

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.1. Grambling State University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Cloud Computing.

EXECUTIVE SUMMARY

Grambling State University (GSU) is requesting approval of a Letter of Intent to develop a new academic program leading to a Bachelor of Science (B.S.) in Cloud Computing. The proposed degree will prepare graduates who have the skills that are needed to address growing workforce needs in cloud computing. A September 2019 press release published by Businesswire highlights components of a study that was conducted by Technavio. The release indicates the global cloud computing market is on target to grow by 190.32 billion dollars between 2019 and 2023. The predicted growth is attributed to businesses readily adopting the use of cloud computing. Close to 40% of that growth is expected to occur in North America. Completers of the proposed program will have acquired competencies that will support success in the workplace in each of the three major components of cloud computing: Software as a Service (SaaS), Infrastructure as a Service (IaaS), and Platform as a Service (PaaS). Cloud computing provides platforms/services in the cloud to individuals and companies that support performing specific tasks. This allows companies to reduce cost associated with data storage, and upgrade/maintain certain hardware and software.

In summer 2019, a GSU team participated in a workshop facilitated by Amazon Web Services (AWS), one of the leaders in cloud computing. This organization has an initiative that focuses on cloud computing called Amazon Web Services Educate. The *Cloud Degree Initiative* is a collaborative effort between AWS Educate and educational institutions with a purpose of developing academic and workforce programs that prepare students for careers in cloud computing. AWS Educate provides a large number of resources to education partners at no cost. These resources include the following:

- Guidance in building an educational institution's degree programs in Cloud Computing to ensure that the program outcomes align with the skills necessary to prepare a student for AWS industry certifications and employment in the field of cloud computing.
- Access to curriculum resources – including syllabi, instructional content, hands-on activities and assessments – that support student learning in cloud computing.
- Access to content to support professional development and technical training for faculty members who will deliver program coursework.
- AWS Promotional Credit to ensure that students have an opportunity to practice and apply their knowledge using the AWS console.

- Access to AWS Educate Job Board, which contains cloud-related job postings from Amazon and their customers and partners, to help match Educate members with employers looking for cloud-skilled talent.

Amazon Web Services Educate is partnering with many domestic and international colleges and universities to assist in the building of cloud computing academic programs. Grambling is part of this initiative via a partnership that has been established by the state of Louisiana and a partnership established for Historically Black Colleges and Universities (HBCUs). These partnerships are being used to develop a unique degree program at GSU that will focus on current trends in cloud computing. The proposed degree program will not only meet the workforce needs of AWS, but also meet the needs of other emerging leaders in cloud computing such as Microsoft Azure, Google Cloud Platform, and IBM.

Courses required of the 120 credit hour program are organized into five categories: cloud computing, computer science, cybersecurity, mathematics and science, and general education. In addition, an internship course has been developed to support the cloud computing degree. The internship will support students gaining valuable hands-on experience in the workforce that will enhance their cloud computing skills and placement in jobs after completing the degree. Those who complete the degree will have the ability to:

- Analyze complex cloud-related problems, and identify and define the requirements appropriate to its solution.
- Design, implement, and evaluate cloud-based system, process, component, or program to meet desired needs.
- Communicate effectively with a range of audiences.
- Recognize professional responsibilities and make judgments based on legal, ethical, and social principles.
- Identify the need for and engage in continuing professional development.
- Use techniques, skills, and tools necessary for cloud computing practice.

In addition, students have the ability to acquire a workforce credential, an AWS Cloud Practitioner Certification. AWS Educate provides at no cost three online courses that cover the content associated with the Cloud Practitioner Certification Exam. This certificate validates that the holder has knowledge and skills that demonstrate an overall understanding of the AWS cloud. The training associated with preparing for the certification exam will be aligned with the content covered in specific courses that will be required the freshman year.

The proposed program does not duplicate or compete with any existing degree programs offered by a public university in Louisiana. Public universities in the state offer computer science related degrees that provide concentrations in cloud computing; however, an undergraduate degree program in cloud computing is currently not available. Approval was recently granted (August 2019) by the Board of Regents for Delgado Community College to offer an Associate of Applied Science in Cloud Computing; the program is aligned directly with competencies identified by AWS and with the AWS Educate initiative (all other LCTCS colleges will follow). Grambling plans to work with the community colleges to develop 2+2 programs.

The University projects an initial cohort of 20 students in YR1 with that number increasing to 22 by YR3. While existing faculty and infrastructure in place will support the proposed program, successful implementation and sustainability will require two new faculty as well as a new laboratory. Anticipated expenditures will be offset by operating funds and Title III funding. The proposed program will complement GSU's computer science and cybersecurity programs. What is proposed is a natural extension for Grambling as it works to build cutting-edge technology based programs that meet workforce needs of the state and the nation.

RECOMMENDATION

It is recommended that the following resolution be adopted:

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



Office of the President

October 17, 2019

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

**SUBJECT: REQUEST FOR APPROVAL OF A LETTER OF INTENT
TO OFFER A DEGREE IN CLOUD COMPUTING**

Grambling State University respectfully requests approval of a Letter of Intent to offer the Bachelor of Science degree in Cloud Computing.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:jc

Attachment

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

General Information

Date: October 14, 2019

Institution: Grambling State University	Requested CIP, Designation, Subject/Title: 11.0902 Subject/Title: Cloud Computing
Contact Person & Contact Info: Dr. Yenumula B Reddy, Program Coordinator, Department of Computer Science 318-274-2421; ybreddy@gram.edu	

1. Program Objectives and Content

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

Purpose

Grambling State University (GSU) is proposing to establish a new degree program at the bachelor level in cloud computing. The proposed degree will prepare graduates who have the skills that are needed to address growing workforce needs in cloud computing. A study conducted by Technavio indicates the global cloud computing market is on target to grow by 190.32 billion dollars by 2023. The predicted growth is attributed to small and large companies readily adopting the use of cloud computing for reasons that include cost savings.

Objectives

The overall objective of the proposed new degree program is to prepare graduates who have acquired competencies that will support success in the workforce in each of the three major components of cloud computing. These components are *Software as a Service (SaaS)*, *Infrastructure as a Service (IaaS)* and *Platform as a Service (PaaS)*. Cloud computing provides platforms/services in the *cloud* to individuals and companies that support performing specific tasks. This allows companies to reduce cost associated with data storage, and upgrading/maintaining certain hardware and software.

During the summer of 2019, a Grambling State University team participated in a workshop facilitated by Amazon Web Services (AWS), one of the leaders in cloud computing. AWS has an initiative that focuses on cloud computing called **Amazon Web Services Educate**. The *Cloud Degree Initiative* is a collaborative effort between AWS Educate and educational institutions with a purpose of developing academic and workforce programs that prepare students for careers in cloud computing. AWS Educates provides a large number of resources to educational partners at no cost. These resources include the following:

- *Curriculum/Coursework* for 11 families of cloud computing jobs
- *Faculty Development* for educators to build their cloud content knowledge
- *Work-Based Learning* (a mechanism for learning, application, and mentorship in an authentic setting)
- *Job Placement* support on a career path in cloud computing

Amazon Web Services Educate is partnering with institutions to assist in the building of cloud computing academic programs. A list of these institutions includes domestic and international institutions. Grambling State University is listed as a partnering institution. (https://s3.amazonaws.com/awseducate-list/AWS_Educate_Institutions.pdf)

Grambling State University is benefiting from the relationship with **Amazon Web Services Educate** via a partnership that has been established by the state of Louisiana and a partnership established for Historically Black Colleges and Universities (HBCU's). These partnerships are being used to develop a unique degree program at Grambling State University that will have a focus on current trends in cloud computing. Several competencies for students graduating from the proposed degree program have been identified and are listed below.

- Analyze complex cloud-related problems, and identify & define the requirements appropriate to its solution.
- Design, implement, & evaluate cloud-based system, process, component, or program to meet desired needs.
- Communicate effectively with a range of audiences.
- Recognize professional responsibilities and make judgements based on legal, ethical, and social principles.

- Identify the need for and engage in continuing professional development.
- Use techniques, skills, and tools necessary for cloud computing practice.

Draft Curriculum

The proposed degree program in cloud computing will not only meet the workforce needs of Amazon Web Services, but will also meet the needs of other emerging leaders in cloud computing. These emerging leaders include Microsoft Azure, Google Cloud Platform and IBM.

The current draft of the curriculum requires the completion of 120 credit hours. The courses are organized into five categories: cloud computing, computer science, cybersecurity, general education, and mathematics/science. The courses that are a part of the draft curriculum in each of these categories are highlighted in the section that follows.

CLOUD COMPUTING COURSES		
Course #	Course Name	Cr. Hrs.
CC 116	Foundations of Cloud Computing	3
CC 256	Migrating Data and Application to the Cloud	3
CC 326	Secure Cloud Architecture	3
CC 350	Cloud Storage, Application Development and Cloud Management	3
CC 402	Cloud Computing Seminar	1
CC 408	Capstone Course (Cloud Computing)	3
CC 412	Cloud Cryptography and Application	3
CC 415	Network Virtualization and Cloud Storage Organization	3
CC XXX	Electives in Cloud Computing	6
TOTAL HOURS		28

COMPUTER SCIENCE COURSES		
Course #	Course Name	Cr. Hrs.
CS 110	Computer Science I	3
CS 120	Computer Science III	3
CS 201	Social, Legal, and Ethical Issues in Information Age	3
CS 210	Discrete Structures	3
CS 236	Data Structures and Algorithm Analysis	3
CS 361	Web Programming	3
TOTAL HOURS		18

CYBERSECURITY COURSES		
Course #	Course Name	Cr. Hrs.
CBS 115	Foundations of Cybersecurity	3
CBS 255	Systems Security	3
CBS 326	Introduction to Databases and Security	3
CBS 346	Operating Systems and Security	3
TOTAL HOURS		12

GENERAL EDUCATION COURSES		
Course #	Course Name	Cr. Hrs.
FYE 101 & 102	First Year Experience I & First Year Experience II	2
ENG 101 & 102	Freshman Composition I & Freshman Composition II	6
ENG 200	World Literature	3

ENG 207	Technical Writing	
HIST 101	History of Western Civilization	3
SOC 101	Introduction to Social Sciences	3
GET 300	Rising Junior Exam	0
ART 105	Introduction to Fine & Performing Arts	3
ECON 201	Principles of Economics	3
THEA 212	Fundamentals of Public Speaking	3
GEN ED	Electives	6
TOTAL HOURS		35

MATHEMATICS AND SCIENCE COURSES		
Course #	Course Name	Cr. Hrs.
MATH 147 & 148	Pre-Calculus I & II	6
MATH 153 & 154	Calculus I & II	6
MATH 273	Probability and Statistics I	3
BIOL 113/115	Principles of Biology Lecture and Lab	4
PHYS 153	General Physics I Lecture and Lab	4
PHYS 154	General Physics II Lecture and Lab	4
TOTAL HOURS		27

Students will have the ability to acquire a workforce credential, an *AWS Cloud Practitioner Certification*. AWS Educate provides at no cost, 3 online courses that cover the content associated with the Cloud Practitioner Certification Exam. These courses are AWS Cloud Practitioner Essentials (Second Edition), AWS Technical Essentials, and AWS Business Essentials. This certificate validates that the holder has the knowledge and skills that demonstrate an overall understanding of the AWS Cloud. The training associated with preparing for the AWS Cloud Practitioner Certification will be aligned with the content covered in specific courses that will be required the freshman year.

An *Internship* course has been developed to support the cloud computing degree program. A student may enroll in this class and receive 6 or 12 credit hours. The length of the internship will determine the number of credit hours a student may earn. The faculty will identify internship opportunities that are available and encourage students to complete at least one internship during the completion of degree requirements. Students will be able to use the *Internship Course* as an elective to fulfill degree requirements. An internship will support students gaining valuable hands-on experience in the workforce that will enhance their cloud computing skills and placement in jobs after completing the program.

A draft of the curriculum plan organized by each year of the program has been included as an addendum.

2. Need

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

The proposed degree in cloud computing will support Grambling State University preparing graduates with the skills that are needed to meet the workforce needs associated with cloud computing. A September 2019 press release published by *Businesswire* highlights components of a study that was conducted by Technavio. The release indicates the global cloud computing market is on target to grow by 190.32 billion dollars between 2019 and 2023. The predicted growth is attributed to businesses readily adopting the use of cloud computing. Close to forty (40%) percent of the growth is expected to come from North America. (<https://businesswire.com/news/home/20190925005540/en/Emerging-Trends-Drivers-Challenges-Cloud-Computing-Market>)

As an indication of the need for additional IT workers with cloud computing skills, an article published in Forbes titled "Where Cloud Computing Jobs will be in 2019", addresses the length of time cloud computing related jobs remained open in 2018 before they were filled. The national average was forty-six (46) days. The median salary in 2018 for cloud computing professionals was reported as \$146,350, an increase of \$22,050 over a two-year period. (<https://www.forbes.com/sites/louiscolombus/2018/11/27/where-cloud-computing-jobs-will-be-in-2019/#58ce1ef76add>)

CloudTweaks reports that more industries are joining the virtual world of the cloud and creating jobs to keep up with functions. Industries that will benefit from cloud computing include healthcare, finance & banking, hospitality, telecommunication, and online entertainment (<https://www.collabera.com/find-a-job/career-resources/how-will-cloud-computing-affect-it-jobs/>). The contributions of these industries to the Louisiana economy are significant. As a result, it is imperative that educational institutions in the state of Louisiana produce graduates with cloud computing skills.

The proposed degree in cloud computing will support Grambling State University improving skill development and educational attainment levels for citizens in the state of Louisiana. An article published in 2019 by McKinsey & Company titled "The Future of Work in Black America" focuses on the projected impact that *automation* will have on the national workforce (<https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-black-america>). Support jobs that employ a large number of African Americans are expected to experience the largest decline. The article predicts that as automation continues to grow, that by 2030 one hundred thirty-two thousand (132,000) jobs held by African Americans will be lost. The report projects that the job displacement rate for African Americans will be 23.1% and even higher for African American males, 24.8%. Calculated displacement risks dropped significantly when the person had earned a college degree. The article indicates that Historically Black Colleges and Universities have a role to play in ensuring that the African American community is not disproportionately affected by changes in the job market due to automation. A recommendation was made that HBCU's should provide opportunities for African Americans, and others, to pursue degrees that support employment in jobs that are projected for growth. The proposed degree program in cloud computing supports occupational areas that are most resistant to *automation-based* displacement.

Cloud Programs in Louisiana

The proposed program does not duplicate or compete with any existing degree program offered by a public university in Louisiana. Universities in the state of Louisiana are currently offering computer science related degrees that provide concentrations in cloud computing.

- **LA Tech University** offers a cloud computing concentration that requires completion of four courses.
 - Distributed and Cloud Computing
 - Data Mining and Knowledge Discovery
 - Advanced Data Mining, Fusion
 - Applications
- **University of Louisiana at Lafayette** offers a cloud computing concentration that requires the completion of the following two courses along with electives.
 - CMPS 432 Parallel and Distributed Computing
 - ACCT 201 Introduction to Financial Accounting
- **LSU at Baton Rouge** offers a cloud computing and networking concentration that requires the completion of four courses.
 - Cloud Fundamentals and Web Programming
 - Introduction to Database Management Systems
 - Computer Networks
 - Virtualization and Cloud Systems

The three universities discussed above do not offer a degree program in cloud computing. The concentrations offered require at most the completion of 12 credit hours. The proposed B.S. degree in cloud computing at

Grambling State University will require the completion of twenty-eight (28) credit hours in cloud computing coursework. Graduates from this program will have a solid foundation in cloud computing that will prepare them for a variety of cloud related careers.

3. Relevance

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

Grambling State University strives to prepare graduates who are equipped to compete and succeed in careers. The University seeks to provide educational opportunities for all, which supports improving the quality of life for communities. The proposed new degree program supports the mission of Grambling State University and institutional priorities associated with preparing graduates that meet the workforce needs of the state and the nation.

The proposed degree program will impact the quality of life for citizens of Louisiana in several ways. The first is related to the educational attainment level for the state. An increase in the educational attainment level will impact new businesses that the state is able to attract. Secondly, graduates from this program who obtain jobs in the cloud computing area will increase their earning potentials. Increased earnings have the ability to raise the standard of living of families and decrease the poverty level for the state. Lastly, the proposed degree program will enhance the operations of Louisiana businesses that utilize cloud computing. These benefits include reduction in costs to operate and increases in the quality of services provided. These benefits could support the longevity of the business in the state.

The proposed program is unique for the region/area. Not only will this program fill a current void in Louisiana, it will also draw students from neighboring states. GSU is confident that the program will be successful and a model for future degree programs.

4. Students

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

The proposed new program in cloud computing will complement the computer science and cybersecurity degree programs that are being offered by Grambling State University. The expectation is the cloud computing degree program will not diminish interest in the current degree programs in computer science and cybersecurity that are offered. This expectation is in alignment with what has transpired with the computer science degree program with the implementation of the cybersecurity degree program this fall 2019 semester. Fall 2018 enrollment data shows that 66 students at GSU had computer science as a declared major. Preliminary data for fall 2019 shows that students with a declared major in computer science increased to 71. Twenty-two (22) students are majoring in the newly implemented degree program in cybersecurity.

A ten-question survey was distributed to a sample of GSU students. The survey was developed to gauge interest in the proposed degree program. One hundred completed surveys were returned. More than 60% of respondents indicated interest in the proposed cloud computing degree program.

At a recent Board of Regents meeting approval was granted for colleges within the Louisiana Community and Technical College System to develop programs in cloud computing. Grambling State University plans to work with community colleges to develop a 2+2 program. Students who complete the associate degree will only need an additional two years of coursework to complete requirements for the B.S. degree in cloud computing when they enroll at Grambling State University.

Projected enrollment numbers are based on student interest and the expected establishment of 2+2 programs with community colleges in the state of Louisiana.

PROJECTED ENROLLMENT IN PROPOSED CLOUD COMPUTING PROGRAM		
Academic Year	New Majors in Cloud Computing	Total Cloud Computing Majors
2020-2021	20	20
2021-2022	22	42
2022-2023	22	62

5. Cost

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

Adequate funding will be provided to implement and sustain the cloud computing degree program. A five year budget has been provided that outlines funding needs and sources of funding. The proposed cloud computing program will be supported using operating funds and Title III funding.

During the first two years that the program is implemented, each year a new faculty will be hired. Current computer science faculty will also support this program. A new laboratory will be established during the second year that the program is implemented. This lab will be devoted solely to cloud computing. The cloud computing program will also utilize existing laboratory space that is available. The configuration of hardware located in each of these labs is highlighted below.

CH276 Lab

- Dell OptiPlex 7050
- Windows 10 Pro x64
- CPU: Intel i7-7700 3.6 GHz (8 cores)
- RAM: 32 GB, 2400 MHz
- Graphics Card: AMD Radeon R7 450
- Hard Drive: SK Hynix SC311 SATA 256 GB SSD

CH277 Lab

- Dell OptiPlex 7050
- Windows 10 Pro x64
- CPU: Intel i7-7700 3.6 GHz (8 cores)
- RAM: 32 GB, 2400 MHz
- Graphics Card: AMD Radeon R7 450
- Hard Drive: SK Hynix SC311 SATA 256 GB SSD

CH282 Lab

- Dell OptiPlex 7060
- Windows 10 Pro x64
- CPU: Intel i7-8700 3.2 GHz (12 cores)
- RAM: 32 GB, 2666 MHz
- Graphics Card: NVidia GeForce GTX 1060 3GB
- Hard Drive: Toshiba 256 GB M.2

CH286 Lab

- Dell Precision 3630
- Windows 10 Pro x64
- CPU: Intel i7-8700 3.2 GHz (12 cores)
- RAM: 32 GB, 2666 MHz
- Graphics Card: NVidia GeForce RTX 2060
- Hard Drive: SK Hynix SC401 SATA 512 GB SSD

CERTIFICATION:

Conne Walton

Chief Academic Officer

10/14/19

Date

Management Board

Date of Approval by Board

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: Grambling State University **Date:** October 14, 2019

Degree Program, Unit: Bachelor of Science in Cloud Computing

FTE = Full Time Equivalent

(use the Institution's standard Definition and provide that definition)

EXPENDITURES

INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH		FIFTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
SUPPORT STAFF										
Faculty Salary \$70,000 + 31% related benefits	\$91,700	1	\$183,400	2	\$183,400	2	\$183,400	2	\$183,400	2
Graduate Assistants										
Support Personnel										
Fellowships and Scholarships										
SUB-TOTAL	\$91,700		\$183,400		\$183,400		\$183,400		\$183,400	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT		AMOUNT	
FACILITIES (TITLE III)										
Lab Preparation (electrical, Internet, and basic preparation)			\$51,000							
Special Desks for computers and Instruction:			\$25,000							
Smart Board			\$6,000							
EQUIPMENT (TITLE III)										
Computers			\$66,000							
Cloud software	\$10,000		\$10,000							
TRAVEL										
Title III funding	\$8,000		\$8,000		\$8,000		\$8,000		\$8,000	
State funding	\$10,000		\$10,000		\$10,000		\$10,000		\$10,000	
SUPPLIES	\$1,000		\$1,000		\$1,000		\$1,000		\$1,000	
SUB-TOTAL	\$29,000		\$167,000		\$19,000		\$19,000		\$19,000	
TOTAL EXPENSES	\$120,700		\$350,400		\$202,400		\$202,400		\$202,400	

REVENUES

Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Operating Budget	\$102,700	\$194,400	\$194,400	\$194,000	\$194,000
Federal Grants/Contracts	\$18,000	\$156,000	\$8,000	\$8,000	\$8,000
State Grants/Contracts					
Private Grants/Contracts					
Expected Enrollment	20	42	62	79	79
Tuition	\$3,840.50 *20 = \$76,810/semester	\$3,840.50*42= 161301/semester	\$3,840.50*62= 238111/semester	\$3,840.50*79= \$303,399/semester	\$3,840.50*97= \$372528.5/semester
	\$153,620/year	\$322,602/year	\$476,222/year	\$606,799/year	\$745,057/year
Fees					

BUDGET JUSTIFICATION

Year 1

The expenses for Year 1 include the salary for one faculty member at \$91,700 (\$70,000 salary; \$21,700 overheads), software and travel. A new faculty is needed to teach and advise students. The salary of the new hire will be covered by the operating budget. Cloud computing software (\$10,000) will be purchased using Title III funding. Travel and supplies (\$19,000) will be supported using Title III funding (\$8,000) and funds from the operating budget (\$11,000).

Expenditure: \$120,700

Year 2

The expenses for Year 2 include the salary for one additional faculty member that will be hired at \$70,000 plus fringe benefits. The total amount allocated for salaries is \$183,400. Faculty salaries will be covered using funds from the operating budget. During year 2 a space will be renovated that will be devoted solely to cloud computing. Computers and other hardware will be installed in the renovated space (\$148,000). Title III funds will be used to support this renovation. Travel and supplies (\$19,000) will be supported using Title III funding (\$8,000) and funds from the operating budget (\$11,000)

Expenditure: \$350,400

Year 3

Faculty salaries will continue to be supported using funds from the operating budget (\$183,400). Travel and supplies (\$19,000) will be supported using Title III funding (\$8,000) and funds from the operating budget (\$11,000)

Expenditure: \$202,400

Year 4

Faculty salaries will continue to be supported using funds from the operating budget (\$183,400). Travel and supplies (\$19,000) will be supported using Title III funding (\$8,000) and funds from the operating budget (\$11,000)

Expenditure: \$202,400

Year 5

Faculty salaries will continue to be supported using funds from the operating budget (\$183,400). Travel and supplies (\$19,000) will be supported using Title III funding (\$8,000) and funds from the operating budget (\$11,000)

Expenditure: \$202,400

ADDENDUM

I. Curriculum Plan

II. AWS Letter of Support

I. CLOUD COMPUTING (CC) PROPOSED CURRICULUM PLAN

Year	Course #	Course Name	Cr. Hrs.
Year 1 (Freshman)	CC 116	Foundations of Cloud Computing	3
	FYE 101	First Year Experience I	1
	FYE102	First Year Experience II	1
	ENG 101	Freshman Composition	3
	ENG 102	Freshman Composition	3
	HIST 101	History of Western Civilization I	3
	CBS 115	Foundations of Cybersecurity	3
	MATH 147	Pre-Calculus I	3
	MATH 148	Pre-Calculus II	3
	CS 110	Computer Science I	3
	CS 120	Computer Science II	3
SOC 101	Introduction to Social Science	3	
TOTAL			32
Year 2 (Sophomore)	GET 300	Rising Junior Exam	0
	BIOL 113	Principals of Biology	3
	BIOL 115	Biol Lab	1
	ENG 200	World Literature I	3
	ENG 207	Introduction to Technical Writing	3
	PHYS 153	General Physics I	3
	PHYS 153L	General Physics Laboratory	1
	THEA 212	Fundamentals of Public Speaking	3
	CS 201	Social, Legal, and Ethical Issues in Information Age	3
	CS 210	Discrete Structures	3
	CC 256	Migrating Data and Application to the Cloud	3
CS 236	Data Structures and Algorithm Analysis	3	
TOTAL			29
Year 3 (Junior)	ART 105	Introduction to Fine & Performing Arts	3
	CS 361	Web Programming I	3
	MATH 153	Calculus I	3
	ECON 201	Principles of Economics	3
	MATH 273	Probability and Statistics I	3
	CBS 326	Introduction to Databases and Security	3
	CC 326	Secure Cloud Architecture	3
	CBS 346	Operating Systems and Security	3
	CC 350	Cloud Storage, Application Development and Cloud Management	3
MATH 154	Calculus II	3	
TOTAL			30
Year 4 (Senior)	PHYS 154	General Physics II	3
	PHYS 154L	General Physics Laboratory	1
	CC 402	Cloud Computing Seminar	1
	CC 408	Capstone Course (Cloud Computing)	3
	CC 412	Cloud Cryptography and Application	3
	ECON 201	Principles of Economics	3
	CC 415	Network Virtualization and Cloud Storage Organization	3
	CC 4XX	Major Elective	3
	CC 4XX	Major Elective	3
	Gen Ed Elective I	Foreign Language or selective course I	3
Gen-Edu-Elective II	Foreign Language or selective course II	3	
TOTAL			29
TOTAL Hours for Graduation			120

I. CLOUD COMPUTING (CC) PROPOSED CURRICULUM PLAN

Cloud Computing Electives		
Course #	Course Name	Cr. Hrs.
CS 426	Artificial Intelligence	3
CBS 434	Big Data and Cloud Security	3
CC 432	Green Computing	3
CC 433	Mobile Cloud Computing	3
CC 434	Android Offloading Computation Over Cloud	3
AWS Certificate	Amazon Cloud Architect (AWS & AZURE)	3
CC 455	Research in Cloud Deployment and Security	3
CS 451	Robotics(Cloud Application)	3
CC XXX	Internship	6- 12



Amazon Web Services, Inc. • 410 Terry Avenue N. • Seattle, WA 98109

October 7, 2019

Yenumula B Reddy
Professor, Program Coordinator
Department of Computer Science and Cybersecurity, College of Arts and Sciences
Director, Cybersecurity Activities
Grambling State University
Campus Box 4260
Grambling, LA 71245

Re: Letter of Support

Amazon Web Services, Inc. (AWS) is very pleased to support Grambling State University's implementation of the Cloud Degree Initiative. Through AWS Educate, our global initiative to support cloud learning for students and faculty, member educational organizations receive benefits such as:

- Guidance in building an educational institution's degree programs in Cloud Computing to ensure that the program outcomes align with the skills necessary to prepare a student for AWS industry certifications and employment in the field of cloud computing.
- Access to curriculum resources – including syllabi, instructional content, hands-on activities and assessments – that support student learning in Cloud Computing.
- Access to content to support professional development and technical training for faculty members who will deliver program coursework.
- AWS Promotional Credit to ensure that students have an opportunity to practice and apply their knowledge using the AWS console.
- Access to the AWS Educate Job Board, which contains cloud-related job postings from Amazon and our customers and partners, to help match Educate members with employers looking for cloud-skilled talent.

AWS offers commercially available, web-scale computing services that help organizations avoid much of the heavy-lifting typically associated with launching and growing successful applications. These services are based on Amazon's own back-end technology infrastructure and incorporate over a decade and a half of experience building one of the world's most reliable, scalable, and cost-efficient web infrastructures. The use of AWS will provide you with access to expertise in large-scale distributed computing and operations and will enable your applications to be robust and scalable.

AWS values and appreciates the opportunity to support Grambling State University, and we look forward to a long and productive partnership. If you have any questions, or require additional

II. AWS Letter of Support

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CC LS 00206332 2019 TR

information, please contact Mike Berman, Global Program Manager for Higher Education, at mberman@amazon.com or 650-400-6853.

Sincerely,

DocuSigned by:

Patricia Bedard

~~Patty Bedard~~

Senior Manager, AWS Educate

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.2. McNeese State University's request for review and approval of the University's Revised Vision and Mission Statement.

EXECUTIVE SUMMARY

In September 2019 the Louisiana Board of Regents granted approval for McNeese to offer the Doctorate in Nursing Practice (DNP). Since this is the first doctoral program to be offered by the University, approval of a level change from SACSCOC is necessary. One of the requirements of the level change is to ensure that the University's mission reflects the scope of programs that are offered. As a result, McNeese State University requests approval of slight modifications made to the Vision and Mission Statement which reflect the expansion of degree offerings to the doctoral level.

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 review and approval of the University's revised Vision and Mission Statement.



RECEIVED

E 2

October 3, 2019

OCT 08 2019

UNIVERSITY OF
LOUISIANA SYSTEM

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

Dear Dr. Henderson,

McNeese State University was recently granted approval by the Louisiana Board of Regents to offer the Doctorate in Nursing Practice program (DNP). Since this is the first doctoral program to be offered by McNeese, approval of a level change from SACSCOC is required. One of the requirements of the level change is to ensure that our institution's mission reflects the scope of programs that are offered.

To that end, we submit the attached revisions to our mission statements (our internal mission statement and the one provided by the Board of Regents) for approval by the Board of Supervisors for the University of Louisiana System.

Please let me know if you require any further information.

Sincerely,

Dr. Daryl V. Burckel
President

DVB/JRH

Enclosures

Proposed revised Vision and Mission of McNeese State University

Our Vision: FIRST CHOICE

McNeese will be the first choice for Southwest Louisiana:

- The first choice for students seeking a university degree
- The first choice for employers seeking university graduates
- The first choice for donors wanting to support the community
- The first choice for organizations seeking professional advice
- The first choice for faculty and staff seeking a collegial and productive work environment.

Our Mission: WE CHANGE LIVES!

We change lives through excellence with a personal touch!

Our Statement of Purpose

- We change lives!
- McNeese State University is a comprehensive, student-centric university, providing baccalaureate, and masters, and doctoral level programs.
- McNeese uses a traditional admission process based on courses completed, GPA, and standardized test scores.
- McNeese focuses on the educational and economic needs of Southwest Louisiana.
- We change the lives of students through a mix of research, instruction, and student life activities, with a focus on student learning and mentoring. We provide a personal touch!
- We change lives in SWLA by improving the level of education and the overall economic development of our region. We provide excellence!
- We improve the quality of life in SWLA through a range of academic and cultural activities and public events. We change lives!

Our Values

Trust

Trust we will act with honesty and integrity

Trust we will respect one another

Trust we will have the courage to do the right thing

Trust we will do what is best for our students, our university, and our state

Mentorship

Mentor our peers and inspire them to maintain excellence

Mentor our students and inspire them to achieve excellence

Proposed revision to MSU mission statement on Regents master plan.

McNeese State University

McNeese State University is a student centric university primarily a teaching institution whose mission is to change the lives of students through providing quality education successful education of undergraduate students and to provide services to the employers and communities in its region. McNeese uses a traditional admission process based on courses completed, GPA, and standardized test scores.

1. Audiences

McNeese is responsible for serving:

- a. Residents of southwest Louisiana who have completed high school and are seeking either a college degree or continuing professional education;
- b. Two-year college transfer students, particularly those from SOWELA Technical Community College;
- c. Employers in the region, both public and private, school districts, health care providers, local governments, and private businesses;
- d. Economic development interests and regional entrepreneurs; and
- e. The area community, by providing a broad range of academic and cultural activities and public events.

2. Array of Programs and Services

- a. An array of liberal arts programs at the baccalaureate level – arts and humanities, social sciences, natural sciences – appropriate to a teaching institution with a predominantly undergraduate student body.
- b. Baccalaureate programs in education, engineering, business, nursing, selected allied health fields, mass communications, and criminal justice.
- c. Master's programs primarily related to education, engineering, arts and sciences, nursing, and business.
- d. Doctoral programs in professional fields, including education and nursing.
- e. Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.
- f. Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Programs/Features

- a. Programs in innovation, entrepreneurship, and small business development supported by the Southwest Entrepreneurial and Economic Development Center.
- b. Agricultural and related sciences with opportunities for experiential learning at three working farms and the Center for Advancement of Meat Processing and Production.
- c. Custom academic programs and professional certifications integrated with area business and industry.
- d. Applied undergraduate research partnerships in engineering, sciences, and allied health and the Louisiana Environmental Research Center.
- e. Cultural events designed to connect McNeese with the regional arts community and K-12 education.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

- Item E.3.** **McNeese State University's** request for approval to award an Honorary Doctorate of Humane Letters to Senator Dan "Blade" Morrish at 2019 Fall Commencement Exercises.

EXECUTIVE SUMMARY

McNeese State University requests approval to award an Honorary Doctorate of Humane Letters to Senator Dan "Blade" Morrish at the 2019 Fall Commencement Exercises. Senator Morris, a Jennings, Louisiana native, earned a Bachelor of Science in Wildlife Management from McNeese in 1972. He has spent twenty-five years as a public servant representing citizens of Southwest Louisiana first as a State Representative and now as a third-term State Senator. Senator Morrish is the current chairman of the Senate Education Committee and the Select Committee on Hurricane Recovery and is a member of several other senate committees, including the Coastal Restoration Flood Control Committee. He is a member of the Governor's Advisory Commission on Coastal Protection, Restoration, and Conservation and was recently recognized for his outstanding conservation efforts by the Louisiana Wildlife Federation at the 55th Annual Governor's State Conservation Achievement Awards program.

Senator Morrish's work experience includes maritime underwriting with The Insurance Company of North America, sales and operations management with Browning-Ferris Industries, and owner-operator of Capitol City Hardware and Implement Company of Jennings for 28 years. He is currently employed as the business and operations manager by the Lake Charles Pilots. Senator Morrish remains active in his community where he and his wife, Kathy, are members of Christ the King Catholic Church in Jennings. In addition, Senator Morrish is involved with Our Lady of the Oaks Retreat House in Grand Coteau, a member of the Jennings Rotary Club, past President of the Greater Jennings Chamber of Commerce, past President of the Jennings Merchants Credit Bureau, and holds memberships in various trade organizations. McNeese State University would like to bestow an Honorary Doctorate of Humane Letters on Senator Morrish in recognition of his substantial achievements, his unwavering support for public education (and for McNeese in particular), along with his longstanding public service to the people of Southwest Louisiana and the state.

Per Board Bylaws (C-I, Academics, Section VI. Special Degrees): *"Two categories of individuals are excluded from receiving honorary degrees: faculty or staff members currently employed at the granting institution, and Louisiana elected officials in office at the time of selection and conferral."* While Senator Morrish is currently serving as an elected official he was unable to file for re-election due to term limits. As such, he will fulfill his obligations as a Louisiana State Senator in January 2020 with no intent to run for public office in the future. The Honorary Doctorate of Humane Letters will be presented to Senator Morrish at the Fall 2019 Commencement Exercises and will be made effective on January 14, 2020.

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 award an Honorary Doctorate of Humane Letters to Senator Dan "Blade" Morrish at the 2019 Fall Commencement Exercises.*



E 3

October 3, 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 copies of McNeese State University's request to award an Honorary Doctorate of Humane Letters to Mr. Dan "Blade" Morrish at the December 14, 2019 commencement exercises.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the October 24, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



October 3, 2019

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

Dear Dr. Henderson:

I request approval for McNeese State University to grant an Honorary Doctorate of Humane Letters degree to Mr. Dan "Blade" Morrish to be awarded during the December 14, 2019 Commencement Exercises.

Mr. Morrish is a 1972 graduate of McNeese with a Bachelor of Science degree in wildlife management. He is completing his third term representing District 25 in the Louisiana State Senate, which includes all of Jefferson Davis and Cameron parishes and portions of Acadia and Calcasieu parishes.

He is a Jennings native and was elected to the Louisiana State Senate in 2008 and re-elected without opposition in 2012 and 2016. Prior to serving in the Senate, Mr. Morrish served three terms in the Louisiana House of Representatives from 1996 to 2007.

Mr. Morrish is the current chairman of the Senate Education Committee and the Select Committee on Hurricane Recovery and he is a member of several other senate committees, including the Coastal Restoration Flood Control Committee, and a member of the Governor's Advisory Commission on Coastal Protection, Restoration, and Conservation. He was recently recognized for his outstanding conservation efforts by the Louisiana Wildlife Federation at the 55th Annual Governor's State Conservation Achievement Awards program.

Mr. Morrish's substantial achievements, his passion for community service, along with his ardent support for McNeese State University and Southwest Louisiana, clearly warrant the granting of the honorary doctorate.

Sincerely,

Dr. Daryl V. Burckel
President



MCNEESE ALUMNI ASSOCIATION

September 24, 2019

Dr. Daryl Burckel
President
McNeese State University
Lake Charles, LA 70609

RE: Nomination of Mr. Dan "Blade" Morrish for the Honorary Doctorate of Humane Letters degree

Dear Dr. Burckel:

The ad hoc committee on Honorary Degrees reviewed the nomination of Mr. Dan "Blade" Morrish as a candidate for an Honorary Doctorate of Humane Letters degree.

Upon thorough review and discussion of Mr. Morrish's resume and biography, the committee noted that his life and works truly exemplify the mission and vision of McNeese State University. He is a 1972 McNeese graduate who has represented the citizens of Southwest Louisiana while serving first as a State Representative and now as a State Senator. Mr. Morrish has spent twenty-five years as a public servant and is currently Chair of the Senate Education Committee, a member of the Senate Environmental Quality Committee, and an interim member of the Senate Finance Committee. He also serves as Chairman of the Select Committee on Hurricane Recovery and is on the Board of Directors of the Professional Insurance Association of Louisiana. Blade is a member of the Coastal Restoration Flood Control Committee, the Governor's Advisory Commission on Coastal Protection, Restoration, and Conservation, the Legislative Rural Caucus, and the Acadiana Delegation.

Mr. Morrish's work experience includes marine underwriting with The Insurance Company of North America, sales and operations management with Browning-Ferris Industries and owner-operator of Capitol City Hardware and Implement Company of Jennings for 28 years. He is currently employed as the business and operations manager by the Lake Charles Pilots.

Blade remains active in his community where he and his wife, Kathy, are members of Christ The King Catholic Church in Jennings. He is actively involved with Our Lady of the Oaks Retreat House in Grand Coteau, Louisiana, is a member of the Jennings Rotary Club, past President of the Greater Jennings Chamber of Commerce, past President of the Jennings Merchants Credit Bureau and holds membership in various trade organizations.

Mr. Morrish has been recognized for his work on state conservation efforts, including his successful legislative work to protect and conserve the Sabine Lake Oyster Reef, which according to The Nature Conservancy and other organizations, may be the largest un-harvested reef in any temperate marine climate in the world.


Given his many career accomplishments, his unwavering support for education and for McNeese in particular, along with his sustained public service to the people of Southwest Louisiana and the state, the committee voted unanimously to submit this recommendation that Mr. Dan "Blade" Morrish be awarded the Honorary Doctorate of Humane Letters degree from McNeese State University at the December 14, 2019, Commencement Exercises.

Sincerely,

Joyce D. Patterson, M.S.
Committee Chairperson
Director of Alumni Affairs

A handwritten signature in blue ink that reads "Joyce D. Patterson". The signature is written in a cursive style and is positioned above a horizontal line.

Frederick "Chip" LeMieux, Ph.D.
Dean, College of Science and Agriculture

A handwritten signature in blue ink that reads "Frederick LeMieux". The signature is written in a cursive style and is positioned above a horizontal line.

Peggy L. Wolfe PhD, MS, MPH, RN
Dean, College of Nursing and Health Professions

A handwritten signature in blue ink that reads "Peggy L. Wolfe". The signature is written in a cursive style and is positioned above a horizontal line.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.4. Southeastern Louisiana University's request for approval to offer a Master of Science in Athletic Training.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval to offer a Master of Science in Athletic Training (MSAT). The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in April 2018 and, subsequently, by the Louisiana Board of Regents in June 2018. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Kysha Harriell, Associate Clinical Professor and Program Director, Department of Kinesiology and Sport Science, University of Miami, reviewed the program proposal and stated the following in her report: *"As the first Athletic Training program accredited in the State of Louisiana and with successful first time Board of Certification pass rates, Southeastern has established itself as a leader in Athletic Training Education. The program proposal is well developed and there is obvious support from the department, College, and University."*

Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, primarily those with patients who are physically active. Currently, Southeastern offers an accredited professional-level athletic training program at the baccalaureate level that averages 15 graduates annually. Recently, the profession voted to change the entry-level requirement to the master's degree level. The Commission on Accreditation of Athletic Training Education (CAATE), which accredits such programs, has mandated that athletic training education at the undergraduate level be discontinued by 2022. As a result, it is necessary for Southeastern to transition the existing undergraduate degree to a master's program to meet workforce demands and maintain accreditation. If the MSAT program proposed by Southeastern is approved, the University will seek termination of the Bachelor of Science (BS) in Athletic Training and implement a phase-out plan.

The need for adequate numbers of healthcare providers in our state and in the region served by Southeastern continues to be a concern, and the future job market for healthcare professionals is expected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations (US Department of Labor, Bureau of Labor Statistics). More specifically, employment of athletic trainers is projected to grow 22% with over 6,000 jobs expected. The market for athletic trainers has expanded in recent years as a function of several factors including the recognition of athletic training services as vital for safety in school-based and youth sport by public and professional organizations; an increase in the number of Louisiana high schools offering a Sports Medicine curriculum; and legislation including SB 189 (Louisiana Youth Concussion Act) and HB 364 (Comprehensive Sports Injury Management Program for Student Athletes). These two bills

resulted in increased employment opportunities for athletic trainers for required coverage of high school football games and to manage and treat concussions.

As a result of interest in healthcare professions, contact with athletic trainers during high school and taking courses in Sports Medicine, many high school graduates are aware of the athletic training profession and declare it a major upon exiting high school. Southeastern anticipates attracting high school students interested in athletic training and funneling them into a related undergraduate degree (Kinesiology, Sport Management, Health & Physical Education) before applying for the proposed MSAT. Expected enrollment, based on the existing BS in Athletic Training, is 10-12 students in YR1 with that number increasing to 15-18 students in YR5. In addition to SLU, LSU and UL Lafayette offer the BS in Athletic Training. An MSAT to be offered by LSU was approved by the Board of Regents in August 2018 and UL Lafayette is pursuing program approval at this time. Since all three universities have been able to successfully offer undergraduate programs in athletic training, the vitality of such programs at the master's level is not at question. This is especially the case as the need for athletic trainers continues to increase at the same time as CAATE projects a reduction in athletic training programs as a result of the master's level requirement.

Because SLU currently offers the BS in Athletic Training, adequate facilities, equipment, and number of faculty lines are present. The University plans to convert one existing instructor line to a tenure-track line with that increase in salary (\$16K) being offset by projected tuition and fee revenue. In addition, many of the courses needed for the proposed program exist; however, they are at the undergraduate level and will require changes to the course rubric, description, and content. The University has developed a teaching schedule that addresses the undergraduate-to-graduate phasing in process.

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 offer a Master of Science in Athletic Training.

October 2, 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 Master of Science in Athletic Training

Dear Dr. Henderson:

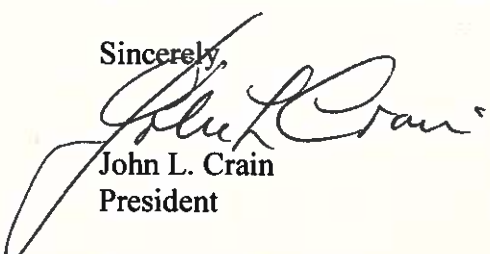
Southeastern Louisiana University requests that its proposal to develop a new academic program leading to a Master of Science in Athletic Training be placed on the agenda for the October meeting of the University of Louisiana System Board of Supervisors. On April 12, 2018 the Board of Supervisors approved the Letter of Intent to develop the proposal now submitted.

The Master of Science in Athletic Training (MSAT) will provide knowledge and skills, and the degree required to gain national certification and state licensure to work as a certified athletic trainer; graduates of the program will be eligible to take the certification exam for athletic trainers given by the Board of Certification (BOC). Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, but primarily those with patients/clients who are physically active.

In the late 1990s, the organization governing this profession (National Athletic Trainers' Association) mandated that students seeking certification and licensure complete an accredited athletic training degree program. Southeastern was the first university in Louisiana to offer such a degree, initiating the Bachelor of Science in Athletic Training in 2002, which exists today. Recently, the profession voted to change the entry-level requirement to the master's degree level. Southeastern intends to phase out the undergraduate degree in Athletic Training and replace it with a master's degree.

Your consideration of this request is appreciated.

Sincerely,



John L. Crain
President

Attachment

Louisiana Board of Regents
AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*
 – Including incremental credentials building up to the Degree –

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

Date:

Institution: Southeastern Louisiana University	Requested CIP, Designation, Subject/Title: 510913, Master of Science, Athletic Training
Contact Person & Contact Info: Dr. Tena L. Golding, Provost and Vice President for Academic Affairs provost@southeastern.edu Phone: (985) 549-2316 Fax: (985) 549-2304 SLU 10798 Hammond, LA 70402	
Date Letter of Intent was approved by Board of Regents: June 20, 2018	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2022	

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.

(a) The Master of Science in Athletic Training (MSAT) will provide knowledge and skills, and the degree required to gain national certification and state licensure to work as a certified athletic trainer; graduates of the program will be eligible to take the certification exam for athletic trainers given by the Board of Certification (BOC). Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, but primarily those with patients/clients who are physically active. Athletic training is recognized as an allied healthcare profession by bodies including the American Medical Association, the Department of Health and Human Services, and the Louisiana State Board of Medical Examiners.

In the late 1990s, the organization governing this profession (National Athletic Trainers' Association) mandated that students seeking certification and licensure complete an accredited athletic training degree program. Southeastern was the first university in Louisiana to offer such a degree, initiating the Bachelor of Science in Athletic Training in 2002, which exists today. Recently, the profession voted to change the entry-level requirement to the master's degree level. In 2015, the accrediting agency (CAATE – Commission on Accreditation for Athletic Training) outlined a timeline for the change, indicating that existing undergraduate programs may admit students until 2022. Universities currently offering an undergraduate program may transition to the master's degree through a

"substantive change" process. This option is provided to universities with accredited programs, that meet the requirement that at least 70% of the graduates of the existing program pass it on the first attempt. Southeastern meets this standard (over the past 3 years, 87% of graduates of the BS in Athletic Training passed the exam on the first attempt). Thus, it is our intent to phase out the undergraduate degree in Athletic Training and replace it with a master's degree.

- b) The program will be delivered on the Southeastern campus in Hammond, housed in the Department of Kinesiology and Health Studies, and the College of Nursing and Health Sciences. It will be delivered in traditional face-to-face lecture and lab classes, and clinical experiences at established sites on campus and in surrounding areas. Coursework and clinical experiences will address the 2020 CAATE standards and prepare graduates to take the certification exam during their final semester.**

Upon program approval, new courses would be created through the University's curriculum change process and subsequently first offered Summer 2022 with the admission of the first cohort.

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.).

Year 1 (35 credit hours)					
Summer Focus: Clinical Preparation	Cr	Fall Focus: Anatomy & Assessment	Cr	Spring Focus: Prevention, Treatment, & Rehabilitation	Cr
AT 6110. Foundations of Athletic Training	3	AT 6210. Foundational Anatomy	3	AT 6310. Therapeutic Modalities	3
AT 6120. Emergency Care in Athletic Training	3	AT 6220. Therapeutic Exercise	3	AT 6320. Strength and Conditioning Programs	3
AT 6130. Emergency Care in Athletic Training Lab	1	AT 6230. Lower Body Pathology and Assessment	3	AT 6330. Upper Body Pathology and Assessment	3
		AT 6231 Lower Body Pathology and Assessment Lab	1	AT 6331. Upper Body Pathology and Assessment Lab	1
AT 6140. Clinical Experiences I	3	AT 6240. Clinical Experiences II	3	AT 6340. Clinical Experiences III	3
Total	10		13		13

Year 2 (21 credit hours)					
	Fall Focus: Medical & Scientific Basis of Athletic Training Practice	Cr	Spring Focus: Application of Clinical Practice	Cr	
	AT 6410. Evidence-Based Practice and Clinical Decision Making I	3	AT 6510. Evidence-Based Practice and Clinical Decision Making II	3	
	AT 6420. Pharmacological and Medical Aspects of Athletic Training	3	AT 6520. Integration of Athletic Training Knowledge and Skills	3	
	AT 6430. Organization and Administration Issues in Athletic Training	3			
	AT 6440 Clinical Experiences IV	3	AT 6540. Clinical Experiences V	3	
		12		9	

As this is a new degree, all courses listed would be new. To remain in good standing and be eligible to progress to the next semester, students must pass each course with a grade of C or higher, maintain a GPA of 3.0 or higher, and earn no more than two C grades. Clinical experiences would be included in each semester/term, during which students gain practical experience under the supervision of a certified and licensed athletic trainer. During the last semester of the program, students would be required to take and pass the BOC certification exam, or successfully complete a comprehensive exam given by the department.

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).

Healthcare providers in our state and region continues are in demand, and the job market for healthcare professionals is expected to grow 23% from 2016 to 2026, much faster than the average for all occupations (US Department of Labor/Bureau of Labor Statistics). The job market for certified athletic trainers has expanded in recent years as a function of several factors including: (a) the recognition of athletic training services as vital for safety in school-based and youth sports by public and professional organizations (e.g., American Academy of Physicians, American Academy of Family Physicians); (b) an increase in the number of Louisiana high schools offering a Sports Medicine curriculum; and (c) legislation - including SB 189 (Louisiana Youth Concussion Act) and HB 364 (Comprehensive Sports Injury Management Program for Student Athletes). These two bills resulted in increased employment opportunities for athletic trainers for required coverage of high school sports, and to manage and treat concussions. Sports Medicine is offered in an increasing number of Louisiana high schools under the Career and Technical Trade and Industrial Education (CTTIE) program, which requires the curriculum to be taught by licensed athletic trainers.

According to the US Department of Labor/Bureau of Labor Statistics, employment of athletic trainers is projected to grow 23% from 2016-2026, much faster than average for all occupations, with over 6,000 more jobs expected. Demand is expected to increase as people become more aware of the effects of sports-related injuries, and as middle-aged and older people remain active. In addition, increased concern for concussions and chronic traumatic encephalopathy (CTE) has drawn attention to the need for athletic training. Because athletic trainers are usually onsite with athletes, and are often the first responders to injury, the demand for athletic trainers in school-based and youth sport settings should continue to increase. Other settings where athletic trainers work include middle and elementary schools, universities, military installations, industry, and professional sports.

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

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana, and the institution has a history of providing quality academic programs preparing healthcare professionals for the state and region. Southeastern's programs in nursing, counseling, communication sciences and disorders, health education and promotion, and athletic training are well recognized by professionals in their fields.

Southeastern has long been a university where athletic training has been studied. Prior to the initiation of a degree in athletic training, students interested in the career studied at Southeastern and apprenticed

under Bob Goodwin and NATA pioneer, Grady Morgan, both long-term athletic trainers at Southeastern and Louisiana Athletic Trainer's Association Hall of Fame inductees. When the degree in athletic training was mandated, Southeastern was the first Louisiana university to offer the program under then program director Dr. Ronnie Harper. Thus, the university seeks this degree to continue serving as a training ground for healthcare providers including athletic trainers in the state and region. The presence of this degree will provide students in the region an opportunity to pursue a career in athletic training and provide needed athletic trainers to schools, youth sports programs, universities, professional sports programs, the medical community, and industry.

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

Currently, there are no established athletic training master's degree programs in the state.

As of 2016, six Louisiana universities offered undergraduate programs in athletic training (Southeastern, LSU-BR, McNeese, Nicholls State, UL Lafayette, and Louisiana College). However, four elected to close their programs, leaving two current undergraduate programs accepting students (Southeastern and LSU-BR).

It is our understanding that three universities will propose the master's degree in athletic training (Southeastern, LSU-BR, and UL Lafayette). If three programs exist, Southeastern would be the only university in close proximity to the New Orleans metro and surrounding region. In keeping with our university's characteristics, we expect to draw students from the New Orleans region, Northshore, and parishes from which many Southeastern students reside (e.g., St. Tammany, Washington, Tangipahoa, St. John, St. Charles, Livingston). Also, demand is expected to meet the program's needs due to the reduction in the number of athletic training programs in Louisiana and surrounding states, and the presence of healthy feeder degrees at Southeastern (e.g., Kinesiology, and Health and Physical Education). The New Orleans metro area is one with high demand for certified athletic trainers. The majority of graduates of the existing undergraduate program are employed in and around the New Orleans metro area and southeast Louisiana. Thus, our proximity to New Orleans and the Northshore is advantageous for recruiting and retaining in-state students seeking athletic training careers, developing relationships for clinical experiences, employment of graduates, and meeting the demand for athletic trainers in southeast Louisiana and surrounding regions.

Strengths of this program would also include the existence of other healthcare programs at Southeastern, and the presence of strong feeder programs. The MSAT program would be housed within the College of Nursing and Health Sciences, which meets accreditation Standard 21 of the *2020 Standards for Accreditation of Professional Athletic Training Programs*, "the program must be administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation." The College of Nursing and Health Sciences includes such programs (e.g., nursing, communication sciences and disorders). This organizational structure provides opportunities for inter-professional education with future healthcare professionals and resources that are already in-place.

Additionally, the department in which the program would be located, Kinesiology & Health Studies, offers a number of potential undergraduate feeder programs (Kinesiology, Sport Management, Health and Physical Education), and has many students seeking careers in healthcare professions. Thus, the program has the potential to draw from a large population of students pursuing related degrees.

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

The creation of the MSAT will be linked to a "phasing out" of the existing undergraduate B.S. in Athletic Training degree. Tentatively, we would continue to accept undergraduate students into the existing program through Spring 2021. This final undergraduate cohort would matriculate while the first class of the M.S. degree would begin in Summer 2022 (see table below).

Spring 2021	Last UG cohort admitted			
Fall 2021	UG program			
Spring 2022	UG program			
Summer 2022		1 st MSAT cohort admitted (GRAD 1)		
Fall 2022	UG program	GRAD 1		
Spring 2022	Last UG cohort graduation	GRAD 1		
Summer 2023			2 nd MSAT cohort admitted (GRAD 2)	
Fall 2023		GRAD 1	GRAD 2	
Spring 2024		1 st MSAT cohort graduation	GRAD 2	
Summer 2024				3 rd MSAT cohort admitted (GRAD 3)
Fall 2024			GRAD 2	GRAD 3
Spring 2025			2 nd MSAT cohort graduation	GRAD3

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 discontinuation of undergraduate programs and the requirement of a master's degree in athletic training for certification are mandated by the profession. Thus, graduate degrees in athletic training must be created in Louisiana.

There is a national trend of increasing demand/need for athletic trainers. The job market for healthcare professionals is expected to grow faster than the average for all occupations (US Department of

Labor/Bureau of Labor Statistics). The job market for athletic trainers has expanded in recent years as a function of several factors, including recognition of athletic training services as vital for safety in school-based and youth sport by the public and professional organizations; increase in the number of Louisiana high schools offering a Sports Medicine curriculum (that must be taught by licensed athletic trainers); and legislation resulting in increased employment opportunities for athletic trainers.

According to the US Department of Labor/Bureau of Labor Statistics, employment of athletic trainers is projected to grow much faster than average for all occupations (with over 6,000 more jobs expected) as people become more aware of the effects of sports-related injuries, and as more adults remain active. In addition, increased concern for concussions is also expected to positively impact attention to the needs for athletic training. Because athletic trainers are usually onsite with athletes and are often the first responders to injury, the demand for athletic trainers in school-based and youth sport settings should continue to increase. Other settings for athletic trainers to work include military installations, industry, and professional sports.

The possibility for collaboration with other newly-formed programs exists. Due to the proximity of Southeastern, LSU-BR, and ULL, it would be possible to work together to provide professional development and/or unique clinical experiences for students, travel to conferences, and other opportunistic educational events (e.g., certification exam preparatory workshops, lectures/presentations by healthcare providers).

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).

Due to contact with athletic trainers via youth and high school athletics, many high school students enter college with the intent of pursuing a career in athletic training. The number of students pursuing the undergraduate athletic training degree at Southeastern has remained consistently above 100 (e.g., 141 in 2012, 145 in 2014, 123 in 2016, 138 in 2018). Southeastern expects to continue to attract high school students interested in athletic training, who would now have to complete an undergraduate degree before applying for the MSAT.

The program would also be attractive to students with career interests in healthcare (e.g. physical and occupational therapy), sports and fitness, and teaching physical education and coaching. These students are likely candidates for the MSAT due to its healthcare focus, connection to sport and physical activity, and convenience. Many high school graduates enter college aware of and interested in pursuing degrees leading to careers in healthcare, including athletic training, speech pathology, physical and occupational therapy, nursing, and medicine. Southeastern offers a variety of programs for these students including Nursing, Communication Sciences and Disorders, Biology, and Kinesiology. Biology and Kinesiology are undergraduate degrees often sought by students seeking "pre-professional degrees," followed by graduate education leading to careers in medicine, physical and occupational therapy, pharmacy, chiropractic, etc. These students are among those who would likely be interested in the MSAT. In addition, Southeastern offers undergraduate programs in related fields, including Sport Management and Health and Physical Education Teacher Education, whose graduates are also likely potential recruits.

Finally, the mandate of a master's degree is expected to reduce the total number of athletic training

programs nationally (CAATE has projected that the master's degree requirement will result in a reduction of universities offering athletic training as a major by 50 to 75 programs). Thus, students interested in this career will have fewer choices and the potential to attract students from other regions and states will increase.

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

Based on enrollment in the existing BS in Athletic Training and projection of attracting new students, projected enrollment is:

Year 1 = 10-12 students

Year 2 = 12-15 students

Year 3 = 15-18 students

Year 4 = 15-18 students

Year 5 = 15-18 students

We based these projections on historical enrollment in the B.S. in Athletic Training at Southeastern, the reduction of universities offering the athletic training degree, and the potential for recruitment of graduates from existing undergraduate programs (e.g., Kinesiology, Health and Physical Education, Biology).

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

Average enrollment/completer data (2015-2018) for related programs at Southeastern include:

Potential feeder programs:

- BS in Athletic Training (enrollment 127 / completers 14)
- BS in Health Education and Promotion (enrollment 55 / completers 18)
- BS in Health and Physical Education (enrollment 78 / completers 12)
- BS in Kinesiology (enrollment 644 / completers 109)
- BS in Sport Management (enrollment 113 / completers 17)
- BS in Biology (enrollment 775 / completers 80)

Other master's programs within the college:

- MS in Health and Kinesiology (enrollment 44 / completers 15)
- MS in Communication Sciences and Disorders (enrollment 60 / completers 25)
- MS in Nursing (enrollment 133 / completers 45)
- MS in Counseling (enrollment 95/completers 33)
- MS in Child Life (new fall 2019)

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

Requirements to apply for admission into the program include those required by the university for admission into graduate school, plus specific criteria for the program.

- 1) * Completion of an undergraduate degree with a minimum cumulative GPA of 2.50.
- 2) Completion of pre-requisite undergraduate courses in biology, human anatomy & physiology, biomechanics or physics, chemistry, exercise physiology, motor learning/development, health/wellness, nutrition, psychology, and statistics.
- 3) * Achieving a minimum combined verbal and quantitative score on the Graduate Records Exam (GRE) of 286 for regular admission. Individuals with a combined verbal and quantitative GRE score of 281 to 285 may be considered for provisional admission status.
- 4) Submission of an application packet including: (a) application/letter of intent, (b) documentation of CPR certification, and (c) letters of recommendation.

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

Financial support options that are available to students in the program are those available to all students, including public and private student loans, grants, and scholarships. Students can access information on these options at the on-campus Office of Financial Aid.

The university also currently offers one scholarship specifically designated for a student pursuing a degree in athletic training: the Grady Morgan Endowed Scholarship in Athletic Training. Currently, the scholarship is awarded to an undergraduate student. With the discontinuation of the undergraduate degree, we anticipate working to designate this scholarship to a student pursuing the MSAT.

4. Faculty

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

Ryan Green
Assistant Professor
BS, Physical Education (Athletic Training), Salisbury State University, 1997
MS, Kinesiology, LSU, 1999
PhD, Kinesiology, LSU, 2006
LAT (licensed Louisiana Athletic Trainer), ATC (Nationally-certified Athletic Trainer)

Courses taught:

KIN 275: Anatomical Kinesiology
ATHT 141: Prevention and Management of Motor Performance Injuries
ATHT 206: Athletic Training Foundations and Practice
ATLB 217: Clinical in Athletic Training
ATHT 372: Therapeutic Modalities for Athletic Injuries
ATLB 370: Therapeutic Modalities for Athletic Injuries Lab
ATHT 410: Evidence-Based Practice for the Athletic Trainer

Note: In the MSAT program, Dr. Green will assume the Program Coordinator role.

Chad Dufrene

Instructor

BS, Athletic Training, SLU, 2007

MA, Health and Kinesiology, SLU, 2012

PhD, Kinesiology, LSU, in progress

LAT (licensed Louisiana Athletic Trainer), ATC (Nationally-certified Athletic Trainer)

Courses taught:

ATHT 141: Prevention and Management of Motor Performance Injuries

ATHT 205: Functional Anatomy for Athletic Trainers

ATLB 303: Clinical Integration and Field Experiences in Athletic Training I

ATLB 317: Clinical Integration and Field Experiences in Athletic Training II

ATHT 333: Therapeutic Exercise and Rehabilitation of Athletic Injuries

ATLB 304: Therapeutic Exercise and Rehabilitation of Athletic Injuries

ATHT 340: Upper Extremity Sports Injury Management

ATLB 344: Upper Extremity Clinical Competency Lab

KIN 275: Anatomical Kinesiology

Other current assignments: Clinical Education Coordinator of the undergraduate athletic training program

***Note: This faculty line will convert from an instructor to the tenure-track line in order to hire a second doctoral-prepared faculty member. Dr. Dufrene is currently enrolled in an appropriate Ph.D. program and will be eligible to apply for this newly converted faculty line.**

Erin Kennedy

Instructor

BS, Health and Physical Education, Berry College, 2006

MS, Athletic Training, University of Tennessee-Chattanooga, 2011

Courses taught:

ATHT 241: Emergency Health Care for the Athletic Trainer

ATLB 244: Emergency Health Care for the Athletic Trainer Lab

ATHT 305: Lower Extremity Injury Management

ATLB 300: Lower Extremity Injury Management Lab

ATHT 340: Upper Extremity Injury Management

ATLB 344: Upper Extremity Injury Management Lab

ATHT 420: Clinical Experiences in Athletic Training

ATHT 425: Clinical Experiences in Athletic Training

ATHT 462: Administration and Psychosocial Aspects of Athletic Training

Other current assignments: Program Director of the undergraduate athletic training program

Note: In the MSAT program, Ms. Kennedy will remain in her instructor position to support the program. She will assume the Clinical Education Coordinator role.

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 currently adequately support the existing undergraduate program in athletic training with 3 full-time faculty, support faculty in the Department of Kinesiology & Health Studies, plus part-time faculty as needed. Currently, only one of these full-time faculty lines is tenure-track. One instructor line will be converted to a tenure-track line, increasing the number of tenure-track lines to two. The third faculty line will remain an instructor line. We anticipate delivering the MSAT program with these full-time faculty lines along with part-time faculty and other faculty in the department.

Current full-time faculty lines are occupied by:

Ryan Green, PhD, Assistant Professor, LAT, ATC

Chad Dufrene, Instructor, Clinical Coordinator, LAT, ATC

Erin Kennedy, Instructor, Program Director, LAT, ATC

All 3 of these faculty are state-licensed and nationally certified athletic trainers, with work experience in the field as well as faculty experience.

Current part-time faculty who teach courses in the department include:

Andrew Dalton, DPT (Doctorate in Physical Therapy)

Alyssa Lyon, MD

Ben Stewart, MS, Athletic Training

Other full time faculty in the department who will teach in the program:

Dan Hollander, PhD, Kinesiology

SACSCOC requirements indicate that faculty teaching graduate didactic coursework must have an appropriate doctorate degree. Anticipated faculty involved the program include:

- **Ryan Green – current full time faculty member, who meets the doctorate requirement.**
- **Chad Dufrene – current full time faculty member who is enrolled in the PhD program at LSU; we anticipate he will complete this degree within the time requirements to apply for a newly converted faculty line (instructor to tenure-track).**
- **Alyssa Lyon, MD - meets the doctorate requirement; she will serve as the Medical Director for the program, and also teach a required course (AT 6420).**
- **Dan Hollander, PhD, is a full time faculty member in the department, and will teach AT 6320.**
- **Part time faculty with doctorate degrees.**

A third faculty line is currently occupied by Erin Kennedy, who has a master's degree in Athletic Training. She will support the program by teaching clinical courses and facilitating in-house training opportunities.

We have developed a teaching schedule based on the courses to be delivered during the undergraduate-to-graduate phase plan, as well as when the MSAT is in effect, and have determined we can deliver the program using three full-time faculty lines (2 tenure-track and one instructor), Kinesiology faculty, and available part-time 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.

Currently: The existing teaching load framework of the University and College includes reassigned time for tenure track faculty to provide time to engage in scholarship, and administrative reassigned time for faculty to serve as Program Director and Clinical Coordinator of the program. Additionally, within the College, graduate faculty often receive 3 hours of instructional reassigned time to engage with students in educational, research, and clinical experiences. Currently, all three athletic training faculty receive reassigned time to facilitate program coordination and research (Kennedy, 3 hrs, Program Director; Dufrene, 1.5 hrs, Clinical Coordinator; Green, 3 hrs, Research).

When the new MSAT program is implemented, we anticipate working within the existing framework and providing reassigned time for tenure track faculty to engage in scholarship, and administrative reassigned time for faculty to serve as Program Director and Clinical Coordinator of the program.

Per accreditation guidelines, the faculty member who serves as Program Director must be a full-time faculty member whose primary assignment is to the athletic training program, a doctorate degree in athletic training or related field, experience and national certification as an athletic trainer, state licensure as an athletic trainer, and previous experience as a full-time faculty member. Additionally, accreditation requires reassigned time for clinical coordination.

A projected semester might include the following research, clinical, and administrative assignments:

Ryan Green – Instruction (9 hrs), Research (3 hrs), Program Director (3 hrs)

Chad Dufrene – Instruction (12 hrs), Research (3 hrs)

Erin Kennedy – Clinical Instruction (12 hours), Clinical Coordinator (3 hrs)

Current faculty involvement in research:

Ryan Green's research interests focus on understanding the injuries and biomechanics of the lower body. His recent research projects, conference presentations, and grant submissions include:

Research projects:

- **Running Gait Changes Immediately and After Four Weeks of Running in Minimalist Shoes in a Natural Environment.**
- **Effect of Hallux Valgus on Balance in University Soccer Players and Dancers.**
- **Investigation of the Relationship of the Q-angle in Regard to Pitching Accuracy, Precision, Velocity, and Injuries in the Throwing Extremity.**

Conference presentations:

- ***Traditional vs. Minimalist Running Shoes: How shoes influence running mechanics.* SHAPE America Southern District Conference, Baton Rouge, LA, January 2017.**
- ***Running gait and foot strike pattern changes in recreational runners transitioning from traditional to minimalist footwear.* SHAPE America Southern District Conference, Baton Rouge, LA, January 2017.**
- ***Dispelling the Myths of Running, Footwear, and Training.* Louisiana Marathon Blue Cross/Blue Shield Expo Speaker Series, Baton Rouge, LA, January 2017.**
- ***Measuring the Way We Run: How shoes influence running biomechanics.* Session presented at Southeast Athletic Training Association Clinical Symposium & Members' Meeting, March 2017.**
- ***Psychological Considerations in Rehabilitation.* Southeast Athletic Training Student Symposium, Atlanta, GA., February 2018.**

Funded grants:

- ***Health and Fitness Assessment Technology to Enhance Learning and Facilitate Student***

Research, Southeastern Louisiana University Student Technology Fee Grant, \$4,235.

- ***Harnessing 3D Printing to Teach Anatomy through Cadaveric-like Models, Southeastern Louisiana University Enhancement Grant, \$670.00.***
- ***Enhancement of Motor Behavior and Biomechanics Lab Equipment to Promote Student Learning and Research, Southeastern Louisiana University Student Technology Fee Grant, \$54,000.***

Chad Dufrene's research interests include those related to biomechanics of and injuries associated with the golf and baseball swings, specifically intervertebral disc pathology, and running kinematics and lower extremity injury. He is a co-author of two funded grants:

- ***Health and Fitness Assessment Technology to Enhance Learning and Facilitate Student Research, Southeastern Louisiana University Student Technology Fee Grant, \$4,235.***
- ***Enhancement of Motor Behavior and Biomechanics Lab Equipment to Promote Student Learning and Research, Southeastern Louisiana University Student Technology Fee Grant, \$54,000.***

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?

Since we currently offer an undergraduate degree in athletic training and related fields, current library holdings are adequate to initiate the program. Southeastern Louisiana University's Sims Memorial Library currently has a multitude of print books (1,046), ebooks (403), electronic access to full text journals (35), subscriptions to print journals (22), and access to online databases (9) for subjects in and related to the field of athletic training. Along with onsite materials, Sims Memorial Library has access to materials at other libraries as a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private college and university libraries. LALINC members, forty-six in number, have reciprocal borrowing privileges. The Library is also a member of the OCLC Interlibrary Loan (ILL) Service, which provides the borrowing and lending of materials throughout the OCLC electronic network of libraries worldwide. The Library is a member of LOUIS, Louisiana's library consortium, which provides, among other services, many indexes, abstracts, and full-text databases. Materials not owned by the Library may be requested through the Interlibrary Loan Office, usually without charge. In addition to OCLC's national and international ILL services, the Library has accounts with the British Library, UMI, and the Canada Institute for Scientific and Technical Institute to provide articles and theses from Europe and Canada.

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

Kinesiology Acquisitions

FY 2017 - \$971

FY 2018 - \$1,679

Health Acquisitions

FY 2017 - \$1,483

FY 2018 - \$1,758

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

Over the past previous 5 years, Southeastern's library acquisitions in Kinesiology averaged \$1,682 (5 year total = \$8,411) and in Health averaged \$2,277 (5 year total - \$11,386).

The library also provides access to ebook titles and streaming videos in these subjects not covered in these expenditures from their various ebook/streaming subscriptions.

Projections for the next 5 years would parallel these amounts, and we anticipate the needs of the new MSAT would be met by acquisitions in health and kinesiology. No additional library expenditures are anticipated.

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

Since we currently offer the undergraduate degree in athletic training, Southeastern has the majority of resources needed to offer the MSAT. Due to the time-intense nature of the proposed program and the more advanced learning models of the classes, some additional resources are anticipated. For the classes that pertain to anatomy, assessment, and human movement, updated 3D anatomical models of the major joints of the body and a virtual dissection table are desired. Additional casting and bracing materials may also be useful as the students will be training to work in a variety of settings including hospitals and doctors' office settings that utilize these skills.

Funding for these may be sought through the University's internal faculty development grant programs, and externally (e.g., Board of Regents Enhancement Grants). Supplies for the existing undergraduate program are partially funded through lab fees and we anticipate continuing this process in the MSAT.

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 existing undergraduate athletic training (AT) program (and associated faculty) is located in the Department of Kinesiology and Health Studies (KHS), which also offers undergraduate programs in Kinesiology, Sport Management, Health Education & Promotion, and Health and Physical Education. The KHS Department is physically housed in two connected buildings: KHS and KHS-A (Kinesiology and Health Studies Annex). The KHS building is designated for use by the KHS Department; KHS-A is shared by the KHS Department and the School of Nursing.

KHS has 10 designated classrooms, 5 teaching/research labs, and other spaces; the KHS Department has priority scheduling of these spaces. Of these, 2 labs are designated AT teaching locations, and the AT program also has a designated administrative office. Classrooms hold 24-48 desks, and educational technology (computer, document camera, projector, etc.). AT Labs contain treatment tables and various instructional aids, equipment, and supplies. AT lecture courses are taught in KHS classrooms; AT lab courses are taught in the designated AT Labs. In addition, AT courses can also use other KHS spaces (e.g., swimming pool, Motor Behavior Lab, Strength Training Lab) as needed, as well as the Athletic Training Room housed in Southeastern Athletics.

The Athletic Training Program has a dedicated conference room accessible during normal school hours. This room houses various textbooks, clinical journals, and other athletic training educational materials. Student accessible computer labs are located throughout campus; one such lab is in the KHS building.

Each full-time KHS faculty member has an individual office with a computer and printer, two or more chairs, and space for confidential student counseling. Each office has 4 full walls and a closing door.

Scheduling of classrooms for instruction is handled by the KHS Department Head with input from Program Coordinators. The department has an adequate number of priority classrooms to meet its needs, and seldom schedules a course outside the KHS and KHS-A buildings.

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

No new facilities are needed.

7. Administration

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

The MSAT program will continue to be administered by the Department of Kinesiology and Health Studies, within the College of Nursing and Health Sciences. No administrative structure changes will be needed.

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

Strengths of the department include its history in offering diverse health and kinesiology programs, undergraduate enrollment, and location.

The Department of Kinesiology and Health Studies offers a diverse set of degrees associated with the Health and Kinesiology disciplines. Undergraduate programs include those in Athletic Training, Health Education and Promotion, Health and Physical Education Teacher Education, Kinesiology, and Sport Management. It also offers the M.S. in Health and Kinesiology. The department is well established as a leader in the state and region; Southeastern was the first university in Louisiana to offer undergraduate programs in Athletic Training, Sport Management, and Health Education/Promotion. This emphasis on health/kinesiology and the development of new degree programs made Southeastern attractive to regional students, and the KHS Department is one of the largest in the state with over 1,000 undergraduate majors.

The department's association with other healthcare-associated programs and departments is also a strength. Southeastern's School of Nursing and Department of Health and Human Sciences are well regarded throughout the region, and the College of Nursing and Health Sciences administrative structure is effective in managing such degrees. Additionally, collaborations with related departments (e.g., biology, computer science, nursing, speech pathology) strengthen opportunities for research on the science of physical activity and health care.

The department and university are also located in close proximity to the New Orleans metro area and Northshore, which facilitates student recruitment, clinical and field experiences, and employment of graduates.

Adding a graduate program in athletic training will continue our history of offering health, kinesiology, and healthcare-related degrees, and add to the graduate programs accessible to our students.

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 undergraduate degree at Southeastern was the first accredited athletic training program in Louisiana. The program was initial accreditation in 2002 through the Commission on Accreditation of Athletic Training Education (CAATE), and we have maintained accreditation. The most recent accreditation cycle was held during the 2017-2018 academic year, and Southeastern was reaccredited for 10 more years (until 2027-2028). In order to achieve accreditation, the program must be compliant with 109 standards as set by CAATE. Standards address personnel, health & safety, program outcomes, program delivery, facilities & instructional materials, program description & requirements, and student records.

CAATE has established an accreditation process for existing undergraduate programs to transition to an entry-level graduate level program. Programs in good standing with CAATE and in mid-cycle for accreditation may apply for continuing accreditation through a "Substantive Change Request for Change in Degree." The program must have institutional approval, state approval, regional accreditor approval, and a sample student transcript with the new degree. The university submits a notification of intent form and an application fee to CAATE, then conducts a mini self-study and possibly has a site visit. The

projected accreditation date is 2023.

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.

In developing this program, faculty examined several existing MSAT programs, and informally consulted faculty at other universities. In addition, drafts of this proposal were reviewed by two faculty with expertise in the area, and their responses are attached. As part of the BOR Review, the proposal was reviewed by an external reviewer, Dr. Harriell. A copy of her review is attached.

9. Related Fields

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

The MSAT program will be supported by other programs within the KHS Department (i.e., undergraduate programs in kinesiology, health education and promotion, sport management, health and physical education). These programs offer faculty expertise in areas associated with health/kinesiology and the scientific basis of physical activity, as well as teaching and research laboratories and research equipment for learning and studying the physiology of exercise, designing strength and conditioning programs, and biomechanics. The KHS Department offers undergraduate courses that are prerequisites for entry into the MSAT (e.g., biomechanics, exercise physiology, motor learning), and faculty have expertise and research interests that will supplement that of athletic training faculty. Athletic training faculty work with and collaborate with health and kinesiology faculty on a daily basis. Additionally, we anticipate these programs to provide the greatest number of students to the MSAT.

The MSAT program (and those within the KHS Department) also have a working relationship with other departments/programs in the College of Nursing and Health Sciences – Nursing, Communication Sciences and Disorders, Health and Human Sciences. These programs provide opportunities for inter-professional education (collaboration among future healthcare professionals), lectures and continuing education, opportunities for collaborative research, greater access to clinical opportunities, and medical expertise.

The program would also be supported by existing relationships with non-academic partners on campus with which we have an existing working relationship. (1) Southeastern's Student Health Center currently provides a clinical site where athletic training students gain experience in a medical facility, and the staff nurses provide expertise on various health issues and illnesses. (2) Since the inception of the undergraduate athletic training program, we have had a close working relationship with Southeastern Athletics. Students gain clinical experience under the supervision of the athletic training staff, staff provide guest lectures to classes, and some laboratory courses are taught in the training room in the Southeastern Athletics facility, which adds to students' opportunities to engage with therapeutic modalities. (3) The University also collaborates extensively with North Oaks Health System. Alyssa Lyon, MD, a North Oaks physician, serves as the Medical Director of the undergraduate athletic training program, teaches classes supporting it, and facilitates student clinical experiences in the medical field. This relationship will continue in the MSAT.

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?

	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Faculty salaries	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008
Travel/Professional Development	\$4000	\$4000	\$4000	\$4000	\$4000
Increase in Annual CAATE fees	\$500	\$1500	\$2000	\$2500	\$3000
CAATE substantive change fee	\$3000				
Anticipated CAATE accreditation costs			\$5000		
Equipment and supplies	\$5000				
Recruiting	\$1000	\$1000	\$1000	\$1000	\$1000

Since we currently offer the undergraduate program in athletic training, the creation of the MSAT is not projected to significantly alter allocation of departmental funds.

Faculty salaries: In order to convert an instructor line to a tenure-track line, an increase in salary by \$16,000 is anticipated in the first years. Subsequent years reflect a 3% increase merit-based raise.

Travel/Professional development: Funding for travel/professional development is desired for faculty to specific conferences related to accreditation and athletic training education (e.g., NATA Athletic Training Educator's Conference, CAATE Accreditation Conference). In addition, an accreditation standard from the new *2020 Standards for Accreditation of Professional Athletic Training Programs Master's Degree Programs* requires that core faculty have contemporary expertise in assigned teaching areas and evidence of scholarship. Funding for travel associated with continuing education and scholarship is desired.

Increase in Annual CAATE fees: Currently, CAATE accreditation annual dues is \$4500. We anticipate a \$500 increase per year. Additionally, we will have to pay \$3000 in CAATE substantive change fee and \$5000 in anticipated CAATE accreditation costs.

Equipment and supplies: Since we currently offer the undergraduate degree in athletic training, Southeastern has the majority of resources needed to offer the MSAT. Due to the time-intensive nature of the proposed program and the more advanced learning models of the classes, some additional resources are anticipated. We anticipate a need for \$4000 in new equipment and \$1000 in supplies. For the classes that pertain to anatomy,

assessment, and human movement, updated 3D anatomical models of the major joints of the body and a virtual dissection table are desired. Additional casting and bracing materials may also be useful as the students will be training to work in a variety of settings including hospitals and doctors' office settings that utilize these skills.

***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.

The department and faculty will continue to apply for external and internal grants to support teaching enhancement and research activities. Funding for travel to professional conferences is available to SLU faculty through the Center for Faculty Excellence and by special request to the Provost.

Currently, students in the undergraduate athletic training program pay \$140 of fees per semester to offset costs of consumable supplies and other costs of the program (e.g., uniforms, practice certification exams). We anticipate continuing this practice with the MSAT program.

Additional funding for items listed above would be pursued via the normal budgeting process of the university.

CERTIFICATIONS:

Frank Carretta
Primary Administrator for Proposed Program

8/29/19
Date

Jana L. Solding
Provost/Chief Academic Officer

8/29/19
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University

Date: 08/29/19

Degree Program, Unit: Master of Science in Athletic Training, Department of Kinesiology and Health Studies, College of Nursing and Health Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2022-23		SECOND 2023-24		THIRD 2024-25		FOURTH 2025-26	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$16,000		\$16,480		\$16,974		\$17,484	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$16,000		\$16,480		\$16,974		\$17,484	
EXPENDITURES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities								
Equipment	\$4,000.00							
Travel	\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
Supplies	\$1,000.00							
SUB-TOTAL	\$9,000		\$4,000.00		\$4,000.00		\$4,000.00	
TOTAL EXPENSES	\$25,000		\$20,480		\$20,974		\$21,784	

REVENUES				
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT
*State Appropriations	\$	\$	\$	\$
*Federal Grants/Contracts				
*State Grants/Contracts				
*Private Grants/Contracts				
Expected Enrollment	12	15	18	18
Tuition	33,421	46,789	56,816	63,500
Fees	11,413	15,978	19,402	21,685
*Other (specify)				
TOTAL REVENUES	\$44,834	\$62,767	\$ 76,218	\$85,185

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



Louisiana Board of Regents,

Southeastern Louisiana University currently offers an undergraduate degree in Athletic Training that serves the university, region and state. The current program has a long tradition of excellence and has a reputation that extends beyond the state. As stated in the proposal the professional level of education is changing to the graduate level. I am honored to provide my critique on the proposal. In order to provide perspective, I believe that providing a brief background of my expertise will clarify my response.

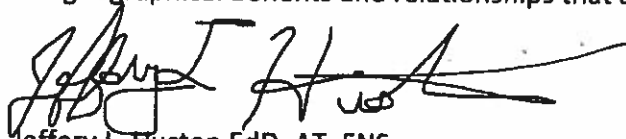
Currently I am a faculty member at Kent State University in Kent, Ohio. I have been at Kent State for 12 years. During this time, I have served as the undergraduate Clinical Education Coordinator for 6 years and both the undergraduate and graduate program coordinator for past five and a half years. While at Kent State I have been involved in the CAATE accreditation process twice, most recently leading the process and writing the self-study, and have been involved in the design and approval process of a Master of Science in Athletic Training program that will begin in June of 2019. In my role as the program director I have also reviewed every other proposal for accredited programs in the state of Ohio as part of the formal review process. In 18 years in higher education at three universities I have been involved in four accreditation reviews and numerous curriculum changes.

When examining the proposal from Southeastern Louisiana University it is clear that the proposal is well designed and thoroughly planned. As the proposal is for a nationally accredited program the curriculum, philosophy and scope are consistent with other programs. The time frame for implementation is consistent with the challenges in creating a new program and provides the current faculty with the flexibility as the two programs overlap with each other.

The proposal from SLU has many strengths that distinguish it from other proposals. The small number of programs that are moving to the graduate level within the state will allow SLU to have a major market share for students seeking this degree and career. The proximity to a major metropolitan area along with the vast professional network will permit the program to provide strong clinical education experiences that will transcend traditional experiences. Finally, the organization of the program within the College of Nursing and Health Sciences will allow for planned and continuous interprofessional education, which is essential in current medical education.

The only weakness that is noted is also addressed in the proposal. The current faculty structure will require hiring one more qualified faculty member. The Louisiana Board of Regents requires all faculty members to hold a degree higher than they are instructing. Currently the faculty of the SLU Athletic Training program has three full time faculty members with one holding a terminal degree and another in progress. The 2020 CAATE standards require that all programs have 3.0 FTE. As such, the university will be required to have the necessary number of faculty to not only deliver adequate instruction to students but also to ensure compliance with all CAATE standards in order to receive accreditation. However, the proposal does address this situation and I am confident that the university will take the required steps to be in full compliance.

Based upon 18 years of experience in higher education and accredited programs I strongly support the proposal from SLU. The proposal is strong and consistent with both existing and developing MSAT programs. Once the university addresses the minor issue with adequate faculty, I have no doubt it will prosper under the current leadership and will take advantage of the geographical benefits and relationships that are clearly established.



Jeffery L. Huston EdD, AT, FNS

Professor – NTT

Athletic Training Program

School of Health Sciences

College of Education, Health and Human Services

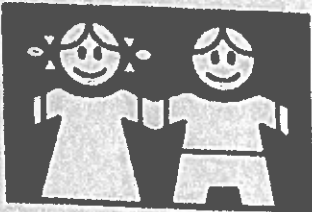
Kent State University

Kent, Ohio 44240

Jhuston2@kent.edu

330 672-1221

@DrHustonAT



CHILDREN'S HOSPITAL

December 4, 2018

State of Louisiana Board of Regent
1201 North Third Street Suite 6-200
Baton Rouge, LA 70802

RE: Letter of Support for a Master of Science for Athletic Training

Dear Members of the Board:

I write this letter on behalf of New Orleans East Hospital (NOEH) and Children's Hospital of New Orleans (CHNOLA) Sports Medicine Departments, both entities of the LCMC Health System. We, as a department of our hospital system, are in full support of Southeastern Louisiana University's proposed transition from a bachelor's degree in the field of Athletic Training, to a master's degree. The transition will play a vital role within the field of Athletic Training in our area, as well as to the state as a whole.

As a leader in pediatric sports medicine health care in our ever growing market, NOEH and CHNOLA both have partnerships with local high schools and youth athletic departments in the greater New Orleans and Baton Rouge areas, to provide full-time certified athletic trainers for athletic medical coverage. Of our 22 schools currently under our care, our department employees 8 alumni from the current program at Southeastern. As the requirements at the national level for athletic training are changing, there has become an even greater need we change with it, as there is no other entry level master's degree in athletic training within our state. We owe it to our athletes, our physically athletic, and our future to step forward with this transition.

We as an organization, recognize the need to play a role with Southeastern, to continue to develop highly qualified graduates. These roles will include, but are not limited to, assisting with clinical placements, mentorship, participating in an advisory role, educational workshops, lectures and simply assisting with the overall development of strong, independent, self-motivated certified athletic trainers.

I am personally looking forward to what the future holds for the Athletic Training field in our state, due to Southeastern Louisiana University, taking the next step to grow with our ever changing field.

Sincerely,

Deanna Rosato Lewis MS, LAT, ATC

Deanna Rosato Lewis
Manager of Sports Medicine

200 Henry Clay Avenue

New Orleans, Louisiana 70118

(504) 899-9511

www.chnola.org

FOUNDING MEMBER OF



LCMC HEALTH



State of Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Members of the Board,

Distinguished board members. I am writing in support of Southeastern Louisiana University Athletic Training education program's transition to a Masters of Science in Athletic training degree program.

I have seen the value of the program and the quality of the graduates they have produced. I was fortunate to be part of the first group of preceptors when the University first offered this program. I still serve in that capacity today. When I served as State president for the Louisiana Athletic Trainers' Association(2016-18), I had the opportunity to engage many Athletic trainers across the State and Nation. One thing was certain, SLU graduates stood out and were not only leaders in the profession, but also in their communities. This program has served the state and the profession well as it consistently produces high quality people and athletic trainers. I am a proud alumnus of SLU '93 and we did not have a degree program at that time. How I envy the education and experience this program provides to the students and how it prepares them to be highly functioning athletic trainers now. It has been shown that students that graduate from SLU stay and work in the Metro Baton Rouge , North Shore, and New Orleans areas. This area of the state has the highest concentration of athletic trainers and consequently the highest level of care for the population with which they work. That includes secondary schools, college and university, hospital outreach, and professional sports.

I am asking for your strong consideration to continue this program at the Masters level. This program is enhancing the level of care for student-athletes across our state, region, and nation. The athletic training profession is growing and we need in-state programs to keep our best and brightest in Louisiana.

Sincerely ,

Scott A Arceneaux

Scott A Arceneaux LAT,ATC
Director of Sports Medicine St Amant High School
Past President of the LATA

November 7, 2018

State of Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Members of the Board,

I write on behalf of North Oaks Sports Medicine in support of the Southeastern Louisiana University Athletic Training Program's proposal to transition their current undergraduate athletic training program into a Master's of Science in Athletic Training. Our hospital system has a long standing relationship with Southeastern and I feel that the transition into a master's program will only increase the knowledge and skills of those that are graduating from the program and coming into our workforce.

I currently have 5 graduates from SLU on staff and throughout the year will have many athletic training students from the current undergraduate program shadow our staff for observation hours. I feel that on the job training is pivotal to the growth and development of the undergraduate students and having the master's program would ensure that our profession would continue to have knowledgeable entry level job candidates, only now with more experience and a higher degree of education. I also believe that due to the location of SLU within our state, having this program available would draw students from all over the southeastern U.S. and also give reason for students to stay in-state. That is not only a positive for SLU, but a great benefit for our surrounding area and ultimately our local health system.

Sincerely ,

Matthew Rabalais, LAT, ATC, CES, FMS
Head Athletic Trainer/Supervisor
North Oaks Sports Medicine/
North Oaks Orthopaedic Clinic



Dutchtown High School



Carli Francois
Principal

13165 Highway 73
Geismar, Louisiana 70734
(225) 621-8250
Fax: (225) 677-8191

Ron Brown
Robyn Simmons
Rochelle Page
Randy Loving
Assistant Principals

1/28/2019

State of Louisiana Board of Regents
1201 N. 3rd Street Suite #6-200
Baton Rouge, LA

Dear Members of the Board,

I am writing this letter to support Southeastern Louisiana University (SLU) and their pursuit of a Master of Science degree in Athletic Training. In 1995, there were no nationally accredited Athletic Training Education Programs in Louisiana. The surrounding states were educating and supplying certified Athletic Trainers to work in Louisiana. I was hired by SLU in 1995 as the first Athletic Training Education program director in Louisiana. Within seven years we were able to become nationally accredited and secure the first Athletic Training undergraduate degree program in Louisiana.

SLU has an outstanding history in Athletic Training starting with Grady Morgan as a founding member of the National Athletic Trainers Association (NATA) in 1950 and later inducted into the Louisiana Athletic Trainers Association (LATA) Hall of Fame in 1981. Another influential Athletic Trainer from SLU is Bob Goodwin who is a founding member of the LATA in 1980. Bob was also inducted in the LATA Hall of Fame in 1992 and Southeastern Athletic Trainers Association (SEATA) Hall of Fame in 2008. So, it is no surprising that SLU was the first in Louisiana to become accredited and obtain an undergraduate degree program in Athletic Training in 2002. SLU always has been on the forefront in the development of the Athletic Training profession.

Over the past seventeen years the state of Louisiana has seen six athletic training education programs begin but only three are still in existence. The primary reason for this decline is the demands placed on higher education institutions from the Athletic Training accrediting commission (CAATE). Academic programs have decreased while the demand for Athletic Trainers has significantly increased. United States Department of Labor projects the demand for Athletic Trainers will increase by 23% from 2016-2026 (<https://www.bls.gov>), which is almost double from other healthcare practitioners and technical occupations. These other healthcare practitioners are only projected to grow 12% in the same timeframe.

SLU has a history of being a leader in the development of the Athletic Training profession in Louisiana and will continue to do so in the future with the approval of the Master of Science degree program. Since the initial accreditation in 2002, SLU has produced hundreds of certified Athletic Trainers that continue to make an impact in Louisiana. For example, the current president of the LATA is Cary Bertholot. Cary is the first female to hold this office and is a graduate of SLU Athletic Training Education Program. She replaced past president Scott Arcenaux another SLU athletic training education graduate. Also, many of the current LATA committee chairs, Raymond Raphael (Governmental Affairs), Renee Ponsa (Secondary Schools) and Vanessa West (Public Relations) have leadership roles within the LATA. All of these Athletic Trainers are graduates of the SLU Athletic Training Education Program.

In addition to its longstanding impact to the profession of Athletic Training, SLU should be commended for an outstanding first-time pass rate on the National Athletic Trainers Association Board of Certification (NATABOC) exam. SLU has a first-time pass rate of 87% with 2 of the past 3 years at a 100%.

With the approval of the Master of Science degree in Athletic Training, SLU will continue its place in the history of Athletic Training in Louisiana by developing highly qualified, nationally certified and state licensed Athletic Trainers.

I look forward to the continued commitment that SLU has made over the years to the profession of Athletic Training and I am proud to be a key part of its development in the early years.

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

Sincerely,

Ronnie Harper Ed.D.,ATC, LAT
Head Athletic Trainer
Dutchtown High School
225-323-4372 (cell)
ronald.harper@apsb.org

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

- Item E.5.** Southeastern Louisiana University's request for approval to offer an Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL).

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval to offer an Undergraduate Certificate (UC) in Teaching English to Speakers of Other Languages (TESOL). The proposed 18 credit hour certificate is designed for individuals seeking to teach English to Speakers of Other Languages abroad in traditional and specialized Language schools, and in the US in non-profit and community settings, language institutes, and online. A TESOL certificate is the most commonly recognized qualification around the world for those wishing to provide English as a Second Language (ESL) courses to non-native speakers. Common employers seeking individuals with such a credential include the CASA program, Catholic Charities, the Salvation Army, various Adult Literacy programs, religious organizations, community colleges, parish libraries, and civic and community service organizations. Moreover, larger employers such as IBM, Ochsner Medical Center, and Amedisys Home Health Care, are constantly looking to create inclusive environments to better serve their clientele and seek individuals with knowledge of English Language Learners (EELs).

Through the curriculum required of the proposed UC (ENGL 312: Advanced Grammar; ENGL 414: Introduction to Linguistics; COMM 210: Communicating in the Classroom; COMM 410: Intercultural Communication; FLAN 401: Foreign Language Methodology; and FLAN 404: Experiential Learning, Development & Application) students will explore best practices for the teaching and learning of the English language while gaining a critical perspective on issues facing ELLs. Currently, SLU's Department of World Languages and Cultures is in the process of growing its newly approved Bachelor of Arts in World Languages. This degree offers concentrations in French, Spanish, French Education, Spanish Education, and Dual Languages. The introduction of the proposed UC is mainly geared toward students completing the French and Spanish concentrations as a form of further credentialing upon entering the job market along with those who have previously graduated and seek further training in dealing with individuals who are learning English as a Second Language. Existing programs in the state specific to ESL are designed for teachers who wish to obtain an endorsement to teach ESL. The TESOL UC being proposed by Southeastern would allow for students in World Languages and/or other disciplines to obtain certification outside of the Education discipline.

The proposed UC can be offered at no additional cost to Southeastern since existing faculty will provide instruction and required courses are already offered. There is flexibility in the delivery of course instruction: three courses (ENGL 312, ENGL 414 & COMM 410) are offered 100% online; one course (FLAN 401) is taught in lecture or hybrid format; the internship course (FLAN

404) has one mandatory course meeting; and the fifth required course (COMM 210) is taught in both lecture and online format. The Department currently has five (5) non-education World Language undergraduate students who are interested in pursuing the proposed TESOL UC. The University projects a 40% enrollment increase each year for the first five years.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval to offer an Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL).*

October 2, 2019

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

Re: Proposal to Develop a New Academic Certificate Program
Undergraduate Certificate: Teaching of English to Speakers of Other Languages

Dear Dr. Henderson:

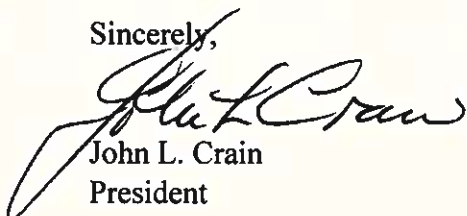
Southeastern Louisiana University requests that its proposal to develop an undergraduate certificate for Teaching English to Speakers of Other Languages (TESOL) be placed on the agenda for the October 2019 meeting of the University of Louisiana System Board of Supervisors.

The purpose of the Teaching of English to Speakers of Other Languages (TESOL) certificate is to provide the necessary coursework for individuals who have previously completed a bachelor's degree or current students who wish to add a secondary credential. Individuals seeking to obtain the TESOL certificate wish to teach English to Speakers of Other Languages abroad, for non-profit organizations, charitable organizations, or in professional settings. The TESOL certificate also serves individuals who wish to have extra credentialing to work in professional environments where multicultural and multilingual competence is needed and/or beneficial to the prosperity of the organization.

The TESOL certification is the most commonly recognized qualification for those wishing to provide English as a Second Language (ESL) courses to non-native speakers. There is currently no accreditation for the TESOL certificate. Required coursework was designed based on the recommendations of the field. The anticipated student population includes post-graduates, students with associate degrees and/or non-degree seeking students wishing to increase their professional qualifications.

Your consideration of this request is appreciated.

Sincerely,



John L. Crain
President

Attachment

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

Date: August 12, 2019

Campus: Southeastern Louisiana University	Program: <u>CIP, Certificate Designation, Title</u> 13.1401, Undergraduate Certificate, Certificate of Teaching English to Speakers of other Languages
Institutional Contact Person & Contact Info (if clarification is needed) 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	

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.

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

The purpose of the Teaching of English to Speakers of Other Languages (TESOL) certificate is to provide the necessary coursework for individuals who have previously completed a bachelor's degree or current students who wish to add a secondary credential. Individuals seeking to obtain the TESOL certificate wish to teach English to Speakers of Other Languages abroad, for non-profit organizations, charitable organizations, or in professional settings. The TESOL certificate also serves individuals who wish to have extra credentialing to work in professional environments where multicultural and multilingual competence is needed and/or beneficial to the prosperity of the organization.

The proposed curriculum for the TESOL certificate will encompass 18 hours of coursework including:

1. English 312: Advanced Grammar; (3 hours)
2. English 414: Introduction to Linguistics; (3 hours)
3. Communication 210: Communicating in the Classroom; (3 hours)
4. Communication 410: Intercultural Communication; (3 hours)
5. FLAN 401: Foreign Language Methodology; (3 hours)
6. FLAN 404: Experiential Learning, Development and Application (3 hours)

English 312, English 414, and Communication 410 are traditionally taught 100% online. FLAN 401 is traditionally taught in lecture or hybrid format. FLAN 404 is an internship course with one mandatory course meeting required. Students meet with course instructors by appointment when necessary. Communication 210 is traditionally taught in both lecture and online formats. All courses are currently listed in the university catalogue. (See appendix for catalog descriptions)

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.

A TESOL certification is the most commonly recognized qualification around the world for those wishing to provide English as a Second Language (ESL) courses to non-native speakers. It opens up a world of possibilities, including teaching English abroad in traditional and specialized Language schools, and in the U.S. in nonprofit and community settings, language institutes, and online. As it pertains to the state of Louisiana, the proposed certificate provides academic preparation for students wishing to establish or work alongside professionals by offering English as Second Language courses and/or serve as the designated multiculturalism and diversity personnel. Common employers seeking these individuals include the CASA program, Catholic Charities, the Salvation Army, and various Adult Literacy programs, religious organizations, community colleges, parish libraries, and civic and community service organizations. Moreover, larger employers such as IBM, Ochsner Medical Center, and Amedysis Home Health Care, who are constantly looking to create inclusive environments to better serve their clientele, seek individuals with knowledge of English Language Learners (ELLs). Economically, ESL programs help to boost Louisiana's economy by providing ELLs with educational experiences that help to grow and develop their level of competency in English thus allowing them to enter into the workforce and access and maintain gainful employment in various fields. Having an employee who is knowledgeable of the struggles of ELLs and knows how to provide them adequate help allows organizations to increase their value, necessity, and impact within their immediate community.

Through coursework in the fields of World Languages, English, and Communication, students pursuing the TESOL certification will explore best practices for the teaching and learning of the English language while gaining a critical perspective on issues facing

ELLs. Presently, the Louisiana Department of Education (LDE) and its Board of Elementary and Secondary Education (BESE) indicate that only certified teachers can earn an additional endorsement in ESL if they already hold a valid Louisiana teaching certificate. To earn the endorsement, they must complete 12 semester hours in the following subjects: ESL Teaching Methods; Language and Culture; Structure of English Language; Curriculum Design for Multicultural Education. Currently, only two schools in the state of Louisiana offer graduate degrees in TESOL. The University of Louisiana at Lafayette offers a M.A. in English with a concentration in TESOL as well as graduate certificate programs in related areas of focus. Northwestern State University offers a Graduate Certificate in TESOL and a Master of Arts in English with a concentration in TESOL, both of which are offered online. The TESOL certification at Southeastern would allow students in World Languages and/or other disciplines to obtain a certification without necessarily being in the Education program.

3. Students

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

Currently, the Department of World Languages and Cultures is in the process of growing its new Bachelors of Arts in World Languages. This degree offers concentrations in French, Spanish, French Education, Spanish Education, and Dual Languages. The introduction of this certificate is mainly geared toward the students completing the French and Spanish concentrations as a form of further credentialing upon entering the job market along with those who have previously graduated and seek further training in dealing with individuals who are learning English as Second Language. The Department currently has 5 non-education WL undergraduate students who are actively interested in pursuing the TESOL certificate. Because of the interdisciplinary nature of the certificate we project students majoring in English, and other disciplines will be interested as wells. Likewise, as marketing and awareness grow, we also project to have an enrollment increase annually of 40% of our current projected number of students interested in the certificate each year within the first five years. This population will consist of post-graduates, students with an associate degree and/or non-degree seeking students wishing to increase their professional qualifications.

4. Accreditation

Describe plan for achieving program accreditation.

There currently is no accreditation for such a certificate. Coursework was designed based on the recommendations of the field.

5. Faculty, Administration, & Other Resources

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


No additional resources will be needed. The Department of World Languages and Cultures will oversee the program.

6. Cost


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

No additional costs are anticipated at this time. The revenue was computed based on 5 current students, with an increase of 40% students per year based on current fees and tuition.

CERTIFICATIONS:

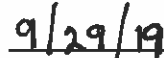


Primary Administrator for Proposed Certificate

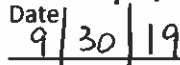


Provost/Chief Academic Officer

Management Board/System Office



Date



Date

Date

Appendix

ENGL 312. Advanced Grammar. Credit 3 hours. Prerequisite: ENGL 102 or 122H or 124H. Study of structural and functional grammars, modern syntax, morphology, and usage. Special attention to the applications of grammatical knowledge to writing, teaching, and the study of literature. (Fall, Spring)

ENGL 414. Introduction to Linguistics. Credit 3 hours. Prerequisite: ENGL 102 or 122H or 124H (prior completion of ENGL 312 recommended). Junior standing or permission of the Department Head. Survey of major elements and schools of modern linguistics. Special attention to the applications of linguistic knowledge to writing, the teaching of first and second languages, and the study of literature. (Summer, Fall, Spring)

COMM 210. Communicating in the Classroom. Credit 3 hours. The course offers prospective teachers a study of basic communication skills and how they relate to the teaching and learning process. Students cannot receive credit for both COMM 210 and 211. This course requires a minimum of 2 additional field experience hours per semester. (Fall, Spring)

COMM 410. Intercultural Communication. Credit 3 hours. Prerequisite: Junior standing or permission of Department Head. A course designed to explore the various studies, theories, problems, and opportunities related to cross-cultural communication. Application of findings intended to enhance the student's knowledge of cross-cultural communication and to facilitate the student's communication abilities. (Summer, Fall, Spring)

FLAN 401. Foreign Language Methodology. Credit 3 hours. Prerequisite: Junior standing or permission of the Department Head. This course examines second language acquisition theories and provides students with different methodologies for the instruction of foreign languages. Beginning with an overview of traditional and current foreign language teaching methods, the course focuses on current pedagogical trends. It presents a number of techniques designed to develop the students' skills pursuant to language and learning theories, learning objectives, and the role of teachers and students. Field experience component required. (As Needed)

FLAN 404. Experiential Learning Development and Application. Credit 3 hours. Prerequisite: French, Spanish, Italian, German, or Latin 201 or permission of Department Head. This course focuses on second language skills applied to real-life situations. Emphasis will be placed on learning through experience or service in civic engagement projects such as translation and interpreter assistance for individuals, businesses, charity organizations, and health facilities in both university and community settings, teaching, tutoring, after-school partnerships with area schools, and study abroad service-learning projects. Student participation and performance will be assessed through formal observation by faculty in both the classroom and the field and through evaluation of a final portfolio that will contain artifacts pertaining to the students' work in the classroom and in the field as well as narrative reflections on progress made. Education candidates earn 20 hours of field experience for this course. Course may be taken twice for a total of six credit hours. (As Needed)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.6. University of Louisiana at Lafayette's request for approval to offer a Master of Science in Athletic Training.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a 55 credit hour Master of Science in Athletic Training (MSAT). The Board of Supervisors for the University of Louisiana System approved a Letter of Intent (LoI) for the proposed program in August 2018; the Board of Regents granted approval of the LoI in October 2018. Proposed graduate programs require review by an external consultant, per Regents policy. A review of the proposed MSAT was conducted by Dr. Ron H. Walker, Associate Dean and Clinical Professor of Athletic Training, Oxley College of Health Sciences, The University of Tulsa. Based on his experience, the information provided in the proposal, as well as information available from external agencies and associations, Dr. Walker noted in his report that approval of graduate AT program should be given at this time.

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

While this transition is mandated to align with changing accreditation standards, such a change will help to provide better educated and skilled healthcare professionals as well as complement numerous academic and non-academic units at UL Lafayette (i.e., Athletics, Dietetics, Nursing, etc.). The need for adequate numbers of healthcare providers in our state and in the region served by UL Lafayette continues to be of concern. The Bureau of Labor Statistics (BLS) projects a 21% growth for the athletic training profession for the years 2014-24. This projection anticipates a growth of 5,400 new athletic training jobs during this ten-year period. The

BLS states: "As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase." In short, the proposed program will provide qualified graduates equipped to address a growing industry in a state with an underserved patient population.

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

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

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval to offer a Master of Science in Athletic Training.



University of Louisiana at Lafayette

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OFFICE OF THE PRESIDENT

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(337) 482-6203
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Université des Acadiens

October 3, 2019

RECEIVED
OCT 15 2019
UNIVERSITY OF
LOUISIANA SYSTEM

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

Dear Dr. Henderson:

This is a request for authority to offer a new degree program, the Master of Science in Athletic Training.

Please place this item on the agenda for consideration at the October 2019 meeting of the Board of Supervisors.

Sincerely,

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

E. Joseph Savoie
President

svc

Attachment

Louisiana Board of Regents

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

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

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

Date:

Institution: University of Louisiana at Lafayette	Requested <u>CIP, Designation, Subject/Title:</u> Program: Master of Science in Athletic Training CIP Code: 510913
Contact Person & Contact Info: Aimee Mattox, MS, LAT, ATC, Instructor and Program Director/Clinical Coordinator of the Athletic Training Program amattox@louisiana.edu 337-482-6279 Gregg Davis, Ph.D. and Interim Director of the School of Kinesiology greggory.davis@louisiana.edu 337-482-1299 Nathan Roberts, JD, Ph.D., Dean of the College of Education nroberts@louisiana.edu 337-482-1026	
Date BoR approved the Letter of Intent: 10/24/18	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2020	
Program Delivery Site (s): University of Louisiana at Lafayette	

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

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

With new leadership, the undergraduate program in Athletic Training at UL Lafayette has recently seen increased numbers for all key academic indicators. The number of graduates has increased from 5 in 2014-15 to 10 in 2016-17; the first-time pass rate on the Board of Certification exam has increased from 25% in 2014-15 to 90% in 2016-17; and the three-year aggregate pass rate has increased from 67% in 2014-15 to 83% in 2016-17. The increases in these three markers of program performance indices are a reflection of strong program leadership, growing interest in the profession and degree program, and a tangible commitment by our School and College administration to provide student support. Improved standards resulted in raising our students' average GPA, from 3.05 in 2014-15 to 3.22 in 2017-18, as well as the number of students who were able to continue in the degree program (from 14 in 2013-14 to 21 in 2016-17). The existing Master's program in Kinesiology has strengthened the school and currently provides additional support to the Athletic Training program. The School of Kinesiology is well positioned for an additional Master's degree due to strong undergraduate enrollment, which has led to a large number of students transitioning directly from our undergraduate programs into the existing graduate degree program. Having a Master's program in place at this time also has prepared the faculty for effective use of contact hours, high-quality graduate-level teaching, and directing graduate-level research.

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.).

Upon examining the mean number of credits for graduation and semesters needed to complete course-work at 16 peer institutions within the Southern Association of Colleges and Schools (SACS-COC) jurisdiction or close geographical proximity, we propose a 55-hour M.S. degree program that is consistent with programs offered at peer institutions.

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

As proposed, the degree program is also structured to meet the Commission on Accreditation of Athletic Training Education (CAATE) 2020 standards that require athletic training graduate programs to engage students in interprofessional education (IPE) through multiple exposures and engagement with healthcare professionals. Faculty will invite healthcare professionals into their classrooms to teach skills and lecture about their particular professions with emphasis on interprofessional education and experiences. Students also will work with a multitude of healthcare professionals, including physicians, nurses, athletic trainers, physical therapists, EMTs, paramedics, and physician assistants, at external clinical sites. During these clinical rotations students will work hand-in-hand with diverse health care professionals, allowing them to socialize professionally and learn a well-rounded, interdisciplinary view of healthcare culture.

Course Sequence

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

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

Total	6	Total	9	Total	6
				Year Two Total	21
				Program Total	55

COURSE DESCRIPTIONS

CLINICAL EXPERIENCE COURSES

KNES 551 (New Course): Clinical Experience in Athletic Training I (3 credit hours). Orientation to educational experiences in varied Athletic Training settings. Competency-based skills related to: emergency response techniques, risk management, and injury prevention, medical terminology and injury documentation.

KNES 552 (New Course): Clinical Experience in Athletic Training II (3 credit hours). Education experiences in varied Athletic Training settings. Competency-based skills related to: taping and bracing to prevent athletic injuries, along with casting and padding to protect existing athletic injuries.

KNES 553 (New Course): Clinical Experience in Athletic Training III (3 credit hours). Educational experiences in varied Athletic Training settings and competency-based skills related to general medical conditions, surgical interventions, recognition and referral skills related to systemic diseases and mental health issues within athletic populations.

KNES 554 (New Course): Clinical Experience in Athletic Training IV (3 credit hours). Experiences in varied Athletic Training setting and competency-based skills related to evidence-based clinical decision making and Athletic Training research.

KNES 555 (New Course): Clinical Experience in Athletic Training V (3 credit hours). Experiences in varied Athletic Training setting and competency-based skills related to certification exam preparation, application and registration for state licensure, and interprofessional practice skill building.

REQUIRED ATHLETIC TRAINING CORE COURSES

KNES 430G (Existing Course): Organization and Administration in Sports Medicine (3 credit hours). Management strategies, administrative models, professional development, and facilities design aspects in Athletic Training.

KNES 505 (New Course): Athletic Nutrition and Pharmacology (3 credit hours). Evidence based programing of nutrition for competitive athletes. Instruction on the mechanism of action for common medication and instructions in the use and contraindications of pharmacological interventions in athletics.

KNES 525 (New Course): Rehabilitation Techniques in Athletic Training (3 credit hours). Rehabilitation principles, common tools and techniques, and evidence-based development of rehabilitation and reconditioning programs based on various musculoskeletal injuries related to sport and physical activity.

KNES 526 (New Course): Rehabilitation Techniques of Sports Medicine Lab (1 credit hour). Rehabilitation principles, common tools and techniques, and evidence-based development of rehabilitation and reconditioning programs based on various musculoskeletal injuries related to sport and physical activity.

KNES 558 (New Course): Therapeutic Modalities (3 credit hours). Theory, principles, physiological effects, and comprehension of the evidence of effectiveness of various therapeutic modalities used in the treatment of injuries to athletes and the physically active.

KNES 559 (New Course): Therapeutic Modalities Lab (1 credit hour). Theory, principles, physiological effects, and comprehension of the evidence of effectiveness of various therapeutic modalities used in the treatment of injuries to athletes and the physically active.

KNES 576 (New Course): Evidence-Based Examination of Lower Body Orthopedic Injuries in Athletics (3 credit hours). Examination procedures for athletic injuries to the lower extremities. Emphasis will be on evidence-based examination techniques and protocols.

KNES 577 (New Course): Evidence-Based Examination of Lower Body Orthopedic Injuries in Athletics Lab (1 credit hour). Examination procedures for athletic injuries to the lower extremities. Emphasis will be on evidence-based examination techniques and protocols.

KNES 578 (New Course): Evidence-Based Examination of Upper Body Orthopedic Injuries in Athletics (3 credit hours). Examination procedures for athletic injuries to the upper extremities. Emphasis will be on evidence-based examination techniques and protocols.

KNES 579 (New Course): Evidence-Based Examination of Upper Body Orthopedic Injuries in Athletics Lab (1 credit hour). Examination procedures for athletic injuries to the upper extremities. Emphasis will be on evidence-based examination techniques and protocols.

GRADUATE KINESIOLOGY CORE COURSES

KNES 455G (Existing Course): Advanced Periodization and Prescription of Resistance Training (3 credit hours). Current understandings of the design and implementation of resistance training exercises for the purposes of health promotion and human performance. Attention to prescription for athletic, general and special populations.

KNES 501 (Existing Course): Applied Statistics in Kinesiology (3 credit hours). Applied statistics using parametric and non-parametric analyses, including: computer applications, hypothesis testing, data entry, file configuration, selection and use of statistical methodologies and interpretation of output.

KNES 510 (Existing Course): Research Methods in Kinesiology (3 credit hours). Types and designs of research methods; how to formulate and develop hypotheses.

KNES 540 (Existing Course): Psychosocial Aspects of Kinesiology (3 credit hours). Theoretical principles, addressing psychological factors related to performance and participation in exercise and sports science, health promotion, recreation and sports management. Topics include leadership, motivation, group process, competition and performance.

CLINICAL PRACTICE COURSES

KNES 597 (Existing Course): Independent Study (3 credit hours).

KNES 599 (Existing Course): Thesis (3-6 credit hours).

KNES 600 (Existing Course): Internship (3 credit hours).

Like other graduate health care programs at UL Lafayette that include clinical requirements, we will follow the UL System Board of Supervisors requirements in the Credit Hour Policy for "Minimum Length for Academic Courses," which applies the Carnegie Credit hour formula to these courses.

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

The proposed degree allows students to pursue a thesis or non-thesis track. The non-thesis track is intended to engage students as clinical practitioners in Athletic Training. The thesis track is intended to prepare students for a career path in Athletic Training education and scholarly research and thus will include additional research and writing requirements. Students who pursue the non-thesis track will complete an internship (KNES 600, 3 hours) in a clinical setting, as well as professional certification through an independent study course. The internship requirement (KNES 600, 3 hours) will develop skills needed in the students' desired future practice setting, and the independent study (KNES 597, 3 hours) will lead to eligibility for certification as an Emergency Medical Technician, Basic (EMT-B). The KNES 597 course will also include weekly didactic sessions to further integrate new skills into practice and better understand interprofessional practice as mandated by the new CAATE Standards. Students will also have the preparation needed to successfully attempt the Certified Strength and Conditioning Specialist (CSCS) exam.

All certifications will facilitate our graduates' ability to practice in the state of Louisiana by increasing their scope of practice and ability to meet the requirements set forth in the Louisiana Athletic Trainers Practice Act. The current practice act does not allow graduates from the new graduate-level program to perform certain skills that are mandated by CAATE in the 2020 Standards. Examples of said skills include suturing, administering rescue medication for overdose, and joint mobilization and manipulation, which will be part of the summer independent study credit hours where our students will receive their EMT-B training. Being able to use the skills learned in the program will make our graduates' skill set more diverse and attractive to perspective employers. These certifications will benefit rural areas where Athletic Training services are scarce, and qualified health practitioners are few and far between. Students benefitting from this flexible preparation will be better able to serve the workforce needs in Louisiana.

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 type="checkbox"/> Hybrid (51%-99% online) | <input type="checkbox"/> Online (100% online) |
| <input type="checkbox"/> Day courses offered | <input 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).

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

Since the announcement of the formal timeline, many undergraduate programs have declared to CAATE their intention to transition to an M.S. degree program. This early rush of programs seeking accreditation at the higher level has caused scheduling issues with our accrediting agency. Programs that made the decision to transition during the 2017-2018 academic year may have to wait in excess of 18 months to schedule a site visit and become accredited as a graduate degree-granting program. The reasons for the degree change were outlined in a white paper released by the Strategic Alliance and presented to the NATA Board of Directors in December of 2013. Select findings within the white paper included aligning Athletic Training with other allied health professions; further facilitating inter-professional collaboration; removing conflicts with general education components seen in undergraduate curricula; and enhancing student retention. Given these considerations, it is necessary to begin the transition of the existing undergraduate Athletic Training program to a master's program in order to maintain accreditation through CAATE and to continue to allow our students to sit for the BOC exam.

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

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

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

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.

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

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

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

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

The School of Kinesiology's Strategic Plan 2020 states a goal to increase in the number of graduate students and an increase in graduate programs within the next 5 years. The MSAT program will help accomplish this goal for the school by providing a stand-alone degree program (not a concentration within the existing M.S. in Kinesiology offering) and enrolling 24-30 graduate students annually.

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.

As of January 2019, three Louisiana universities offer an undergraduate degree in Athletic Training (UL Lafayette, SLU, & LSU), and all have submitted LOIs to the Board of Regents to offer a master's degree in Athletic Training. While this program will not be the first in the UL System, it will be the only university west of the Mississippi River and in close proximity to the five other metropolitan regions of the state and the other UL System universities. We expect to draw students from Lake Charles (McNeese), Alexandria, Shreveport, Natchitoches (Northwestern State), Monroe (ULM), and Ruston (Louisiana Tech and Grambling). While maintaining our current recruitment of students in-state is a priority, we will continue to recruit students from across the United States, as we have had six students from California graduate from the program over the past four years.

As mentioned previously, the proposed degree allows students to choose a thesis or non-thesis track. This ability to choose either track is a unique feature of this program in this state. The eligibility to attain multiple certifications will also be unique to our program.

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

This new program is the transition of our existing undergraduate program to a graduate degree program in order to meet accreditation standards.

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

As of academic year 2018-19, there are only three remaining undergraduate Athletic Training programs in Louisiana, a reduction from the six programs only five years ago. With an already diminished ability to meet workforce needs, Louisiana will likely see shortages of athletic trainers in the coming years. When compared to the BLS national data and Louisiana data, the outlook for Athletic Training employment in the state is positive. By transitioning to a graduate degree, we will meet a demand from students and employers. In addition, this program will provide qualified allied health practitioners to underserved patient populations.

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).

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

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

National trends indicate that the greatest job growth for certified athletic trainers is in the high school setting. The abundance of high schools (63) in the Acadiana area, along with the graduate degree opening the door to teaching at the secondary school level, make the Master of Science in Athletic Training an attractive option for students interested in pursuing a career in secondary education as well.

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

Using a cross-reference of enrollment numbers in the existing undergraduate program and enrollment numbers of peer institutions with an M.S. degree program in Athletic Training (see Appendix A), yearly enrollment is projected as follows:

Projected Enrollment

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

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

School of Kinesiology Enrollment Data

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

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

Students have access to the ATrack system, which logs clinical hours and progress through clinical proficiencies, in addition to allowing for anonymous feedback of professors and preceptors and housing our mid-semester and final clinical evaluations. In addition, ATrack will host the student handbook and curriculum matrix, which cross reference clinical skill standards with each course in the program. Program students will have their own, dedicated study hall room, which includes a library of research journals and program texts. Students will also have access to the university's Writing Center.

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

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

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

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

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

Pre-requisite Courses and UL Equivalents

Pre-requisite courses	
First Aid & CPR (if the applicant does not possess a current CPR & 1 st certification)	HLTH 100 & HLTH 101
Fundamentals of Biology I (& Lab)	BIOL 110 (112)
Survey of Human Anatomy and Physiology I (& Lab) & II	BIOL 220 (221)& BIOL 318
Elementary Stats	STAT 214
General Chemistry I	CHEM 107
Introduction to Physics I	PHYS 207
Introduction to Psychology or Sport Psychology	PSYC 110 or KNES 443
Medical Terminology	HIM 361
Basic Human Nutrition or Sports Nutrition	DIET 200 or HLTH 405
Physiology of Exercise (& Lab)	KNES 303 (304)

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

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

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

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.

Faculty with appropriate Graduate Teaching Credentials

- Aimee Mattox, Ed.D. in progress (ABD), MS, Instructor, Athletic Training, Clinical Education Coordinator, Undergraduate

Athletic Training Program Director. Courses taught: General Medicine Topics in Athletic Training, Special Topics in Sports Medicine, BOC Preparatory course, Psychosocial Aspects of Sport, CPR and 1st Aid, Introduction to Athletic Training.

- Toby Dore', Ph.D., Associate Professor, Athletic Training. Course taught: Introduction to Athletic Training, Psychosocial Aspects of Sport (Graduate).
- Brian Campbell, Ph.D., Associate Professor. Courses taught: Biomechanics (Undergraduate and Graduate), Anatomical Kinesiology.
- James Clemons, Ph.D., Professor. Course taught :Statistics (Undergraduate and Graduate)
- Gregg Davis, Ph.D., Associate Professor, Exercise Physiology, Interim Director of the School of Kinesiology. Courses taught: Exercise Physiology (Undergraduate and Graduate), Periodization of Strength and Conditioning Programs.
- Shuichi Sato, Ph.D., Assistant Professor, Exercise Physiology, Certified Athletic Trainer. Courses taught: Exercise physiology (UG and Graduate).

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 top hiring priority for the College of Education in 2019-2020 is to fill a current faculty vacancy in Kinesiology with the addition of an advanced faculty member who will support the MS in AT program, and the Provost has indicated that he shares this priority and that it is currently in the approval process. Our goal will be to hire at the associate professor rank to ensure that the new faculty member holds appropriate scholarly recognition regionally and/or nationally to contribute to the strength and stability of the proposed graduate program. The recently promoted Undergraduate Athletic Training Program Director was promoted within our faculty and has five years of experience as a faculty member in Athletic Training. Notwithstanding doctoral degree completion, she is well prepared to provide leadership with the proposed graduate program. While it is expected that this faculty member will have completed her doctoral studies prior to the start of the 2020-2021 academic year, and thus have the credentials necessary to serve in this capacity, the school will appoint only an appropriately-credentialed faculty member to the position of Graduate Coordinator for the MS in AT program who meets both the University and the CAATE standards to hold the position. Both standards require that the faculty member hold a terminal degree. The existing faculty will transition their existing duties into the new Master's program. The proposal does include a request for an additional faculty member to be hired once the program has a sustained enrollment of 30 students. This enrollment goal is anticipated to be achieved within the first three years of the program.

The proposed M.S. degree program will have 2 cohorts of students. Community members will also have a prominent role in the Master's program through involvement in guest speaking roles in courses and labs, and supervision of the CAATE-mandated immersive experiences. The program's medical director is a team physician within the Athletic Department with experience in providing coverage in national and international sporting events. This physician will provide an additional layer of clinical supervision for the program students.

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

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

The current faculty have a strong record of scholarship and grant productivity. Shuichi Sato has recently been awarded a \$133,000 research grant from the Board of Regents to continue his research on cancer cachexia in conjunction with the university's New Iberia Research Center. Gregg Davis was recently promoted to Associate Professor ahead of appointed time because of his strong research agenda and publication productivity in the area of athletic performance.

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

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?

The School of Kinesiology has dedicated lab space for the existing athletic training program, with space to add additional resources to expand the quantity of research produced by the new Master's program students. In addition, the Athletic Training faculty utilizes the Exercise Physiology and Exercise Metabolism & Phlebotomy labs for their current research agendas. Dr. Sato has submitted a COBRE-NIH grant with the New Iberia Research Center, and the new Master's program will have access to their resources for research as well.

Present library holdings in the related fields of Athletic Training and Sports Medicine are adequate to initiate the Master of Science in Athletic Training. The Library supports instruction and research with collections in a variety of formats. The Library provides electronic access to materials through the library's website.

Other institutions' resources are available to faculty and students for the Master of Science in Athletic Training through Interlibrary Loan and LOUIS (The Louisiana Library Network). The Library participates in formal arrangements in order to supplement the collections owned by the Library. This includes participation in LOUIS: The Louisiana Library Network, a consortium that allows Louisiana academic libraries to share library resources, collaboratively purchase resources, and extend borrowing privileges across the state. Through the library's membership in LOUIS, students and faculty may obtain a LOUIS card and directly borrow materials from all of the colleges and universities throughout the state of Louisiana.

What additional resources will be needed?

No additional resources are needed at this time to initiate the degree program.

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?

Students in the program will join the National Athletic Trainers' Association. With this membership comes access to the two research journals refereed by the National Athletic Trainers' Association, which are incorporated into the curriculum to enhance the evidence-based instruction. These materials are available through membership in the NATA, which is provided to students as part of their lab fees.

6. Facilities and Equipment

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

The School of Kinesiology has sufficient instructional and lab space, equipment, and educational technology to initiate the proposed M.S. degree program in Athletic Training. Bourgeois Hall is a \$8.6 million dollar structure occupying 125,000 square feet on a 17- acre tract of land. The facility, dedicated in January 1987, includes a large multi-purpose gymnasium that contains four different courts and a four-lane indoor track on the second floor. Situated around this nucleus are a variety of other instructional, recreational, and laboratory facilities. A new \$2,500,000 weight room was added to Bourgeois Hall in 2012. Outdoor facilities include illuminated playing fields and a recreational swimming complex. The academic and administrative areas include a tiered lecture hall with an audio-visual projection cubicle, numerous classrooms that are conducive to hands-on learning, a resource center, a computer lab, a 900 square foot exercise metabolism lab, and a 2,400 square foot Human Performance Laboratory housing exercise physiology and motor learning laboratories.

The proposed M.S. degree program in Athletic Training would appropriate the existing undergraduate Athletic Training classroom and learning lab. This classroom is split into two distinctive areas: a traditional classroom and a practice Athletic Training lab. The traditional classroom is in front of the room. It houses the students' desks, as well as a smart board and one treatment table. The treatment table in front is used for teaching anatomy or special tests during lectures. The Athletic Training learning laboratory is located in the rear of the room. It encompasses a lowered rehabilitation table, a treatment table, three taping tables, storage cabinets, and multiple pieces of rehabilitation equipment. The storage cabinets hold taping, splinting, and bracing equipment; rehabilitation supplies; and emergency response equipment. This area allows students to receive a hands-on learning approach to a majority of the proposed classes. This classroom is adjacent to three smaller rooms that are currently used for the undergraduate program. One room is a modalities laboratory. This laboratory houses most of the electrical modality equipment that would be used for KNES 588/589 (Therapeutic Modalities/Lab). This modality laboratory allows students to interact with electrical stimulation and ultrasound units, mechanical traction machines, biofeedback units, diathermy units, and intermittent compression units. The second room is used as a storage area for our Athletic Training supplies, as well as a wet room for other modalities. This room has sufficient cabinet space to allow for storage of consumable items. It also contains our

"wet" modalities, which include a whirlpool, an ice machine, a freezer, and a hydrocollator. There is a drain located in the room, in case one of our "wet" machines overflows. The third adjacent room is used as an Athletic Training library for our undergraduate Athletic Training students and Kinesiology graduate students. This library offers multiple resources (scholarly journals, instructional DVDs, computers, textbooks, etc.) to support student learning, research, and BOC examination preparation.

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

No new facilities or laboratories will be required.

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 Master of Science in Athletic Training will be administered by the School of Kinesiology in the College of Education. The new program will have no immediate impact on the present administrative structure of the institution. The School of Kinesiology is well positioned to provide the administrative structure appropriate for the initiation of the proposed program. As noted above, our undergraduate programs serve as an important pipeline for graduate studies in this area and our faculty are well prepared to provide graduate students in athletic training with access to experts with a wide variety of areas of expertise that buttress the discipline. Like other MS in Athletic Training programs that plan to benefit from the advantages of remaining in the historic home of athletic training—i.e., kinesiology/education schools/colleges—we understand that changing CAATE standards will necessarily require our program to evolve. Of primary concern will be CAATE 2020 Standard 21, which calls for athletic training programs "not administratively housed with similarly health care profession programs" to ensure that the organizational structure provides professional socialization of athletic training faculty and students within a health care profession culture. While the proposed MS degree program in Athletic Training will not be housed in the College of Nursing and Allied Health Professions, where the MSN and DNP graduate programs (both offered only via online delivery) reside at UL Lafayette, our faculty and graduate students will benefit from interprofessional socialization and engagement in health care profession environments. For example, our athletic training faculty, like other faculty in the School of Kinesiology, will continue to collaborate with the College of Allied Health and Nursing faculty through existing professional development opportunities designed to promote classes, mock scenarios, and simulations in an interprofessional learning environment. Within the College of Education too, our faculty and graduate students also will benefit from interprofessional collaboration with the Department of Counselor Education, which also offers a MS degree program, to provide mental health mock scenarios and health care research opportunities. To be sure, leadership in the colleges of Education and Nursing and Allied Health Professions are committed to providing the significant commitment, cooperation, and planning that will be necessary to develop and expand these kinds of partnerships and collaborations across their respective academic units where appropriate and when opportune.

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

The Masters of Science in Athletic Training will utilize the infrastructure present within the School of Kinesiology. The School of Kinesiology offers a Bachelor's degree in Kinesiology with concentrations in Exercise Science, Health and Physical Education (K-12), and Sports Management, as well as a Bachelor of science in Athletic Training. The School of Kinesiology also offers an online degree program in Health Promotion and Wellness for students who want to expand their horizons outside of the classroom. The School includes faculty with teaching and research expertise in all major branches of human movement and allied health. In the new Master's program, the graduate students can draw on the varied faculty research interest areas, in order to find an area of investigation that compliments the path they wish to pursue post-graduation. However, not all of the new program students will choose the thesis track in the degree program, and we do not anticipate any undue burden to the faculty through membership in a substantial number of thesis committees.

The vision of the School of Kinesiology is to be a national and global leader in education, providing impactful research and service within the Kinesiology disciplines. The mission of the School of Kinesiology is to develop highly skilled graduate and undergraduate students who will be competitive in the job market thanks to core experiences that consist of: innovative instruction, exposure to cutting edge scholarship, and community engagement. Kinesiology is a program focused on human motion, which studies human movement from a wide range of perspectives, in disciplines such as Physical Education, Medicine/Rehabilitation, Sports Performance, Fitness, research, and other allied health areas. The School of Kinesiology combines traditional classroom activities with experiential learning to ensure our students gain the knowledge, skills, and values they need to become professionals in health and wellness.

At the School of Kinesiology, faculty and students work with allied health care providers to implement solutions to current health care matters, and improve the quality of life for south Louisiana. The School of Kinesiology partners with the following companies: 232 HELP; Acadiana Cane Cutters; Acadiana Cares; Acadiana Companies; Acadiana Physical Therapy and Sports Medicine; American Cancer Society; American Heart Association; Anytime Fitness; Athletic Lab-North Carolina; Big Brothers Big Sisters; Boulet Physical Therapy and Wellness Institute; Cardiovascular Institute of the South; Catalyst Recovery of Louisiana; City Club at River Ranch; Crouch Foundation; Daly Chiropractic and Wellness Center; Faith House; Family Violence Intervention Program; Focus Safety; Girls on the Run South Louisiana; Gladiators Academy of Lafayette; Gulf Regional Occupational Medicine Center; Habitat for Humanity; Healing House; Hearts of Hope; Helping Hands Therapy Inc; In Balance Pilates Studio; J. Caswell Enterprises, LLC; Komen Acadiana; LaBorde Occupational and Physical Therapy Center; Lafayette Christian Academy; Lafayette Community Care Clinic; Lafayette General Hospital Cardiac Rehabilitation; Lafayette Physical Rehabilitation Hospital; LGMC Wellness Center; Louisiana Athletic Care; Louisiana Orthopedic Specialists; March of Dimes; McLeod Trahan and Sheffield Physical Therapy Services; Miles Perret Cancer Services; OLOL; Orthopedic and Sports Physical Therapy; Our Lady of Lourdes; Our Lady of Wisdom; Pediatric Therapy and Learning Center; Physical Therapy Advantage; Physical Therapy South; Physical Therapy Works; Picard Center; Pro-Fit Training; Ragin' CrossFit; Red Lerille's Health and Racquet Club; Rosewood Rehabilitation; Saint Joseph Hospice of Acadiana; Safety Management Systems; Snap Fitness; Southwest Louisiana Area Health Education Center (SWLAHEC); Special Olympics; St. Thomas More High School; Sterling Wellness; Stone Energy; Stuller Settings; Teurlings Catholic High School; The Family Tree; The Fontana Center; The Little Gym; UL Lafayette Athletics; UL Lafayette Rec Sports and Fitness Center; United Way of Acadiana; Westminster Christian Academy; Women and Children's Hospital; Women's Foundation Community Education Department; Women's Foundation Continuing Medical Education Department.

As of Fall 2018, the School of Kinesiology has 948 undergraduate and 27 graduate students. On average, there are approximately 250 students per year graduating from the School of Kinesiology, along with approximately 18 graduate students.

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.

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

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

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

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

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

placed in students' clinical courses and experiences.

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.

Consultants were not used for the development of this proposal.

9. Related Fields

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

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

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?

All faculty lines are already accounted for in the budget of the academic unit. There will need to be an added summer stipend of \$2,300 beginning with the initial cohort to provide for an existing faculty member to provide clinical supervision during the summer semester. Summer course offerings are new to the program with the transition to a graduate degree. Therefore, the current budget will be adjusted to successfully administer the program and provide adequate faculty clinical supervision during the summer semester. Additional departmental funds will be needed to support the acquisition of new equipment for the enhancement of graduate level education and for consumable items currently covered by lab fees in the undergraduate program that will not roll into the new master's program.

In preparation for initial accreditation of the new Master's program, the university must conduct a self-study which includes a \$1,500 fee to access the online submission portal, plus a site visit fee and self-study review fee of \$5,000.

Start-up cost of the program will be \$10,000.00 annually for two years, for a total cost of \$20,000. The current operating budget for this program is approximately \$5,000 a year, with additional funds coming from student laboratory fees. While we have been able to meet the program's needs with these funds, the undergraduate student laboratory fees will be lost in the transition to a graduate program. Therefore, we have requested an additional \$10,000 per year for the first two years of the program, while we petition for approval of laboratory fees for the master's level courses. This proposal includes funding to provide for graduate-level clinical education needs, such as new equipment to meet increasing accreditation demands, the maintenance of said equipment, software for managing student data necessary for clinical outcomes documentation, and for consumable goods that must be replenished yearly. We are not requesting any funding for graduate assistantships, as they are not required to support this program. All students enrolled in the master's program will be full-tuition, self-pay graduate students.

Because of the anticipated accelerated growth in enrollment of this program, additional faculty will be needed to meet clinical administrative needs and to oversee student research. Once the program reaches a total, sustained enrollment of 30 students in two consecutive academic years, an additional \$85,000 to \$90,000 will be needed to support an Assistant Professor, tenure-track faculty line.

*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.

The School of Kinesiology generates additional revenue through extramural research funding. Faculty in the Athletic Training program have been successful in acquiring grants that have involved students in research projects, a high level practice that enhances student learning.

CERTIFICATIONS:

Nate Nalest
Primary Administrator for Proposed Program
James Helbert
Provost/Chief Academic Officer

Management Board/System Office

10/8/19
Date
10.8.19
Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette

Date: November 15, 2018

Degree Program, Unit: M.S. in Athletic Training, School of Kinesiology, College of Education

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$2,300		\$2,300		\$92,300		\$92,300	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$2,300		\$2,300		\$92,300		\$92,300	
REVENUES								
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$	\$	\$	\$				
Equipment/Library Resources								
Travel								
Supplies	10,000	10,000	0	0				
SUB-TOTAL	\$10,000	\$10,000	\$0	\$0				
TOTAL EXPENSES	\$12,300	\$12,300	\$92,300	\$92,300				
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations	\$	\$	\$	\$				
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts	10000	10000	10000	10000				
Expected Enrollment	15	30	30	30				
Tuition	226,980**	407,535**	407,535**	407,535**				
Fees	0***	0***	\$10,000***	\$10,000***				
*Other (specify)								
TOTAL REVENUES	\$236,980	\$417,535	\$427,535	\$427,535				

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

*** Tuition and Undedicated fees combined*

**** Laboratory Fees Return in Place of State Supplemental Funding*

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

- Item E.7.** **University of Louisiana at Lafayette's** request for approval to posthumously award the title of Honorary Dean of Creole Music to Mr. Amédé Ardoin.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to posthumously award the title of "Honorary Dean of Creole Music" to Mr. Amédé Ardoin. Mr. Ardoin was an American Louisiana Creole musician, known for his high singing voice and virtuosity on the Cajun accordion. He was a towering figure in the history of Cajun, Creole, and zydeco music. While he was not the very first Creole in rural south Louisiana to record French music, he was the first influential one. His partnership with Cajun fiddler Dennis McGee (who was bestowed the title of "Honorary Dean of Cajun Music" in 1982) was truly historic, not only in terms of crossing the racial barriers that Jim Crow laws imposed, but also for the quality of the music they made. Mr. Ardoin was credited by Louisiana music scholars with laying the groundwork for Creole music in the early 20th century and wrote several songs now regarded as zydeco standards. The University of Louisiana at Lafayette would like to recognize Mr. Ardoin for the deep impression that he had and continues to make on Creole musicians. Mr. Ardoin greatly influenced the cultural heritage of the region served by the University and, it is fitting that the title of "Honorary Dean of Creole Music" be bestowed.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request to posthumously award the title of Honorary Dean of Creole Music to Mr. Amédé Ardoin.



October 3, 2019

Université des Acadiens

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

Dear Dr. Henderson:

This is a request for approval to name posthumously the musician Amédé Ardoin as the University's "Honorary Dean of Creole Music" as part of a larger effort to honor him together with fiddler Dennis McGee with a pocket park on campus. Attached are details that justify this great honor.

Please place this item on the agenda for consideration at the October 2019 meeting of the Board of Supervisors.

Sincerely,

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

E. Joseph Savoie
President

svc

Attachment



UNIVERSITY of
LOUISIANA
LAFAYETTE

Dr. Tommy Comeaux
Endowed Chair in
Traditional Music

School of Music & Performing Arts

P.O. Box 43572
Lafayette, LA 70504-3572
Office: 337.482.6016
Fax: 337.482.5017

Web: <http://music.louisiana.edu/>

RECEIVED

AUG 20 2019

Vice President
for Academic Affairs

Université des Acadiens

RECEIVED

AUG 28 2019

August 12, 2019

Dear Dean Brooks, Provost Hebert, and President Savoie,

Office of the President

The purpose of this letter is to nominate posthumously the musician Amédé Ardoin (1898-1942) as the university's "Honorary Dean of Creole Music," as part of a larger effort to honor Ardoin together with fiddler Dennis McGee (1893-1989) with a pocket park on the UL Lafayette campus. Our university bestowed the title of "Honorary Dean of Cajun Music" on McGee in 1982, while he was still alive.

The idea for the pocket park came from Darrell Bourque, Professor Emeritus of English at UL Lafayette and co-founder of the Amédé Ardoin Project. I am providing an attachment with this letter that Darrell wrote, detailing the background behind the project and related accomplishments thus far. I would add that the project is serving to provide some overdue recognition of the equal contributions of Amédé in particular and Creole musicians in general to the cultural heritage of our region.

Amédé Ardoin is a towering figure in the history of Cajun, Creole, and zydeco music. While he was not the very first Creole in rural south Louisiana to record French music, he was the first influential one. His partnership with Cajun fiddler Dennis McGee was truly historic, not only in terms of crossing the racial barriers that Jim Crow laws imposed, but also for the quality of the music they made. If you need proof, search YouTube for Amédé Ardoin and listen to one of their recordings, such as "Eunice Two Step," and remember that's just the two men playing, with Ardoin singing.

The soulful singing; the imaginative vocal phrasing; the rock-steady, swinging, virtuosic accordion playing; a reported ability to make up new lyrics on the spot – the man had it all. Not only did he make a deep impression on the next generation of Creole players such as Canray Fontenot and his own cousin Bois Sec Ardoin, but he also influenced through his recordings important Cajun musicians, like Iry Lejeune, who may never have seen him in person. The Ardoin family legacy continues today, on a line from Bois Sec to his grandsons and contemporary zydeco musicians, Sean and Chris Ardoin. Many of the songs Amédé recorded during his short five-year recording



career have long since become part of the standard Cajun dance music repertoire, thanks in part to his memorable performances.

I would go further and state that Ardoin's historical significance transcends the musical heritage of Acadiana. There is a civil rights story to be told, from the fact that whites beat him and left him for dead after a dance. As a southern black musician whose light burned brightly and then was prematurely extinguished under mysterious circumstances, he has rightly been compared with the figures of New Orleans trumpeter Buddy Bolden in early jazz and guitarist Robert Johnson in Mississippi Delta blues. While writers on American music have celebrated the latter two men for decades, Amédé remains much less well known. Now with Darrell Bourque's recent poetry and activism, along with the distinction that the title of "Honorary Dean of Creole Music" from our university would bestow, it may be time for that to change. Thank you for your consideration.

Most sincerely yours,

Mark F. DeWitt, Professor of Music
Dr. Tommy Comeaux Endowed Chair in Traditional Music

Approvals

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

8/15/2019

Date

Jamie Hebert, Provost and Vice President for Academic Affairs

8-28-19

Date

E. Joseph Savoie, President, University of Louisiana at Lafayette

8/28/19

Date

The Amédé Ardoin Project

The Amédé Ardoin Project was launched in 2014 in an effort to recognize the contributions made by the first Louisiana Creole musician to have a professional recording career. The Project was an offshoot of efforts of the Ardoin family to retrieve his body from the unmarked grave in Pineville Louisiana where he is buried along with about 2500 other patients at the Central Louisiana Hospital, who like him died at the hospital and whose bodies were never claimed by families. After years of the family's efforts producing no positive results, other Louisiana cultural historians like Warren Perrin and Barry Ancelet, joined the effort, but still no progress was made in identifying the grave spot or in making headway to reclaim the remains. Patricia Cravins, a prominent Louisiana Creole educator and I decided that we would engage in an effort to "symbolically bring him home." After several years we were able to commission a life-size sculpted steel image of the Louisiana music icon and it was installed at the St. Landry Parish Visitor Center at Exit 128 off I-49 near the entrance to Ardoin's home parish.

The second part of The Amédé Ardoin Project emerged with the creation of the statue that features Ardoin extending an offering of a lemon from his hand. He always carried a lemon in his pocket to keep his voice clear and strong, the quality of his singing that he is noted for. We wanted to extend the project to use Ardoin's sculptural gesture as a symbol that might be meaningful to contemporary audiences, namely that the human voice used creatively for community building, storytelling, and song offering might be Ardoin's most profound legacy and that that legacy could be used for educational purposes. (Ardoin's music career was cut short by a racial assault that left him with a traumatic brain injury. He was 44 when he died but had recorded over 31 songs in recording sessions in New Orleans, San Antonio, and New York City and had played to black and white audiences in mixed race music ensembles in spite of the strict segregationist climate of the Jim Crow Louisiana he lived and performed in).

The aim of Part 2 of the Project was to encourage private citizens, businesses, community centers, schools, and other public venues to join us in spreading the "Strength of the Creative Voice" idea by planting lemon trees on their properties. At this point, I contacted Dr. Savoie, asking if he would be interested in planting a lemon tree on the campus to honor both the musician and the idea of "clarity and strength of voice" as an important part of the University's mission. I was prompted to ask this of Dr.

Savoie as I had noticed that he had begun to have fruit trees planted in the space between Dupré Library and the Engineering Building

At this point, many private citizens and public officials have already joined the effort. A lemon tree was given to the Ardoin family to plant at some place on their property where they held family gatherings, Lt. Governor Billy Nungesser committed to planting a tree on the Capitol campus, and the French Immersion project in Arnaudville has committed to planting a tree and possible meditation garden on their campus. Barry Ancelet has had lemon trees planted in his garden and in Girard Park (as part of Festivals Acadiens et Creoles). The Vermilionville Living History Museum and Folklife Park recently planted a tree and dedicated it in one of its Culture Days. Sculptor Russell Whiting and his wife Michelle Vallot have planted a tree in their home garden. The NUNU Arts and Culture Collective in Arnaudville planted several trees as has the St. Landry Parish Visitor Center. The proposed Amédé Ardoin/Dennis McGee pocket park on the UL Lafayette campus will be the latest public planting and it will be one that will probably reach more young people than any of the other sites, as it is the first site on a Louisiana university campus.

The UL Lafayette committee working on this extension for The Amédé Ardoin Project include Mrs. Cravins, Josh Caffery of the Center for Louisiana Studies, Taniecea Mallery of the Office of Campus Diversity, Sandra Himel of the Cajun and Creole Music Collection at Dupré Library, Gretchen Vanicor of the Office of Sustainability, Barry Ancelet in the Department of Modern Languages, and Mark DeWitt in the School of Music.

Respectfully submitted,
Darrell Bourque,
Professor emeritus, UL Lafayette and co-founder of the Project

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.8. University of Louisiana at Monroe's request for approval to offer a Bachelor of Arts in Music.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Bachelor of Arts (BA) in Music. A Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in October 2018 with subsequent approval by the Board of Regents in June 2019. The purpose of the proposed program is to develop knowledgeable, skillful, and creative individuals who emerge from the college experience with a well-rounded education and prepared for productive futures. It aims to reach students with an interest in having music be a part of their career but do not necessarily want to teach music in the classroom or pursue a performance career. To achieve this goal, candidates for the proposed BA will develop knowledge in at least one additional area beyond music. Thus, the proposed program differs from ULM's existing BM in Music and other institutions' BA in Music programs in its intent and flexibility.

What is being proposed is a Liberal Arts degree consisting of 120 credit hours. Degree requirements are organized into four components: (1) 39 hours of a General Education Core; (2) 36 hours of a Music Core; (3) 30 hours in a concentration area designed to address what the student plans on doing with the degree upon completion; and (4) 15 hours of Free Electives which will allow the student to spend additional time in his/her primary area of interest. As a result of studying the curriculum for this proposed program, the completer will possess advanced knowledge in areas fundamental to the art and practice of music, including music theory, music history, and performance technique on the chosen instrument or voice. The student will also be able to demonstrate fundamental understanding in areas related to the art and practice of music, including piano, music technology, ensemble performance, and an area of particular interest to the student as delineated by the senior capstone project. In addition, completers will be able to demonstrate knowledge in an area peripheral to music, an area that is constructive of what the student wishes to do with the degree upon completion.

The proposed BA in Music will allow students to further their knowledge and love of music while giving them ancillary skills with which to pursue a career. It will develop creative individuals ready for employment in a variety of industries consistent with the Ouachita Business Alliance's plan for economic development in northeastern Louisiana. Completers of the proposed program will also be skilled to address the workforce needs in several arts-related professions that have projections for growth through 2024. Furthermore, skills in music composing and arranging could enhance the film and television industry in the State as well as greatly contribute to the tourism industry through advertising and other marketing strategies. This proposed degree will contribute to ULM's effort to offer programs that are innovative and

contribute to an emphasis in the health sciences by preparing students to continue pursuit of a degree in music therapy or counseling.

The BM in Music offered by ULM has five concentrations: Music Education K-12 (vocal or instrumental), Vocal Performance, Instrumental Performance, Music Theory and Composition, and Piano Pedagogy. The current concentrations do not have the flexibility designed into the proposed BA degree. What is being proposed will be attractive to musically talented students who have additional academic interests and desire a flexible career trajectory. The University anticipates an initial enrollment of 12 students with incremental growth in enrollment over time. The proposed BA can be implemented utilizing existing faculty, courses and infrastructure. The only anticipated cost to the University is in the form of talent-based scholarships, Out-of-State Waivers and updated resource materials. Such costs will be offset by tuition and fees.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to offer a Bachelor of Arts in Music.*



Office of the President

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

October 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:

The University of Louisiana Monroe (ULM) respectfully requests approval of its proposal to offer a Bachelor of Arts in Music degree (CIP 50.0999 Bachelor of Arts, Music). This unique program of study will allow graduates to pursue a diverse set of four- and five-star careers in the Northeast Regional Labor Market (Region 8), such as music producer, music critic, music therapist, and doctor. It does this by combining each student's love of music with a particular concentration area (business, marketing, medicine, etc.) that better prepares them for jobs needed in the region.

The major points of this program are:

- 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 Northeast Louisiana who have completed high school and are seeking a college degree. Because the program will be run on-campus, we anticipate that it will enroll students primarily from Northeast 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. While built around a core curriculum of music, the concentration area that each student pursues will prepare them for jobs in any one of these professional areas.
- There is a need for this program within the region and the state. While other institutions offer programs in music, none of them offer students the ability to concentrate their studies in an area that lead directly into one of a diverse set of careers after graduation.
- This program can be offered with existing coursework and faculty, which means that it does not require additional funding or resources.

Thank you for consideration of this request.

Sincerely,

Nick J. Bruno, Ph.D.
President

#TAKEFLIGHT

The following is a National Association of Schools of Music Curricular Table showing a percentage distribution of components within the Bachelor of Arts in Music.

Musicianship	General Studies	Concentration	Free Electives	Total Number of Units
36	39	30	15	120 Total Units
30 %	33 %	25 %	12 %	Total 100 %

Other program requirements:

- An audition on the student's primary instrument or voice is required for admission to the program. Prospective students are also required to complete a Music Theory Placement Exam and Piano Placement Exam if they have developed some skill level in that area.
- BA students are required to perform in a major ensemble, related to their major instrument or voice, each semester of attendance. Ensemble hours may be counted as free electives with approval from the adviser.
- BA students are required to enroll in the Student Recital course (MUSC 1000/2000/3000/4000) each semester of attendance. This is a NASM accreditation requirement.
- In close consultation with the adviser, the BA student will develop an Individual Study Plan (ISP) that maps and tracks progress from matriculation to completion. An ISP is different from the degree check sheets widely used on the ULM campus in that it is an individual plan for one single student rather than a degree check sheet that applies to many students within a curriculum.
- In their final semester, BA students are required to complete a capstone project constructive of their intended career path. The capstone could be a recital, research project, or other scholarly activity as approved by the adviser. The senior project could also be an internship with a local music organization such as the Monroe Symphony Orchestra, local recording studio, music store, or at the blues education center in Bastrop being planned by Dr. Mable John.

The concentration declaration is critical to the program in that it will allow the student to develop deeper knowledge than a minor in a secondary area that will enhance employability upon completion. The following are examples of concentrations:

1. Business Operations and Analysis Skills

- QMDS2010 (3 cr) - Statistics and Quality Control
- ACCT2020 (3 cr) - Intro Managerial Accounting
- ACCT2030 (3 cr) - Intro Financial Accounting
- MGMT3001 (3 cr) - Management Concepts and Practice
- MGMT3005 (3 cr) - Organizational Behavior
- MRKT3001(3 cr) - Fundamentals of Marketing
- MRKT4012 (3 cr) - Digital Marketing
- FINA3015 (3 cr) - Business Finance
- CINS2020 (3 cr) – Intro to Business Programming
- CINS3006 (3 cr) – Data Base Application Dev.

2. Pre-Medicine (see ISP for Pre-Medical studies below for specific information on this concentration)

- BIOL 1021 (1 cr) - Principles of Biology I Laboratory
- BIOL 2015 (1 cr)- Introductory Microbiology Laboratory
- CHEM 1007 (3 cr) - General Chemistry I
- CHEM 1009 (1 cr) - General Chemistry Laboratory I
- CHEM 1008 (3 cr) - General Chemistry II
- CHEM 1010 (1 cr)- General Chemistry Laboratory II
- CHEM 2030 (3 cr) - Organic Chemistry I
- CHEM 2031 (1 cr)- Organic Chemistry Laboratory I
- CHEM 2032 (3 cr) - Organic Chemistry II
- CHEM 2033 (1 cr) - Organic Chemistry Laboratory II
- PHYS 2009 (1 cr) - Physics Laboratory I
- PHYS 2004 (3 cr) - General Physics II
- PHYS 2010 (1 cr) - Physics Laboratory II

In the Pre-Medicine concentration, the following additional courses are strongly recommended:

- CHEM 3050 (3 cr) - Biochemistry I
- CHEM 3051 (1 cr) - Biochemistry Laboratory I
- CHEM 3052 (3 cr) - Biochemistry II

Then 9 cr of the following:

- BIOL 3016 (4 cr) - Comparative Anatomy
- BIOL 3010 (3 cr) - Human Physiology
- BIOL 3013 (1 cr) - Human Physiology Laboratory
- BIOL 3005 (3 cr) - Genetics
- BIOL 3006 (1 cr) - Genetics Laboratory
- BIOL 4022 (4 cr) - Histology

3. Communication

- COMM 1018 (3 cr) - Interpersonal Communication
- COMM 2010 (3 cr) - Writing for Professional Communicators
- COMM 2020 (3 cr) - Visual Literacy
- COMM 4000 (3 cr) - Communication Ethics
- COMM 4050 (3 cr) - Communication Theory
- Additional 15 hours of COMM at the 3000 or 4000 level

4. Journalism

- COMM 3000 (3 cr) - News Reporting & Writing
- COMM 4009 (3 cr) - Feature & Editorial Writing
- COMM 4012 (3 cr) - Scriptwriting
- COMM 3062 (3 cr) - Sports Journalism
- COMM 4030 (3 cr) - Investigative Journalism
- COMM 4033 (3 cr) - Electronic News Gathering
- Additional 12 cr in COMM electives at 3000 or 4000 level

5. Church Music

- MUSC - Music in Worship (3 cr)*
 - MUSC 3011/3012 - Voice Class (2 cr)
 - MUSC - Songwriting for Worship (2 cr)*
 - MUSC 2073- Conducting I (2 cr)
 - MUSC 4078/79 – Conducting II (2 cr)
 - MUSC 4098 - Choral Methods and Literature (3 cr)
 - MUSC 4073 - Instrumentation and Arranging (2 cr)
 - Additional 12 cr in MUSC courses at 3000 or 4000 level
- * Indicates course under development

Additional concentrations can be designed in almost any program at ULM.

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.

CONCENTRATION IN BUSINESS OPERATIONS AND ANALYSIS SKILLS ISP - FIRST YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 1002 - Music Theory I		3	*MUSC 1004 - Music Theory II		3
*MUSC 1003 - Aural Skills I		1	*MUSC 1005 - Aural Skills II		1
*MUSC 1015 - Piano Class		1	*MUSC 1016 - Piano Class		1
*MUSC 10XX - Studio Lessons		2	*MUSC 10XX - Studio Lessons		2
**ENGL 1001 – Composition I		3	**ENGL 1002 – Composition II		3
**MATH 1009 – Applied Algebra for College Students		3	**MATH 1018 – Contemporary Mathematics		3
Elective		1	**ECON 1003 – Contemporary Economic Issues		3
Total		14	Elective		1
Other courses			Total		17
University Seminar		1	Other courses		
Recital Hour		0	Recital Hour		0
Major Ensemble		0 – 1	Major Ensemble		0 - 1
*Music Core **University Core ***Concentration					
CONCENTRATION IN BUSINESS OPERATIONS AND ANALYSIS SKILLS ISP - SECOND YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 2002 - Music Theory III		3	*MUSC 2004 - Music Theory IV		3
*MUSC 2003 - Aural Skills III		1	*MUSC 2005 - Aural Skills IV		1
*MUSC 20XX - Studio Lessons		2	*MUSC 20XX - Studio Lessons		2
**ECON 2001 - Macroeconomic Principles		3	**BIOL 1001 – The Living World		3
**ENGL 2005 – American Literature I		3	**ATMS 1001 – Introduction to Atmosphere		3
**SPAN 1001 – Elementary Spanish I		3	**SPAN 1002 – Elementary Spanish II		3
Elective		1	Elective		1
Total		16	Total		16
Other Courses			Other Courses		
Major Ensemble		0 - 1	Major Ensemble		0 - 1
Recital Hour		0	Recital Hour		0
*Music Core **University Core ***Concentration					

CONCENTRATION IN BUSINESS OPERATIONS AND ANALYSIS SKILLS ISP - THIRD YEAR

Fall Semester	Hours	Spring Semester	Hours
*MUSC 30XX - Studio Lessons	2	*MUSC 30XX - Studio Lessons	2
ATMS 1002 – Introduction to Severe Weather	3	*ACCT 2030 – Introductory Financial Accounting	3
***QMDS 2010 – Statistics and Quality Control	3	***FINA 3015 – Business Finance	3
***ACCT 2020	3	*MUSC 1095 - Music Technology	2
Electives	3	Electives	3
Total	14	Total	13
Other Courses		Other Courses	
Major Ensemble	0 – 1	Major Ensemble	0 – 1
Recital Hour	0	Recital Hour	0

*Music Core **University Core ***Concentration

CONCENTRATION IN BUSINESS OPERATIONS AND ANALYSIS SKILLS ISP - FOURTH YEAR

Fall Semester	Hours	Spring Semester	Hours
**Fine Arts Core	3	*MUSC 4092 – Music History Survey II	3
***MGMT 3001 – Management Concepts and Practice	3	***MGMT 3005 – Organizational Behavior	3
***MRKT 3001 – Fundamentals of Marketing	3	***MRKT 4012 – Digital Marketing	3
***CINS 2020 – Introduction to Business Programming	3	***CINS 3006 – Data Base Application Development	3
Electives	3	Electives	2
Total	15	*Music Capstone	1
Other Courses		Total	15
Major Ensemble	0 - 1	Other Courses	
MUSC 4000 - Recital Hour	0	Major Ensemble	0 - 1
		MUSC 4000 – Recital Hour	0

*Music Core **University Core ***Concentration

The following ISP is for a BA in Music candidate who wishes to use the degree as pre-medical studies. It should be noted that in order to fit in the coursework recommended for a pre-med curriculum, all of the

concentration hours and most of the free elective hours are encumbered.

CONCENTRATION IN PRE-MED ISP - FIRST YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 1002 - Music Theory I		3	*MUSC 1004 - Music Theory II		3
*MUSC 1003 - Aural Skills I		1	*MUSC 1005 - Aural Skills II		1
*MUSC 1015 - Piano Class		1	*MUSC 1016 - Piano Class		1
*MUSC 10XX - Studio Lessons		2	*MUSC 10XX - Studio Lessons		2
**ENGL 1001 – Composition I		3	**ENGL 1002 – Composition II		3
**BIOL 1020 – Principles of Biology I		3	**MATH 1009 - College Algebra		3
***BIOL 1021 - Principles of Biology Lab I		1	***CHEM 1007 – General Chemistry I		3
Total		14	***CHEM 1009 – General Chemistry Lab I		1
Other courses			Total		17
UNIV 1001 - University Seminar		1	Other courses		
Major Ensemble		0 - 2	Major Ensemble		0 - 2
MUSC 1000 - Recital Hour		0	MUSC 1000 - Recital Hour		0

CONCENTRATION IN PRE-MED ISP - SECOND YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 2002 - Music Theory III		3	*MUSC 2004 - Music Theory IV		3
*MUSC 2003 - Aural Skills III		1	*MUSC 2005 - Aural Skills IV		1
*MUSC 20XX - Studio Lessons		2	*MUSC 20XX - Studio Lessons		2
**MATH 1018 – Contemporary Mathematics		3	**PHYS 2003 – General Physics I		3
***CHEM 1008 – General Chemistry II		3	***PHYS 2009 – Physics Lab I		1
***CHEM 1010 – General Chemistry Lab II		1	**ENGL 2005 – American Literature I		3
**BIOL 2014 – Introductory Microbiology		3	Elective		1
***BIOL 2015 - Introductory Microbiology Lab		1	Total		14
Total		17	Other Courses		
Other Courses			Major Ensemble		0 - 2
Major Ensemble		0 - 2	MUSC 1000 - Recital Hour		0
MUSC 1000 - Recital Hour		0	*Music Core **University Core ***Concentration		

CONCENTRATION IN PRE-MED ISP - THIRD YEAR

Fall Semester	Hours	Spring Semester	Hours
*MUSC 1095 - Music Technology	2	**PSYC 2001 – Introduction to Psychology	3
*MUSC 30XX - Studio Lessons	2	*MUSC 30XX - Studio Lessons	2
**SPAN 1001 – Elementary Spanish I	3	**SPAN 1002 – Elementary Spanish II	3
***CHEM 2030 – Organic Chemistry I	3	***CHEM 2032 – Organic Chemistry II	3
***CHEM 2031 – Organic Chemistry Lab I	1	***CHEM 2033 – Organic Chemistry Lab II	1
***PHYS 2004 – General Physics II	3	***BIOL 3000 or 4000 level	3
***PHYS 2010 – General Physics Lab II	1	***BIOL lab for course above	1
Total	15	Total	16
Other Courses		Other Courses	
Major Ensemble	0 – 2	Major Ensemble	0 – 2
MUSC 1000 - Recital Hour	0	MUSC 1000 - Recital Hour	0

CONCENTRATION IN PRE-MED ISP - FOURTH YEAR

Fall Semester	Hours	Spring Semester	Hours
**Fine Arts Core	3	*MUSC 4092 - Music History Survey II	3
***CHEM 3050 – Biochemistry I	3	***CHEM 3052 – Biochemistry II	3
***CHEM 3051 – Biochemistry Lab I	1	***BIOL 3000 or 4000 level	3
***BIOL 3000 or 4000 level	3	***BIOL lab for course above	1
PSYC 2078 - Abnormal Psychology	3	*BIOL 3000 or 4000 level	3
Total	13	*Capstone	1
Other Courses		Total	14
Major Ensemble	0 - 2	Other Courses	
MUSC 1000 - Recital Hour	0	Major Ensemble	0 - 2
		MUSC 4000 - Recital Hour	0

*Music Core **University Core ***Concentration

The following ISP is for a concentration in Journalism

CONCENTRATION IN JOURNALISM ISP - FIRST YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 1002 - Music Theory I		3	*MUSC 1004 - Music Theory II		3
*MUSC 1003 - Aural Skills I		1	*MUSC 1005 - Aural Skills II		1
*MUSC 1015 - Piano Class		1	*MUSC 1016 - Piano Class		1
*MUSC 10XX - Studio Lessons		2	*MUSC 10XX - Studio Lessons		2
**ENGL 1001 - Composition I		3	**ENGL 1002 - Composition II		3
**MATH 1009 - College Algebra		3	**MATH 1018 - Contemporary Math		3
Elective		1	**BIOL 1001 - The Living World		3
Total		14	Elective		1
Other courses			Total		17
University Seminar		1	Other courses		
Recital Hour		0	Recital Hour		0
Major Ensemble		0 - 1	Major Ensemble		0 - 1
*Music Core **University Core ***Concentration					

CONCENTRATION IN JOURNALISM ISP - SECOND YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 2002 - Music Theory III		3	*MUSC 2004 - Music Theory IV		3
*MUSC 2003 - Aural Skills III		1	*MUSC 2005 - Aural Skills IV		1
*MUSC 20XX - Studio Lessons		2	*MUSC 20XX - Studio Lessons		2
**ATMS 1001 - Atmospheric Science I		3	**ATMS 1002 - Atmospheric Science II		3
**ENGL 2005 - English Literature		3	**PSYC 2001 - Introduction to Psychology		3
**SPAN 1001 - Elementary Spanish I		3	**SPAN 1002 - Elementary Spanish II		3
Elective		1	Elective		1
Total		16	Total		16
Other Courses			Other Courses		
Major Ensemble		0 - 1	Major Ensemble		0 - 1
Recital Hour		0	Recital Hour		0
*Music Core **University Core ***Concentration					

CONCENTRATION IN JOURNALISM ISP - THIRD YEAR

Fall Semester	Hours	Spring Semester	Hours
*MUSC 1095 – Music Technology	2	*MUSC 30XX - Studio Lessons	2
*MUSC 30XX - Studio Lessons	2	**PSYC 2005 – Adolescent Psychology	3
***COMM 3000 – News Reporting and Writing	3	***COMM 3062 – Sports Journalism	3
***COMM ELECTIVE (3000 or 4000 level)	3	***COMM ELECTIVE (3000 or 4000 level)	3
Electives	2	Electives	3
Total	12	Total	14
Other Courses		Other Courses	
Major Ensemble	0 – 1	Major Ensemble	0 – 1
Recital Hour	0	Recital Hour	0

*Music Core **University Core ***Concentration

CONCENTRATION IN JOURNALISM ISP - FOURTH YEAR

Fall Semester	Hours	Spring Semester	Hours
**Fine Arts Core	3	*MUSC 4092 – Music History Survey II	3
***COMM 4009 – Feature and Editorial Writing	3	***COMM 4030 – Investigative Journalism	3
***COMM 4012 - Scriptwriting	3	***COMM 4033 – Electronic News Gathering	3
***COMM ELECTIVE (3000 or 4000 level)	3	***COMM ELECTIVE (3000 or 4000 level)	3
Electives	3	Electives	3
Total	15	Capstone	1
Other Courses		Total	16
Major Ensemble	0 – 1	Other Courses	
Recital Hour		Major Ensemble	0 - 1
*Music Core **University Core ***Concentration		Recital Hour	0

The following is a generic ISP that could be designed for almost any program at ULM

GENERIC ISP FIRST YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 1002 - Music Theory I		3	*MUSC 1004 - Music Theory II		3
*MUSC 1003 - Aural Skills I		1	*MUSC 1005 - Aural Skills II		1
*MUSC 1015 - Piano Class		1	*MUSC 1016 - Piano Class		1
*MUSC 10XX - Studio Lessons		2	*MUSC 10XX - Studio Lessons		2
**Core Classes		6	**Core Classes		9
Elective		1	Elective		1
Total		14	Total		17
Other courses			Other courses		
University Seminar		1	Recital Hour		0
Recital Hour		0	Major Ensemble		0 - 1
Major Ensemble		0 - 1			

*Music Core **University Core ***Concentration

GENERIC ISP SECOND YEAR					
Fall Semester		Hours	Spring Semester		Hours
*MUSC 2002 - Music Theory III		3	*MUSC 2004 - Music Theory IV		3
*MUSC 2003 - Aural Skills III		1	*MUSC 2005 - Aural Skills IV		1
*MUSC 20XX - Studio Lessons		2	*MUSC 20XX - Studio Lessons		2
**Core Classes		9	**Core Classes		6
Elective		1	Elective		1
Total		16	Total		13
Other Courses			Other Courses		
Major Ensemble		0 - 1	Major Ensemble		0 - 1
Recital Hour		0	Recital Hour		0

*Music Core **University Core ***Concentration

GENERIC ISP THIRD YEAR

Fall Semester		Hours	Spring Semester		Hours
*MUSC 1095 - Music Technology		2	*MUSC 30XX - Studio Lessons		2
*MUSC 30XX - Studio Lessons		2	**Core Class		3
Core Class		3	*Concentration		6
***Concentration		6	Electives		3
Electives		2	Total		14
Total		15	Other Courses		
Other Courses			Major Ensemble		0 - 1
Major Ensemble		0 - 1	Recital Hour		0
Recital Hour		0			

*Music Core **University Core ***Concentration

GENERIC ISP FOURTH YEAR

Fall Semester		Hours	Spring Semester		Hours
**Fine Arts Core		3	*MUSC 4092 - Music History Survey II		3
***Concentration		9	***Concentration		9
Electives		3	Electives		3
Total		15	*Music Capstone		1
Other Courses			Total		16
Major Ensemble		0 - 1	Other Courses		
Recital Hour		0	Major Ensemble		0 - 1
*Music Core **University Core ***Concentration			Recital Hour		0

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

na

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 type="checkbox"/> Hybrid (51%-99% online) | <input type="checkbox"/> Online (100% online) |
| <input checked="" type="checkbox"/> Day courses offered | <input 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).

- Music study and performance is as indigenous to Louisiana as any other pursuit imaginable. Governor Jon Bel Edwards speaks of Louisiana's "fantastic food, festivals, family, friends" and most of these involve some form of music. Governor Edwards also talks about how Louisiana natives "take pride in our state, our heritage, and our culture." Music is an integral part of the heritage and culture of this State.
- There is increasing recognition of the value of arts education to the curriculum of medical schools. While medical schools have long emphasized the importance of natural sciences in the education of their students, they now acknowledge a need for more well-rounded individuals as well as the importance of the arts in the healing process. As an example, Harvard Medical School introduced the Harvard Arts Initiative in 2015 (now the Harvard Arts and Humanities Initiative) "to improve professionalism, reflection and empathy among physicians and trainees, foster humanism, reduce burnout, enhance perspective, sharpen physicians' analytic and diagnostic skills, and improve teamwork and communication." (<https://artsandhumanities.hms.harvard.edu/what-we-do>). Other prestigious medical schools followed a similar path.
- Music education is a very important part of this emphasis on arts in medical school education. Besides the mental acuity aspects, music can also assist in teaching the manual dexterity that is required of physicians and others in the medical community.
- In 2014, the Ouachita Business Alliance (OBA) established a Long-Range Planning Committee to conduct research on recruits for employment in this region (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)

- On state and regional levels, the Louisiana Workforce Commission's employment projections provide 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) predicted a 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.

- According to Bureau of Economic Analysis (BEA) and National Endowment for the Arts (NEA) data, the arts and cultural sector contributed over \$763.6 billion to the American economy in 2015—more than the agriculture, transportation, or warehousing sectors. The arts generated 4.2% of the overall U.S. GDP, with roughly 4.9 million Americans working in the sector in 2015, the latest year for which data is available. Collectively, those employed in the sector earned over \$370 billion, according to the findings. The sector expanded by an average of 2.6% annually between 2012 and 2015, just outpacing the 2.4% growth of the economy overall, according to the report. Between 2014 and 2015, the sector grew at a rate of 4.9% after adjusting for inflation. That complete report is available at: <https://www.artsy.net/article/artsy-editorial-arts-sector-contributed-7636-billion-economy-agriculture-transportation>
- 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 5.7% increase for music directors and composers. The report may be found at: <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>.
- There have been greater and greater calls for the integration of arts into STEM disciplines over the last decade, leading to the new acronym STEAM. The Fields Institute for Research in Mathematical Sciences at the University of Toronto, hosted a forum in December of 2017 entitled “What does A stand for in STEAM?” The forum examined the crucial role the arts serve in the traditional disciplinary clusters of STEM. A brief discussion of the purpose and participants in that forum may be found at: <http://www.fields.utoronto.ca/talks/What-does-stand-STEAM>.
- In an address to the British House of Commons, education researcher Andres Schliecher said, “We talk about ‘soft skills’ often as social and emotional skills, and hard skills as about science and maths, but it might be the opposite,” with the ‘hard skills’ becoming “your curiosity, your leadership, your persistence and your resilience.” A transcript of that address may be obtained at: https://www.thestage.co.uk/news/2019/arts-teaching-become-important-maths-tech-based-future-education-expert/?fbclid=IwAR1zDr_ju3kV9JPEQOFX-bMMTRt4c3vWLWw-Vcq0Kx6mHFakEgO4_bA1C0w
- In an article posted on *The Conversation* on January 17, 2018, Richard Lachman writes: “I believe we need our educational system to engage students with issues of ethics and responsibility in science and technology. We should treat required arts and humanities courses not as some vague attempt to ‘broaden minds’ but rather as a necessary discussion of morals, values, ethics and responsibility.” That article is available at: https://theconversation.com/steam-not-stem-why-scientists-need-arts-training-89788?fbclid=IwAR3oaEb5rhi_QIU0II_SITTJkmzLQLh187W36vTNOED5SqeVYIGTuA61xA
- In an article entitled “What can I do with a music degree?” the School of Music at the University of Missouri identified several areas of employment suitable for someone graduating with a music degree. These included;
 1. Administrative Business – entertainment lawyer, agent, publisher, personnel manager, royalty accountant, retail sales
 2. Creative Writing – editor, engraver/copyist, music critic, arts journalist
 3. Technical – instrument builder, instrument repair and maintenance, piano tuner, acoustic engineer, electronic production/design, audio production
 4. Health Related – music therapist, activities director, wellness coordinator
 5. Historian/Librarian – Non-profit, governmental archives, church administration, audience educator
 6. Higher Education – professor, administration, recruitment, academic advisor, operations/logistics
 7. Sacred Music – chorus, orchestra, handbells, praise bands, pianist/organist, cantor

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 Mission Statement in ULM's Strategic Plan 2016-2021 states "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 Vision Statement in that plan reads, "The University of Louisiana at Monroe will be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences."

The proposed BA in Music supports both the Mission and Vision statements of the Strategic Plan due to its flexibility and imbedded concentration.

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.

The program at ULM is different from BA degrees at other institutions in two major ways. First, the degree allows for deeper study in a secondary area (the concentration) and has great flexibility for the student to customize that area for their career goals. The proposed ULM program requires 30 credit hours in the concentration area, which allows students more study in the secondary area than the 18-21 credit hours normally associated with a minor program. Secondly, the proposed ULM degree has 15 additional credit hours available as free electives, further contributing to a flexibility in customizing the degree into what the student wishes to do after completion. This is particularly useful if the student has an interest in pursuing a career in the health sciences, as careers in those areas are often very prescriptive as to what courses constitute a pre-health sciences curriculum.

The proposed BA program at ULM is different from the Bachelor of Music (BM) currently offered on campus. According to the National Association of Schools of Music, the BM is a professional degree consisting of 50% to 65% courses in music. The BA in Music at ULM will be a Liberal Arts degree consisting of 30% to 45% music coursework. (NASM Handbook, page 88 and 89). As stated in Section 1 of this proposal, NASM describes a Liberal Arts degree as focused on music in the context of a broad program of general studies.

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

No. The BA program will stand as a companion to the BM and will attract a new kind of music student to the campus, one who does not desire to be a professional performer or teacher, however, wishes to keep music an important part of his/her education and life.

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).

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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).

- Many ULM students who do not major in music nevertheless choose to make music part of their college careers. For example, 75% (179 students) of the Fall 2019 Sound of Today Marching Band at ULM are in a degree program other than music. The proposed BA degree would allow students to expand their knowledge and performance skills in music while developing additional knowledge in other areas of interest such as business, journalism, computer science, or pre-medical studies
- Based on evidence from other institutions that have had a Doctor of Osteopathic school open on campus, ULM can expect to see a 30%-50% increase in the number of pre-med majors. Data indicates that the majority of these students will major in a STEM discipline such as Biology or Chemistry. However, a growing number of these students are seeking out majors that more closely align with their other interests. Given the number of students in the Sound of Today band that are currently pre-med majors, we can expect that some of the new recruits to our pre-med program after the opening of the Via College of Medicine in 2020 will choose to pursue the BA in Music, Pre-Med Concentration pathway.
- If approved, the program will be advertised and promoted at state and regional music conferences throughout the South, in national music 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. A brochure is being designed to advertise and recruit for the program should the proposal receive final approval from the ULS Board of Supervisors and Louisiana Board of Regents.
- ULM frequently receives inquiries from prospective students interested in a degree in music business, musical theater, and music therapy. The proposed BA in Music can be designed on an individual basis to address those areas of student interest.

- Through recruiting activities, ULM music faculty are prepared to recruit specifically to the BA degree in addition to recruiting they already do for the BM program. It is believed that the BA will attract a unique type of music student to the ULM campus.

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

Year 1 - Twelve students initially enrolled. Goal is to add minimum of twelve students to the program each year.
Year 2 – Twelve students continuing, additional twelve enrolled coincidental to the opening of VCOM Medical School.
Year 3 – Twenty-four students continuing and an additional twelve enrolled.
Year 4 – First cohort completes degree
Year 5 – Second cohort completes. Twelve students added to the program.

ULM receives over twelve inquiries each year from students interested in music business, musical theater, music therapy, and other medical fields.

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

- The Clarke M. Williams Student Success Center (SSC) at ULM is a building dedicated to tutoring, counseling, and advising for all students regardless of major. The SSC has a large computer lab and staff of trained tutors, counselors and advisers available to help students at any time.
- Tutoring in music theory is available on a regular basis in Biedenharn Hall for music majors.
- The ULM library has five stories of books, computer labs, classrooms, a virtual lab, and special interest collections available for student use.
- There is a Music Resource Library in Biedenharn Hall with resource recordings, archive of ULM student and faculty performance recordings, and a computer lab with music notation programs and other music-related software.
- The low student-to-teacher ratio at ULM (19:1) allows faculty members to offer one-on-one help to students when requested. ULM faculty members are required to post a minimum of 10 office hours each week in order to meet with students and offer assistance.

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

- An audition on the student's principal instrument (including guitar or piano) or voice is required. Therefore, a very high level of performance ability is expected in order to be admitted to the program.
- A Music Theory Placement Exam is required of incoming freshmen and transfer students. It would be advantageous if the freshman music major had prior exposure to the fundamentals of music theory.
- If the student has some training in piano, a Piano Placement Exam can be administered that will ensure the student is placed at the appropriate level of piano proficiency. Students with little or no training in piano will be placed in the regular piano courses available to all music majors.

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

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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. Mr. Larry Anderson, Associate Professor of Music, Master of Music; Percussion, Jazz Ensemble
2. Mr. Tracy Bedgood, Adjunct Professor of Music, Master of Music; Music Theory, Aural Skills
3. Dr. James Boldin, Associate Professor of Music and Associate Director of the School of Visual and Performing Arts, DMA in Horn Performance; Horn, Music History, Music Technology
4. Dr. Judy Bowers, Biedenharn Chair in Music, PhD in Music Education; Music Education, Choral Methods, Choral Pedagogy
5. Dr. Cain Budds, Adjunct Professor of Guitar, DMA in Guitar Performance; Guitar
6. Dr. Nancy Carey, Visiting Assistant Professor of Voice, DMA in Vocal Performance; Voice, Aural Skills
7. Dr. Deborah Chandler, Associate Professor of Music, PhD in Music Education; Choir, Choral Literature, Choral Conducting
8. Dr. Mark Ross Clark, Professor of Music, DMA in Vocal Performance; Voice, Music Theater, Opera
9. Mrs. Deborah McClung-Guillory, Associate Professor of Music, MM in Piano Performance; Piano Pedagogy
10. Mr. Justin Havard, Instructor of Music, Master of Music; Voice, Accompanying, musical theater
11. Dr. Scot Humes, Associate Professor of Music, DMA in Clarinet Performance; Woodwind Techniques, Aural Skills
12. Dr. Matthew James, Professor of Music, DMA in Vocal Performance; Voice, Music Appreciation
13. Dr. Adam Johnson, Assistant Professor of Music, DMA in Trombone Performance; Low Brass, Brass Ensemble
14. Dr. Derle R. Long, Associate Professor of Music and Director of the School of Visual and Performing Arts, PhD in Music Education; Instrumental Conducting, Fine Arts Administration and Supervision, Band
15. Dr. Sandra Lunte, Professor of Music, DMA in Flute Performance; Flute, Music Theory
16. Dr. Mel Mobley, Associate Professor of Music, DMA in Percussion Performance; Percussion, Music Theory, Music Technology
17. Mr. Steven Pederson, Associate Professor of Music, Master of Music; Instrumental Conducting, Band, Wind Band Literature, Band
18. Dr. Elizabeth Rennick, Adjunct Professor Double Reeds, DMA in Oboe Performance; Double Reeds, Music Appreciation
19. Dr. Richard Seiler, Professor of Music, DMA in Piano Performance: Piano, organ
20. Dr. Eric Siereveld, Assistant Professor of Music, DMA in Trumpet Performance: Trumpet, Jazz History, Jazz Techniques
21. Mr. Ye Tao, Adjunct Professor of Strings, MM in Violin Performance; String Techniques
22. Dr. Claire Vangelisti, Associate Professor of Music, DMA in Vocal Performance; Studio Voice, Diction, Vocal Pedagogy
23. Dr. Kenna Veronee, Assistant Professor of Music, PhD in Music Education; Music Education, Wind Pedagogy, Music for Special Learners

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.

Program can be implemented with 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.

1. Mr. Larry Anderson – Percussion pedagogy
2. Dr. James Boldin – Brass pedagogy
3. Dr. Judy Bowers – Choral pedagogy
4. Dr. Nancy Carey - Cajun song traditions, vocal pedagogy
5. Dr. Deborah Chandler – Choral literature, choral pedagogy, church music
6. Dr. Mark Ross Clark – Musical theater, opera, Alexander Technique
7. Mr. Justin Havard – Musical theater
8. Dr. Scot Humes – Woodwind pedagogy
9. Dr. Matthew James – Vocal pedagogy
10. Dr. Adam Johnson – Brass pedagogy
11. Dr. Derle R. Long – Music psychoacoustics and tuning systems
12. Dr. Sandra Lunte – Woodwind pedagogy
13. Mrs. Deborah McClung-Guillory – Piano pedagogy
14. Dr. Mel Mobley – Classical new music

15. Mr. Steve Pederson – Wind band pedagogy
16. Dr. Richard Seiler – Piano pedagogy
17. Dr. Eric Siereveld – Brass pedagogy, jazz improvisation
18. Dr. Claire Vangelisti – Vocal pedagogy, the music of Eurico Carrapatoso
19. Dr. Kenna Veronee – Music for special learners

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 ULM library also has various music resources available as well as extensive computer labs for online access to music resources. Biedenharn Hall has a Music Resource Library with multiple recordings available, printed journal articles, and a computer lab with online access to music resources.

What additional resources will be needed?

None at this time.

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?

No

6. Facilities and Equipment

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

- The music facilities at ULM are State-Of-The Art. The ULM music program is housed primarily 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.
- ULM owns over 88 pianos that are regularly tuned and maintained by expert piano technicians.
- ULM is the only institution of higher education in the United States to own two 9 ft Fazioli grand pianos. These pianos are maintained by an expert piano technician.
- There is a music resource library and computer lab in Biedenharn Hall.
- Some portions of the music technology courses are taught in large computer labs in Walker 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 orchestra literature in the Band Building.
- There is an extensive library of jazz 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 including access to *Louis*. Biedenharn 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 two Smart Music practice rooms. There is a large choral rehearsal room and an electronic music lab.
- The Emy-Lou Biedenharn Recital Hall seats 280 people and is equipped with two Fazioli 9 foot grand pianos. There are state-of-the-art recording capabilities in the recital hall.
- The Band Building has an 8,000 square foot main rehearsal room, a steel drum practice room, and twelve practice rooms. The building also houses a steel drum rehearsal space.
- 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 and an upright piano for rehearsal. The Steinway grand piano can be configured for performances in Spyker.
- The Black Box Theater seats 100 people with full lighting and sound capabilities and an upright piano for rehearsal.
- The ULM School of Visual and Performing Arts has an extensive inventory of 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 as 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.

One of the most valuable resources at ULM is a world-class music faculty including fourteen (of nineteen) full-time music faculty members who possess doctorates in music. Two (of four) adjunct faculty members have doctorates in music.

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 Music Program at ULM is fully accredited by the National Association of Schools of Music (NASM). The proposed Bachelor of Arts 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 NASM. The Request for Plan Approval and Final Approval for Listing will be submitted to the NASM Commission for consideration at their Fall meeting. ULM is currently undergoing a self-study required by NASM every ten years. NASM will visit ULM in the Fall of 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.

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9. Related Fields

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

The concentration imbedded within the BA in Music could involve almost any program on campus, music and non-music.

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?

None at this time.

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

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

None at this time.

CERTIFICATIONS:

Dee R. Ly

Primary Administrator for Proposed Program

Aut R.

Provost/Chief Academic Officer

Management Board/System Office

9/24/19

Date

9/26/19

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

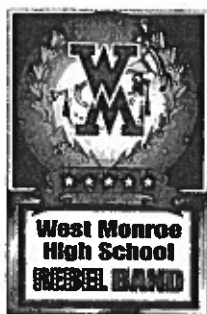
Institution: University of Louisiana at Monroe Date: June 3, 2019

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

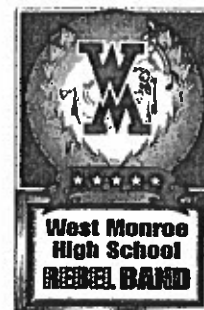
FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2019		SECOND 2020		THIRD 2021		FOURTH 2022	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships	\$ 19,200		\$ 38,400		\$ 57,600		\$ 76,800	
SUB-TOTAL	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
SUB-TOTAL								
TOTAL EXPENSES								
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	\$ 108,000		\$ 216,000		\$ 324,000		\$ 432,000	
Fees								
*Other (Rebudgeting)	\$							
TOTAL REVENUES	\$ 108,000		\$ 216,000		\$ 324,000		\$ 432,000	

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



WEST MONROE HIGH SCHOOL BAND



07/27/19

Dear Sirs,

I am writing this letter in full support of a proposed Bachelor of Arts in Music at ULM. As a high school band director, I frequently field inquiries from my students regarding degree programs and career options in music, or how their investment in the study of music could be used to its full potential in various areas of study at the university level. I believe that the BA in Music would be an attractive alternative to the BM professional degree currently offered. Many of my students are interested in the medical field as well as music, and the 17 hours of electives could be filled with course offerings that would provide instruction there. Some may even decide to pursue medical school, either in your soon to be open medical school or elsewhere. It is well known that those who study music are also the highest degree completers on campus regardless of major, and students who have a background in music are also sought after applicants in medical schools. The Bachelor of Arts in Music would be a perfect fit, in my opinion, to the new medical school at ULM. I would love to add this degree program to the array of options for my students when they ask. Thank you in advance for your consideration, and please know that this degree has my full recommendation. Feel free to contact me if needed

Sincerely,

Robert Freeman

Director of Bands





2019-2020 Season
Board of
Governors

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Anna Pryor
Maggie Rockett
Katharine Spires
Joan Smith
Sherry Smith
Carol Ann Tubbs
Megan Williams

Barry Stevens
NLAC
Representative

Dr. Craig West
Executive Director

July 30, 2019

To Whom It May Concern:

I am writing this letter as a means of expressing support of the proposed Bachelor of Arts in Music at ULM. In my position as the Executive Director of the Monroe Symphony Orchestra, I am aware of professional men and women whose current careers influence Northeast Louisiana outside of the realm of music. These men and women are members of the orchestra, yet do not work full-time in the field of musical education.

For many students entering collegiate studies, music might not be their primary study, and yet they possess a giftedness or desire to play an instrument or sing in an ensemble. Having the flexibility of a degree such as the Bachelor of Arts would allow students to establish the work ethic necessary to achieve the highest levels of scholarship through participation in musical ensembles.

I believe that allowing ULM's School of Visual and Performing Arts to offer two distinctively different, yet dually beneficial bachelor's degrees would add more reasons for potential students to investigate and attend ULM to pursue both music and other degree programs.

Thank you very much for your consideration, and I look forward to the success of ULM, and the School of Visual and Performing Arts. Please contact me if I can be of any further assistance.

Dr. Craig West
Executive Director



NORTHEAST LOUISIANA
ARTS COUNCIL

July 31, 2019

Nick J. Bruno, Ph.D.
President
The University of Louisiana Monroe
700 University Avenue
Monroe, LA 71209

Dear Dr. Bruno,

It is with great pleasure that I write to you to express my full and total support of a proposed Bachelor of Arts in Music at ULM.

I could probably talk endlessly of my love for the arts. That love was nurtured at an early age when I began playing clarinet in the 6th grade in Austin, Texas. That skill developed and carried me through high school. I credit my high school band director for being the one teacher in my life that influenced me the most. For me, music is like breathing. While I don't play any longer, I've never forgotten what the discipline of playing did and continues to do for me in my life.

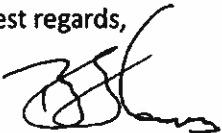
I would imagine I am in the majority of high school band students in the country. We don't go on to become professional musicians. We don't end up in a musical field such as directing a band or teaching music. But we benefited from the discipline that the playing and study of music provided us.

The current Professional Bachelor of Music Degree is a wonderful arrow to have in ULM's quiver. Adding the Bachelor of Arts in Music to that quiver, I'm convinced, would be a wonderful addition.

Companies around the country are looking for creative thinkers to fill positions. The arts in general and music particularly provide those creative thinkers. Music allows creativity while at the same time requiring discipline...the perfect combination. Coupling a BA in Music with a minor in a business discipline would allow musically inclined students to excel at ULM while preparing them with the skills necessary to carry them successfully into their chosen careers after college.

I'm confident that this addition to the degree programs offered at ULM will be a positive step for the University. Please feel free to contact me should you desire.

Best regards,



Barry C. Stevens
President

To Whom It May Concern;

My name is Tyler McGaugh and I am currently enrolled as a graduate student in the summer Masters of Music Education program at the University of Louisiana at Monroe. It is an honor and privilege to write this letter of support for the Bachelor of Arts in Music program. I wholeheartedly support this program due to the benefits that it holds for the betterment of the school of art at ULM. This specific degree could open more doors than just an education degree or performance degree. With a Bachelors of Art in Music a person could move towards music therapy or work their way towards becoming a sound technician. This degree could also allow them to stretch past just music and become an artist and work in the field of visual arts. They could even go as far as becoming a licensed teacher and become a music teacher or an art teacher. It is my belief that this degree program has the potential to provide opportunities to find successful futures for graduates that are not possible with the current degree programs offered from the university.

Please accept this letter of support for the Bachelor of Art in Music degree for the University of Louisiana at Monroe.

Sincerely,
Tyler McGaugh

A handwritten signature in black ink that reads "Tyler McGaugh". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.9. University of Louisiana at Monroe's request for reauthorization of the ULM Small Business Risk Management Institute.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests reauthorization of the ULM Small Business Risk Management Institute (SBRMI). The Institute was granted one-year conditional approval in October 2011 with initial full approval granted by the Board of Regents in March 2013. In December 2016 continued authorization was permitted with a request for reauthorization by December 1, 2019. At this time, ULM is seeking said reauthorization for a period of five years.

The primary focus of the SBRMI has been to provide both advocacy and education to support small businesses in the area of risk management and to serve as a source of relevant, reliable, and nonpartisan information that may significantly enhance the development and success of small businesses. According to the Small Business Administration, only about half of new small businesses survive their first five years, while only 40% of restaurants survive for three (3) years. It is clear that starting and maintaining a small business involves significant risk. Consequently, as small business owners become better prepared to manage risk, it is more likely they will survive and grow, which will clearly have a positive impact on economic development. This is the premise on which the SBRMI was built and functions today.

Since the last reauthorization in December 2016, more than 500 assessments conducted through the Institute have provided valuable learning experiences for students and small business owners alike. In addition, over the last several years, members of the Institute have published two refereed journal articles related to small business risk management issues as well as provided hours of continuing education for Louisiana insurance agents. Additionally, professional as well as academic presentations have been delivered related to small business risk management issues.

The SBRMI continues to complement ULM's unique Risk Management and Insurance undergraduate program (36 completers in AY 2018-19) as well as the Louisiana Small Business Institute which is responsible for helping start-up and growth-oriented businesses reach their full potential. All are components of ULM's College of Business and provide a synergistic integration of resources that create a distinctive opportunity for education, research, and service. Benefits of the SBRMI extend beyond the University to the small business community, which have a lasting impact on the economy.

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 reauthorization of the ULM Small Business Risk Management Institute.

**Office of the President**

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

October 1, 2019

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) requests approval of the reauthorization of the ULM Small Business Risk Management Institute. Enclosed is the Louisiana Board of Regents Form C, "Request for Continued Approval of Existing Center, Institute, and/or Similar Academic/Research Unit" and the Center/Institute Budget Form. This report and budget is to be submitted to the Board of Regents by December 1, 2019.

Thank you for your consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.
President

Enclosure

#TAKEFLIGHT



LOUISIANA BOARD OF REGENTS

Form C

*Request for Continued Approval of Existing Center, Institute, and /or Similar
Academic/Research Unit*

1. **Name of Institution** University of Louisiana Monroe
2. **Name of Proposed Unit** Small Business Risk Management Institute
3. **Name and Title of Administrator** (including relevant contact information – email, phone, etc.)

Dr. Christine Berry, CPCU, ARe
Professor of Risk Management and Insurance
Director, Small Business Risk Management Institute
cberry@ulm.edu
(318) 342-1157
4. **Department or Academic Unit Responsible for the Unit** College of Business & Social
Sciences
5. **Date to Be Implemented** Reauthorization date of 12-1-2019
6. **Date Approved by Management Board**

FORM C – PROPOSAL FORMAT

Part I – Description and Need

The primary purpose of ULM’s Small Business Risk Management Institute (SBRMI) is to provide both advocacy and education to support small businesses in the area of risk management and to serve as a source of relevant, reliable, and nonpartisan information that may significantly enhance small businesses’ development and success. According to the Small Business Administration, only about half of new small businesses survive their first five years, while only 40% of restaurants survive for 3 years.

A recent study found that the top three causes of small business failure are economic uncertainty, cost of health care insurance costs, and a decline in customer spending. Each of these items relate to risk management. Clearly, starting and maintaining a small business involves significant risk. It is our assumption that as small business owners become better prepared to manage risk, it is more likely they will survive and grow and have a positive impact on economic development.

The ongoing primary objectives of the Institute are to:

1. Provide advocacy for small businesses;
2. Support economic and workforce development for small businesses;
3. Develop training materials for use by small businesses; and
4. Produce applied research that is beneficial to small business owners.

These objectives are being achieved by assessing small business risk management needs and efforts, by training, and by continuing to conduct and publish research related to small business and risk management.

Part II – Activities

The primary focus of the SBRMI has been on conducting Risk Management Assessments for small business owners across the state and country. Since the last reauthorization report, more than 500 assessments conducted through the Institute have provided valuable learning experiences for students and small business owners, alike. In addition, over the last several years, members of the Institute have published two refereed journal articles related to small business risk management issues as well as provided four hours of continuing education for Louisiana insurance agents. Additionally, professional as well as academic presentations have been delivered related to small business risk management issues. Details of these items are included next.

Journal Articles:

Berry, C., Berry, R. (2018). *An Initial Assessment of Small Business Risk Management Approaches to Cyber Security Threats* (pp. 1-10). International Journal of Business Continuity and Risk Management.

Berry, C., Berry, R. (2018). *An Assessment of Small Business Use of Risk Management: An Argument for the Adoption of an Enterprise Risk Management Approach*. (pp. 89-102). Journal of Business, Industry and Economics.

Professional Presentations/Continuing Education Credit for Insurance Agents:

Berry, C. T. (Presenter & Author), Moore, Z. (Author Only), Professional Insurance Agents of Louisiana Annual Convention, "Transitioning from Agent to Consultant: The Way Forward", Professional Insurance Agents of Louisiana, Point Clear, Alabama. (July 21 2019).

Berry, C. T. (Presenter & Author), Professional Insurance Agents of Louisiana Annual Convention, "Insurance and Risk Management of Emerging Risks", Professional Insurance Agents of Louisiana, Point Clear, Alabama. (July 21 2019).

Academic Presentations:

Berry, C. T. (Author Only), Berry, R. L. (Presenter & Author), Association of Small Business and Entrepreneurship Conference, "An Assessment of Small Business Use of Risk Management: An Argument for the Adoption of an Enterprise Risk Management Approach", ASBE, New Orleans. (September 28 2016).

Berry, C. T. (Presenter & Author), Producer Building Blocks, "Agency Perpetuation: Preparing Today for Tomorrow", Louisiana Department of Insurance, Division of Diversity and Opportunity, University of Louisiana at Monroe. (July 26 2016).

Part III – Faculty, Facilities and Equipment, and Administration

Since the original authorization of the Institute in 2011, the Risk Management and Insurance undergraduate academic program has grown significantly. As such, the University has provided two additional full-time instructors to help deliver the program. Unfortunately, late during the 2018-2019 academic year, one faculty member left the University for a position in industry leaving the program with only two full-time personnel for 2019-2020 academic year. Even so, the additional full-time faculty member has provided some assistance to the efforts of the Institute. There have been no major changes, or needs, regarding facilities, equipment, or administration of the Institute. The resources remain adequate to successfully support the activities of the Institute.

Part IV – Budget

See attached budget form.



LOUISIANA BOARD OF REGENTS
Center/Institute Budget Form

REVENUE (Example: State/Institutional Appropriations, State Grants, Federal Grants, 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)
Personnel (25%) Institution	35000	35000	35000	35000	35000
Personnel (Graduate Asst) Institution	5000	5000	5000	5000	5000
Total Revenue	40,000	40,000	40,000	40,000	40,000

PENDING REVENUE (Example: Monies from outstanding proposals submitted for funding)	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)
None Applicable					
Total Pending Revenue					



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)
Personnel (25%) Institution	35000	35000	35000	35000	35000
Personnel (Graduate Asst) Institution	5000	5000	5000	5000	5000
Total Costs	40,000	40,000	40,000	40,000	40,000

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.10. University of New Orleans' request for approval to offer a Bachelor of Science in Urban Construction Management.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to offer a Bachelor of Science in Urban Construction Management (BSUCM). In April 2018 the Letter of Intent (LoI) was authorized by the Board of Supervisors for the University of Louisiana System; Board of Regents approval was granted in June 2019. Originally proposed as a Bachelor of Science in Construction Management, UNO has redesigned the original program concept and is proposing one that better suits the needs of the Greater New Orleans area.

The rapid speed and widespread extent of urbanization is demanding amplified basic services for the citizens including affordable housing, reliable water, wastewater, and storm water management systems, well-planned transportation provisions, and other efficient civil infrastructure utilities in New Orleans. Additionally, urban revitalization combines rehabilitation of existing failing infrastructures and preservation/restoration of historic buildings, structures, and memorials. With more than 80% of global GDP generated in cities, urbanization can contribute to sustainable growth if managed appropriately by increasing efficiency, controlling budget and time overrun, and incorporating innovative construction supervision practices.

Practicing engineers, designers, and construction managers currently face the challenge of changing the status quo of their work and adapting their design/management methods to embed sustainable thought process throughout all their decision making. The challenges facing engineering construction in the future will require a much broader knowledge base than is currently included in traditional construction management educational programs. The engineering and construction management curriculum, from undergraduate education through continuing professional education, must address the changing needs of a profession that will increasingly be engaged in building sustainable cities and communities through an urbanization process that is inclusive, resilient, safe, productive, and livable.

With today's ever-growing demand for increasingly sophisticated infrastructures, a career in construction management with a focus on urban construction shows no signs of stopping. Urban construction is more complex because of the cost of land, availability of extra space during the construction, stringent rules and regulations for the cities, complexity with the utility systems and higher expectations of the people and decision makers. Highly sought-after professionals who perform in every aspect of the Architecture/Engineering/Construction (A/E/C) field, construction managers must be versatile, innovative multitaskers with strong leadership and management skills with the knowledge of the challenges and the opportunities of urban areas. Because construction managers are so integral in leading construction projects through every

phase of development, their value in the job market continues to exponentially rise. Based on the Bureau of Labor Statistics (BLS), employment of construction managers is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. Because of this, UNO has developed a distinctive, comprehensive, and futuristic curriculum that will be unique to urban construction.

The University currently offers undergraduate and graduate degrees in Civil and Environmental Engineering and a Business/Management degree in the College of Business. In addition, a Graduate Certificate in Historic and Cultural Preservation and degree programs in Urban and Regional Planning are offered. To augment these existing programs with the supports of all available undergraduate interdisciplinary programs, UNO is proposing a new construction management program focusing on urban development coupled with rehabilitation and restoration of existing municipal infrastructures and historic preservation. The students with this unique degree will specialize in urban planning, design, and sustainable construction management practices. They will also be knowledgeable and proficient in preservation and restoration of historically significant housing, monuments, structures, facilities, and related structures. This program will graduate a unique and distinct group of individuals to diversify, broaden, and strengthen Louisiana's engineering management workforce. This will also support local, state, and federal government projects by addressing the challenges of urbanization while creating new opportunities for the people of Louisiana.

The proposed undergraduate program at UNO, composed of 120 credit hours, will provide a holistic approach to urban construction and will include courses in planning, engineering, management, history, and urban studies. This program, as demanded by the local and regional design and construction industry, will embrace practice based hands-on experiential learning including soft skills such as leadership, management, communication, risk management, and the others. In addition, students need to have a one full semester internship under an employer and faculty supervision. Currently, Construction Management baccalaureate degrees are offered by LSU and the University of Louisiana at Monroe (ULM). These two programs are thriving; their completion rates (three-year average) are 111 and 25, respectively. In addition, the BS in Engineering Technology programs offered by Grambling and Southeastern include a Construction concentration that incorporates basic CM concepts. What is proposed by UNO is different from these existing, general CM programs since the focus is on urban development with various nuances previously mentioned.

The University anticipates an initial enrollment of 15-20 students in YR1 with the expectation that enrollment will grow to 40 by YR4. In order to reach out to potential students, the University has already begun working with high school advisors, community colleges, alumni, and industry. The University has already collaborated with fourteen industry partners via GNO, Inc. in order to ascertain local construction industry interest in the proposed program. Their response has been overwhelmingly positive. While smaller construction firms may provide 1 to 2 students per year, larger companies such as Boh Bros., Core Construction, and governmental agencies (USACE and CPRA) will provide 3 to 4 students per year. Also, there is a huge potential to attract students from neighboring states.

As previously mentioned, many courses required of the proposed degree program are already offered at UNO and need no or minimal change. Existing tenure/tenure track faculty along with adjunct faculty can provide sufficient instructional support; however, with the growth of the program, the addition of one or two additional tenured-track faculty is anticipated. No additional facilities are needed. Overall, the required resources and university investment are minimal. In turn, UNO will be able to offer a high-quality program that will produce graduates who will have access to high earning potential career paths.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval to offer a Bachelor of Science in Urban Construction Management.



E 1 0

THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

October 4, 2019

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

Re: B.S. in Urban Construction Management

Dear Dr. Henderson,

I am requesting approval to offer a new degree program, Bachelor of Science in Urban Construction Management. The proposed program will provide a holistic approach to urban construction and is in demand by the local and regional design and construction industry.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Louisiana Board of Regents

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

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

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

Date:

Institution: University of New Orleans	Requested <u>CIP, Designation, Subject/Title:</u> <u>52.2001. Construction Management</u> <u>Bachelor of Science in Urban Construction Management</u>
Contact Person & Contact Info: Taskin Kocak, Dean and Professor of Electrical Engineering Engineering Building, Ste 910 University of New Orleans 2000 Lakeshore Drive New Orleans, LA 70148	
Date BoR approved the Letter of Intent: June 19/2019	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall, 2020	
Program Delivery Site (s): Traditional Classroom	

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.

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 rapid speed and widespread extent of urbanization is demanding amplified basic services for the citizens including affordable housing, reliable water, wastewater, and storm water management systems, well-planned transportation provisions, and other efficient civil infrastructure utilities in New Orleans. Additionally, urban revitalization combines rehabilitation of existing failing infrastructures and preservation/restoration of historic buildings, structures, and memorials. With more than 80% of global GDP generated in cities, urbanization can contribute to sustainable growth if managed appropriately by increasing efficiency, controlling budget and time overrun, and incorporating innovative construction supervision practices.

As cities develop and expand, their exposure to climate and disaster risk also increases like in New Orleans. Additionally, significant urban residents of New Orleans live in coastal areas, increasing their susceptibility to storm surges and flooding.

Practicing engineers, designers, and construction managers currently face the challenge of changing the status quo of their work and adapting their design/management methods to embed sustainable thought process throughout all their decision makings. The challenges facing engineering construction in the future will require a much broader knowledge base than is currently included in traditional construction management educational programs. The engineering and construction management curriculum, from undergraduate education through continuing professional education, must address the changing needs of a profession that will increasingly be engaged in building sustainable cities and communities through an urbanization process that is inclusive, resilient, safe, productive, and livable.

With today's ever-growing demand for increasingly sophisticated infrastructures, a career in construction management with a focus on urban construction shows no signs of stopping. Urban construction is more complex because of the cost of land, availability of extra space during the construction, stringent rules and regulations for the cities, complexity with the utility systems and higher expectations of the people and decision makers.

Highly sought-after professionals that perform in every aspect of the Architecture/Engineering/Construction (A/E/C) field, construction managers must be versatile, innovative multitaskers with strong leadership and management skills with the

knowledge of the challenges and the opportunities of urban areas. Because construction managers are so integral in leading construction projects through every phase of development, their value in the job market continues to rise exponentially. Based on the Bureau of Labor Statics (BLS), Employment of construction managers is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations.

Based on the above, we are planning to develop such a distinctive, comprehensive, and futuristic curriculum, that will be unique to the urban construction, and only one program in the state of Louisiana or even in the United States.

At the University of New Orleans we currently have an undergraduate and graduate degree in Civil and Environmental Engineering in the College of Engineering, Urban Studies and Planning in the College of Liberal Arts, Education and Human Development, and Business/Management degree in the College of Business. In addition, we have a certificate program in Historic and Cultural Preservation within Urban Planning in the College of Liberal Arts, Education and Human Development.

To augment this certificate program with the supports of all available undergraduate interdisciplinary programs, the University of New Orleans is proposing a new construction management program focusing on urban development coupled with rehabilitation and restoration of existing municipal infrastructures and historic preservation. The students with this unique degree will specialize in urban planning, design, and sustainable construction management practices. They will also be knowledgeable and proficient in preservation and restoration of historically significant housing, monuments, structures, facilities, and related structures. This program will graduate a unique and distinct group of individuals to diversify, broaden, and strengthen Louisiana's engineering management workforce. This will also support local, state and federal government projects by addressing the challenges of urbanization while creating new opportunities for the people of Louisiana.

The proposed undergraduate program at UNO will provide a holistic approach to urban construction and will include courses in planning, engineering, management, history and urban studies. This program, as demanded by the local and regional design and construction industry, will embrace practice based hands-on experiential learning including soft skills such as leadership, management, communication, risk management, and the others. In addition, students need to have a one full semester internship under an employer and faculty supervision.

Student Learning Outcomes:

Upon completing the Bachelor of Science in Urban Construction Management degree from the University of New Orleans, the student will be able to:

- Apply knowledge, techniques, skills, and tools of the construction industry in urban construction;
- Perform standard tests, organize and interpret test data, and apply test results to improve construction processes;
- Understand the challenges and opportunities of urban construction;
- Incorporate sustainability principles in planning, design and construction of an urban construction project;
- Manage effectively an urban construction project;
- Develop restoration plan and manage rehabilitation of a historic construction;
- Demonstrate commitment to quality, timeliness, and continuous improvement.

We plan to seek accreditation by American Council for Construction Education (ACCE). Typically, after a new program is established, and the process of getting accredited is initiated. Graduation usually takes four years or more for the first class to graduate and during that time accrediting bodies work with the program. Once the program is accredited, each student that graduated from the program prior to accreditation is grandfathered in and thus has an accredited degree. We have already started the dialogue towards initiating this process with ACCE.

The course curriculum is designed based on the requirements of ACCE satisfying the general requirements of UNO. Below is the proposed curriculum:

	Fall	Spring
Year 1 (30 cr hr)	<ul style="list-style-type: none"> ENGR 1000 (1)-Preparing for Academic Success in Engineering * ENCM 1000 Introduction to Urban Construction Management (2) + EES 1002 (3)-Intro. to Environmental Science MATH 1125 (3) - Pre-Calculus Algebra * BIOL 1053 (3) - Human Biology for Non-Science Majors * ENGL 1157 (3) - Freshman Composition I * 	<ul style="list-style-type: none"> ENGL 1158 (3) – English Composition * MATH 1126 (3) – Pre-Calculus Trigonometry* CHEM 1017 (3) – General Chemistry I* Literature (3)* ENCM 2100 (3) – Construction Graphics+
Year 2 (31 cr hr)	<ul style="list-style-type: none"> URBN 1000 (3) – Introduction to Cities * PHYS 1031 (3) – General Physics * PHIL 2201 (3) – Ethics * ENCM 2300 (3) – Urban Architectural Design in Construction + ENCE 2310 (3) – Elementary Surveying Measurements * 	<ul style="list-style-type: none"> ECON 1203 (3) – Principles of Microeconomics * ANTH 1010 (3) – Peoples of the World * ACCT 2100 (3) – Principles of Financial Accounting * ENCM 2350 (3) – Structure I + ENCM 2311(1) – Construction Materials Lab + ENCM 3130 (3) Urban Construction Techniques and Methods +
Year 3 (30 cr hr)	<ul style="list-style-type: none"> FTA 2650 (3)-Oral Communications ENCM 3200 (3) – Construction Codes, Documents and Specifications + ENCM 3350 (3) – Advanced Structure+ ENCM 3600 (3) Construction Estimating + URBN 3710 (3) – Fundamentals of Urban Design* 	<ul style="list-style-type: none"> ART (3) * ENCM 3340 (3) – Soils and Equipment+ MKT 3510 (3) – Introduction to Marketing Research * ENCM 3620 (3) – Construction Scheduling+ ENCM 3800 (3) – Construction Finance and Feasibility+
Year 4 (29 cr hr)	<ul style="list-style-type: none"> ENCE 3391 (3) – Construction Project Management * ENCM 4600 (3) – Construction Safety Regulations + ENCM 4610 (3) Historic Structures Restoration and Preservation + ENCM 4700 (3) – Computer Applications in Construction+ ENCM 4800 (2)-Internships+ 	<ul style="list-style-type: none"> MGMT 3401 (3) – Introduction to Management and Organizational Behavior * ENCM 4630 (3) – Construction Law and Contracts + ENCM 4640 (3) Sustainable Construction Techniques and Green Building + ENCM 4500 (3)-MEP Construction + ENCM 4900 (3) – Capstone Project +

*Existing UNO Courses -64 Course hours
+New Courses-56 Course hours

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

At this stage, the program does not plan to offer an industry-based certificate program. But when the program becomes matured, we plan to offer project management certification, land development and facilities management certification.

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 type="checkbox"/> Hybrid (51%-99% online)	<input type="checkbox"/> Online (100% online)
<input type="checkbox"/> Day courses offered	<input type="checkbox"/> Evening courses offered	<input type="checkbox"/> Weekend courses offered

Because of the background of the students of UNO in terms of diversity, first time undergraduate and urban location, initially we plan to offer classes face to face on campus program. Eventually we will develop some online classes for the benefits of the students and the industry.

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).

The Greater New Orleans region, distinctively shaped by the largest river system in north America, offers a rich, unique and diverse mosaic of economic, cultural and ecological assets that are important to the nation and the world. It is this interconnection of land, place and people that has lifted the region to an international scale with promising potential for sustainable growth, economic opportunity and livability. The future potential of the region to diversify its economy, raise its standard of living and ensure economic opportunity for its residents will be determined by its ability to invest in and balance its greatest assets-people. Workforce development especially in the mid-level professionals/managers level is extremely important for the sustainability of New Orleans economy.

Construction management is changing. The construction manager of the past began his or her (most often his) career in the trades, moving up and finally getting into management after a long multi-decade career. That career path is becoming obsolete and with the retirement bubble on the horizon, combined with increasing technical innovation, the need for a higher educated construction manager who can begin managing earlier in a career is crucial for today's construction needs.

One of the recent articles of the Sustainability Questions named "\$32 Billion of construction works are lined up-Can Louisiana handle it?" It was published recently on August 19. The industry professionals were expressing their serious concerns related to availability of construction professional to satisfy the industry demands in the article. Given the record number of construction people already working in the state, LSU's Upton says it's likely that fewer than half of new workers will be local residents. Lee Jenkins, vice president at Performance Contractors in Baton Rouge, says if all of the projects become reality, manpower will almost certainly need to come from outside of Louisiana. "While we have a strong resident workforce in this area, additional manpower from outside the area will be needed to supplement local manpower," Jenkins says. "If the state can handle the manpower load—along with its other supply chain needs—it could lure even more work away from Texas in the future. We've got to demonstrate that we can manage through this because owners will be looking at that when they're making those decisions." All of these concerns are driven to develop more construction related workforce to manage all the incoming projects.

Although progress has been made in building business workforce partnerships to better align training and education with market demand. However, there is still much work to be done in addressing current and projected workforce gaps in New Orleans. Furthermore, several overarching workforce issues surfaced from stakeholder feedback including: (1) the need to expand employability training tied to employment for a large segment of the region's population who lack basic skills; (2) the significant shortage of professional technical workers with experience to meet the needs of a growing technology sector; and (3) the lack of professional mid-management jobs with the opportunity for upward mobility to retain young professionals in the region. The proposed urban construction management program will help to create and maintain mid management job in the infrastructure areas in the greater New Orleans and in the state of Louisiana.

With the increasing complexity of the building industry via computing (automation, robotics, modularization and 3-D printing) and alternate project delivery methods, graduates with cross-disciplinary educational backgrounds in design and construction are becoming more valuable to industry. Developing construction management education at UNO not only provides a gateway for students looking to join the Louisiana workforce, but it will also provide opportunities to improve the skills and employability of our existing engineering and business students as well as local employees of construction forms desiring to improve their career opportunities.

Students interested in the construction industry may begin their educational careers as a major in civil engineering, other engineering programs, science or business. Also, many of the engineering students may not aspire to become professional engineers and thus do not require an engineering degree. In this event, UNO offers no alternative path into the construction industry. Many business majors may be interested in pursuing careers in the construction industry but currently must receive a general business degree that does not sufficiently train them and necessitates a heavy amount of on the job training by their employers. Through implementation of an urban construction

management degree, UNO can attract new students and retain those we have by offering this technical, management-focused path into the construction industry. More importantly, this degree will appeal to a different type of student with management, leadership and communication skills and will strengthen rather than undermine our existing programs in engineering and business.

The University of New Orleans has always had strong ties to the local industry and the region. That reputation, and the connection that UNO faculty already have with local stakeholders in the communities served by UNO, will inform how this program will develop and change over time in order to serve those local needs. In contrast, according to data extracted from online profiles of construction managers who attended LSU by GNO Inc., LSU's Construction Management program serves a broader geographic region. Only 49% of LSU BSCM graduates live and work in Louisiana (8% live and work in New Orleans, 18% in Baton Rouge and 9% in Houston, Texas). That means over 50% of LSU Construction Management graduates do not stay in Louisiana. The LSU program particularly serves well the needs of the petroleum and chemical industries surrounding Baton Rouge, in western Louisiana, and beyond the State's borders.

Statistical data indicates that the demand for Construction Management professionals is strong and forecasted to grow:

- Job openings of construction managers are projected to be 390 annually in Louisiana in 2017-2027 with 62 openings in the New Orleans area each year during the same time period, per GNO Inc's workforce data. These figures are for both new jobs and replacement jobs (using the BLS Employment Projections program) and is compared to estimated hiring patterns based on Quarterly Workforce Indicators.
- Employment of construction managers is expected to grow 11% from 2016-26, faster than the average for all occupations (Bureau of Labor), with about 403,800 jobs created nationwide and a median pay of \$89,300/year.
- In Louisiana, salaries for construction managers in 2016 ranged from \$90,410 (heavy and civil construction firms) to \$78,010 (residential), with the mean wage range of \$84,760-\$94,300.
- The outlook for employment of construction managers is high in Louisiana, with the most growth projected in the lower third of the State (metropolitan New Orleans and Baton Rouge and the entire Louisiana coast), with current employment levels high but the median age of these professionals also high.

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 UNO Mission Statement commits the University to enhancing the quality of life for the people of New Orleans and the state as well as advancing the region's economy. The University's Vision more boldly states that the institution will be an engine of the economic development of the region. The proposed Urban Construction Management program contributes to achieving that mission and vision by enabling students and those already employed in construction to further develop their skills to become the managers and leaders in the construction industry. The key industries in the State of Louisiana are growing and expanding and that growth is the key to our economic health as a region. Industry relies on infrastructure and that infrastructure is facilitated by the construction industry. As already mentioned, the University of New Orleans has partnered with many leaders in the region's engineering and construction industry to ensure that the industry has the workforce that it needs to grow the economy. This proposal is the result of that collaboration as the University of New Orleans pledges to provide the workforce of the future by graduating knowledgeable construction managers focus on urban construction from the traditional pool of students while also enhancing the capacity of current construction employees, enabling their promotion into management positions.

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

Currently Construction Management baccalaureate degrees are offered by LSU and UL-Monroe. In discussions with

a variety of local construction industry leaders, all strongly indicated the need for a local program focused on urban construction. In fact, many expressed interests in providing one of their employees to act as adjunct instructors in teaching some of the higher-level courses so that our courses can best provide a direct connection with the industry and its needs. In New Orleans, many early and midcareer managers currently employed in the industry, as well as younger employees desiring to move into management, cannot take classes in Baton Rouge or Monroe due to constraints on their time.

They simply cannot make it to class and maintain their jobs. The needs of the local industry are different from the industries surrounding Baton Rouge and Monroe, and as more coastal work is done, those differing needs will continue to change. Given the hands-on nature of construction management and the explicit demand by industry for experiential learning, on-line programs offered by many great engineering programs across the nation do not sufficiently meet the needs of employers desiring employees with strong interpersonal and communication skills. Many programs, especially graduate degree programs, can be successfully administered fully online. Programs such as construction management and most undergraduate engineering baccalaureate programs are not the best candidates for a fully online curriculum. Engineering problems are becoming more complex and require graduates who have had both hands-on experience and theoretical training. The proposed degree program here at the University of New Orleans will fill the needs of the region's construction industry in ways that cannot be met by non-local or fully online programs. Also the focus for this program is urban construction which are more complex, interdisciplinary and costly.

LSU and UL-Monroe have excellent programs, and each serve a different community and needs. We strongly believe UNO's new program will not only complement these other fine programs, but it will also serve an unmet demand for the city, state and the region. The three campuses can serve the State through collaboration and complementary programs.

The proposed UNO BSUCM program is focused on serving the needs of the construction industry in the New Orleans Area focusing on urban construction. Our program is designed with direct input from most of the construction companies in the greater New Orleans to serve the needs of the City and the State. Our construction industry partners want and need employees that are effective team members with strong communication (both written and oral), conflict resolution and negotiation skills, as well as being technically competent. They strongly advocate for a program that provides training in these "soft" skills that they feel are necessary attributes of a successful construction manager. We are working with them to design a program that will best fill these needs. Many students find that they best develop face-to-face communication and teamwork skills in a face-to-face hands-on experiential learning setting. A totally on-line BSCM program, such as the ones currently being developed by LSU and UL-Monroe to complement their existing in-class programs, may not be the most effective way to educate the type of employees that the New Orleans construction industry requires.

Several community colleges in the State offer associate degrees in Construction Technology. These degrees may provide the necessary coursework for a student who wishes to then acquire a baccalaureate degree in construction management to do so with two additional years of study at a four-year institution. Delgado is close in proximity to UNO and offers an Associate of Applied Science degree in Civil and Construction Applied Engineering Technology. We have reached out and begun discussions with the Delgado faculty of this AAS program to perhaps develop a pathway for students in the AAS program to seamlessly move into the proposed UNO BSUCM program.

The related four-year degree programs – SLU's BS in Engineering Technology (Construction Concentration) and LA Tech's BS in Construction Engineering Technology - are engineering technology degrees are strong engineering technology programs. As mentioned, our industry partners need technically prepared construction managers who also have strong business and communication skills. Engineering technology programs do not fill the needs that our industry partners for construction managers. Furthermore, the two institutions are not located in the New Orleans, a condition important to our industry partners.

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

If approved, there is no plan to terminate or phasing out of any existing program in the UNO. In fact, the program will enhance several existing programs by offering more courses frequently related to civil engineering, urban studies and planning and business management.

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).

NA. It is an undergraduate program.

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).

We anticipate 15 to 20 students per year in Urban Construction Management in its first 4 years, although revenues have been based on the 15-student figure. The number of students per year will increase once the program's reputation grows. In order to reach out to potential students, we are already working with the high school advisors, community colleges, the alumni and the industry. We will include coursework responding to current trends in the construction industry related to the latest technology such as BIM, sustainability, innovative project delivery methods and urban studies. Many owners, especially in the development of large-scale projects in the urban areas, are utilizing non-traditional delivery methods such as construction manager-at-risk, design/ build, integrated project delivery and public-private-partnerships (PPP). More importantly, we have already collaborated with fourteen industry partners via GNO, Inc. in order to ascertain local construction industry interest in this program. Their response has been overwhelmingly positive. We are also in initial discussions with the USACE New Orleans District to make sure their needs for construction managers are met with this program and plan future discussions with CPRA. While smaller construction firms may provide 1 to 2 students per year, larger companies such as BohBros, Core Construction, and governmental agencies such as USACE, the city of New Orleans and CPRA will probably provide 3 to 4 students each year. Also there is a huge potential to attract students from the neighboring states.

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

As we mentioned earlier, we are planning to start with approximately 15 students in the first year. With the success and visibility of the program and working with our admission office and the AEC (Architects-Engineers-Construction) professionals, we can increase the number of students to 25 in the second year, 35 in the third year and 50 in the fourth year. Since the program is more interdisciplinary (based on communication, risk management, urban planning and studies) and unique focusing on urban campus, we will not have problem to attract students from other regions of the state (outside of New Orleans). From the experience of other construction related programs, we firmly believe, the proposed program at UNO will be very popular program among the incoming students of the city and the region.

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

We don't need any extra resources to support the student success. Our existing strong and experienced faculty and student advisors in addition with the alumni supports will be enough to support student success.

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

UCM Requirements:

First-time freshmen

The minimum requirement of the admission of UNO will satisfy the requirements of the admission requirements of UCM program as First-time freshmen.

All in-state applicants are required to have a high school core GPA of 2.5 or higher on scale based on the Regents' Core (Core 4 or TOPS university curriculum). Test score requirement are as follows:

	ACT	SAT
Math	19	510
English	18	500 (Evidence-based Reading and Writings)

Transfer Students

Students transferring from another university or college are considered transfer Students. The following admission regulations apply to transfer students:

1. Students transferring into UCM program must have earned a C or better in all courses expected to be transferred for curriculum credit.
2. Transfer students with fewer than 24 transferable hours must meet the first-time freshman UCM requirements. In addition, they:
 - a. Must have earned at least a 2.00 Transfer GPA on all coursework, and,
 - b. Satisfy all other university admission standards.

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

NA

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.

Since the program is interdisciplinary, most of our existing tenured and tenure-track faculty including several adjunct professors will be involved with this program and will teach all the required classes. Departments of Urban Studies and Planning, Marketing, Management and Accounting will help us to teach required Urban Planning and Management related classes. All the required general education courses will be taught during the existing course offerings.

The short details of the faculty of the department of civil engineering are as follows:

Gouranga Bank, Ph.D., P.E., PMP., F.ASCE

Current Position: Associate Dean and Professor, University of New Orleans

Academic Qualification: Ph.D. in Civil Engineering, Iowa State University

Industry Experience: More than 10 years of full time experience to work in construction engineering and management experience including managing \$300 M construction project. Part-time consultant in the design, construction and management of several residential and light commercial projects.

Teaching Experience: Taught construction engineering and management courses since 1997 including applied structures, estimating, construction safety, project engineering and management, construction law and contracting, construction finance and feasibility study, building codes, capstone projects and the others. Also taught several graduate level classes such as construction estimating, advanced operation, risk analysis and control, construction project management including supervising many master and doctoral students.

Research and scholarly works: Published more than 30 articles related to construction industry and education in many national and international journals.

Malay Ghose Hajra, Ph.D., P.E.

Current Position: Associate Professor and Department Chair, Department of Civil and Environmental Engineering, University of New Orleans

Academic qualifications: Ph.D. in Civil Engineering, Kansas State University

Industry Experience: More than 10 years of industry experience in geotechnical and material testing areas to support design and management of construction projects.

Teaching Experience: Taught and developed many undergraduate level courses including statics, mechanics of materials, geotechnical engineering, soil mechanics lab., senior design and the others. Taught several graduate level courses including deep foundation, ground improvement, ocean and coastal engineering, and design of coastal and hydraulic structures.

Scholarly Activities: Published and presented several pedagogy related articles in several national conferences.

Norma Jean Mattei, Ph.D., P.E.

Current Position: Professor and prior interim Dean, Department of Civil and Environmental Engineering, University of New Orleans

Academic qualifications: Ph.D. in Civil Engineering, Tulane University

Industry Experience: Industry experience working in project engineering, contract project engineer and design engineer in several design and construction companies in New Orleans.

She also served the Licensing Board for Professional Engineers and Land Surveyors in Louisiana as chair, served National Academy of Engineers of Engineering and Surveying, and experience to serve as ABET program reviewer. Also she was the past president of American Society of Civil Engineers (ASCE). She worked as a consulting engineer in historic preservation of the Claiborne Corridor. In addition, she serves the COPRI Alternate Financing Subcommittee – developing guidelines to better enable innovation in financing large civil works projects (P3, CMAR, Design Build, etc.).

Teaching Experience: Taught and developed many undergraduate level courses including statics, mechanics of materials, structural analysis, concrete design, steel design, senior design and the others. Taught several graduate level courses including construction materials course. Also she conducted many seminar and workshops related to

Scholarly Activities: Published and presented several pedagogy related articles in several national conferences.

Mysore S. Nataraj , Ph.D., P.E.

Current Position: Emeritus Professor, Department of Civil and Environmental Engineering, University of New Orleans

Academic qualifications: Ph.D. in Civil Engineering, Vanderbilt University

Teaching Experience: Taught and developed many undergraduate and graduate level courses related to civil engineering and construction material areas since 1989, including serving as Fulbright Foundation scholar, editor of ASCE Journal on Geomaterials and AGC UNO foundation professor.

Scholarly Activities: Published and presented many pedagogy related articles on civil engineering and construction topics in several national and international conferences.

Mahmoud A. Hamide, Ph.D., PE

Current Faculty Rank: Adjunct Professor, Department of Civil and Environmental Engineering

Academic qualifications: PhD – Civil Engineering: Construction Management , University of New Orleans

Professional (Industry and Academic) experience:

Industry Experience: Worked as Project Engineer/Manager at Louisiana Department of Transportation since 1993. During this time, he was involved in many projects including design review, estimates, schedules and quality control.

He made decision independently on engineering projects concerned with unique or controversial problems that have an important effect on major DOTD programs.

Course Taught: Construction Project Management, Blue Print and Cost Estimating.

Ricardo C. de Abreu Ph.D., PE

Current Faculty Rank: Adjunct Professor, Department of Civil and Environmental Engineering

Academic qualifications: PhD – Civil Engineering , University of New Orleans

Professional (Industry and Academic) experience:

Industry Experience: For more than 25 years, provided geotechnical and environmental engineering services for numerous projects of landfills, buildings, bridges, embankments, retaining-walls, flood reservoirs, roadways, tunnels and dams, working as a private consultant and researcher for municipalities, private corporations, contractors, governmental departments, and environmental regulatory agencies.

Course Taught: Solid Waste Management, Solid Mechatronics Lab.

Frank C. Fromherz II, P.E.

Current Faculty Rank: Adjunct Professor, Department of Civil and Environmental Engineering

Academic qualifications: Master – Civil Engineering, University of Florida

Professional (Industry and Academic) experience:

Industry Experience: Worked as the owner's representative on numerous construction projects primarily inspection for quality control.

Course Taught: Construction Project Management, Blue Print and Cost Estimating.

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.

There is no need any additional faculty to teach in the first three years, as the combination of our current tenure/tenure track faculty along with adjunct faculty can support the new program. But with the growth of the department, we anticipate a need for one to two additional tenured-track 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.

Qualification and/or strengths of faculty are discussed earlier. Most of our existing faculty has experience either working in design and/or construction. Most of our faculty won't have any impact on their teaching load under the UNO's standards. We may need to reassign some of the courses among the faculty based on their qualifications and industry experiences.

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?

Although the journal and book collection pertaining to the proposed CM program is limited, the library offers more than adequate services with links to resources such as the Compendex, Academic Press Journals, El Village, ASCE, etc.

Inter-library connection can also provide faculty and students with resources of other universities. Through the inter-library loan services, faculty and students can borrow journals and books available in many other Louisiana libraries. The library has a staff member that works as a liaison with the College of Engineering. The liaison has been very helpful in acquiring materials that will be needed for the Program.

What additional resources will be needed?

No additional resources are 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?

Several faculty will teach their courses using their own developed materials that won't need any textbooks. In certain situations, some texts can be borrowed from the industry partners. In other cases, students will have opportunity to rent the required text books at a much lower cost as part of the university's plan to reduce textbook cost for all students.

6. Facilities and Equipment

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

The existing facilities (classrooms, labs, offices, etc.) in the Engineering Building will be adequate to offer an undergraduate program in Urban Construction Management. We, only, need to procure couple of industry specific software that can be easily obtained either from the existing college resources or with the industry supports.

The available material testing lab, structure lab, soil lab, surveying equipment lab, capstone lab and several computer labs are adequate to satisfy the program and accreditation requirements. The curriculum is designed in such a way that UCM students extensively can utilize the available laboratory.

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.

We don't need any new facilities at this stage. Existing facilities will be adequate to teach all the courses.

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 proposed program will be housed in the department of the civil and environmental engineering. There is ample room for growth at this point and we don't foresee any structural or administrative change in the near future.

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

Strengths: Widely regarded diverse faculty with excellent academic qualifications and industry experiences
Presence of all the required labs with proper tools and equipment

Weaknesses: There is no identified or clear weakness at this point.

The proposed program will enhance the ability of the faculty to teach more industry relevant construction courses. Also it will increase the availability of more undergraduate students who can be utilized to conduct industry related scholarly works.

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.

We plan to seek accreditation from American Council for Construction Education (ACCE). Typically, after the establishment of a new program, the process of getting accreditation is initiated. It will take four years or more for the first class to graduate and during that time accrediting bodies work with the program. Once the program is accredited, each student that graduated from the program prior to accreditation is grandfathered in and thus has an accredited degree. We have already started the dialogue towards initiating this process with ACCE.

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.

NA

9. Related Fields

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

As we mentioned earlier, Civil engineering and other engineering programs within the College of Engineering, Urban Studies and Planning, Business and Management, and other affiliated programs of the campus will support the new 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?

As long as we market the program in the greater New Orleans area and inform all the construction related organizations such as Associated General Contracting (AGC), Associated Builders and Contractors (ABC), National Electrical Contracting Association (NECA), Home Builder Association of greater New Orleans (HBAGNO), the business community, the neighboring community colleges, we may receive applications students for admission more than we estimated. According to our projection, our revenues will be higher than the expenses to manage the program. We will be profitable from the first year, and gradually will increase.

Attached as appendix.

*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.

Current institutional fund and industry support will be adequate to start the program.

CERTIFICATIONS:

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

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of New Orleans

Date: September 05, 2019

Degree Program, Unit: Bachelor of Urban Construction Management, Department of Civil & Environmental Engineering

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty							\$170,000	2.0
Graduate Assistants	\$30,000	2.0	\$30,000	2.0	\$30,000	2.0	\$30,000	2.0
Support Personnel (Adjunct Professor)	\$10,000	1	\$20,000	2	\$30,000	3	\$20,000	2
Fellowships and Scholarships	\$5000	5	\$5000	5	\$5000	5	\$5000	5
SUB-TOTAL	\$45,000		\$55,000		\$65,000		\$225,000	
REVENUES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources								
Travel	\$3000		\$3000		\$3000		\$5000	
Supplies	\$8000		\$8000		\$10000		\$10000	
SUB-TOTAL	\$11000		\$11000		\$13000		\$15000	
TOTAL EXPENSES	\$56,000		\$56,000		\$68,000		\$240,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	15		25		35		50	
Tuition	\$91,356		\$152,259		\$213,163		\$304,519	
Fees	\$62,173		\$108,205		\$145,069		\$205,592	
*Other (specify)								
TOTAL REVENUES	\$153,529		\$260,464		\$358,232		\$510,111	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.11. University of New Orleans' request for approval to offer a Master of Science in Cyber Security and Operations.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to offer a Master of Science (MS) in Cyber Security and Operations. The Board of Supervisors for the University of Louisiana System approved the Letter of Intent (LoI) in February 2018, with Board of Regents approval granted in May 2018. Per Regents' policy, the proposed graduate program was reviewed by Dr. David Dampier, Professor and Chair, Department of Information Systems and Cyber Security, the University of Texas at San Antonio. In his report Dr. Dampier stated the following: *"I have been familiar with cybersecurity education at UNO for many years. It has always been of high caliber and this program only strengthens their capability to graduate highly qualified members of the cyber workforce at a critical time for the region and country."*

Currently, UNO is a National Security Agency (NSA) - designated *Center of Academic Excellence (CAE) in Research*, and a *CAE in Cyber Operations*; the latter is a particular point of distinction since only 20 universities nationwide have achieved such a designation. Likewise, UNO is one of only three institutions to hold such a designation at both the undergraduate and graduate levels. The proposed MS will leverage existing cybersecurity curriculum, infrastructure, and faculty expertise to offer an advanced degree in cybersecurity and operations with an emphasis on practical, in-demand skills, and advanced understanding of the modern, fast-evolving cyber threat environment. The proposed program will be aligned with the knowledge unit required for the upcoming new designation category of *CAE in Advanced Cyber Operation* in order to further enhance its reputation and national profile.

The proposed graduate program requires a minimum of 30 credit hours and offers thesis and non-thesis options. In order to enter the program, students must have completed a recognized baccalaureate degree as well as successfully completed the following three courses: Computer Networking, Operating Systems, and Introduction to Cyber Security. The curriculum, as currently designed, has a 15-hour cybersecurity core along with supporting courses, breadth options, special topics, and research-oriented courses for the thesis option. The structure and content of the proposed program is modelled after leading MS programs in cybersecurity (i.e., MS in Information Security at CMU, MS in Cybersecurity at Georgia Tech, etc.) with slight modifications to take advantage of the particular strengths of UNO in cyber operations, reverse engineering and malware analysis, industrial control systems/SCADA security, digital forensics and incident response, and software security. An explicit goal of the proposed curriculum is to align all educational outcomes with the emerging national standards for the cybersecurity workforce – the *NICE Cybersecurity Workforce Framework* developed by the National Institute of Standards and Technology (NIST). What is proposed is a natural progression for UNO since

a concentration in *information assurance* at the undergraduate and graduate levels is offered, and the courses required of the MS in Cyber Security and Operations are already in existence. The proposed degree will be relevant to a wider professional audience, including mid-career individuals in need of systemic training in cybersecurity to advance professionally.

There is a well-documented and pervasive shortage of cybersecurity professionals at all levels of industry and government not only in Louisiana but nationally. The Bureau of Labor Statistics projects a growth in *information security analyst* positions of 28% from 2016 to 2026, much faster than the average for all occupations. According to the Louisiana Workforce Commission, *information security analyst* is among the top 10 fastest growing occupations, with a projected statewide growth of 33.8% through 2024, and a median 2016 salary of \$82K; for the Greater New Orleans Area (which is serviced by UNO) the corresponding salary is \$91K with growth projected at 46%. The proposed program responds not only to the needs of the State, but also to the security needs of the nation, which is under constant attack in the cyber domain. In addition, the creation of such a program aligns with UNO's desire to provide talent-laden graduates who not only meet the needs of companies that currently reside in their region but also contribute to bringing new organizations to Louisiana, such as DXC Technology which will establish a 2,000-job Digital Transformation Center in the heart of New Orleans.

The proposed program will target two main streams of potential students – alumni of traditional undergraduate programs in Computer Science (CS) and professionals with non-CS degrees who are currently working in cybersecurity or are seeking a career change. UNO's BS in Computer Science, with nearly 400 majors, will be a primary feeder since the proposed MS will be of interest to those students seeking advanced professional placement as well as providing a bridge to the PhD in Applied and Engineering Science for those seeking a path to a research-focused career in cybersecurity. The ultimate goal is to establish a degree with a national reputation that will draw students from outside of Louisiana. The University projects an initial enrollment of 12 students with enrollment growing to 35 by YR5.

The Department of Computer Science will provide oversight of the proposed program which will be tightly integrated with the existing programs in Computer Science at the graduate and undergraduate levels. The new program will require no new physical infrastructure and will benefit from existing faculty resources. The only additional cost for implementation is six graduate assistantships; one course teaching release for program administration; and marketing and travel. Cost incurred will be offset by tuition and fees.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval to offer a Master of Science in Cyber Security and Operations.



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

October 4, 2019

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

Re: M.S. in Cyber Security and Operations

Dear Dr. Henderson,

I am requesting approval to offer a new degree program, Master of Science in Cyber Security and Operations. The proposed program will offer an advanced degree in cyber security and operations with an emphasis on practical, in-demand skills, and advanced understanding of the modern, fast-evolving cyber threat environment.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Louisiana Board of Regents
AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*
 -- Including incremental credentials building up to the Degree --

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

Date:

Institution: University of New Orleans	Requested <u>CIP Designation, Subject/Title</u> : 11.1003 Computer and Information Systems Security/Information Assurance Master of Science in Cyber Security and Operations
Contact Person & Contact Info: Vassil Roussev Department of Computer Science 311 Mathematics Bldg University of New Orleans 504-280-6594 vassil@cs.uno.edu	
Date BoR approved the Letter of Intent: May 23, 2018	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2020	
Program Delivery Site (s): The University of New Orleans	

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.

<p>Purpose</p> <p>The proposed program will leverage UNO's existing faculty, infrastructure, cybersecurity curriculum, and experience accumulated over 15 years to offer an advanced degree in cyber security and operations with an emphasis on practical, in-demand skills, and advanced understanding of the modern, fast-evolving cyber threat environment.</p>
<p>Objectives</p> <ol style="list-style-type: none"> 1. Expand UNO's professional degree offerings by providing advanced education in a fast-growing, in-demand area of high importance to the State of Louisiana, and one that addresses the rapidly growing cybersecurity concerns of the Nation. 2. Increase the knowledge, skills, and employability of graduating students by offering them an advanced, employer-relevant credential. 3. Attract professionals already employed in cyber roles for advanced career-enhancing training. 4. Raise the profile of University of New Orleans (UNO) and the Greater New Orleans metro as a national center of advanced cybersecurity expertise.
<p>Learning Outcomes</p> <p><i>The principal outcome for graduates of the proposed program is to be fully prepared for a career in cyber security and operations, and to be ready for employment in the domain upon graduation.</i></p> <p>Specifically, upon graduation, student will have acquired the following:</p> <ul style="list-style-type: none"> • Conceptual understanding of the cyber domain including technology underpinnings and trends, legal and ethical code of conduct for cyber professionals, cyber threats and threat actors, vulnerabilities, risk, and universal principles of secure system design and operation. • Comprehensive conceptual understanding of the fundamental components and mechanisms of cyber skills in cyber defense and operations, security engineering, reverse engineering, malware analysis, secure software development, cryptography, digital forensics and incident response, penetration testing, and cyber-physical systems security. • Essential-to-intermediate hands-on cyber skills in cyber defense and operations, security engineering, reverse engineering, malware analysis, secure software development, cryptography, digital forensics and incident response, penetration testing, and cyber-physical systems security. • Experience working in small teams in cyber defense, operations, development, and testing environments. • Experience communicating with customers to define the scope of cyber engagements, writing of informative report to both management and technical personnel, and oral presentations.

- [Research Track] Experience working through the solution a cyber *research* problem, including problem statement, proof of concept implementation, scientific evaluation, written presentation of the results as a master's thesis, and public defense of the thesis.

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.).

Structure and Content:

- **HOURS.** The *MASTER OF SCIENCE IN CYBER SECURITY & OPERATIONS* degree (MS-SCO), herein referred to as *the degree*, requires a minimum of 30 credit hours, and offers *thesis* and *non-thesis* options. All students must earn a minimum of 15 credit hours from eligible 6000-level courses, as defined below.
- **PREREQUISITES.** To enter the program, students must have completed a four-year baccalaureate degree recognized by the University of New Orleans. Student must have successfully completed the following three UNO courses, or equivalent at another institution:
 - CSCI 4311 Computer Networking
 - CSCI 4401 Operating Systems
 - CSCI 4621 Introduction to Cybersecurity.

Students who do not meet the prerequisites can begin their program by taking the corresponding 5000-level section of these courses (subject to their respective prerequisites).

- **REQUIREMENTS.** ALL degree students must earn the following credits:
 - **CORE.** At least four CORE 6000-level (12 credit hours) courses in cybersecurity from the ones listed below.
 - **CRYPTOGRAPHY.** Students must either have undergraduate credit for CSCI 4130 (or equivalent), or must complete either CSCI 5130 Introduction to Cryptography, or CSCI 6626 Advanced Cryptography.
- **SPECIAL TOPICS.** Students may earn up to 6 credit hours (two courses) towards the degree for CSCI 6620 *Special Topics in Cybersecurity*; the topics covered between the two offerings must be substantively different. Enrollment in the *second* topics course must be pre-approved by the MS-CSO program director for the student to receive credit towards the degree.
- **BREADTH OPTION.** Students can take up to five 6000-level courses (15 credit hours) towards satisfying the degree requirements from the 6000-level *BREADTH* courses listed below in the SYSTEMS and ALGORITHMS categories.
 - If two, or three, breadth courses are taken, then *at least one* of each of the two categories—SYSTEMS and ALGORITHMS—must be present.
 - If four, or five, breadth courses are taken, then *at least two* of each of the two categories—SYSTEMS and ALGORITHMS—must be chosen.
- **SUPPORTING COURSES.** Up to 12 credit hours of the 5000-level *SUPPORTING* courses listed below can be used to satisfy the degree requirements. Students who have taken for credit the corresponding undergraduate courses (CSCI 4622, CSCI 4623, CSCI 4460, or CSCI 4130) at UNO (or equivalent at another institution) *cannot* take the corresponding 5000-level section for credit towards the MS-CSO degree.
- **THESIS OPTION (RESEARCH TRACK).** The program offers research-oriented MS students to take up the master's thesis option, which entails taking 6 credits of CSCI 7000 *Thesis Research* (at most 3 credits per semester) working with a faculty advisor on a research problem in cybersecurity in lieu of two elective courses; the thesis topic *must be* in cybersecurity. Thesis option students still must complete at least five 6000-level eligible courses as defined above.
- **NON-THESIS OPTION (PROFESSIONAL TRACK).** Non-thesis students must complete *at least seven* cybersecurity courses from the *CORE* and *SUPPORTING* categories, as listed below. CSCI 7000 *Thesis Research* cannot be used to satisfy the credit requirements of the non-thesis option.

PREREQUISITES: all must be met before/during the course of study

CSCI 4311/5311 Computer Networking & Telecommunications	(3 cr)
CSCI 4401/5401 Principles of Operating Systems	(3 cr)
CSCI 4621/5621 Introduction to Cybersecurity	(3 cr)

SUPPORTING courses (5000-level): up to 12 credits maximum

CSCI 5130 Introduction to Cryptography	(3 cr)
CSCI 5402 Operating Systems Security	(3 cr)
CSCI 5460 Network Operation and Defense	(3 cr)
CSCI 5622 Reverse Engineering & Malware Analysis	(3 cr)
CSCI 5623 Digital Forensics	(3 cr)
CSCI 5627 Industrial Control Systems Security	(3 cr)

CORE cybersecurity courses (6000-level): 12 credits minimum required

CSCI 6620 Advanced Topics In Cybersecurity	(3 cr)
CSCI 6621 Advanced Network Security & Operations	(3 cr)

CSCI 6623 Advanced Digital Forensics & Incident Response	(3 cr)
CSCI 6625 Penetration Testing and Vulnerability Assessment	(3 cr)
CSCI 6626 Advanced Cryptography	(3 cr)
CSCI 6628 Mobile & IoT Security	(3 cr)
CSCI 6663 Software Security	(3 cr)

BREADTH courses (6000-level): 15 credits maximum

[SYSTEMS] CSCI 6350 Development of Distributed Software	(3 cr)
[SYSTEMS] CSCI 6361 Topics in Mobile Computing	(3 cr)
[SYSTEMS] CSCI 6450 Principles of Distributed Systems	(3 cr)
[SYSTEMS] CSCI 6452 Advanced Cloud Computing & IoT	(3 cr)
[ALGORITHMS] CSCI 6250 Big Data Analytics and Systems	(3 cr)
[ALGORITHMS] CSCI 6633 Computer Vision	(3 cr)
[ALGORITHMS] CSCI 6634 Data Visualization	(3 cr)
[ALGORITHMS] CSCI 6635 Theory & Computer Applications for Pattern Recognition	(3 cr)
[ALGORITHMS] CSCI 6650 Intelligent Agents and Multi-Agent Systems	(3 cr)

CYBERSECURITY COURSE DESCRIPTIONS (3 semester credit hours each)

CSCI 5621 Introduction to Cybersecurity -- Overview of information assurance; physical security models; authentication and access control mechanisms; application and operating system level security; malicious software; overview of digital forensics; encryption, including private- and public-key encryption methods. A balance between theory and historical/current practice. Students will be required to develop a large project in a team setting.

CSCI 5622 Reverse Engineering & Malware Analysis -- Deep analysis of the code, structure, and functionality of software using both static and dynamic methods. The course provides a solid foundation crucial to understanding modern malicious software and crafting potential solutions to recover from and prevent attacks.

CSCI 5623 Digital Forensics -- An introduction to the theory and application of computer forensics; topics include: types of digital evidence, obfuscation methods used to hide digital evidence, such as steganography and encryption, tools for data preservation and recovery, techniques for ensuring data security, and legal issues in the preservation, recovery, and presentation of digital evidence. The course includes a substantial lab component.

CSCI 5460 Network Operation and Defense -- An introduction to network and system administration with an emphasis on defensive techniques. Topics include processes and files; scripting; system installation; boot and shutdown; process management; daemons and services; devices and drivers; network fundamentals; network file systems; network services; encryption and key management; PKI; intrusion detection; kernel configuration; accounting and system logging; security. The course requires lab projects on dedicated departmental equipment.

CSCI 5267 Industrial Control Systems Security -- The course provides an introduction to the security of industrial control systems. Control systems are widely used to automate physical industrial processes such as gas pipelines, power generation and distribution, water filtering, waste management, etc. This course introduces the basics of industrial control systems, how their components interact with each other, how they can be programmed, their network protocols, cyber vulnerabilities and threats related to control systems, and how they are tackled in industry.

CSCI 5130 Introduction to Cryptography -- Elementary ciphers, Data Encryption Standard, Advanced Encryption Standard (Rijndael), Rivest-Adleman-Shamir (RSA) encryption, select topics in modern cryptography. This course contains both programming assignments and proofs as problem options.

CSCI 5402 Operating Systems Security -- OS level mechanisms and policies in investigating and defending against real-world attacks on computer systems, such as self-propagating worms, stealthy rootkits and large-scale botnets. OS security techniques, such as authentication, system call monitoring, as well as memory protection will be discussed. Recent advanced techniques such as system-level randomization, hardware/software virtualization, and other hardware features will also be introduced.

CSCI 6620 Special Topics in Cybersecurity -- Advanced graduate-level course whose topics change from semester to semester; can be taken multiple times for credit with department consent.

CSCI 6621 Advanced Network Security & Operations -- Advanced network security and operation, emphasizing the development and application of tools and techniques for securing computer networks and preservation and recovery of digital evidence in networked environments. Topics include: network security concerns, network intrusion detection, honeypots and honeynets, and network forensics analysis. The course includes a substantial lab component.

CSCI 6623 Advanced Digital Forensics & Incident Response -- Advanced digital forensic methods: main memory acquisition and analysis, live forensics, cloud forensics, acquisition and forensic analysis of data from cloud services. Integrity analysis, malware sample extraction from RAM capture, rootkit detection and analysis.

CSCI 6625 Penetration Testing and Vulnerability Assessment -- Introduces network penetration testing as a means to continually improve the cyber security mechanisms deployed by an organization. Provides students with hands-on experience with reconnaissance, footprinting, scanning, vulnerability detection, reporting, and remediation techniques employed during a test.

CSCI 6626 Advanced Cryptography -- Modern cryptographic problems, including key management, public-key encryption, knapsack methods, number-theoretic methods, and the RSA public-key cryptosystem, digital signatures, the Digital Signature Standard, and cryptanalysis of knapsacks; threshold schemes, zero-knowledge protocols, mental poker, and implementations on uniprocessor machines, networks, and parallel machines.

CSCI 6628 Mobile IoT Security -- This course focuses on various aspects of security and privacy problems in the domain of Internet of Things (IoT), mobile, and embedded devices. Topics of study include wireless communication protocols (e.g., WiFi, LTE, Bluetooth, NFC, ZigBee, WirelessHART, MQTT) and vulnerabilities; embedded system security; reverse engineering on RTOS/Firmware; hardware analysis techniques & tools; analysis on Android OS and application security; privacy issues on IoT/Mobile devices.

CSCI 6663 Software Security -- Secure software processes, common software vulnerabilities (input injection, buffer overflow, SQL injection, denial of service), data sensitivity, web security, secure authentication, usable security, secure design, secure coding practices, code review, static analysis, security testing.

CSCI 6629 Programming Language Security -- Programming language security features and, conversely, language features that give rise to vulnerabilities. Topics include the development of secure programs in high-level programming languages such as C/C++/Java, programming languages designed from the ground up to support security, and software engineering security principles and patterns.

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

The proposed program does not embed any Industry-Based Certifications. The primary reason is that the training and issuance of the most appropriate IBC, those offered by the SANS Institute and EC-Council, are tightly controlled and do not permit certification training by outside organizations.

In the case of SANS, the move has been in the opposite direction through the creation of a Master of Science in Information Security Engineering degree, which is a collection of eight existing certificates. EC-Council allows the taking of the exams without training but requires a minimum of two years of documented industry experience.

The new program will rely on expected (renewal of its) *Center of Academic Excellence in Cyber Operations* designation from the NSA to distinguish itself. The designation is aligned with the NICE Cybersecurity Workforce Framework, which is of direct relevance to government employers, and is increasingly viewed as the emerging standard by industry.

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)?

WORKFORCE NEEDS

There is a well-documented and pervasive shortage of cybersecurity professionals at all levels of industry and government. Nationally, the *existing-jobs-to-open-positions* ratio for all jobs is 5.6; for cybersecurity, it is 2.5 and is considered *very low*¹. For the State of Louisiana, the ratio is 3.06; for the New Orleans Metro, it is 2.87. Such tight labor markets inevitably result in fast job growth and higher salaries.

According to the Louisiana Workforce Commission, *information security analyst* is among the top 10 fastest growing occupations², with a projected statewide growth of 33.8% through 2024, and a median 2016 salary of \$82,643. For the New Orleans area (RLMA 1), the corresponding median salary is \$91,485 while growth is projected at 46%; for the Baton Rouge area (RLMA 2) the figures are \$87,313 and 42%, respectively. In addition to cybersecurity occupations physically hosted in the State of Louisiana, the advanced training to be provided by the program will open up remote work opportunities for the graduates, which are

¹ <http://cyberseek.org/heatmap.html>

² http://www.laworks.net/LaborMarketInfo/LMI_OccTopGrowth.asp?years=20152024

increasingly common.

According to the Bureau of Labor Statistics, the median annual wage for *information security analysts*³ was \$92,600 in May 2016, with the highest 10% earning more than \$147,290. Employment of information security analysts is projected to grow 28% from 2016 to 2026, much faster than the average for all occupations.

The proposed program responds not only to the labor needs of the State, but also to the security needs of the Nation, which is under constant, and increasing, attack in the cyber domain. This requires the fast buildup of highly trained professionals, and graduates of the program will make a proud contribution to this national security effort. The program aims to attract professionals from other parts of the country for training and subsequent employment in Louisiana's growing tech sector.

REGIONAL EMPLOYER NEEDS

Between the Greater New Orleans Area (1.5 million; 2016), and the Baton Rouge Metro (830,000; 2016) UNO is perfectly positioned to serve half of Louisiana's population within commute distance, including the main centers of commerce and state, federal, and local government. A substantial number of critical infrastructure installations (such as ports, refineries, pipelines, and power plants) are located in the region. These are an increasingly common target of cyber attacks with potentially major implications for the safety and wellbeing of Louisiana residents, and appropriately growing cyber workforce needs.

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.

INSTITUTIONAL PRIORITY

The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The proposed program completely in line with these strategic priorities, as it strives to accommodate and maximize the benefits to different student populations, while providing them with advanced knowledge and applied skills rooted in faculty research experience and hands-on expertise.

The proposed program is a natural progression of systematic efforts, commenced as early as 2003, to build the University of New Orleans into a center of excellence in cybersecurity. Presently, the Department of Computer Science offers concentrations in *information assurance* at both the B.S. and M.S. level, and the courses referenced in this proposal are in existence and have been part of the regular academic schedule. The proposed degree will make them relevant to a wider professional audience, including mid-career individuals in need of systematic training to in cybersecurity to advance professionally.

By leveraging the expertise, curriculum, and infrastructure developed over the last decade, UNO will be able to cost-efficiently create a program that directly responds to one of the highest areas of highest demand and most acute shortage of professionals with advanced training both within Louisiana and nationwide.

EDUCATIONAL ATTAINMENT AND QUALITY OF LIFE FOR LOUISIANA RESIDENTS

The proposed master's degree is a carefully considered, forward looking commitment on part of UNO, which seeks to provide new opportunities for educational attainment to Louisiana residents. With approximately half the population of the State within commutable distance, the program would put within their reach the opportunity for advanced education and training in cybersecurity that few institutions around the country can provide.

As the experience with GE Digital in New Orleans shows, technology companies readily respond to the availability of qualified workforce by creating well-paying jobs, which lift the standards of living and have a multiplier effect on the local economy. Other expected benefits include attracting remote work to the area, formation of new enterprises, and attracting highly qualified residents from other parts of the country.

Another broad impact is the increased availability of well-trained cybersecurity professionals, which will improve the security of the cyberinfrastructure of numerous enterprises that are critical to normal life—power grid, water distribution, health care, banking, etc. There is every reason to believe that these will be under increasing attack for the foreseeable future, so the prevention of massive security breach will depend on a high-quality cyber workforce.

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.

³ <https://www.bls.gov/coh/computer-and-information-technology/information-security-analysts.htm>

RELATED GRADUATE PROGRAMS AT OTHER LOUISIANA INSTITUTIONS

Louisiana Tech, LSU, Southern University, ULL, UNO: Master of Science in Computer Science

Several institutions across the state, including UNO, offer a Master's degree in Computer Science. The principal difference between these programs and the proposed one is that they aim to develop advanced (beyond the B.S. level) algorithmic thinking and practical software development skills. The curriculum typically touches upon security topics, but the overall focus is on building a well-rounded software developer, rather than professional cybersecurity expert as aimed by the proposed program.

The UNO program offers a concentration in *Information Assurance*, which is aimed at providing a focus on similar skills as the new program. The experience from operating this concentration, as well as extensive discussions with employers, has informed the need to go further and develop the proposed program as a standalone degree.

LSU Shreveport: Master of Science in Computer Systems Technology⁴

This is an interdisciplinary program with a computer science core and elements of mathematics, biology, and business. Current concentrations include computer science, biomedical informatics and business administration. This is substantially different from the proposed program, which is entirely focused on building advanced cybersecurity skills.

Louisiana Tech: MBA/Information Assurance Concentration⁵

The degree focuses on business management concerns, and the concentration requires only 6 credit hours of additional work. In contrast, the proposed program allows up to 10 intensive technical cybersecurity courses towards degree completion, and does attempt to build managerial skills.

Northwestern State University: Master of Science in Homeland Security⁶

This program is hosted by the Department of Criminal Justice, History, and Social Sciences, and is primarily designed to train intelligence and counter-terrorism analysts. The vast majority of the curriculum is focused on understanding crime, terrorism, public policy, and legal issues as they related to homeland security; only two course have a more technical focus on cyber security and forensics. In contrast, the proposed program allows up to 10 intensive technical cybersecurity courses towards degree completion.

Tulane University: Master of Professional Studies in Homeland Security Studies⁷

This program focuses on practical applications of security and emergency management; it targets forensic accountants, intelligence officers, counterterrorism analysts, security analysts, emergency management specialist, cyber-security managers, and safety managers. The curriculum includes only a single introductory course on cyber threats, unlike the newly proposed program, which focuses on deep technical skills, and not on management.

Louisiana Tech: Master of Science in Cyber Technology⁸ [proposed]

Based on the Letter of Intent to the UL System Board of Supervisors, the M.S. in Cyber Technology at LaTech is somewhat similar to the M.S. in Cyber Security and Operations proposed by UNO. However, there are several substantive differences which make the two programs quite different in practical terms:

- **Dual tracks.** The UNO program offers two different tracks to its program—research and professional. The research track requires a Master's thesis, and allows for more breadth courses in systems and algorithms; it is designed for students who are interested in research and advanced product development of cybersecurity products, and often continue on to our Ph.D. program. The professional track is designed to maximize practical skill development and is aimed at students interested in directly joining the operational environment, or are working professionals in need of upgrading their skills.
- **Content emphasis.** LaTech's program places a heavy emphasis on forensics, with six of the eleven courses focused exclusively, or primarily, on a variety of forensic analysis techniques. In contrast, UNO's program is focused to a substantial degree on both offensive and defensive cyber operations, with a cluster of five of the courses in that area with little-to-no overlap with LaTech's proposed offerings.
- **Specializations.** UNO has worked hard to develop the expertise and infrastructure to offers a specialized course in Industrial Control Systems Security (directly relevant to critical infrastructure protection in Southeast Louisiana), and we expect to soon be able to offer a follow-up Hardware Reverse Engineering course. Another emphasis is software and programming language security, which aim to build deeper understanding of how to engineer secure software from the ground up. The special topics class, CSCI 6620, provides the means to offer a rotating cast of specialized courses on advanced topics (Hardware Reverse Engineering, Privacy & Anonymity, etc.), and will be one more way to diversify the skill set of our graduates.

Overall, seven of the nine 6000-level courses proposed by UNO do not appear to have a direct analog in LaTech's proposed curriculum. This illustrates the fact that the two programs have different histories, target different learning outcomes, and provide different skill sets.

⁴ <http://www.lsu.edu/academics/graduate-studies/graduate-programs/master-of-science-in-computer-systems-technology>

⁵ <http://www.business.latech.edu/graduate/mba/index.htm>

⁶ <https://www.nsu.edu/ensu/online-programs/master-of-science-in-homeland-security/>

⁷ <http://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-homeland-security-studies>

⁸ <http://ulsystem.edu/assets/docs/searchable/meetings/2017/Academic%20and%20Student%20Affairs%20October%202017.pdf>

The two programs are also aimed at different, and complimentary, student populations and geographical areas, and cannot be considered duplicative.

Based on the overall demand, which is currently estimated at 1,680 open positions for all of Louisiana⁹ (and expected to grow) even the combined projected output of 70 (Year 4) for the two programs will constitute a small fraction of the openings.

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

No existing programs will be affected by the creation of the proposed program.

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

According to the 2018 (ISC)² Cybersecurity Workforce Study⁹, 59% of the respondents report that their organization is at extreme or moderate risk due to cybersecurity staff shortage. The global shortage of qualified professionals *continues to grow* from 1.5 million in the 2015 to almost 3 million for 2018. In North America the shortage is estimated at 498k. Of current cybersecurity professionals, 34% report holding a Master's degree. The list of top concerns includes: *knowledge of advanced cybersecurity concepts, cybersecurity or related graduate degree, cybersecurity certifications, and strong non-technical/soft skills*—all primary learning objectives of the proposed program.

According to a 2018 study by LinkedIn¹⁰, mid-senior+ job listings for 2016-17 have grown by 118% year-over-year – much faster than all jobs, which saw a 58% increase; entry and associate position grew at 50% and 63%, respectively. This strongly suggests that an advanced cyber degree offers the best starting point for a cyber career. As per ZipRecruiter's data¹¹, the average salary for a cyber security engineer in New Orleans, LA is \$113,318.

A graduate cybersecurity degree is the perfect vehicle for veterans to transition into a new career path. Veterans are in demand by government agencies, such as SPAWAR New Orleans, as most veterans have proven leadership and technical skills, and can usually obtain, or renew, a security clearance.

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 proposed MS in Cyber Security and Operations program seeks to address the interests of both traditional and non-traditional students in the Department of Computer Science. The program will offer two curricular options— research track (thesis option) and professional track (non-thesis). The thesis option is designed for students interested in a career in cybersecurity research, possibly continuing towards a doctoral degree. The non-thesis option is designed to maximize the acquisition of advanced practical skills and a corresponding professional placement in industry, or government.

According to a report by the Center for Cyber Safety and Education¹², globally, 87% of cybersecurity worker *did not start* their career in cybersecurity. Of these, in North America, 35% came from non-IT background. These statistics point to a clear need to provide educational options that fit different student populations.

The program will target two main streams of potential candidates— alumni of traditional undergraduate programs in Computer Science (CS), and professionals with non-CS degrees who are currently working in cybersecurity or are seeking a career change. UNO's B.S. program in Computer Science, with nearly 400 majors, and available concentration in cybersecurity will be a primary feeder, but the ultimate goal is to establish a degree with national reputation that will draw from a national pool of applicants.

Unlike traditional M.S. programs in CS, the emphasis of the proposed degree will not be the development of advanced programming skills, but on building a deep understanding of the operational cyber threat environment, and the security needs of the modern IT enterprise. As an NSA-designated Center of Academic Excellence in Cyber Operation (one of only 20 nationwide), UNO is perfectly positioned to fulfill this mission. Faculty are highly experienced in working with students from a wide variety of backgrounds, and this experience has informed the development of the presented curriculum.

TRADITIONAL STUDENTS

The new program will provide a natural extension of the existing B.S. in Computer Science program with a concentration in Cyber

⁹ <https://www.isc2.org/-/media/ISC2/Research/2018-ISC2-Cybersecurity-Workforce-Study.ashx>

¹⁰ <https://www.linkedin.com/content/dam/western-governors/documents/it/wgu-cybersecurity-study-2018.pdf>

¹¹ <https://www.ziprecruiter.com/Salaries/Cyber-Security-Engineer-Salary>

¹² <https://iamcybersafe.org/wp-content/uploads/2017/07/IN-America-GISWS-Report.pdf>

Security and Operations both for students seeking advanced professional placement, and for those seeking a path to a research-focused career in cybersecurity, providing a bridge to the Ph.D. program in Applied and Engineering Science.

The B.S. program has experienced rapid growth over the last five years, with enrollment *doubling* from 193 in Fall 2012 to 389 in Fall 2017, for an annual growth rate of 15%. There has been a strong and growing interest in the IA concentration with over 14 students signing up for it in the Fall 2017 semester alone.

Assuming a conservative 6% annual growth rate from current level, by Year 4 (AY 21-22) the undergraduate program is expected to reach 500 students. Based on the current number of students, and the ratio of current graduates to enrollment from five years back, we project the B.S. in Computer Science to yield a minimum of 70 alumni per annum. In addition, we expect some of our M.S. in Computer Science students to opt for a dual major; at present, the program yields 30-35 graduates annually. The two programs should be considered independent (of each other) feeders as less than 10% of the students entering the M.S. program are graduates of the UNO undergraduate program in Computer Science.

NON-TRADITIONAL STUDENTS

As an urban research institution, UNO welcomes and accommodates the diverse backgrounds of all of our students. One student group of particular relevance to this program are veterans who often seek to continue their careers as cyber professionals in the DoD enterprise. They are highly valued as potential employees, and many have the requisite security clearance to immediately work in an operational environment. The University of New Orleans currently enrolls 250 veterans as students and has been recognized as a "Governor's Military and Veteran Friendly Campus"¹³.

Through its professional track, the program will actively seek to attract working professional from SPAWAR New Orleans, Naval Research Lab, US Navy, large industrial companies like Shell, as well as banking and the IT industry, which already hire a significant portion of our graduates.

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrollment:	12	18	24	30	35

The estimate for the first year is based on surveys among existing students to gauge their interest in cybersecurity as a career. The target enrollment for the program is 35 students. We consider it a conservative estimate, and expect to reach by Year 5, at the latest. The targeted enrollment growth will come from four main pools:

- alumni of the UNO BS program in Computer Science who are interested in cybersecurity; in AY 2018, there were 56 graduates.
- working professionals in partner companies and government agencies; specifically, SPAWAR New Orleans (located next to UNO) is interested in establishing an educational pipeline for its employees;
- general recruitment via advertising and school outreach programs;
- online/hybrid content delivery.

Once the program is officially established, we plan (over a period of 2-3 years) to prepare for full online/hybrid delivery of all the courses. Our new generation classroom facilities feature high-quality audio/video streaming capabilities, and multiple display that will allow for effective remote presence and interaction. The UNO Cyber Range will make hands-on exercise be accessible 24/7 to students from anywhere.

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

FACULTY. In recent years, UNO has made a targeted investment in research tenure-track cybersecurity faculty in the Department of Computer Science—there are five faculty members (out of 14) who specialize in cybersecurity. At the 5-year projected enrollment of 35, this translates into student-to-faculty ration of 7:1. This is necessary to provide high-quality educational outcomes, and is a point of distinction versus competing programs.

CYBER RANGE. The UNO Cyber Range facility will provide students with as realistic an experience as possible outside of the real world. It enables experimentation in a safe, simulated environment, and will allow them to acquire hands-on skills that directly translate to practice.

CYPHY LAB. The Cyber-Physical Systems Lab is a 200k facility that allows students to work with real-world industrial control systems, and to understand firsthand the security and forensics concerns of these systems. It is a unique facility among educational institutions in Louisiana, and teaches skills that are highly relevant to industries in the region.

¹³ <http://www.uno.edu/news/2015/UniversityofNewOrleansRecognizedforitsServiceToUSMilitaryVeterans.aspx>

INTERACTIVE CLASSROOMS. Our redesigned classroom environments seamlessly support remote instruction and facilitate unimpeded interaction with students, and foster teamwork and interaction.

RESEARCH/MINI-NOC SPACE. The UNO Cyber Center offers a research/meeting space that provides a place for students to work together on projects; complete with large high-resolution displays, it serves as a network operations center-like environment, where students meet to participate in different cybersecurity competitions throughout the year.

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

As defined in the degree requirements, the essential prerequisite is the completion of a bachelor's degree recognized by UNO. This need *not* be a degree in Computer Science, or a closely related discipline, as many practical aspects of cybersecurity do not require advanced programming skills. Based on experience, the Department is confident that motivated students from a large variety of backgrounds can successfully acquire the necessary concepts and skills within the timeframe of the program. The most critical curricular prerequisites are defined as formal requirements and may require that a student with *no* relevant background to take some additional undergraduate courses that do not count towards the degree.

The degree requirements allow for different paths through the program depending on the background and interests of the student. It accommodates both students with minimal background (by providing the ability to take the essential prerequisites for credit), and those with strong technical background (by allowing them to take more advanced courses). It allows for both specialization (the option of taking *all* 30 credit hours in cybersecurity) and for a broader perspective (up to 15 hours in related breadth courses, including systems and AI). It provides both a professional track (focusing on coursework and skills development) and a research track (providing opportunity to experience the scientific research process).

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

As detailed in section 4. **FACULTY**, cybersecurity faculty at UNO have been highly successful in securing external R & D funding with over 4M secured over the last 5 years by members of the UNO Cyber Center, or about \$800k annually, supporting up to 15 students with research assistantships. The expectation is that each of the five tenure-track faculty will support between one and three students at any one time; based on prior experience, we project between 8 and 12 research assistantships to be available to graduate students, with 6-8 going to M.S. students. In addition, MS students are frequently recruited as lab and teaching assistants by the Department.

Due to UNO's designation as a Center of Academic Excellence in Cyber Operations by NSA, students in the MS-CSO will be eligible to apply for the DoD Cyber Scholarships; as well, UNO has applied to the CyberCorps program run by the National Science Foundation, as we expect funding to become available through that opportunity. It is notable that a substantial fraction of our graduate student body consists of working professionals, and many employers provide support in the form of time for study and tuition reimbursement.

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.

Vassil ROUSSEV, PhD (Computer Science)

DIRECTOR, UNO CYBER CENTER

CANIZARO-LIVINGSTON ENDOWED PROFESSOR IN CYBERSECURITY

PROFESSOR OF COMPUTER SCIENCE

Expertise:

Cybersecurity, digital forensics, cloud/distributed computing, networking, operating systems

Courses:

CSCI 5401 Operating Systems

CSCI 5460 Network Operations and Defense

CSCI 6623 Advanced Digital Forensics

CSCI 5452 Cloud Computing

CSCI 6452 Advanced Cloud Computing

CSCI 5311 Computer Networking and Telecommunications

CSCI 5623 Digital Forensics

CSCI 6425 Network Penetration Testing

CSCI 6450 Distributed Systems

Minhaz ZIBRAN, PhD (Computer Science)

ASSISTANT PROFESSOR OF COMPUTER SCIENCE

Expertise:

Software engineering, secure software development

Courses:

CSCI 5210 Introduction to Software Engineering CSCI 6220 Software Testing and Quality Assurance
CSCI 5621 Introduction to Cybersecurity CSCI 6363 Agile Software Engineering
CSCI 6663 Software Security CSCI 6629 Programming Language Security
CSCI 6620 Advanced Cybersecurity Topics – *Cloud Application Security and Secure DevOps*

Phani VADREVVU, PhD (Computer Science)

ASSISTANT PROFESSOR OF COMPUTER SCIENCE

Expertise:

Web security and forensics, network security, malware detection and analysis, applied cryptography

Courses:

CSCI 5130 Introduction to Cryptography CSCI 5621 Introduction to Cybersecurity
CSCI 5401 Operating Systems CSCI 6621 Advanced Network Security
CSCI 6626 Advanced Cryptography CSCI 6620 Advanced Cybersecurity Topics – *Web Security*

Yasin NUR, PhD (Computer Science)

ASSISTANT PROFESSOR OF COMPUTER SCIENCE

Expertise:

Internet security, network topology discovery and vulnerability modelling, critical infrastructure protection, network measurement and analysis, network security and graph theory

Courses:

CSCI 5621 Introduction to Cyber Security CSCI 5311 Computer Networking and Telecommunications
CSCI 5460 Network Operations and Defense CSCI 6621 Advanced Network Security
CSCI 6625 Network Penetration Testing
CSCI 6620 Advanced Cybersecurity Topics – *Internet Infrastructure Security*

Hyungyuk Yoo, PhD (Computer Science)

ASSISTANT PROFESSOR OF COMPUTER SCIENCE (beginning Fall 2019)

VISITING ASSISTANT PROFESSOR OF COMPUTER SCIENCE (since Fall 2018)

Expertise:

Industrial control systems (ICS)/SCADA security, IoT, critical infrastructure protection, cybersecurity, digital forensics

Courses:

CSCI 5621 Introduction to Cyber Security CSCI 5627 Industrial Control Systems Security
CSCI 5623 Digital Forensics CSCI 6623 Advanced Digital Forensics
CSCI 6628 Mobile and IoT Security
CSCI 6620 Advanced Cybersecurity Topics – *Critical Infrastructure Protection*

Joseph SYLVE, PhD (Computer Science)

ADJUNCT PROFESSOR OF COMPUTER SCIENCE

DIRECTOR, RESEARCH & DEVELOPMENT, BLACKBAG TECHNOLOGIES

Expertise:

Reverse software engineering, malware analysis, digital forensics analysis and tool development, network penetration testing

Courses:

CSCI 5621 Introduction to Cybersecurity CSCI 5622 Reverse Software Engineering
CSCI 5402 Operating Systems Security CSCI 5623 Digital Forensics
CSCI 6623 Advanced Digital Forensics

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.

Since the approval of the *Letter of Intent* for the proposed program by the Board of Regents, the University of New Orleans has hired three new tenure-track faculty members – Drs. Phani Vadrevu, Yasin Nur and Hyungyook Yoo. This ensures that the new

program will have all the necessary expertise to maintain a high-quality graduate program with a national reputation. The new hires, along with existing faculty, will provide the necessary manpower to maintain a regular schedule of course offerings that will maximize the educational opportunities for students in the program.

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

The University of New Orleans is the urban research university of Louisiana and its cybersecurity program is among the leading areas of research. All tenured and tenure-track faculty are expected to perform research activities—publication of peer-reviewed work, supervision of student research, funded research projects—as part of their normal workload. The proposed program does not change anything in that respect.

Research efforts are hosted by the *UNIVERSITY OF NEW ORLEANS CYBER CENTER (UNOCC)*—a research unit recognized by the LA Board of Regents—which is uniquely positioned to support graduate education. Since its inception in 2009, the UNOCC (formerly, GNOCIA) has been awarded over \$6.5 million in research grants and contracts, including \$2 million in active current funding, which supports over 15 graduate and undergraduate research assistants, two postdoc/research staff, and one adjunct faculty members.

Focus areas of excellence include cyber-physical systems security, digital forensics and incident response, cloud computing security, biometrics, malware and phishing detection, critical internet security. Faculty-lead research routinely results in regular publications in top 20 venues (as per Google Scholar). Graduate students take part in practically every piece of scientific work in cybersecurity and are co-authors on most published papers, and regularly present the work at conferences.

Another major focus area is research and development in cybersecurity education, which has resulted in four NSF grant awards and five DoD awards totaling over \$2 million over the last four years.

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?

The UNO Library maintains subscriptions to the full IEEE and ACM electronic libraries, which provide access to the vast majority of cybersecurity related research; subscriptions are supplements with some select additional journals. Thus, the library provides access to all major conference proceedings and archival journals in the cybersecurity domain. Based on the last 10 years of experience, the present state of library subscriptions fully satisfies the need of the proposed program.

What additional resources will be needed?

No additional resources will be needed to launch and maintain the proposed program.

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?

Cybersecurity is a very dynamic area and fast changing subject; much of the curricular content, in the form of lecture slides/notes and exercise material, is curated and frequently updated by the instructors. Apart from introductory courses, there are relatively few established textbooks and much of the material is sourced from, or substantially supplemented by, online publications such as research papers, tool tutorials, and case studies; all are free to the students.

The hands-on component of the program relies entirely on open source technology, and on licenses already maintained by the UNO IT Department, or by the Computer Science Department. Access to these resources is completely free to the students. Overall, the cost of educational course materials will less than, or comparable to, that of related disciplines, such as Computer Science.

6. Facilities and Equipment

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

The cybersecurity program at UNO has two dedicated instructional labs equipped with virtualization software and security/forensics tools for hands-on class delivery. The UNO Cyber Center offers research and meeting space for extracurricular activities, such as research presentations, training, and capture-the-flag (CTF) team meetings in a *network operations center*-like environment. The data center offers dedicated server facilities for research and experimentation and will host the new cyber range facility being developed.

Graduate assistants have 15 dedicated office/lab workspaces equipped with high-end workstations with dual 4k monitors. The *Cyber-Physical Lab* provides a dedicated space for research and experimental learning and is equipped with a large variety of real-world hardware from major manufacturers – GE, Allen-Bradley, Siemens, and Schneider Electric – along with the appropriate engineering software used to program them.

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.

As of the proposed beginning of the program, Fall 2019, the University of New Orleans will have all the facilities and equipment on hand for the implementation of the program. Ongoing maintenance and IT upgrades will be funded via the revenue derived from the *Differential Tuition Fee* applied to all Computer Science courses, which yields a dedicated annual budget for such needs of some \$55,000 – approximately equal to a complete refresh of a computer lab.

A new *cyber range* facility, funded by a \$195k Board of Regents Enhancement grant, will be in place for the Fall 2019, and will provide a dedicated and contained virtualized environment for realistic cyber security exercises. The range will provide a qualitatively new experience for the students and will be among the few in existence at educational institutions nationwide.

In sum, all necessary facilities for the program will be in place for the start of the Fall 2019, and the launch of the program is *not* contingent upon additional funding. There is a dedicated tuition revenue stream that ensures ongoing upkeep and upgrades of the facilities.

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 proposed program will be housed by the Department of Computer Science in the College of Sciences at the University of New Orleans. Apart from the designation of a program director—a computer science faculty member—the program will have no effect on the administrative structure of the institution. The faculty body of the Department will continue to be fully integrated; cybersecurity faculty members will continue to teach a variety of general Computer Science courses at both the graduate and undergraduate levels.

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

Cybersecurity (formerly referred to as *information assurance*) has been a focus area for the Department of Computer Science over the last 15 years. The proposed degree program is a natural outgrowth of these systematic efforts and will further strengthen the Department by raising the prominence of the cybersecurity effort and will help attract a new demographic of graduate students. The MS in Cyber Security and Operations is designed to be entirely in sync with the core Computer Science curricula and strives to maximize synergies with the existing B.S. and M.S. programs in Computer Science (CS). Experience shows that cybersecurity courses, such as CSCI 4612 Introduction to Cyber Security, have beneficial broader impacts by introducing a broader audience of CS students to the essentials of cyber security.

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.

At present, there are no accrediting bodies offering accreditation for *graduate* programs in cybersecurity.

Since 2018, the NSA awards *Center of Academic Excellence in Cyber Operations Advanced* (CAE-COA) designations, which target the distinction of a set of 20-30 institutions nationwide. The proposed MS program is built with the target and expectation that it will satisfy the designation criteria during the 2019-20 application cycle.

NSA/DHS also offer designations of *Center of Academic Excellence in Cyber Defense Research* (CAE-R) – a designation currently held by the University of New Orleans and is set for renewal in 2019. Given the high level of cyber research and grant funding, we expect the renewal of the designation to be successful.

(UNO has held the *Center of Academic Excellence in Cyber Operations (Fundamental)* since 2014 and will apply for renewal during the 2019-20 cycle. For that designation, the undergraduate program in Computer Science with concentration in Cyber Security and Operations will be submitted for approval.)

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 consultants have been employed for the purposes of this proposal.

9. Related Fields

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

As discussed in part 7. ADMINISTRATION, the proposed *MS in Cyber Security and Operation* program will be fully integrated with the existing undergraduate and graduate programs in Computer Science. It will share faculty, infrastructure, and academic courses; no other dependencies are envisioned.

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 program will be run by the Department of Computer Science, and will be tightly integrated with the existing programs in Computer Science at the graduate and undergraduate level. Specifically, the new program will require no new physical infrastructure, and will share existing faculty resources.

COST ESTIMATE

Program Director \$8,656/AY

One course teaching release annually (at minimum replacement cost) for program administration, student advising and program designation duties

Graduate Assistants (6) \$153,912 (year 1) – \$167,088

Six graduate assistantships at \$18,000/AY + full tuition funded by expected federal grants; estimated number and amounts based on last five years.

Marketing

\$3,000 for the development of marketing materials (Year 1) + \$5,000 annually for targeted marketing at cybersecurity events such as National Cyber Summit and NICE Conference

Travel \$4,000/AY

Travel to (mandatory) meetings related to program designations and (co-located) cybersecurity expo events; funded by grants

Supplies \$1,000/AY

Funded by grant money

REVENUE ESTIMATE

The expected tuition revenue is calculated based on the official UNO tuition estimate for the next four years, starting in Fall 2018, multiplied by the projected enrollment. The fee revenue is derived from the \$35/credit differential fee assessed on all computer science courses at UNO; the calculation assumes 15 credit hours annually.

Tuition

	YEAR 1
Tuition:	12 x \$7,127 = \$85,520
Fees:	12 x 15 cr x \$35 /cr = \$6,300
Total	\$91,820

	YEAR 2
Tuition:	18 x \$7,790 = \$140,220
Fees:	18 x 15 cr x \$35 /cr = \$9,450
Total	\$149,670

	YEAR 3
Tuition:	24 x \$8,520 = \$204,480
Fees:	24 x 15 cr x \$35 /cr = \$12,600
Total	\$217,080

	YEAR 4
Tuition:	30 x \$9,323 = \$279,700
Fees:	30 x 15 cr x \$35 /cr = \$15,750
Total	\$295,450

These projections show that the program requires an enrollment ten students to be sustainable, which is expected as soon as the first year. By YEAR 4, the projected enrollment is *three times* the minimum level. Tuition revenue is the only critical factor for the viability of the program; as long as the program meets its minimal enrollment figures, it will have a positive impact on University revenues.

Federal Grants/Contracts

The funds budgeted are conservative estimates based on the last five years of cybersecurity funding at the Department; quoted revenue matches expenses for six graduate assistants at \$18,000/AY stipend + tuition fees. *Actual* grant and contract funding will be used to determine the number of graduate assistantships awarded, thereby balancing the corresponding expense line items.

*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.

The proposed program does not depend on additional sources of funds outside of the tuition revenue discussed above. It is expected that UNO Cyber Center faculty will continue to be successful in their pursuit of funded research projects, which will provide funds for scholarships, graduate assistantships, tuition, and equipment upgrades. However, these are not essential to the functioning of the proposed program and to the educational experience of the students enrolled.

CERTIFICATIONS:

Vassil Roussou
Primary Administrator for Proposed Program

09/19/2019
Date

Mely Amador
Provost/Chief Academic Officer

1/20/19
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of New Orleans

Date: March 27, 2019

Degree Program, Unit: MS Cybersecurity, Department of Computer Science

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 8,656	1/8	\$ 8,656	1/8	\$ 8,656	1/8	\$ 8,656	1/8
Graduate Assistants	153,912	6	157,890	6	162,270	6	167,088	6
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$ 162,568		\$166,546		\$170,926		\$175,744	
EXPENDITURES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources								
Marketing	8,000		5,000		5,000		5,000	
Travel	4,000		4,000		4,000		4,000	
Supplies	1,000		1,000		1,000		1,000	
SUB-TOTAL	\$ 13,000		\$ 10,000		\$ 10,000		\$ 10,000	
TOTAL EXPENSES	\$ 175,568		\$ 176,546		\$ 180,926		\$ 185,744	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts	158,912		162,890		167,670		172,088	
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	12		18		24		30	
Tuition	85,520		140,220		204,480		279,700	
Differential Fees	6,300		9,450		12,600		15,750	
*Other (specify)								
TOTAL REVENUES	\$ 250,732		\$ 312,560		\$ 384,750		\$ 467,538	

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

LA Board of Regents
NOTES for PROGRAM PROPOSALS (AA Policy 2.05)
(This page is for your information.
Please do not include this page with your proposal.)

Neither a new program nor elimination/major revision of an existing program can be publicized or implemented prior to approval by the Board of Regents. A new program is a new Major which leads to a certificate or degree at a level or in a field not heretofore offered by the institution. It may involve the addition of courses to an existing degree program (e.g., expansion of a concentration or minor), or it may consist entirely of existing courses packaged in a manner which constitutes a new major. Upon approval, it will be added to the Curriculum Inventory (CRIN)

To expedite review, institutions are urged to discuss planned curricular additions with Academic Affairs staff *prior* to completion of a Letter of Intent or program proposal.

PROPOSAL CONTENT

DESCRIPTION should include the purpose of the program as well as the curriculum plus any prerequisite courses. Identify any incremental credentials that might be incorporated within the curriculum, concentrations, and/or approved electives. A reader should be able to describe what the program will accomplish for the completer and how it will do it.

NEED/RELEVANCE is the argument for program approval. Address duplication or similarities with existing programs elsewhere, and explain why the proposed program is different and/or necessary.

STUDENTS should include a justification for projected enrollments and completers. If the new program is the expansion of an existing, successful concentration or minor, provide the existing curriculum and recent enrollment/completer data.

FACULTY should demonstrate preparation or a plan to offer the program, explaining how the program would be offered, whether/how existing faculty can absorb the new courses and students, and expected sources of additional faculty that would be needed.

LIBRARY, SPECIAL RESOURCES, FACILITIES & EQUIPMENT describe what will be needed and how & when the institution will acquire it. Costs for additional resources should be reflected in the budget.

ADMINISTRATION includes new directors and anticipated timing of the administrative additions or changes.

ACCREDITATION should address any impact on and plans to protect the institutions status with SACSCOC as well as any relevant program requirements or recommendations in AcAf 2.13. If the institution will seek new or expanded accreditation, include an anticipated schedule of actions to be taken.

RELATED FIELDS summarizes how the proposed program 'fits into' the institution's existing offerings and strengths.

COSTS & REVENUE (BUDGET) should include new/additional costs referenced in the preceding text to show what new commitments the program would bring to the institution and how they would be covered.

Factors that will be considered in assessing a proposed program include but are not limited to the following:

- a. Relevance to the existing role, scope and mission of the institution;
- b. Contribution to the wellbeing of the state, region, or academy;
- c. Program duplication (existing/related programs at other institutions);
- d. Institutional commitment to appropriately fund proposed program.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

Item E.12. **University of New Orleans’ request for approval to award a Doctorate Honoris Causa to Mr. Marques Colston at the Fall Commencement Exercises.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to award a Doctorate Honoris Causa to Mr. Marques Colston at the Fall Commencement Exercises. Mr. Colston is a ten-year NFL Veteran and the New Orleans Saints all-time leading receiver and scorer; he garnered the admiration of the entire City of New Orleans as a Super Bowl champion. His post-football career is, perhaps, even more impressive. As a business owner, investor, and digital strategist, Mr. Colston has become a leading growth entrepreneur at the intersection of sports, technology, and digital media. He is the Founder and Managing Partner of Dynasty Innovation, a strategy and execution firm focused on marketing, branding, sports, and education. Mr. Colston is also Partner and Director of Business Development at Main Squeeze Juice Co., as well as a Partner at Timeless Herbal Care. Additionally, he is an investor and advisor to various early stage companies with a focus on sports and technology. Mr. Colston is the Managing Director for the Center for Innovation at Virtua Health Systems, and also serves on the Advisory Board for the One Team Collective, a sport technology accelerator run by the NFLPA. His business initiatives have been featured in Inc. Magazine, CNBC, and Fox Business.

Mr. Colston values education having earned a Bachelor of Science degree from Hofstra University and a Certificate in Entrepreneurship and Venture Investing from Columbia University. Indeed this focus on education is a family value; his wife Emily is a proud UNO graduate. Mr. Colston continues to give back to the community in ways too numerous to mention. When it comes to UNO, he has been generous with his time having recently served as the Department of Management and Marketing’s 2019 Management Week Keynote Speaker. During his standing room only talk, Mr. Colston shared his successes, failures, and life lessons with UNO students. He was, and continues to be, thoughtful and focused and an exemplary role model for those beginning their careers. The University would like to recognize Mr. Colston for contributions to UNO and the City of New Orleans by awarding a Doctorate Honoris Causa.

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. Marques Colston.



THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

September 26, 2019

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, December 13, 2019 to Mr. Marques Colston.

Mr. Colston holds a Bachelor of Science degree from Hofstra University and a Certificate in Entrepreneurship and Venture Investing from Columbia University. Mr. Colston is a former 10-year NFL veteran and Super Bowl Champion with the New Orleans Saints, a business owner, investor, digital strategist and has become a leading growth entrepreneur at the intersection of sports, technology, and digital media. He is the Founder and Managing Partner of Dynasty Innovation, Partner and Director of Business Development at Main Squeeze Juice Company, as well as a Partner of Timeless Herbal Care.

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

COLLEGE OF BUSINESS ADMINISTRATION

John A. Williams, Ph.D., Dean

To: John Nicklow, PhD, PE, PH, SWRE
President

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

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

Subject: Letter of Support for Marques Colston for an Honorary Doctorate in Humane Letters

It is with great pleasure that I write this letter of support for the nomination of Marques Colston for an Honorary Doctorate of Humane Letters from the University of New Orleans. I cannot think of a finer role model for our students to emulate.

Marques garnered the admiration of our entire city as a Super Bowl champion and now has gone on to have an incredibly successful career as a business owner and investor. Throughout this time, he has dedicated himself to the community. This community engagement has included his strong support for education. I have personally seen his rapport with our students at the University of New Orleans as he engaged with them in a filled auditorium and related life lessons. His sincerity and desire to connect with students totally captured everyone's attention.

It is vital that our honorary degrees be represented by exemplary individuals like Marques. It is an honor to support him for the Honorary Doctorate in Humane Letters.



THE UNIVERSITY of
NEW ORLEANS

DEPARTMENT OF
MANAGEMENT AND MARKETING

John Nicklow, PhD, PE, PH, SWRE
President
University of New Orleans
Office of the President
2000 Lakeshore Drive
New Orleans, LA 70148

July 30, 2019

President Nicklow:

It is my pleasure to nominate Marques Colston for an honorary Doctorate of Humane Letters from the University of New Orleans. I can think of no one more deserving of this honor.

Everyone knows Marques as a former 10-year NFL veteran and Super Bowl champion with the New Orleans Saints, where he remains the all-time franchise leader in receptions, receiving yards, and total touchdowns. It would be an understatement to say that he is one of the most admired and beloved players in Saints history.

His post-football career is, perhaps, even more impressive. As a business owner, investor, and digital strategist, Marques has become a leading growth entrepreneur at the intersection of sports, technology, and digital media. He is the Founder and Managing Partner of Dynasty Innovation, a strategy and execution firm focused on marketing, branding, sports, and education. He is also Partner and Director of Business Development at Main Squeeze Juice Co., as well as a Partner at Timeless Herbal Care. Additionally, he is an investor and advisor to various early stage companies with a focus on sports and technology. He is the Managing Director for the Center for Innovation at Virtua Health systems, and also serves on the Advisory Board for the One Team Collective, a sports technology accelerator run by the NFLPA. His business initiatives have been featured in Inc. Magazine, CNBC, and Fox Business.

Marques values education having earned a Bachelor of Science degree from Hofstra University and a Certificate in Entrepreneurship and Venture Investing from Columbia University. Indeed this focus on education is a family value; his wife Emily is a proud UNO graduate. Marques continues to give back to the community in ways too numerous to highlight in this letter. When it comes to UNO, he has been generous with his time having recently served as my department's 2019 Management Week Keynote Speaker. During his standing room only talk, he shared his successes, failures, and life lessons with our students. He was, and continues to be, thoughtful and focused and an exemplary role model for those beginning their careers.

Thank you for considering my nomination of Marques Colston. Please let me know if you require additional information.

Sincerely,

Pamela A. Kennett-Hensel, PhD
Professor and Chair

359 Kirschman Hall | 2000 Lakeshore Drive | New Orleans, Louisiana 70148
phone 504.280.6482 | fax 504.280.3951

A Member of the University of Louisiana System Committed to Equal Opportunity

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 24, 2019

- Item E.13.** **University of Louisiana System's** proposed revision to *Board Rule, Chapter II, Students, Section IX. Admission to Graduate Study, E. Graduating Seniors – Concurrent Baccalaureate and Master's Program Enrollment.*

EXECUTIVE SUMMARY

An Accelerated Bachelors/Master's (ABM) degree program allows exceptional undergraduate students an opportunity to complete the requirements for both the Bachelor's and Master's degrees at an accelerated pace. When warranted by their pedagogical soundness, accelerated programs allow for cost-effective degree completion and reduction in time to degree. Typically an accelerated program allows for an undergraduate student, meeting certain requirements, to petition for admission into a graduate program so that the student can take graduate courses in the senior year. Those limited graduate courses completed during the senior year would be applied to both the undergraduate and graduate degrees as deemed appropriate by the faculty body.

University of Louisiana System member institutions recognize the value of accelerated programs and would like the opportunity to offer such programs; however, current policy does not allow for graduate credit to be used to satisfy undergraduate requirements. As a result, a modification to *Board Rule, Chapter II, Students, Section IX. Admission to Graduate Study, E. Graduating Seniors – Concurrent Baccalaureate and Master's Program Enrollment* which allows for an exception to this rule when a student enrolls in a combined curriculum program is requested; Chief Academic Officers have endorsed this modification.

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 proposed revision to *Board Rule, Chapter II, Students, Section IX. Admission to Graduate Study, E. Graduating Seniors – Concurrent Baccalaureate and Master's Program Enrollment.*

CHAPTER II

SECTION IX. ADMISSION TO GRADUATE STUDY

- A. Regular Admission. To be eligible for regular admission, applicants must meet the following criteria:
1. Satisfy general admission requirements of the institution. These *may* include submitting a formal application, documents such as undergraduate transcripts, official reports on nationally recognized aptitude tests, and evaluations by recognized professionals in their field of interest, thereby demonstrating their potential for graduate study. When possible, interviews with the applicants should also be arranged.
 2. Hold baccalaureate degrees from regionally-accredited institutions except for special programs which award the baccalaureate and master's degrees simultaneously. Credentials of international students will be evaluated individually by the institution.
 3. Have earned a minimum GPA of 2.5 on a 4.0 scale on all undergraduate work attempted or 2.75 on all upper division course work attempted.
- B. Conditional Admission. Applicants not qualified for regular admission may be granted conditional admission if they have earned a GPA of 2.0 on a 4.0 scale on all undergraduate work attempted or 2.5 on all upper division course work attempted.
1. Conditional status will be changed to regular status when a student earns a minimum of 12 semester hours of graduate credit (nine hours under the quarter calendar) with at least a 3.0 average and no grade lower than "C."
 2. At the time a student completes 12 semester hours of graduate credit, if he is not eligible for regular status, the student will be suspended from the degree program for a period of time determined by the institution. Readmittance shall be in accordance with the institution's established policy.
- C. Non-Degree, Transient, or Visitor Admission. Each institution shall make provisions for non-matriculating students. Not more than 12 semester hours of graduate credit earned while in a non-matriculating status may be applied to a graduate degree.
- D. Provisional Admission. Graduate students may be admitted on a provisional basis while in the process of obtaining required credentials. Students, who are admitted provisionally and subsequently are ineligible for admission or do not meet all requirements for admission within a reasonable time specified by the institution, shall have their registration canceled without refund of fees.

- E. Graduating Seniors – Concurrent Baccalaureate and Master’s Program Enrollment. Graduating seniors who have a minimum cumulative undergraduate GPA of 3.2 on all undergraduate work attempted may be allowed to register for graduate credit if they meet the following criteria:
1. Their admission into the program is approved by the graduate director/coordinator, their academic dean, and graduate dean.
 2. The students lack no more than 30 semester hours to complete baccalaureate degree requirements.
 3. The students may earn no more than 12 graduate credit hours while completing baccalaureate requirements.
 4. Courses taken for graduate credit cannot be used to satisfy undergraduate requirements. The only exception to this rule is when a student enrolls in a combined curriculum program in which the faculty has approved graduate credit courses fulfilling undergraduate degree requirements.
 5. Such students retain their undergraduate status until they are awarded the baccalaureate degree. Provisions of this section are not applicable to special programs that award the baccalaureate and master’s degrees simultaneously.
 6. While in the concurrent program, students shall maintain a minimum cumulative graduate GPA of 3.0.
- F. Entrance Examinations. Admission requirements shall include evidence of potential for graduate study such as interviews, undergraduate record, record of prior experience in research, letters of recommendation, and work experience in relevant area. Scores from one or more nationally recognized aptitude measures may also be utilized.