

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

- Item F.1.** McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Middle School Education Grades 4-8 (Practitioner Teacher Certification).

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Post Baccalaureate Certificate (PBC) in Middle School Education Grades 4-8 (Practitioner Teacher Certification). The decision to terminate the PBC is based on low enrollment. A teach-out plan has been created for the two students officially enrolled in the program; they will complete their degree requirements by Fall 2022. Students will still be able to pursue certification in this area through the 'regular' track which is a five semester PBC.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for termination of the Post Baccalaureate Certificate in Middle School Education Grades 4-8 (Practitioner Teacher Certification).*



F 1

February 1, 2019

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the PBC in Middle School Education Grades 4-8.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the February 22, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



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

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) PBC	
4. Title and CIP Code. Middle School Education Grades 4-8 [Practitioner Teacher Certification]* / 13.1203 <i>*Only removing the Practitioner Teacher Certification path; the original PBC in Middle School Education GR 4-8 should stay on the CRIN (see attached e-mail from Dr. Denby for further clarification).</i>	
5. Semester/year at which no new enrollments will be accepted. Spring 2019	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program; Due to redesign, the provider did not feel that an adequate program could be developed and administered in the limited number of hours allotted for a practitioner program. The middle school education post-baccalaureate certificate will still be available for those who would like to gain initial certification. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Interim Dean for Burton College of Education, aogea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Chair of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head:	Date: 12.13.18
Management Board:	Date:

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

FW: New Practitioner Teacher Cert PBCs

John Wesley LeJeune

Tue 11/8/2016 3:55 PM

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

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

FYI
 Jeanne
 Sent from my iPhone

Begin forwarded message:

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

Hi, Jeanne.

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


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

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

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

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

Thank you.
-- Karen



KAREN K. DENBY, EdD
Associate Commissioner for Academic Affairs

BOARD of REGENTS
STATE OF LOUISIANA

karen.denby@la.gov
1201 North 3rd Street, Suite 6200
Baton Rouge, LA 70802
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**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

- Item F.2.** McNeese State University's request for approval to terminate the Post Baccalaureate Certificate in Secondary Education Grades 6-12 (Practitioner Teacher Certification).

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Post Baccalaureate Certificate (PBC) in Secondary Education Grades 6-12 (Practitioner Teacher Certification). The decision to terminate the PBC is based on low enrollment. A teach-out plan has been created for the two students officially enrolled in the program; they will complete their degree requirements by Fall 2022. Students will still be able to pursue certification in this area through the 'regular' track.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for termination of the Post Baccalaureate Certificate in Secondary Education Grades 6-12 (Practitioner Teacher Certification).*



F 2

February 1, 2019

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the PBC in Secondary Education Grades 6-12.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the February 22, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



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

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) PBC	
4. Title and CIP Code. Secondary Education Grades 6-12 [Practitioner Teacher Certification]* / 13.1205 <i>*Only removing the Practitioner Teacher Certification path; the original PBC in Secondary Education GR 6-12 should stay on the CRIN (see attached e-mail from Dr. Denby for further clarification).</i>	
5. Semester/year at which no new enrollments will be accepted. Spring 2019	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program; Due to redesign, the provider did not feel that an adequate program could be developed and administered in the limited number of hours allotted for a practitioner program. The secondary education post-baccalaureate certificate will still be available for those who would like to gain initial certification. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Interim Dean for Burton College of Education, aokea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Chair of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head:	Date: 12/13/18
Management Board:	Date:

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

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John Wesley LeJeune

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From: Jeanne Daboval [mailto:jdaboval@mcneese.edu]

Sent: Thursday, September 22, 2016 10:23 PM

To: Jessica Hutchings <jhutchings@mcneese.edu>; Wesley LeJeune <wlejeune1@mcneese.edu>; Wayne Fetter <wfetter@mcneese.edu>; Catrina Boenig <cboenig@mcneese.edu>

Subject: Fwd: New Practitioner Teacher Cert PBCs

FYI

Jeanne

Sent from my iPhone

Begin forwarded message:

From: Karen Denby <Karen.Denby@REGENTS.LA.GOV>

Date: September 22, 2016 at 1:51:34 PM CDT

To: "Jeanne Daboval (jdaboval@mail.mcneese.edu) (jdaboval@mail.mcneese.edu)" <jdaboval@mail.mcneese.edu>

Cc: Jeanne Burns <burnsj@REGENTS.LA.GOV>, Jeannine Kahn <Jeannine.Kahn@LA.GOV>

Subject: New Practitioner Teacher Cert PBCs

Hi, Jeanne.

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

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

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

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

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

Thank you.

-- Karen

KAREN K. DENBY, EdD
Associate Commissioner for Academic Affairs



BOARD of REGENTS
STATE OF LOUISIANA

karen.denby@la.gov
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Baton Rouge, LA 70802
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**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.3. McNeese State University's request for approval to terminate the Graduate Certificate in Business Administration.

EXECUTIVE SUMMARY

Due to decreased enrollment and low demand McNeese State University would like to terminate the Graduate Certificate in Business Administration. Students may use existing undergraduate courses to satisfy preparatory foundation requirements for admission into the MBA Program. McNeese plans to create a minor in business administration which will also provide a preparatory foundation. No faculty will be impacted by the termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to terminate the Graduate Certificate in Business Administration.*



F 3

February 1, 2019

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request to terminate the GC in Business Administration.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the February 22, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



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

1. Institution McNeese State University
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)
3. Degree Designation. (BA, MS, PhD, etc.) GC
4. Title and CIP Code. Business Administration / 52.0201
5. Semester/year at which no new enrollments will be accepted. Spring 2019
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. The degree shall cease at the end of spring 2019. For students currently in the program, the courses required to complete the GC will be taught out in spring 2019.
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: The low demand (dropping enrollment) does not support the continued offering of the program. Students may use existing undergraduate courses to satisfy preparatory foundation requirements for entrance into the MBA program. A minor in business administration will also be created to provide a preparatory foundation. <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A
9. Program/Unit Contact (name, title, email address, telephone number) Dr. Jeffrey Totten, MBA Program Director, jtotten@mcneese.edu , (337) 475-5534 Dr. Cynthia Cano, Dean of the College of Business, ccano@mcneese.edu , (337) 475-5514
Campus Head: Date: 12-13-18
Management Board: Date:

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.4. **Northwestern State University's** request for approval of a Post Baccalaureate Certificate in Computed Tomography.

EXECUTIVE SUMMARY

Northwestern State University (NSU) is requesting approval to offer a Post Baccalaureate Certificate (PBC) in Computed Tomography. The proposed PBC is designed to provide registered radiologic technologists with the knowledge, skill and competence to become practicing Computed Tomography (CT) technologists. The 12 credit hour proposed PBC, which builds upon NSU's Bachelor of Science (B.S.) in Radiological Sciences, will:

- Provide students the knowledge and skills needed to safely obtain CT images;
- Promote the development of critical thinking and problem-solving skills needed to perform CT imaging;
- Provide instruction in CT imaging procedures, sequencing parameters, physical principles of image formation, and data acquisition and processing;
- Promote patient safety in CT imaging; and
- Prepare graduate to pass the CT national certification exam administered by the American Registry of Radiologic Technologists (ARRT).

The proposed PBC, to be delivered 100% online, was designed to meet the educational needs of the working radiological technologist who would like to expand his/her career by pursuing CT certification. According to the U.S. Bureau of Labor Statistics, CT technology jobs are expected to increase 13% from 2016 to 2026. In Louisiana, CT technology jobs have one of the highest occupational outlooks in the State according to the Louisiana Workforce Commission. Letters of support provided by organizations such as Rapides Regional Medical Center, Christus Shreveport-Bossier Health System, and Willis-Knighton Health Systems indicate the need for a program like the one proposed by NSU and recognize the benefit it would have on the CT community and the future of their organizations.

While the University of Louisiana at Monroe and the Baton Rouge Medical Center offer a post-primary CT certificate program, neither is offered 100% online. The online learning modalities of the PBC proposed by NSU will meet the needs of working radiological technologies. The University anticipates an initial enrollment of five (5) students with that number increasing to 25 by YR5. The cost associated with the development and implementation of the proposed PBC is minimal. Currently faculty are creating and developing the courses. There will be no additional instructional cost other than one adjunct faculty member (\$5K 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 Northwestern State University's request for approval of a Post Baccalaureate Certificate in Computed Tomography.*



RECEIVED

FEB 5 2019

UNIVERSITY OF
LOUISIANA SYSTEM

January 16, 2019

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

Re: Proposal to add Post-Baccalaureate Certificate: Computed Tomography
CIP Code: 51.0911

Dear Dr. Henderson:

Northwestern State University is submitting the attached proposal to add *Post-Baccalaureate Certificate: Computed Tomography* item to be placed on the agenda for approval at the February 2019 Board Meeting.

Thank you for your consideration.

Sincerely,

Dr. Chris Maggio
President

Attachment

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

Date: December 18, 2018

Campus: Northwestern State University	Program: <u>Post- Baccalaureate Certificate: Computed Tomography</u> CIP Code: 51.0911
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Joel Hicks; hicksj@nsula.edu ; 318-677-3072	

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.

The proposed post-baccalaureate advanced specialty certificate program is designed to provide registered radiologic technologists with the knowledge, skill and competence to become practicing Computed Tomography (CT) technologists. The post-baccalaureate certificate program, which builds upon the Bachelor of Science in Radiologic Sciences degree currently offered by NSU, will:

- Provide students the knowledge and skills needed to safely obtain CT images;
- Promote the development of critical thinking and problem-solving skills needed to perform CT imaging;
- Provide instruction in CT imaging procedures, sequencing parameters, physical principles of image formation, & data acquisition and processing;
- Promote patient safety in CT imaging; and
- Prepare graduates to pass the CT national certification exam administered by the American Registry of Radiologic Technologists (ARRT).

The creation of a post baccalaureate certificate program in Computed Tomography (CT) will provide students with a baccalaureate degree an opportunity to enhance their careers by specializing in a growing specialty. The program was specifically designed for the registered radiologic technologists with a baccalaureate degree who desire to obtain certification in CT under the new American Registry of Radiologic Technologists (ARRT) post-primary pathway requirements. Employers in the radiology field report the need to hire graduates who are credentialed CT technologists. The American College of Radiography (ACR) has suggested requiring CT certification for all CT technologists. NSU radiologic sciences faculty, who are state and national experts in the changing educational credentials dictated by the ACR, developed this program to fulfill the needs of technologists seeking CT certification.

To enroll in the Post-Baccalaureate Certificate CT program, students will be required to have already completed a baccalaureate degree and hold American Registry of Radiologic Technologists, Nuclear Medicine Technology Certification Board, or American Registry for Diagnostic Medical Sonography certification in radiography, radiation therapy, nuclear medicine, or sonography. Once admitted, students will complete four courses (12 hours); two courses in the first semester and two in the second. Successful completion of the program will provide the educational requirements students need to take the ARRT in CT exam. Additionally, the post-baccalaureate certification in CT program coursework will fulfill continuing education

requirements for the technologists' primary certification. NSU's post-baccalaureate certification in CT program will accept previously earned college credit for up to 3 hours of the 12 hours required. The Post-Baccalaureate Certificate CT program can be completed within 2 semesters. To provide students flexibility, all didactic courses will be offered through online learning modalities.

The courses outlined below include one existing course and three new courses:

RADS 3910 Sectional Anatomy (3hrs) – This class is already offered as part of the BSRS Program. Presentation of human anatomy and pathology through the use of computed tomography, ultrasound and magnetic resonance images.

ALHE 4850 Foundations in CT & Patient Care (3hrs) (NEW)

An introduction to the history of CT, the CT environment, CT safety, patient care, and CT pharmacology. Topics include clinical issues regarding contrast administration and radiation dose, CT specific patient care and procedural considerations.

ALHE 4860 CT Physics and Image Production (3hrs) (NEW)

An introduction to CT physical principles, operations, image formation and basic imaging parameters. This course covers the principles of imaging parameters, imaging processing, contrast characteristics, image display and quality, and artifact recognition and reduction. Emphasis is placed on details of methods of data acquisition, imaging options, image artifacts, and quality assurance to ensure quality CT imaging and understanding.

ALHE 4870 CT Procedures & Protocols (3hrs) (NEW)

Detailing the performance of standard CT procedures. Content covers an in depth look at CT sectional anatomy, physiology, imaging procedures, protocols, and pathology. The study of normal anatomy and pathologic conditions aid the student in recognizing the need for imaging changes based on these conditions. Content also includes optimal scanning procedures and procedures relating to the cardiovascular system, the central nervous system, the musculoskeletal system, thorax, abdomen, and pelvis.

RADS 3910 Sectional Anatomy and **ALHE 4850 Foundations in CT & Patient Care** will be offered each summer semester beginning in Summer 2019. **ALHE 4860 CT Physics and Image Production** and **ALHE 4870 CT Procedures & Protocols** will be offered each fall semester beginning in fall 2019. The courses will be submitted to NSU's Curriculum Review Committee (CRC) in the spring of 2019.

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.

National Need

According to the U.S. Bureau of Labor Statistics (BLS) CT technology jobs are expected to grow at a faster rate than the national average for all occupations (www.bls.gov). Computed Tomography technology jobs are expected to increase 13% from 2016 to 2026. As the population

grows older, there will be an increase in medical conditions that require imaging as a tool for making diagnoses. In 2016, the BLS estimated there were 241,700,000 CT technologist positions. By 2026, there is expected to be an increase of 31,400 positions. Similarly, O-Net expects a 10 to 14% increase in CT technology jobs from 2016 to 2026 (<https://www.onetonline.org/link/summary/29-2034.00>).

State Need

According to the Louisiana Workforce Commission, CT technologists are considered a “four-star” occupation. A four-star designation means the job—CT technologist has one of the highest occupational outlooks available in Louisiana. There are currently 21 job openings for CT technologists (<http://www.laworks.net/Stars/default.aspx>). In addition, there are online CT certification programs in other states using state and private hospitals as clinical sites. Local technologists are enrolling in these programs. This proposed in-state program would allow for revenue and tax dollars to remain within Louisiana.

Evolving National Certification Need

In order for a person to be considered a registered CT technologist, they must pass a national certification exam administered by a nationally recognized registry organization, such as the American Registry of Radiologic Technologists (ARRT). January 1, 2016 the ARRT changed the credentialing requirements for individuals pursuing a post-primary certification in Computed Tomography (CT). According to the policy change, new CT candidates are now required to complete 16 clock hours of didactic education related to the content outlines for the certification exam. The 12 credit hours for this post-baccalaureate certification in CT program would provide 192 clock hours of education—well exceeding the requirement. This would ensure individuals working towards CT certification can complete the necessary hours, new requirements and be well prepared to be a successful candidate for the ARRT CT certification exam.

The Joint Commission Needs

Additionally, The Joint Commission (which accredits healthcare institutions) published new certification requirements for technologists working in computed tomography (CT). Standard HR.01.05.03, EP 26, requires organizations to demonstrate that CT technologists participate in education that prepares them to achieve advanced-level CT certification by January 1, 2018. Technologists who perform diagnostic CT exams are required to have advanced-level certification by the ARRT or NMTCB (Nuclear Medicine Technology Certification Board in CT by January 1, 2018. For a facility that offers CT to be eligible for federal reimbursement, the facility must be accredited through the American College of Radiology (ACR). Part of the ACR’s Accreditation Program is to evaluate the qualifications of the CT personnel. In 2015, the ACR updated its MRI accreditation qualifications. One of the qualifications for CT technologists working at an ACR accredited facility is to be a certified CT technologist.

Implementation of NSU’s post-baccalaureate certification in CT program will increase CT technologists education and thus credentials, which will improve medical diagnosis, treatment, and prognosis for Louisiana’s citizens. The School of Allied Health held its annual Advisory Council meeting to help assess workforce needs. Participants in the Advisory Council discussed their needs for the workforce they employ. These employers stated they are currently requiring certification for their CT technologists. Furthermore, it is expected that within a few years reimbursement for CT examinations will be based on the requirement that all CT examinations be

performed and completed by a CT registered technologist. The certification for reimbursement has been imposed on other radiology departments such as: mammography, ultrasound, nuclear medicine, diagnostic, and radiation therapy. The proposed post-baccalaureate certification in CT program will improve the marketability of all program completers and they will have specific preparation in an additional imaging modality.

Similar State Programs

Currently, there are two similar programs in the state of Louisiana. Baton Rouge Medical Center (BRMC) offers a post-primary CT certificate program. This program includes online courses, hybrid courses, and a clinical component. Preference for admission is given to BRMC graduates.

The University of Louisiana at Monroe (ULM) offers a Post Baccalaureate Certificate program. This program includes only face-to-face courses. Both the ULM program and the BRMC program require a clinical component. No existing CT programs within the state of Louisiana, including certificate, associate, bachelor's, master's, or post baccalaureate are 100% online. NSU's proposed Post Baccalaureate Certificate program offers a clinical course as an option, if needed; it is not a requirement. Most technologists interested in the Post Baccalaureate Certificate program are currently employed at a facility with CT. Therefore, the technologists would not need a clinical course.

Alignment with University Mission and School of Allied Health

Northwestern State University offers both a B.S. and M.S. in Radiologic Sciences; hence the certificate aligns with the current academic programs of the School of Allied Health. The post-baccalaureate certification in CT program is an institutional priority at this time because the university is growing to specifically meet Louisiana's workforce needs and this program offers students the unique opportunity to receive specialty training without requiring the completion of an additional degree. The post-baccalaureate certification in CT program is designed to meet the educational needs of the working radiologic technologist, specifically, to expand his/her CT knowledge while pursuing MRI certification.

NSU's current Mission and Vision statements establish the following goals which apply to this post-baccalaureate certificate (all excerpts from the 2018-2019 University Catalog):

- From the Mission Statement: "Northwestern State prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens of the region" (8).
- From the Vision Statement: "Northwestern will be responsive to changing views and trends as it works to provide a highly-qualified workforce to promote economic development and to meet the needs that higher education can provide to students, state government, private enterprise, and society" (9).

The proposed certificate will contribute to meeting these goals by providing an online opportunity for students to develop the necessary skills to meet the growing need and expectation of CT employers within the state, region and nation.

3. Students

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

The primary group of students who will be interested in this post-baccalaureate certificate CT program are working in radiography seeking additional certification in CT. Interested students may also include those who have not worked in CT but are interested in the field. Seventy-one radiologic technologist in northwest Louisiana participated in a recent survey conducted by NSU's School of Allied Health. Fifty-two (88%) indicated that an advanced certificate would be valued by their employer. Additionally, 84% of the respondents felt an advanced level certification would promote career advancement. Echoing these comments, nearly 79% of the respondents indicated interest in attending an online certificate program that would prepare them for an advanced certification. When the technologists were asked which specific programs would be of interest to them, 44% indicated a desire to enroll in a CT program.

The BSRS program at NSU is expected to matriculate recent graduates into the program; however, regional and national interest is also anticipated due to the delivery of the program as 100% online. Louisiana has three baccalaureate programs for radiography majors, ensuring a large population of baccalaureate prepared radiographers. Northwestern also offers a RT to BS program to help registered technologists with an associate degree complete their baccalaureate degree. Northwestern will recruit students working in the healthcare industry who meet program requirements. Recruiting efforts will also focus on regional and national radiography conferences.

By 2021, NSU expects the post-baccalaureate certificate CT program enrollment to be approximately 20 students. The program will be offered beginning summer 2019 with an anticipated enrollment of 5 students. The following chart of predicted enrollment is based on interest surveys distributed to students, employers, and employees in Northwest Louisiana:

Year	Number of Students Enrolled	Number of Students Completing
Summer 2019	5	0
2019-2020	10	5
2020-2021	15	10
2021-2022	20	15
2022-2023	20	20
2023-2024	20	20

4. Accreditation

Describe plan for achieving program accreditation.

The Joint Review Committee on Education in Radiologic Technology (JRCERT) does not accredit CT programs at this time. Complete degree programs include didactic, laboratory, and clinical courses. Our Post-Baccalaureate Certificate CT program does not contain clinical or laboratory courses and is not a degree granting program. Therefore, accreditation of the post baccalaureate certificate CT program is not required.

5. Faculty, Administration, & Other Resources

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

The School of Allied Health will oversee the proposed program. The School of Allied Health is housed in the College of Nursing and School of Allied Health. Currently, one full-time faculty member in the School of Allied Health is seeking certification in CT. There is also one faculty member certified in CT. One other adjunct faculty would be needed to meet the program's

needs for the first two years. All courses will be taught online. Several individuals who have CT credentials have been identified as future adjunct faculty, if program growth requires support.


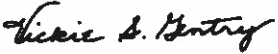
No additional facilities, equipment, or library resources will be required to offer this certificate.

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).

The costs associated with the development and implementation of this program are minimal. Current faculty are creating and developing the courses. There will be no additional cost to teach the courses except one qualified adjunct faculty member to teach a summer semester course and a fall semester course and marketing and recruiting costs. The cost of the adjunct faculty member is \$5,000 and marketing \$1000 compared to the \$22,500 generated by 5 online students taking 12 online hours in the first year.

CERTIFICATIONS:

 _____ Primary Administrator for Proposed Certificate	<u>December 18, 2018</u> Date
 _____ Provost/Chief Academic Officer	<u>December 18, 2018</u> Date
_____ Management Board/System Office	_____ Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Northwestern State University

Date: December 18, 2018

Certificate Program, Unit: Post-Baccalaureate Certificate: Computed Tomography, School of Allied Health

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 - Adjunct	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$5,000		\$5,000		\$5,000		\$5,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (specify) Marketing	1,000		1,000		1,000		1,000	
SUB-TOTAL	1,000		1,000		1,000		1,000	
TOTAL EXPENSES	\$6,000		\$6,000		\$6,000		\$6,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	5		10		15		20	
Tuition	13,000		26,000		39,000		52,000	
Fees	9,500		19,000		28,500		38,000	
*Other (specify)								
TOTAL REVENUES	\$22,500		\$45,000		\$67,500		\$90,000	

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



CORPORATE OFFICES
2600 Greenwood Road
Shreveport, LA 71103
(318) 212-4000

**WILLIS-KNIGHTON
MEDICAL CENTER**
2600 Greenwood Road
Shreveport, LA 71103

**WILLIS-KNIGHTON
SOUTH**
2510 Beech Knolls
Industrial Loop
Shreveport, LA 71118

**WK BOSSIER
HEALTH CENTER**
2400 Hospital Drive
Bossier City, LA 71111

**WK PIERREMONT
HEALTH CENTER**
901 Yvernes Drive
Shreveport, LA 71115

**WILLIS-KNIGHTON
CANCER CENTER**
2600 Kings Highway
Shreveport, LA 71103

**WILLIS-KNIGHTON
HEART HOSPITAL**
2727 Hearne Avenue
Shreveport, LA 71103

**PROGRESSIVE
CARD CENTER**
2715 Albert Bicknell Drive
Shreveport, LA 71103

**THE OAKS OF LA and
LIVE OAK RETIREMENT
COMMUNITIES**
600 East Plottroy Lauss Road
Shreveport, LA 71115

WORK KARE LOCATIONS
Medical Center
South
Bossier
Pierremont

**FITNESS & WELLNESS
LOCATIONS**
Medical Center
South
Bossier
Pierremont
Allendale/Pierre Avenue

**PROJECT
NEIGHBORHOOD
HEALTH
NEIGHBORHOOD
LOCATIONS**
Shreveport, Louisiana
Martin Luther King
Abbeok
Coker Center
Plain Dealing, Louisiana
Bridley, Arkansas

WEBSITE
www.wkhs.com

10/10/18

Dr. Kelli Welch Haynes, RT(R)
Program Director and Associate Professor
haynesk@nsula.edu
Northwestern State University School of Allied Health
Office: (318) 677-3071 / Toll Free: (318) 677-3100
1800 Line Avenue Shreveport, LA 71101

Dear Kelli,

I am writing to express my strong support for a Post-Baccalaureate Certificate in CT. As I understand, Northwestern State University is considering opportunities to add a Post-Baccalaureate Certification in CT to all candidates who successfully complete the necessary requirements. A structured didactic program allowing an individual to attain a CT certification, through on-line course work, would be beneficial to both the CT community and Willis-Knighton Health System.

Willis-Knighton employs approximately thirty-two CT technologists throughout our system. Of those thirty-two technologists, a little over half are CT registered. The on-line nature of this course is valuable to healthcare facilities by allowing individuals to maintain employment while working to navigate the curriculum and simultaneously logging exams necessary for the clinical portion of the program.

We, at Willis-Knighton believe advanced modality registries will be required in the near future. Northwestern State University could assist in allowing ARRT registered technologists an avenue to achieve advanced CT registrations while continuing to work in their current employment position. The CT community, Northwestern State University and Willis-Knighton would greatly benefit from the addition of a Post-Baccalaureate Certification in CT.

Sincerely,

Taiten Ray Salter BSRT (R)
Willis-Knighton Health System
Clinical Director of Radiology
Office: (318) 212-4583 Cell: (318) 518-2230

**LOUISIANA'S LARGEST HOSPITAL
— AFFILIATE HOSPITALS —**

DeSoto Regional Health System, Monroeville

Minden Medical Center, Minden
Springhill Medical Center, Springhill

North Caddo Medical Center, Vivian

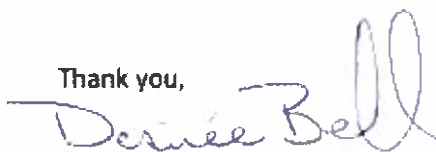
Joel Hicks, Ph.D., RT(R)
Director
Northwestern State University
School of Allied Health
Office: (318) 677-3072 / Fax: (318) 677-3068
1800 Line Avenue
Shreveport, LA 71101

October 18, 2018

Dr. Hicks,

I am writing this letter to express Ochsner LSU Health Shreveport's full support for the Northwestern State University Post-Baccalaureate Certificate Computed Tomography program. This program will be of significant benefit to radiologic technologists who are looking to advance in the field of radiology. A major benefit of this program is that it can be completed online allowing radiologic technologists the ability to remain employed while they complete their coursework. Completion of this program will assist registered technologists with the skills and knowledge required to obtain certification from the American Registry of Radiologic Technologists in CT. This program will allow technologists at Ochsner LSU Health Shreveport the ability to obtain advanced credentialing in CT that can be used locally at Ochsner LSU Health Shreveport. Accreditation bodies have begun to shift towards requiring technologists to have advanced credentialing if they are employed in those areas. This program is postured to aid facilities by providing a mechanism where technologists can be educated towards certification before it is mandated. Ochsner LSU Health Shreveport eagerly anticipates collaboration with Northwestern State University in its Post-Baccalaureate Certificate in CT program.

Thank you,



Desiree Bell
Desiree Bell MSRT (R), (CT)
Technical Director of Radiology



Ochsner Health System
LSU Health
SHREVEPORT

Phone: 318-626-1267



10/11/18

Dr. Kelli Welch Haynes, RT(R)
Program Director and Associate Professor
Northwestern State University
School of Allied Health
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes,

CHRISTUS Shreveport-Bossier Health System, we encourage our associates to achieve the highest level of certification available in their respective modalities. Specifically in the imaging service line, the Joint Commission is working towards the requirement of all Computed Tomography (CT) Technologists to be certified through the American Registry of Radiologic Technologists (ARRT). In addition to this new requirement, before a technologist can sit for advanced certification exams, a structured, didactic program is required by ARRT. A program allowing an individual to obtain CT certification through on-line course work would be very beneficial to both our community and the department of radiology at CHRISTUS Shreveport-Bossier Health System and our sister CHRISTUS facilities located throughout Louisiana and Texas.

It is our understanding that Northwestern State University (NSU) is offering a program which will grant a Post-Baccalaureate Certificate in CT to candidates who successfully complete the requirements. The online nature of this course allows technologists to enroll in the program without interfering with their employment, which allows them to log the required exams mandated in the certification.

CT is a growing and evolving field, with new positions and shifts being added regularly across the local community. The proposed Post-Baccalaureate Program by NSU would prove to be very beneficial to both our hospital and local community. This program would allow current technologists the ability to achieve certification and promote the growth of multi-modality technologists for the radiology profession's continued growth and development in the ever-changing healthcare environment.

Sincerely,

Handwritten signature of James D. Jeane in black ink.

James D. Jeane BSRT (R)(CV)
Director of Radiology

Handwritten signature of Isaac Palmer in black ink.

Isaac Palmer, CEO

Handwritten signature of Glenn Dennis in black ink.

Glenn Dennis, RN, CNO

Handwritten signature of Josh Lamb in black ink.

Josh Lamb



10/19/2018

Dr. Kelli Welch Haynes, RT(R)
Program Director and Associate Professor
kwaynesk@nsula.edu
Northwestern State University
School of Allied Health
Office: (318) 677-3071 / Fax: (318) 677-3100
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes,

As an HCA facility, Rapides Regional Medical Center (RRMC) requires all CT staff to be certified through the American Registry of Radiologic Technologists (ARRT.) A structured, didactic program allowing an individual to attain a CT certification, through on-line course work, would be beneficial to both the CT community and RRMC's Radiology Department.

As I understand, Northwestern State University (NSU) is offering a program which will grant a Post-Baccalaureate Certificate in CT to all candidates who successfully complete the requirements. The online nature of this course is valuable to healthcare facilities by allowing individuals to maintain employment while working to navigate the curriculum and simultaneously log exams to satisfy the clinical portion of the program.

Currently, our RRMC Radiology Department employs fifteen CT certified technologists; however, the online Post-Baccalaureate course offered by NSU could still prove to be a beneficial asset to our hospital in the future. Moreover, the CT Certificate program could possibly be considered a term of employment for newly graduating Radiologic Technologists, allowing the hospital to secure employment from an individual engaged in course specific training.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Lavergne", is written over the typed name and title.

Jason Lavergne MHA, RT (R) (MR)
Manager of Radiologic Services
Rapides Regional Medical Center
211 Fourth St., Alexandria, LA, 71301
jason.lavergne@hcahealthcare.com
(c) 318.625.2738 (o) 318.769.4993

211 Fourth Street
Alexandria, LA 71301-8454
318-769-3000
www.rapidesregional.com
An affiliate of the Rapides Healthcare System, LLC.

NORTHWESTERN STATE UNIVERSITY
School of Allied Health

COURSE TITLE: ALHE 4850 Foundations in CT & Patient Care

CREDIT: 3 Undergraduate Semester hours (3-3-0)

PREREQUISITES: Acceptance into the Post- Baccalaureate Certificate: Magnetic Resonance Imaging Program or consent of the Dean of the College of Nursing and School of Allied Health. Enrollment in this course does not guarantee admission into the Post- Baccalaureate Certificate: Computed Tomography Program.

SEMESTER: Fall 2019

COURSE DESCRIPTION: An introduction to the history of CT, the CT environment, CT safety, patient care, and CT pharmacology. Topics include clinical issues regarding contrast administration and safety, magnetic field safety, CT specific patient care and procedural considerations.

FACULTY: Jennifer Michael, MSRS RT (R)
1800 Line Avenue, Office 201C
Shreveport, LA 71101
michaelj@nsula.edu
318-677-3095
Office Hours: As posted in Moodle
Preferred Method of Contact: email

REQUIRED TEXTS: Westbrook, C., Roth, C., & Talbot J. (2011). CT in Practice. 4th ed. ISBN-13: 978-1444337433, ISBN-10: 1444337432

OBJECTIVES:

- Demonstrate an understanding of the legal and ethical principles related to CT.
- Synthesize theory from radiologic science, the arts and humanities, sciences and apply it to infection control in CT environments.
- Synthesize theory from radiologic science, the arts and humanities, sciences to provide culturally appropriate care to patients in CT environments.
- Synthesize information from healthcare technologies to address clinical issues related to contrast administration and safety, radiation dose parameters and patient care safety in CT environments.
- Demonstrate ability to apply knowledge in verbal and written form

INSTRUCTIONAL METHODS: This course will be presented via Internet. There will be readings, discussions, and assignments to further the students' comprehension and understanding of the material.

TOPICAL OUTLINE:

- I. History of CT
 - a. Discuss the history of CT
 - b. Identify researchers and pioneers in the field of CT

- c. Describe the advantages of using CT
- II. Legal and Ethical Principles
 - a. Research and discuss legal and ethical situations pertaining to CT imaging
- III. Infection Control
 - a. Define terms used in infection control
 - b. Review significant risk factors for infection
 - c. Identify the most common types of hospital-acquired infections
- IV. Interpersonal Communications
 - a. Discuss proper and improper patient communication scenarios
 - b. Model proper patient communication
 - c. Model proper professional communication
- V. Patient Assessment, Monitoring, and Management
 - a. Evaluate proper and improper patient assessment scenarios
 - b. Explain how to monitor patients during procedures
- VI. Contrast Administration
 - a. Describe the use of CT contrast
 - b. List potential adverse effects of contrast
 - c. Explain the mechanism of action and effects of contrast media on images
 - d. Describe how to prepare contrast materials for injection
- VII. Equipment Safety
 - a. Discuss the elements of safety that help ensure a magnetic resonance (CT) imaging facility operates safely
 - b. Describe when and how to quench the magnet and handle other emergencies in the CT environment
- VIII. Radiation doses

COURSE EVALUATION:

Learning Modules and Quizzes: There will be a series of eight learning modules. There is an introduction provided for each connected to the module's folder. You will read the introduction, the accompanying text, any additional resources, and then complete the corresponding quiz.

Critical Thinking Discussion Forums: Each student is expected to be prepared to participate fully in class discussions and activities. There are discussion forum assignments for each module to help reinforce the material. Students will be required to use critical thinking to apply course material when replying to the post prompt. A response to the discussion board question for each module is required and responses to at least two other student's comments.

Radiation Dose Research Assignment: Students are required to research CT radiation dose and submit a two-page paper answering the following questions:

- What are the details of the incident?
- Was anyone injured as a result of the incident?
- Was the incident preventable?
- What could the CT technologist have done differently to prevent the incident?
- Was there a change in institutional policy as a result of the incident?

Paper should be submitted using Times New Roman Font, 12 pt font, double spaced, with the students name in the upper right hand corner of the header.

Contrast Media Presentation Assignment: Students will be assigned a topic within contrast media. Students are required to prepare a presentation using powerpoint. The students will then use video recording to create a ten-minute video using their powerpoint. The Video will be posted and presented to the class. Students will also create and submit a 5-question quiz regarding the information presented

within their presentation. The student will be graded on their powerpoint, presentation, and quiz (see rubrics for grading reference).

Final Examination: There will be a comprehensive final examination.

GRADING SCALE:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 or below

COURSE CALENDAR: TBA

ATTENDANCE: All students are expected to log on to the course on a weekly basis. Students not logging on at least once a week will be counted as absent for that week. Please also check your email at least on a weekly basis.

INSTRUCTOR RESPONSE:

You may expect a response to email messages within 48 hours during the week. If you do not receive a response within 48 hours, you should inquire whether your email has arrived, unless your instructor notifies you in advance that s/he will be unavailable. This 48-hour period does not include weekends and university holidays.

The only way the instructor has of knowing you've sent an email is if it arrives! If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with your instructor so that you have proof of your attempt to reach him or her.

See your syllabus for instructor-specific availability and response time.

Students with Disabilities:

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement, in arrangements for examinations or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support: 234 Friedman Student Union; 357-4460.

<http://provost.nsula.edu/faculty-and-staff/>

Academic Honesty:

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval.

Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct. You are responsible for completing and submitting your own course work and preparing your own lessons. All work submitted must be your own unless proper acknowledgement of outside material is provided. It is unacceptable to use the work of any other person or to allow work to be used by another student. Dishonesty of any kind will not be tolerated. Examinations must also represent your own work and must be completed without the assistance of books, notes, devices, or outside help unless specified otherwise in the exam directions. Violation of this policy will result in forfeiture of all fees and a grade of "F".

Access to Educational Records:

In accordance with Northwestern State University's Policy on Family Educational Rights and Privacy Act, information about a student generally may not be released to a third party without the student's written permission. Exceptions under the law include state and federal educational and financial institutions, and law enforcement officials. The policy also permits students to review their educational records and to challenge the contents of those records.

Classroom Civility Statement:

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <https://www.nsula.edu/studenthandbook/>.

Statement on Sexual Harassment & Assault:

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experienced sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions. Students have two options:

1. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
2. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357-5570.

For a comprehensive list of parish-wide resources for assistance, please visit

<https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

NORTHWESTERN STATE UNIVERSITY
School of Allied Health

COURSE TITLE: ALHE 4860 CT Physics and Image Production

CREDIT: 3 Undergraduate Semester hours (3-3-0)

PREREQUISITES: Acceptance into the Post- Baccalaureate Certificate: Magnetic Resonance Imaging Program or consent of the Dean of the College of Nursing and School of Allied Health. Enrollment in this course does not guarantee admission into the Post- Baccalaureate Certificate: Computed Tomography Program.

SEMESTER: Fall 2019

COURSE DESCRIPTION: An introduction to CT physical principles, operations, image formation and basic imaging parameters. This course covers the principles of imaging parameters, imaging processing, contrast characteristics, image display and quality, and artifact recognition and reduction. Emphasis is placed on details of methods of data acquisition, imaging options, image artifacts, and quality assurance to ensure quality CT imaging and understanding.

FACULTY: Jennifer Michael, MSRS RT (R)
1800 Line Avenue, Office 201C
Shreveport, LA 71101
michaelj@nsula.edu
318-677-3095
Office Hours: As posted in Moodle
Preferred Method of Contact: email

REQUIRED TEXTS: Westbrook, C., Roth, C., & Talbot J. (2011). CT in Practice. 4th ed. ISBN-13: 978-1444337433, ISBN-10: 1444337432

OBJECTIVES:

- Synthesize and integrate theory from radiologic sciences and apply it to the principles of image formation in CT environments.
- Synthesize and integrate theory from radiologic science and apply it to clinical CT image formation.
- Synthesize and integrate theory from radiologic science and apply it to clinical CT image production and processing.
- Demonstrate principles of patient safety related to CT imaging.
- Demonstrate ability to apply knowledge in verbal and written form.

INSTRUCTIONAL METHODS: This course will be presented via Internet. There will be readings, discussions, and assignments to further the students' comprehension and understanding of the material.

TOPICAL OUTLINE:

- I. CT System principles, operation and components
 - a. X-ray tube
 - b. Collimation/beam width

- c. Generator
- d. Detectors
- e. Data Acquisition system
- f. Computer and array processor
- II. Imaging Parameters and Data Acquisition
 - a. Parameters
 - 1. kVp
 - 2. mAs
 - 3. pitch
 - 4. acquisition
 - 5. x, y, z planes
 - 6. scan field of view
 - b. Acquisition
 - 1. Axial/sequential
 - 2. Helical/spiral
 - 3. Volumetric
- III. Image Processing
 - a. Reconstruction
 - 1. Filtered backprojection reconstruction
 - 2. Iterative reconstruction
 - 3. Interpolation
 - 4. Reconstruction algorithm
 - 5. Raw data versus image data
 - 6. Prospective/retrospective reconstruction
 - b. Post-processing
 - 1. Multi-planar reformation
 - 2. 3D rendering
 - 3. Quantitative analysis
- IV. Image Display
 - a. Pixel, voxel
 - b. Matrix
 - c. Image magnification
 - d. Display field of view
 - e. Window level, window width
 - f. Cine
 - g. Geometric distance
- V. Image quality
 - a. Spatial resolution
 - b. Contrast resolution
 - c. Temporal resolution
 - d. Noise and uniformity
 - e. Quality assurance and accreditation
 - f. CT number
 - g. Linearity
- VI. Artifact recognition and reduction
 - a. Beam hardening and cupping
 - b. Partial volume averaging
 - c. Motion
 - d. Metallic
 - e. Edge gradient
 - f. Patient positioning

- g. Equipment needed
 - 1. Rings
 - 2. Streaks
 - 3. Tube arcing
 - 4. Cone beam
 - 5. Capping

VII. Informatics

- a. Hard/electronic copy
- b. Archive
- c. PACS and electronic medical record
- d. Security and confidentiality
- e. Networking

COURSE EVALUATION:

Learning Modules and Quizzes: There will be a series of eight learning modules. There is an introduction provided for each connected to the module's folder. You will read the introduction, the accompanying text, any additional resources, and then complete the corresponding quiz.

Critical Thinking Discussion Forums: Each student is expected to be prepared to participate fully in class discussions and activities. There are discussion forum assignments for each module to help reinforce the material. Students will be required to use critical thinking to apply course material when replying to the post prompt. A response to the discussion board question for each module is required and responses to at least two other student's comments.

CT Image Production Research Assignment: Students will be assigned a specific imaging parameter and are required to research the parameter and submit a two-page paper explaining its functionality in magnetic imaging. Paper should be submitted using Times New Roman Font, 12 pt font, double spaced, with the students name in the upper right hand corner of the header.

CT Physics Presentation Assignment: Students will be assigned a topic within magnetic resonance physics. Students are required to prepare a presentation using powerpoint. The students will then use video recording to create a ten-minute video using their powerpoint. The Video will be posted and presented to the class. Students will also create and submit a 5-question quiz regarding the information presented within their presentation. The student will be graded on their powerpoint, presentation, and quiz (see rubrics for grading reference).

Final Examination: There will be a comprehensive final examination.

GRADING SCALE:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 or below

COURSE CALENDAR: TBA

ATTENDANCE: All students are expected to log on to the course on a weekly basis. Students not logging on at least once a week will be counted as absent for that week. Please also check your email at least on a weekly basis.

INSTRUCTOR RESPONSE:

You may expect a response to email messages within 48 hours during the week. If you do not receive a response within 48 hours, you should inquire whether your email has arrived, unless your instructor notifies you in advance that s/he will be unavailable. This 48-hour period does not include weekends and university holidays.

The only way the instructor has of knowing you've sent an email is if it arrives! If you do not receive an answer, it is your responsibility to get to the bottom of the problem. You would be wise to copy yourself in all correspondence with your instructor so that you have proof of your attempt to reach him or her.

See your syllabus for instructor-specific availability and response time.

Students with Disabilities:

It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement, in arrangements for examinations or other disability-related issues, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support: 234 Friedman Student Union; 357-4460.

<http://provost.nsula.edu/faculty-and-staff/>

Academic Honesty:

Academic dishonesty is defined as the following: 1) acquiring or using a published test bank, 2) copying from another student's test, paper or computer file, 3) using unauthorized materials during a test, 4) collaborating during a test with any other person by giving or receiving information without authority, 5) stealing, buying, or otherwise obtaining non-administered or unauthorized tests, 6) selling or giving away non-administered or unauthorized tests, 7) bribing anyone to obtain information about a test, 8) substituting for another student or permitting another person to substitute for oneself to take a test, 9) submitting as your own, in fulfillment of academic requirements, any work prepared totally or in part by another, 10) supplying to another student any theme, report, or other work for use in fulfilling academic requirements, 11) plagiarism, defined as the use of another person's work and the unacknowledged incorporations of that work in one's own work that is offered for credit, and 12) duplicity, defined as offering for credit identical or substantially unchanged work in two or more courses without approval. Academic dishonesty will result in one of the following disciplinary measures to be decided by the course instructor: 1) verbal/written warning, 2) conference with department chair or dean, 3) reduction of test/course grade to an "F". A student may subsequently be referred to Student Conduct and be placed on probation, suspended, expelled or forced to withdraw from Northwestern as a result of academic dishonesty. Refer to the section in the Student Handbook concerning Academic Infractions and Sanctions for Academic Misconduct. You are responsible for completing and submitting your own course work and preparing your own lessons. All work submitted must be your own unless proper acknowledgement of outside material is provided. It is unacceptable to use the work of any other person or to allow work to be used by another student. Dishonesty of any kind will not be tolerated. Examinations must also represent your own work and must be completed without the assistance of books, notes, devices, or outside help unless specified otherwise in the exam directions. Violation of this policy will result in forfeiture of all fees and a grade of "F".

Access to Educational Records:

BoR Dec 2018

In accordance with Northwestern State University's Policy on Family Educational Rights and Privacy Act, information about a student generally may not be released to a third party without the student's written permission. Exceptions under the law include state and federal educational and financial institutions, and law enforcement officials. The policy also permits students to review their educational records and to challenge the contents of those records.

Classroom Civility Statement:

Northwestern State University students, staff, and faculty are expected to create an environment that promotes academic excellence, personal dignity, mutual respect, and individual responsibility in both face-to-face and electronic educational settings regardless of the content of the ideas and opinions being shared. Ideas and opinions that are controversial or in opposition to others are welcomed in the NSU environment, and this policy shall not be used to prohibit the sharing of controversial or unpopular ideas or opinions but merely to call for civility when idea and opinion sharing.

All members of the NSU community have the right to a safe environment free of disturbances and civil in all aspects of human relations. Whether in a face-to-face or online classroom, students who engage in disruptive or abusive discourse or actions may be removed from the class and subject to disciplinary sanctions. In on-campus classrooms, students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviors, use cell phones or other noise-making devices, wear headphones, are distracted with computers or other electronic devices, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the class period may be removed from the class and may be subject to disciplinary action under the Northwestern State University Student Code of Conduct (Articles IV Infractions and VII Sanctions).

The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of infractions and sanctions are available on the NSU website at <https://www.nsula.edu/studenthandbook/>.

Statement on Sexual Harassment & Assault:

NSU is committed to eliminating sexual misconduct in our community, advocating for students who have experienced sexual assault or harassment, and respecting the legal rights of both complainants and respondents. Misconduct involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, a hostile environment caused by sexual harassment, sexual exploitation, coercion, retaliation, intimidation, sexual consent, and discrimination based on sexual orientation, gender identity or gender expression should be reported to the Dean of Students (318) 357-5286. Also, hate crimes, including those based on gender identity or national origin, should be reported. The offenses listed above are prohibited by the University. Information about conduct infractions and sanctions (Articles IV and VII of the Student Code of Conduct) are available on the NSU webpage at <https://www.nsula.edu/studenthandbook/>.

Reporting and Assistance: NSU strongly advocates reporting sex discrimination, sexual assault, intimate-partner violence, or sexual harassment. If a student discloses an incident they will learn options for assistance, such as health and wellbeing counseling, residence and class accommodations, and options for filing complaints or criminal charges. Disclosure to University personnel will not obligate the complainant to file a grievance or criminal charge, nor will it subject the complainant to scrutiny or judgmental opinions. Students have two options:

3. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
4. Confidential Disclosure to Campus Counselor (318) 357-5621 or Confidential Advisor (318) 357-5570.

For a comprehensive list of parish-wide resources for assistance, please visit <https://www.nsula.edu/notalone/>.

Confidentiality: All reporting of sex discrimination and sexual misconduct is treated as confidential to the greatest extent possible; the privacy of all individuals involved is important to the Northwestern State University. In most situations, only individuals involved in the resolution of the situation will have access to the information about the case. If there is a risk of the alleged perpetrator committing additional crimes, if a student is in immediate danger, or if there has been expressed intent to harm others, or other risks such as involvement of a weapon or the age of the students involved, the University may determine that it is necessary to compromise the level of privacy provided.

For more information and assistance in case of sexual assault or harassment, please see the Dean of Students *NSU: Not Alone* webpage: <https://www.nsula.edu/notalone/>.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. NSU is committed to equal opportunity for student success by providing access to educational programs, tuition assistance, and social and recreational activities for all students without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, pregnancy or parenting status, veteran status, or retirement status.

NORTHWESTERN STATE UNIVERSITY
School of Allied Health

COURSE TITLE: ALHE 4870 CT Procedures & Protocols

CREDIT: 3 Undergraduate Semester hours (3-3-0)

PREREQUISITES: Acceptance into the Post- Baccalaureate Certificate: Magnetic Resonance Imaging Program or consent of the Dean of the College of Nursing and School of Allied Health. Enrollment in this course does not guarantee admission into the Post- Baccalaureate Certificate: Magnetic Resonance Imaging Program.

SEMESTER: Fall 2019

COURSE DESCRIPTION: Detailing the performance of standard CT procedures. Content covers an in depth look at CT sectional anatomy, physiology, imaging procedures, protocols, and pathology. The study of normal anatomy and pathologic conditions aid the student in recognizing the need for imaging changes based on these conditions. Content also includes optimal scanning procedures and procedures relating to the cardiovascular system, the central nervous system, the musculoskeletal system, thorax, abdomen, and pelvis.

FACULTY: Jennifer Michael, MSRS RT (R)
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Shreveport, LA 71101
michaelj@nsula.edu
318-677-3095
Office Hours: As posted in Moodle
Preferred Method of Contact: email

REQUIRED TEXTS: Westbrook, C., Roth, C., & Talbot J. (2011). CT in Practice. 4th ed. ISBN-13: 978-1444337433, ISBN-10: 1444337432

OBJECTIVES:

- Synthesize and integrate theory from radiologic science and apply it to the clinical performance of CT procedures.
- Synthesize and integrate theory from radiologic science and human biology and apply it to clinical scenarios requiring advanced or alternative CT imaging techniques.
- Synthesize and integrate theory from radiologic science and human biology and apply it to the acquisition and production of quality CT images related to specific body systems.
- Demonstrate ability to apply knowledge in verbal and written form.

INSTRUCTIONAL METHODS: This course will be presented via Internet. There will be readings, discussions, and assignments to further the students' comprehension and understanding of the material.

TOPICAL OUTLINE:

- VIII. Head, Spine and Musculoskeletal
- a. Head
 - b. Spine

- c. Musculoskeletal Imaging
- IX. Neck and Chest Imaging
 - a. Neck
 - b. Chest
- X. Abdomen and Pelvis
 - a. Abdomen
 - b. Pelvis
- XI. Positioning criteria
- XII. Imaging Considerations and Protocol
- XIII. Anatomy
 - a. Imaging planes
 - b. Pathological considerations/recognition
 - c. Post-processing presentations
 - d. Landmarks
- XIV. Contrast Media
 - a. Indications
 - b. Scan/prep delay
 - c. Effect on images
- XV. Additional procedures
 - a. Vascular
 - b. Biopsies
 - c. Drainages
 - d. Aspirations

COURSE EVALUATION:

Learning Modules and Quizzes: There will be a series of eight learning modules. There is an introduction provided for each connected to the module's folder. You will read the introduction, the accompanying text, any additional resources, and then complete the corresponding quiz.

Critical Thinking Discussion Forums: Each student is expected to be prepared to participate fully in class discussions and activities. There are discussion forum assignments for each module to help reinforce the material. Students will be required to use critical thinking to apply course material when replying to the post prompt. A response to the discussion board question for each module is required and responses to at least two other student's comments.

CT Image Pathology Research Assignment: Students will research a pathology and the imaging parameters associated with the pathology in CT imaging. The student will then write and submit a two-page paper on the pathology and how it is imaged in the CT suite. Paper should be submitted using Times New Roman Font, 12 pt font, double spaced, with the student's name in the upper right hand corner of the header.

CT Procedure Presentation Assignment: Students will be assigned a procedure within magnetic resonance imaging. Students are required to prepare a presentation of the procedure using powerpoint. The students will then use video recording to create a ten-minute video using their powerpoint. The Video will be posted and presented to the class. Students will also create and submit a 5-question quiz regarding the information presented within their presentation. The student will be graded on their powerpoint, presentation, and quiz (see rubrics for grading reference).

Final Examination: There will be a comprehensive final examination.

GRADING SCALE:

BoR Dec 2018

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 or below

COURSE CALENDAR: TBA

ATTENDANCE: All students are expected to log on to the course on a weekly basis. Students not logging on at least once a week will be counted as absent for that week. Please also check your email at least on a weekly basis.

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5. Reporting to Dean of Students (318) 357-5286 or University Police (318) 357-5431.
For emergencies or a 24/7 Confidential Advisor, please call University Police.
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**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.5. **Northwestern State University's** request for approval of a Master of Science in Computer Information Systems.

EXECUTIVE SUMMARY

Northwestern State University (NSU) requests approval to offer a Master of Science (M.S.) in Computer Information Systems (CIS). The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in August 2017 with subsequent approval granted by the Board of Regents in March 2018. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Lee Freeman, Associate Professor of Information Systems Management, University of Michigan – Dearborn, conducted an extensive review of the proposed program concept and shared feedback that would strengthen the program offering. The University made modifications to the proposed program based on input provided by Dr. Freeman.

The proposed graduate program was designed to provide students the opportunity to understand and apply different topics within the CIS field. The goal is for students to gain an in-depth knowledge of concepts within different CIS areas (Cyber Security, Database Administration and Data Mining, Networking, Programming, Project Management, and Software Applications); learn how these topics relate to the success of organizations; and learn how to implement changes to advance an organization's mission. The 33 credit-hour program, to be delivered 100% online, will consist of nine required courses and two elective courses that will allow students to select a focus area most pertinent to their career goals. Finally, students will show mastery of information technology concepts through a research project or thesis.

Information systems are integral components to the success of business, government, and other organizations. To be successful, these organizations must either build or purchase information systems components, which require knowledgeable information systems staff to build or choose systems that advance organizational goals. The need for a master's degree in MIS stems from the current and expected demands for baccalaureate degrees in information systems. The Bureau of Labor Statistics reports that three of the top ten largest areas of growth (based on projected job openings through 2024 requiring a baccalaureate degree) are related to the information systems field. In addition, the Louisiana Workforce Commission (May 2017) listed over 1,200 5-star ranked open positions in CIS related fields (CIS Managers, Computer Programmers, Computer Systems Analysts, Network & Computer Systems Administrators, etc.). The proposed MS in CIS will help fulfill the demand in two primary ways. First, students who earned an undergraduate degree in this field of study can further their education to increase current information systems skills while developing new skills. Second, students without an information systems degree will have a pathway to develop new skills to change to an occupation with a higher salary and a larger number of job prospects.

While there are a number of master's programs in this area of study offered by public universities in Louisiana, none offer the program online like NSU proposes. By offering the degree online, NSU will be able to reach working adults or place-bound individuals who cannot attend a traditional campus environment. In addition, many of the programs currently offered are focused on a specific aspect of information systems (i.e., Cyber Security) while the NSU degree will have a broader focus. A graduate degree of this nature will appeal to a larger audience seeking advanced information systems skills.

Student interest/demand will likely come from recent graduates of CIS related fields; recent graduates of other baccalaureate programs; and employed individuals who have a baccalaureate degree and are seeking expanded skill sets. The B.S. in CIS offered by NSU has grown from 120 students to over 300 students with a 3-year completer average of 31. This growing undergraduate program will serve as a strong pipeline for the proposed graduate program. In spring 2018 a survey was conducted to gauge existing student interest with results indicating substantial interest in the proposed M.S. in CIS. The University projects an initial enrollment of 28 students in YR1 with that number increasing to 83 by YR5.

The main cost of the proposed program is two new faculty member and four graduate assistantships. The University plans to increase the number of graduate assistantships each year by one during the first four years of program implementation. The University is committed to funding the costs of the proposed program through tuition and fees as well as cover any shortfalls from existing funds during the establishment of the program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval of a Master of Science in Computer Information Systems.*

While there are a number of master's programs in this area of study offered by public universities in Louisiana, none offer the program online like NSU proposes. By offering the degree online, NSU will be able to reach working adults or place-bound individuals who cannot attend a traditional campus environment. In addition, many of the programs currently offered are focused on a specific aspect of information systems (i.e., Cyber Security) while the NSU degree will have a broader focus. A graduate degree of this nature will appeal to a larger audience seeking advanced information systems skills.

Student interest/demand will likely come from recent graduates of CIS related fields; recent graduates of other baccalaureate programs; and employed individuals who have a baccalaureate degree and are seeking expanded skill sets. The B.S. in CIS offered by NSU has grown from 120 students to over 300 students with a 3-year completer average of 31. This growing undergraduate program will serve as a strong pipeline for the proposed graduate program. In spring 2018 a survey was conducted to gauge existing student interest with results indicating substantial interest in the proposed M.S. in CIS. The University projects an initial enrollment of 28 students in YR1 with that number increasing to 83 by YR5.

The main cost of the proposed program is one new faculty member (\$126K annually) and graduate assistantships. The University plans to increase the number of graduate assistantships each year by one during the first four years of program implementation. The University is committed to funding the costs of the proposed program through tuition and fees as well as cover any shortfalls from existing funds during the establishment of the program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval of a Master of Science in Computer Information Systems.



January 16, 2019

RECEIVED

FEB 5 2019

**UNIVERSITY OF
LOUISIANA SYSTEM**

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

**Re: Proposal to add Master of Science in Computer Information Systems
CIP Code: 11.0401**

Dear Dr. Henderson:

Northwestern State University is submitting the attached proposal to add a *Master of Science in Computer Information Systems* item to be placed on the agenda for approval at the February 2019 Board Meeting.

Thank you for your consideration.

Sincerely,

**Dr. Chris Maggio
President**

Attachment

Louisiana Board of Regents

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

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

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

Date:

Institution: Northwestern State University	Requested CIP, Designation, Subject/Title: 11.0401 (Information Science/Studies), MS in Computer Information Systems
Contact Person & Contact Info: Mr. Curtis Penrod, Coordinator of Computer Information Systems and Assistant Professor, School of Business 3138-357-5033, penrodc@nsula.edu	
Date Letter of Intent was approved by Board of Regents: March 21, 2018	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2019	

1. Program Description

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

Purpose:

The Master of Science degree in Computer Information Systems will provide students the opportunity to understand and apply different topics within the computer information systems field. The goal is for students to gain an in-depth knowledge of concepts within different Computer Information Systems areas (Cyber Security, Database Administration and Data Mining, Networking, Programming, Project Management, and Software Applications), learn how these topics relate to the success of organizations, and learn how to implement changes to advance an organization’s mission. Students will choose elective courses allowing them to focus on areas most pertinent to their career goals. Finally, students will show mastery of information technology concepts through a research project or thesis.

Program Objectives:

Upon completion of the program, students will:

- Demonstrate an in-depth understanding of six computer information systems areas – Cyber Security, Database Administration and Data Mining, Networking, Programming, Project Management, and Software Applications
- Comprehend how each of these areas affect an organization’s success
- Use computer information systems to affect meaningful change
- Apply research methods and designs to gain further knowledge in the information systems field

Mode of Delivery:

This degree will be 100% online and consist of 33 semester hours.

Development and Rollout of New Courses:

The curriculum plan represents the proposed rollout of new courses by semester. Doctoral-qualified faculty members will develop each course the year before the course is offered. Computer information systems faculty are currently involved in discussions of the classes and their development.

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

Curriculum Plan:

The proposed curriculum plan and rotation of courses includes the following:

Fall Semester – Beginning Fall 2019	Spring Semester – Beginning Spring 2020	Summer Semester – Beginning Summer 2020
CIS 5100	CIS 5300	CIS 5600
CIS 5200	CIS 5400	CIS Elective
Fall Semester – Beginning Fall 2020	Spring Semester – Beginning Spring 2021	Summer Semester – Beginning Summer 2021
CIS 5500	CIS 5550	CIS Elective
CIS 5900	CIS 5950	

Once the rollout of courses is complete, faculty will offer four classes in the fall semester, four classes in the spring semester, and five classes in the summer semester (CIS 5600 and 4 elective options).

Planned Concentrations:

The program will have no concentrations initially. Instead, students will complete nine mandatory classes and then choose two additional classes from four elective options. As program enrollment grows, faculty will consider adding possible concentrations to meet student and industry demands.

Class Descriptions (All of the following classes are new classes):

Required: CIS 5100 – Advanced Cyber Security (3-3-0). This course will focus on exposing students to both current and classical literature involving computer security. Students will focus on current topics such as common viruses, ransomware, and malware active during the course period. Papers will cover a broad set of topics with a general focus on perimeter defense and general security management. Literature topics will include defense topics, OS hardening, physical security, and social engineering threats. This course will begin to prepare students to take the Certified Information Systems Security Professional (CISSP) exam.

Required: CIS 5200 – Strategic Data Management and Analysis (3-3-0). An advanced course on data analysis to develop and support business intelligence. Students will learn advanced topics in relational databases, data warehousing, data visualization, and predictive quantitative analysis concepts including clustering, classification, association analysis, and social network analysis, among other topics in data analysis.

Required: CIS 5300 – Advanced Data Communication Systems (3-3-0). This course will focus on current trends in computer networking and a review of literature related to those trends. While the course is not OS-specific, time will be allotted to current Windows Server and to Linux/*nix systems and the role they play in large-scale networks. Literature topics will include redundancy, router hardening, networked storage, and load balancing.

Required: CIS 5400 – Data Structures and Algorithm Analysis (3-3-0). An advanced course in object-oriented programming with an emphasis on algorithm design and analysis. Students will learn to implement and analyze algorithms to increase problem-solving skills in business, math, and science. Topics include Big-O notation, sorting, searching, trees, graphs, dynamic programming, and brand-and-bound techniques, among others.

Required: CIS 5500 – Strategic Information Systems Project Management (3-3-0). Project Management for Information Systems provides students with the theory and practice of project management applied to information systems. The course will cover an integrated view of tools, techniques, and skills that are needed to successfully manage information systems projects. Information has become an integral part of the success of any organization. Now, more than ever, managers need a clear understanding of how to integrate information systems in the organization. This course will allow students to successfully combine the information systems knowledge with the organization’s project management to create value for any company. Students will not only utilize their technical skills but they will also improve the soft skills needed to manage teams and achieve a valuable communication with all stakeholders. Students will cover the material and education hours needed to sit for the Certified Associate in Project Management (CAPM) exam.

Required: CIS 5550 – Applied Project Management (3-3-0). Strategic applications in project management topics with a technology focus. Students will actively develop project management solutions that balance stakeholder requests for quality, scope, time, cost, and personnel, bringing the most value to the business. In this class, students will prepare for completing the PMI certification by focusing on the Project Management Body of Knowledge (PMBOK® Guide). In addition, students will increase their skills in project management comprising the PMI 5 process groups including initiating, planning, executing, monitoring and controlling, and closing.

Required: CIS 5600 – Strategic Application of Enterprise Software (3-3-0). This course will cover the development of software applications that support information systems and have a strong focus on business and industry needs. Topics to be covered include software design, implementation, and testing; software quality; software development principles and life-cycle models; maintenance; and programming language suitability for information systems applications.

Elective: CIS 5810 – Emerging Technologies and Human-Computer Interaction (3-3-0). This course covers the emergence of new technologies and the managerial implications of these technologies on business and industry. Topics focus on how emerging technologies evolve, how to identify these technologies, and how to identify the potential benefits and feasibility of the new technology within the workplace. Additionally, the course explores how humans interact with computer systems and how human-computer interactions influence the design and evaluation of user interfaces. Emerging trends in human interaction with select technologies will be investigated and examined in relation to the potential impact of technology.

Elective: CIS 5820 – Advanced Mobile Development (3-3-0). This course will cover the design and development of mobile applications that support information systems and have a strong focus on business and industry needs. The course will cover multiple operating systems. Topics to be covered include data modeling, inter-object communication, flow, storage, security, cloud integration, wireless networking for mobile apps, multiple views, and user-interaction.

Elective: CIS 5830 – Information Assurance (3-3-0). This course will explore information assurance. Various attack vectors and mitigation will be discussed; also an overview of reconnaissance methods, vulnerability assessment, hacking methods, and active defense against threats. Information assurance principles including operations, technical details, and report writing will be explored.

Elective: CIS 5840 – Decision Support Systems (3-3-0). Comprehensive treatment of Decision Support Systems (DSS) as managerial tools. This course is intended to develop an appreciation of the nature of managerial business decision making as well as a working knowledge of Decision Support Systems (DSS) for facilitating the process of semi-structured decision making. Issues associated with the development of these systems are introduced. Emphasis is at the application and user level. A primary emphasis is on problem solving through the integration of various quantitative techniques as well as on IT concepts. The course includes a comprehensive project using state-of-the-art software. (SAP and/or others).

Required: CIS 5900 – Research Methods in Computer Information Systems (3-3-0). A study of current methods and techniques in computer information systems research, including writing research proposals, collecting data from humans for building and evaluating technologies, exploring research methods such as designs, variables, types of errors, hypothesis testing, etc. This class will provide students with an understanding of both quantitative and qualitative research processes and associated techniques, including the effective presentation of findings in accordance with the best principles of scholarship. Students will be required to complete and present a research/project proposal to be developed in CIS 5950.

Required: CIS 5950 – Research Project and/or Thesis (3-3-0). This course includes developing the research project or thesis, as proposed and approved in CIS 5900. The research project or thesis must meet all requirements of the Graduate School. The student in the thesis option is required to propose, create, and write an individual thesis topic of appropriate focus, size, and complexity. Upon completion, the student will defend the thesis in an open forum, which must be unanimously approved by the major professor and the supervisory committee. The student in the project option is required to propose, create, and write an individual project of appropriate focus, size, and complexity. Upon completion, both the project and the document must be defended to the department in an open forum and must have unanimous approval from the major professor and supervisory committee.

As the program grows, faculty may create additional classes where students expand on a particular topic within an existing course or explore a new area. Possibilities include business intelligence, visualization, social network analysis, information technology policy, strategy for managers, etc. Currently, these topics are introduced in CIS 5200 but in time there may be a need to develop specific courses focusing on one or more of these areas.

Special Requirements:

A culminating requirement for the MS in Computer Information Systems degree is for students to complete either a research project or a thesis. Students will start the process to accomplish this task in CIS 5900 (Research Methods in Computer Information Systems) and will complete the process in CIS 5950 (Research Project and/or Thesis). The student will have a major professor as well as a supervisory committee which must approve the research project or thesis.

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).

Information systems are integral components to the success of business, government, and other organizations. To be successful, these organizations must either build or purchase information systems components, which require knowledgeable information systems staff to build or choose systems that advance organizational goals. Students gain many of these skills through higher education.

Actions taken by both the federal and state governments support the need for more graduates with information systems skills. Former President Obama stated his desire to see the number of STEM (Science, Technology, Engineering, and Mathematics) graduates increase (<https://www.ed.gov/Stem>). Louisiana Economic Development has previously named Software Development as one of the key industries in Louisiana (<https://www.opportunitylouisiana.com/key-industries/software-development>). This support is buttressed by new and expanding industries in Louisiana that have posted job announcements in recent months (<https://www.businessreport.com/article/cgi-expanding-lafayette-adding-400-jobs>, <https://www.opportunitylouisiana.com/led-news/news-releases/news/2017/11/13/gov.-edwards-and-mayor-landrieu-announce-dxc-technology-to-create-2-000-jobs-in-new-orleans>).

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

This degree aligns with two of the primary goals of the University which are (1) to create an environment that supports individual efforts toward academic, career, social, and civic success and (2) to develop and enhance relationships that are mutually beneficial to both the University and its stakeholder(s). The degree program also furthers the mission of the University of Louisiana System by providing a "high quality education that is cost efficient to both students and taxpayers, enabling students to reach their highest potential."

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

Several master's programs already exist in the state of Louisiana:

- MS in Computer Science at Louisiana Tech
- MS in Computer Science at LSU
- MS in Computer Systems Technology at LSUS
- MS in Computer Science at Southern University
- MS in Computer Information Systems at SUNO
- MS in Computer Science at ULL
- MS in Computer Science at UNO

However, these institutions do not offer their program online¹. In fact, only two institutions offer the baccalaureate degree online – Northwestern State's BS in Computer Information Systems and Southern's BS in Computer Science. By offering the program online, Northwestern State can reach working adults or place-bound individuals that cannot attend a traditional campus environment. The online program will be a primarily asynchronous online program allowing these individuals more flexibility in their academic pursuit. However, synchronous communication with the instructor will be available in the same way it is currently offered to undergraduate students. Exceptions to this asynchronous method may include the project proposal and the thesis defense which would require an agreed upon time by both the supervisory committee and the student. While the student will not have to physically come to campus, the presentations will require a synchronous online presence between the student and the other appropriate parties. Existing platforms such as Webex and Skype allow for these types of synchronous meetings between the study, faculty, and the remaining audience. The faculty will attempt to limit the number of required synchronous activities for the students to allow for the flexibility associated with most online programs.

Creation of this program can occur by expanding current online teaching pedagogies that have proven successful in our undergraduate program. In fact, numerous organizations have recognized Northwestern State's online undergraduate Computer Information Systems program for its quality. Recently, Best College Reviews (<http://www.bestcollegereviews.org/top/online-management-information-systems-degree/>) ranked the program as the best online program in the country. Students in the undergraduate Computer Information Systems program have won seventeen national championships since 2000. As such, an online master's degree at Northwestern State will be very attractive to students throughout Louisiana as well as the country.

Additionally, our proposed program will provide the foundation for information technology managers in a variety of organizations. Past conversations with industry partners have helped to identify the ability to combine technical and other skillsets for project management as a key attribute of potential hires. The prospective employee must understand a variety of technology roles in an organization and how to manage projects concerning multiple technology areas. This program allows students to learn advanced computer information systems skills from technical areas while also developing necessary project management skills.

In contrast to the proposed programs from Louisiana Tech and UNO, the Northwestern State MS degree will be a broader degree. The Louisiana Tech and UNO programs are focused on a specific aspect of information systems (Cyber Security) while the Northwestern State degree may appeal to a larger audience seeking advanced information system skills.

¹Louisiana Tech recently proposed an online M.S. in Cyber Security and UNO recently proposed an MS in Cyber Security and Operations.

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

The program will not result in an immediate termination or phasing out of an existing program. We may request termination or phasing out of the PBC in Business Analytics as several prospective students expressed interest in a graduate degree as opposed to undergraduate classes. If approved, the MS in Computer Information Systems would provide those students that outlet.

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

The need for a master's degree in computer information systems stems from the current and expected demands for baccalaureate degrees in information systems. The Bureau of Labor Statistics reports that three of the top ten largest areas of growth (based on projected job openings through 2024 requiring a baccalaureate degree) are related to the information systems field and include over 600,000 jobs:

* #8 – Application Software Developers:	238,000 jobs with a median annual wage of \$100,080
* #9 – Management Analysts:	208,500 jobs with a median annual wage of \$81,330
* #10 – Computer Systems Analysts:	191,600 jobs with a median annual wage of \$87,220

As the number of information systems jobs grow, a greater need will exist for other personnel with the technical and managerial expertise to manage these personnel.

These numbers do not include occupations outside the top 10 occupations with the highest number of job offerings nor does it address occupations that do not have information systems titles, but require information systems skills as secondary skills. In addition, the Louisiana Workforce Commission (LAWorks.net) on May 17, 2017 listed over 1,200 5-star ranked open positions in computer information systems related fields:

- Computer and Information Systems Managers: 45 listings
- Computer Programmers: 354 listings
- Computer Systems Analysts: 158 listings
- Computer User Support Specialists: 192 listings
- Database Administrators: 54 listings
- Network and Computer Systems Administrators: 119 listings
- Software Developers, Applications: 218 listings
- Software Developers, Systems Software: 39 listings
- Web Developers: 48 listings

This master's degree program helps fulfill the demand for the above jobs in two primary ways. First, students who have already earned a degree can return to higher education to increase current information systems skills while developing new skills. Second, students without information systems degrees can return to higher education to develop new skills to change to an occupation with a higher salary and a larger number of job prospects.

While the current proposal does not include a proposed collaboration or cooperative program with another institution, the CIS faculty are certainly open to any ideas from other institutional staff.

3. Students

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

Student interest/demand will likely come from three sources: (1) recent graduates of Computer Information Systems and its related fields, (2) recent graduates of other baccalaureate programs, or (3) employed individuals who have a baccalaureate degree seeking expanded skillsets.

The existing Northwestern State BS in Computer Information Systems, with the assistance of a grant from Louisiana Economic Development and CSRA, has grown from approximately 120 students to over 300 students in Fall 2017. This growing undergraduate program will serve as a pipeline for the graduate program. In Spring 2018, the Coordinator of CIS and a fellow

faculty member conducted a survey to students in CIS 4600 – Advanced Systems Development. This class serves as the undergraduate capstone class with most of the students graduating in either Spring 2018 or Fall 2018. Thirty-two students responded to the survey with 28 students indicating interest in the MS in CIS program. Of the 28 responses, 23 (82%) indicated they would “definitely” or “possibly” be interested in the program. Given the growth in the undergraduate program (tripling the number of graduates over a three-year period), having a substantial interest from current students is promising for future enrollment in the proposed Master’s program.

For the 2016-17 academic year, the CRINCCAT report from the Louisiana Board of Regents showed institutions awarded 380 degrees in the 11 CIP code (Computer and Information Sciences and Support Services) with another 109 in the 52 CIP code associated with CIS/MIS programs. These recent graduates, who are now working professionals, provide another possible area of demand, as they may be unable to attend a traditional face-to-face graduate program. While these graduates may need some prerequisites, the number of prerequisites should be fairly low for most students.

Existing members of the workforce may be interested. An alumni survey distributed by Northwestern State’s Office of Alumni Affairs generated a response rate of 26 alumni indicating interest in the proposed Master’s program. A more comprehensive outreach campaign would likely increase student interest further. Past graduates of the CIS program will provide a strong source of students for the program especially due to their lack of need for many of the prerequisites.

Individuals working in the information systems industry also provide a potential demand for the program. Northwestern State has existing MOUs in various degree programs with Barksdale and Fort Polk military bases. A Master’s in Computer Information Systems may be attractive to personnel wishing to gain further educational attainment. Additionally, a number of companies within Louisiana, such as GDT, work extensively in information systems, specifically the security side of information systems. Employees in these organizations may wish to further their knowledge in this area. These potential students will have the greatest need for prerequisites. Careful advising through the application and enrollment process will be needed for this population so they understand how prerequisites work with the Master’s program.

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

Year 1 Enrollment: 28 (28 New)
Year 2 Enrollment: 55 (32 New)
Year 3 Enrollment: 68 (36 New)
Year 4 Enrollment: 75 (40 New)
Year 5 Enrollment: 83 (44 New)

Year 1 Graduates: 0
Year 2 Graduates: 0
Year 3 Graduates: 15
Year 4 Graduates: 24
Year 5 Graduates: 26

Based on the interest from current students as well as alumni, the CIS faculty are comfortable with setting an initial target of 28 students for the first-year enrollment assuming the program is approved in time to advertise and market the program. The second year would also show larger growth as no one would have graduated at that point and the university would have another large incoming class. The third year would show more modest growth as a class would have graduated limiting the overall growth associated with the incoming class. Additionally, given the growth in graduates in the state as well as growth in working professionals in the industry, achieving a growth of 8 students per year thereafter is an achievable goal.

The initial incoming classes are based on the following assumptions:

- Approximately 10 students per year will enroll from previous CIS graduates at NSU
- Approximately 8 students per year (20% currently but that percentage would fall or the number would rise as the number of undergraduate completers rises) from current academic year CIS graduates at NSU
- Initially 5 students per year from other CIS/CS program in Louisiana (representing 1% of total CIS/CS graduates in the state enrolling in the program) – forecasted rise of 2 students per year as name recognition for the program increases
- Initially 5 students per year from working adults and other CIS/CS programs out-of-state – forecasted rise of 2 students per year as name recognition for the program increases

Given the degree will take two years to complete and not all students will take the full schedule each semester, the graduate numbers are based on a smaller percentage of the total enrollment with a lag for students taking the two years to get through the program and graduates starting to complete in the summer of the third year. While the initial estimate was 50% of students would graduate from the program, based on the external reviewer’s comments, this projected percentage was raised to 75%. The 50% of students is the expected graduation percentage after two years with the remainder of the students graduating after two years due to either taking prerequisite courses or taking less than two courses per semester.

As compared to the original enrollment projections, the above projections did not change much. While the number of new students decreased, this decrease was offset by an increase in the number of continuing students due to the noted external reviewer's concern regarding the low retention.

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

Following is the enrollment data for the BS in Computer Information Systems at Northwestern State University (based on Board of Regents SPCIPCAT report):

Fall 2017 – 313
Fall 2016 – 266
Fall 2015 – 217
Fall 2014 – 173
Fall 2013 – 161

Following is the completer data for the BS in Computer Information Systems at Northwestern State University (based on Board of Regents CRINCCAT report):

2017-2018 – 43 (unofficial institutional total)
2016-2017 – 29
2015-2016 – 22
2014-2015 – 14
2013-2014 - 7

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

Students may have to complete additional hours of supplementary content depending on their previous business and/or statistical knowledge. The preferred prerequisite degree to enter this program will be a BS in Computer Information Systems, BS in Computer Science, or a closely related field. Students who do not have one of these degrees and/or the required prerequisite classes may be required to take additional undergraduate foundational classes. The required prerequisites classes are as follows:

BUAD 2120 – Basic Business Statistics (or close equivalent) – A basic statistical foundation is developed; emphasis is then placed upon practical business applications including hypothesis testing, ANOVA, contingency table analysis, and introductory regression analysis; material is related directly to business applications. Prerequisite: CIS 2000 and any of the following: Mathematics 1060, 1090, 1100, 1810, 2010 or SMAT 1820 and 1840, or 2810.

CIS 2980 – Database Systems (or close equivalent) – Study of the design, implementation, and management of database systems in a business environment. Topics include data modeling, normalization, SQL, and the utilization of a relational database management system to develop an integrated database application. Prerequisite: CIS 1015 or consent of instructor.

CIS 3300 – Intermediate Object-Oriented Programming (or close equivalent) – An intermediate course in object-oriented programming using the Java programming language. The course explores the basic constructs and syntax of the language, including data types, control statements, methods, arrays, classes, and objects. Students will develop programs to solve a variety of problems in math, science, business, and gaming. Students will perform laboratory-based activities to demonstrate programming proficiency. Prerequisite: CIS 1030.

CIS 3400 – Telecommunications and Networks (or close equivalent) – An in-depth course exploring the fundamental building blocks that form a modern network, such as protocols, topologies, hardware, and network operating systems. The course provides coverage of the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security. The course will prepare students to select the best network design, hardware, and software for their environment, as well as maintain, upgrade, and troubleshoot an existing network. Prerequisite: CIS 2050 or consent of instructor.

CIS 3980 – Introduction to Information Security (or close equivalent) – This course provides an overview of Information Security. It is designed to provide students with practical knowledge about important issues in Information Security from both the technical and administrative viewpoint, with an emphasis on the managerial implications. The course examines the significance of security in today's information systems; the potential threats to the information security; the various technical tools people use to enhance information security; and the managerial and legal implications of information security. Prerequisite: CIS 2050 or consent of instructor.

CIS 4000 – Advanced Database Systems (or close equivalent)- Advanced topics and techniques of database system technology. Students will design and implement software components integral to database systems using a modern database management system (DBMS). Prerequisite: CIS 2980.

CIS 4020 – Advanced Object-Oriented Programming (or close equivalent) – Advanced programming techniques in object-oriented programming, including recursion, searching, sorting, and implementation of abstract data types and data structures including arrays, records, linear lists, stacks, queues, tree tables, graphs, etc. This course emphasizes problem solving skills in math, science, business, and information systems. Prerequisite: CIS 3300.

The faculty and staff acknowledge that students who have no computer information systems/computer science background may be required to take several foundational courses. However, the requirement of foundational courses is common in graduate programs. For example, a review of an MBA program at a fellow UL system school shows the requirement of five foundational courses. A review of an MS in Computer Science program at a fellow UL system school shows the expectation of ten foundational courses. While the faculty and staff realize these foundational courses can add to the time needed for degree obtainment, the faculty and staff also want to ensure students are prepared for the graduate classes and can graduate as informed computer information systems students.

As part of the advisement process, faculty will advise students as to what prerequisites are necessary. The advising process will help ensure students are aware of the actual requirements to obtain the MS in Computer Information Systems. Additionally, the university faculty and staff will try to ensure all marketing pieces acknowledge the need for prerequisites.

Additionally, while no additional requirements will be added for the CIS program, students will have to gain entry into the NSU Graduate School. The current requirements for regular admission into the NSU Graduate School are as follows:

- 1) Bachelor's degree from a regionally accredited college or university with a minimum grade point average of 2.5;
- 2) Completed online application on file prior to registration;
- 3) Graduate Record Examination (GRE) scores with a minimum of 282 on verbal plus quantitative sections;
- 4) Two letters of recommendation; and
- 5) Official transcripts from each college or university attended.

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

The university will aid some graduate students through the graduate assistant program. This program provides \$12,000 per graduate assistantship. The university has currently pledged to support the following graduate assistantships:

Year 1 – 1 Assistantship
Year 2 – 2 Assistantships
Year 3 – 3 Assistantships
Year 4 – 4 Assistantships

The number of assistantships may appear limited as compared to the project enrollment. However, as Northwestern State will offer the degree online, the number of students who will be able to complete face-to-face assistantships will likely be limited.

For students who cannot obtain an assistantship, the Office of Financial Aid will primarily provide support through existing federal and state programs for which a graduate student might be eligible. Also, the NSU Foundation provides graduate scholarships to qualified students.

4. Faculty

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

Doctoral Prepared Faculty:

Dr. Begona Perez-Mira – Professor – BS in Business Administration and Computer Information Systems from NSU, MA in English from NSU, Ph.D. in Business Administration from Louisiana State University's E.J. Ourso College of Business, Information Systems and Decision Sciences Department. – Dr. Perez-Mira's primary teaching load consists of the following classes: CIS 3020 (Web Page Development), CIS 3900 (Systems Analysis and Development), CIS 4030 (Web Applications: Client-Side Development), CIS 4100 (Web Applications: Server-Side Development), and CIS 4600 (Advanced Systems Development). Dr. Perez-Mira participates in numerous research projects covering a range of areas. Dr. Perez-Mira serves as a faculty sponsor for the NSU Demons Coding club as well as elementary and middle school programming and coding instruction. As the instructor of CIS 3900 and CIS 4600,

Dr. Perez-Mira implements experiential learning opportunities through service learning and a real-world project. Additionally, Dr. Perez-Mira is active in service at the state, university, and departmental levels.

Dr. Eddie Horton – Assistant Professor – BS in Computer Information Systems from NSU, M.Ed. in Educational Technology from NSU, Ph.D. from Northcentral University – Dr. Horton’s primary teaching load consists of the following classes: CIS 2050 (Essentials of Network Design and Hardware), CIS 3050 (Multimedia Communication and Presentation), CIS 3400 (Telecommunications and Networks), CIS 3410 (Certified Ethical Hacking), CIS 3700 (Introduction to Servers), CIS 3980 (Introduction to Information Security), CIS 4040 (Cyber Forensics), and CIS 4220 (Network Implementation and Administration). Dr. Horton conducts research in the areas of communication and cyber security.

Dr. Jason Powell – Assistant Professor – BS in Computer Science from Stephen F. Austin State University, MS in Computer Science from Stephen F. Austin State University, Ph.D. in Computer Science and Engineering from University of North Texas – Dr. Powell’s primary teaching load consists of the following classes: CIS 2980 (Database Systems), CIS 3970 (Secure Programming Principles), CIS 4000 (Advanced Database Systems), CIS 4020 (Advanced Object-Oriented Programming), and CIS 4070 (Data Analytics) with additional coverage of CIS 2000 (Spreadsheet Applications), CIS 2100 (Software Development), and CIS 3100 (Information Systems and Technology in Business). Dr. Powell currently serves as the Quality Enhancement Plan (QEP) Coordinator for Computer Information Systems and is a member of the QEP Assessment Team. Dr. Powell also serves on the College of Business and Technology Recruiting and Retention Committee where he helps organize and attend numerous recruiting events throughout the year. Dr. Powell’s primary research focus is on improvements to curriculum and pedagogy.

Dr. Sarah Wright – Assistant Professor – BS in Mathematics from NSU, MS in Computer Information Systems from Nova Southeastern University, Ph.D. in Business Administration with a Specialization in Applied Computer Science from Northcentral University. Dr. Wright’s primary teaching load consists of the following classes: CIS 1030 (Introduction to Software Development), CIS 2100 (Software Development), CIS 3300 (Intermediate Object-Oriented Programming), and CIS 4060 (Mobile Applications Development) with additional coverage of CIS 2000 (Spreadsheet Applications). Dr. Wright currently serves as a faculty sponsor for the NSU Demons Coding club as well as elementary and middle school programming and coding instruction. Dr. Wright has also directed a mobile applications development project with the National Center for Preservation Technology and Training.

Currently Pursuing Doctorate (Will Assist with Doctorate in Future):

Mr. Curtis Penrod – Assistant Professor and Coordinator of Computer Information Systems – BS in Computer Information Systems from NSU, MBA from Louisiana State University – Shreveport, GC in Computer Information Systems from Georgia Southwestern State University, Pursuing Ph.D. in Business Administration with a Specialization in Applied Computer Science from Northcentral University (ABD , Expected Graduation in 2019) – Mr. Penrod is currently teaching CIS 2980 (Database Systems), CIS 4030 (Web Applications: Client-Side Development), and CIS 4100 (Web Applications: Server-Side Development) with additional coverage of CIS 2000 (Spreadsheet Applications) and CIS 4000 (Advanced Database Systems). Mr. Penrod has numerous administrative responsibilities. His research is primarily focused on the application of technology to the classroom, comparisons of online and face-to-face learning, student success, and workforce skills gaps.

Ms. Lily Pharris – Assistant Professor – BBA in Computer Information Systems from ULM, MBA from University of Memphis, Pursuing DBA from Liberty University (Expected ABD in Summer 2018, Graduation in 2019) – Ms. Pharris is currently teaching CIS 1015 (Introduction to Computer Information Systems) and CIS 2980 (Database Systems). Ms. Pharris is engaged in research related to student success in Computer Information Systems, including students’ knowledge, persistence, and matriculation. Ms. Pharris’ research also involves identification and exploration of workforce gaps and needs.

Mr. Don Rider – Instructor – BGS with Concentration in Computer Science from Louisiana Tech University, MA in Industrial/Organizational Psychology from Louisiana Tech University, Pursuing DBA in Computer Science from Capella University (Expected ABD in Spring 2020, Graduation in Winter 2020) – Mr. Rider is currently teaching CIS 2050 (Essentials of Network Design and Hardware), CIS 4040 (Cyber Forensics), CIS 4080 (Cloud Computing) and CIS 4220 (Network Implementation and Administration) with additional coverage of BUAD1800 (Introduction to Information Technology) and CIS 2000 (Spreadsheet Applications). Mr. Rider assists with the NSU Tech Clinic. Mr. Rider’s primary research focus is the cloud’s relationship to cyber security.

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

We are projecting a need for two new faculty members for the initiation of this MS program. We are proposing to hire one new faculty member for the first year with a second faculty member hired for the second year. The costs shown in the table is a projected salary cost of \$80,000 to \$90,000 plus a 40% markup for benefits and other costs. The total projected cost for these two faculty members is \$252,000.

Current faculty will absorb some of the load in teaching the graduate level courses. However, the two new faculty members will also be able to pick up undergraduate classes in addition to their graduate class(es) offsetting the use of current faculty.

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

All faculty at the assistant professor level or higher are expected to complete service and research activities in addition to their teaching loads. As part of the School of Business, the CIS faculty are expected to comply with the research standards developed by the entire School of Business faculty. These standards state that faculty must publish two blind, peer-reviewed journal articles in a five-year period as well as complete three other scholarly activities (proceedings, presentations, etc.). The peer-reviewed journal articles must be in journals with a 50% or less acceptance rate or in a journal approved by a School of Business committee. Again, faculty also must complete professional service activities. Considerations of scholarly and services productivity occur in the merit review process as well as the promotion and tenure process.

For the new faculty, one faculty member should have strengths in teaching on the “software” side of information systems which would include areas such as programming, database systems, mobile application development, etc. The other faculty member should have strengths in teaching on the “hardware” side of information systems which would include areas such as cyber security, information assurance, and networking.

5. Library and Other Special Resources

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

Present library holdings in related field are adequate to initiate the program and meet program needs for the first 5 years.

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

Not applicable

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

Not applicable

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

As part of the curriculum, the CIS faculty will be teaching a class related to decision support systems. The projected annual cost for a decision support system, such as SAP is \$8000.

6. Facilities and Equipment

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

The Computer Information Systems area is part of the School of Business. The faculty are primarily located in Russell Hall on the Natchitoches campus of NSU. All current faculty have offices in that building, except one faculty member who is located in Kyser Hall. The School of Business would commit to finding office space for any additional faculty hires.

While existing facilities contain classrooms and labs, these facilities will be unnecessary for the proposed program. As an online program, no existing facilities beyond office space for the new hires will be needed.

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

The proposed program is an online program. No need exists for new facilities.

7. Administration

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

The proposed program will be administered in the School of Business which is part of the College of Business and Technology. The BS in Computer Information Systems is one of four degrees found within the School of Business along with the BS in Accounting, BS in Business Administration, and BS in Hospitality Management and Tourism. Each BS program is managed by a program coordinator who reports to the College Dean.

The current chain of command for the proposed MS in Computer Information Systems is the CIS program coordinator followed by the College Dean. Eventually, the CIS program coordinator will report to a Director of the School of Business. The university has advertised for the Director's position with an expected start date in July 2019.

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

The proposed program will build upon the strengths of the existing unit. The BS in Computer Information Systems program has been recognized as one of the top online programs in the country by several ranking agencies. The MS in Computer Information Systems program will be built upon that reputation and the faculty expertise in offering a quality online accreditation.

Additionally, the Computer Information Systems program contains a range of classes that support students' entry into various areas of the information systems field. The MS in Computer Information Systems reflects that range of subject matters. In congruence with the BS in Computer Information Systems, the MS in Computer Information Systems also reflects business topics, such as Project Management, that prepare students for careers in the business world.

One of the weaknesses of the program, as well as the university as a whole, is a lack of stable state funding. Thus, the program cannot always expand to serve students as we wish to do. However, we are addressing this issue by increasing enrollment and establishing partnerships with private industry. The expected enrollment in the graduate program will allow the program to be self-sufficient.

8. Accreditation

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

The School of Business has been accredited by AACSB since 1999. The unit undergoes an accreditation review every five years which consists of a report addressing several AACSB standards as well as an on-site review by AACSB reviewers. School of Business faculty and staff must also complete a Business School Questionnaire every year. The AACSB standards involve the following:

- 1) Mission, Impact, Innovation
- 2) Intellectual Contributions, Impact, and Alignment with Mission
- 3) Financial Strategies and Allocation of Resources
- 4) Student Admissions, Progression, and Career Development
- 5) Faculty Sufficiency and Deployment
- 6) Professional Staff Sufficiency and Deployment
- 7) Curricula Management and Assurance of Learning
- 8) Curriculum Content
- 9) Student-Faculty Interactions
- 10) Degree Program Educational Level, Structure, and Equivalence
- 11) Teaching Effectiveness
- 12) Student Academic and Professional Engagement
- 13) Executive Education
- 14) Faculty Qualifications and Engagement

The next on-site review will be in the 2019-2020 academic year. The MS in Computer Information Systems may be included in that review depending on the timing of the approval of the program. If the program is not included in that review, it would be counted as AACSB-accredited (assuming reaccreditation of unit) until the next five-year review at which time it would be reviewed.

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

Northwestern State University did not seek a consultant's assistance in developing the original proposal for the degree. However, as per the Louisiana Board of Regents guidelines, an external evaluator was contracted to critique the draft proposal. A copy of the evaluation is attached to this request.

9. Related Fields

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

The MS in Computer Information Systems will be located in the School of Business and will be supported by the existing subject matter fields within the School of Business.

10. Cost & Revenue

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

No additional costs, outside of the new faculty, graduate assistantships, and supplies outlined in the budget, are projected at this time.

All graduate faculty will have the opportunity to apply for professorships within the School of Business to support their research and travel. These professorships provide a way outside of operating budgets for faculty to gain research assistance and travel funding for research presentations and/or professional development.

The revenues shown are based on the current \$475 per credit hour fee. The projections assume students will take 6 classes (18 hours) during their first year followed by 5 classes (15 hours) during their second year and third year (if necessary for some students). While there will be some students who take less than 5 or 6 classes per year, they could be offset by the number of students taking more than 5 or 6 classes per year due to prerequisites or other considerations. These amounts equal approximately \$8550 per student in their first year of enrollment and \$7125 per student in their second and later years of enrollment. In the chart below is the total revenue estimate from those students.


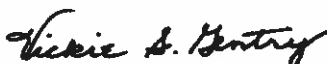
Northwestern State does not have a set percentage for revenue sharing. If 45% of the revenue goes to the university operating budget, 55% would remain for the unit costs. An added line shows the 55% of revenue amount. If the projects are correct, the break-even point would occur in the 4th year.

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

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

No additional sources of funds.

CERTIFICATIONS:

	_____	1/2/2019 _____
Primary Administrator for Proposed Program		Date
	_____	1/2/19 _____
Provost/Chief Academic Officer		Date
_____	_____	_____
Management Board/System Office		Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: Northwestern State University

Date: 12/19/18

Degree Program, Unit: MS in Computer Information Systems

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 (Salary and Benefits)	\$126,000	1	\$252,000	2	\$252,000	2	\$252,000	2
Graduate Assistants	\$12,000	1	\$24,000	2	\$36,000	3	\$48,000	4
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$138,000		\$276,000		\$288,000		\$300,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies (SAP/SAS)	\$8000		\$8000		\$8000		\$8000	
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$146,000		\$284,000		\$296,000		\$308,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	28		55		68		75	
Tuition	\$239,400		\$437,475		\$535,800		\$591,375	
Fees								
*Other (specify)								
TOTAL REVENUES	\$239,400		\$437,475		\$535,800		\$591,375	
55% OF REVENUES	\$131,670		\$240,611		\$294,690		\$325,256	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.6. Southeastern Louisiana University's request for approval to restructure the Bachelor of Arts in Spanish to a Bachelor of Arts in World Languages.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SELU) seeks to redesign the existing Bachelor of Arts (B.A.) in Spanish to a B.A. in World Languages (BAWL) with concentrations in: Spanish, French, Spanish Education, French Education, Dual Language, Teachers of English as a Second Language (TESOL), and Global Studies. The purpose of BAWL is to address the recent shift in the field of language study toward an interdisciplinary focus on the application of secondary linguistic skills and knowledge. Additionally, in tandem with its purpose, the curriculum leading to a degree in World Languages is structured to meet the needs of students from diverse backgrounds who wish to pursue careers in various fields in which knowledge of a world language and a secondary area of expertise is required and/or desired. The proposed curriculum for each concentration will include a general education core, a variety of supporting courses, major course requirements, and concentration-specific courses resulting in a 120 credit-hour degree program. The proposed program will also require students to both (1) complete an internship tailored to their interest(s) for which they will need the language community they are studying within Louisiana and (2) pass a comprehensive exam before graduation.

As the State of Louisiana and heavily populated areas of the State (i.e., Baton Rouge, Denham Springs, Hammond, Covington, Mandeville, and Slidell) become more multicultural, there is a growing need for individuals to serve as both linguistic and cultural interpreters, translators, and teachers among diverse groups of individuals. Because knowledge of secondary language and/or culture is also becoming a more needed and sought after skill for undergraduates entering the contemporary job market, the proposed BAWL will provide students with high quality instruction, authentic cultural interaction through short-term and long-term (semester and year-long) study abroad programs, internships with local companies, and service learning opportunities on- and off-campus. Upon completion of the restructured degree, students will be well-prepared to immediately enter the job market and fulfill the needs of the southeastern region (and beyond) in various capacities and to help expand the job market to a more international base. A program like the one proposed will be a unique offering that is currently not available to students.

The proposed program will be housed in the new Department of World Languages and Cultures within the College of Arts, Humanities and Social Sciences; there will be no change to the administrative structure of the University. Existing faculty will be able to provide sufficient instructional support. Program implementation will require the hiring of a part-time lecturer in YR1 and a new tenure-track faculty member in YR3. Because the existing B.A. in Spanish is being absorbed into this new degree program, the same classrooms, language laboratories, office

and equipment will be used for BAWL. It is anticipated that tuition and fees generated by what is projected to be a healthy enrollment in the proposed program will offset the cost of program implementation.

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 to restructure the Bachelor of Arts in Spanish to a Bachelor of Arts in World Languages.*

February 1, 2019

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

Re: Proposal for a Bachelor of Arts in World Languages

Dear Dr. Henderson:

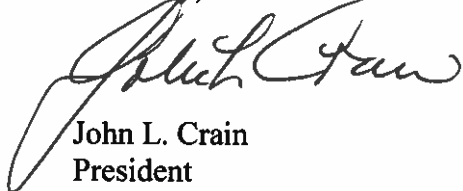
Southeastern Louisiana University requests that its proposal to restructure the current Bachelor of Arts (BA) in Spanish to a BA in World Languages be placed on the agenda for the February 2019 meeting of the University of Louisiana System Board of Supervisors.

The restructured degree program will offer concentrations in (a) Spanish (b) French (c) Spanish Education (d) French Education (e) Dual Language (f) Teachers of English as a Second Language (TESOL) and (g) Global Studies. UL System and Board of Regents staff previously agreed that the LoI step is not required as the proposal represents restructuring of the existing Spanish degree.

The purpose of the BA in World Languages is to address the recent shift in the field of language study towards an interdisciplinary focus on the application of secondary linguistic skills and knowledge. The curriculum leading to a degree in World Languages is structured to meet the needs of students from diverse backgrounds who wish to pursue careers in various fields in which knowledge of a world language and a secondary area of expertise is required and/or desirable.

Your consideration of this request is appreciated.

Sincerely,


John L. Crain
President

Attachments

Louisiana Board of Regents

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

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

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

Date: January 31, 2019

Institution: Southeastern Louisiana University	Requested CIP, Designation, Subject/Title: 160101: Bachelor of Arts in World Languages
Contact Person & Contact Info: Dr. Tena L Golding, Provost and Vice President for Academic Affairs; provost@southeastern.edu Phone: 985-549-2316 Fax: 985-549-2304 SLU Box 10798 Hammond, LA 70402	
Date BoR approved the Letter of Intent: Not needed per Dr. Karen Denby (email on July 18, 2018)	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2019	
Program Delivery Site (s): Southeastern Louisiana University	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

The Department of World Languages & Cultures seeks to expand the current Bachelor of Arts (BA) in Spanish to a BA in World Languages (BAWL) with concentrations in (a) Spanish (b) French (c) Spanish Education (d) French Education (e) Dual Language (f) Teachers of English as a Second Language (TESOL) and (g) Global Studies. The purpose of BAWL is to address the recent shift in the field of language study towards an interdisciplinary focus on the application of secondary linguistic skills and knowledge. Additionally, in tandem with its purpose, the curriculum (Appendix A) leading to a degree in World Languages is structured to meet the needs of students from diverse backgrounds who wish to pursue careers in various fields in which knowledge of a world language and a secondary area of expertise is required and/or desirable such as, but not limited to, Communication, Cultural Studies, Education, Law, Politics (both international and domestic) Business, and various fields in the sciences (e.g. Biology, Chemistry, Physics).

The curriculum for the BAWL (Appendix A) serves to guide students through a liberal arts-based program of study that provides them the knowledge and tools to be able to function in various global, multicultural, and/or multilingual capacities and to positively contribute to the overall advancement of society and their immediate community. The proposed curriculum includes coursework relevant to majors in Cinema Studies, Applied linguistic & teaching methodology, experiential learning/ internship, humanities and specified advanced language study in conversation, literature, phonetics, grammar, composition and syntax and language for professionals. Students will be afforded the choice and freedom to take relevant courses that they feel will give them the skills necessary to lead and succeed within a certain domain locally, nationally, and/or internationally or to continue on to graduate (e.g. MA/MS, PhD/EdD) and/or professional (e.g. MD, JD, PsyD) studies programs.

The learning outcomes of the proposed program are designed to provide students with coursework in which they will learn the appropriate skills to (a) continuously demonstrate advanced competency in reading, writing, listening, and speaking in a second language (b) model good citizenship through consistent intercultural learning and engaging in community development (c) build and maintain strong relationships domestically and abroad (d) influence their community through shared knowledge of a second and/or third culture or language (e) help to solve linguistic, cultural, and societal problems within their immediate surroundings and abroad (f) contribute to the well-being and growth of their future job and/or career field through knowledge of a second language and/or culture (g) help to strengthen and grow various businesses and industries throughout the state of Louisiana through knowledge of a second (or third) language and/or culture. The proposed degree will also afford students opportunities for self-growth, content knowledge, knowledge of the learner, ethics, professional integrity, appreciation of cultural diversity, and communication competence from an interdisciplinary and transdisciplinary perspective.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The BA in World Languages (BAWL) will offer a 15-hour core of humanities and foreign language. The BAWL will offer concentrations in Spanish, French, Spanish Education, French Education, Dual Language, Global Studies, and Teachers of English to Speakers of Other Languages (TESOL). Each concentration will include the Board of Regents mandated 39 hours of general education coursework, a variety of supporting courses, major course requirements, and concentration-specific courses resulting in a 120 credit-hour degree program (See Appendix A).

To initiate the new degree program, three new courses will be created--elementary Chinese 101 and 102, and Culture of China, 314. After the program is running successfully, courses in additional languages will be created. The proposed program will require students to both (1) complete an internship tailored to their interest(s) for which they will need the language community they are studying within Louisiana and (2) pass a comprehensive exam before graduation. Students in the French and Spanish education concentrations must pass both Praxis I and II before graduating and will thus be qualified to apply for teaching certification with the Louisiana Department of Education.

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

Teaching Certifications in Spanish & French. Students will be required to pass both Praxis I and Praxis II

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> On-site (>50% delivered face-to-face) | <input checked="" type="checkbox"/> Hybrid (51%-99% online) | <input checked="" type="checkbox"/> Online (100% online) |
| <input checked="" type="checkbox"/> Day courses offered | <input checked="" type="checkbox"/> Evening courses offered | <input type="checkbox"/> Weekend courses offered |

2. Need

How is this program 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).

Currently no bachelor's degree program in World Languages exists in the southeast region of the State. As the state of Louisiana and heavily populated areas of the State (e.g. Baton Rouge, Denham Springs, Hammond, Covington, Mandeville, and Slidell) become more multicultural, there is a growing need for individuals to serve as both linguistic and cultural interpreters, translators, and teachers among diverse groups of individuals. Because knowledge of a secondary language and/or culture is also becoming a more needed and sought-after skill for undergraduates entering the contemporary job market, the Bachelor of Arts in World Languages will provide students with high quality instruction, authentic cultural interaction through short-term and long-term (semester and year- long) study abroad programs, internships in local companies, and service learning opportunities on- and off-campus. Upon completion of the degree, students will be well-prepared to immediately enter the job market and fulfill the needs of the southeast region in various capacities and to help expand the job market to a more international base.

With Spanish alone, since the advent of Hurricane Katrina many more Hispanic-speaking people have moved to the wider area including New Orleans, increasing the need for Spanish-to English translators, Spanish teachers, and bilingual speakers in all sectors of the state's economy. Due to this need, schools throughout the region offer their students Spanish language and Spanish culture classes under a certified teacher. The need for such certified teachers in all languages does exist and will continue into the future. The sustained preparation of these teachers is needed. Additionally, as programs such as International Baccalaureate start to grow, there is a growing need for teachers of all World Languages.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

- 5 Stars 4 Stars 3 Stars 2 Stars 1 Star

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

The BA in World Languages will support the University's Mission Statement, by helping to lead the educational, economic, and cultural development of southeast Louisiana through contributing to the growth and development of multilingual and multicultural communities that are growing across the region. The current program is an integral and critical part of the strategic priorities outlined in Vision 2017, more specifically priorities # 1 and # 4 respectively: "To engage a diverse population of learners with powerful experiences" and "To prepare the University community to thrive in a global society". Without the languages program, these strategic priorities would not be adequately addressed.

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

World Languages are taught in many universities throughout the State, mostly to fulfill the foreign language requirement of many majors, as a minor, or as part of a generic Foreign Language degree program. The World Languages program at Southeastern will truly be unique to the UL System because it will be the only one of its type. While there currently exists bachelor's degrees in Romance Languages, World Languages, and Modern Languages, none of these programs are available in the southeast region of the state nor do any of these programs offer a wide-array of concentrations. Southeastern will be the only university in the system to offer concentrations in Dual Language, Global Studies, and TESOL. TESOL is an internationally recognized professional

qualification that opens job opportunities across the globe and domestic regions. Additionally, our Spanish Education concentration is the only one in the State to be nationally accredited by ACTFL and CAEP (previously known as NCATE). The ACTFL website shows that Southeastern has the only accredited Spanish Education concentration in Louisiana (<http://caepnet.org/provider-search?state=LA&program=ACTFL&tab=program#progrresults>)

If approved, will the program result in the termination or phasing out of existing programs? Explain.

The existing BA in Spanish and BA in Spanish with a Spanish Education concentration programs will be phased out and absorbed into the proposed BA in World Languages.

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

N/A

3. Students

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

Students wanting to pursue the proposed degree are likely to have prior interests in language and/or cultural study. For this reason, the Department presently puts strong support behind recruitment within the local high schools, which contributes to the existing strong enrollment in the Spanish/Spanish Education BA program and minors in other languages (French, German, Italian, Latin). Existing departmental recruitment efforts include but are not limited to our Foreign Language Festival, International Night, Dual Enrollment programs, and Study Abroad. Additionally, there are clubs for each language.

Enrollment data suggests that there is already strong interest in language study at Southeastern. For this reason, with the restructuring of the degree program, it is projected that all of the Spanish/Spanish Education majors (on average about 37 majors per school year) will transfer over to the new degree program along with additional majors enrolling. Likewise, a significant number, if not all, of the other language minors (on average about 17 students per school year) are projected to enroll into one of the concentrations offered within the major program. This will put the expected total of initial majors in World Languages to be at minimum 54 students during the first school year.

Because of the current large interest in the minor, major growth is expected for students concentrating in French and French Education. The total number of interested students is therefore expected to be much higher. Another contributing factor to student interest will be students transferring from other majors with an interest in languages in combination with other fields who wish to pursue the Global Studies and/or Teachers of English to Speakers of Other Languages (TESOL) concentrations.

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

Projected enrollments (declared majors) and completers (F+Sp+Su) for the next 5 years *with justification*.

2019-2020		2020-21		2021-22	
Su/Fall/Sp	Completers	Su/Fall/Sp	Completers	Su/Fall/Sp	Completers
10/15/15	8	10/45/40	10	10/45/55	15

2022-2023		2023-24	
Su/Fall/Sp	Completers	Su/Fall/Sp	Completers
15/60/40	20	15/60/45	25

Early enrollment projections are based on the anticipated number of seniors switching from the current Spanish/Spanish Education concentration degree to the new BAWL degree. Moving into years 2-5, a projected increase in enrollment is expected, including freshmen, sophomores and Juniors in the current Spanish BA likely to change their major, and students in other majors who expressed interest in WL during several informal Foreign language clubs meetings and departmental/university events.

List and describe resources that are available to support student success.

We currently have a Foreign Language Resource Center (FLRC) and an ESL (English as a Second Language) lab that offer students a work area to study and improve their language skills. Both FLRC and ESL labs have computer workstations, a vast array of DVDs, various games and study tools, as well as other pieces of equipment and technology to help students to learn and improve the abilities in the target languages. Most importantly, the FLRC and the ESL labs offer free tutoring to students taking course in foreign languages and ESL. All tutors are Southeastern students.

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

Admission to the university

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

N/A

4. Faculty

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

- Lucia Harrison, PhD- Professor. Department Head and Director of International Initiatives. Taught Spanish, Latin, Italian, Mythology courses at all levels.
- Agnieszka Gutthy, PhD- Professor – Spanish courses at all levels; coordinator Rally Day; Advisor PSI (Foreign language honor society; reviewer for L'Erudit franco-espagnol.
- Francesco Fiumara, PhD- Associate Professor –Spanish, Italian and Mythology courses at all levels. Italian club faculty advisor; Radio broadcasting (KSLU) for Italian and Spanish programs; faculty liaison for the minors in the Major Field assessment; editorial board of the *Journal of Italian Cinema and Media Studies*.
- Marianna Kunow, PhD- Instructor – Elementary Spanish and Latin American Mythology courses
- Linda Duncan, PhD- Lecturer –German courses
- Luz Escobar, DDS- MA –Instructor –Spanish courses; translator Spanish documents for the University and community
- Mariela Sanchez, MS- instructor – Spanish courses; advisor Spanish club; internship coordinator; coordinator study abroad in Spain.
- Aileen Mootoo-Robertson, MA- Instructor; French courses at all levels; coordinator for International Night, foreign language festival, and study abroad in France
- Jerry Parker, MA*- Instructor/ Director, Foreign Language Resource Center; ABD Educational Leadership; coordinator field experience and internships; President of CODOFIL, coordinator FLAN festival; faculty senator.
- Irma Donley, MA- Instructor Spanish courses
- Maritza Nemoga-Shelton, MA*- Instructor Spanish courses at all levels/ Dual Enrollment Coordinator
- Greg Williams, MA- Lecturer Latin courses
- Loren Lee, MA- Lecturer Spanish courses/ Dual Enrollment Coordinator

*Denotes faculty member is currently toward completion of a doctoral program

We are presently conducting a national search for an assistant professor in Spanish to replace a retired faculty member.

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

The new program will be absorbed entirely by current faculty. For the first year a part-time lecturer will be needed to teach one section of Chinese each fall and spring semester. Afterwards, the lecturer will be needed to teach two sections of Chinese in each of the fall and spring semesters. Additionally a new tenure-track position will be needed to cover additional language courses within the new degree program beginning year two.

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

Faculty participate in the annual Louisiana Foreign Language Teachers Association (LFLTA) conference where secondary schools are recruited to participate in the annual Foreign Language Festival held at Southeastern Louisiana University. The Foreign Language Festival allows us to promote our program to high school students and presenting them with information on career opportunities related to the degree. Other involvement include Dual Enrollment, International Night during International Education Week, Study Abroad, and curriculum development.

New faculty should be able to teach the language at all levels, plus upper level literature and culture classes. Ph.D. degree in Spanish, Spanish education, French, French Education or equivalent, demonstrated excellence in college teaching, and native or near-native fluency in Spanish or French and English. Familiarity with creating and administering on-line courses and experience in curriculum design and qualification to teach another of the languages offered by the Department (i.e. 18 hours of graduate studies in the discipline) will be a plus. For the Chinese position, a Master in Mandarin or a Master in another discipline with 18 hours in Mandarin and experience in college teaching are required..

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary. How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

There are no additional library holdings needed for the initiation of this program.

What additional resources will be needed?

Additional resources can also be obtained through interlibrary loan, if needed.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

N/A

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

Because the existing Spanish degree program is being absorbed into this new degree program, the same classrooms, language laboratories, office and equipment will be used for the BA in World Languages program.

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

N/A

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The BA in World Languages will be in the new Department of World Languages and Cultures within the College of Arts, Humanities and Social Sciences. There will be no change to the administrative structure of the University.

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

Faculty in the department have many years of experience, hail from cultures around the world and include native speakers in many of the languages taught at Southeastern. Faculty take a caring and personal interest in students, striving to provide a positive learning experience. Both full time and part time instructors take part in curriculum decisions, departmental projects and events, creating a pleasant and collegial environment.

8. Accreditation

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

Southeastern has the only Spanish Education concentration in Louisiana to be nationally accredited by ACTFL/CAEP (the American Council on the Teaching of Foreign Languages and Council for the Accreditation of Educator Preparation)

(<http://caepnet.org/provider-search?state=LA&program=ACTFL&tab=program#progresults>). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. The current Spanish Education concentration is accredited through 2022 and the reorganized concentration in the BA in World Languages will retain all required coursework and remain accredited until the next review in 2022.

Southeastern plans to seek accreditation for the French Education concentration in the new BA in World Languages degree. This program will be accredited by ACTFL/CAEP as is the case with Spanish Education. The criteria for accreditation of a new language are:

1. Demonstrate proficiency in all areas of communication, with special emphasis on developing oral proficiency in all language courses.
2. Language, linguistics, culture and literature components.
3. A methods course that deals specifically with the teaching of foreign languages
4. Field experience prior to student teaching that includes experiences in foreign language classrooms
5. Student teaching supervised by qualified foreign language educators
6. Opportunities for the candidates to teach with technology
7. Opportunities for the candidates to participate in a structured study abroad program or intensive immersion experience in a target language community.

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

N/A

9. Related Fields

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

Courses in the program are required to meet the requirements of other Minors or programs within the University, such as the Minor in International Studies, the General Studies Bachelor's degree Group 2 concentration, International Management concentration within the Management degree program, and some graduate school programs. Similarly, many degree programs on campus require one semester, or more, of a foreign language. Courses used to satisfy these requirements will come from courses in this degree program—specifically the introductory levels of foreign languages such as Spanish, French, German, etc.

10. Cost & Revenue

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

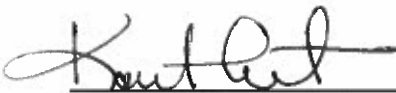
For the first year a part-time lecturer will be needed to teach one section of Mandarin-Chinese each fall and spring semester. Afterwards, the lecturer will be needed to teach two sections of Chinese in each of the fall and spring semesters. Additionally a new tenure-track position will be needed to cover additional language courses within the new degree program beginning year two.

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

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

Faculty will apply for external and internal grants to support the acquisition of teaching supplies, funding for travel to professional conferences, and research opportunities.

CERTIFICATIONS:



Primary Administrator for Proposed Program



Provost/Chief Academic Officer

Management Board/System Office

2/1/19

Date

1/31/19

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University Date: January 25, 2019

Degree Program, Unit: BA World Languages / Department of World Languages and Cultures

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	\$4,827	0.2	\$88,053	1.4	\$88,053	1.4	\$88,053	1.4
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$4,827	0.2	\$88,053	1.4	\$88,053	1.4	\$88,053	1.4
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$	\$	\$	\$				
Equipment/Library Resources								
Travel								
Supplies								
SUB-TOTAL	\$	\$	\$	\$				
TOTAL EXPENSES	\$4,827		\$88,053		\$88,053		\$88,053	
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations	\$	\$	\$	\$				
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	10	15	20	25				
Tuition	163,485	395,469	526,325	423,552				
Fees								
*Other (specify)								
TOTAL REVENUES	\$163,485	\$395,469	\$526,325	\$423,552				

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

Appendix A:

Degree requirements for Concentrations within the BA in World Languages

Degree Requirements
BA in World Languages/Spanish Concentration

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 211	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST 101,107 or 201	
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	Social Science Elective	3
Natural Science		Social Science Elective	
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other		Fine Arts	
		Art 105 or 106, Music 151, Thea 131 or Dance 100	
		Total	
	9		39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
LS 102	1	HIST 102,108 or 202	3
SE 101	2	Art 105 or 106, Music 151, Thea 131 or Dance 100	3
ENGL 230/231/232	3	Electives	18
		Total	30

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
SPAN 101	3	SPAN 319	3
SPAN 102	3	SPAN 320	3
SPAN 201	3	FLAN 498	0
SPAN 202	3	HUM 314	3
SPAN 310	3	SPAN/FLAN/HUM/MYTH elect.	3
SPAN 311	3		
SPAN 312	3	Total	33

SPANISH Concentration Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FLAN 370	3	SPAN,FLAN/HUM/MYTH elect	3
FLAN 401	3	SPAN,FLAN/HUM/MYTH elect	3
FLAN 404	3	HUM 401	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 33 hours Concentration Courses: 18 hours

Percentage: 18/51 = 35.3%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

Degree Requirements

BA in World Languages, Spanish Education Concentration

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 210	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST elective	
MATH 105 or 151/161	3		3
MATH or PHIL 201	3	Social Sciences	
Natural Science		PSYC 101	
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Social Science Elective	3
		Fine Arts	
		Arts Elective	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
SPED 200	3	EDUC 453	6
SE 101	2	EDUC 486	9
Library Science 102	1	Total	21

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
SPAN 101	3	SPAN 320	3
SPAN 102	3	FLAN 498	0
SPAN 201	3	HUM 314	3
SPAN 202	3	FLAN 370	3
SPAN 310	3	FLAN 404	3
SPAN 311	3	HUM 401	3
SPAN 312	3	SPAN elective	3
SPAN 319	3		
		Total	42

SPANISH Education Concentration			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
EDUC 202	3	EDUC 472	3
EDUC 316	3	EDUC 485	3
EDUC 407	3	FLAN 401	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 42 hours

Concentration Courses: 18 hours

Percentage: 18/60 = 30%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

**Degree Requirements
BA in World Languages/TESOL Concentration**

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 211	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST 101,107 or 201	3
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	Social Science Elective	3
Natural Science		Social Science Elective	3
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Fine Arts	
		Art 105 or 106, Music 151, Thea 131 or Dance 100	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
LS 102	1	HIST 102,108 or 202	3
SE 101	2	Art 105 or 106, Music 151, Thea 131 or Dance 100	3
ENGL 230/231/232	3	Electives	18
		Total	30

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
Any foreign language 101	3	WLC Electives	12
Any foreign language 102	3	HUM 314	3
Any foreign language 201	3	HUM 401	3
Any foreign language 202	3	FLAN 370	3
FLAN 498	0	Total	33

TESOL Concentration Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FLAN 401	3	ENGL 414	3
FLAN 404	3	ENGL 300	3
ENGL 312	3	COMM 410	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 33 hours.

Concentration Courses: 18 hours

Percentage: 18/51 = 35.3%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

Degree Requirements

BA in World Languages/Dual Language Concentration

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 211	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST 101,107 or 201	
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	Social Science Elective	3
Natural Science		Social Science Elective	3
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Fine Arts	
		Art 105 or 106, Music 151, Thea 131 or Dance 100	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
LS 102	1	HIST 102,108 or 202	3
SE 101	2	Art 105 or 106, Music 151, Thea 131 or Dance 100	3
ENGL 230/231/232	3	Electives	12
		Total	24

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
Any two Foreign language 101	6	Any two Foreign language I at 300/400 level	6
Any two Foreign language 102	6	Any Foreign language II at 300/400 level	3
Any two Foreign language 201	6	FLAN 498	0
Any two Foreign language 202	6	HUM 314	3
		Total	36

Dual Language Concentration Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FLAN 370	3	Any two Foreign language I at 300/400 level	6
FLAN 401	3	Any Foreign language II at 300/400 level	3
FLAN 404	3	HUM 401	3
		Total	21
DEGREE TOTAL = 120 HOURS			

Major Courses: 36 hours Concentration Courses: 21 hours

Percentage: 21/57 = 37%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

**Degree Requirements
BA in World Languages/French Concentration**

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 211	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST 101,107 or 201	3
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	Social Science Elective	3
Natural Science		Social Science Elective	3
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Fine Arts	
		Art 105 or 106, Music 151, Thea 131 or Dance 100	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
LS 102	1	HIST 102,108 or 202	3
SE 101	2	Art 105 or 106, Music 151, Thea 131 or Dance 100	3
ENGL 230/231/232	3	Electives	18
		Total	30

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FREN 101	3	FREN 312	3
FREN 102	3	FREN 319	3
FREN 201	3	FLAN 498	0
FREN 202	3	HUM 314	3
FREN 303	3	FREN/FLAN/HUM/MYTH elect.	3
FREN 310	3		
FREN 311	3	Total	33

FRENCH Concentration Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FLAN 370	3	FREN,FLAN/HUM/MYTH elect	3
FLAN 401	3	FREN,FLAN/HUM/MYTH elect	3
FLAN 404	3	HUM 401	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 33 hours Concentration Courses: 18 hours

Percentage: 18/51 = 35.3%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

Degree Requirements
BA in World Languages, French Education Concentration

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 210	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST elective	
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	PSYC 101	3
Natural Science		Social Science Elective	
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Fine Arts	
		Arts Elective	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
SPED 200	3	EDUC 453	6
SE 101	2	EDUC 486	9
Library Science	1	Total	21

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FREN 101	3	FREN 319	3
FREN 102	3	FLAN 498	0
FREN 201	3	HUM 314	3
FREN 202	3	FLAN 370	3
FREN 303	3	FLAN 404	3
FREN 310	3	HUM 401	3
FREN 311	3	FREN elective	3
FREN 312	3		
		Total	42

French Education Concentration			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
EDUC 202	3	EDUC 472	3
EDUC 316	3	EDUC 485	3
EDUC 407	3	FLAN 401	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 42 hours

Concentration Courses: 18 hours

Percentage: 18/60 = 30%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

Degree Requirements
BA in World Languages/Global Studies

The information below reflects the degree requirements for the current academic year. To view degree requirements from the academic year you began the degree program, please see the list of printable degree requirements.

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGL 101	3	COMM 211	3
ENGL 102	3	ENGL 230/231/232	3
Mathematics		HIST 101,107 or 201	
MATH 105 or 151/161	3	Social Sciences	
MATH or PHIL 201	3	Social Science Elective	3
Natural Science		Social Science Elective	3
3 courses @ 3 credit hours each, including a two-semester sequence in either biological or physical science, with the third course in the other	9	Fine Arts	
		Art 105 or 106, Music 151, Thea 131 or Dance 100	3
		Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
LS 102	1	HIST 102,108 or 202	3
SE 101	2	Art 105 or 106, Music 151, Thea 131 or Dance 100	3
ENGL 230/231/232	3	Electives	18
		Total	30

Major Course Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
Any foreign language 101	3	FLAN 498	0
Any foreign language 102	3	HUM 314	3
Any foreign language 201	3	Global Studies Electives	18
Any foreign language 202	3		
		Total	33

Global Studies Concentration Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FLAN 370	3	HUM 401	3
FLAN 401	3	Global Studies Elective	3
FLAN 404	3	Global Studies Elective	3
		Total	18
DEGREE TOTAL = 120 HOURS			

Major Courses: 33 hours Concentration Courses: 18 hours

Percentage: 18/51 = 35.3%

NOTE: Concentration hours must be at least 30% and less than 50% of major hours.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.7. University of Louisiana at Monroe's request for approval of a Master of Music Education.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Master of Music Education (MME). The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in February 2018 with approval granted by the Louisiana Board of Regents in May 2018. In accordance with Regents' Academic Affairs Policy 2.04 the proposed graduate program was reviewed by an external consultant. Dr. Jessica Napoles, Associate Professor, Music Education and Masters Coordinator, University of North Texas, stated in her report "It is my assessment that this program is realistic, adequately funded, and of great benefit to area music teachers. I think that it has been well thought through, developed with a strong focus of developing teaching, and with a desire to serve the teachers in the community and surrounding areas. I think that ULM will be well poised to serve as a national leader through the implementation of this program."

The purpose of the MME is to cultivate knowledgeable, skillful, and innovative master music teachers, band directors, and choral directors employed at the secondary and community college levels – people whose students emerge from their experience better-educated and better-prepared for productive futures. To achieve this goal, candidates for the MME will develop deeper content knowledge, improved pedagogical skills, and advanced leadership abilities. The program will be offered as a summer-only program so that teachers can continue in their current positions and progress with the degree; the proposed MME will be obtainable across three summer sessions.

The proposed MME will focus on advanced concepts in music teacher preparation and delivery of instruction. Students will be able to select from two curricular tracks: Choral/General Music and Instrumental. The 36-credit-hour curriculum, which is aligned with National Association of Schools of Music (NASM) requirements, will consist of: 21 credit hours within a Major Area (choral/general music or instrumental), 10 hours in Other Music Study, and 5 hours for electives. At the completion of all coursework, each student must pass a comprehensive examination to graduate, and each will have completed an independent scholarly study, in lieu of a thesis, directed by a major professor. Instruction will take place on campus, face-to-face, as the preferred method of teacher instruction includes opportunities to practice with live subjects.

Music teachers, some with multiple years of teaching experience, frequently find it necessary to renew, refine, and discover new techniques for the music classroom or rehearsal and doing this can be difficult while teaching full-time. What results from completion of the proposed MME is a master teacher who has a firm grasp of pedagogy required to deliver effective instruction in the music classroom/rehearsal, basically an extension of expertise in skills and knowledge required for music teacher certification within Louisiana schools. The recent movement in education to add an “A” into STEM initiatives, creating STEAM, points to an increasing need for highly qualified arts teachers in public and private schools in the United States. Music and other arts education have long been identified as strong environments for development of problem solving and higher order thinking skills – these are inherent to creating and performing in the arts, and these skills contribute directly to success within other academic areas. There is a need for a program like the one proposed to be offered within the region and the state. Although eight universities offered MME programs at one time, seven of them were terminated between 1979 (SLU) and 1994 (LSU and ULM), with McNeese cancelling the last one in 2009. To provide music education, three of the five active Master in Music programs include concentrations in Music Education, but none are as focused on the teacher as the intended program will be. The proposed program’s summer-only format, designed so that teachers can complete it without interfering with their regular employment, makes the MME even more unique of an offering. During the development phase of the proposed program over twenty (20) choir and band directors from the State indicated an interest in obtaining an MME from ULM, and several submitted letters of interest and support. Initial enrollment is projected to be five (5) with that number growing to 20 by YR4.

The proposed MME can be implemented with existing music faculty. Faculty involvement in the course rotations required of the proposed curriculum will be compensated from funds generated by graduate student tuition and fees. As a result, program implementation can occur at no cost to the University. The offering of the proposed program is in line with ULM’s role, scope, and mission. In addition, a program like the one proposed will develop master teachers who will enhance the overall educational system of the State of Louisiana. A strong system of education draws new citizens to the state, retains those citizens in the state, and produces the intellectual capacity necessary in an ever-changing technology oriented world.

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 Master of Music Education.



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209
P 318.342.1010 | F 318.342.1019

February 19, 2019

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

Dear Dr. Henderson:

I respectfully request approval of the University of Louisiana at Monroe's proposal to offer a program leading to the Master of Music Education (MME, CIP 13.1312).

If I may be of further assistance, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nick Bruno', with a long horizontal flourish extending to the right.

Nick J. Bruno, Ph.D.
President

#TAKEFLIGHT



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209
P 318.342.1010 | F 318.342.1019

January 14, 2019

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests approval of its proposal to offer a program leading to the Master of Music Education (MME, CIP 13.1312).

I would like to bring the following points regarding the program to your attention.

- This program is consistent with ULM's Role, Scope, and Mission statement as specified in the Louisiana Board of Regents Response to HCR 30 of the 2011 Regular Session of the Louisiana Legislature as follows:
 - Audience: ULM is responsible for serving residents of the northeast region of Louisiana who have completed high school and are seeking either a college degree or continuing professional education. Because the program will be run on-campus, we anticipate that it will enroll students primarily from northeastern Louisiana who are seeking to continue their education.
 - Array of Programs and Services: b. Baccalaureate and master's programs in the professional fields of communications, criminal justice, education, social work, nursing and allied health, and business. This program is classified with CIP designation 13, education.
- There is a need for this program within the region and the state. Although concentrations in music education exist in Masters of Music programs, no Master of Music Education degree is available at any higher education institution in the state.
- To the best of our knowledge, the program's summer-only format, designed so that teachers can complete it without interfering with their regular employment, is unique within the state.
- Educators with master's degrees are four-star jobs in the Northeast Regional Labor Market (Region 8).

Thank you for consideration of our request.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure

#TAKEFLIGHT

Louisiana Board of Regents

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

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

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

Date: 1/14/19

Institution University of Louisiana Monroe	Requested CIP, Designation, Subject/Title: CIP 13.1312 Master of Music Education, Music Education
Contact Person & Contact Info: Derle R. Long, School of Visual and Performing Arts, 318-342-3811, long@ulm.edu	
Date BoR approved the Letter of Intent: 5/23/18	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2019	
Program Delivery Site (s): Monroe, LA	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

The purpose of the ULM MME degree will be on developing master music teachers and professional leaders in a summer-only, on-campus program. The degree will have two concentrations available in Choral/General Music and Instrumental areas. Each concentration consists of 36 total credit hours. The degree will be obtainable in three summer sessions on campus. Course rotations will facilitate completion of the degree in that timeframe. A valid teaching credential is required for admission to a program of study within the MME degree.

By progressing through the MME curriculum, the graduate student will:

- Demonstrate a firm grasp of the pedagogy required to deliver effective instruction in the music classroom or rehearsal.
- Demonstrate a solid understanding of the synthesis-analysis-synthesis model of music teaching.
- Demonstrate thorough knowledge of current trends in music education including use of technology.
- Demonstrate thorough knowledge of either choral or band literature.
- Demonstrate advanced conducting technique in either choral or band rehearsal and performance.

A master teacher is defined as one who has a firm grasp of the pedagogy required in music classrooms or rehearsals, has high expectations of the students in their classroom and ensembles, and who follows a sequential structure that has the ultimate goal of providing opportunities for students to experience success in their music activities. A professional leader in music is one who demonstrates a grasp of current trends in music education and is selected or invited to lead professional organizations at local and national levels.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The Choral/General Music Program of Study is detailed as follows:

Major Area

Semester	Prefix	Number	Title	Credits
1	MSED	5033	Introduction to Research in Music Education	3
1	MSED	5010	Advanced Choral Methods	3
3	MUSC	4098	Choral Literature	2
2	MUSC	5082	Advanced Choral Conducting	2
3	MSED	5087	Independent Study (in lieu of thesis)	3
2	MSED	5002	Survey of Diction	2
2	MSED	5001	Vocal Pedagogy	2

1 & 2	MUSC	5041	Studio Voice (2 summers, 1 cr each summer)	2
3	MSED	5035	Music for Special Learners	2
3	MSED	5088	Comprehensive Exam	0
			Minimum Total	21

Other Studies in Music

Semester	Prefix	Number	Title	Credits
1	MUSC	5064	Survey of Jazz History	2
2	MUSC	5065	Analysis of Masterworks	3
3	MSED	5037	Foundations in Music Education	3
2	MSED	5095	Applications of Music Technology	2
			Minimum Total	10

Electives (Offered As Available)

Semester	Prefix	Number	Title	Credits
1	MUSC	5085A	Conducting Practicum	1-3
2 & 3	MSED	4001	Special Problems	1-3
1,2, & 3	MUSC	4029	Concert Choir	1
			Minimum Total	5

NOTE: Music History and Music Theory review courses are remedial and designed to address academic deficits, and they do not fulfill degree requirements under any circumstances. There are no exceptions to this policy.

The Instrumental Program of Study is detailed as follows:

Major Area

Semester	Prefix	Number	Title	Credits
1	MSED	5033	Introduction to Research in Music Education	3
2 & 3	MUSC	5083	Advanced Band Conducting (2 summers, 2 cr each summer)	4
1	MUSC	5015	Instrumental Literature/conducting	2
2	MSED	4019	The Marching Band	2
3	MSED	5007	Advanced Woodwind Techniques	1
1	MSED	5009	Advanced Brass Techniques	1
2	MSED	5011	Advanced Percussion Techniques	1
3	MSED	5087	Independent Study (in lieu of thesis)	3
3	MSED	5035	Music for Special Learners	2
2	MSED	5042	Jazz Ensemble Techniques/Improvisation	2
3	MSED	5088	Comprehensive Exam	0
			Minimum Total	21

Other Studies in Music

Semester	Prefix	Number	Title	Credits
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1	MUSC	5064	Survey of Jazz History	2
2	MUSC	5065	Analysis of Masterworks	3
3	MSED	5037	Foundations in Music Education	3
1	MSED	5095	Applications of Music Technology	2
Minimum Total				10

Electives (Offered As Available)

Semester	Prefix	Number	Title	Credits
1	MUSC	5085B	Conducting Practicum	1-3
2 & 3	MSED	4001	Special Problems	1-3
1, 2, & 3	MUSC	4026	Wind Ensemble	1
Minimum Total				5

NOTE: Music History and Music Theory review courses are remedial and designed to address academic deficits, and they do not fulfill degree requirements under any circumstances. There are no exceptions to this policy.

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

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Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

- On-site (>50% delivered face-to-face)
 Hybrid (51%-99% online)
 Online (100% online)
- Day courses offered
 Evening courses offered
 Weekend courses offered

2. Need

How is this program 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).

- In 2014, the Ouachita Business Alliance (OBA) established a Long-Range Planning Committee to conduct research on recruits for employment in this area (including those who accepted positions and those who turned them down). Their study found that most recruits were "Millennials," whom they defined as people concerned about "education for their children and themselves" and "cultural enrichment," as well as the environment, health care, and a safe community. Based on this study, the OBA identified five Core Issues or Categories of Concern, each of which became the focus of a Leadership Team. Two of these core issues include promotion of the arts: (1) Education and (5) Quality of Life.

In its mission statement, the Education Leadership Team, chaired by Dr. Nick Bruno, pledged "to engage all stakeholders in building educational pathways, PK-16," by which the region "commits to building and cultivating an environment that will sustain economic growth and development by building, attracting and retaining a world-class workforce in this region." One of the five goals of the Education Team focuses on increasing awareness of extracurricular activities—academic and non-academic, athletic and non-athletic—which "provide students opportunities to participate in programs that enhance the learning experience."

As a result of work of the various committees, the OBA published in 2015 their strategic master plan, *The Future is Now: Building a Coalition for Progress in Ouachita Parish: A Proposal Developed for Government, Business, and Civic Leaders in Ouachita Parish In Response to the Need for Strategic Action To Address Unprecedented Community Growth*. In the strategic plan's final section, Benefits from Project, the arts figure prominently in the rationale behind an economic development plan and ULM's School of Visual and Performing Arts (VAPA) is specifically mentioned: "Certainly having the Poverty Point UNESCO World Heritage Site less than an hour away is a remarkable attraction. The G. B. Cooley House, the Masur Museum of Art, the Northeast Louisiana Delta African American Heritage Museum, the Chennault Aviation and Military Museum, the Biedenharn Museum and Gardens, the ULM Museum of Natural History, the Black

Bayou Lake National Wildlife Refuge, the Liew Family International Student Center at ULM, the Monroe Symphony, the Twin City Ballet Company, Louisiana Delta Ballet Company, ULM's School of Visual and Performing Arts, the Northeast Louisiana Children's Museum, Art Alley, Antique Alley, and extensive parks and recreation --- all of these offer cultural enrichment opportunities to newcomers as well as the general population. They are among the region's "best kept secrets" that should be emphasized." (p. 18)

- A recent Northeast Regional Labor Market for Area 8 study shows a Four Star rating for persons working in education with a Masters degree. (Source: Louisiana Workforce Commission Occupation Proposal for all Occupations to 2020, Regional Labor Market Area 8).
- On state and regional levels, the Louisiana Workforce Commission's employment projections do not differentiate Music Education as a measured category. However, there is data on Performing Arts and Spectator Sports in the Arts, Entertainment and Recreation Sector. The Short-Term Industry Employment Projections – 2019 for Region 8 (Monroe-West Monroe) predict 36.4% growth in this specific area, while the long-term projections in the same area show 33.3% growth. These reports can be accessed at: http://www.laworks.net/labormarketinfo/lmi_employmentprojections.asp.
- On a national scale, the *Occupational Projections and Worker Characteristics (2016-2026)*, published by the Bureau of Labor Statistics in the U.S. Department of Labor, anticipates a 12% increase in jobs for post-secondary art, drama, and music teachers and a 5.7% increase for music directors and composers, while demand for education administrators is projected to grow by 7.9% on the elementary and secondary levels and by 10% on the post-secondary level. The study may be found at: <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>.
- The U.S. Department of Education, Office of Postsecondary Education, in Teacher Shortage Areas Nationwide Listing, 1990-1991 through 2017, has pointed to a national shortage of teachers. The Arts are listed as an area of teacher shortage in Louisiana on the website teach.com. An article from the Learning Policy Institute identifies sources of shortages, including decline in teacher preparation enrollments, an effort to return to pre-recession course offerings and class sizes, increasing student enrollment, and high teacher attrition: Sutchter, L., Darling-Hammond, L., Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute. That article is available at: <https://www2.ed.gov/about/offices/list/oep/pal/bteachershortageareasreport201718.pdf>.
- Music teachers, some with multiple years of teaching experience, frequently find it necessary to renew, refine, and discover new techniques for the music classroom or rehearsal, which is often a school system requirement. The Special Problems elective (MUSC 4001) is designed to meet this need such that skill development in Kodaly, Orff, Dalcroze, and other contemporary methodologies can be addressed by teachers. Allocating time to acquire these new techniques can be difficult to do while teaching full-time. Focus of the ULM MME degree will be on preparing master music teachers and professional leaders in a summers-only on-campus program. This approach will allow teachers to keep their current jobs while refining and defining their skills while obtaining an advanced degree.
- On the Louisiana Department of Education website teach.com the *Benefits of a Master's Degree in Louisiana* are discussed: "It is no longer enough to only have years of experience teaching. After No Child Left Behind and other academic quantification measures, teachers are almost solely evaluated by their success in the classroom. A master's degree in the field of education will give you more educational theory and classroom skills, as well as more hands-on student teaching experience with a mentor. After a master's program, you may be able to achieve better results in the classroom and have more job security and higher pay." That website may be located at: <https://teach.com/become/teaching-credential/state-requirements/louisiana/#masters>
- The GiveaNote Foundation, in a 2017 article entitled *The State of Music Education in United States Public Schools, 2017*, found that Professional development for music teachers varies considerably. "One key finding from the surveys is that music educators receive fewer professional development (PD) opportunities within their district that are germane to their content area – music – than PD opportunities outside of their field." That article can be located at <https://www.giveanote.org/blog/2017/09/the-state-of-music-education-in-united-states-public-schools-2017/>
- In addition to courses comprising the degree, ULM will offer workshops and clinics designed to improve and enhance the skills of music teachers who might not be pursuing an advanced degree but wish to become more proficient teachers. Some of the courses required by the degree will be offered for non-credit.
- A masters degree in music is not available at an institution of higher education in Northeast Louisiana.
- No Summers-only degrees are currently offered in Louisiana.
- In addition to traditional music courses, ULM's degree will focus on pedagogical aspects of music teaching and extra-musical elements, including a course on application of current technology in the music classroom or rehearsal and a course specific to teaching music to students with special needs.
- The ULM degree will provide sufficient training in research methods for graduates to read and assimilate reported findings and thus keep current on best practices, a process adopted by most professional associations. Emphasis on pedagogy and teaching excellence allows graduates to focus on K-12 music teacher preparation but does not prohibit continuation into a doctoral program should that become a goal.
- School systems, public and private, offer salary incentives for teachers acquiring a Master's degree.
- The addition of an "A" (for arts) into STEM initiatives, creating the updated acronym STEAM, points to an increasing need for highly qualified music teachers in public and private schools in the United States (<https://steamedu.com/about-us/faqs/>).

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars

4 Stars

3 Stars

2 Stars

1 Star

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

ULM's Strategic Plan 2016-2021 states that "ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education." The proposed ULM MME, while flashing back to days of teacher preparation before advanced technology and online coursework, will be focused on cutting-edge teaching techniques, use of technology, and preparation of leaders for music education.

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

- No institution of higher education in Louisiana offers a Master of Music Education degree under CIP Code 13.1312, which classifies a degree dedicated to teacher preparation. Analysis of the music masters programs currently offered in Louisiana show them to be concentrations within a Master of Music degree. These degrees have specifics in common with the proposed ULM degree:
 1. All require an introductory course in research.
 2. All require a course that discusses current issues and trends in music education
 3. All require one course in music history
 4. All require one course in music theory
 5. Some require applied lessons
 6. All require advanced conducting courses or practicum
- However, further analysis of the Master of Music degrees currently offered in Louisiana show them to be research oriented or a hybrid of research/performance/music education. ULM's proposed degree is primarily designed for teacher preparation.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

No Masters level degree in music is currently offered at ULM.

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

As stated earlier, the ULM MME is primarily designed to improve music teacher skills in the classroom or rehearsal setting. The intent is not to necessarily increase the number of music teachers available in public and private schools in the region although that is considered a beneficial by-product as ULM develops a reputation for **quality music teacher preparation**. It is believed that this approach will have a trickle-down effect to the undergraduate music education programs as graduate students who have full-time teaching jobs begin steering their college-bound students, who wish to pursue a degree in music education, to ULM.

In 2007, the National Association for Music Education published *The Benefits of the Study of Music* which pointed clearly to the fact that the No Child Left Behind Act defined core academic subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography. For school systems that need to play "catch up" in order to offer music and other arts courses, more teachers will be needed.

In 2010, Susan Hallam published a study in the *International Journal of Music Education* entitled "The power of music: its impact on the intellectual, social and personal development of children and young people." The study explored the benefits that children derive in other academic areas through study in music. A PDF of that study can be located at <http://journals.sagepub.com/doi/pdf/10.1177/0255761410370658>

In 2011 the Arts Education Partnership published an article entitled *Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed*. Similar to the Hallam study, this article discusses the benefits that music education provides to students in other academic areas and points to a need for increased access to music education for all students. That article is available at <https://www.ecs.org/wp-content/uploads/Music-Matters.pdf>.

3. Students

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

- The model used for the ULM MME program is the one developed at Florida State University. FSU started a Summer MME program in 1998. The chart below represents enrollment in the FSU Choral Track the first year and growth of the program since 1998.

Enrolled	Summer 1	Summer 2	Summer 3	Graduated
1998	6			
1999	5	4		
2000	5	4	3	3
2001	4	5	5	5
2002	6	9	4	3
2003	9	7	9	9
2004	12	9	7	7
2005	8	11	10	10
2006	11	10	9	9
2007	9	9	8	8
2008	13	9	10	10
2009	13	13	9	9
2010	10	13	13	13
2011	12	10	11	10
2012	11	10	11	11
2013	21	10	8	8
2014	12	21	13	13
2015	14	12	20	20
2016	17	15	12	12
2017	21	16	13	13
			TOTAL	173

Additionally, states represented in the FSU program in 2016 included Alabama, Connecticut, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, New Jersey, New York, Texas, Virginia. Similar results are expected at ULM since the same person who designed the program at FSU designed the program at ULM.

- ULM has been contacted by music educators from throughout Louisiana, Florida, Texas, Mississippi, and Arkansas regarding the proposed MME. Local music educators who have expressed interest in enrolling in the program include Chris King – Director of Bands, West Ouachita High School; Kathryn Dew – Choral/General Music Teacher, St. Charles Parish Public Schools; Rochelle McGuire – Choral Director, Lincoln Preparatory High School; Larry Williams - Band Director, Bastrop MS/H; Karlie Stuckey - Choir Director, Westridge MS; Sydney Davis – Choral Director, Calhoun Middle School, and Katelyn Vining – Choral Director for Bossier Parish School System. We have also received interest from several teachers in Texas including Matthew Anderson at Marshall (TX) High School.
- The fact that it is an on-campus degree means that teachers will learn by practicing a synthesis-analysis-synthesis model of teaching at a very high level. Furthermore, graduate students will practice teaching with the other graduate students on campus for the program, so that they learn by doing as well as by observing. Face-to-face music teacher training is considered by many to be superior to online teacher training due to being able to connect directly with teachers and classmates and receive instant feedback.
- Graduate School tuition at ULM is considered low cost in comparison to other Masters programs in the region.
- If approved, the program will be promoted at state music education conferences throughout the South, in national music education publications, and at national music conferences such as the Midwest Band and Orchestra Clinic, National Band Association Biennial Conference, and the American Choral Directors Association regional and national conferences.

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

This depiction of students in the MME program projects a conservative initial enrollment of five graduate students and enrollment of five additional students through the sixth summer.

First Summer of Program 2018

Student 1 Rotation 1
 Student 2 Rotation 1
 Student 3 Rotation 1
 Student 4 Rotation 1
 Student 5 Rotation 1

Second Summer of Program 2019

Student 1 Rotation 2
 Student 2 Rotation 2
 Student 3 Rotation 2
 Student 4 Rotation 2
 Student 5 Rotation 2
 Student 6 Rotation 2
 Student 7 Rotation 2
 Student 8 Rotation 2
 Student 9 Rotation 2
 Student 10 Rotation 2

Third Summer of Program 2020

Student 1 Rotation 3 - finished
 Student 2 Rotation 3 - finished
 Student 3 Rotation 3 - finished
 Student 4 Rotation 3 - finished
 Student 5 Rotation 3 - finished
 Student 6 Rotation 1
 Student 7 Rotation 1
 Student 8 Rotation 1
 Student 9 Rotation 1
 Student 10 Rotation 1
 Student 11 Rotation 1
 Student 12 Rotation 1
 Student 13 Rotation 1
 Student 14 Rotation 1
 Student 15 Rotation 1

Fourth Summer of Program 2021

Student 6 Rotation 3 - finished
 Student 7 Rotation 3 - finished
 Student 8 Rotation 3 - finished
 Student 9 Rotation 3 - finished
 Student 10 Rotation 3 - finished
 Student 11 Rotation 2
 Student 12 Rotation 2
 Student 13 Rotation 2
 Student 14 Rotation 2
 Student 15 Rotation 2
 Student 16 Rotation 2
 Student 17 Rotation 2
 Student 18 Rotation 2
 Student 19 Rotation 2
 Student 20 Rotation 2

Fifth Summer of Program 2022

Student 11 Rotation 3 - finished
 Student 12 Rotation 3 - finished
 Student 13 Rotation 3 - finished
 Student 14 Rotation 3 - finished
 Student 15 Rotation 3 - finished
 Student 16 Rotation 1
 Student 17 Rotation 1
 Student 18 Rotation 1
 Student 19 Rotation 1
 Student 20 Rotation 1
 Student 21 Rotation 1
 Student 22 Rotation 1
 Student 23 Rotation 1
 Student 24 Rotation 1
 Student 25 Rotation 1

Sixth Summer of Program 2023

Student 16 Rotation 3 - finished
 Student 17 Rotation 3 - finished
 Student 18 Rotation 3 - finished
 Student 19 Rotation 3 - finished
 Student 20 Rotation 3 - finished
 Student 21 Rotation 2
 Student 22 Rotation 2
 Student 23 Rotation 2
 Student 24 Rotation 2
 Student 25 Rotation 2
 Student 26 Rotation 2
 Student 27 Rotation 2
 Student 28 Rotation 2
 Student 29 Rotation 2
 Student 30 Rotation 2

The courses involved in each rotation are as follows:

ROTATION 1

Intro to Research in Music Education	MSED 5033	3 credits
Advanced Choral Methods	MSED 5010	3 credits
Applications of Music Technology	MSED 5095	2 credits
Survey of Jazz History	MUSC 5064	2 credits
Choral Conducting Practicum	MUSC 5085A	1-3 credits
Conducting Practicum	MUSC 5085B	1-3 credits
Studio Voice	MUSC 5041	1 credit
Advanced Brass Techniques	MSED 5009	1 credit
Instrumental Literature	MUSC 5015	2 credits

ROTATION 2

Analysis of Masterworks	MUSC 5065	3 credits
Advanced Choral Conducting	MUSC 5082	2 credits
Vocal Pedagogy	MSED 5001	2 credits
Studio Voice	MUSC 5041	1 credit
Survey of Diction	MSED 5002	2 credits
Advanced Band Conducting	MUSC 5083	2 credits
The Marching Band	MSED 4019	2 credits
Advanced Percussion Techniques	MUSC 5011	1 credit
Jazz Ensemble Techniques/Improvisation	MSED 5XXX	2 credits
Elective:		
Special Problems	MUSC 4001	1-3 credits

Wind Ensemble	MUSC 4026	1 credit
Concert Choir	MUSC 4029	1 credit
ROTATION 3		
Independent Study (non-thesis)	MUS 5087	3 credits
Music for Special Learners	MSED 5035	2 credits
Foundations in Music Education	MUS 5037	3 credits
Survey of Jazz History	MUSC 5010	2 credits
Choral Literature	MUSC 4098	2 credits
Advanced Band Conducting	MUSC 5083	2 credits
Advanced Woodwind Techniques	MUSC 5007	1 credit
Comprehensive Exam	MUS 5088	0 credit
Elective		
Special Problems	MUSC 4001	1-3 credits
Wind Ensemble	MUSC 4026	1 credit
Concert Choir	MUSC 4029	1 credit

List and describe resources that are available to support student success.

- One of the most valuable resources that ULM has is a world-class music faculty, including one of the foremost experts in music education in the United States. Fourteen (of nineteen) full-time music faculty members have doctorates. Two (of four) adjunct faculty members have doctorates. Four of the six primary ULM music education faculty members have PhDs in Music Education.
- The music facilities at ULM are State-Of-The Art. The ULM music program is housed in Biedenharn Hall which was remodeled and re-opened in 2003. In addition to Biedenharn Hall, music program facilities include the Band Building, Emy-Lou Biedenharn Recital Hall, Spyker Theater, and Brown Theater. There are thirty piano-equipped practice rooms for student use including two Smart Music practice rooms.
- There is a music resource library and computer lab in Biedenharn Hall.
- There is an electronic music lab in Biedenharn Hall.
- There is an extensive library of band literature in the Band Building.
- There is an extensive library of choral literature in Biedenharn Hall.
- The ULM main library contains various music resource materials.

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

Students entering the program must possess a Bachelors degree in music with teacher certification.

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

None.

4. Faculty

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

1. Dr. Derle R. Long, Associate Professor and Director of the School of Visual and Performing Arts, PhD in Music Education; Instrumental Conducting, Wind Band Literature, Music Administration and Supervision
2. Dr. Judy Bowers, Biedenharn Professor of Music, PhD in Music Education; Advanced Choral Methods, Choral Conducting, Choral Pedagogy, Foundations in Music Education
3. Dr. Kenna Veronee, Assistant Professor of Music, PhD in Music Education; Introduction to Research, Elementary Methods, Teaching Students with Special Needs, Advanced Brass Techniques, Current Topics in Music Education
4. Dr. Deborah Chandler, Associate Professor of Music, PhD in Music Education; Choral Methods, Choral Literature, Choral Conducting

5. Mr. Steven Pederson, Associate Professor of Music, Master of Music Education: Marching Band Techniques, Instrumental Conducting, Wind Band Literature, Marching Band Techniques
6. Mr. Larry Anderson, Associate Professor of Music, Master of Music Education; Advanced Percussion Techniques
7. Dr. Claire Vangelisti, Associate Professor of Music, DMA in Vocal Performance; Studio Voice, Diction, Vocal Pedagogy
8. Dr. Scot Humes, Associate Professor of Music, DMA in Clarinet Performance, Advanced Woodwind Techniques
9. Dr. Mel Mobley, Associate Professor of Music, DMA in Percussion Performance; Analysis of Masterworks
10. Dr. James Boldin, Associate Professor of Music and Associate Director of the School of Visual and Performing Arts, DMA in Horn Performance; Music History, Applications of Music Technology
11. Dr. Eric Siereveld, Assistant Professor of Music, DMA in Trumpet Performance: Jazz History, Jazz Techniques

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

As the program grows, it will be necessary to hire a faculty member with a PhD in Musicology and possibly a faculty member with a PhD in Theory and Composition.

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

Dr. Derle R. Long – focus of research is wind instrument intonation, tuning systems, and wind band pedagogy
 Dr. Judy Bowers – research focused on music teacher preparation
 Dr. Kenna Veronee – research focused on teaching music to special learners and music teacher preparation
 Dr. Deborah Chandler – research focused on choral pedagogy
 Dr. Claire Vangelisti – research focused on vocal pedagogy
 Mr. Steven Pederson – research focused on wind band pedagogy
 Mr. Larry Anderson – research focused on percussion pedagogy
 Dr. Scot Humes – research focused on clarinet and saxophone pedagogy
 Dr. James Boldin – research focused on brass pedagogy

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

ULM is a member of LOUIS, the Louisiana Library Network, and has access to a wide range of relevant materials online and through interlibrary loan. The music education faculty has identified resources, journals, and online subscriptions that are already available at ULM including *Action, Criticism and Theory for Music Education, Journal of Historical Research in Music Education, Journal of Music Teacher Education, Journal of Research in Music Education, Kodály Envoy, Music Education Research, Music Educators Journal, Research and Issues in Music Education, Research Studies in Music Education, Victorian Journal of Music Education*, and the *Bulletin of the Council for Research in Music Education*. Section 10 of this proposal establishes an initial expenditure of \$5,000 to acquire digital access and subscriptions to additional journals such as the *Bulletin of the Council for Research in Music Education, Update; Applications of Research in Music Education, International Journal of Research in Choral Singing, Journal of Band Research, Choral Journal, International Journal of Music Education, and Research Perspectives in Music Education*. After the first year, an annual expenditure of \$2,500 per year is believed to be sufficient to maintain online and subscription resources for the program.

What additional resources will be needed?

The Twin Cities Community Band will be asked to move their rehearsals and concerts to the ULM campus for the month of June. This will serve as a rehearsal platform for instrumental candidates as well as a learning experience for the members of the ensemble. The annual Junior High Band Camp will also be utilized as a learning platform for instrumental masters candidates. The annual Choral Camp will be utilized as a platform for choral masters candidates.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

Not to our knowledge at this time

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

Biedenbarn Hall has four classrooms each capable of holding up to 45 students. One of the classrooms is a smart room. WIFI is available throughout the building as are Ethernet plug-ins. There is a twelve seat piano lab. There are eighteen practice rooms on the second floor and a Smart Music practice room. There is a large choral rehearsal room, a combo room, and an electronic music lab. The Emy-Lou Biedenbarn Recital Hall seats 280 people and is equipped with two Fazioli 9 foot grand pianos. The Band

Building has an 8,000 square foot main rehearsal room, a steel drum practice room, and twelve practice rooms, one of those being a Smart Music practice room. Brown Theater seats 700 people and is equipped with a 9 foot Steinway grand piano as well as full lighting and staging capabilities for opera and musical productions. Spyker Theater seats 160 people with full lighting and staging capabilities. The Black Box Theater seats 100 people with full lighting and sound capabilities.

The ULM School of Visual and Performing Arts has an extensive inventory of pianos, choral music, band music, orchestral music, wind and percussion instruments, and other equipment necessary to be a fully functional music program.

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

None at this time

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The new degree will be housed within the School of Visual and Performing Arts, part of the College of Arts, Education, and Sciences. Present administrative structure will handle all additional duties.

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

The Director of the School of Visual and Performing Arts has a PhD in Music Education. The Biedenharn Endowed Chair in Music has a PhD in Music Education. These two individuals will serve as the primary administrators for the MME program.

8. Accreditation

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

The proposed Master of Music Education degree, and the fact that the LOI has been approved by the ULS Board of Supervisors and the Louisiana Board of Regents, has been reported to the National Association of Schools of Music. ULM is currently undergoing a self-study required by NASM every ten years. NASM will visit ULM in 2020 to assess the self-study and determine if re-accreditation is warranted.

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

No outside consultants were utilized in development of the proposed degree. Dr. Judy Bowers, Dr. Kenna Veronee, and Dr. Derle R. Long were the primary architects of the proposal. Dr. Bowers oversaw the implementation of a similar degree at Florida State University which has proven to be one of the premiere MME programs in the country. Dr. Veronee received her MME from Florida State University.

9. Related Fields

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

ULM offers the BM in Music, including concentrations in Vocal Music Education and Instrumental Music Education. Graduates of that program are potential students in the MME program.

10. Cost & Revenue

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

The proposed Master of Music Education degree can be implemented with existing music faculty. Faculty involved in the course rotations (see Section 3) will be compensated from funds generated by graduate student tuition and State appropriations at no higher than the maximum rate of \$3,400 for a 3 credit course, \$2,420 for a 2 credit course, and \$1,210 for a one credit course.

Year 1 (summer 2019)

For Rotation I there will be 24 total credits offered at a maximum cost of \$24,720 in stipends for faculty. To start the program, \$5,000 will be required to purchase books, journal subscriptions, music, and other materials as required by faculty. Five graduate

students in the program the first summer will generate \$20,800 in tuition. The remaining funds will come from state appropriations of \$10,980 .

Year 2 (summer 2020)

During the second summer of the program, Rotation II will be in place offering 17 credits at a maximum cost of \$20,340 in faculty stipends. After the first summer, \$2,500 per year will be required to keep subscriptions and materials current. Five additional graduate students in the program will generate \$41,600 in tuition plus \$21,960 in state appropriations.

Year 3 (summer 2021)

During the third summer of the program, both Rotation III and Rotation I will be offered with 47 total credits available and faculty stipends of \$ 45,810. After the first summer, \$2,500 per year will be required to keep subscriptions and materials current. The addition of five more graduate students into the program (minimum total now of fifteen) will generate \$62,400 in tuition and \$32,940 in state appropriations.

Year 4 and beyond (summer 2022 and beyond)

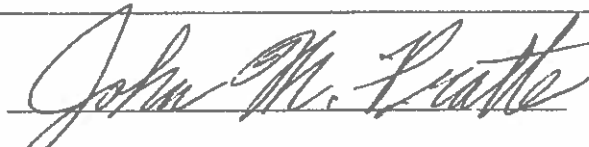
In subsequent summers, Rotation III will always be offered to allow students to complete the degree. Rotation I and II will be alternated so that students can finish in three summers. It is estimated that as the program grows, it will be necessary to hire additional faculty members with terminal degrees in musicology and music theory.

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

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

na

CERTIFICATIONS:



Primary Administrator for Proposed Program

1/14/19

Date



Provost/Chief Academic Officer

1/14/19

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of Louisiana at Monroe Date: June 28, 2018

Degree Program, Unit: Master of Music Education, College of Arts, Education, and Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2019		SECOND 2020		THIRD 2021		FOURTH 2022	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 24,720		\$ 20,340		\$ 45,810		\$ 41,430	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships	0		0		0		0	
SUB-TOTAL	\$ 24,720		\$ 20,340		\$ 45,810		\$ 41,430	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies	\$ 5,000		\$ 2,500		\$ 2,500		\$ 2,500	
SUB-TOTAL	\$ 5,000		\$ 2,500		\$ 2,500		\$ 2,500	
TOTAL EXPENSES	\$ 29,720		\$ 25,340		\$ 45,810		\$ 41,430	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$ 10,980		\$ 21,960		\$ 32,940	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	5		10		15		20	
Tuition	\$ 20,800		\$ 41,600		\$ 62,400		\$ 83,200	
Fees								
*Other (Rebudgeting)	\$							
TOTAL REVENUES	\$ 20,800		\$ 52,580		\$ 84,360		\$ 116,140	

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

January 14, 2019

Ms. Janet Newhall, Assistant Commissioner for Academic Affairs
Louisiana Board of Regents
1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Ms. Newhall:

The University of Louisiana Monroe (ULM) was very pleased with the reviewer's report on our proposal for a Masters of Music Education program.

The only suggestion you asked us to consider regarded library resources for the program. After further investigation, the first boxed item in Section 5. Library and Other Special Resources was changed from:

ULM has resources remaining from a previous MM degree that was discontinued. That MM degree had a concentration in music education, however, was a completely different program from the proposed MME. The music education faculty is currently in the process of identifying resources, journals, and online subscriptions that need to be purchased for the new program. An expenditure of \$5000 per year for the first five years of the program is believed to be sufficient to initiate and maintain resources.

to:

ULM is a member of LOUIS, the Louisiana Library Network, and has access to a wide range of relevant materials online and through interlibrary loan. The music education faculty has identified resources, journals, and online subscriptions that are already available at ULM including *Action, Criticism and Theory for Music Education, Journal of Historical Research in Music Education, Journal of Music Teacher Education, Journal of Research in Music Education, Kodály Envoy, Music Education Research, Music Educators Journal, Research and Issues in Music Education, Research Studies in Music Education, Victorian Journal of Music Education, and the Bulletin of the Council for Research in Music Education*. Section 10 of this proposal establishes an initial expenditure of \$5,000 to acquire digital access and subscriptions to additional journals such as the *Bulletin of the Council for Research in Music Education, Update:, Applications of Research in Music Education, International Journal of Research in Choral Singing, Journal of Band Research, Choral Journal, International Journal of Music Education, and Research Perspectives in Music Education*. After the first year, an annual expenditure of \$2,500 per year is believed to be sufficient to maintain online and subscription resources for the program.

In summary, LOUIS membership provides access to most of the journals recommended by Dr. Nápoles and does so to the extent that we have reduced our estimate of the amount of funds needed in the future for library expenses. We will seek access to the other journals through ULM subscriptions or, for specific articles, interlibrary loan requests.

Sincerely,



Eric A. Pani
Vice President for Academic Affairs

November 12, 2018

Members of the Louisiana Board of Regents:

I have been asked to provide a review of the proposal submitted by the University of Louisiana-Monroe for their Masters of Music Education Summers Only degree program. I am in my second year as an Associate Professor with tenure in Music Education at the University of North Texas, having previously served for 11 years on the music education faculty at the University of Utah. I am currently the Masters Coordinator at the University of North Texas, with oversight of our Summer Masters Music Education program and all of our students. Our program is in its 3rd year and has approximately 45 students currently enrolled. Additionally, I am a product of a Summers only Masters program, and I know the great value I found in that program from the perspective of an inservice teacher looking for additional professional development without giving up the convenience of a salary or years off to pursue advanced study. Following the Summer Masters program, I successfully entered and completed a PhD degree in Music Education. Therefore, I feel qualified to offer my perspective on a potential Summer Masters program at the University of Louisiana-Monroe from the viewpoint of a faculty member and a potential student. Please find below my synthesis of your program design, need for the program, students, faculty, costs, and resources.

PROGRAM DESIGN

In the area of program design, I can observe that the proposed breadth of course offerings does indeed represent a broad, well-integrated knowledge of the discipline. Typically, inservice music teachers express interest in learning more about topics that impact them immediately, such as selecting

repertoire and finding music that is appropriate for their ensembles. And, they also seek opportunities to learn more about pedagogical approaches, sequencing instruction, and advancing their skills in nonverbal communication—in the case of music teaching, conducting gestures. The proposed curriculum offers opportunities to learn about all of these subjects, and also provides students with additional options for study in their own instrument (through private studio lessons and/or group masterclasses), the understanding of languages (Survey of Vocal diction in the choral/general music track), and the ability to approach teaching using a scholarly lens (Introduction to Research in Music Education). Students consistently note that they wish they understood more about how to work with students with special needs once they leave their undergraduate education and are saddled with challenges in the classroom. This program would offer a class dedicated to mastering those skills (Music for Special Learners). Also noteworthy is that there are elective options, affording students flexibility to choose coursework that they would deem beneficial.

This program takes into account the ways in which the field is moving in a number of ways. First, today's teachers are hungry for tools to improve their teaching. Excellent teachers are not always willing to (a) give up their salary and job stability to pursue graduate work, and (b) move far away from their families and essentially stop their careers for a 2-year period. Therefore, convenience is critical. Some schools have chosen the route of online learning to address the issue of convenience. George Mason University, for example, just recently announced an online only Masters program. However, there are no data showing that 100% online instruction is more effective than face-to-face instruction. Further, the networking opportunities for students to interact with university professors and the options to make music with real students in real ensembles, in a live setting, are clearly superior to online delivery of instruction. Indeed, Superintendent of Franklin Parish School Board Larry Johnson

and Superintendent of Ouachita Parish Schools Don Coker both agree that the interaction between students and instructors in a live setting is beneficial, “enabling them to receive immediate feedback from the instructor” and is “very teacher friendly.” The addition of coursework related to technology is also forward thinking. Likely, any previous technology coursework taken at the undergraduate level has become quickly out of date, with the field so quickly evolving. Finding ways to integrate technology in the music classroom, using tools that are currently in the market, is a strength of a course like this one. Lastly, the incorporation of Advanced Choral Methods (in the choral track) and Instrumental Literature/Conducting (in the instrumental track) courses are also critical to keeping students fresh and current in the field. Many educational initiatives and programs develop from administrative demands at the local and national level, and having courses like these would ensure that students are aware of appropriate ways to handle the changes and continue to grow as effective educators for their students. Staying current with repertoire, and its constant evolution is also of great importance, and these courses address the needs for teachers to continue learning beyond their undergraduate degrees.

I believe the program’s requirements are appropriate and of high quality. Especially given the focus on building master teachers and professional leaders, a very attractive approach for inservice teachers desiring to become excellent at their craft, the coursework supports those endeavors exactly. There are pedagogy courses, opportunities to work with “real students,” and learn from peers in their classes. I think that students will find the inclusion of the Junior High Band Camp, the Choral Camp, and the Twin Cities Community Band as musical ensembles for teaching very attractive and “real world.” Many times, Masters degrees offered in a Summers only format can be challenging if there are no opportunities to teach music to students, with Summer generally being a time with reduced student

enrollments, and K-12 students out of school. The proposal addresses this need and takes the necessary steps to address pedagogical elements with K-12 and adult learners in contexts where they currently exist.

Many times, the question arises regarding the differences between “regular” Masters programs and Summer Masters program, with respect to how they differ and whether one program has more benefits than another. The argument in favor of traditional programs is that the residency is longer, and therefore the courses can be more comprehensive. More time is spent with faculty, and networks can be strengthened in this way. The argument in favor of the Summer Masters is that it accommodates the schedule of working teachers, is more cost effective, and attracts a wider variety of teachers as a result of the conveniences. Because of the way the curriculum is drafted, the other large benefit of the Summer Masters at ULM is that it does not preclude students from continuing to doctoral study later. There is a good foundation for research being established, and a project/independent study that also allows students to be able to engage with and understand research principles, which will ultimately guide them in doctoral work, should they wish to pursue it later. In other words, the Summer Masters does not close any doors to students wishing to move on in their work in higher education.

Lastly, with respect to program design, perhaps one of the greatest strengths of this proposed program is its focus on developmental teaching. There is a great need in this profession for teachers to take students from a variety of ability levels and move them along a continuum to getting better and making progress. The old model of taking only the very elite and talented students, making them even better, is no longer tenable with decreasing enrollments in schools, the IDEA (Individuals with Disabilities in Education Act) made into law, and the responsibilities teachers have for inclusion in their classrooms. Therefore, a new model of how to educate all students, how to help students grow as

musicians regardless of how talented or special they are, is incredibly important. ULM acknowledges that this approach is needed, and is ready to teach coursework that is designed specifically with these goals in mind.

NEED

Addressing the issue of need, it appears to me that there is a great need for this program at this time. As cited in the proposal, there is a national shortage of teachers. There are not plentiful professional development opportunities that are specific to teachers. Given the many pressures of national testing, stakeholders at the administrative level tend to focus their professional development toward those endeavors that lead to direct improvements on those tests, often in the mathematics and language arts areas. Further, the state of Louisiana does not have any institution of higher education learning offering a Summers-only degree. The few institutions who offer any graduate study at all are comprised of Masters of Music programs with a concentration in music education, which are very different degrees. Teachers receive salary incentives from school systems, and those incentives are important motivators, given how infrequently teacher raises might occur otherwise, and how inadequate they are at keeping up with inflation. Especially with a relatively low cost (tuition is lower than other state institutions in the state of Louisiana), and given the 6-week timeline each Summer, even those students who commute from a larger distance and need to pay for housing will only do so for a limited amount of time. I can speak from my experience here at the University of North Texas that, when inservice teachers are offered the option of a traditional Masters degree and a Summers only Masters degree, they consistently will choose the Summers only option. Our finest teachers wish to continue teaching and do not prefer leaving their teaching positions for two years. Heretofore, a Summers only option was not an available alternative to the teachers in Louisiana. University of



Louisiana-Monroe would be poised to be a leader in the state through the implementation of this program.

I believe that this program will address the needs of the constituents effectively. I am very encouraged to learn that so many inservice teachers have already expressed interest in beginning the program. That is clearly a sign that enrollment would not be the usual challenge that a new program presents. Especially given that there are no similar programs in the entire state, and that the nearest Summer Masters programs are in Mississippi State University (their program is new, only implemented this past Summer), and here at the University of North Texas, I believe there is sufficient reason to believe that these programs would be pulling from different populations. Additionally, the versatility and convenience of a program in the state tends to attract those teachers for whom travel would be a concern. It is approximately five hours to drive from Monroe to Denton (UNT), and approximately four hours to Starkville, Mississippi (MSU). Clearly, having a program within driving distance would reduce costs for those students not wishing to invest heavily in summer housing. Therefore, having a program at the University of Louisiana-Monroe would be extremely appealing to teachers in the state of Louisiana and the surrounding areas.

Prior to the turn of the 20th century, the arts had long been viewed primarily as a form of entertainment. More recently, trends have shifted and there is a greater understanding that the arts have a large role to play in creating well balanced and grounded citizens. Alongside these shifts, there is also a need for teachers to receive the training that allows them to take any student, irrespective of their talent or ability level, and move them along a continuum toward progress. The skill set required for teachers to learn how to educate EVERY student is critical, not just a mere luxury. It is important for society to continue to move to a model of STEAM (Science, Technology, Engineering, ARTS, and

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Mathematics) rather than STEM. However, these changes do not happen without changes in the preparation of teachers, and a model program that prioritizes developmental teaching.

A music education researcher recently examined the role of music participation and school bullying behaviors. Rawlings (2105), in his article “The effect of middle school music ensemble participation on the relationship between perceived school connectedness, self-reported bullying behaviors, and peer victimization,” found that on average, relatively few instances of bullying perpetration and peer victimization were reported to have occurred. And a statistically significant difference was found between music ensemble and non-ensemble participants in terms of bullying, revealing that non-ensemble students perpetrate aggressive behaviors, on average, more frequently than do music ensemble students. Bullying has been defined as anti-social aggressive behavior described as intentional, repetitive, and imposing a power imbalance between students who bully (perpetrators) and students who are victimized (victims) (Mishna, 2012; Swearer, Espelage, & Napolitano, 2009). While certainly more research is warranted, and with varied populations, the finding that students who participate in school music programs behave differently, and in more prosocial ways than students who do not participate in school music programs, is extremely consequential. Given the Centers for Disease Control and Prevention’s data that nearly 30% of American adolescents reported at least moderate bullying experiences, and that potential long-term outcomes include criminality as adults, depression, and delinquency (Rawlings, 2016), it becomes clear that participation in music has many important implications and potential benefits even beyond the curriculum. Again, training is critical. Being involved in music programs can literally be life altering, to say nothing of the many documented benefits of the arts eliciting aesthetic experiences.

STUDENTS

The authors of the proposal estimate that five new students will enroll each year. I believe that estimate to be quite conservative, especially given the number of potential students/in-service teachers who have already been identified as being interested in the program, should it be available to them. There would be no competitors in the state, so all teachers who might have considered graduate work before but found it too expensive or inconvenient would now be ready to think more seriously about the possibility. I do not believe there will be any trouble in finding a minimum of five students per Summer.

In the immediate area, there are two school districts closest to the University of Louisiana-Monroe, Monroe City Schools, Ouachita Parish Schools and Franklin Parish Schools. Monroe city Schools has three middle schools (Carroll Jr. High School, Martin Luther King Jr. High School, and Robert E. Lee Jr. High School), and three senior high schools (Carroll High School, Neville High School, and Wossman High School). In Ouachita Parish Schools, there are seven junior high/middle schools (Calhoun Middle, Ouachita Jr. High, Riser Middle, Sterlington Middle, West Ridge Middle, Woodlawn Middle, and Good Hope Middle) and four senior high schools (West Ouachita High, Ouachita High, Sterlington High, and West Monroe High). Franklin Parish Schools has one senior high school, Franklin Parish High School and four PreK-8 schools (Baskin, Crowville, Fort Necessity, and Gilbert). As a whole, that is a total of 22 schools with secondary programs, many likely with multiple music teachers. That would simply be a starting place for recruitment. As is normal with new programs, the first round of recruits begins more locally, then the student base continues to expand. As all of the faculty immediately involved with the program are active at state music education conferences in Louisiana and some of the surrounding areas (Texas), it is very likely that faculty will be able to recruit more students once the program is established.

Given that the person (Dr. Judy Bowers) who designed this program also designed the program at the Florida State University, perhaps the finest and most prestigious Summer Masters program in the country, there is also the element of experience to consider. Dr. Bowers grew that program from 6 students in the first class to 50 students in her final year working in the program. This number includes only the students in the choral track. In other words, there is no concern that the program would be led by someone inexperienced with recruitment and finding qualified students.

The standards for admission and measuring performance are clear and reasonable. In essence, the institution is seeking to educate students who possess a Bachelor degree in music with teacher certification already in hand. This is not a program of remediation intended for students who do not hold teaching credentials already; rather, it is a program for advancement and enrichment in the profession. Without looking at syllabi, it is difficult to answer the question regarding exams and clear grading policies, but given the qualifications of the faculty, it is reasonable to assume that these expectations would be made clear. There are comprehensive exams built into the program on the back end of the final summer and, as is typical in other programs, these would provide clear assessments of what students have learned throughout the 3-Summer program and provide direction about any potential tweaks needed in the program. Any new program will likely continue to evolve across time with the critical information gleaned from these culminating exams and experiences.

[Difference between summer study and ad hoc classes in a program. Also MAT]

[instrumental side—they want pedagogy on instruments that are not their own.]

FACULTY

Any new program relies heavily on the expertise of the faculty at that institution. It is axiomatic that the stronger the faculty, the more potential there is for students to be successful. Presently, there are six members of the ULM music education faculty. Of those, four faculty members have doctoral degrees in music education with a focus on research (PhD). The other two music education faculty members have Masters degrees and are well recognized in their respective fields. Dr. Kenna Veronee has expertise in instrumental music education as well as general music education. Dr. Debi Chandler has expertise in choral music education and choral conducting. Dr. Derle Long serves as the Director of the School of Visual and Performing Arts, and his specialty is in instrumental conducting, wind band literature, and music administration and supervision. Further, Mr. Steven Pederson, who holds a Masters degree in Music Education, is highly qualified to teach marching band techniques, instrumental conducting, and wind band literature. Mr. Larry Anderson is a specialist in percussion techniques. The music education faculty are well educated, committed to teaching and research, and excellent models for their students.

ULM is also well aware that graduate students seek opportunities to grow in their profession through study in music as a whole. In other words, there are many facets to the discipline beyond the pedagogy/teaching of music. Understanding music theory, music history, applied instruments, and technology are important facets of a program, assisting students to become well-rounded musicians and better pedagogues. To that end, ULM is proposing that members outside of the immediate music education faculty also be involved in this program. Dr. Claire Vangelisti, whose work and research are focused on vocal pedagogy, will teach voice lessons and masterclasses to the students on the choral track. Dr. Scott Humes will teach clarinet and saxophone pedagogy, so that students on the instrumental track can increase their awareness of instruments other than their own. And Dr. James

Boldin will teach coursework with a brass pedagogy thrust. Clearly, multiple faculty have been engaged in the process and will assist in making the program excellent, benefiting students who will receive instruction from experts in a variety of areas.

It is my opinion that indeed, the faculty's knowledge and understanding of their areas is thorough, up-to-date, and can cover the proposed range of courses adequately. Faculty are productive, engaged in research at the regional and local levels, and have a strong presence in the country, contributing to the dialogue on future directions in music education. One of their recent hires, Dr. Kenna Veronee, has only been there one year but already established herself as a scholar, with presentations at various conferences of the national music education organization. Dr. Judy Bowers, the Biedenharn endowed Professor of Music Education, has been recognized for her fine work in music education across decades. Notably, she won the Lowell Mason award, given to a single music educator in the country, by the National Association for Music Education. She has also earned numerous teaching awards through the years when she was at the Florida State University. Clearly, her presence on the ULM faculty is of high prestige. That she developed and successfully ran a similar Summer Masters program at Florida State University is a benefit to ULM in navigating this process.

There is adequate faculty guidance projected for students with regard to program design, advising, research, and opportunities for learning beyond the classroom. As has been stated above, the commitment of many faculty, both inside and outside of music education, speaks to the desire of the institution to offer meaningful, relevant instruction on a number of fronts. And, the addition of ensembles with K-12 students provide opportunities for learning that go further than classroom teaching, but seek to be directly applied.

RESOURCES

In the area of resources, it is my opinion that current library holdings and digital access are not sufficient to initiate the proposed program. At minimum, students within a research course will need to have access to the peer reviewed journals in the music education field: *Journal of Research in Music Education*, *Bulletin of the Council for Research in Music Education*, *Update: Applications of Research in Music Education*, *Journal of Music Teacher Education*, *International Journal of Research in Choral Singing*, *Journal of Band Research*, *Choral Journal*, *Music Educators Journal*, *International Journal of Music Education*, *Research Perspectives in Music Education*, *Research Studies in Music Education*, and others. It does not appear that the ULM library has digital access or library subscriptions to all of these journals. However, it should be noted that this limitation is acknowledged in the proposal, and a budget has been included in order to address this deficiency. I do believe that a \$5,000 budget is reasonable, and that plans to address the resources are realistic. Beyond library resources and personnel, there are only facilities issues to consider. There is a music resource library and computer lab in Biedenharn Hall. There is an electronic music lab also in the building, along with an extensive choral library and band library. The main library on campus also contains various music resource materials, and will continue to be expanded upon to become up-to-date in research.

ADMINISTRATION

The proposed administrative structure appears very appropriate. One of the greatest advantages is that Dr. Judy Bowers has already been successful at beginning a Summer Masters program at another institution and has sustained it across 20 years. Therefore, the typical start-up challenges can be met with a faculty member with great experience in this area. The Director of the School, Dr. Derle Long, is also highly committed to making this experience useful, excellent, and accessible. That he holds a doctoral degree in music education himself is also a big asset.

ACCREDITATION

Given the proposed coursework, and current guidelines of the National Association of Schools of Music (NASM), the accrediting body for music in the United States, there are no concerns regarding the accreditation process. In addition, ULM is currently undergoing a self-study required by NASM every ten years, and, as is typical of these self-studies, strengths and weaknesses are identified by internal and external reviewers, providing the institution with valuable information for advised tweaks to the program.

RELATED FIELDS

Nationally, programs in music education are largely contained to the program offerings within the music discipline. Therefore, related fields outside of music do not play a large role in the program. Nor is their support critical for the program to be successful. However, there are a number of ways in which the program is working to be inclusive, not limiting itself to music education and pedagogy courses. For instance, there are faculty members in Voice, Brass, Woodwinds, Percussion, Marching Band, Music History, and Music Theory teaching coursework in the program.

COSTS

The proposed budget appears sufficient to launch a quality program, largely because it can be implemented with existing music faculty, and there are not many outside costs. With a conservative estimate of 5 new students each Summer, tuition and state appropriations pay for the salaries of the faculty, and the \$5,000 for library resources are still covered. For year 1, there is a proposed \$31,780 income and \$29,720 in expenses. In year 2, there is \$63,560 income and \$22,840 in expenses. By the third Summer, and subsequent summers, there will be \$95,340 income and \$48,310 in expenses. There

are no other anticipated costs outside of personnel and library resources, making these projections very cost effective and manageable, especially across the three-year period. In future years, and as a result of the self-study by the accrediting body, ULM may identify additional faculty that ought to be hired to keep class sizes manageable and perhaps expand elective offerings.

GENERAL ASSESSMENT, COMMENTS, AND SUGGESTIONS

It is my assessment that this program is realistic, adequately funded, and of great benefit to area music teachers. I think that it has been well thought through, developed with a strong focus of developmental teaching, and with a desire to serve the teachers in the community and surrounding areas. The emphasis on well-rounded musicianship is excellent, and that the program would not create barriers for future doctoral study is also well documented. I think the ULM will be well poised to serve as a national leader through the implementation of this program.

If perchance I can be of any further assistance, please do not hesitate to contact me at

Jessica.Napoles@unt.edu.

Best regards,



Jessica Nápoles
Associate Professor, Music Education
Masters Coordinator
University of North Texas



MONROE
CITY SCHOOLS

Office of the Superintendent

BRENT A. VIDRINE, Ed.D.

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October 19, 2018

Dr. Derle R. Long, Director
School of Visual and Performing Arts
University of Louisiana at Monroe

Dear Dr. Long:

As superintendent of Monroe City Schools, it is with great enthusiasm that I offer this letter of support for a Master of Music Education degree program at the University of Louisiana at Monroe. Being that performing arts encourage creativity, the school district welcomes the opportunity to support programs such as these.

A Master of Music Education degree will provide teachers with a vital wealth of knowledge and skills that will benefit our students. The value of the arts and their role in our daily lives and society, and the importance of helping young people understand and appreciate that value and role, is important to music educators.

The Monroe City School District has a longstanding relationship with ULM and is supportive of their mission; therefore, I fully endorse this endeavor. Please do not hesitate to contact me if further assistance is needed.

Respectfully,

Brent Vidrine, Ed.D.
Superintendent of Schools

:ldj

FRANKLIN PARISH SCHOOL BOARD

Dr. Lanny Johnson
Superintendent

Eddie Ray Bryan
President
District 1

Dorothy Brown
Vice-President
District 7

Danny Davis
Chaplain
District 3

Ronnie Hatton
District 2

Richard Kelly
District 4

Louise Johnson
District 5

Tim Eubanks
District 6

October 18, 2018

To Whom It May Concern:

Please accept this declaration of support for the University of Louisiana at Monroe in its endeavor to implement the new Master of Music Education degree program. This program will be very beneficial in the teachers with a music history desiring a Master's Degree. The summer only, on campus face to face instructors and dual concentrations available is very teacher friendly.

The Franklin Parish School Board highly recommends this Master's program for ULM.

Respectfully submitted,



Dr. Lanny Johnson
Superintendent

LJ:yb



100 Bry Street • Monroe, Louisiana 71201 • Phone: (318) 432-5000 • www.opsb.net

Don Coker, Ed.D.
Superintendent

September 26, 2018

coker@opsb.net
318-432-6204

Derle R. Long, Director
The School of Visual & Performing Arts
University of Louisiana – Monroe

Dear Sir:

The Ouachita Parish School Board is interested in supporting the University of Louisiana – Monroe in their effort to bring a Master of Music Education degree proposal to our music teachers the summer of 2019. The program will be an on-campus degree during Summer I (June) and I'm very excited to learn that music teachers will also be able to work on their degree while keeping their jobs and finishing the degree within 3 summers. Rather than choosing online courses, I think this program is an excellent alternative and an added benefit to teachers when students are allowed to interact face-to-face with other students, enabling them to receive immediate feedback from the instructor.

It is encouraging that this new model concept has already proven to be very successful at a prestigious university. I believe this degree is vital to a teacher's career as it offers a unique opportunity to improve their educational status and be able to continue their education while maintaining their employment. Their interaction with students, educators and mentors at ULM will promote higher standards for establishing skills essential to achieving academic success. If ULM is fortunate enough to extend this Master of Music Education degree to our teachers, I eagerly offer my assistance in integrating this worthwhile proposal within our district.

I am confident that your organization will be considered for this request and look forward to working with you on this proposal in the future. If I can be of further assistance to you and your staff, please do not hesitate to contact me.

Yours sincerely,

Don Coker, Ed.D.
Superintendent

DC:ps

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.8. **University of New Orleans' request for approval to award a Doctorate Honoris Causa to Mr. Raymond J. Brandt.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to award a Doctorate Honoris Causa to Mr. Raymond J. Brandt. A native New Orleanian, Mr. Brandt earned three degrees from Loyola University and is a licensed attorney and a Certified Public Accountant. Mr. Brandt serves as President and Chief Executive Officer of the Ray Brandt Automotive Group. Since the establishment of the first Nissan dealership in 1983, the Ray Brandt Automotive Group now represents 15 different automakers. His dealerships have won numerous industry awards including the Infiniti Owner First Award of Excellence and the Nissan Owner First Excellence. Because of his astute leadership, Mr. Brandt's Toyota, Mercedes-Benz and Porsche dealerships have also won national awards.

In addition to his well respected professional career, Mr. Brandt has dedicated his time to public service. He has served on the boards of the University of New Orleans Foundation, the Louisiana Board of Regents, Southern University at New Orleans, and the Pro Bono Publico Foundation. Mr. Brandt is also known for his philanthropic work. He and his wife, Jessica, created The Ray and Jessica Brandt Family Foundation which contributes to educational initiatives and supports organizations including the American Heart Association, the Susan G. Komen Race for the Cure, and Boys Hope Girls Hope of Greater New Orleans. In recognition of all that Mr. Brandt has contributed to the New Orleans community, he has received numerous citizen and civic awards including the University Of New Orleans Hall Of Distinction, Jr Achievement, the Louisiana Sports Hall of Fame, the Deus Providebit Catholic Award, Southeast Louisiana Council Boy Scouts of America Distinguished Citizen Award, and was awarded an Honorary Doctorate from Holy Cross University.

Mr. Brandt has positively impacted UNO, the Greater New Orleans area, and the State of Louisiana. The University of New Orleans would like to pay tribute to the success of Mr. Brandt in the automotive industry as well acknowledge his commitment to public and community service by awarding a Doctorate Honoris Causa to him at the December 2019 commencement exercises.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to award a Doctorate Honoris Causa to Mr. Raymond J. Brandt.



F 8

THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

December 14, 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 to award a doctorate Honoris Causa during the University's fall commencement on Friday, May 17, 2019 to Mr. Raymond J. Brandt.

Mr. Brandt holds an undergraduate degree in Business Administration, a master's degree in Business Administration, and a Juris Doctorate. He is President and CEO of the Brandt Automotive Group. Mr. Brandt has served on the Board of the University of New Orleans Foundation, the Louisiana Board of Regents, Board of Southern University of New Orleans, the Pro Bono Publico Foundation Board, and the Louisiana Motor Vehicle Commission.

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

Sincerely,

John W. Nicklow
President



THE UNIVERSITY *of*
NEW ORLEANS

ACADEMIC AFFAIRS

To: John W. Nicklow
President

From: Mahyar Amouzegar
Provost and Senior Vice President
Office of Academic Affairs

Date: October 26, 2018

Re: Honorary Doctorate – Raymond J. Brandt

I support the attached nomination to award Mr. Raymond J. Brandt an Honorary Doctorate at the University of New Orleans. His support of the University of New Orleans and service to the city of New Orleans and the state of Louisiana are commendable. I fully endorse this nomination.

Thank you for your consideration of this nomination. Feel free to contact me if you have any questions.



THE UNIVERSITY *of*
NEW ORLEANS

COLLEGE OF BUSINESS ADMINISTRATION

John A. Williams, Ph.D., Dean

October 25, 2018

John W. Nicklow, Ph.D.
President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear President Nicklow,

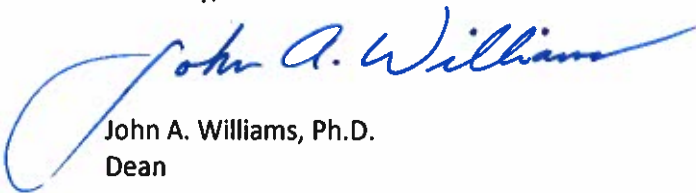
I would like to nominate Mr. Raymond J. Brandt for an Honorary Doctorate at the University of New Orleans. Mr. Brandt has earned a Bachelor of Business Administration, MBA, and a Juris Doctor. He is a Certified Accountant and licensed attorney.

Mr. Brandt has served on the Boards of the University of New Orleans Foundation, the College of Business Administration, the Louisiana Board of Regents, Southern University at New Orleans, and the Pro Bono Publico Foundation.

The Ray and Jessica Brandt Family Foundation has contributed to education and supported the American Heart Association and the Susan G./ Komen Race for the Cure and Boys Hope Girls Hope of Greater New Orleans. He has received numerous awards for his many charitable deeds.

It is with great pleasure that I submit this nomination for an individual that is exceptionally deserving of the awarding of Honorary Doctorate. He has done so much for New Orleans and the state of Louisiana.

Sincerely,



John A. Williams, Ph.D.
Dean

Raymond J. Brandt

Raymond J. Brandt a native New Orleanian and an honor graduate of St. Aloysius. Ray earned three degrees from Loyola University, a bachelor in business administration, masters of business administration and a juris doctor. He is a licensed attorney and a Certified Public Accountant.

Ray is the president and chief executive officer of the Ray Brandt Automotive Group. Since the establishment of the first Nissan dealership in 1983, the Ray Brandt Automotive Group now represents 15 different automakers, including Dodge, Chrysler, Jeep, Ram Fiat, Toyota, Infiniti, Porsche, Mercedes-Benz, Maserati, Alfa Romeo, Volkswagen, Kia, Hyundai, Mazda and Mitsubishi. His dealerships have won numerous industry awards including - the Infiniti Owner First Award of Excellence and the Nissan Owner First Award of Excellence. His Toyota, Mercedes-Benz and Porsche dealerships have also won national awards.

Ray was twice past Chairman of the Nissan National Dealer Council and he is currently serving his third term as Chairman of the Louisiana Motor Vehicle Commission. He recently received the Dealer of the Year award in Louisiana from the Board of the Louisiana Auto Dealers.

Ray has served on the boards of the University of New Orleans Foundation, the Louisiana Board of Regents, Southern University at New Orleans and the Pro Bono Publico Foundation.

Ray and his wife Jessica created The Ray and Jessica Brandt Family Foundation which contributes to educational initiatives and supports organizations including the American Heart Association, the Susan G. Komen Race for the Cure and Boys Hope Girls Hope of Greater New Orleans. Their foundation also supports our military and museums that honor our veterans.

In recognition of all that Ray has given to this community, he has received numerous citizen and civic awards including the University of New Orleans Hall of Distinction, Jr Achievement, the Louisiana Sports Hall of Fame, the Deus Providebit Catholic Award, Southeast Louisiana Council Boy Scouts of America Distinguished Citizen Award and has received an Honorary Doctorate from Holy Cross University. In 2019, Ray will reign as the King of the Mystic Krewe of Louisianians in Washington DC.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

- Item F.9.** **University of New Orleans' request for approval of Center Austria – The Austrian Marshall Plan Center for European Studies.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests that Center Austria – The Austrian Marshall Plan Center for European Studies (CA) be recognized as a research center. In 1997 CA was established to administer the wide range of activities growing out of UNO's partnership with the University of Innsbruck. Now, CA functions as a research and discourse hub for Austrian and European Studies at UNO and in New Orleans. The mission of CA is to direct international student and faculty mobility between UNO and universities in Austria. Center Austria promotes the communication and extension of Austrian and Central European culture through scholarly and artistic activities and academic partnerships. It is based on more than three decades of cooperation with the University of Innsbruck and a Sister-City Agreement between the Cities of Innsbruck, Austria and New Orleans, as well as a new partnership with the University of Graz, Austria.

The Center is housed in the College of Liberal Arts, Education, and Human Development and functions under the umbrella of the Department of History and Philosophy. Activities of CA are managed by a Director and an Associate Director; a project coordinator and student worker report to the Director. In addition, there are various fellows that contribute to the work of CA. Financial support of CA includes proceeds from external fundraising activities in Austria and the United States. Funds provided by the Marshall Plan Foundation in Vienna helped establish an endowed chair, a professorship, and support for ongoing activities. The CA is one of eight (8) Austrian Centers around the world recognized and supported by the Austrian government. Projected revenue is more than adequate for CA operations.

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 Center Austria – The Austrian Marshall Plan Center for European Studies.*



F 9

THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

January 3, 2019

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

Re: BOR Approval of Center Austria

Dear Dr. Henderson,

I am requesting approval from the Louisiana Board of Regents for recognition of the University of New Orleans' Center Austria as a research center.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President



THE UNIVERSITY *of*
NEW ORLEANS

ACADEMIC AFFAIRS

January 3, 2019

Dr. Karen Denby
Associate Commissioner for Academic Affairs
Louisiana Board of Regents
1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802

Dr. Denby:

This memo accompanies a request for approval for the University of New Orleans' Center Austria (full title: Center Austria-The Austrian Marshall Plan Center for European Studies).

The university requests a waiver of the one-year conditional approval due to the long-standing operation of the Center and its superior work. As Form B indicates, the Center is firmly established and enjoys a close working relationship with the University of Innsbruck and various other Austrian entities. The Center represents a key element in the UNO Quality Enhancement Plan and, more generally, in the efforts of the university to internationalize the curriculum and research efforts.

The Center's support includes the proceeds from impressive fund raising activities. It was the recipient of a grant of \$1,000,000 from the Austrian European Recovery Fund (the Marshall Plan), which funded the establishment of a chair position, a professorship, and a fund for activities. Subsequent fund raising has added to the endowment amount and provided an ongoing program of conferences, lectures and publications.

The application for formal Center status has the full support of the University, the College of Liberal Arts, Education and Human Development, and the Department of History and Philosophy.

Sincerely,

Mahyar Amouzegar
Provost and Senior Vice President

2011 Administration Building Annex | 2000 Lakeshore Drive | New Orleans, LA 70148
Phone 504.280.6726 | Fax 504.280.6020 | Website uno.edu

Form B

Request for Full Approval of a Conditionally Approved Center, Institute, and/or Similar

- 1. Name of Institution:** The University of New Orleans
- 2. Name of Proposed Unit:** Center Austria-The Austrian Marshall Plan Center for European Studies
- 3. Name and Title of Administrator:** Dr. Günter Bischof, Director, Center Austria and Research Professor, Dept. of History. Email:gjbischo@uno.edu, phone: 504.280.3223
- 4. Department or Academic Unit Responsible for Unit:** Department of History and Philosophy, The University of New Orleans
- 5. Date to be Implemented:** September 2018
- 6. Date Approved by Management Board**

FORM B-PROPOSAL FORMAT

Part I – Description

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

Description:

Center Austria (CA) was founded in 1997 to administer the wide range of activities growing out of UNO's partnership with the University of Innsbruck. This collaboration began in 1976 with the start of the highly successful UNO-Innsbruck International Summer School. A friendship treaty between the two universities was signed in 1983 and was followed by a Sister-City Agreement between New Orleans and Innsbruck in 1995.

CA promotes the study and understanding of Austria and Europe in the American Gulf South region with scholarly symposia, lectures, and publications. Three book series are being published: *Contemporary Austrian Studies* (UNO Press/Innsbruck university press), *TRANSATLANTICA* (Studienverlag Innsbruck), and *Studies in Central European History, Literature and Culture* (UNO Press), are published on a regular basis.

The Center also promotes the exchange of students, research fellows, and faculty from universities in Austria, such as Innsbruck, Vienna, and Graz. These exchanges enhance international student mobility and European Studies on the UNO campus.

The Center is supported by and in turn supports the Austrian Marshall Plan Foundation as it strives to keep the memory of the Marshall Plan alive.

Objectives:

The Center contributes to the internationalization of UNO by facilitating student and faculty exchanges, by inviting guest speakers in the field of European Studies, by organizing conferences and symposia such as "Regional and Economic Development: The EU and the American South Compared", and by publishing three different book series in the field of Austrian and European Studies.

The Center is committed to local outreach with institutions such as the National World War II Museum, the Deutsches Haus of New Orleans, and area schools, such as Benjamin Franklin High School.

The Center is successful in raising external funding in Austria and the US. It is one of 8 Austrian Centers around the world recognized and supported by the Austrian government. There are only 3 other centers in North America: at the University of Minnesota, at the University of Alberta, Canada, and at the University of California at Berkeley.

The Center fosters interdisciplinary cooperation between departments on the UNO campus (Fine Arts, Foreign Languages, Anthropology, Urban Studies, Sociology), and departments at other institutions, such as Tulane University and LSU.

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

Center Austria serves as a mainstay in achieving UNO's QEP of "Global Citizenship".

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

CA has organized a conference on regional economic development in Europe and the US South (Günter Bischof, ed., *Regional Economic Development Compared: EU/Europe and the American South*, Innsbruck University Press, 2014).

The Center will organize a workshop on Austrian apprenticeship training models for job training in Louisiana.

The Center plans on outreach by holding annual events to familiarize the local community with Austrian and European culture.

The Center will establish a "Friends of Center Austria" group of close supporters from the business, academic and non-profit sectors.

The Center will set-up an advisory board which will include local and national experts such as the Austrian Ambassador in DC, the Director of the Austrian Cultural Forum in NYC, the Honorary Austrian Consul for Louisiana and Mississippi, and the Director Emeritus of the National World War II Museum.

Part II – Need

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

The lack of European/Austrian Studies in Louisiana and the Gulf South calls for such a center. Given the amount of business activities and student exchanges between Louisiana/Gulf South and Central Europe, makes such a center much needed.

- B. Does a similar or closely related unit exist at any other state university/college? If so, what are the distinguishing characteristics of the proposed unit, compared to the existing unit? What, if any, level of coordination and/or cooperation is anticipated between these units?

No, Center Austria is the only such unit in the state of Louisiana.

Part III – Faculty

- A. List the primary faculty members who will work directly within the proposed new unit. Please provide vitae for any not included in the initial application (the abbreviated vita form required for a Support Fund Initiative proposal is acceptable).

The Center's Director is Dr. Günter Bischof, University Research Professor in the Department of History and Philosophy in the College of Liberal Arts, Education, and Human Development (vita is a separate attachment).

The Center's Associate Director is Dr. Marc Landry, Assistant Professor in the Department of History and Philosophy in the College of Liberal Arts, Education, and Human Development (vita is a separate attachment).

- B. Describe the involvement of faculty, present and projected, in research, extension, and other activities and the relationship of these activities to unit operations. Please include the percentage of time to be allocated for each affected faculty member by assignment category.

Prof. Guenter Bischof, Director, 50%.

Dr. Marc Landry, Associate Director, 25%.

Part IV – Facilities and Equipment

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

The Center's offices are located in the International Center Building on the UNO campus. The Center has offices for the Director and Associate Director, it also has an office for the administrative staff, the project coordinator and a student worker. The Center houses two PhD research fellows from Austria every year (funded by Austrian institutions) and they have an office they share with regular visiting fellows from Austria and other European countries. The Center's public lectures and small conferences take place in a seminar room.

- B. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate costs and indicate proposed sources of funding-these figures should be included in the budget as well.

There is no need for new facilities. Center Austria is housed in the International Center of the UNO campus.

Part V – Administration

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

The Center is housed in the College of Liberal Arts, Education and Human Development. It reports to the Dean of the College. The Center is under the umbrella of the Department of History and Philosophy. The Director and Associate Director are members of the History and Philosophy Department. The project coordinator and a student worker report to the Director.

Provost

Dean of the College of Liberal Arts, Education and Human Development

Chair of History and Philosophy

Director

Associate Director

Project Coordinator

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

Not significantly.

Part VI – Budget

A. Please provide a comprehensive, projected for each that the approval is sought. Include sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

See budget form.

- Annual grant from Austrian Ministry of Education, Science and Research + income from Center Austria accounts at the UNO Foundation (from money raised by Center Austria over the years).

** Center Austria has been recruiting tuition & fee paying students from the University of Innsbruck since its beginning. Since Katrina hit New Orleans Center Austria has brought in on an average between 40 and 60 students annually (this has amounted to \$200,000-\$300,000 for the university's general fund).



LOUISIANA BOARD OF REGENTS
Center/Institute Budget Form

ESTIMATED COSTS (Example: Administration, Faculty, and Support Salaries, Travel, Graduate Assistantships, Equipment, Supplies, Other, etc.)	Year 1 AY (2019-2020)	Year 2 AY (2020-2021)	Year 3 AY (2021-2022)	Year 4 AY (2022-2023)	Year 5 AY (2023-2024)
Research faculty	85338	85338	89888	89888	89888
Research assistants	11000	11000	11000	11000	11000
Administration/Support Personnel	35625	38625	38625	38625	38625
Summer research	7500	7500	7500	7500	7500
Supplies	1449	1449	1449	1449	1449
Professional Services	2806	2806	2806	2806	2806
Operating Services	2000	2000	2000	2000	2000
Publications	3900	3900	3900	3900	3900
Program initiatives*(assumes Ministry funds)	36000	36000	36000	36000	36000
Program activities	17000	17200	17400	17600	17800
Contingency	1559	759	3409	5609	7809
Total Costs	204177	206577	213977	216377	218777

Curriculum Vitae

Personal:

Name: Günter Bischof Sex: Male
 Birthdate: 10-06-1953 Birthplace: Mellau, Austria
 Citizenship: American, Austrian
 Spouse: Melanie Boulet, teacher

Contact Information:

Home address: 131 Virginia St., Larose, LA 70373, USA; E-Mail guenterjbischof@gmail.com
 Office address: Department of History, University of New Orleans, 2000 Lakeshore Drive, New Orleans, LA 70148, USA;
 E-mail: gjbischo@uno.edu; Phone: 504-280-3223 Fax: 504-280-6882

Career Information:

Education: Harvard University, PhD, 1989; Harvard University, M.A., 1983; University of Innsbruck, Mag. Phil, 1982; University of New Orleans, M.A., 1980; Matura Bundes Gymnasium Bregenz 1972

Career: University of New Orleans: Marshall Plan Chair of History, 2017-; Marshall Plan Professor of History, 2003-4, 2007- ; University Research Professor, 2011-14; History Department Chair, 2006-8; Professor, Associate Prof., Assistant Professor of History, University of New Orleans, 1989- ; Director, executive director, associate director, Center for Austrian Culture and Commerce, UNO, 1997- ; associate director, acting director, Eisenhower Center for Leadership Studies, 1989-97, 2005.

Guest professor: University of Munich, 1992-94, University of Innsbruck, 1993-94, University of Salzburg, 1998, University of Vienna, 1998; University of Innsbruck 2004; Vienna University of Economics and Business Administration 2005, 2008, 2009, 2010, 2012; University of Economics Prague 2011, 2012; Russian University for the Humanities, Moscow, 2012, Hebrew University-Jerusalem 2013; University of Innsbruck 2016; Hebrew University-Jerusalem 2018.

Professional: Advisory Board member *Zeitgeschichte* [Austrian Journal of Contemporary History], *Journal of Austrian Studies*, *Journal of Intelligence*, *Propaganda and Security Studies* [Graz]; Presidential Counselor & Education Committee member, National World War II Museum (New Orleans); Board Member, Botstiber Institute of Austrian-American Studies; Instigator & Co-Founder, Austrian Marshall Plan Foundation; Board, H-German, 1995-2005; Member, Austrian Vice-Chancellor's Commission on "The Future of Austria", 1998; Guest scholar, Institute of Human Sciences, Vienna, 1998, 2012.

Civic: Secretary-Treasurer, 1995-97, Vice President 2008-10, President, 2010-2011 Harvard Club of Louisiana; Board member and Vice-President, World Affairs Council of New Orleans,

board member 1990-1995, 2004-07, 2012-; Board, Council for International Visitors, New Orleans, 1990-92.

Awards: Member, European Academy of Sciences; *Ehrenkreuz für Wissenschaft und Kunst, 1. Klasse* [Award for Science and the Arts, President of Austria] (2012); *Grosse Ehrenzeichen für Verdienste um die Republik Österreich* [Grand Cross of Austria] (2007); University of New Orleans' Gordon "Nick" Mueller International Leadership Medallion (2013); Honorary Citizen of the University of Innsbruck 2006; Research Prize of the Dr. Wilfried-Haslauer Library, Salzburg (2003); UNO's Office of Research and Sponsored Programs' Senior "Creativity, Research & Scholarship Award" (2018); Senior Research Award, UNO Alumni Association (2005); Early Career Achievement Award, UNO Alumni Association (1990); Gross Best Dissertation Prize, Harvard University History Department (1990); Jedlicka Dissertation Prize, Austrian Science Ministry (1990); *Who's Who in the South and Southwest* 1999; *Who's Who Among America's Teachers*, 1999; *Who's Who in American Education*, 2004, 2006, 2007; *Who's Who in the World* 2006.

Publications:

Books:

with Hans Petschar, *The Marshall Plan - Since 1947: Saving Europe – Rebuilding Austria*. Vienna: Brandstätter 2017

German Edition: *Der Marshall Plan - Seit 1947: Die Rettung Europas & der Wiederaufbau Österreichs*. Vienna: Brandstätter 2017

with Barbara Stelzl-Marx & Alexandra Kofler, *Zukunftsfonds der Republik Österreich: Entstehung, Entwicklung und Bedeutung*. Vienna: Böhlau 2015

Relationships/Beziehungsgeschichten: Austria and the United States in the Twentieth Century (TRANSATLANTICA 4). Innsbruck: StudienVerlag 2014.

Austria in the First Cold War, 1945-1955: The Leverage of the Weak. London: Macmillan/New York: St. Martins Press 1999.

Czech translation (2017)

(Co-)Edited Books:

ed., *Quiet Invaders Revisited: Biographies of Twentieth Century Immigrants to the United States* (TRANSATLANTICA, vol. 11). Innsbruck: StudienVerlag 2017

with Christina Antenhofer, Robert L. Dupont, Ulrich Leitner, eds., *Cities and Multiple Landscapes: Investigating the Sister Cities Innsbruck and New Orleans* (Interdisziplinäre

Stadtforschung). Frankfurt a. M.: Campus 2016

with Jason Dawsey and Bernhard Fetz, eds., *The Life and Work of Günther Anders: Émigré, Iconoclast, Philosopher, Man of Letters* (TRANSATLANTICA 8). Innsbruck: StudienVerlag 2014

With Barbara Stelzl-Marx and Stefan Karner, eds., *The Vienna Summit of 1961* (Harvard Cold War Studies, ed. Mark Kramer). Lanham, MD: Lexington Books 2014
 Choice Academic Book of 2015

With Andreas Exenberger/Philipp Strobl/James Mokhiber, eds., *Globalization and the City: Two Connected Phenomena in Past and Present*. Innsbruck: innsbruck university press 2013

With Stefan Karner/Barbara Stelzl-Marx/Natalja Tomilina/Alexander Tschubarjan/Viktor Iščenko/Michail Prozumenščikov/Peter Ruggenthaler/Gerhard Wettig/Manfred Wilke, eds., *Der Wiener Gipfel 1961: Kennedy – Chruschtschow* (in: Veröffentlichungen des Ludwig Boltzmann-Instituts für Kriegsfolgen-Forschung, Sonderband 12). Innsbruck: StudienVerlag 2011.

With Stefan Karner and Peter Ruggenthaler, eds. *The Prague Spring and the Warsaw Pact Invasion of Czechoslovakia in 1968* (Harvard Cold War Studies, ed. Mark Kramer). Lanham, MD: Lexington Books 2010. ***Choice Academic Book of 2010***

With Dieter Stiefel and Hannes Richter (digital editor), *Images of the Marshall Plan: Films, Photographs, Exhibits, Posters* (TRANSACTLANTICA 3). Innsbruck: StudienVerlag 2009

with Stefan Karner, Alexander Tschubarjan, Natalja Tomilina, Michael Prozumenscikov, Peter Ruggenthaler and Manfred Wilke, eds., *Der "Prager Frühling". Die UdSSR und das internationale Krisenjahr 1968. Beiträge*. Vienna: Oldenbourg 2008.

with Barbara Stelzl-Marx and Stefan Karner, eds. *Kriegsgefangenschaft im Zweiten Weltkrieg*. Vienna-Munich: Oldenbourg 2005.

with Klaus Eisterer, eds. *Transatlantic Relations: Austria and Latin America in the 19th and 20th Centuries* (TRANSATLANTICA, ed. Günter Bischof, vol. 1). Innsbruck: Studienverlag 2006.

with Michael Gehler, Rolf Steininger, and Volker Kühnhardt, eds., *Floundering or Founding Fathers? Towards a European Constitution? Historical, Political and Comparative Aspects: Europe – U.S.* Vienna: Böhlau 2005.

with Michael Gehler and Anton Pelinka, eds., *Österreich in der EU: Bilanz einer Mitgliedschaft* (Historische Forschungen des Arbeitskreises europäische Integration, vol. 5). Vienna: Böhlau 2003

with Michael Gehler and Rolf Steininger, eds., *Austria in the Twentieth Century* (Studies in Austrian and Central European History and Culture, ed. Günter Bischof). New Brunswick, NJ: Transaction 2002

with Wolfgang Krieger, eds., *Normandieinvasion 6. Juni 1944: Internationale Perspektiven*. Innsbruck: Studienverlag 2001

with Saki Dockrill, eds., *Cold War Respite: The Geneva Summit of 1955*. Baton Rouge: Louisiana State University Press 2000.

with Rüdiger Overmans, eds., *Kriegsgefangenschaft im Zweiten Weltkrieg: Eine Vergleichende Perspektive*. Ternitz: Verlag Gerhard Höller 1999.

with Dieter Stiefel, eds., *80 Dollar: 50 Jahre ERP-Fonds und Marshall-Plan in Österreich*. Vienna: Ueberreuther 1999

with Robert Dupont, eds., *The Pacific War Revisited*. Baton Rouge: Louisiana State University Press 1997.

with Stephen E. Ambrose, eds., *Eisenhower: A Centenary Assessment*. Baton Rouge: Louisiana State University Press 1995.

with Stephen E. Ambrose, eds., *Facts against Falsehood: Eisenhower and the German P.O.W.'s*. Baton Rouge: Louisiana State University Press 1992.

with Charles S. Maier, eds., *The Marshall Plan and Germany: West German Development within the Framework of the European Recovery Program*. Oxford-Hamburg-New York: Berg Publishers 1991.

German edition: *Deutschland und der Marshall-Plan*. Baden-Baden: Nomos Verlag 1992.

with Rolf Steininger et al., eds., *Die Doppelte Eindämmung: Europäische Sicherheit und deutsche Frage in den Fünfzigern*, (*Tutzinger Schriften zur Politik* 2). Munich: v. Hase & Koehler 1993.

with Josef Leidenfrost, eds., *Die bevormundete Nation: Österreich und die Alliierten, 1945-1949*, (*Innsbrucker Forschungen zur Zeitgeschichte* 4). Innsbruck: Haymon Verlag 1988.

Charles P. Kindleberger, *The German Economy, 1945-1947: Charles P. Kindleberger's Letters from the Field*, Historical Introduction, Select Bibliography, List of Names and Editorial Advice by Günter Bischof. Westport-London: Meckler Corporation 1989.

Co-editor (with Anton Pelinka (vols. I-XV), Fritz Plasser (XVI-XX), Ferdinand Karlhofer (XXI-XXV), Dirk Rupnow (XXVI) of *Contemporary Austrian Studies* (published by Transaction

Publishers, vols. I-XVII, and UNO/iup Presses, vols. XVIII-XXIV): *Migration in Austria* (XXVI); *Austrian Studies Today* (XXV) 2016; *Austrian Federalism in Comparative Perspective* (XXIV) 2015; *1914: Austria-Hungary, the Origins, and the First Year of World War I* (XXIII) 2014; *Austria's International Position after the End of the Cold War* (XXII) (2013); *Austrian Lives* (XXI) (2012); *Global Austria: Austria's Place in Europe and the World* (XX) 2011) *From Empire to Republic: Post-World War I Austria* (XIX) 2010; *The Schüssel Era in Austria* (XVIII) 2010; *New Perspectives on Austrians in World War War II* (XVII) 2009; *The Changing Austrian Voter* (XVI) 2008; *Sexuality in Austria* (XV) 2007; *Austrian Foreign Policy in Historical Context* (XIV) 2006; *Religion in Austria* (XIII) 2005; *The Americanization/Westernization of Austria* (XII) 2004; *The Dollfuss/Schuschnig Era in Austria* (XI) 2003; *Austria and the EU* (vol. X) 2002; *Neutrality in Austria* (IX) 2001; *The Marshall Plan in Austria* (VIII) 2000; *The Vranitzky Era in Austria*, (VII) 1999; *Women in Austria* (VI) 1998; *Austrian Historical Memory and National Identity* (V) 1997; *Austrocorporatism: Past - Present - Future* (IV) 1996; *Austria in the Nineteen Fifties* (III) 1995; *The Kreisky Era in Austria* (II) 1994; *Austria in the New Europe* (I) 1993.

Series Editor: Founding co-editor (with Stephen E. Ambrose) *Eisenhower Center Studies of War and Peace*, Louisiana State University Press (10 vols.); editor of *Studies in Austrian and Central European History and Culture*, Transaction Publishers (3 vols.); *TRANSATLANTICA*, StudienVerlag Innsbruck (11 vols.); *Studies in European History, Culture & Literature* UNO Press (2 vols.)

Other Publications:

100+ invited book chapters, journal articles and scholarly review essays in *Journal of Cold War Studies*, *Diplomacy & Statecraft*, *Zeitgeschichte*, *Wiener Zeitschrift zur Geschichte der Neuzeit*, *Contemporary Austrian Studies*, *Austrian History Yearbook*, *Aus Politik und Zeitgeschichte*, *Europäische Rundschau*, *Mitteilungen des Österreichischen Staatsarchivs*, *German Studies Review*, *Soudobé Dějiny*, *Hungarian Studies*, *Habsburg*, *H-Diplo*, *H-German*, *Habsburg*

Advisory editor to Bernard Cook, ed., *Encyclopedia of Europe after 1945*, 2 vols. (New York: Garland 2001) with entries; encyclopedia entries for the *Oxford Companion to United States History*, *American National Biography*, *Harry S Truman*, *Franklin D. Roosevelt Encyclopedias*, *Cold War Encyclopedia*, *ORF Encyclopedia*

Dozens of book reviews in *American Historical Review*, *Journal of Modern History*, *Journal of American History*, *Journal of American Studies*, *Journal of Cold War Studies*, *International History Review*, *International Affairs*, *Central European History*, *Global War Studies*, *Slavonic & East European Affairs*, *German Studies Review*, *Louisiana History*, *Kentucky History*, *Contemporary Austrian Studies*, *Austrian History Yearbook*, *Historische Zeitschrift*, *Militärgeschichtliche Mitteilungen*, *Amerikastudien*, *Zeitgeschichte*, *Sehepunkte*, *H-German*, *H-Diplo*, *H-HistGeog*, *Habsburg*, *Die Furche*, *Die Presse*, *Der Standard*

Regular contributions to *Die Furche* (1980s/1990s); op-ed pieces published in the *New Orleans Times-Picayune*, *New Orleans Advocate*, *Die Presse*, *Der Standard*, *Falter*, *Voralberger Nachrichten*, *Profil*, *News*, *Österreich*; interviews with *Austrian National Radio*, *Radio Vorarlberg*, *Radio Tirol*

Marc D. Landry II

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Education

Ph.D. in History, Georgetown University, 2013
 M.A. in German and European Studies, Georgetown University, 2009
 B.A. *cum laude* in History (Minor: German), The College of William & Mary, 2002

Professional Employment

Assistant Professor, Central European History and Associate Director Austrian Marshall Plan
 Center for European Studies, University of New Orleans, 2017-
 Postdoctoral Fellow in 18th-19th Century Europe, Utah State University, 2015-2016
 Visiting Assistant Professor, Utah State University, 2013-2015

Visiting Appointments

Fulbright-Botstiber Visiting Professor of Austrian-American Studies, University of Innsbruck,
 2016

Publications

“Environmental Consequences of the Peace: The Great War, Dammed Lakes, and Hydraulic
 History in the Eastern Alps.” *Environmental History* 20 (2015): 422-448.

“Catalyst for Transition: The Anschluss, Kaprun, and a Dual Energy Transition.” In “Energy
 (and) Colonialism, Energy (In)Dependence: Africa, Europe, Greenland, North America,” eds.
 Clapperton Chakanets Mavhunga and Helmuth Trischler. *RCC Perspectives*, no. 5 (2014): 43-51.

“On Water: Perceptions, Politics, Perils.” Editor with Agnes Kneitz, special issue, *RCC
 Perspectives* 2012, no. 2.

“Water as ‘White Coal’.” In “On Water: Perceptions, Politics, Perils,” eds. Agnes Kneitz and
 Marc Landry. *RCC Perspectives*, no. 2 (2012): 7-12.

“How Brown were the Conservationists? Naturism, Conservation, and National Socialism, 1900-
 1945.” *Contemporary European History* 19 (2010): 83-93.

Manuscripts in Progress

Peak Power: The Alps and Electrification in Europe (book manuscript in progress).

Public History Publications

Utah State University: The History of Water (outreach publication).

Grants, Awards, Honors

Fulbright-Botstiber Grant in Austrian-American Studies, University of Innsbruck, 2016
Keynote speaker, Department of History and Phi Alpha Theta Awards Ceremony, Utah State University, 2016
Postdoctoral Fellowship in 18th and 19th Century Europe, Utah State University, 2015-2016
Institute of Electrical and Electronics Engineers Life Members' Fellowship in Electrical History, 2011-2012
Royden B. Davis Teaching Fellowship, Georgetown University, 2010-2011
Scholar-in-Residence, Deutsches Museum, Munich, 2009
German Academic Exchange Service (DAAD) Research Grant, 2007-2008
German Historical Institute Archival Summer Seminar in Germany, 2006
History Graduate Scholarship, Georgetown University, 2005-2010
BMW Center for German & European Studies Scholarship, Georgetown University, 2004-2006
Fulbright Student Grant for Austria, 2002-2003

Presentations

Invited Presentations

“Europe’s Battery: The Alps in the Age of Electrification.” Center Austria Lecture, University of New Orleans, Louisiana, January 2018.

“Europe’s Battery: The Alps in the Age of Electrification.” American Association of Teachers of German Louisiana Chapter Annual Meeting, University of New Orleans, Louisiana, November 2017.

“Peak Power: The Alps and Electrification in Europe.” Summit Meeting of the History Departments, University of Innsbruck, May 2016.

“‘White Coal’: The Alps and Power in Europe, 1870-1955.” Environmental History Seminar, University of Salzburg, Austria, May 2010.

“Europe’s ‘White Coal’: The Hydro-Electrification of the Alps, 1880-1955.” Rachel Carson Center Munich, March 2010.

“‘White Coal’: The Hydro-electrification of the Alps, 1880-1955.” Modern Europe Seminar, Ludwig-Maximilians-University Munich, November 2009.

“Mining ‘White Coal’: The Hydro-Electrification of the Alps, 1870-1955.” Environmental History Seminar, Ludwig-Maximilians-University Munich, February 2008.

Refereed Conference Presentations

“The History of the Alps as an Energy Landscape.” German Studies Association Annual Conference, Pittsburgh, Pennsylvania, September 2018.

“Environmental History and the Cold War in Austria.” Austrian Studies Association Annual Conference, Burlington, Vermont, May 2018.

“Peak Power: The Alps and Electrification in Europe, 1880-1930.” International Workshop “Electrifying the World: Towards a Global History of Light and Power” organized by the University of New Orleans and University of Innsbruck, University of New Orleans, Louisiana, March 2018.

“Peak Power: The Alps and Electrification in Europe.” International Conference “Mobilising and Using Energy, from Antiquity to the Present Time” organized by the French Network of Environmental Historians (RUCHE), Bordeaux-Montaigne University, September 2016.

“Constructing the Grid: German Rearmament and Popular Conceptions of Electrification, 1937-1945.” American Society for Environmental History, Washington, DC, March 2015.

“The Damming of the Alps: Environment and Energy in Europe, 1850-1945.” American Historical Association, New Orleans, Louisiana, January 2013.

“The Moderating Influence of National Socialism? The *Anschluss* and the Energy Development of Austria’s Hohe Tauern Range.” Joint Energy History Workshop of the Rachel Carson Center for Environment and Society and the University of Houston Center for Public History, “Energy Resources: Europe and its Former Colonies,” Rachel Carson Center, Munich, Germany, October 2012.

“Storing ‘Superpower’: Austria’s *Hohe Tauern* Works and the Making of the European Electricity Grid, 1920-1955.” American Society for Environmental History, Madison, Wisconsin, March 2012.

“‘White Coal’: Alpine Water and Power at the Turn of the Twentieth Century.” History of Energy Workshop, Harvard University, Boston, Massachusetts, November 2011.

“‘White Coal’: Alpine Water and Power in Europe, 1880-1955.” Association for Environmental Studies and Sciences Annual Meeting, Burlington, VT, June 2011.

“Europe’s Battery: The Alps, Water, and Power in Europe, 1870-1955.” American Society for Environmental History, Phoenix, Arizona, April 2011.

“The Power of Alpine Lakes: The Construction of Bavaria’s *Walchenseekraftwerk*, 1904-1924.” German Studies Association, Oakland, California, October 2010.

“Storing Great (Water) Power: The *Hohe Tauern* Works and the European Energy System, 1920-1955.” Water History Conference, Delft, Netherlands, June 2010.

“‘White Coal’ in the Upper Danube Watershed: Hydroelectric Development in Alpine Bavaria, 1891-1924.” European Science Foundation Exploratory Workshop on Long Term Socio-Ecological Research of a European Watershed: Towards an Environmental History of the Danube’s Riverine Landscapes (ENVIRADANUBE), Vienna, Austria, February 2008.

Public History Presentations

“Mad King Ludwig of Bavaria.” Phi Alpha Theta “Fright Night,” Utah State University, October 2015.

Teaching

Courses Offered at the University of New Orleans

2018 Environmental History
2017-2018 World History since 1600
2017 History of the Habsburg Empire
2017 Postwar European History

Courses Offered at the University of Innsbruck

2016 New Approaches to Central European History
2016 Energy in the Fossil Fuel Age
2016 Global Environmental History (undergraduate lecture)

Courses Offered at Utah State University

2016 HIST 4290: Europe and the French Revolution, 1700-1815
2014-15 HIST 4330: History of Modern Germany
2013-16 HIST 3950: Energy in the Fossil Fuel Age
2013-16 HIST 1110: Nature and Power: Foundations of Modern Western Civilization
2013-14 HIST 3240: History of Modern Europe

Courses Offered at Georgetown University

2012 STIA 102: Introduction to Environmental Science (Lab Assistant)
2011 HIST 304: Energy in World History

Academic and Public History Employment

Research Associate, Rachel Carson Center, Munich, 2009-2010
Intern, German Historical Institute, Washington, DC, 2005

Professional and Institutional Service

Reader for *Environmental History*
Mentor, International Graduate School in Environmental History, European Society for Environmental History, 2015
Graduate Student Organization Representative, Georgetown University, 2010-2011
Graduate Studies Committee Representative, Georgetown University, 2006
Modern European History Area Representative, Georgetown University, 2006

Research Languages

German (speak, read, write)
French (speak, read)

Professional Associations

American Historical Association
American Society for Environmental History
European Society for Environmental History
Austrian Studies Association
German Studies Association

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.10. University of New Orleans' request for approval of a Student Transfer Agreement with Delgado Community College.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of a Student Transfer Agreement (Agreement) with Delgado Community College (DCC) to facilitate and support the transfer of students from the community college to the four-year university. Together, UNO and DCC will provide students with the opportunity to succeed in their pursuit of a baccalaureate degree by expanding the transfer opportunities as outlined in the Louisiana Transfer Degree Guarantee (TDG). The proposed Agreement outlines specifics relevant to admissions, degree plans, advising, and financial aid. The proposed Agreement will remain in effect until terminated by either party upon written notice.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a Student Transfer Agreement with Delgado Community College.*



THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

F 10

January 16, 2019

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

Re: Student Transfer Agreement between Delgado Community College and UNO

Dear Dr. Henderson,

I am requesting approval of a Student Transfer Agreement between Delgado Community College and the University of New Orleans to facilitate and support the transfer of students from Louisiana's community colleges to UNO as they pursue their educational goals.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Memorandum of Understanding

Student Transfer Agreement between The University of New Orleans and Delgado Community College

Purpose

The University of New Orleans (UNO) and Delgado Community College recognize the need to facilitate and support the transfer of students from Louisiana's community colleges to UNO as they pursue their educational goals. Together, UNO and Delgado will provide students with the opportunity to succeed in their pursuit of a four-year degree by expanding the transfer opportunities as outlined in the Louisiana Transfer Degree Guarantee (TDG).

Memorandum of Understanding (MOU)

In conjunction with the promotion of the closer coordination of academic courses, programs, and degrees, The University of New Orleans and Delgado Community College do hereby enter into the following memorandum of understanding:

Guaranteed Admission

- UNO agrees to waive the application fee for all transfer students applying for admission as a transfer student directly from Delgado College.
- At the time of application, applicants have the option of providing UNO with unofficial Delgado College transcripts for initial articulation, review, and admissions.
- Delgado students with 24 or more transferable, college level coursework, including the completion of a college level math and English and an overall GPA of 2.25 receive guaranteed admission to UNO¹.

¹ Acceptance into some colleges and departments at UNO is competitive. Acceptance into UNO does not imply admission to these programs without further acceptance by the college or department offering the program.

College level courses (does not include remedial coursework or technical/vocational courses) with a grade of C or better are guaranteed to transfer to UNO.

Degree Plans

- All degrees/majors will be structured into transfer equivalency guides (TEGs) containing properly structured sequenced courses that lead students to on-time completion.
- Upon agreement of the TEGs between UNO and Delgado, a process will be developed whereby any anticipated changes in degree requirements will be shared annually; TEGs will be updated; and any changes will be shared between the institutions.
- Students graduating from Delgado with an associate degree are guaranteed to meet and satisfy general education requirements at UNO. Students still must satisfy all upper division and other university, college, and department requirements in order to earn a baccalaureate degree from UNO.
- UNO agrees to participate in a reverse transfer agreement with Delgado. Under this agreement, transcripts of students who apply and attend for at least one academic year at UNO will be sent back to Delgado for articulation and possible award of an associate degree.

Advising

- All students interested in transferring to UNO will have access to pre-admission advising through a UNO transfer admissions counselor located in a dedicated on campus location at Delgado College campuses.
- UNO agrees to provide additional on-campus advising through the professional advisors before and after admissions.

Financial Aid

- For students seeking admission before completion of an associate degree, UNO offers participation in a financial aid consortium. Students may take classes at Delgado and UNO but use financial aid through UNO to fund their education at both locations.

Responsibilities

- Delgado College will:
 - a. advise students regarding lower level degree requirements.
 - b. notify students of UNO transfer events including quick admit days, and transfer counselor campus visits.
 - c. provide UNO with a list of eligible transfer students² each semester to include email and mailing addresses.
 - d. facilitate the process for those students participating in the financial aid consortium.
- The University of New Orleans will:
 - a. provide advising for potential transfer students.
 - b. waive the application fee for Delgado students.
 - c. provide Delgado College at the end of each semester with the transcripts for those students who were not awarded an associate degree prior to transferring.
 - d. serve as the primary funding source for students participating the financial aid consortium agreement.

Review of the Agreement

The agreement will remain in effect until terminated by either party upon written notice. Such notice should be given at least one year in advance of the effective date of termination, and students who entered under the agreement may take advantage of the its terms for two years after the termination becomes effective. UNO and Delgado will consider, in good faith, any amendments either party proposes. The agreement may only be amended in writing with amendments signed by both parties.

² Eligible transfer students have completed 30 or more hours including college level math and English and have a 2.5 or better overall GPA.

The University of New Orleans

John Nicklow, Ph.D., President

Date

Mahyar Amouzegar, Ph.D., Provost and
Senior Vice President

Date

Delgado Community College

William Wainwright, Ph.D., Interim Chancellor

Date

Mostofa Sarwar, Ph.D., Interim Vice
Chancellor and College Provost

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

- Item F.11.** **University of New Orleans'** request for approval of an International Friendship and Academic Exchange Agreement with The IUT of Saint Nazaire and the IUT of Nantes, part of the University of Nantes, France.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into an International Friendship and Academic Exchange (Agreement) with The IUT of Saint Nazaire and the IUT of Nantes, which are part of the University of Nantes, France. The purpose of the Agreement is to establish guidelines for the exchange of students and faculty as well as joint research and educational projects which result from this cooperative endeavor. If approved, the Agreement will last for a period of three (3) years from the effective date. The Agreement may be terminated at any time via a six- (6) month notice, with the understanding that any existing commitments to students will be honored.

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 an International Friendship and Academic Exchange Agreement with The IUT of Saint Nazaire and the IUT of Nantes, part of the University of Nantes, France.*



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

F 11

January 15, 2019

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

Re: International Friendship between IUT of Saint Nazaire and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between IUT of Saint Nazaire and the IUT of Nantes 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

INTERNATIONAL FRIENDSHIP AND ACADEMIC EXCHANGE AGREEMENT

Between

University of New Orleans
New Orleans, Louisiana, USA

And

The IUT of Saint Nazaire and the IUT of Nantes, part of the University of Nantes, France

The IUT of Saint Nazaire and the IUT of Nantes, part of the University of Nantes, France and the University of New Orleans (“UNO”) enter into this Friendship and Academic Exchange Agreement (“Agreement”) in order to facilitate student exchanges, faculty exchanges, international education, and joint research and educational projects (“Exchange Program”). Cooperation between the two universities will be pursued in the following areas:

I. Reciprocal Student Exchanges

Article 1: The primary objective of the student Exchange Program is to offer participants the opportunity to pursue academic studies and gain additional experience in the disciplines at **The IUT of Saint Nazaire and the IUT of Nantes** and UNO. On a reciprocal basis, an exchange program, open to students at each university, continues for a five-year period beginning with the Fall 2019 semester.

Article 2: Participants may spend one semester or an entire year at the host institution. At the University of New Orleans, the academic year will cover approximately the period from mid August to mid-May; at **The IUT of Saint Nazaire and the IUT of Nantes**, the academic year will cover approximately the period from beginning of September to end of June

Article 3: Students wishing to participate in the exchange must be accepted into the program by both universities, and each university must agree to accept an equal number of qualified students. Each year the number of students and the number of semesters (1 or 2) they spend at the host university will be established by joint agreement. Although parity in the number of exchanges is the goal, the institutions recognize that it may not be achieved in each year of the exchange. At the end of the three years, it is expected that the exchange will be balanced. If the exchange is not in balance, resulting in greater demand for student slots at UNO than available, students from **The IUT of Saint Nazaire and the IUT of Nantes** are welcome to apply as “Free Movers” for up to two (2) semesters. This would entitle them to a waiver of the out-of-state tuition fee only, and all other regular tuition and fees would apply.

Article 4: The cost of travel will be borne by the participating students. Students will pay all transportation costs to and from the host institution.

Article 5: Before departure, students will pay all admission and enrollment fees to the home institution, with room and board excluded. The cost of room and board will be the responsibility of each student. Each university will assist students in making arrangements for lodging. The host university agrees to waive all tuition and associated fees, on a reciprocal basis, except for the international fee and those required for specific courses, such as science and computer laboratories. In order to obtain immigration documents, international students must provide proof that their financial resources are sufficient to cover all living expenses while they are in the United States.

Article 6: Students accepted into the program are required to develop a plan of study ("The Plan"). If graduate courses at the 5000 or 6000 level are included in the Plan, UNO must be notified in advance of arrival, and official university records must be submitted so that bachelor's degree equivalency can be determined. In general, applicants must have a bachelor's degree or its equivalent to qualify for 5000 or 6000 level courses at UNO. Each university will appoint a coordinator to oversee the Exchange Program and to serve as advisor both to incoming students during their stay and to outgoing students before their departure.

Article 7: UNO students going to **The IUT of Saint Nazaire and the IUT of Nantes** will be required to purchase the UNO Study Abroad medical insurance plan. **The IUT of Saint Nazaire and the IUT of Nantes** students studying at UNO must carry the minimum required medical insurance. This insurance must be purchased at UNO upon arrival if proof of adequate medical insurance is not provided. The insurance policy must be in English. This insurance must be in effect from the date of departure to the date of return.

Article 8: Credit for all academic work completed at the host university will reflect the requirements, policies, and procedures in effect at the host university at the time of the students' arrival. Participants will be able to receive transcripts and other academic records upon request.

Article 9: Students are required to demonstrate foreign language proficiency sufficient to enroll in courses at the host university. For UNO, English proficiency may be demonstrated with submission of the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). When submitting TOEFL scores, a minimum score of 79 is required for undergraduate and graduate students. A score of 6.5 is required on the IELTS. If a method other than these is used, the UNO Division of International Education and the UNO Office of Admissions must give prior approval of the alternate method. For some graduate courses, a higher level of English proficiency may be required. Entering international students whose writing skills are insufficient will be advised to take co-requisite English support courses, if available. For **The IUT of Saint Nazaire and the IUT of Nantes**, UNO will guarantee that all the students accepted into the program meet the minimum language proficiency requirement.

Article 10: (Direct Enrollment) In the event that students from **The IUT of Saint Nazaire and the IUT of Nantes**, wish to pursue an undergraduate or graduate degree at UNO, each student is encouraged to apply for admission to UNO and the individual UNO curriculum when appropriate (i.e. for graduate programs). Upon admission, **The IUT of Saint Nazaire and the IUT of Nantes** students who are academically eligible will be considered for existing UNO scholarships.

II. Faculty Exchanges

Article 1: This Agreement is also intended to promote the exchange of faculty (instructors and researchers) in all academic disciplines represented at **The IUT of Saint Nazaire and the IUT of Nantes** and UNO.

Article 2: Both universities agree to facilitate opportunities for the exchange of teaching and research personnel. Each party will inform the other of the availability of various teaching and research opportunities in a timely manner to allow for application (including detailed resume) and other procedures involved. Teaching opportunities include full-time and part-time for an academic year or one semester, a short course (approximately three weeks in duration), and single lectures.

Article 3: The parties to this Agreement will explore possible ways to facilitate faculty exchanges such as exchange of housing between professors, provision of subsidies for housing and food, provision of round trip airfare, and other arrangements.

Article 4: This document does not require a balanced exchange, i.e., an identical level of effort (same number of semesters or same teaching load) over a given period of time. Rather, it encourages the negotiation of specific mutually agreeable arrangements to enable a faculty member from one institution to teach and/or conduct research at the other.

Article 5: Professors from **The IUT of Saint Nazaire and the IUT of Nantes**, must have sufficient English fluency to conduct classes in that language at UNO. **The IUT of Saint Nazaire and the IUT of Nantes** welcome UNO faculty to teach in English.

Article 6: The terms of employment for visiting faculty (e.g. course load, specific courses to be taught, research duties, faculty privileges, etc.) shall be set forth in a separate agreement between the host institution and the visiting faculty member.

Article 7: Visiting faculty members shall be accorded full privileges and responsibilities as the host institution's faculty members, including access to university facilities, such as the library, bookstore, recreational facilities, computer center, cafeterias, etc.

Article 8: The contracts and positions of participating faculty members will remain the same, and they will retain their salaries from their own universities.

III. Research and Educational Collaboration

Article 1: UNO and **The IUT of Saint Nazaire and the IUT of Nantes**, will cooperate in the development of joint research and educational projects.

Article 2: This cooperation will include but is not limited to preparing and submitting proposals to foundations and government agencies, organizing and conducting seminars and conferences

on topics of mutual interest, and publishing the results of research projects and conference proceedings.

Article 3: The IUT of Saint Nazaire and the IUT of Nantes and UNO will also explore and, if feasible, utilize various telecommunications technologies for the purpose of sending and receiving lectures, seminars, courses, conferences, and other educational and academic products.

Article 4: Intellectual property is regulated by the laws and regulations of the countries on which the Parties depend. In any case, intellectual property rights regarding joint scientific research results shall be the subject of an amendment signed by both partner institutions. Intellectual property includes all industrial property rights, copyrights, and all publications and communications-related matters.

Terms of Agreement:


The resolution of any disagreements in the interpretation or execution of this agreement will be the responsibility of a board formed by the President of UNO and by the President of the University of Nantes, or such persons as they delegate, and one other person so that the board will be comprised of an odd number of members. In the instance that no agreement can be reached, the dispute shall be referred to the competent jurisdiction.

This agreement will take effect at the time it is signed by both parties and it will last for a period of three (3) years from the effective date. The universities will confer concerning the renewal of the Exchange Agreement 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.

This agreement may be modified through the written agreement of both parties.

This agreement is provided in English in two originals and each version serves as an authentic original.

By:



John W. Nicklow, President
University of New Orleans

1/15/19
Date

Olivier Laboux, President
University of Nantes, France

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.12. University of New Orleans' request for approval of a Memorandum of Understanding with Nicholls State University.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Nicholls State University. The main purpose of the proposed MOU is to serve as a general agreement toward establishing stable cooperation between the universities to enhance the capacity of each in order to address important environmental needs and workforce preparation within their respective academic missions. Efforts outlined in the proposed MOU include:

1. developing modes of course delivery to facilitate learning and earning course credit by students domiciled at distance in respective university regions, particularly for laboratory and other experiential parts of coursework;
2. developing guidelines for reliable and unambiguous transfer of preparatory coursework between universities along multiple pathways, to initially include:

PATHWAY 1, whereby students from Nicholls (upon completion of preparatory coursework) will complete coursework at UNO for the Bachelor of Science (B.S.) in Civil Engineering or other engineering programs;

PATHWAY 2, whereby students from UNO pursuing the B.S. in Civil Engineering will also take specific preparatory coursework at UNO and (*or*) the Geomatics curriculum at Nicholls essential to preparation for professional land surveyor certification by the Louisiana Professional Engineering and Land Surveying Board;

3. providing mechanisms for sharing faculty activity and intellectual resources in the interest of continuously improving student offerings with particular regard to the components of this collaboration; and
4. facilitating collaborative research and service ventures between faculty at UNO and Nicholls, with particular regard to involving students and improving their practical knowledge of engineering, surveying, and environmental issues.

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 Nicholls State University.*



THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

January 28, 2019

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

Re: MOU between Nicholls State University and UNO

Dear Dr. Henderson,

I am requesting approval of a Memorandum of Understanding between Nicholls State University and the University of New Orleans. Both institutions will pursue equal cooperation, following the principle of joint efforts. This collaboration aims to build a long-term mutual relationship between the University of New Orleans' College of Engineering and Nicholls State University.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Memorandum of Understanding
between
The University of New Orleans
and
Nicholls State University

This Memorandum of Understanding (MOU) is written and established by and between the University of New Orleans, hereinafter referred to as “UNO,” and Nicholls State University, hereinafter referred to as “Nicholls.” UNO and Nicholls are hereinafter collectively referred to as “the universities.”

Memorandum of Understanding

Whereas the purpose of this MOU is to serve as a general agreement toward establishing stable cooperation between the universities to enhance the capacity of each to address important environmental needs and workforce training within their respective academic missions.

Whereas UNO and Nicholls are both institutional members of the University of Louisiana System and are governed by its Board of Supervisors;

Whereas UNO and Nicholls are both located geographically near the Gulf Coast of Louisiana and both located in respective estuaries formed by prehistoric lobes of the Mississippi River;

Whereas UNO and Nicholls are both committed to addressing coastal and estuarine issues with particular attention to restoration and mediation of land loss, and both train students in academic areas important to address state workforce needs with particular attention on coastal and estuarine workforce needs;

Whereas UNO and Nicholls assume leadership in training students both regional and worldwide for careers focused on coastal and estuarine remediation;

Whereas Nicholls has maintained a continuous teaching and research presence on the south-central Louisiana Gulf Coast for nearly 70 years;

Whereas UNO and Nicholls both offer well-established degree programs accredited by the Accreditation Board for Engineering and Technology (ABET), specifically civil and other engineering disciplines at UNO and Louisiana’s only geomatics program at Nicholls;

Whereas UNO and Nicholls currently hold and have continuously held regional accreditation by SACSCOC;

Responsibilities

Therefore, both UNO and Nicholls hereby commit to design, pursue, and effectuate collaborative academic offerings focused on improving workforce expertise through academic training with the goal of addressing current and future workforce and environmental needs, efforts for which include but are not limited to:

1. developing modes of course delivery to facilitate learning and earning course credit by students domiciled at distance in respective university regions, particularly for laboratory and other experiential parts of coursework;
2. developing guides for reliable and unambiguous transfer of preparatory coursework between universities along multiple pathways, to initially include:

PATHWAY 1, whereby students from Nicholls upon completion of preparatory coursework (Appendix 1, "Pre-Engineering Course Equivalence") will complete coursework at UNO for the B.S. degree in civil engineering or other engineering programs;

PATHWAY 2, whereby students from UNO undertaking the B.S. in Civil Engineering will also take specific preparatory coursework at UNO and (or) the Geomatics curriculum at Nicholls essential to preparation for professional land surveyor certification by the Louisiana Professional Engineering and Land Surveying Board (Appendix 2, "Pre-Certification Curriculum");

3. providing mechanisms for sharing faculty activity and intellectual resources in the interest of continuously improving student offerings with particular regard to the components of this collaboration;
4. facilitating collaborative research and service ventures between faculty at UNO and Nicholls, with particular regard to involving students and improving their practical knowledge of engineering, surveying, and environmental issues;
5. exploring expansions of this MOU to more precisely define the collaboration described herein.

Review of Agreement

In witness whereof, we the undersigned, as respective representatives and chief administrators of the universities note that:

1. this MOU describes the inaugural collaboration between the universities toward training students for the engineering workforce and as such may be updated and expanded to represent changes and growth both at the universities and the employment market;

2. acceptance and approval of this MOU does not obligate the universities financially, yet it provides an outline which recognizes that both UNO and Nicholls commit to design, pursue, and effectuate collaborative academic offerings described herein;
3. the signing of this MOU is neither formal nor binding, yet it implies that the universities will strive to accomplish collaborative activities described herein in a timely manner;
4. either university may nullify and void this MOU according to their changing needs.
5. no provision in this MOU shall supersede or intend to supersede, violate, or negate rules and regulations set forth by the governing bodies of the universities, including the Universities of Louisiana System and the Louisiana Board of Regents;
6. the effective date of this MOU is 22 February 2019;
7. both UNO and Nicholls have caused this MOU to be duly executed as of the date set forth below.

Dr. John Nicklow, President
The University of New Orleans

Dr. Jay Clune, President
Nicholls State University

Date

Date

APPENDIX 1: Pre-engineering Course Equivalence. This table shows a minimum crosswalk of 67 credit hours that may transfer between universities as preparation for the B.S. in an engineering discipline.

UNO	Cr.	Title	NICHOLLS	Cr.	Title
ENGL 1157	3	English Composition	ENGL 101	3	English Composition I
MATH 2114	4	Calculus I	MATH 165	5	Calculus I
Biology Elective	3	elective	Biology Elective	3	elective
ENCE 2302, 2303	4	Civil Engineering Computing & Graphic Lec & Lab	EGSC 111, EGTC 110	4	Engineering Graphics & Computer Aided Drawing
ENCE 2310	3	Elementary Surveying Measurements	GEOM 111	3	Geomatics Methods I
UNIV 1001	1	University Success	UNIV 101	1	University Prep
ENGL 1158 or 1159	3	English Composition/English Comp Honors	ENGL 102/112	3	English Composition II/English Comp. II Honors
MATH 2124	4	Calculus II	MATH 166	4	Calculus II
PHYS 1061	3	Physics for Science and Engineering I	PHYS 201	3	General Physics I
PHYS 1063	1	Physics Laboratory for Science and Engineering	PHYS 203	1	Physics Laboratory I
CHEM 1017	3	General Chemistry	CHEM 105	3	Introductory Chemistry I
Arts Elective	3	elective	Arts Elective	3	elective
PHYS 1065	1	Physics Laboratory for Science and Engineering	PHYS 204	1	Physics laboratory II
Lit Elective	3	elective	Lit Elective	3	elective
MATH 2134	4	Calculus III	MATH 265	4	Calculus III
PHYS 1062	3	Physics for Science and Engineering II	PHYS 202	3	General Physics II
Social Science Elec.	3	elective	Social Science Elective	3	elective
HUMA Elective	3	elective	HUMA Elective	3	elective
MATH 2221	3	Elementary Differential Equations	MATH 355	3	Differential Equations
ECON 2000	3	Engineering Economics	ECON 255	3	Economic Principles
ENGL 2152	3	Technical Writing	ENGL 368	3	Technical and Professional Writing
MATH 2314	3	Elementary Statistical Methods	MATH 301	3	Elementary Statistical Methods
Civil Engr. Elective	3	elective	Geomatics Elective	3	elective

APPENDIX 2: Pre-certification Curriculum. This table shows coursework from UNO and the Nicholls geomatics program that can be completed by UNO students working toward the requisite 30 credit hours for certification by the Louisiana Professional Engineering and Land Surveying Board (LAPELS). This specific sequence of courses is based on student data and experience on the Fundamentals of Surveying (FS) exam and is pending LAPELS approval as a 30-hour preparatory curriculum. The four-year B.S. in geomatics at Nicholls (120-hours) is LAPELS-approved as a preparatory curriculum.

UNO	Cr.	Title	NICHOLLS	Cr.	Title
ENCE 2302	3	Civil Engineering Computing and Graphics	EGSC 111, EGTC 110	4	Engineering Graphics & Computer Aided Drawing
ENCE 2310	3	Elementary Surveying Measurements	GEOM 205	3	Problems in Geomatics
GEOG 4380	3	GIS Theories and Concepts	GEOM 209	3	GIS Theory & Applications
			FINC 341	3	Principles of Real Estate
			GEOM 302	3	Route and Construction Surveys
			GEOM 310	3	Boundary and Legal Principles
			GEOM 401	3	Subdivision Design and Platting
			GEOM 410	3	Surveying and Mapping Practice
			GEOM 420	3	Geomatics Integrative Seminar
			Elective		
			GEOM 207	3	Geodesy and Geodetic Coordinates
BSAD or FINC	3	(financial procedures)	BSAD or FINC	3	(financial procedures)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.13. University of New Orleans' request for approval of a Memorandum of Understanding with Université de Nantes.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Université de Nantes, one of France's top multidisciplinary universities. The proposed MOU is intended to create a framework for consideration of future faculty and student exchange, collaborative endeavors, and expansion of scholarly ties and cooperation. Academic fields specific to the proposed MOU include engineering and the sciences. The agreement would be valid for a period of five years from the date of signing by the representatives of both universities; it would be able to be amended or modified at any time during its period of validity.

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 Université de Nantes.



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 15, 2019

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

Re: MOU between Universite de Nantes and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Universite de Nantes 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



UNIVERSITÉ DE NANTES

**Accord cadre de coopération
entre
l'Université de Nantes (France)
et
University of New Orleans (USA)**

**Memorandum of Understanding
Between
Université de Nantes
and
University of New Orleans**



**THE UNIVERSITY of
NEW ORLEANS**

L'Université de Nantes et University of New Orleans, conscientes de l'intérêt d'établir des partenariats internationaux pour le développement de leur institution respective, mettent en place cet accord de coopération.

Chaque université s'engage à mettre en place cet accord en respectant les lois et réglementations en vigueur dans chaque pays et après consultation et approbation des deux parties.

Vu le décret n° 85-1124 du 21 octobre 1985 relatif à la coopération internationale des établissements publics d'enseignement supérieur relevant du ministère français de l'Education ;

Vu le décret n°2005-450 du 11 mai 2005 relatif à la délivrance de diplômes en partenariat international,

Les cosignataires, Monsieur le professeur Olivier LABOUX, président de l'Université de Nantes, d'une part,

et

Dr. John NICKLOW, Président de University of New Orleans, d'autre part,

s'engagent à ce que les institutions qu'ils représentent légalement respectent le présent accord selon les clauses des articles suivants :

Université de Nantes and the University of New Orleans recognizing the benefits of the establishment of international agreements for their institutions, decide to sign this Memorandum of Understanding (MoU).

Both universities agree to carry out this MOU in accordance with the laws and regulations of their respective countries after full consultation and approval of both partners.

In respect of French decree no. 85-1124 signed on October, 21, 1985, relating to international co-operation by public higher education establishments under the auspices of the French minister of Education;

In respect of French decree n°2005-450 signed on May, 11, 2005 relating to the delivery of diplomas in international partnerships.

The two universities respectively represented by, Professor Olivier LABOUX, President of Université de Nantes,

and

Dr. John NICKLOW, President of the University of New Orleans,

hereby confirm their commitment to respect this agreement according to the following terms:

Article 1 – Objet de l'accord

L'Université de Nantes et University of New Orleans, s'accordent pour réaliser des actions de développement de programmes d'intérêt commun dans l'enseignement et la recherche, dans un esprit d'égalité et de réciprocité.

Article 2 – Champs de coopération

Cet accord concernera :

- a) l'échange d'étudiants selon le principe de réciprocité,
- b) l'élaboration et la réalisation de thèmes communs de recherche, incluant la possibilité de cotutelle de thèse dont les conditions de réalisation sont précisées dans une convention individuelle de cotutelle,
- c) l'échange de spécialistes pour des périodes à définir à des fins de recherches scientifiques communes,
- d) l'organisation commune de conférences et de séminaires,
- e) l'échange d'informations, de publications et de documents de recherche et scientifiques,
- f) l'échange d'expériences présentant un intérêt commun pour les deux institutions et permettant le développement d'une collaboration mutuelle.

Article 3 – Disciplines concernées

Les composantes et laboratoires concernées sont :

- a) pour l'Université de Nantes
 - o IUT de Saint-Nazaire
 - o IUT de Nantes
- b) pour University of New Orleans
 - o College of Engineering
 - o College of Sciences

Les disciplines concernées sont :

- o Ingénierie
- o Science

Toute autre discipline pourra s'ajouter dans le cadre d'un avenant au présent accord.

Article 4 – Coordination et suivi

Une commission de coordination des projets communs sera mise en place dans chacun des deux établissements. Elle veillera à l'accomplissement des clauses figurant dans l'accord et coordonnera les projets en cours.

Les projets et actions devront être en accord avec les normes statutaires des deux universités.

Article 1 – Purpose of the MOU

Université de Nantes and the University of New Orleans agree to develop collaborative activities in the academic areas of mutual interest, on a basis of equality and reciprocity.

Article 2 – Cooperation fields

The agreement covers the following fields:

- a) exchange of students on a basis of reciprocity,
- b) conducting collaborative research projects including the possibility of joint thesis whose specific conditions will be detailed in a separate agreement,
- c) exchange of faculty for periods to be defined in order to conduct common researches,
- d) conducting lectures and organising symposia,
- e) exchange of academic information and scientific and research materials,
- f) sharing of expertise and initiatives in the interest of both institutions, for the promotion of collaboration in fields of mutual interest.

Article 3 – Academic fields included in the MoU

Faculties and laboratories involved:

- a) For Université de Nantes
 - o IUT de Saint-Nazaire
 - o IUT de Nantes
- b) For the University of New Orleans
 - o College of Engineering
 - o College of Sciences

The fields concerned are:

- o Engineering
- o Sciences

Any other academic field/faculty can be added by an addendum to the present agreement.

Article 4 – Coordination and follow up

A commission to co-ordinate common projects will be set up in both institutions. It will oversee the fulfilment of this agreement and co-ordinate the undertaken projects.

Projects and actions comply with the statutory norms of both institutions.

Article 5 – Échange d'étudiants

Le programme concernera l'échange réciproque d'un maximum de 2 étudiants pour une durée ne pouvant excéder une année universitaire, ou bien 4 étudiants pour un semestre chacun.

Les étudiants en échange sont désignés par leur établissement d'origine et devront avoir validé au moins la première année de leur programme d'études d'enseignement supérieur, posséder un bon niveau universitaire et un niveau de langue suffisant pour réussir dans le programme.

Les droits d'inscription des étudiants seront payés dans leur université d'origine. L'université d'accueil leur attribue des crédits en cas de réussite aux examens.

Les échanges se feront sous réserve de l'approbation du coordinateur pédagogique concerné.

Les étudiants en échange se verront accorder les mêmes prérogatives que celles accordées aux étudiants à plein temps de l'établissement d'accueil pendant la durée de l'échange et seront astreints aux règles et règlements de l'établissement d'accueil.

L'établissement d'accueil à travers son service des relations internationales s'engage à accompagner les étudiants dans leurs différentes démarches liées à leur arrivée et en particulier aux questions d'orientation, d'inscription, de sécurité sociale, de recherche d'hébergement et de cours de langue du pays d'accueil.

Article 6 - Secret

Chaque partie s'engage à ne pas publier ou divulguer de quelque façon que ce soit les informations scientifiques ou techniques appartenant à l'autre partie dont elle pourrait avoir connaissance à l'occasion de l'exécution du présent contrat sans l'accord écrit de l'autre Partie et ce, tant que ces informations ne seront pas du domaine public. Cet engagement restera en vigueur pendant 5 ans, à compter de la date de signature du présent contrat, nonobstant la résiliation ou l'arrivée à échéance de ce dernier.

Article 7 – Propriété intellectuelle

Toute information confidentielle communiquée par une partie reste sa propriété exclusive. Le partage de telles informations ne peut en aucun cas être assimilé à une cession ou licence de droits de propriété liés aux informations communiquées.

Article 5 – Student exchanges

This program will concern reciprocal exchange of 2 students for up to one academic year each or 4 students for one semester each.

Students to be exchanged are nominated by their home institution and shall be in good academic standing and have completed at least one year of their program of study and possess sufficient language skills to participate successfully in the exchange program.

Students will pay university fees at their home institution. The exchange will lead to the earning of credits only.

Exchanges are subject to the approval of the relevant course/program coordinator.

Students will have the same privileges provided to full-time students of the host institution while they are on the exchange and will be required to abide by the rules and regulations of the host institution.

The host university through its International Office commits to provide useful information to incoming exchange students and to assist them upon their arrival in adjusting to university life by providing services and information on orientation, registration, housing, social security and home language courses.

Article 6 - Confidentiality

Each party undertakes not to publish or disclose in any manner whatsoever scientific or technical information belonging to the other party which has been received in the execution of the present contract without prior written consent of the other party. This obligation shall apply as long as such information has not become public property. This commitment shall remain in force during 5 years from the date of signature of this contract, notwithstanding the termination or expiry date of the latter.

Article 7 – Intellectual Property

Confidential information shared by a party remains its exclusive property. The sharing of such confidential information can in no way be considered or construed as conferring any property rights or patent licence.

Article 8 – Moyens financiers

Les parties conviennent que la mise en œuvre du présent accord dépend de la disponibilité des ressources et de l'apport financier des universités concernées. Les deux institutions s'efforceront de recueillir les moyens financiers dans leur propre budget ou de celui d'autres institutions et partenaires afin de financer les coûts occasionnés par les échanges.

Il pourra chaque année être établi un avenant spécifique auquel seront joints le détail des actions et le budget prévisionnel à soumettre à l'approbation de chaque université.

Article 9 – Durée et dénonciation

La durée du présent accord est de cinq années à compter de sa date de signature par les deux parties. Il pourra être renouvelé dans des termes identiques, ou redéfini après concertation entre les deux universités et autorisation des instances de tutelle.

Le présent accord peut être dénoncé à la demande de l'une des deux parties, au minimum six mois avant la date d'expiration désirée, en respectant, cependant, les activités en cours.

Le présent document est signé en deux exemplaires originaux, chacun ayant la même valeur juridique en langue française et en langue anglaise.

A Nantes, le _____ 2019

Olivier LABOUX
Président de l'Université de Nantes

Article 8 – Resources

It is understood that the implementation of the MOU shall depend upon the availability of resources and financial support at the universities concerned. Both institutions will endeavour to obtain financial means from their own budget, or that of other institutions or agencies in order to meet the costs arising from these exchanges.

Specific addenda to this MoU can be drawn annually. These specific agreements will include the details of the actions and provisional budgets to be submitted to the approval of each institution.

Article 9 – Duration and termination of the MoU

The present agreement is valid for a period of five years from the date of signing by the representatives of both universities. This MoU may be amended or modified by a written agreement signed by the representatives of both Universities. It may be renewed on the same terms, or on such terms as may be agreed by the two institutions.

This MoU may, at any time during its period of validity, be terminated by one of the Universities upon prior notice to the other in writing not later than six months before the termination date, without prejudice to the activities under way.

Two original bilingual copies of the present agreement have been signed, both of them having the same legal validity in French and English.

At New Orleans, on 01/15/2019


Dr. John NICKLOW
President of the University of New Orleans

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2019

Item F.14. University of New Orleans' request for approval of a Memorandum of Understanding with Chengdu Neusoft University, Chengdu, Sichuan, China.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Chengdu Neusoft University (CNU) which is located in Chengdu, Sichuan, China. Established in 2003, CNU is a private university with a student enrollment of approximately 10,000 students and an academic focus on engineering. The purpose of the proposed MOU is to establish a student and scholarly exchange with the aim of enhancing educational cooperation between UNO and CNU. Once executed, the agreement would be in effect for three (3) years from the effective date with renewal discussed 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 Chengdu Neusoft University, Chengdu, Sichuan, China.*



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

F 14

January 18, 2019

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

Re: MOU between Chengdu Neusoft University Chengdu, Sichuan, China and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Chengdu Neusoft 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

**Chengdu Neusoft University
Chengdu, Sichuan, China**

Concerning

Cooperation in Higher Education

THIS MEMORANDUM OF UNDERSTANDING ("MOU" or "Agreement") is entered into by and between the University of New Orleans and Chengdu Neusoft 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 Chengdu Neusoft 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 01/18/19
President Date
University of New Orleans

Name Date
President
Chengdu Neusoft University