illegal act, gross negligence or a deliberate or willful disregard of regulations or procedures.

All employees, staff, and students will be provided with adequate and appropriate aviation safety information and training, and will be allocated only tasks commensurate with their skills.



- B. All students enrolled in the Professional Pilot B.S. shall be subject to random drug and/or alcohol testing, at the expense of NOAT&FT, in its sole discretion.

NOAT&FT may in its sole discretion, in addition to random drug and/or alcohol testing, require students to submit to a drug and/or alcohol test for reasonable suspicion. Students who test positive for alcohol or illegal drugs, including prescription or OTC drugs prohibited for flight operations by the FAA, will be withdrawn from the program effective immediately and forfeit any funds paid for their training and/or coursework within the Professional Pilot B.S.

Students who refuse to submit to the drug and/or alcohol test will be withdrawn from the program immediately for cause, and forfeit any funds paid for their training and/or coursework within the Professional Pilot B.S.

8. MUTUAL WARRANTIES

UNO warrants that it will abide by all of the standards established by NOAT&FT for the Aviation Core and Professional Pilot Required Courses, and agrees that the course curriculum will be subject to final approval by NOAT&FT. UNO further warrants that it will maintain, solely at its expense, all necessary state and institutional accreditation for the Professional Pilot B.S.

NOAT&FT warrants that the course materials and curriculum for the Ground Courses shall comply with all applicable FAA regulations, so as to qualify students to sit for the required FAA written examination administered by or on behalf of the FAA. NOAT&FT further warrants that all flight instruction shall be in strict compliance of published regulations of the Federal Aviation Administration, so as to allow students to be eligible to undertake the FAA practical flight examinations for whichever license or rating being sought by said student. All flight training will be conducted using the offices of NOAT&FT, located at New Orleans Lakefront Airport, using aircraft either owned or under lease to NOAT&FT. NOAT&FT further warrants that all aircraft used to provide



the flight training, shall be deemed flight worthy and appropriate for the intended purposes.

The parties further warrant that the individual signing this agreement on behalf of the respective party has full authority to do so.

9. ADDITIONAL OBLIGATIONS OF THE PARTIES

In addition to the specific obligations undertaken hereinabove by the respective parties, the parties further agree to the following provisions:

The parties jointly agree to promote the flight training activities subject of this agreement, including the special topic courses to be offered by UNO, with UNO agreeing to undertake initial promotion, including appropriate press releases, the printing of brochures depicting the program, and other appropriate methods of promotion, at its sole expense. The content of any promotion shall be first submitted to NOAT&FT for accuracy of content, and compliance with FAA regulations.

10. LOCATION

All flight training courses will be conducted at the offices of NOAT&FT, located at the New Orleans Lakefront Airport (KNEW).

All ground instruction courses and core aviation courses will be conducted on the UNO New Orleans campus within the AT&T Technology Center, located at Kirschman Hall, 10182 Milneburg Road, New Orleans, LA 70122. A full description of this building, including floor plans, are outlined and attached hereto as Exhibit E, "AT&T Technology Center Description & Floor Plans."

11. TERM

This agreement shall be for a primary term (primary) of five (5) years, commencing from the date of execution. At the end of the primary term, either



party may cancel this agreement, without cause, upon providing written notice to the other at least 180 days prior to the termination of the primary or any subsequent renewal term, failing which this agreement will remain in effect for a renewal period of (5) additional years.

This agreement may only be terminated prior to the end of the primary term, or any renewal term for cause, with "for cause" being defined as a breach of any of the obligations undertaken herein, which breach remains uncured after notice given in accordance with this agreement.

Following the termination of this agreement, the parties agree to complete the training of any students who have started the Professional Pilot B.S. subject to this agreement; however in the event of non-payment of fees and/or expenses to NOAT&FT, as required herein, NOAT&FT shall not be required to provide any additional services hereunder.

In the event of a natural disaster, civil order or other such force majeure, which would prevent the operations and implementation of this Agreement, the parties declare that in the event the force majeure lasts for a period of less than six (6) months, the term hereof shall be extended by the number of days that the conditions exist; however, in the event the conditions giving rise to the force majeure continue for more than six (6) months, either party shall have the right to terminate this agreement, without further obligation.

12. DEFAULT

In the event that one party deems the other to be in default of any of the obligations undertaken herein, the party alleging said default shall notify the other in writing of the specific default. The party alleged to be in default will have thirty (30) days, following receipt of the notice of default, to cure same, after which there will be a presumption of a default, as alleged, entitling the party not in default to seek a termination of this agreement or other appropriate remedies under existing law.



13. LIABILITY

Each party to this agreement shall maintain liability and property damage insurance in the minimum coverage of \$1,000,000.00, naming the other party as an additional insured. The parties agree to mutually hold the other harmless, and to indemnify the other from any and all claims brought by any firm, person or entity, not a party to this agreement, whether valid or not.

UNO, will ensure that each student enrolled in the Professional Pilot B.S. will provide and maintain non-owned renters insurance with minimum coverage of \$50,000 physical damage per occurrence, \$250,000 per occurrence (\$25,000 per passenger) bodily injury and property damage, and \$1,000 medical (per passenger including crew) coverage as outlined in the Aircraft Rental Agreement in Exhibit D, "Admission Packet.", which insurance will be considered primary coverage. Each student will be required to complete the Aircraft Rental Agreement and UNO shall provide proof of non-owned renters insurance coverage to NOAT&FT as part of admission, prior to commencement of course.

The parties hereto agree to mutually indemnify and hold harmless the other from any claims arising out of this Agreement, alleging negligence of the other party, regardless of the validity of the claim. This indemnity shall require the party alleged to have been negligent to provide an appropriate defense of said claim, including incurring all attorney's fees in the defense of same. The failure of the party named to respond to the request for indemnity within fifteen (15) calendar days after receipt, shall allow the party seeking to implement the provisions of this paragraph to proceed to defend the claim(s) and to seek reimbursement for all reasonable expenses incurred therewith.

14. EXCLUSIVITY

NOAT&FT shall, at all times during the term of this agreement, or any renewal thereof, be the exclusive provider of aviation courses, flight training and ground



school instruction to UNO students enrolled in any aeronautical course offered by UNO.

15. VENUE AND CHOICE OF LAW

The parties agree to non-binding mediation prior to the institution of any litigation. In the event that an action is brought to enforce the terms of this agreement, the party prevailing, as determined by a court of competent jurisdiction, shall also be awarded its reasonable attorney's fees, in addition to any other remedies contained herein or awarded to said party in the litigation. The parties designate the Civil District Court, Parish of Orleans, Louisiana as the court of competent jurisdiction and venue, and further that any interpretation of this agreement will be made pursuant to Louisiana Law, except for those portions dealing with regulations of the Federal Aviation Administration, which will be determined by reference to those regulations, and any administrative decisions interpreting same.

16. NOTICES

Any notices required under this agreement, shall be in writing and delivered by any of the following methods: (1) certified mail, return receipt requested, (2) commercial delivery courier, such as Federal Express, with proof of delivery, or (3) by hand delivery, with signed receipt for same, to the parties as follows:

To NOAT&FT:

New Orleans Aerial Tours & Flight
Training, LLC
5701 Walter Beech Street
New Orleans, LA 70126
Attn: Ankur & Krystal Hukmani

To UNO:

University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148
Attn: Dean John Williams

With a copy to:

Irl R. Silverstein, Attorney at Law



635 Lafayette Street
Gretna, LA 70053

17. MODIFICATION AND WAIVER

This agreement may not be modified, except by the mutual agreement of the parties hereto, expressed in writing. Likewise, the waiver of any obligation undertaken herein, in part or in full, shall not be considered waived, unless the waiver was in writing and further subject to the notice provisions of this agreement.

18. SEVERABILITY

The unenforceability, invalidity, or illegality of any provision hereof, shall not render the other remaining provisions unenforceable, invalid or illegal, which shall remain in full force and effect.



IN WITNESS WHEREOF, the parties have executed this agreement on the dates set forth their respective signatures, it being understood that the effective date of this agreement shall be date upon the last signature was affixed, if on different dates.

WITNESSES:

NEW ORLEANS AERIAL TOURS &
FLIGHT TRAINING, LLC

BY: _____
Krystal Hukmani – Owner

Date: _____

BY: _____
Ankur Hukmani – Owner

Date: _____

WITNESSES:

UNIVERSITY OF NEW ORLEANS

BY: _____

Title: _____

Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

Item E.6. University of New Orleans' request for approval of a Memorandum of Understanding with Xavier University of New Orleans.

EXECUTIVE SUMMARY

The National Center for Advanced Manufacturing, NCAM, originally formed in 1999, is a partnership between NASA, the State of Louisiana, and the University of New Orleans (UNO). The Center is a state-of-the-art research and production center focused on applying advanced manufacturing technologies to lightweight composite and metallic materials in support of the NASA space program and adjacent industries. Located at NASA's Michoud facility in eastern New Orleans, the Center provides research and advanced manufacturing technology for use in aerospace and commercial markets. UNO's mandate, through funding from NCAM, is to grow and expand the region's educational opportunities in areas relevant to advanced manufacturing. In order to build and expand this initiative, UNO would like to enter into a Memorandum of Understanding (MOU) that will allow for students from Xavier University to enroll in UNO NCAM courses. The proposed MOU outlines the partnership agreement which includes specifics relevant to the registration process, how tuition and fees will be handled, etc.

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 Memorandum of Understanding with Xavier University of New Orleans.



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

July 10, 2018

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

Re: Xavier University of Louisiana and UNO NCAM

Dear Dr. Henderson,

I am requesting approval of a Memorandum of Understanding between Xavier University of Louisiana and the University of New Orleans to allow students from Xavier University to enroll in UNO NCAM courses, which will be cross-listed at each university.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

MEMORANDUM OF UNDERSTANDING
BETWEEN THE
UNIVERSITY OF NEW ORLEANS
AND
UNIVERSITY PARTNER

This MEMORANDUM OF UNDERSTANDING (MOU) is entered into by the University of New Orleans (hereinafter referred to as UNO), and Xavier University of Louisiana (hereinafter referred to as Partner).

1. Background

The National Center for Advanced Manufacturing, NCAM, originally formed in 1999, is a partnership between NASA, the state of Louisiana and the University of New Orleans. The Center is a state of the art research and **production** center focused on applying **advanced manufacturing** technologies to lightweight composite and metallic materials in support of the NASA space program and adjacent industries. Located at NASA's Michoud facility in eastern New Orleans, the center provides research and advanced manufacturing technology for use in aerospace and commercial markets. **Goals and Objectives:** UNO's mandate, through funding from NCAM, is to grow and expand the region's educational opportunities in areas relevant to advanced manufacturing. Its mission is to build and expand a regional network of colleges and employers to provide college and graduate level education and training in advanced manufacturing. The overall goal is to provide near term workers for existing advanced manufacturing companies, as well as for potential new companies, including those interested in relocation to the southeast Louisiana region.

2. Statement of Purpose

This Agreement serves to assure that all parties signing this MOU are in full understanding that the purpose of the memoranda is to allow students from other academic institutions to enroll in UNO NCAM courses, which will be cross-listed at each university. Tuition and fees will remain with the institution in which the student is enrolled, and participation in a UNO NCAM course will not change the enrollment status of the student at his/her home institution.

3. Responsibilities

A. PARTNER UNIVERSITY

1. Promote all UNO NCAM courses in a timely manner to undergraduate and graduate students through all available marketing formats, including online, print, and electronic media
2. Assure that course information is appropriately cross-listed on all promotional materials and course schedules
3. Promote courses early and encourage students to register well in advance of traditional deadlines (due to small class sizes, courses often fill up early in the prior semester)
4. Register and enroll students in UNO NCAM courses offered each semester
5. Communicate with designated UNO NCAM contacts to share enrollment details and contact information for all enrollees

B. UNO

1. Distribute course descriptions, promotional materials, and other pertinent information on all scheduled NCAM courses to Partners in a timely manner that provides sufficient time to market and promote courses to existing and potential students
2. Communicate with all cooperating institutions and organizations on matters of course promotion, ongoing enrollment data, class size and available openings
3. Evaluate student performance and share assessment data with the Partner of each enrolled student
4. Work cooperatively with each Partner to discuss and determine new course offerings

4. Points of Contact

For purposes of this agreement, the PARTNER UNIVERSITY representatives are:

Technical Point of Contact	Administrative Point of Contact
Department: Physics and Computer Science Name: Anderson Sunda-Meya Title: Director, Engineering Program Address: 1 Drexel Dr NCF Room 231 New Orleans, LA 70125 Phone #: 504-520-5701 Email: asundame@xula.edu	Office: Division of Mathematical and Physical Sciences Name: Adrienne Hunter Title: Division Specialist Address: 1 Drexel Dr NCF Room 230 New Orleans, LA 70125 Phone #: 504-520-7643 Email: ahunter@xula.edu

For purposes of this agreement, the UNO representatives are:

Technical Point of Contact	Administrative Point of Contact
Office: Office of Research Name: Carol Lunn Title: Asst VP, Research & Econ Dev Address: 2000 Lakeshore Dr. Admin Annex Rm 1005 New Orleans, LA 70148 Phone #: 504-280-7155 Email: clunn1@uno.edu	Office: Office of Research Name: Kendy Martinez Title: Research Associate Address: 2000 Lakeshore Dr. Admin Annex Rm 1005 New Orleans, LA 70148 Phone #: 504-280-6837 Email: kmartil@uno.edu

5. Assignment

No party shall assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of the other parties.

6. Applicable Law

All activities under this memorandum of Understanding shall be subject to all applicable federal and/or state laws, rules, and regulations and construed in accordance with the laws.

7. Severability

Should any term or provision of the Memorandum of Understanding be found to be prohibited by the laws of the United States or the State of Louisiana, or should any term or provision be declared invalid or void by a court of competent jurisdiction, the remaining terms, conditions and obligations shall be valid and enforceable, to the fullest extent permitted by law, and shall not be affected by the invalidity of any other provision.

8. Liability

Each party shall be responsible for any liability resulting from the actions/inactions of its officers, agents, employees or students, acting within the course and scope of their official duties.

9. Modification or Amendment

This Memorandum of Understanding shall not be modified, altered or changed except by mutual consent of the parties. Any modification or amendment shall be made in writing, clearly stating the changes being effected and shall be duly executed by an authorized representative of each party. Once all parties have executed the amendment they shall be bound by the terms of the amendment to the fullest extent possible.

10. Ownership

Any records, reports, documents, materials, or products along with the methodology and branding created or developed under this MOU shall be the property of their respective authors/creators. No assignment of ownership is intended or implied. All parties will retain the right to share the archival material for research, demonstration, promotion or other not-for-profit use.

11. Term and Termination

This MOU shall begin on March 31, 2018 and shall remain in effect until June 30, 2021. Any party to the MOU may terminate their participation in the MOU by providing thirty (30) days advance written notice to the other parties and continuing and/or satisfying the items, that can be accomplished in provision 3 of this MOU, within the (30) day Termination Notice period.

12. Notice

Any notice required or permitted to be given under this Memorandum of Understanding shall be in writing and sent to the party to whom notice should be given to the parties designated in Section 4 herein.


13. Entire Agreement

This Memorandum of Understanding constitutes the entire agreement between the parties with respect to the subject matter contained herein and shall supersede and replace any and all prior negotiations, understandings, and agreements, whether written or oral, between the parties.

14. Approval/Signatures

Xavier University of Louisiana

University of New Orleans




Provost and Senior Vice President,
Academic Affairs Date: 4/20/18



President Date: 7/7/18

Dean,
College of Arts and Sciences Date: _____



VP Research Date: 7/9/18

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

Item E.7. University of New Orleans' request for approval of a Memorandum of Understanding with Southwest Petroleum University, Chengdu, Sichuan, China.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) would like to establish a Memorandum of Understanding (MOU) with Southwest Petroleum University (SWPU), located in Chengdu City, the capital city of the Sichuan province. Founded in 1958 SWPU offers 60 baccalaureate degree programs, 85 master's degree programs, and 23 doctoral programs; present student enrollment is more than 32,000. The intention of the proposed MOU is to promote the establishment of a program of student and scholarly exchange with the aim of enhancing educational cooperation between the two universities. Upon approval, the agreement would last for a period of three (3) years with discussions concerning renewal of the MOU taking place six (6) months prior to its expiration.

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 Memorandum of Understanding with Southwest Petroleum University, Chengdu, Sichuan, China.



E7

THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

July 2, 2018

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

Re: MOU between Southwest Petroleum University Chengdu, Sichuan, China and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Southwest Petroleum University Chengdu, Sichuan, China and the University of New Orleans. This collaboration is intended to create a framework for consideration of future faculty and student exchange, collaborative endeavors, and expansion of scholarly ties and cooperation.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

MEMORANDUM OF UNDERSTANDING

Between

**University of New Orleans
New Orleans, Louisiana, USA**

And

**Southwest Petroleum University
Chengdu, Sichuan, China**

Concerning

Cooperation in Higher Education

THIS MEMORANDUM OF UNDERSTANDING ("MOU" or "Agreement"), dated effective June 1, 2018 ("Effective Date"), is entered into by and between the University of New Orleans and the Southwest Petroleum University, hereinafter the "Partners."

WHEREAS, the students and faculty members of both Partners wish to benefit from the furtherance of the exchange of individuals in the field of education;

WHEREAS, the Partners desire to expand scholarly ties, facilitate academic cooperation and promote mutual understanding between their respective academic communities;

WHEREAS, the Partners agree to promote the establishment of a program of student and scholarly exchange with the aim of enhancing educational cooperation between the Southwest Petroleum University and the University of New Orleans;

NOW, THEREFORE, for the consideration hereinafter named, the Partners agree to the following framework for affiliation:

Article 1

The objective of the Partners shall be to create a framework for student exchange, to encourage faculty and administrative contacts, and to promote the mutual discovery of knowledge.

Article 2

The intention is to promote exchange and explore possibilities of developing exchange programs in a wide variety of fields and courses of study, e.g. language learning programs or degree programs and/or to consider articulation and/or friendship agreements. It is anticipated that each partner may reserve the right to determine the number of students it will be able to host in a given year as well as fields of study that will be eligible. The Partners will make an annual plan of sending a certain number of students to the other institution for

exchange. Methods for determining balance of reciprocity in an exchange shall be negotiated by the Partners in a subsequent agreement.

Article 3

Students shall be bona fide students of the home institution and be engaged in a degree-orientated course of study. Selection for, or participation in, an exchange shall not confer the right to pursue a degree at the host institution unless otherwise specified.

Article 4

Both Partners agree that all financial arrangements will have to be negotiated and will depend on the availability of funds.

Article 5

The Partners shall nominate program administrators who shall be responsible for facilitating discussions and arrangements.

Article 6

With the signing of the Memorandum, the Partners agree to discuss the concrete terms and provisions necessary to implement specific programs within the general framework of cooperation. Such terms and provisions as may be agreed upon shall be embodied in an articulation or friendship agreement to be signed by the participating institutions prior to the initiation of a program.

Article 7


This agreement will take effect at the time it is signed by both Partners and it will last for a period of three (3) years from the effective date. The Partners will confer concerning the renewal of the MOU six (6) months prior to its expiration. This MOU may be terminated at any time upon the written notice of either party no less than six (6) months prior to the termination date wished, with the understanding that any existing commitments to students will be honored.

Article 8

Additional projects to enhance educational cooperation between the Partners may be agreed upon at any time.

Article 9

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



John W. Nicklow 7/2/18
President Date
University of New Orleans

Name Date
President
Southwest Petroleum University

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 23, 2018

Item E.8. University of Louisiana System's request for approval of System Universities' 2018-19 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits recommendations for promotions in faculty rank and tenure. This year, 120 faculty members were recommended for promotion in rank, with 84 faculty members recommended for tenure.

With respect to promotion in rank, 42 faculty members across the UL System were recommended for promotion to the rank of Professor and 78 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 84 faculty members across the System were recommended for tenure and rationales were provided for the 15 faculty members to whom "early" tenure was recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

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 System Universities' 2018-19 Promotions in Faculty Rank and Recommendations for Tenure.

E.8.

UNIVERSITY OF LOUISIANA SYSTEM

Promotions and Tenure 2018-19

Institutions	Promotions				Tenure	
	To Associate No.	% at rank	To Professor No.	% at rank	No.	Tenure Rate
Grambling State University	5	23.1%	1	21.2%	5	53.4%
Louisiana Tech University	14	34.9%	2	19.2%	13	56.5%
McNeese State University	7	20.6%	7	21.4%	4	55.0%
Nicholls State University	7	25.0%	1	15.0%	10	55.0%
Northwestern State University	7	24.0%	6	21.0%	8	46.0%
Southeastern Louisiana University	7	18.0%	5	21.0%	7	39.0%
University of Louisiana at Lafayette	12	21.7%	11	25.8%	15	49.6%
University of Louisiana at Monroe	4	23.6%	8	19.5%	8	49.0%
University of New Orleans	15	31.0%	1	31.0%	14	62.0%
UL System Totals	78		42		84	