

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.1. Grambling State University's request for approval to award an Honorary Doctor of Laws to Mr. James Carter.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to award an Honorary Doctor of Laws to Mr. James Carter. A native of New Orleans, Louisiana, Mr. Carter earned his undergraduate degree from Howard University. He would then go on to attend Howard University School of Law, where he obtained his Juris Doctorate in 1997. In 2019, he received a prized certification in Mass-Tort Multi District Litigation from the Bolch Judicial Institute at Duke University School of Law. Mr. Carter is a nationally recognized and accomplished civil trial lawyer. He is a founding partner at Carter & McKee, LLC law firm. Mr. Carter's distinguished career has been recognized by *New Orleans City Business Magazine* when they named him Leader in Law in 2012 and 2016. Operating regularly as "High Stakes Counsel" when there are millions of dollars on the line, law firms throughout the United States hire Mr. Carter on their trial teams.

Mr. Carter is admitted to practice in all Louisiana state courts, all Louisiana United States District Courts, the United States Fifth Circuit Court of Appeals, as well as the United States Supreme Court. He is a member of the Louisiana Bar Association, Louisiana Association for Justice, and the Louisiana Association of Justice Board of Governors. In August 2015, Mr. Carter was appointed to the Board of Supervisors for the University of Louisiana System by Governor Bobby Jindal. In 2017 and 2018, he was selected by his fellow Board members to serve as Parliamentarian; he was selected to serve as Vice Chair in 2019.

In addition to practicing law, Mr. Carter serves as faculty for the National Institute for Trial Advocacy and the National Bar Association Civil Trial Advocacy Boot Camp program; he is also a Civil Trial Practice Adjunct Professor at Howard University School of Law and sits on the Howard University School of Law Board of Visitors. Mr. Carter has also served as an Adjunct Trial Advocacy Professor at the Tulane University School of Law. He has lectured in Europe, Canada, Panama, and across the United States. Mr. Carter is a participant in a multi-year study, at the University of Oxford (Oxford, England), Centre for the Resolution of Intractable Conflict, focused on leadership divided communities. In 2007, he participated in the government of France Foreign Visitors Program.

Mr. Carter is a philanthropist who has given so much to so many. Most recently, Mr. Carter established an endowed scholarship fund to benefit students who aspire to become lawyers. Mr. Carter has also given of his time as a public servant. In 2006, he was elected to the first New Orleans City Council seated post Katrina. Mr. Carter then became the second African American to ever serve as a New Orleans City Councilman in District C, which encompasses the world-

famous French Quarter. As a Councilman, Mr. Carter played the lead legislative role in establishing the first City Charter mandated Division of the Independent Police Monitor to fight police brutality and misconduct. From 2010 to 2012, Mr. Carter served as a Fellow with the VERA Institute of Justice and, in 2009, was awarded the VERA Institute Justice Award in New York City's Time Square. In 2011, he was selected to serve as the first African American Criminal Justice Commissioner in New Orleans' history.

Grambling State University would like to recognize Mr. Carter for his staunch support of, and contributions to, higher education in the State of Louisiana. Mr. Carter's substantial professional achievements clearly warrant the granting of an honorary degree from the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval to award an Honorary Doctorate of Laws to Mr. James Carter.



Office of the President

November 13, 2019

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

**SUBJECT: REQUEST FOR APPROVAL TO CONFER THE HONORARY
DEGREE, DOCTORATE OF LAWS (LL.D) ON MR. JAMES CARTER**

Grambling State University respectfully requests approval to confer the Honorary Degree, Doctor of Laws on Mr. James Carter.

Your favorable consideration of this request would be greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:ks

Attachment



Office of the President

November 14, 2019

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

Dear Dr. Henderson:

**Subject: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE,
*DOCTOR OF LAWS, ON MR. JAMES CARTER***

Grambling State University respectfully requests approval to confer the honorary degree, *Doctor of Laws* on Mr. James Carter at its December 2019 commencement ceremony.

Mr. James Carter is the Vice Chair of the Louisiana System Board of Supervisors. He is a nationally recognized and accomplished civil trial attorney. He is a founding partner at Carter & McKee, LLC law firm. Mr. Carter is a philanthropist who has given much to so many. He recently established an endowed scholarship fund to benefit students who aspire to become lawyers.

Grambling State University wishes to recognize Mr. Carter for his staunch support of, and contributions to, higher education by bestowing upon him the honorary degree, *Doctor of Laws*.

Your favorable consideration of this request would be appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

Meet James Carter

James Carter is a nationally recognized and accomplished civil trial attorney. He is a founding partner at Carter & McKee, LLC law firm. He often states that he could never thank God enough for his Parents who gave him a solid foundation. Mr. Carter has tried to verdict and settled multiple high-end cases valued at more than \$1,000,000. His skillfully aggressive approach to the civil jury trial world gained him elite memberships into the Million Dollar Advocates Forum and Multi-Million Dollar Advocates Forum. In 2012 and 2016, New Orleans City Business Magazine recognized James Carter as a Leader in Law. He serves as faculty for the National Institute for Trial Advocacy and the National Bar Association Civil Trial Advocacy Boot Camp program; he is also a Civil Trial Practice Adjunct Professor at Howard University School of Law and sits on the Howard University School of Law Board of Visitors. He served as an Adjunct Trial Advocacy Professor at the Tulane University School of Law. Operating regularly as "High Stakes Counsel" when there are millions of dollars on the line, law firms throughout the United States hire Mr. Carter on their trial teams. In 2019, he received a prized certification in Mass-Tort Multi District Litigation from the Bolch Judicial Institute at Duke University School of Law.

Early in life, Mr. Carter recognized the misery associated with inequalities. Through that lens and with a desire to fight for humanitarian causes, he was blessed with the opportunity to in 1991 graduate from the prestigious Howard University as a Philosophy and Theater student. He would then go on to attend Howard University School of Law, where he obtained his Juris Doctor degree in 1997. During his time in law school, Mr. Carter was influenced by some of the greatest legal minds in American history: Thurgood Marshall, Pauline Murray, A.P. Tureaud, Spotswood Robinson, Johnnie Cochran and many others. He embraced the famous words of the great former dean of Howard University School of Law-Charles Hamilton Houston who said a "lawyer is either a social engineer or a parasite on society." Leaving Howard University School of Law understanding the importance of constitutional mastery and zealously applying its time-honored principles in the court system, James Carter was molded into the unyielding advocate he is today.

Armed with his freshly minted law degree in 1997, he immediately continued his community work by serving as the first director of the nationally acclaimed United States Department of Justice-New Orleans Weed and Seed Initiative. In 2001, Mr. Carter served as a Staff Trial Counsel for the Orleans Indigent Defenders Program, while garnering an impressive acquittal rate. Mr. Carter's early trial experiences came in the gritty arena of criminal defense, and that experience illuminated his courage, fortified his toughness and showcased his talent as a formidable jury trial attorney.

After the devastation of Hurricane Katrina on August 29, 2005, he chose to take part in the rebuilding of his beloved community and city. In 2006, Mr. Carter was elected to the first New Orleans City Council seated after the storm. Resulting from his victory, he became the second African American to ever serve as a New Orleans City Councilman in District C, which encompasses the world famous French Quarter. As a Councilman, he played the lead legislative role in establishing the first City Charter mandated Division of the Independent Police Monitor to fight police brutality and misconduct. From 2010 to 2012, James Carter served as a Fellow with the VERA Institute of Justice and in 2009 was given the VERA Institute Justice Award in New York City's Times Square. In 2011, he was selected to serve as the first African American Criminal Justice Commissioner in New Orleans' history.

James Carter is admitted to practice in all Louisiana state courts, all Louisiana United States District Courts, the United States Fifth Circuit Court of Appeal as well as the United States Supreme Court. He is a member of the Louisiana Bar Association, Louisiana Association for Justice, Louisiana Association of Justice Board of Governors and serves on the University of Louisiana System Board of Supervisors-the body that provides policy guidance and fiscal oversight for nine public universities in Louisiana. He also serves on the boards of Greater New Orleans, Inc., Police and Justice Foundation and Common Good New Orleans, Inc.

In 2013, James Carter published the timely article, Benefits of Having Diversity in Your Jury Trial Practice, in the Louisiana Advocates journal, and in 2017, along with Dr. Danette O'Neal, he co-authored the book Money Matters 101: A Smart Money Guide for 18 and Beyond. Mr. Carter has lectured in Europe, Canada, Panama and across the United States. He is a participant in a multi-year study, at the University of Oxford (Oxford, England), Centre for the Resolution of Intractable Conflict, of leadership in divided communities. In 2007, he participated in the government of France Foreign Visitors Program.

James Carter is a philanthropist who has given so much to so many. More recently Mr. Carter established an endowed scholarship fund to benefit students who aspire to become lawyers. James Carter graduated from the storied McDonough # 35 College Preparatory Senior High School and in 2018 was inducted into its Wall of Fame. He also serves on the board and graduated from the internationally renowned New Orleans Center for the Creative Arts, where he studied Theater. In fact, he appeared in the first season of the HBO Series *Treme*, which was set in post-Hurricane Katrina New Orleans, and created by the same producer of the HBO Series *The Wire*. In 2019, he was appointed to the Multi-Cultural Media Correspondence Association advisory board. He is married to Rene Carter, who was recognized as the 2016 Middle School Principal of the Year by the Louisiana Department of Education. They have one child, Brice Carter.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.2. **Grambling State University's** request for approval to enter into a Memorandum of Understanding with the Edward Via College of Osteopathic Medicine.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with the Edward Via College of Osteopathic Medicine (VCOM). The proposed agreement will create a pathway by which qualified GSU candidates who have demonstrated high achievement are offered acceptance to VCOM should they successfully follow established academic protocol. The proposed MOU outlines specifics relevant to the "Guaranteed Admissions Interview Program" and identifies responsibilities assigned to GSU and VCOM regarding the partnership. Effective upon its execution, the proposed agreement will be for one year and will automatically renew thereafter for an unlimited number of one-year periods. Either party may terminate the MOU without cause upon ninety days' written notice.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to enter into a Memorandum of Understanding with the Edward Via College of Osteopathic Medicine.



Office of the President

November 5, 2019

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF
UNDERSTANDING BETWEEN GRAMBLING STATE UNIVERSITY AND VCOM**

Grambling State University respectfully requests approval to enter into a memorandum of understanding with the Edward Via College of Osteopathic Medicine (VCOM)

Your favorable consideration of this request would be greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:ks

Attachment

**AGREEMENT
GUARANTEED ADMISSIONS INTERVIEW PROGRAM**

THIS AGREEMENT is made this ___ day of ___, 2019, by and between Grambling State University ("INSTITUTION") and the EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE ("VCOM").

RECITALS

- A. Whereas INSTITUTION is a four-year college offering bachelor's, master's and doctoral degrees, which prepare the student in Pre-Medical Studies.
- B. Whereas VCOM is a doctoral-level osteopathic medical college requiring four years of education, including biomedical and clinical courses. Completion of these requirements is required to award the doctor of osteopathic medicine degree ("D.O.").
- C. Whereas due to the diminished opportunities for medical training in the United States; the chronic shortage of physicians in the rural areas of Virginia, the Carolinas, Alabama, Louisiana and the Southern United States; and for medically underserved rural and minority populations throughout the United States; the shortage of primary care physicians; and the shortage of physicians providing care for medically underserved populations. INSTITUTION and VCOM desire to create and to cooperate on a program by which qualified candidates who have demonstrated high achievement are offered acceptance to VCOM if they successfully following a distinct academic protocol.
- D. Whereas VCOM receives over 12,000 applications annually for about 500 seats across four campuses, the "Guaranteed Admissions Interview Program" acknowledges that certain undergraduate institutions offer particularly challenging pre-medical programs which are a good fit for study at VCOM. VCOM values candidates from INSTITUTION who perform well at the undergraduate level and anticipates that they will be well-prepared to succeed in the rigorous medical curriculum at VCOM.

NOW, THEREFORE, in consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

SECTION 1: GUARANTEED ADMISSIONS INTERVIEW PROGRAM

- 1.1 The Guaranteed Admissions Interview Program shall be for students at the INSTITUTION who:
 - a.) Receive a positive endorsement from the INSTITUTION pre-medical committee/advisor.
 - b.) Meet all technical requirements for entry as designated in the VCOM College Catalog.
 - c.) Meet all general admission requirements as described in Exhibit A.
 - d.) Complete all required courses as described in Exhibit B before graduation from INSTITUTION.
 - e.) Complete the majority of required coursework at INSTITUTION. If the candidate is a transfer student, he/she must have completed at least 30 credit hours at INSTITUTION and be approved by VCOM to participate in this agreement.
 - f.) Have completed 90 credit hours by time of application.
 - g.) Present a science and overall GPA of 3.50 or greater at the time of application.
 - h.) Obtain a competitive score on the medical college admissions test (MCAT).
 - i.) Obtain a minimum of forty (40) hours of health care and forty (40) community volunteer hours at time of application.
 - j.) Obtain a minimum of eighty (80) hours of health care and eighty (80) community volunteer hours by the time of matriculation.
 - k.) Was not the recipient of any significant conduct violation(s) by INSTITUTION. Additionally, candidate must report, in advance, any criminal charge or arrest and any misdemeanor, felony,

summary charge or any other criminal charge (whether or not the candidate was convicted).
VCOM will determine if any disqualify the candidate from participation in this agreement.

- l.) Are U.S. Citizens or permanent residents of the United States.
- m.) Comply with all other requirements set forth in this Agreement.

Students who qualify for the guaranteed admissions interview program will interview on campus at VCOM with three (3) VCOM faculty/administrators and participate in the designated interview day activities. VCOM values the interview as a highly important portion of the selection process and the admissions committee will need to approve the candidate after the interview is conducted.

SECTION 2: INSTITUTION RESPONSIBILITIES

INSTITUTION covenants and represents that it will:

- 2.1 Designate a faculty member from the Department of Biology or Chemistry as a Program Coordinator to serve as a liaison between INSTITUTION and VCOM to coordinate and direct the PROGRAM at the INSTITUTION and to perform interviews and determine recommendations for admission to the PROGRAM.
- 2.2 Provide a schedule for the candidate in the mandatory INSTITUTION courses so that the INSTITUTION candidates interested in the PROGRAMS may complete the majority of the VCOM minimum course requirements in their first three years at INSTITUTION.
- 2.3 Pursuant to the terms of this agreement, recommend for admission to the VCOM PROGRAM only those candidates that the INSTITUTION's Program Coordinator reasonably expects to fulfill all of the qualified student requirements and provide VCOM with the necessary information to confirm completion of such requirements as well as any other reasonably requested information pertaining to the PROGRAM and/or any applicant.
- 2.4 Prepare and make available to candidates all forms whereby they declare their intent to enter the PROGRAM by the end of their third year; ~~provide recognition of the PROGRAMS in the INSTITUTION's website and/or catalog and/or other marketing materials;~~ Inform each candidate of the requirement that the letter of intent be prepared for INSTITUTION and VCOM.
- 2.5 Require that each candidate execute a consent form for disclosure of personal and academic information.
- 2.6 Advise each candidate in writing that the VCOM Student Handbook the VCOM College Catalog, and any other materials specified by VCOM must be read prior to submitting an application to VCOM and that if a candidate is admitted to the PROGRAM, compliance with all rules, requirements, and guidelines set forth therein are mandatory.
- 2.7 Inform each candidate in writing that, in the event the applicant is admitted to VCOM, the candidate is responsible for preserving the confidentiality of any privileged or confidential information to which he/she has access at VCOM, including, but not limited to, any information contained in patient medical records or hospital records.
- 2.8 Inform each candidate in writing that, if admitted to the GUARANTEED ADMISSIONS INTERVIEW PROGRAM, the candidate may not submit for publication any material relating to the clinical education of his/her VCOM education without prior written approval of VCOM.

- 2.9 Deny a recommendation to VCOM for any candidate otherwise meeting all of the qualified candidate requirements who has been subject to substantial disciplinary proceedings, violated the INSTITUTION honor code, was charged or convicted of a misdemeanor, felony, summary charge or any other criminal charge (without prior discussion with VCOM and approval), or who has otherwise demonstrated an unfit character for admission to VCOM, the study of medicine, or the provision of healthcare services.
- 2.10 Advise each candidate that does receive a conduct violation at INSTITUTION, misdemeanor, felony, summary charge or any other criminal charge (whether or not the candidate was convicted) after the date of acceptance to inform the designated faculty member liaison between INSTITUTION and VCOM and VCOM directly within 72 hours. The designated faculty member liaison will then communicate with to VCOM within 72 hours of being notified by the candidate.

SECTION 3: VCOM RESPONSIBILITIES

VCOM covenants and represents that it will:

- 3.1 Admit to VCOM's D.O. Program qualified candidates through the Guaranteed Admissions Interview Program. Note that applicants must apply early since VCOM operates on a rolling admissions basis so if the class is filled applicants will be placed on the waitlist. See section 4.3.
- 3.2 Designate the VCOM Director of Admissions at each campus as the Program Coordinator to serve as a liaison between VCOM and INSTITUTION and to serve as the person to coordinate the PROGRAMS with respect to the VCOM requirements.
- 3.3 Report to INSTITUTION any candidate applying to the PROGRAM who is deemed unacceptable for studies at VCOM.
- 3.4 Ensure that all candidates accepted to VCOM's D.O. Program are invited to attend VCOM Accepted Students' Day.
- ~~3.5 Make available to the INSTITUTION current copies of VCOM's College Catalog, Student Handbook, application, and any other VCOM materials relevant for distribution to applicants to the PROGRAM as a reference source for the INSTITUTION's pre-medical or academic advising office.~~

SECTION 4: GENERAL PROVISIONS

- 4.1 The INSTITUTION Program Coordinator and the VCOM Director of Admissions, or their dually appointed representatives, will cooperate closely in keeping the requirements for the PROGRAM at the two institutions as compatible as possible on an ongoing basis so that students will be prepared to enter the competitive medical school curriculum. This cooperation is necessary to keep the two institutions thoroughly attuned to curriculum and course changes that each institution periodically makes to keep its educational programs abreast of current requirements.
- 4.2 Early Acceptance candidates shall be subject to all applicable policies, procedures, rules, and regulations of both INSTITUTION (until conferral of the B.S. degree), and VCOM.
- 4.3 Candidates must apply early in the application cycle due to VCOM's rolling admissions process. Candidates should apply to AACOMAS in advance of September 1 and provide all remaining materials no later than October 15 for best consideration. Once the class is filled, candidates who are accepted are placed on a waitlist and may not be able to be able to be admitted for the current year. Their admission may be deferred until the next year.

- 4.4 INSTITUTION is solely responsible for any academic programs and any academic matters pertaining to the conferral of the Bachelor's degree.
- 4.5 VCOM reserves the right to remove from the PROGRAM any candidate, who has academic, behavioral, or technical standard deficiencies, based on the regulation of VCOM according to the VCOM catalog/handbook/admissions agreement, or other VCOM documents. Such shall be in writing to the INSTITUTION liaison and the candidate and shall contain a statement of facts describing the history that causes such actions.
- 4.6 Neither INSTITUTION nor VCOM shall unlawfully discriminate against any candidate on the basis of race, sex, ethnicity, disability, religion, sexual orientation, gender, color, age, or national origin.
- 4.7 Students will not be employees of VCOM when they are engaged in any clinical practice and will not be entitled to workers' compensation or other employee benefits.
- 4.8 This Agreement and the PROGRAM shall be reviewed on an annual basis by the INSTITUTION coordinator and the VCOM coordinator, at which time both coordinators will evaluate the PROGRAM and policies, discuss any related problems, and make any necessary revisions to this Agreement.
- 4.9 The INSTITUTION coordinator and the VCOM coordinator shall inform one another of the following changes: changes in the academic curriculum, changes in availability of learning opportunities, and staff changes that affect either academic preparation or clinical teaching of students.
- 4.10 Transfer of information from any candidate's educational records not initiated by the candidate shall be made only with the candidate's written consent.
- 4.11 VCOM and/or INSTITUTION shall have the right to discuss with any candidate any incident or occurrence that could result in liability to VCOM as a result of this Agreement or the PROGRAM, and said candidate shall cooperate fully with VCOM in VCOM's investigation of said incident or occurrence.
- ~~4.12 Nothing in this Agreement or the PROGRAM shall be construed as transferring financial responsibility from one party to another. Tuition and fees will be paid to and collected by the institution the candidate is actually attending.~~
- 4.13 This Agreement shall be effective upon its execution and shall continue for one (1) year and will automatically renew for an unlimited number of one-year periods thereafter, unless this Agreement is terminated under Sections 4.15 or 4.16.
- 4.14 Either party may terminate this Agreement without cause upon ninety (90) days written notice. Any termination will apply prospectively.
- 4.15 Either party may terminate this Agreement for cause, and such termination shall be effective upon receipt of written notice from the terminating party. As used in this paragraph, "for cause" shall mean breach of the terms of this Agreement or the PROGRAM, the occurrence of a criminal indictment of a candidate accepted to the PROGRAM, or any act of omission that is determined by the non-breaching party to be detrimental to its reputation, operation, or activities. Any termination will apply prospectively.
- 4.16 The laws of the Commonwealth of Virginia shall govern the validity and the interpretation of this Agreement.

- 4.17 The parties agree and covenant that, with respect to any claim or action arising out of this Agreement, or the PROGRAM, each party shall be liable only for payment of that portion of any and all liability, expenses, costs, demands, settlements, or judgments resulting from the negligence, actions, or omissions of its own employees, officers, or agents.

IN WITNESS WHEREOF, the undersigned have executed this Agreement under seal as of the day and year first above written.

GRAMBLING STATE UNIVERSITY ("INSTITUTION")

By: _____ (L.S.)

Name: Richard Gallot Jr.

Title: President

EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE ("VCOM")

By:  (L.S.)

Name: Dixie Tooke-Rawlings, D.O.

Title: President and Provost

Exhibit A

VCOM GENERAL ADMISSION REQUIREMENTS

1. Apply to VCOM through American Association of Colleges of Osteopathic Medicine Application Service ("AACOMAS") preferably by September 1 and submit all required documentation no later than October 15 for best consideration. See section 5.3 of this agreement. Applications received after these dates will be considered on a rolling admission basis.
2. Submit a secondary application to VCOM including a signature which attests the candidate meets the minimum health requirements and technical standards that are prerequisite to admission as listed in the VCOM catalog.
3. Submit a favorable letter of recommendation from the INSTITUTION pre-medical advisor/committee
4. Submit a favorable letter of recommendation from a Doctor of Osteopathic Medicine. If a candidate possesses all other requirements but has not yet shadowed a Doctor of Osteopathic Medicine, the candidate may proceed in submitting an AACOMAS application, but will need to contact a VCOM Director of Admissions for further instruction.

In the event the candidate is offered admission to VCOM, the candidate will be required to submit a background check application and meet all other requirements and stipulations of all candidates.

Exhibit B

VCOM MANDATORY PREREQUISITE COURSES FOR GUARANTEED ADMISSIONS INTERVIEW PROGRAM (To be completed by graduation from INSTITUTION)

1. Biological Sciences: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
2. General/Inorganic Chemistry: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
3. Organic Chemistry: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
4. Physics: Six (6) to Eight (8) semester hours or eight (8) quarter hours.
5. Biochemistry: Three (3) semester hours or four (4) quarter hours.
6. Additional Science: Six (6) semester hours or eight (8) quarter hours of biomedical science courses at the 300 level or above to be chosen from the following courses or like courses: Anatomy, Physiology, Immunology, Microbiology, Genetics, Virology, or Bioinformatics.
7. English: Six (6) semester hours or eight (8) quarter hours.

**AGREEMENT
ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM**

THIS AGREEMENT is made this ___ day of ___, 2019, by and between Grambling State University ("INSTITUTION") and the EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE ("VCOM").

RECITALS

- A. Whereas INSTITUTION is a four-year college offering bachelor's and/or master's degrees, which prepare the student in areas appropriate for pre-medical studies; and
- B. Whereas VCOM is a doctoral-level osteopathic medical college requiring a minimum of four years of bachelor's level education for entry, including specified pre-requisite courses; and
- C. Whereas VCOM is a doctoral-level osteopathic medical college providing four years of doctoral level education, including biomedical and clinical courses completion and clinical training, to award the doctor of osteopathic medicine degree ("D.O."); and
- D. Whereas due to the diminished opportunities for medical training in the United States; the chronic shortage of physicians in the rural areas of Virginia, the Carolinas, Alabama, Louisiana and the Southern Appalachian region; and for medically underserved rural and minority populations throughout the United States ; the INSTITUTION and VCOM desire to create and to cooperate on a program by which qualified candidates committed to primary care and care for rural and medically underserved populations who have demonstrated high achievement are sought by VCOM; and
- E. Whereas VCOM receives over 12,000 applications annually for an approximate 500 seats across the four VCOM campuses, this agreement is set forth to acknowledge students from certain undergraduate institutions that offer particularly challenging pre-medical programs are valued by VCOM as the candidates from these INSTITUTIONS who perform well at the undergraduate level are well-prepared to succeed in the rigorous medical curriculum at VCOM;

THEREFORE, THE ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM ("PROGRAM") has been created between VCOM and specific INSTITUTIONS to provide the opportunity for candidates from rural areas, low socioeconomic status (SES) backgrounds, and underrepresented minorities to enter health careers, remain in the local INSTITUTION of their choice and enter a pre-medical curriculum that will lead to successful entry into medicine. Candidates who gain admission to VCOM through the Rocovich Scholars Early Admission Program are recognized as Rocovich Scholars.

In consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

SECTION 1: ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM

- 1.1 The ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM encourages candidates from rural areas, low socioeconomic status (SES) backgrounds, and underrepresented minorities to enter health careers and studies have shown that students from rural or medically underserved areas are more likely to provide medical care to disadvantaged populations.
- 1.2 To qualify as a "Rocovich Scholar" through the ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM, the candidate must be a permanent resident of a rural area, or a federally designated medically underserved area, or qualify as being from a low socioeconomic status (SES) background, or a member of an underrepresented minority; and must attend a college where VCOM has an Articulation Agreement for such a program; and must meet the qualifications outlined in Section 1.3 and 1.4.

- 1.3 Rocovich Scholar candidates must apply for early admission following successful completion of the Spring semester of the second year and must have completed (or will complete) the courses outlined in Exhibit A and B with a "B or better" in all courses with a GPA of 3.5 in both science and overall. A 3.7 GPA in both science and overall is required to waive taking the MCAT (see 1.5g. below).
- 1.3.1 If the candidate is on a different academic timetable than the traditional 4 year program and the INSTITUTION believes the candidate may be appropriate for this program the INSTITUTION and VCOM will discuss potential eligibility and the timetable.
- 1.4 The candidate must interview with and receive a favorable evaluation from the INSTITUTION pre-medical committee/advisor, one member of VCOM student services, and two VCOM admissions committee members designated by VCOM to be accepted as a Rocovich Scholar. VCOM values the interview as a highly important portion of the selection process and merely qualifying academically does not assure success.
- 1.5 Rocovich Scholar candidates must also meet the following criterion by entry to VCOM:
- a.) Meet all general admission requirements as described in Exhibit A and B.
 - b.) Meet all technical requirements for entry as designated in the VCOM College Catalog and Student Handbook.
 - c.) Complete all required courses as described in Exhibit B before graduation from INSTITUTION, earning a grade of "B" or better in all of the courses.
 - d.) Graduate with a Bachelor of Science (B.S.) or the equivalent degree within four (4) years and six months of matriculation in the INSTITUTION. (see 1.3.1)
 - e.) Present, at the time of application for the ROCOVICH SCHOLARS EARLY ADMISSION PROGRAM, at least 45 credits earned at the INSTITUTION (non-transfer credits) which include a 3.5 science and overall GPA and must have completed at least a full year of Biology, Chemistry and additional science classes so that he/she is able to demonstrate the ability to perform at the INSTITUTION;
 - f.) Maintain a science and overall GPA of 3.50 or greater during the entire time of enrollment at INSTITUTION after acceptance. The candidate must submit annually a transcript and letter from his/her pre-medical committee/advisor attesting that the candidate continues to maintain the required GPA and is in good academic and behavioral standing with the INSTITUTION.
 - ~~g.) Present a score of 1100 (two sub-scores – Math and Verbal) or greater on the SAT or 24 or greater on the ACT at the time of application. (Candidates entering the Rocovich Scholars' Program are not yet prepared to take the MCAT, and, in order for the candidate to have the opportunity to complete all the liberal arts and prerequisites desired, the Rocovich Scholar is not required to take the MCAT at the time of application. (See Items 1.5g. 1 and 2 below.)~~
 1. If the applicant presents (both at application and through the first semester of their Junior year) a 3.7 or higher science and overall GPA he/she does not need to sit for the MCAT and it is waived for admission. He/she then must maintain a 3.6 in future semesters and graduate in four years.
 2. If the applicant presents a 3.50 to 3.69 science and overall GPA, and/or has a 3.50 to 3.69 GPA in their combined Junior/Senior years, he or she must sit for the MCAT prior to December 31 of the Senior year and present a score of 493 or higher in order to maintain an offer of admission.
 - h.) Obtain a minimum of forty (40) hours of health care and forty (40) community volunteer hours at time of application as a Rocovich Scholar; and obtain a minimum of eighty (80) hours of health care and eighty (80) community volunteer hours by the time of matriculation.
 - i.) Was not the recipient of any significant conduct violation(s) by the INSTITUTION or any criminal charge or arrest for misdemeanor, felony, summary charge or any other criminal charge (whether or not the candidate was convicted) while a student at the INSTITUTION. (Candidates should report all arrests and VCOM will determine if any disqualify the candidate from participation in this agreement). VCOM performs a background check on all candidates entering the medical school and failure to report an arrest may result in loss of Rocovich Scholar status.

- j.) Are U.S. Citizens or permanent residents of the United States.
- k.) Comply with all other requirements set forth in this Agreement.

SECTION 2: INSTITUTION RESPONSIBILITIES

INSTITUTION covenants and represents that it will:

- 2.1 Designate a faculty member from a Department in the Biological Sciences (or otherwise agreed and approved upon) as a Program Coordinator to serve as a liaison between INSTITUTION and VCOM to coordinate and direct this PROGRAM at the INSTITUTION and to perform interviews and determine recommendations for application to the PROGRAM.
- 2.2 Provide a schedule for the candidate in the mandatory INSTITUTION courses so that the INSTITUTION candidates interested in the PROGRAM may complete the majority of the VCOM minimum course requirements in their first three years at INSTITUTION.
- 2.3 Pursuant to the terms of this agreement, recommend for admission to the VCOM PROGRAM only those candidates who meet the qualifications as ROCOVICH SCHOLARS and that the INSTITUTION's Program Coordinator reasonably expects to fulfill all of the qualified student requirements and provide VCOM with the necessary information to confirm completion of such requirements as well as any other reasonably requested information pertaining to the PROGRAM and/or any applicant.
- 2.4 Prepare and make available to candidates all forms whereby they declare their intent to enter the PROGRAM by the end of their second year; provide recognition of the PROGRAM in the INSTITUTION catalog and other marketing materials; inform each candidate of the requirement that the letter of intent be prepared for INSTITUTION and VCOM.
- 2.5 Require that each candidate execute a consent form for disclosure of personal and academic information.
- 2.6 ~~Advise each candidate in writing that the VCOM Student Handbook, the VCOM College Catalog, and any other materials specified by VCOM must be read prior to submitting an application to VCOM and that if a candidate is admitted to the PROGRAM, compliance with all rules, requirements, and guidelines set forth therein are mandatory.~~
- 2.7 Inform each candidate in writing that, in the event the applicant is admitted to VCOM, the candidate is responsible for preserving the confidentiality of any privileged or confidential information to which he/she has access at VCOM, including, but not limited to, any information contained in patient medical records or hospital records.
- 2.8 Inform each candidate in writing that, if admitted to the Rocovich Scholars' Program, the candidate may not submit for publication any material relating to the clinical education of his/her VCOM education without prior written approval of VCOM.
- 2.9 Deny a recommendation to VCOM for any candidate otherwise meeting all of the qualified candidate requirements who has been subject to substantial disciplinary proceedings, violated the INSTITUTION honor code, was charged or convicted of a misdemeanor, felony, summary charge or any other criminal charge (without prior discussion with VCOM and approval), or who has otherwise demonstrated an unfit character for admission to VCOM, the study of medicine, or the provision of healthcare services.
- 2.10 Advise each candidate that does receive a conduct violation at INSTITUTION, misdemeanor, felony, summary charge or any other criminal charge (whether or not the candidate was convicted) after the

date of acceptance to inform the designated faculty member liaison between INSTITUTION and VCOM directly within 72 hours. The designated faculty member liaison will then communicate with VCOM within 72 hours of being notified by the candidate.

SECTION 3: VCOM RESPONSIBILITIES

VCOM covenants and represents that it will:

- 3.1 Interview and admit to the PROGRAM up to 5 candidates who qualify as designated above and who meet all interview expectations;
 - 3.1.1 Accept up to 5 of those candidates annually who qualify for the PROGRAM from the INSTITUTION.
 - 3.1.2 Provide guidance and recommendations for students who do not qualify but who may qualify for the Guaranteed Admissions Interview Program provided additional proven academic performance.
 - 3.2 Designate the VCOM Director of Admissions at each VCOM campus as the Program Coordinator to serve as a liaison between VCOM and INSTITUTION and to serve as the person to coordinate the PROGRAM with respect to the VCOM requirements.
 - 3.3 Report to INSTITUTION any candidate applying to the PROGRAM who is deemed unacceptable for studies at VCOM of any situation or problem which may threaten the candidate's successful completion of the Rocovich Scholars' Program.
 - 3.4 Assure that all candidates accepted to VCOM's D.O. Program are invited to attend VCOM Accepted Students' Day.
 - 3.5 Make available links to VCOM's College Catalog, Student Handbook, application, and any other VCOM materials relevant for distribution to applicants to the PROGRAM as a reference source for the INSTITUTION's pre-medical or academic advising office.
-

SECTION 4: GENERAL PROVISIONS

- 4.1 The INSTITUTION Program Coordinator and the VCOM Director of Admissions, or their dually appointed representatives, will cooperate closely in keeping the requirements for the PROGRAM at the two INSTITUTIONS as compatible as possible on an ongoing basis so that students will be prepared to enter the competitive medical school curriculum. This cooperation is necessary to keep the two INSTITUTIONS thoroughly attuned to curriculum and course changes that each INSTITUTION periodically makes to keep its educational programs abreast of current requirements.
- 4.2 Candidates shall be subject to all applicable policies, procedures, rules, and regulations of both INSTITUTION (until conferral of the B.S. degree), and VCOM.
- 4.3 Candidates must apply on time and be eligible to complete graduation requirements two years from admissions in the PROGRAM and must have the sufficient credit hours earned from the INSTITUTION. If the candidate will graduate in less or more time than two years from the time of admission – or if the candidate desires to pursue credits from another institution to meet requirements, he/she must make such a requirement in advance to the Director of Admission and must gain approval or the agreement is null and void for that candidate.

- 4.4 INSTITUTION is solely responsible for any academic programs and any academic matters pertaining to the conferral of the Bachelor's degree.
- 4.5 VCOM reserves the right to remove from the PROGRAM any candidate whose performance is unsatisfactory in the sole judgment of the regulations of VCOM according to the VCOM catalog/handbook/admissions agreement or other VCOM documents who has academic, behavioral, or technical standards deficiencies. Such shall be in writing to the INSTITUTION Coordinator and the Candidate and shall contain a statement of facts describing the history that causes such action.
- 4.6 Neither INSTITUTION nor VCOM shall unlawfully discriminate against any candidate on the basis of race, sex, ethnicity, disability, religion, sexual orientation, gender, color, age, or national origin.
- 4.7 Students will not be employees of VCOM when they are engaged in any clinical practice and will not be entitled to workers' compensation or other employee benefits.
- 4.8 This Agreement shall be reviewed on an annual basis by the INSTITUTION Program Coordinator and the VCOM Coordinator, at which time both coordinators will evaluate the Program and policies, discuss any related problems, and make any necessary revisions to this Agreement.
- 4.9 The INSTITUTION Coordinator and the VCOM Coordinator shall inform one another of the following changes: changes in the academic curriculum, changes in availability of learning opportunities, and staff changes that affect either academic preparation or clinical teaching of students.
- 4.10 Transfer of information from any candidate's educational records not initiated by the candidate shall be made only with the candidate's written consent.
- 4.11 VCOM and/or INSTITUTION shall have the right to discuss with any candidate any incident or occurrence that could result in liability to VCOM as a result of this Agreement or the PROGRAM, and said candidate shall cooperate fully with VCOM in VCOM's investigation of said incident or occurrence.
- ~~4.12 Nothing in this Agreement or the PROGRAM shall be construed as transferring financial responsibility from one party to another. Tuition and fees will be paid to and collected by the institution the candidate is actually attending.~~
- 4.13 This Agreement shall be effective upon its execution and shall continue for one (1) year and will automatically renew for an unlimited number of one-year periods thereafter, unless this Agreement is terminated under Sections 4.15 or 4.16.
- 4.14 Either party may terminate this Agreement without cause upon ninety (90) days written notice. Any termination will apply prospectively.
- 4.15 Either party may terminate this Agreement for cause, or such termination shall be effective upon receipt of written notice from the terminating party. As used in this paragraph, "for cause" shall mean breach of the terms of this Agreement or the PROGRAMS, the occurrence of a criminal indictment of a candidate accepted into either of the Programs, or any act of omission that is determined by the non-breaching party to be detrimental to its reputation, operation, or activities. Any termination will apply prospectively.
- 4.16 The laws of the Commonwealth of Virginia shall govern the validity and the interpretation of this Agreement.
- 4.17 The parties agree and covenant that, with respect to any claim or action arising out of this Agreement that each party shall be liable only for payment of that portion of any and all liability, expenses, costs,

demands, settlements, or judgments resulting from the negligence, actions, or omissions of its own employees, officers, or agents.

IN WITNESS WHEREOF, the undersigned have executed this Agreement under seal as of the day and year first above written.

GRAMBLING STATE UNIVERSITY ("INSTITUTION")

By: _____ (L.S.)
Name: Richard Gallot Jr.
Title: President

EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE ("VCOM")


By:  (L.S.)
Name: Dixie Tooke-Rawlins, D.O.
Title: President and Provost

Exhibit A

VCOM GENERAL ADMISSION REQUIREMENTS

1. Apply to VCOM using the Applications designated by VCOM.
 - a. If accepted the candidate agrees to apply through the American Association of Colleges of Osteopathic Medicine Application Service ("AACOMAS") in the year entering the date of matriculation.
 - b. Submit a secondary application to VCOM including a signature which attests the candidate meets the minimum health requirements and technical standards that are prerequisite to admission as listed in the VCOM catalog. This application will be submitted when being considered for the Rocovich Scholars' Program and again in the year entering the date of matriculation.
2. Submit a favorable letter of recommendation from the INSTITUTION pre-medical advisor/committee.
3. Submit a favorable letter of recommendation from a Doctor of Osteopathic Medicine. If a candidate possesses all other requirements but has not yet shadowed a Doctor of Osteopathic Medicine, the candidate may proceed in submitting an AACOMAS application, but will need to contact a VCOM Director of Admissions for further instruction.

In the event the candidate is offered admission to VCOM, the candidate will be required to submit a background check application and meet all other requirements and stipulations of all candidates.

Exhibit B

VCOM MANDATORY PREREQUISITE COURSES FOR THE ROCOVICH SCHOLARS' PROGRAM (To be completed by graduation from INSTITUTION)

1. Biological Sciences: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
2. General/Inorganic Chemistry: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
3. Organic Chemistry: Six (6) to Eight (8) semester hours or twelve (12) quarter hours.
4. Physics: Six (6) to Eight (8) semester hours or eight (8) quarter hours.
5. Biochemistry: Three (3) semester hours or four (4) quarter hours.
6. Additional Science: Six (6) semester hours or eight (8) quarter hours of biomedical science courses at the 300 level or above to be chosen from the following courses or like courses: Anatomy, Physiology, Immunology, Microbiology, Genetics, Virology, or Bioinformatics.
7. English: Six (6) semester hours or eight (8) quarter hours.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.3. **Louisiana Tech University's** request for approval to offer six (6) new Undergraduate Certificates.

EXECUTIVE SUMMARY

At the February 2019 meeting of the Louisiana Board of Regents (BoR) the need for a university-level undergraduate certificate (UC) that would include a blend of foundation courses and a number of upper-level courses to add depth in a particular focus area was recognized. While the two-year system offers incremental credentials with multiple exit points, students who begin at a university have no options for interim credentials other than completing the full 120-credit bachelor's degree, making it difficult for a university to respond to more immediate needs of students, working adults, and area industry. The demand for focused, incremental university education has been brought to the forefront as universities have coordinated with LA Economic Development and companies such as CenturyLink, DXC, and IBM to provide a pipeline of students with industry-aligned skills regardless of major. Based on this reasoning, the BoR established the UC as an approved academic offering option, to be composed of at least 18 credit hours with at least half of the required hours at the upper level.

In response to workforce needs of North Louisiana, Louisiana Tech University (LA Tech) would like approval to offer the following six undergraduate certificates: UC in Geographic Information Science, UC in Information Assurance and Cyber Security Management, UC in Lean Six Sigma, UC in Criminal Psychology, UC in Audiology, and UC in Communication and Media Studies. These would be the first UCs to be offered by LA Tech. Information about each proposed UC is noted below.

UC in Geographic Information Science

The purpose of the proposed UC is to provide students with a condensed course of study that exposes them to the theory and application of spatial technologies. The UC will allow students to develop skills and document training in GIS within their chosen degree program (e.g., Forestry, Environmental Science, Engineering, Education, etc.). Courses required of the proposed 18-credit-hour UC include: GPS in Natural Resource Management, Introduction to GIS, Remote Sensing of Natural Resources, Computer Cartography, Intermediate GIS, Advanced GIS and Spatial Analysis, and either GIS Spatial Statics or Statistical Methods. Geographic Information Science capabilities contribute to multiple fields of interest, including land assessment and surveying, the management and assessment of natural resources, energy production and transportation, and crime analysis and epidemiology. Given the scope of the economy in Louisiana, those with skills in this field will be competitive for positions in this and neighboring states.

UC in Information Assurance and Cyber Security Management

The proposed 18-credit-hour UC is a natural extension of LA Tech's cyber related initiatives. Courses required of the proposed UC will teach students to protect systems and information assets and to detect, report, and resolve cyber security threats. Students will also learn how to perform information systems risk analysis along with information systems disaster recovery and business continuity.

Numerous leading technology firms along the stretch of I-20 between Monroe and Shreveport, including General Dynamics Information Technology and CenturyLink, need qualified workers in cyber and this need will only continue to grow. In addition, the National Cyber Research Park is also located in this corridor in Bossier City. The proposed UC will assist in addressing the talent gap; the two primary sources of certificate students will be Computer Information Systems majors and Computer Science majors. The proposed UC will also be attractive to Business majors looking to enter the cyber workforce. In addition, General Dynamics Information Technology employees based in Bossier City who have not completed their undergraduate degree will provide an additional pipeline for enrollment (approximately 800 qualifiers).

UC in Lean Six Sigma

LA Tech currently offers a Six Sigma Black Belt Graduate Certificate (GC) which requires that students complete four specific graduate courses (Statistical Analysis of Six Sigma, Six Sigma and Quality Control, Design and Analysis of Experiments, and Six Sigma Black Belt Project). A certified Six Sigma Black Belt is a professional who can explain Six Sigma philosophies and principles, including supporting systems and tools. A Black Belt should demonstrate team leadership, understand team dynamics, and assign team member roles and responsibilities. Black Belts have a thorough understanding of all aspects of the DMAIC (Define, Measure, Analyze, Improve, Control) model in accordance with Six Sigma principles. They have the basic knowledge of Lean enterprise concepts, can identify non-value-added elements and activities, and are skilled in the use of analysis tools and methods. Last academic year 20 individuals completed the Six Sigma Black Belt GC.

The University proposes to build on the existing GC by creating a new Undergraduate Certificate in Lean Six Sigma. The proposed UC consists of six 3-hour courses that will provide students with a collaborative management approach for process improvement and problem solving using a collective toolkit comprised of lean tools for "waste" reduction and Six Sigma's DMAIC phases. The Lean Six Sigma UC would effectively provide a new pathway through existing courses, allowing learners across the state to acquire industry aligned credentials. Many degree programs offered by LA Tech (computer science, construction engineering technology, chemistry, industrial engineering, etc.) require some of the same courses as the proposed UC. These students would only need to complete one or two additional courses to earn the proposed UC. By obtaining the proposed UC, individuals would expand their skill set which would improve job performance and provide an additional certification needed for career advancement.

UC in Criminal Psychology

The proposed UC is a cross curricular certificate offered through courses within the College of Education and College of Liberal Arts. The proposed curriculum is based on six existing courses, delivered in a combination of traditional and online options, and has been designed to teach students about the underpinnings of the criminal mind. The proposed UC will require students to successfully complete the following courses: Introduction to Criminal Justice, Criminology, Family Violence, Behavioral Modification, Dynamics of Adjustment, and Abnormal Psychology.

According to prisonpolicy.org, the incarceration rate in Louisiana has increased dramatically since 1978. The unfortunate reality is that there are over 120,000 individuals involved in the criminal justice system; the fact remains that our state faces large numbers of individuals who take part in the criminal justice system, either as the offender or as a public servant. Understanding the criminal mind and how human behaviors are established are two domains of knowledge that comprise the proposed UC. It is expected that this UC will benefit individuals in various professions such as those working in the criminal justice system, social work, human services, and other public professions.

The proposed UC fills a gap in credentialing in Louisiana. There are degree programs and certificate programs offered by state institutions that have criminal justice as an individual area of study. There are also psychology programs at various levels, yet none of the current programmatic offerings currently offered overlap the two disciplines. Merging these topic areas into a UC will create a credential that does not yet exist in Louisiana.

UC in Audiology

Currently, this concentration is available for undergraduate students working toward a Bachelor of Arts (BA) in Speech-Language Pathology (SLP). This additional coursework provides those students who are considering applying to graduate school programs in audiology (Au.D. or Ph.D.) specific content in audiology. If offered as a UC, it would allow students in other majors to complete targeted coursework in audiology, better preparing them for graduate work in audiology. Also, the Louisiana Board of Examiners in Speech Pathology and Audiology (LBESPA, the licensure board in Louisiana) is currently forming rules and regulations for the licensing of audiology assistants. The implementation of the proposed UC will play a large role in the educational requirements necessary to be licensed as an audiology assistant and would, therefore, offer job opportunities as an audiology assistant in the state.

The proposed UC consists of 20 credit hours and includes the following courses: Introduction to Audiology, Introduction to Sign Language, Evaluation of Hearing, Hearing Loss in Children and Adults, Audiologic Observation, Special Topics in Audiology, and Communication Research. All of the 20 hours of instruction proposed are already being taught in the undergraduate program. Over the past four years that the audiology concentration has been offered, 12 students have graduated with the audiology concentration completed. All 12 applied to graduate programs in audiology. The offering of courses packaged as a UC may be more attractive to students resulting in increased enrollment.

UC in Communication and Media Studies

The purpose of the proposed UC is to provide specialized communication knowledge and skills for undergraduate students in all majors. The courses required of the proposed 18-credit-hour UC (Media Literacy, Interpersonal Communication, Argumentation, Intercultural Communication, Communication Theory and Group Processes) provide hands-on application, and serve as a foundation for careers/studies in crisis management, conflict management, organizational communication and the impact of media on society. The proposed UC will also serve as an indication that the student has completed concentrated coursework in communication prior to applying for graduate programs.

This proposed UC will serve to provide evidence of focused study in the field of communication and media and will benefit students in any major. Although not directly related to economic development, it will provide instruction in new and current communication technologies. It will also serve as a foundation for any student seeking an MA/MS in virtually any field of study. Over the past five years, enrollment in the Communication and Media Studies BA program has increased by 10%. In addition, the number of students completing the minor has also increased by 10%. It is projected that, by offering this as a separate area of certification, the number of undergraduate students seeking the proposed UC will increase by another 10%. The proposed UC also provides the foundational coursework prerequisite to an MA in Communication.

The six proposed UCs make use of existing courses and faculty. As a result, all can be offered by LA Tech at little to no cost. Being able to offer certificates in specific fields of study is a way to directly tap into LA Tech's existing broad pool of talented students in other disciplines and to arm them with the skill set necessary to meet industry demand. In addition, the proposed UCs will be attractive to individuals not enrolled at the University who want to retune expertise or shift careers.

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 Louisiana Tech University's request to offer six (6) new Undergraduate Certificates.



E3

LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following Undergraduate Certificates effective Spring Quarter 2020:

CIP 45.0799	Geographic Information Science Undergraduate Certificate
CIP 11.0101	Information Assurance and Cyber Security Management Undergraduate Certificate
CIP 14.3501	Lean Six Sigma Undergraduate Certificate
CIP 42.2812	Criminal Psychology Undergraduate Certificate
CIP 51.0204	Audiology Undergraduate Certificate
CIP 09.0199	Communication and Media Studies Undergraduate Certificate
CIP 05.0191	International Studies Undergraduate Certificate
CIP 09-0401	Journalism Undergraduate Certificate

These undergraduate certificates offer traditional and non-traditional students the opportunity to earn focused and stackable credentials that provide knowledge and skills with direct application to workforce advancement, curricular diversity, and breadth of experience.

Proposals for each certificate are attached and provide specific concepts, needs analysis, course descriptions.

If you have any questions or concerns, please contact me at your convenience. Thank you for your consideration and approval.

Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice".

Leslie K. Guice
President

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date:

Campus: Louisiana Tech University	Program: <u>CIP, Certificate Designation, Title</u> CIP: 45.0799, Undergraduate Certificate, Geographic Information Science (GIS)
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Michael Crosby (mcrosby@latech.edu) or Dr. Irene Casas (icasas@latech.edu)	

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 Geographic Information Science (GIS) certificate program will provide a pathway for students to receive recognition for completing significant coursework in spatial technologies. The objectives of the program are to provide students with a condensed course of study that exposes them to the theory and application of spatial technologies. This allows students to develop skills and document training in GIS within their chosen degree program (e.g. Forestry, Environmental Science, Engineering, Education, etc.). Currently, all courses are offered on-site (face-to-face) at Louisiana Tech University in Ruston, Louisiana. The required courses (with catalog descriptions) are:

Required Courses:

GISC 224 (2 Credit Hours): GPS in Natural Resource Management. Prerequisite GISC 250. Introduction to Global Positioning Systems (GPS).

GISC 250 (3 Credit Hours): Introduction to Geographic Information Systems. Prerequisite AGSC 201, CIS 110, FOR 201, INEN 101, MCS 246, OR CONSENT OF INSTRUCTOR. An introduction to GIS focusing on geographic concepts, data analysis, and understanding GIS software.

GISC 260 (3 Credit Hours): Remote Sensing of Natural Resources. Principles, methods, and applications of remote sensing relevant to forestry, wildlife, and other natural resources management fields.

GISC 341 (3 Credit Hours): Computer Cartography. Prerequisite GISC 250. Elements of map interpretation and construction: creation, manipulation, and analysis of spatially defined data.

GISC 350 (3 Credit Hours): Intermediate Geographic Information Systems (GIS). Prerequisite GISC 250 & GISC 260. Intermediate geographic information systems technology focusing on theoretical, technical, and applied aspects of analytical GIS.

GISC 371 (3 Credit Hours): Advanced Geographic Information Systems (GIS) and Spatial Analysis. Prerequisite GISC 350. Advanced techniques in geographic information systems, integrated with intermediate level spatial analysis.

At least one of the following courses:

GISC 360 (2 Credit Hours): Geographic Information Systems (GIS) Spatial Statistics. Prerequisite GISC 250. The course provides an introduction to spatial statistical methods used in GIS analysis of spatial data.

AGSC 320 (3 Credit Hours): Statistical Methods. Introduction to descriptive and inferential statistics, probability, sampling distributions, confidence intervals, hypotheses testing, ANOVA, correlation and regression, with an emphasis on biological data and application.

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.

According to the Bureau of Labor Statistics (<https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm#tab-1>), positions involving the application of spatial technologies are projected to grow 15% through 2028. GIS capabilities contribute to multiple fields of interest, including land assessment and surveying, the management and assessment of natural resources, energy production and transportation, and crime analysis and epidemiology. Given the scope of the economy in Louisiana, those with skills in this field will be competitive for positions in this and neighboring states.

Other universities with a GIS certificate include Louisiana State University (LSU), Tulane University, and University of Louisiana-Lafayette (ULL). All of these universities are located in south Louisiana. There is no identified GIS certificate program in north Louisiana. The certificate at LSU is a graduate-level certificate focused on graduate students who intend to apply GIS technology in their field of research. The programs at Tulane and ULL are 13-hour programs that appear to focus on spatial analysis. The certificate program proposed by Louisiana Tech exposes students to spatial analysis and the development of programming and database skills and project management. The current trend in GIS is towards cloud-based applications; skills in analysis, programming, and database management are critical to multi-user systems.

Louisiana Tech University recently (Fall 2019) procured a new license server to facilitate the use and expansion of ArcGIS Pro licenses for student use in the GISC degree program. This capability is imperative as ArcGIS Pro increasingly becomes the industry standard. Students completing the proposed certificate will have in-demand skills in the most current processing environment. Being located in north Louisiana, this certificate would be accessible to students at other universities, such as Grambling and the University of Louisiana-Monroe. Professionals currently in the workforce will be able to pursue the certificate as well, adding value and benefit to the entities which they serve. The robust nature of the proposed certificate will also leave students well prepared for professional certification offered via multiple professional societies – e.g., GIS Certification Institute, the American Society for Photogrammetry and Remote Sensing, or desktop/user certifications via software providers such as ESRI (Environmental Systems Research Institute).

3. Students

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

There have been many students express interest in a minor within their own degree programs. We project, based on this interest the first 5-years will have enrollments of:

Year 1 we project two students will enroll in the certificate program. This is based on current interest and declared minors.

Year 2 we project two additional students (4 total) as the interest in minors continues.

Year 3 we project 3 additional students (7 total). As word spreads, we anticipate a gradual increase in enrollment.

Year 4 we project 3 additional students (10 total).

Year 5 we project 5 additional students (13 total (2 students from Year 1 graduate)). From here, we anticipate an annual enrollment of five students in the certificate program.

4. Accreditation

Describe plan for achieving program accreditation.

The GISC degree program is housed in the School of Agricultural Sciences and Forestry and is presently accredited via SACS. There is no applicable separate program accreditation for the certificate of which we are aware.

5. Faculty, Administration, & Other Resources

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

The present schedule of course offerings will meet the needs of program projections. There are two GIS faculty operating two laboratories dedicated to spatial technologies. No additional resources will be required unless the program projections are exceeded. The current cohort is approximately 10 students per classification (Freshman-Senior); the projected certificate enrollment, in addition to the majors would not occupy current courses past their capacities. If the program, combined certificate and B.S. degree students, exceeds approximately 20 per cohort, additional resources would be required. The proposed program



will be housed in the School of Agricultural Sciences and Forestry, the home School of the B.S. degree program in GIS.

6. Cost

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

Presently, there are no additional anticipated costs.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

11/5/2019
Date
11/5/19
Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: _____

Date: _____

Certificate Program, Unit: _____

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
GRAND TOTAL EXPENSES	\$		\$		\$		\$	
REVENUES								

Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	N/A*		N/A*		N/A*		N/A*	

*We anticipate that certificates will be earned by students already enrolled in and assessed for undergraduate degree program tuition and fees.

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date:

Campus: Louisiana Tech University	Program: CIP, Certificate Designation, Title STEM CIP 11.0101, Information Technology, "Information Assurance and Cyber Security Management"
Institutional Contact Person & Contact Info (if clarification is needed) T. Selwyn Ellis, DBA, Chair – Computer Information Systems ellis@latech.edu , 318-257-2026	

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 "Information Assurance and Cyber Security Management" undergraduate certificate program helps students develop the knowledge, skills, and abilities to excel in positions in information systems and network security. Students learn to protect systems and information assets, and to detect, report, and resolve cyber security threats. Students will also learn how to perform information systems risk analysis along with information systems disaster recovery and business continuity.

DRAFT curriculum

Required courses: (15 hours)

CIS 421: Intro to Information Systems Assurance

CIS 422: Incident Response Computer Forensics

CIS 423: Disaster Recover and Business Continuity

CIS 424: Information Systems Assurance Risk Analysis

CIS 444: Network Design and Implementation – or – CSC 450: Computer Networks

Elective courses: (3 hours)

CIS 405: Business Analytics

CSC 444: Applied Cryptography

CSC 345: Operating Systems

CSC 364: Computer Architecture

CSC 442: Introduction to Cyber Security

CSC 443: Digital Forensics and Cyber Crime

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.

As of January 2019, a shortfall of over 300,000 cybersecurity professionals existed in the United States. The shortage is expected to reach 1.8 million unfilled positions by 2020 (<https://www.csis.org/analysis/cybersecurity-workforce-gap>). Globally, the shortage approaches three million cybersecurity workers (<https://www.isc2.org/-/media/ISC2/Research/2018-ISC2-Cybersecurity-Workforce-Study.ashx>). The growth in the number and ubiquity of connected computing devices is likely to make the need for cybersecurity professionals increase further in the future.

With the growth of the IT sector along the I-20 corridor, the need for qualified workers in cyber will only continue to grow in North Louisiana. According to the Louisiana Department of Economic Development, the state has funded more than \$200 million in STEM-related investments over and above regular funding for colleges, with over \$65 million in higher education initiatives supporting such employers as GDIT, GE Digital, IBM, CGI, CenturyLink and others. That strategy has created a wave of economic momentum resulting in over 20,000 new direct and indirect jobs associated with new STEM, software, digital media and IT projects.

According to CompTIA (the world's largest technology association), Systems and Cybersecurity Analysts are among the leading technology occupation positions in Louisiana. The need is particularly acute along the Interstate 20 corridor. Numerous leading technology firms are located along the stretch of I-20 between Monroe and Shreveport, including General Dynamics Information Technology and CenturyLink. The National Cyber Research Park is also located in this corridor in Bossier City.

Cybersecurity jobs are well-paid. For example, according to the job site Glassdoor, the average salary for cyber security analysts in Shreveport exceeds \$67,000.

Through Louisiana Tech's agreement with LED FastStart, the University will continue to grow its a pipeline of talent in cyber and STEM-related graduates to help General Dynamics Information Technology meet their workforce needs in Bossier City. This certificate is further proof of Louisiana Tech's commitment to the cyber industry.

Louisiana Tech University understands the significance of cyber related-initiatives in its current programs, boasting:

- Center for Information Assurance in the College of Business, certified by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a Center for Academic Excellence in Cyber Defense Research and Education
- Center for Secure Cyberspace (collaboration between Louisiana Tech University and Louisiana State University)
- LTRI (formal recognition of the existing and productive partnership efforts between Louisiana Tech and the Cyber Innovation Center)
- Cyber Engineering degree
- Computer Information Systems degree
- Computer Science degree
- Graduate Certificates in Information Assurance, Cyber Education, and Cyber Technology
- Masters of Business Administration with a concentration in Information Assurance (including Hybrid delivery method)
- Doctor of Business Administration with a concentration in Computer Information Systems

Further, a thorough grasp of technology is core to the College of Business's mission. Regardless of major, College of Business graduates should possess both technological agility and the ability to leverage technology in business to its fullest.

3. Students

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

The two primary sources of certificate students will be Computer Information Systems (CIS) majors and Computer Science (CS) majors. In Fall 2018, CIS had 157 enrolled majors, and Computer Science had 421 enrolled majors. The proposed certificate will also be attractive to Accounting students. In Fall 2018, there were 221 Accounting majors.

General Dynamics Information Technology employees based in Bossier City who have not completed their undergraduate degree will provide an additional pipeline for enrollment (approximately 800 qualifiers)

Further, this certificate will be an attractive add-on to any College of Business major looking to enter the cyber workforce. The estimated number of completers for this certificate are listed below based on interest level from each market segment.

Internal and External Markets	% interested in IA-Cyber Certificate	2020	2021	2022	2023	2023	Total anticipated Completers
Business Students Majoring in CIS	45%	3	7	10	15	15	50
CS and related Cyber Engineering Students	10%	0	2	5	6	7	20
External Students: Non-traditional preparing for the cyber workforce and those working for our employer partner, General Dynamics Information Technology	25%	0	7	10	11	12	40
Anticipated Number of Completers at the End of Five Years:							110

4. Accreditation

Describe plan for achieving program accreditation.

All programs in the College of Business are accredited by AACSB International. Certificate programs do not require separate approval by AACSB, but will be reviewed as an activity of the College of Business.

5. Faculty, Administration, & Other Resources

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

The proposed certificate can be delivered with existing resources initially. When program enrollments warrant additional course sections, additional faculty may be required.

6. Cost

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

The proposed certificate can be delivered with existing resources initially. When program enrollments warrant additional course sections, additional faculty may be required. Most Students would be pursuing completion of the certificate while enrolled in other undergraduate programs. New revenue from tuition and fees can be expected from the employer partner and non-traditional student market segment.

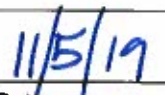
CERTIFICATIONS:

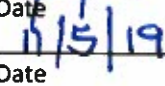


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office



Date


Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 10/22/19

Certificate Program, Unit: Information Assurance and Cyber Security Management , Business

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

EXPENDITURES								
	FIRST YEAR	2020	SECOND YEAR	2021	THIRD YEAR	2022	FOURTH YEAR	2023
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$0		\$0		\$0		\$0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$0		\$0		\$0		\$0	
GRAND TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	\$ N/A*		\$ N/A*		\$ N/A*		\$ N/A*	

*We anticipate that certificates will be earned by students already enrolled in and assessed for undergraduate degree program tuition and fees.

REQUIRED COURSES

CIS 421: Intro To Inform Sys Assurance

3 Semester Credit Hours . 0-3-3 This course examines basic enterprise information systems assurance principles and examines operational, technical, and administrative aspects of information assurance.

CIS 422: Incident Resp and Computer Forensics

3 Semester Credit Hours . 0-3-3 Prerequisite CIS 421 Prepares students to collect, examine, and preserve digital evidence; and examines techniques used to prepare for, respond to, and investigate computing incidents.

CIS 423: Disaster Recovery and Bus Continuity

3 Semester Credit Hours . 0-3-3 Prerequisite CIS 421 Presents principles of disaster recovery and business continuity planning, and examines countermeasures that may be used to prevent system failure for an organization.

CIS 424: Inform Sys Assurance Risk Analy

3 Semester Credit Hours . 0-3-3 Prerequisite CIS 421 Presents the organizational issues of risk analysis including reliability, safety, security, and privacy. Methods for risk assessment and security evaluations are examined.

CIS 444: Network Design and Implementation

3 Semester Credit Hours . 0-3-3 Prerequisite CIS 110 or CIS 125 Issues of designing, implementing, and managing computer networks, including both Local Area Networks (LANs) and Wide Area Networks (WANs).

CSC 450: Computer Networks

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 325 or consent of instructor. An overview of computer networks. Topics include network topologies, layers, local area networks, and performance measurement and analysis. (G)

ELECTIVE COURSES

CIS 405: Business Analytics

3 Semester Credit Hours . 0-3-3 Prerequisite QA 233 Fundamentals of Business Analytics will be examined. Topics will include problem definition, data preparation, and the use of analytic techniques to solve business problems.

CSC 444: Applied Cryptography

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 442 or Consent of Instructor An introduction to the basic theory and practice of cryptographic techniques used in computer security. Topics include encryption, key management, hashing, network security protocols. Credit will not be given for CSC 444 if credit is given for CYEN 406.

CSC 345: Operating Systems

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 222 An introduction to operating systems concepts. Topics include process management, storage management, device management, performance, security, and case studies of modern operating systems.

CSC 364: Computer Architecture

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 265 Architecture and organization of computer systems. Topics include the processor, control unit and microprogramming, computer arithmetic, memory hierarchy and memory management, input/output, instruction sets.

CSC 442: Introduction To Cyber Security

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 220 and Instructor's Signature Overview of cyber security; provides students with practical cyber security experience based on theoretical foundations. Topics include: computer network defense, computer network attack, wireless security.

CSC 443: Digital Forensics and Cyber Crime

3 Semester Credit Hours . 0-3-3 Prerequisite CSC 442 or Consent of Instructor Overview of computer crime and methods to uncover, protect and exploit digital evidence. Topics include: cyber crime, network-based forensics, forensics analysis techniques, mobile device forensics. Credit will not be given for CSC 443 if credit is given for CYEN 401.

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

Date: October 25, 2019

Campus: Louisiana Tech University	Program: <u>CIP, Certificate Designation, Title</u> 14.3501 Industrial Engineering Title: Lean Six Sigma Undergraduate Certificate
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.edu	

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. ****

Louisiana Tech University currently offers a Six Sigma Black Belt graduate certificate which requires that students complete four graduate courses:

- INEN 514: Statistical Analysis of Six Sigma
- INEN 566: Six Sigma and Quality Control
- STAT 507: Design and Analysis of Experiments
- INEN 520: Six Sigma Black Belt Project

A certified Six Sigma Black Belt is a professional who can explain Six Sigma philosophies and principles, including supporting systems and tools. A Black Belt should demonstrate team leadership, understand team dynamics and assign team member roles and responsibilities. Black Belts have a thorough understanding of all aspects of the DMAIC (Define, Measure, Analyze, Improve, Control) model in accordance with Six Sigma principles. They have basic knowledge of Lean enterprise concepts, can identify non-value-added elements and activities, and are skilled in the use of analysis tools and methods.

We propose to build on our existing graduate certificate by creating a new Undergraduate Certificate (UC) entitled Lean Six Sigma. The proposed Undergraduate Certificate (UC) consists of six, three-semester hour courses:

1. **MATH 241 – Calculus I:** Prerequisite MATH 240 or placement by exam. Limits, continuity, derivatives, differentiation rules; derivatives of algebraic, and transcendental functions; applications of differentiation; optimization; anti-differentiation. Credit will not be given for Math 241 if credit is given for MATH 220 or MATH 222. **or**
MATH 220 – Applied Calculus: Prerequisite MATH 100 or MATH 101 and MATH 112 or Placement by Exam. Functions and graphs, the derivative, applications of derivatives, indefinite integrals, application of definite integrals. Credit will not be given for MATH 220 if credit is given for MATH 222 or 230 or MATH 240 or MATH 241 or MATH 242. **or**
MATH 222 – Business Calculus: Prerequisite MATH 125 or MATH 240 or Placement by Exam. Functions and graphs, the derivative, the indefinite integral and the definite integral; applications as applied to business and economics. Credit will not be given for MATH 222 if credit is given for MATH 220 or MATH 241 or MATH 242. LCCN:CMAT2103
2. **MATH 242 – Calculus II:** Prerequisite MATH 241. Fundamental Theorem of Calculus, techniques of integration, areas and volumes, numerical integration, improper integrals, single variable continuous statistics, exponential and normal distributions, Central Limit Theorem. Credit will not be given for Math242 if credit is given for MATH220 or MATH222. **or**
STAT 200 – Basic Statistics: Prerequisite Mathematics ACT score is greater than or equal to 26, or Mathematics SAT score is greater than or equal to 590, or placement by exam, or MATH 101. Sample statistics, frequencies, normal and binomial distributions, point and interval estimation, significance testing, linear regression. LCCN:CMAT1303
3. **INEN 400 – Engineering Statistics I:** Prerequisite MATH 242, GPA of at least a 2.00 in MATH 240 through MATH 242. Applications of probability distribution theory to various branches of engineering, sampling statistics, point and interval estimations, hypothesis testing. **or**
EMGT 414 – Statistical Analysis for Six Sigma: Prerequisite MATH 241, MATH 220 or MATH 222; MATH 242 or STAT 200. Application of statistical techniques to industrial problems, relationships between experimental measurements using analysis of variance models.
4. **INEN 401 – Engineering Statistics II:** Prerequisite INEN 400. Six sigma techniques in quality control and improvement including process quality modeling, statistical process control, process capability analysis, measurement system analysis, and acceptance sampling. **or**
EMGT 466 – Six Sigma and Quality Control: Prerequisite EMGT 414. Principles of quality as applied to engineering processes. Applications to the engineering workplace and industrial/academic research will be emphasized.

5. **INEN 408 – Lean Manufacturing and Management Systems:** Prerequisite INEN 300 and MEEN 321. Product design and planning processes, equipment/manpower requirement analysis, assembly line balancing techniques, lean manufacturing and management principles, material handling principles, plant and office layout. or **EMGT 411 – Theory and Applications of Lean Manufacturing and Management:** Applications of lean manufacturing and management tools toward planning for product development, equipment and manpower requirements, assembly line balancing, and business service.
6. **INEN 420 – Six Sigma Black Belt Project:** Prerequisite INEN 400, INEN 401, and INEN 403. Team-based project with emphasis on the DMAIC process. Principles of quality as applied to analyzing and improving workplace processes to reduce variance and cost. or **EMGT 420 – Six Sigma Black Belt Project:** Prerequisite EMGT 414 and EMGT 466. Team-based project with emphasis on the DMAIC process. Principles of quality as applied to analyzing and improving workplace processes to reduce variance and cost.

The EMGT (Engineering Management of Technology) courses listed above are new courses that would be initially cross listed with existing on-line, graduate level courses that cover the fundamental content; graduate versions of the courses require a research paper showing how graduate students can apply skills learned in the classes to solve problems they have encountered in their jobs while undergraduate versions of the course do not have this requirement. In effect, no new courses would initially need to be developed and offered. Based upon enrollment growth, the undergraduate courses would be separated from the graduate ones when appropriate. This Lean Six Sigma UC would effectively provide a new pathway through existing courses, allowing learners across the State to acquire industry-aligned credentials.

Courses 1 and 2 provide the mathematics and statistics proficiency needed to develop the core competencies delivered in courses 3, 4, 5 and 6. Students could earn the certificate by taking the courses either on-site or on-line, as described below:

1. Course 1: MATH 241, MATH 220 and MATH 222 are lower-level calculus courses that are taught on-site at Louisiana Tech University, and equivalent courses are taught at universities and community colleges across the state. Louisiana Tech will offer MATH 220 online in the winter and summer quarters.
2. Course 2: MATH 242 and STAT 200 are lower-level mathematics and statistics courses that are taught on-site at Louisiana Tech University, and equivalent courses are taught at universities and community colleges across the state. Louisiana Tech will offer STAT 200 online in the winter and summer quarters.
3. Course 3: INEN 400 is currently taught on-site at Louisiana Tech University during the fall quarter; EMGT 414 will be taught on-site and on-line at Louisiana Tech University (cross-listed with INEN 514 which is currently taught during the fall and spring quarters).
4. Course 4: INEN 401 is currently taught on-site at Louisiana Tech University during the winter quarter; EMGT 466 will be taught on-site and on-line at Louisiana Tech University (cross-listed with INEN 566 which is currently taught during the winter and summer quarters).
5. Course 5: INEN 408 is currently taught on-site at Louisiana Tech University during the fall quarter; EMGT 411 will be taught on-site and on-line at Louisiana Tech University (cross-listed with INEN 511 which is currently taught during the fall and spring quarters).
6. Course 6: INEN 420 is currently taught on-site at Louisiana Tech University during the fall quarter; EMGT 420 will be taught on-site and on-line at Louisiana Tech University (cross-listed with INEN 520 which is currently taught during the fall and spring quarters).

Engineering, chemistry, computer science, construction engineering technology, and physics students at Louisiana Tech University complete Courses 1 and 2 as part of their degree programs. Engineers and many others in the workforce who have completed part of an engineering or technology degree have taken Courses 1 and 2. Thus, many participants would be able to take advantage of existing credit and earn the certificate by completing Courses 3, 4, 5 and 6. Industrial Engineering students at Louisiana Tech University would only need to complete one additional course to earn the certificate (Course 6).

The courses would be rolled out as soon as the UC is approved, according to the course timings listed above.

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.

To achieve operations excellence, an organization must deliver high quality services to its customers in a timely manner. Lean tools focus on increasing process velocity while Six Sigma tools emphasize reducing process variability. Lean Six Sigma (LSS) is also a methodology used to solve complex problems with data analytics that seek to correlate a problem and its many possible causes. The World Economic Forum: Future Jobs Reports lists "Complex Problem Solving" as the top skill that will be in demand by 2020 and beyond.

The courses offered in our Lean-Six Sigma certificate program would train our students with the skills needed to solve complex problems encountered in their jobs. Examples of LSS tools to solve complex problems include DMAIC, DOE, Kazen, Multiple Regression, Root Cause Analysis, and Repaired Process Changes (Source: presented by Ben Amaba, Chief Technology Officer of IBM, at 2019 Institute of Industrial and Systems Engineering (IISE) Engineering Lean and Six Sigma (ELSS) Conference). Lean and Six Sigma tools not only are effective tools for solving complex problems faced in manufacturing and service operations, they have become essential tools to expedite the process of launching new products (including software) to the market. For instance, researchers at IBM James Watson Research Center are currently integrating LSS, Agile, Design Thinking and AI together to develop the next generation software products (Source: Presented by Ben Amaba, Chief Technology Officer of IBM, at 2019 IISE ELSS Conference). The LSS certificate would provide needed training for software engineers who work in IT companies located in the State of Louisiana such as CenturyLink (Monroe), IBM (Baton Rouge, Monroe), and CSC (Bossier City) as well as be attractive to more traditional manufacturing and chemical processing industries within the state.

No other universities in the state are offering a similar program.

3. Students

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

Students are interested in obtaining the skills needed to improve their job performance and to provide additional credentials needed for career advancement. Louisiana Tech currently offers a Six Sigma Black Belt Graduate Certificate, a B.S. in Industrial Engineering, and an internally-awarded Six Sigma Green Belt certificate for undergraduates. The numbers of completers for these programs and certificates are listed in the table below.

	2015	2016	2017	2018	2019	annual average	% interested in LSS UC	anticipated enrollment in LSS UC
Number of Students Completing Six Sigma Black Belt Graduate Certificate (External Students)			10	14	15	13.0	25%	3.3
Number of Graduates from our B.S. in Industrial Engineering (Internal Students)	17	14	19	23	20	18.6	50%	9.3
Number of Engineering Students Outside of Industrial Engineering Completing Internally Awarded Six Sigma Green Belt Certificate (Internal Students)	1	2	5	2	7	3.4	50%	1.7
Anticipated Number of Annual Completers at the End of Five Years:								14.3

The numbers in the table above are used to estimate the number of Lean Six Sigma (LSS) Undergraduate Certificate (UC) completers at the end of the first five-year period. We project that we will attract 3.3 completers each year who are not currently Louisiana Tech students; we anticipate that these students will complete the UC primarily online. We project that half (an average of 9.3 per year) of our Industrial Engineering graduates will complete the certificate. We also estimate that an average of 1.7 Louisiana Tech Students from outside the Industrial Engineering Program will complete the certificate each year.

In summary, we estimate 3.3 external completers per year and 11 internal completers per year at the end of the first five-year period. We estimate that the number of completers will grow by 20% each year up to the five-year mark, resulting in about 3 completers in year 1, 6 completers in year 2, 9 completers in year 3, 11 completers in year 4, and 14 completers in year 5. We estimate 43 completers within the first 5 years, including 10 from outside the university, 28 industrial engineering students at Louisiana Tech, and 5 students from other engineering and science majors at Louisiana Tech.

4. Accreditation

Describe plan for achieving program accreditation.

This certificate will be accredited through the Southern Association of Colleges and Schools, as are all of the undergraduate and graduate programs in the College of Engineering and Science at Louisiana Tech University. There is no international or national accrediting organization at this time for Six Sigma and/or Lean certifications.

5. Faculty, Administration, & Other Resources

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

The Six Sigma Black Belt Certificate will be offered by the existing faculty of the Industrial Engineering and Engineering and Technology Management faculty at Louisiana Tech University. All courses for the program are currently offered as undergraduate courses in the college or part of other graduate degree programs in Industrial Engineering and Engineering and Technology Management. This certificate program will not require any additional faculty, facilities, equipment, or library resources.

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).

There are no additional costs to offer this certificate program.

Projected revenue on the budget sheet is based on current tuition and fee rates as shown below:

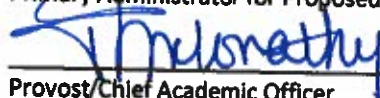
- \$1023 for a student taking a single, 3-hour course; we estimate 9.9 completers in the first five years at this rate, with each student taking an average of 5 courses: $\$1023/\text{course} \times 5 \text{ courses} \times 9.9 \text{ completers} = \$50,639$
- \$270 for a Louisiana Tech Industrial Engineering student taking a single, additional, 3-hour course; we estimate 27.9 completers in the first five years at this rate, with each student taking 1 additional course: $\$270/\text{course} \times 1 \text{ courses} \times 27.9 \text{ completers} = \$7,533$
- \$270 for a Louisiana Tech Engineering student taking a single, additional, 3-hour course; we estimate 5.1 completers in the first five years at this rate, with each student taking 4 additional courses: $\$270/\text{course} \times 4 \text{ courses} \times 4 \text{ completers} = \$5,400$

Thus, we estimate a total revenue of \$63,679 in the first 5 years.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate

6/25/19
Date


Provost/Chief Academic Officer

11/5/19
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University Date: October 7, 2019

Certificate Program, Unit: Lean Six Sigma, Industrial Engineering

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
GRAND TOTAL EXPENSES	\$		\$		\$		\$	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	\$2185	20	\$4369	40	\$6554	60	\$8738	80
Fees	\$2061	20	\$4121	40	\$6182	60	\$8243	80
Other (specify)								
TOTAL	\$4245	20	\$8491	40	\$12736	60	\$16981	80

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date: 10/28/19

Campus: Louisiana Tech University	Program: <u>CIP, Certificate Designation, Title</u> 42.2812 Criminal Psychology
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Donna Johnson, AVP of Academic Advancement and Partnerships Louisiana Tech University 6220 E. Texas St. Bossier City, LA 71111 318.383.5770 donnaj@latech.edu Mr. Michael Solice, Tech Barksdale Program Coordinator 318.456.5008 msolice@latech.edu	

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. ****

Louisiana Tech University proposes to introduce an undergraduate certificate in Criminal Psychology. This certificate is a cross curricular certificate offered through courses within the College of Education and College of Liberal Arts. The proposed curriculum is based on six existing courses, delivered in a combination of on-site and online options, and has been designed to teach students about the underpinnings of the criminal mind.

The certificate will require students to successfully complete 6 existing courses: SOC 210, 314, 410 and PSYC 400, 414, 418.

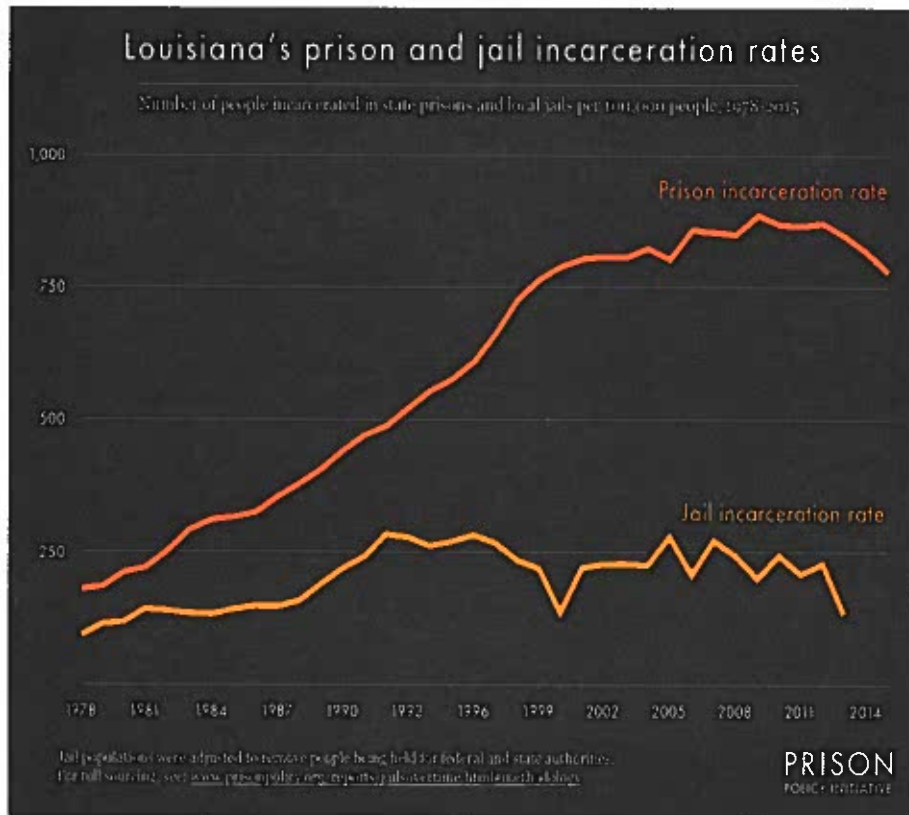
SOC 210 provides a foundation in Criminal Justice. SOC 314 provides an exploration of the origins of crime, types of offenders, crime prevention, control, and treatment. SOC 410 offers students an examination of types, extent, causes, and consequences of domestic violence. Policy related to domestic violence is also explored. PSYC 400 teaches students to apply analysis to individual behaviors from the lens of experimental analysis of behavior principles. PSYC 414 is a course focused on the study of self-adjustment, self-management, and development of personality. PSYC 418 examines the nature and development of abnormal behaviors through a psychological lens. These courses, when grouped together, build the foundations for achieving an understanding of the psychological underpinnings of the criminal mind.

Requirement	Hours	Catalog Descriptions
SOC 210: Intro to Criminal Justice	3	A survey of the criminal justice system, its history and organization at the local, state and federal levels.
SOC 314: Criminology	3	Theories of the origins of crime; analysis of specific types of offenders, prevention, control, and treatment.
SOC 410: Family Violence	3	A sociological examination of the types, extent, causes, and consequences of violence between family members and intimate partners; policy implication are explored.
PSYC 400: Behavioral Modification	3	Applied analysis to individual behaviors using concepts and principles from experimental analysis of behavior.
PSYC 414: Dynamics of Adjustment	3	A comprehensive study of the problems of self-adjustment and self-management and the development of a well-integrated personality.
PSYC 418: Abnormal Psychology	3	<u>Prerequisite PSYC 310.</u> A study of the nature and development of abnormal behavior from a psychological viewpoint.

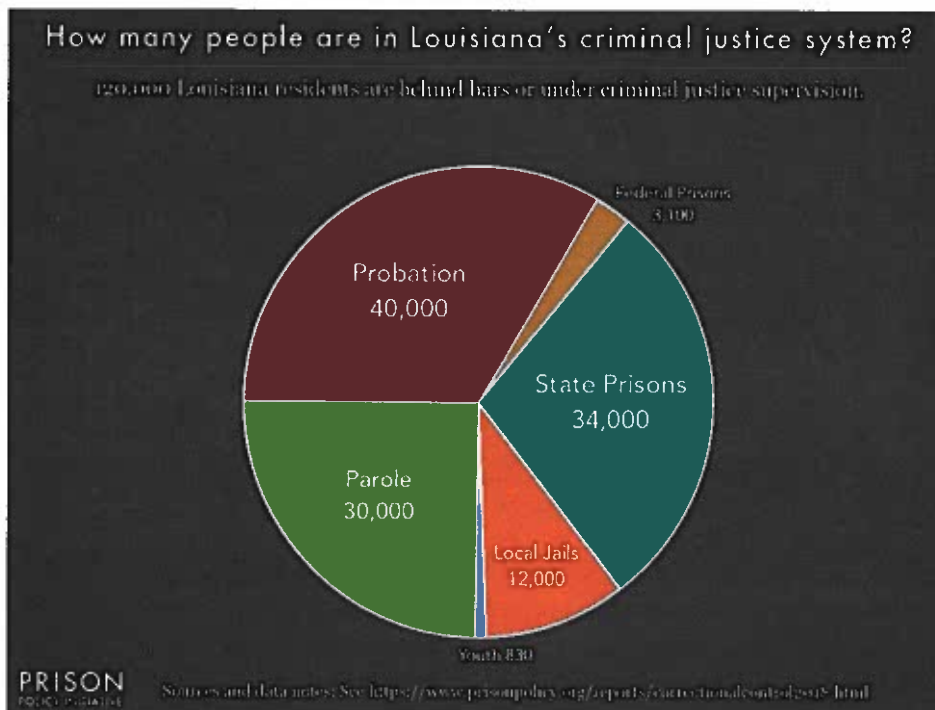
2. Need

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.

According to prisonpolicy.org, the incarceration rate in Louisiana has increased dramatically since 1978. This image highlights the increases up to recent years.



And while there is a staggering of peaks and valleys in those numbers, the unfortunate reality is that there are over 120,000 individuals involved in the criminal justice system in this state.



Statistics such as these point to concerns related to the state's criminal justice system and the management of offenders. Only last year did Louisiana lose its place as #1 in the nation for its incarceration rate. The drop to #2, now trailing only Oklahoma, is credited to a landmark package of 10 criminal justice reform laws(<https://www.pewtrusts.org/en/research-and-analysis/articles/2018/07/10/louisiana-no-longer-leads-nation-in-imprisonment-rate>).

While incarceration rates in Louisiana are declining and the criminal justice system is going through changes, the fact remains that our state faces large numbers of individuals who take part in the criminal justice system, either as the offender or as a public servant. Understanding the criminal mind and how human behaviors are established are two domains of knowledge that comprise the UG Certificate in Criminal Psychology. It is expected that this certificate will benefit individuals in various professions such as those working in the criminal justice system, social work, human services, and other public professions.

The UC Certificate in Criminal Psychology fills a gap in credentialing in the state of Louisiana. There are degree programs and certificate programs offered by state institutions which have criminal justice as an individual area of study. There are also psychology programs at various levels, yet none of the current programmatic offerings listed as part of the Louisiana Board of Regents' program inventory indicates an overlap of these two disciplines, criminal justice and psychology. Merging these topic areas into an UG certificate will create a credential that does not yet exist in Louisiana.

3. Students

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

The Tech Barksdale Program currently offers all courses required for this Certificate for those students pursuing a Bachelor of Interdisciplinary Studies degree who have Criminal Justice, Social Science, and/or Psychology as their concentrations of choice. This accounts for 60% of current Tech Barksdale students. Introduction of this certificate will enhance Tech's ability to offer portable, stackable credentials in this socially relevant field. Establishing this certificate could increase credential production, as well as increase enrollment.

There is local and regional demand for greater support for the criminal justice system. Working with local law enforcement agencies and Barksdale Air Force Base, Tech Barksdale is well-positioned to market and promote this undergraduate certificate to a target audience. With the potential to offer courses online, program availability will expand to a larger audience.

There are several factors that will enhance this programs potential enrollment projections. Tech Barksdale is situated on Barksdale Air Force Base in Bossier City, LA. This gives the program's physical location an advantage of dense population to draw from. Additionally, Tech Barksdale has included the Bachelor of Interdisciplinary Studies (BIS) in the UL System initiative known as Compete LA, an initiative aimed to engage adult learners. The inclusion of the BIS in Compete LA and the UG Certificate in Criminal Psychology being embedded in the BIS degree gives an advantage for visibility among the Compete LA students.

For these reasons, it is projected that we will be able to enroll current Tech Barksdale students in the UG Certificate once it is approved, thus creating a baseline of certificate enrollees. While 60% of current Tech Barksdale students are enrolled in minors that align with the certificate, it is anticipated that not all students will seek to obtain the certificate.

Year 1	10
Year 2	10
Year 3	15
Year 4	15
Year 5	15

4. Accreditation

Describe plan for achieving program accreditation.

Louisiana Tech University College of Education and College of Liberal Arts is accredited by the Southern Association of Colleges and Schools (SACS).

5. Faculty, Administration, & Other Resources

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

The certificate program will be delivered by the Tech Barksdale Program and overseen by Mr. Michael Solice, Program Coordinator. Tech Barksdale employs faculty with credentials and experience in the area of law enforcement and the field of psychology. Existing faculty also bring with them connection to local law enforcement agencies for greater dissemination of information relevant to the field.

All instructional needs will be met by existing departmental resources. Should the enrollment grow quickly, the hiring of adjunct instructors with relevant criminal justice and/or psychology experience and credentialing may be required.

6. Cost

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

No additional cost will be associated with the certificate, as this will leverage existing courses, faculty, and infrastructure. Over time, enrollment growth may necessitate the need to hire additional adjunct faculty.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office

11-5-19
Date

11/5/19
Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: October 28, 2019

Certificate Program, Unit: UG Cert in Criminal Psychology

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty								
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
GRAND TOTAL EXPENSES	\$		\$		\$		\$	
REVENUES								
Amount & Percentage of	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%

Total Anticipated From:								
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	*N/A		*N/A		*N/A		*N/A	

*We anticipate that certificates will be earned by students already enrolled in and assessed for undergraduate degree program tuition and fees.

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

Date: 10-21-19

Campus: Louisiana Tech University	Program: <u>CIP, Certificate Designation, Title</u> CIP 51.0204 Audiology Undergraduate Certificate
Institutional Contact Person & Contact Info (if clarification is needed) Brenda Heiman	

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.

Currently, this concentration is available for undergraduate students working toward the BA in Speech-Language Pathology (SLP). This additional coursework provides those students who are considering applying to graduate programs in audiology (Au.D. or Ph.D.) specific content in audiology. If this were offered as a certificate program at the undergraduate level, it would allow students in other majors to completed targeted coursework in audiology, better preparing them for graduate work in audiology. Also, the Louisiana Board of Examiners in Speech Pathology and Audiology (LBESPA, the licensure board in Louisiana), is currently forming rules and regulations for the licensing of audiology assistants. The implementation of this certification will play a large role in the educational requirements necessary to be licensed as an audiology assistant, and would therefore offer job opportunities as an audiology assistant in the state.

All courses are currently taught on campus and are current. No new course development is needed.

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

SPCH 205: Introduction to Audiology: 3 Semester Credit Hours. Study of the auditory mechanism, physics of sound, basic hearing disorders, and their treatment.

SPCH 206: Introduction to Sign Language: 3 Semester Credit Hours. Introduction to manual communication, emphasizing fingerspelling, the vocabulary and structure of American Sign Language (ASL) used by the Deaf Community.

SPCH 305: Evaluation of Hearing: 3 Semester Credit Hours. Prerequisite SPCH 205 This class will include the study of auditory pathologies and the evaluation procedures used in the differential diagnosis of hearing loss.

SPCH 447: Hearing Loss in Children and Adults: 3 Semester Credit Hours. Prerequisite SPCH 205 and Permission of Department Head Disorders of the auditory system and their impact on communication in children and adults.

SPCH 421: Audiologic Observation: 2 Semester Credit Hours. Prerequisite Speech Pathology Majors Only This course is designed to provide the student with a hands-on experience under the supervision of a certified audiologist.

SPCH 422: Special Topics in Audiology: 3 Semester Credit Hours. Prerequisite SPCH 205 and SPCH 305 or Consent of Instructor. Selected topics in Audiology including amplification, industrial audiology, cochlear implants, aural rehabilitation, educational audiology, pediatric and geriatric considerations and auditory processing disorders.

COMM 325: Communication Research: 3 Semester Credit Hours. A study of the goals and methods of research with emphasis on understanding the nature and structure of communication.

TOTAL HOURS: 20

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.

Currently, this concentration is available for undergraduate students working toward the BA in Speech-Language Pathology (SLP). This additional coursework provides those students who are considering applying to graduate programs in audiology (Au.D. or Ph.D.) specific content in audiology. If this were offered as a certificate program at the undergraduate level, it would allow students in other majors to completed targeted coursework in audiology, better preparing them for graduate work in audiology. Also, the Louisiana Board of Examiners in Speech Pathology and Audiology (LBESPA, the licensure board in Louisiana), is currently forming rules and regulations for the licensing of audiology assistants. The implementation of this certification will play a large role in the educational requirements necessary to be licensed as an audiology assistant, and would therefore offer job opportunities as an audiology assistant in the state.

In 2006, the accrediting body for our graduate programs (the Council on Academic Accreditation, CAA) changed the progression of degrees through all Audiology programs. Previously, the MA and PhD in Audiology were available; however, the MA programs were integrated into the Doctoral programs. Currently a student completes the Pre-Profession SLP degree, then applies directly to the AuD (Doctoral of Audiology) or PhD program in audiology (no MA available after 2006).

The Department of Communication Disorders (School of Communication) added the concentration in audiology four years ago at the undergraduate level to recruit graduate students to our own AuD program, and provide opportunities for additional electives in audiology for any undergraduate who may be interested. In Louisiana, there are currently approximately 30 Audiology positions available. There is also a nation-wide shortage of Audiologists for both general practice and higher education teaching.

3. Students

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

Over the past four years that the audiology concentration has been offered, 12 students have graduated with the audiology concentration completed. All 12 applied to graduate programs in audiology. If offered as a certificate (rather than a concentration), more students who are seeking a terminal degree in Audiology will complete these electives. There are no baseline data for this type of projection. However, enrollment in our Doctor of Audiology program has increased from 13 to 23 students over the past five years, and is an indicator that the profession is growing.

4. Accreditation

Describe plan for achieving program accreditation.

There is no accreditation offered by any professional organization for undergraduate programs in SLP or AuD.

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?

As all of the 20 hours of instruction proposed are already being taught in the undergraduate program, the only resource needed is space allocation. Should the concentration change to a certificate program with an increased enrollment, there will be a need for larger rooms.


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).

There are no additional costs, as the program is already offered as a concentration in SLP.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office


Date


Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 10-21-19

Certificate Program, Unit: Undergraduate Audiology Certificate, School of Communication

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	0
Graduate Assistants								0
Support Personnel								0
Fellowships and Scholarships								0
SUB-TOTAL EXPENSES	\$		\$		\$		\$	0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$0	
Equipment							\$0	
Travel							\$0	
Supplies							\$0	
SUB-TOTAL	\$		\$		\$		\$0	
GRAND TOTAL EXPENSES	\$		\$		\$		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	*N/A		*N/A		*N/A		*N/A	

*We anticipate that certificates will be earned by students already enrolled in and assessed for undergraduate degree program tuition and fees.

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

Date: 10-21-19

Campus: Louisiana Tech University	Program: <u>CIP, Certificate Designation, Title</u> CIP 09.0199 Communication and Media Studies Certificate
Institutional Contact Person & Contact Info (if clarification is needed) Brenda Heiman	

1. Certificate Description

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

The Certificate in Communication and Media studies is designed to provide specialized communication knowledge and skills for undergraduate students in all majors. These courses provide hands-on application, and serve as a foundation for careers/studies in crisis communication, conflict management, organizational communication and the impact of media on society. This certificate will also serve as an indication that the student has completed concentrated coursework in communication prior to applying for graduate programs.

All courses are currently taught on campus. No new course development is needed.

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

COMM 202: Media Literacy: 3 Semester Credit Hours . Introduction to the world of media, arts, and society with emphasis on critical consumption.

COMM 203: Interpersonal Communication: 3 Semester Credit Hours. Study of the verbal and nonverbal dimensions of interpersonal relationships including dialogues, interviews, and dyadic systems.
LCCN:CCOM2213

COMM 300: Argumentation: 3 Semester Credit Hours. A study of the principles of group discussion and debate with practical experience in each. Statewide Transfer Agreement Course.

COMM 303: Intercultural Communication: 3 Semester Credit Hours. Explores communication across cultures with emphasis on nonverbal messages. Examines the current theories and strategies for more effective and culturally aware communication.

COMM 455: Communication Theory: 3 Semester Credit Hours. An examination and synthesis of theoretical approaches to contemporary communication theory with special emphasis on interpersonal contexts.

COMM 466: Group Processes: 3 Semester Credit Hours. Theory and practice of conducting group meetings, group discussions, to include parliamentary procedure.

TOTAL HOURS: 18

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.

This certificate will serve to provide evidence of focused study in the field of communication and media, and will benefit students in any major. Although not directly related to economic development, it will provide instruction in new and current communication technologies. It will also serve as a foundation for any student seeking an MA/MS in virtually any field of study.

The Department of Communication and Media Studies (School of Communication) currently offers a concentration as well as a minor in Communication and Media Studies. These include foundational coursework for a generic degree in communication. The courses required in the certificate program will offer focused study in specific areas of communication knowledge and skills which are critical to success in any major.

3. Students

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

Over the past five years, enrollment in the Communication and Media Studies BA program has increased by 10%. The number of students completing the minor in the program has also increased by 10%. It is projected that by offering this as a separate area of certification, the number of undergraduate students seeking the certificate will increase by another 10%. This certificate provides the foundational coursework pre-requisite to an MA in Communication.

4. Accreditation

Describe plan for achieving program accreditation.

The BA in Communication and Media Studies is currently unaccredited. Although there are professional organizations offering this type of accreditation, it is not a requirement for issuing degrees in this 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?

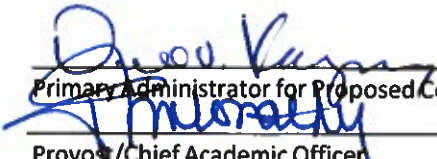
As all of the 18 hours of instruction proposed are already being taught in the undergraduate program, the only resource needed is space allocation. Should the concentration change to a certificate program with an increased enrollment, there will be a need for larger rooms.

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).

There are no additional costs, as the program courses are already offered.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate

11/5/19
Date


Provost/Chief Academic Officer

11/5/19
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 10-21-19

Certificate Program, Unit: Undergraduate Audiology Certificate, School of Communication

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	0
Graduate Assistants								0
Support Personnel								0
Fellowships and Scholarships								0
SUB-TOTAL EXPENSES	\$		\$		\$		\$	0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$0	
Equipment							\$0	
Travel							\$0	
Supplies							\$0	
SUB-TOTAL	\$		\$		\$		\$0	
GRAND TOTAL EXPENSES	\$		\$		\$		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	\$ *N/A		\$ *N/A		\$ *N/A		\$ *N/A	

*We anticipate that certificates will be earned by students already enrolled in and assessed for undergraduate degree program tuition and fees.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.4. **Louisiana Tech University's request for approval to offer a Graduate Certificate in Industrial-Organizational Psychology.**

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer a Graduate Certificate (GC) in Industrial-Organizational (I-O) Psychology. The proposed GC will offer a pathway for students to learn theories and applied techniques related to the culture and development of people in organizations. Courses required of the proposed 12 credit hour GC include: Organizational Psychology, Industrial Psychology, Training and Development, and Leadership and Decision Making. These four (4) courses make up the core curriculum of the I-O Psychology Master of Arts (MA) degree offered by LA Tech; the University also offers a PhD in I-O Psychology. The proposed GC will offer valuable insight, knowledge, and skills related to employee recruitment, selection, and retention as well as develop a better understanding of people in organizations and the influence of organizational climate and culture. Thus, the proposed GC will produce completers capable of making better hires, increasing productivity, reducing turnover, and lowering labor costs. The following is a partial list of major employers along the I-20 corridor whose employees may consider the proposed GC: CenturyLink, Entergy, Glenwood Medical Center, Graphics Packaging, St. Francis Medical Center, and Vantage Health Care.

Courses required of the proposed GC have no prerequisites, which will allow students without a psychology background to enroll. Therefore, the proposed GC provides an opportunity for graduate students from other programs, such as Business Administration or Industrial Engineering, to broaden their knowledge of organizational psychology. It is anticipated that five (5) students will enroll in the proposed GC in YR1 with that number increasing to 10 in YR2 and beyond. The proposed GC will utilize existing courses and faculty so it can be offered at no cost to the institution.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to offer a Graduate Certificate in Industrial-Organizational Psychology.



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer a new academic graduate certificate in Industrial-Organizational Psychology.

This new graduate certificate builds on the Master of Arts and Doctor of Philosophy in Industrial/Organizational Psychology degree programs offered at Louisiana Tech since 1974 and 2008, respectively. The Graduate Certificate is designed to help students and workers pursuing enhanced understanding of the complexities and nature of modern organizations and employers seeking to make better hires, increase productivity, reduce turnover, and lower labor costs.

The proposal is attached and provides specific details supporting our request. If you have any questions or concerns, please contact me at your convenience. Thank you for your consideration and approval.

Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice".

Leslie K. Guice
President

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

Date: September 24, 2019

Campus: Louisiana Tech University-Ruston	Program: CIP –42.2804, Certificate Designation – Graduate Certificate Title - Graduate Certificate in Industrial-Organizational Psychology
Institutional Contact Person & Contact Info: Dr. Donna Thomas, 318-257-5066 – Department Head, Psychology & Behavioral Sciences; College of Education	

1. Certificate Description

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

The College of Education at Louisiana Tech University proposes a new Graduate Certificate in Industrial-Organizational Psychology. This certificate offers a pathway for students to learn theories and applied techniques related to the culture and development of people in organizations. Students admitted to a graduate degree program at Louisiana Tech University may take any of the four (4) graduate certificate courses as long as course prerequisites have been met. Individuals who wish to only pursue the Graduate Certificate in I-O Psychology, i.e., without simultaneously pursuing a graduate degree, must submit an application to the Graduate School for admission to the certificate program.

To earn the certificate, the cumulative GPA for the following courses must be 3.0 or higher:

PSYC 513 - Organizational Psychology

PSYC 516 - Industrial Psychology

PSYC 517 - Training and Development

PSYC 523 - Leadership and Decision Making

All required courses are currently offered on a rotating schedule. No new courses will need to be developed and staffed. PSYC 513, 516, and 517 are 100% online courses. PSYC 523 is delivered on-site in Ruston and simulcast to the Academic Success Center in Bossier. As a result, students residing outside Ruston will have fewer barriers to enrolling in the required courses.

In addition, if the participating student completes the Graduate Certificate with a cumulative GPA of 3.2 or higher, the GRE requirement may be waived if the student applies for admission to the MA degree

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy. Identify similar programs in the state and explain why the proposed certificate is needed.

The Graduate Certificate in Industrial-Organizational Psychology will contribute to the enhancement of the workforce in North Louisiana. There are many employers along the I-20 corridor who would benefit from the availability of employees credentialed with the certificate. The program is designed to help employers make better hires, increase productivity, reduce turnover, and lower labor costs. The following is a partial list of major employers whose workers may consider the proposed program:

Monroe/West Monroe

- CenturyLink
- Entergy
- Glenwood Medical Center
- Graphics Packaging
- St. Francis Medical Center
- Vantage Health Care

Shreveport Bossier

- Barksdale Airforce Base (Government, Department of Defense)
- General Motors
- Centerpoint Energy
- LSU Medical Center (Health Care)
- General Dynamics Information Technology (GDIT)
- National Cyber Research Park (Technology)
- Willis Knighton Medical Center (Health Care)

Ruston

- Argent Financial (Financial)
- Mortgage Contracting Services (Financial)
- North Louisiana Medical Center (Health Care)
- Origin Bank (Financial)

These and other organizations located along the I-20 corridor need employees with advanced knowledge and skills in the people-related aspects of business. Executives in the region consistently highlight the importance of people-skills, especially among technical employees and managers. A Graduate Certificate in Industrial-Organizational Psychology will help employees meet those organizations' needs while they continue working in their jobs.

The certificate will benefit not only the organizations but also the employees themselves with potential increased earnings from completing the Graduate Certificate.

In 2012, the U.S. Bureau of Labor Statistics (BLS) named industrial-organizational psychologists as one of the top 20 fastest-growing occupations between then and 2022. While the Graduate Certificate does not fully qualify individuals to be industrial-organizational psychologists, it will provide professionals with a milestone accomplishment for career advancement in a rapidly-expanding, sought-after field.

Students

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

The certificate in Industrial-Organizational Psychology represents emerging knowledge/new directions by offering a set of four (4) courses that make up the core curriculum of the Industrial-Organizational Psychology MA degree at Louisiana Tech University. These courses will offer valuable insight, knowledge, and skills related to employee recruitment, selection, and retention as well as develop a better understanding of people in organizations and the influence of organizational climate and culture through the certificate curriculum. Thus, the certificate program will contribute to a workforce cognizant of the complexities and nature of modern organizations who are in an excellent position to become leaders. Some of these students may choose to pursue the MA or PhD in Industrial-Organizational Psychology offered by Louisiana Tech University.

The core courses have no prerequisites listed in the current catalog, allowing students without a psychology background to enroll in these courses. Therefore, the proposed Graduate Certificate in Industrial-Organizational Psychology provides an opportunity for graduate students from other programs, such as Business Administration and Industrial Engineering, to broaden their knowledge of organizational psychology.

The Graduate Certificate in Industrial-Organizational Psychology is being proposed to motivate students from both within and outside the College of Education to take the core courses. This certificate is also designed to encourage students to enter the Industrial-Organizational Psychology program after successfully completing the four core courses and receiving the Industrial-Organizational Psychology Graduate Certificate. For students who are pursuing the MA or PhD in Industrial-Organizational Psychology, the certificate provides a valuable credential along the way. This certificate supports Louisiana Tech's 2020 strategic goal of reaching 15,000 enrollment at the University by helping to increase graduate enrollment.

3. Accreditation

Describe plan for achieving program accreditation.

None of the proposed courses for the Graduate Certificate are assessed through accreditation.

4. 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?

Graduate faculty from the Department of Psychology and Behavioral Sciences will be responsible for teaching all courses. The program will be monitored by the coordinator of the Industrial-Organizational Psychology MA program, who reports to the Department Chair. The Associate Dean of Graduate Programs and Research in the College of Education will administer the courses/certificate program. It is anticipated that approximately 5 students will enroll in the Graduate Certificate in Industrial-Organizational Psychology program during the first year, increasing to 10 in the second year and beyond. If demand increases beyond this level, faculty overloads may be needed to teach additional sections.

5. Cost

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

The graduate certificate requires four (4) graduate courses that currently are taught once per year as part of the course sequence for the MA, Industrial-Organizational Psychology, program. There are no additional costs associated with the addition of certificate students unless (1) the popularity of the program creates a demand beyond the 10 students projected to enroll, or (2) the MA Industrial-Organizational program's enrollment increases to a level that causes course enrollments to exceed typical maximum enrollment capacities.

If additional sections of the courses are added to accommodate students seeking the Graduate Certificate, faculty will be compensated at the university's overload pay rate.

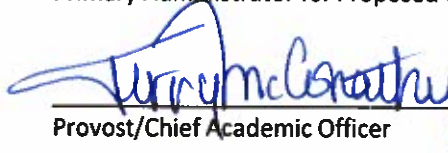
CERTIFICATIONS:



Primary Administrator for Proposed Certificate

10/24/2019

Date



Provost/Chief Academic Officer

10/25/19

Date

Management Board/System Office

Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: August 1, 2019

Certificate Program, Unit: Graduate Certificate in Industrial-Organizational Psychology, Graduate Programs College of Education

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty								
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$0		\$ 0		\$0		\$ 0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$0		\$ 0		\$0		\$ 0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	5		10		10		10	
Tuition (assuming 1 course per student per term)	Est. \$3,870		Est. \$7,740		Est. \$7,740		Est. \$7,740	
Fees	Est. \$1,855		Est. \$3,710		Est. \$3,710		Est. \$3,710	
*Other (specify)								
TOTAL REVENUES	\$5,725		\$11,450		\$11,450		\$11,450	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.5. **McNeese State University's** request for approval to terminate the Master of Education in Educational Leadership.

EXECUTIVE SUMMARY

McNeese State University requests approval to terminate the Master of Education in Educational Leadership. Enrollment in the program has decreased from 35 in Fall 2014 to nine (9) in Fall 2019. A teach-out plan has been created which will allow students currently enrolled in the program to continue taking courses needed to complete the program. The expectation is that all current students will complete degree requirements by Fall 2022. Individuals interested in pursuing a Master of Education in Educational Leadership will still be able to obtain such a degree from other public universities in Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to terminate the Master of Education in Educational Leadership.

E5

November 7, 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 terminate the Master of Education degree in Educational Leadership.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 5, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,




Dr. Daryl V. Burckel
President

Enclosures



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

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) MEd	
4. Title and CIP Code. Educational Leadership / 13.0401	
5. Semester/year at which no new enrollments will be accepted. Summer 2020	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program. Due to the change in state requirements to become an Educational Leader, we would like to change the focus of our graduate work to Curriculum and Instruction while also preparing mentor teachers and content leaders to fill the role of leaders in the school districts. <small>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</small>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Dean for Burton College of Education, aogea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Head of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head: 	Date: 10-25-19
Management Board:	Date:

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.6. **McNeese State University's** request for approval to terminate the Education Specialist in Educational Leadership.

EXECUTIVE SUMMARY

Due to low enrollment, McNeese State University requests approval to terminate the Education Specialist in Educational Leadership. Enrollment in the program has decreased from 12 in Fall 2014 to two (2) in Fall 2019. The University has established a teach-out plan which will allow for currently enrolled students to continue taking courses needed to complete the program. The expectation is that all current students will complete degree requirements by Fall 2022. Northwestern State University offers an Education Specialist in Education Leadership and Instruction so a degree of this nature will still be available in Louisiana should McNeese's termination request be granted approval.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to terminate the Education Specialist in Educational Leadership.



E 6

November 7, 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 terminate the Education Specialist degree in Educational Leadership.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 5, 2019 meeting.

Thank you for your attention in this matter.


Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



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

1. Institution: McNeese State University	
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)	
3. Degree Designation. (BA, MS, PhD, etc.) EdS	
4. Title and CIP Code. Educational Leadership / 13.0401	
5. Semester/year at which no new enrollments will be accepted. Summer 2020	
6. Teach-out plan, including semester/year at which reporting of degrees shall cease. Candidates currently enrolled in the program will be allowed to continue taking the courses needed to complete the program. All current candidates are expected to have completed the program by Fall 2022.	
7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Low enrollment in the program. Also, we are sending in a separate request to terminate the MEd in Educational Leadership, which shared EDLD coursework with the EdS program. <small>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</small>	
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A	
9. Program/Unit Contact (name, title, email address, telephone number) Angelique Ogea, Ph.D., Dean for Burton College of Education, aogea@mcneese.edu , 337-475-5433 Deborah King, Ph.D., Department Head of Education Professions, dmking@mcneese.edu , 337-475-5437	
Campus Head: 	Date: 10-29-19
Management Board:	Date:

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.7. **McNeese State University's request for approval of a transfer agreement with Lamar State College Orange.**

EXECUTIVE SUMMARY

McNeese State University (MSU) and Lamar State College Orange (LSCO), a two-year public institution located in Orange, Texas, would like to enter into an agreement to create seamless transfer processes between the institutions. The main objective of the partnership is expanding the availability of quality higher education to the citizens of southeast Texas and southwest Louisiana. The agreement provides guidelines and outlines areas of responsibility ensuring that LSCO students can transfer completed college-level academic courses to MSU without any loss of credit or recognition of approved courses applied toward various degrees. In turn, the agreement provides guidelines and outlines areas of responsibility ensuring that MSU students can transfer completed college-level academic courses to LSCO without any loss of credit or recognition of approved courses applied toward associate degrees.

Upon approval by the Board of Supervisors for the University of Louisiana System, the agreement will go into effect for a period of five (5) years. The agreement is subject to termination by either party with sixty (60) days' written notice. Alternatively, termination can occur at any time without cause by mutual consent of the parties or by either institution with notice by May 1 that the agreement will not be in effect for the next academic year.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a transfer agreement with Lamar State College Orange.



E7

November 7, 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 for approval of the attached transfer agreement between McNeese State University and Lamar State College Orange.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 5, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



October 28, 2019

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

Dear Dr. Henderson:

On Friday, October 28, 2019, McNeese State University and Lamar State College Orange, a two-year public institution in Orange, Texas, signed a transfer agreement to create seamless transfer processes between both institutions. The agreement includes provisions for transfer of credit, referral of applicants, and reverse transfer.

Since this agreement furthers the common objective of expanding the availability of quality higher education to the citizens of southeast Texas and southwest Louisiana, I request that the Board of Supervisors of the University of Louisiana System ratify the attached agreement at the December 5, 2019 board meeting.

Thank you for your consideration of this request. Please let me know if you have any questions or concerns.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosure: Transfer Agreement between McNeese State University and Lamar State College Orange

CC: Dr. Jeannine Khan, Provost and Vice President for Academic Affairs

**TRANSFER AGREEMENT
BETWEEN
MCNEESE STATE UNIVERSITY
and
LAMAR STATE COLLEGE ORANGE**

This agreement is made and entered into by and between McNeese State University, a four-year public institution of higher education in the State of Louisiana, and Lamar State College Orange, a two-year public institution of higher education in the State of Texas.

I. Purpose of Agreement

McNeese State University, herein after referred to as "MSU", Lake Charles, Louisiana, and Lamar State College Orange, herein after referred to as "LSCO", Orange, Texas, share a common interest in expanding the availability of quality higher education to citizens of southeast Texas and southwest Louisiana and creating seamless transfer processes between institutions. Both entities agree to cooperate in furthering this objective to the mutual benefit of their students.

This agreement provides guidelines and outlines areas of responsibility ensuring that LSCO students can transfer completed college-level academic courses to MSU without any loss of credit or recognition of approved courses applied toward various degrees. This agreement further provides guidelines and outlines areas of responsibility ensuring that MSU students can transfer completed college-level academic courses to LSCO without any loss of credit or recognition of approved courses applied toward associate degrees. Either institution may propose additional cooperative activities that shall become part of the general agreement upon being signed by both parties.

II. Terms

The parties to this agreement, MSU and LSCO, agree to the terms and conditions set forth herein:

A. General

1. MSU and LSCO will each designate an individual who will be responsible for the maintenance of this agreement and sharing of information on the various bachelor and associate degrees, new courses added to the degree programs, transcript evaluation, and other projects as needed.
2. The names of the designated persons are contained in Appendix 1. Any change to Appendix 1 shall not require renegotiating this agreement, and any such change made by one institution shall be communicated in writing to the other.
3. To be eligible for enrollment under this agreement, LSCO students must meet all MSU admission requirements, be officially enrolled at MSU, and have an official transcript showing credit earned on file with the MSU Registrar's Office.
4. This agreement is non-exclusive, and either party may enter into similar agreements with any other party.

B. MCNEESE STATE UNIVERSITY agrees to:

1. Admit and enroll LSCO students that are determined by MSU to be qualified for admission to MSU and the student's desired degree program.
2. Contact LSCO students who wish to participate in the program and maintain such communication throughout their time at LSCO.

3. Assist LSCO transfer students in the transition from LSCO into the MSU degree program. This may involve informing students of and assisting them in the application for financial assistance, including non-resident fee waivers, and in course registration.
4. Send a representative to the LSCO campus periodically, on a mutually agreed upon schedule, to visit with LSCO students and answer questions regarding transfer, MSU degree programs, and student life information. This visit is expected to occur in various places on the LSCO campus at a variety of times.
5. Offer non-resident fee waivers to LSCO students who meet award requirements, allowing qualified students to pay in-state Louisiana tuition and fees.
6. Invite LSCO students to attend selected student life events on the MSU campus.
7. Maintain ongoing collaboration and monitoring of the agreement through the MSU Provost and Vice President for Academic Affairs and Enrollment Management, or his/her designee, and the LSCO Provost and Executive Vice President for Academic and Student Affairs, or his/her designee.
8. Continue to accommodate LSCO students into degree programs outlined herein so long as this agreement is in effect. Since MSU cannot guarantee any particular degree program in perpetuity, this agreement does not constitute a binding contract regarding ongoing or future offerings of the academic programs outlined herein.
9. Refer prospective MSU students that do not meet the MSU admission requirements to LSCO for enrollment opportunities within the specified degree and certificate programs outlined in this agreement.

C. LAMAR STATE COLLEGE ORANGE agrees to:

1. Provide, upon request by MSU, syllabi for any courses covered by this agreement.
2. Communicate to LSCO students enrolling in an academic degree program about MSU academic requirements, policies, procedures, tuition and fees that will apply and may be subject to change, non-resident fee waiver opportunities, and inform LSCO students that MSU future offerings cannot be guaranteed.
3. Disseminate information concerning MSU preview days to interested LSCO students.
4. With the students' permission, provide to McNeese at the end of every fall and spring term a list of students who have successfully completed 30 college-level academic semester credit hours at LSCO and their corresponding contact information (mailing address, phone number, and email address).
5. Offer qualified MSU students, who are Louisiana residents, in-state Texas tuition and fees.
6. Maintain ongoing collaboration and monitoring of the agreement through the MSU Provost and Vice President for Academic Affairs and Enrollment Management, or his/her designee, and the LSCO Provost and Executive Vice President for Academic and Student Affairs, or his/her designee.

D. BOTH INSTITUTIONS agree to:

1. Develop marketing materials for use by both parties to advise prospective students, current LSCO students, and the public about the agreement.
2. Develop transfer planning, course equivalency, and degree program pathway guides to support the agreement.
3. Maintain accreditation by the applicable accrediting authority. Both parties agree to notify the other if such accreditation ceases to exist.

4. Be responsible for its employees' actions or inactions, and liability arising therefrom. The institutions will maintain their own insurance including workers' compensation, general liability, or such other coverage necessary for their own institutional liability. Neither institution waives any immunity it may be afforded under law as a governmental entity in the state in which it operates.
5. Notify appropriate officials at the relevant institution of any complaints of sexual harassment or discrimination alleged to be committed by students or employees of the other institution.
6. Apply the policies and procedures of each institution to students enrolled with each institution. Disciplinary complaints falling under the jurisdiction of an institution shall be referred to the appropriate officials.
7. Strictly adhere to all statutes, court decisions and the opinions of the State Attorney General with respect to disclosure of public information under Louisiana and Texas laws, whichever is applicable.
8. Comply with all laws regarding the confidentiality of the student's education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA), and to comply with all applicable laws in safeguarding any non-public, sensitive, and/or confidential information of faculty and students which is in either institution's possession or control in the same manner and to the same extent that it protects its own employees' and students' confidential or non-public sensitive information.
9. Not discriminate unlawfully against any MSU or LSCO student, applicant, or employee, nor deny the benefits provided its own students to any person on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, veteran status, or any other protected class status as defined by law or institutional policy.

E. Transfer of Credit

1. This agreement provides a mechanism to enable students who have completed college-level academic courses prescribed by this agreement to transfer those courses from LSCO to MSU and, thereby, satisfy no more than 80 semester credit hours toward a specified degree program.
2. Appendix 2 contains programs and courses covered by this agreement. Any change to Appendix 2 may be made by mutual written agreement of the MSU Provost and Vice President for Academic Affairs and Enrollment Management and the LSCO Provost and Executive Vice President for Academic and Student Affairs.

F. Reverse Transfer

1. This agreement provides a mechanism to enable LSCO students who have earned enough credits to satisfy the associate degree requirements to have those credits transferred back to LSCO. This reverse transfer process will help increase student transfer rates to MSU and raise associate degree completion rates for LSCO.
2. MSU and LSCO agree to exchange information, within legal guidelines, about individual students with the goal of making students aware of the potential to satisfy associate degree requirements by transferring course work between both institutions.
3. MSU agrees to identify students who transfer from LSCO with at least 18 college-level academic semester credit hours and to communicate with those students regarding reverse transfer opportunities. In cases where students express interest in reverse transfer, MSU agrees to share that information with LSCO and provide LSCO with official transcripts on a mutually agreed upon schedule.
4. MSU and LSCO agree to each provide a contact person who is knowledgeable about reverse transfer and who can facilitate this process.
5. Within 30 days of each commencement and with students' permission, LSCO agrees to provide MSU a list of students awarded an associate degree or academic certificate and their corresponding contact information (mailing address, phone number, and email address).

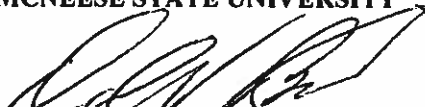
G. Terms of Agreement and Termination

1. This agreement is effective as of the date of ratification by the Board of Supervisors of the University of Louisiana System and will continue in effect for five years.
2. This agreement constitutes the entire agreement between the parties and supersedes any prior oral or written understandings or agreements of the parties.
3. This agreement shall be filed with MSU's Registrar and Admissions and Recruiting offices and with the Provost and Vice President for Academic Affairs and Enrollment Management. This agreement shall be filed with LSCO's Provost and Executive Vice President for Academic and Student Affairs.
4. All required notices, demands, requests, and other communications shall be in writing and shall be deemed to have been given when personally delivered to or when certified mail is received by the administrators of the respective institutions.
5. This agreement may be amended at any time in writing upon signature of authorized representatives of both institutions.
6. This agreement is subject to termination by either party upon sixty (60) days written notice of a material breach to the breaching party. Alternatively, this agreement can be terminated at any time without cause by mutual consent of the parties or by either institution with notice by May 1 that the agreement will be not be in effect for the next academic year.
7. The laws of the states of Louisiana and Texas shall govern the interpretation and application of this agreement. Any dispute arising out of this agreement or its operation, performance or nonperformance shall be resolved in accordance with Louisiana and Texas laws.


H. Acceptance of Agreement

In witness whereof, the undersigned parties signify their intent to execute this agreement and agree to comply with the stated terms and conditions set forth herein.

MCNEESE STATE UNIVERSITY

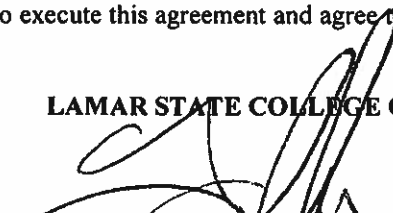


Dr. Daryl Burckel Date
President

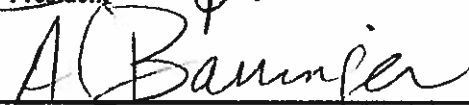


Dr. C. Mitchell Adrian Date
Provost and Vice President for Academic
Affairs and Enrollment Management

LAMAR STATE COLLEGE ORANGE



Dr. Thomas Johnson Date
President



Dr. Albert Barringer Date
Provost and Executive Vice President for
Academic and Student Affairs

APPENDIX 1

Individuals Designated to Maintain This Agreement

1. LSCO designates the following individual as the person responsible for maintaining this agreement. This designee shall contact the MSU designee no later than May 15 each year during the period for which this agreement is in force for the purpose of carrying out the terms listed in other parts of this agreement.

Dr. Albert Barringer
Provost and Executive Vice President
for Academic and Student Affairs
410 Front Street
Orange, Texas 77630
409-882-3077
abarringer@lsco.edu

2. MSU designates the following individual as the person responsible for maintaining this agreement. This designee shall be in contact with the LSCO designee no later than May 15 each year for the purpose of carrying out the terms listed in other parts of this agreement.

Dr. C. Mitchell Adrian
Provost and Vice President for Academic
Affairs and Enrollment Management
McNeese State University
Box 93220
Lake Charles, LA 70609
337-475-5508
madrian@mcneese.edu

APPENDIX 2

Degree and Certificate Programs

The following LSCO degree and certificate programs are covered by this agreement:

- Associate of Arts Degree Programs:
 - Communication
 - Liberal Arts
 - Sociology
 - Teaching – Grades EC-6, 4-8, Special Ed EC-12
 - Teaching – Grades 8-12, EC-12
- Associate of Science Degree Programs:
 - Business
 - Computer Information Systems
 - Computer Science
 - Criminal Justice
 - Natural Science
 - Pre-Medical Professional
- Certificate of Completion Programs:
 - Academic Certificate in General Studies

Transfer of Courses

Core curriculum coursework will be transferred from LSCO and applied toward MSU's core requirements as indicated below. In cases where there is not an equivalent course at MSU, the course will be transferred as an elective in that subject area. A complete listing of LSCO courses and the MSU equivalencies can be found in the Transfer Evaluation System located at www.mcneese.edu/tes. Academic departments reserve the right to determine applicability of transfer courses to degree programs.

LAMAR STATE COLLEGE ORANGE			MCNEESE STATE UNIVERSITY		
COURSE	COURSE TITLE	CRD	COURSE	COURSE TITLE	CRD
ARTS 1301	ART APPRECIATION	3	ART 251	CREATIVE ARTS, CULTURE, AND COMMUNITY	3
BIOL 1306	BIOLOGY FOR SCIENCE MAJORS I	3	BIOL 101	INTRODUCTION TO BIOLOGY I	3
BIOL 1307	BIOLOGY FOR SCIENCE MAJORS II	3	BIOL 102	INTRODUCTION TO BIOLOGY II	3
BIOL 1308	BIOLOGY FOR NON-SCIENCE MAJORS I	3	BIOL 105	LIVING WORLD II	3
BIOL 1309	BIOLOGY FOR NON-SCIENCE MAJORS II	3	BIOL 106	LIVING WORLD II	3
BIOL 2301 BIOL 2302 BIOL 2101 BIOL 2102	ANATOMY & PHYSIOLOGY I ANATOMY & PHYSIOLOGY II ANATOMY & PHYSIOLOGY I LAB ANATOMY & PHYSIOLOGY II LAB	8*	BIOL 225 BIOL 226	HUMAN ANATOMY AND PHYSIOLOGY I HUMAN ANATOMY AND PHYSIOLOGY II	8
BIOL 2306	ENVIRONMENTAL BIOLOGY	3	ENSC 2XX	ENVIRONMENTAL BIOLOGY	3
CHEM 1306	INTRODUCTORY CHEMISTRY I	3	CHEM 120	INTEGRATED CHEMISTRY	3
CHEM 1307	INTRODUCTORY CHEMISTRY II	3	CHEM 1XX	INTRODUCTORY CHEMISTRY II	3
CHEM 1311 CHEM 1111	GENERAL CHEMISTRY I GENERAL CHEMISTRY I LAB	4*	CHEM 101	GENERAL CHEMISTRY I	4
CHEM 1312 CHEM 1112	GENERAL CHEMISTRY II GENERAL CHEMISTRY II LAB	4*	CHEM 102	GENERAL CHEMISTRY II	4
COSC 1301	INTRODUCTION TO COMPUTING	3	CSCI 101	COMPUTER LITERACY AND DATA PROCESSING FOR NON-COMPUTER SCIENCE MAJORS	3

DRAM 1310	INTRODUCTION TO THEATER	3	THEA 161	THEATRE ARTS APPRECIATION	3
ECON 2301	PRINCIPLES OF MACROECONOMICS	3	ECON 204	MACROECONOMICS	3
ECON 2302	PRINCIPLES OF MICROECONOMICS	3	ECON 203	MICROECONOMICS	3
ENGL 1301	COMPOSITION I	3	ENGL 101	ENGLISH COMPOSITION I	3
ENGL 1302	COMPOSITION II	3	ENGL 102	ENGLISH COMPOSITION II	3
ENGL 2322	BRITISH LITERATURE I	3	ENGL 201	SURVEY OF BRITISH LITERATURE I	3
ENGL 2323	BRITISH LITERATURE II	3	ENGL 202	SURVEY OF BRITISH LITERATURE II	3
ENGL 2326	AMERICAN LITERATURE	3	ENGL 2XX	AMERICAN LITERATURE	3
ENGL 2331	WORLD LITERATURE	3	ENGL 2XX	WORLD LITERATURE	3
ENGL 2341	FORMS OF LITERATURE	3	ENGL 2XX	FORMS OF LITERATURE	3
GEOG 1301	PHYSICAL GEOGRAPHY	3	GEOG 201	PHYSICAL GEOGRAPHY	3
GEOG 1302	CULTURAL GEOGRAPHY	3	GEOG 211	CULTURAL GEOGRAPHY	3
GEOL 1303	PHYSICAL GEOLOGY	3	GEOL 101	PHYSICAL GEOLOGY	3
GEOL 1304	HISTORICAL GEOLOGY	3	GEOL 102	HISTORICAL GEOLOGY	3
GOVT 2305	FEDERAL GOVERNMENT	3	POLS 201	AMERICAN GOVERNMENT	3
GOVT 2306	TEXAS GOVERNMENT	3	POLS 2XX	TEXAS GOVERNMENT	3
HIST 1301	UNITED STATES HISTORY I	3	HIST 201	AMERICAN HISTORY TO 1877	3
HIST 1302	UNITED STATES HISTORY II	3	HIST 202	AMERICAN HISTORY SINCE 1877	3
HIST 2301	TEXAS HISTORY	3	HIST 2XX	TEXAS HISTORY	3
HIST 2321	WORLD CIVILIZATIONS I	3	HIST 121	WORLD CIVILIZATION TO 1500	3
HIST 2322	WORLD CIVILIZATIONS II	3	HIST 122	WORLD CIVILIZATION SINCE 1500	3
HUMA 1315	FINE ARTS APPRECIATION	3	HUMN 1XX	FINE ARTS APPRECIATION	3
MATH 1314	COLLEGE ALGEBRA	3	MATH 113	COLLEGE ALGEBRA	3
MATH 1324	MATHEMATICS FOR BUSINESS & SOCIAL SCIENCES	3	MATH 130	FINITE MATHEMATICS	3
MATH 1332	CONTEMPORARY MATHEMATICS I	3	MATH 105	CONTEMPORARY MATHEMATICS	3
MATH 1342	ELEMENTARY STATISTICAL METHODS	3	MATH 231 or STAT 231	ELEMENTARY PROBABILITY AND STATISTICAL INFERENCE	3
MATH 2312	PRE-CALCULUS MATH	3	MATH 175	PRECALCULUS II	3
MATH 2413	CALCULUS I	4	MATH 190	CALCULUS I	4
MUSI 1306	MUSIC APPRECIATION	3	MUSC 215	MUSIC APPRECIATION	3
PHED 1304	PERSONAL/COMMUNITY HEALTH I	3	HHP 122	PERSONAL AND COMMUNITY HEALTH	3
PHIL 1301	INTRODUCTION TO PHILOSOPHY	3	PHIL 201	INTRODUCTION TO PHILOSOPHY	3
PHYS 1301	COLLEGE PHYSICS I	3	PHYS 201	GENERAL PHYSICS I	3
PHYS 1305	ELEMENTARY PHYSICS I	3	PHSC 101	PHYSICAL SCIENCE I	3
PHYS 1307	ELEMENTARY PHYSICS II	3	PHYS 1XX	ELEMENTARY PHYSICS II	3
PHYS 2325	UNIVERSITY PHYSICS I	3	PHYS 211	UNIVERSITY PHYSICS I	3
PSYC 2301	GENERAL PSYCHOLOGY	3	PSYC 101	INTRODUCTION TO PSYCHOLOGY	3
PSYC 2314	LIFESPAN GROWTH AND DEVELOPMENT	3	PSYC 233	PSYCHOLOGY OF HUMAN DEVELOPMENT	3
SOCI 1301	INTRODUCTORY SOCIOLOGY	3	SOCL 201	INTRODUCTORY SOCIOLOGY	3
SPCH 1311	INTRODUCTION TO SPEECH COMMUNICATION	3	COMM 1XX	INTRODUCTION TO SPEECH COMMUNICATION	3
SPCH 1315	PUBLIC SPEAKING	3	COMM 201	FUNDAMENTALS OF PUBLIC SPEAKING	3
SPCH 1318	INTERPERSONAL COMMUNICATION	3	COMM 205	INTERPERSONAL COMMUNICATION	3

SPCH 1321	BUSINESS & PROFESSIONAL COMMUNICATION	3	COMM 1XX	BUSINESS & PROFESSIONAL COMMUNICATION	3
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*NOTE: IF ALL COURSES ARE NOT COMPLETED AT LSCO, COURSES WILL BE TRANSFERRED IN AS 100 OR 200 LEVEL ELECTIVES AND NOT DIRECT COURSE EQUIVALENTS.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.8. McNeese State University's request for approval to offer a Bachelor of Science in Chemical Engineering.

EXECUTIVE SUMMARY

McNeese State University requests approval to offer a Bachelor of Science in Chemical Engineering (BSChE). Prior to April 1994 McNeese offered a BSChE along with stand-alone BS programs in Mechanical, Civil, and Electrical Engineering. As a result of the 1994 Low Completer Review conducted by the Louisiana Board of Regents, the four degree programs were combined into one BS in Engineering (BSE) with concentrations in Chemical, Civil, Electrical, and Mechanical Engineering. The BSE with the concentrations noted has been offered by McNeese continuously since then and completes, on average, 81 students annually. At this time McNeese would like to convert the existing ChE concentration into a stand-alone BSChE. Since this is a conversion of a strong existing concentration to a stand-alone degree program, the waiver of a Letter of Intent is appropriate. The current request is identical to McNeese's request to convert the mechanical engineering concentration to a stand-alone degree (BSME) without requiring the University to go through the traditional two-step approval process (August 2018).

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

Due to the strong demand for engineers in Southwest Louisiana, the number of students pursuing the existing BSE, including the ChE concentration, has increased significantly and it is anticipated that the demand will continue to grow due to the multi-billion dollar industrial expansion that is underway in the region. Total enrollment in the BSE has grown from 372 in Fall 2007 to 682 in Fall 2018 (608 BSE students plus 74 BSME students). Enrollment in the ChE concentration for Fall 2018 was 214, or 32% of total engineering enrollment. The number of BSE completers has increased from 41 in AY 2007-08 to 109 in AY 2018-19. Of the 109 BSE completers for AY 2018-19, 38 were in the ChE concentration. Based on this historical data, as well as workforce demand, it is projected that the proposed BSChE will maintain an enrollment between 175 and 225 students; there is no concern about this program being identified as a low

completer as it was in 1994. In addition, there is no concern that extracting the ChE concentration from the BSE program will negatively impact the enrollment and completer numbers for the remaining concentrations within the existing BSE.

Chemical Engineering baccalaureate programs in the State of Louisiana are offered by the following public universities: LA Tech, UL Lafayette, and LSU. In AY 2018-19 these three programs produced 217 completers. The proposed BSChE program at McNeese should not be viewed as unnecessary duplication because:

- (1) This request is not for creating a new program that does not exist. The request is for separating the existing ChE concentration of the BSE program and establishing it as a stand-alone program under a new CIP code.
- (2) The ChE concentration of the BSE at McNeese has been in existence since 1994. As can be seen when consulting enrollment and completer data, the ChE concentration enrollment has been growing over the last ten (10) years as have the BSChE programs listed above. All programs have and will continue to thrive.
- (3) The existing BSChE program draws approximately 67% of its students primarily from Southwest Louisiana (SWLA), 18% international, and 15% domestic outside SWLA. This is evidence that the McNeese program does not (and will not) directly compete with the other programs.
- (4) The proposed BSChE program will continue to primarily support the SWLA industry with ChE graduates at a time of growth, as it has been doing since its inception.

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to offer a Bachelor of Science in Chemical Engineering.



November 7, 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 for approval to offer the Bachelor of Science in Chemical Engineering.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 5, 2019 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Enclosures



Office of
Academic Affairs
and Enrollment
Management

Box 93220
Lake Charles, LA 70609


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

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

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

MEMORANDUM

TO: Dr. Daryl Burckel
President

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

DATE: October 28, 2019

SUBJECT: Bachelor of Science in Chemical Engineering

I request approval to present to the University of Louisiana System Board of Supervisors the attached proposal to offer the Bachelor of Science in Chemical Engineering as a stand-alone program.

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

Please note that McNeese submitted a similar request last year to convert the mechanical engineering concentration to a stand-alone program, and the Board of Regents granted conditional approval without requiring the university to go through the full process for a new degree program (see the last two pages for documentation of approval).

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

CMA/key


APPROVED
Dr. Daryl V. Burckel, President
McNeese State University
Date: 11-6-19

Bachelor of Science in Chemical Engineering

McNeese State University

Executive Summary

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

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

Louisiana Board of Regents

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

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

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

Date:

Institution: McNeese State University	Requested <u>CIP, Designation, Subject/Title</u> : 14.0701, Bachelor of Science in Chemical Engineering (BSChE), Chemical Engineering
Contact Person & Contact Info <div style="text-align: center;"> Dr. Tim Hall, Dean College of Science, Engineering and Mathematics Email: thall16@mcneese.edu Phone: (337) 475-5857 </div>	
Date Letter of Intent was approved by Board of Regents:	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: <div style="text-align: center;">Fall 2020</div>	

1. Program Description

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

Objective: McNeese State University is requesting to convert the Chemical Engineering concentration under the existing Bachelor of Science in Engineering (BSE, CIP = 140101) degree program to a stand-alone Bachelor of Science in Chemical Engineering (BSChE, CIP = 140701) degree program.

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

A closer look at the curriculum shows that the breadth and depth of a traditional Chemical Engineering program are covered with the courses offered in the concentration. The new academic program sought will keep the same structure and curriculum as it is identified here. McNeese State University is requesting to offer the same curriculum under the Chemical Engineering CIP 140701 code.

History: Before April 1994, McNeese State University offered a stand-alone Bachelor of Science in Chemical Engineering (CIP 14.0701) along with stand alone Bachelor of Science in Mechanical, Civil, and Electrical Engineering (CIPs 141901, 140801, 141001 respectively). In April 1994, the decision was made to combine the above programs into a Bachelor of Science in Engineering degree with concentrations in Chemical, Civil, Electrical, and Mechanical Engineering due to low number of completers in some disciplines. The BSE degree program with the above concentrations has been offered by McNeese State University continuously since then.

Mode of Delivery: On-Site

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

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

CHEN Advising Form 2020-21				Name:		ID:	Advisor: Griffith						
COURSE	No.	DESCRIPTION	CR	PRE-REQ/CO-REQ	SUBSTITUTION	F/S	CR/TR	EC	SEM	GR	EC	EP	
CHEM	101	General Chemistry I	4	MATH113(C OR BETTER)	(A)	F/S							
ENGL	101	English Composition I	3		(A)	F/S							
ENGR	110	Foundations for CoE Freshmen	1		(A)	F/S							
ENGR	109	Intro to Eng. Sci. & Computing	2	MATH175 CO-REQ	(A)	F/S							
MATH	190	Calculus I	4	MATH170, 175	(A)	F/S							
ORIN	101	Freshman Orientation	0			F/S							
Humanity	see catalog (*)		3	HIST 201 or 202 suggested		F/S							
FRESHMAN - FALL			17										
CHEM	102	General Chemistry II	4	CHEM101	(A)	F/S							
ENGL	102	English Composition II	3	ENGL101	(A)	F/S							
Humanity	COMM201 OR PHIL254		3			F/S							
MATH	291	Calculus II	4	MATH190		F/S							
PHYS	211	Physics I	3	MATH190		F/S							
FRESHMAN - SPRING			17										
CHEM	210	Mass and Energy Balances	4	CHEM102, MATH190		F/S							
CHEM	301	Organic Chemistry I	3	CHEM102, CHEM301L CO-REQ		F							
CHEM	301L	Organic Chemistry I Lab	1	CHEM102, CHEM301 CO-REQ		F							
MATH	292	Multivariable Calculus	4	MATH291		F/S							
MATH	322	Linear Algebra & Matrix Theory	3	MATH190		F/S							
SOPHOMORE - FALL			16										
CHEM	310	Reaction & Theory-Org. Chem	3	CHEM301		S							
MATH	301	Differential Equations	3	MATH291		F/S							
ENGR	207	Elementary Thermodynamics	3	PHYS211		F/S							
CHEM	312	Fluid Mech for Chem. Engrs	3	PHYS211, CHEN 210 CO-REQ		S							
English Lit	see catalog (*)		3	ENGL201-204, 221		F/S							
SOPHOMORE - SPRING			16										
ENGR	211	Circuits I	3	MATH190		F/S							
CHEM	311	CHEN Thermodynamics	4	CHEN210, ENGR207 with "C" or better in both		F							
CHEM	314	Stagewise Operations	3	CHEN210, ENGR207		F							
ENGR	242	Engineering Economics	3	ENGL102, MATH292		F/S							
ENGR	315	Heat Transfer	3	ENGR207, ENGR311 CO-REQ		F/S							
JUNIOR - FALL			16										
CHEM	307	Chemical Process Safety	2	CHEN 311, CHEN 314		S							
CHEM	305	Chemical Reactor Engineering	3	CHEN210, 311, ENGR207, MATH301 CO-REQ		S							
CHEM	323	Chemical Engineering Analysis	3	MATH 292, 301, 322, CHEN311, CHEN314		S							
CHEM	413	Mass Transfer Operations	3	ENGR311, CHEN314		S							
Elective	4XX	CHEN/ENGR	3	As approved by the advisor		F/S							
Social Science	see catalog (*)		3	ECON.POLS.GEOG.PSYC.SOCL.INOV		F/S							
JUNIOR - SPRING			17										
CHEM	403	Process Evaluation & Design I	3	CHEN314, 305, 311, 413 ENGR315, 242		F							
CHEM	409	Chemical Process Control	3	CHEN305		F							
CHEM	411	Chemical Engineering Lab I	1	CHEN314, 305 ENGR315		F							
CHEM	4XX	CHEN Elective	3	As approved by the advisor		F/S							
ENGR	433	The Engineering Profession	1	ENGR490 CO-REQ		F/S							
ENGR	490	Senior Design Project I	1	ENGR242 and HoD Permission		F							
Life Science	see catalog (*)		3	BIOL 101/5, ENSC101/2		F/S							
SENIOR - FALL			16										
CHEM	407	Process Evaluation & Design II	3	CHEN403		S							
CHEM	412	Chemical Engineering Lab II	1	CHEN411		S							
CHEM	4XX	CHEN Elective	3	As approved by the advisor		F/S							
ENGR	491	Senior Design Project II	3	ENGR490		S							
Fine Arts	see catalog (*)		3	ART, MUSC, THEA		F/S							
Social Science	see catalog (*)		3	ECON.POLS.GEOG.PSYC.SOCL.INOV		F/S							
SENIOR - SPRING			16										
TEC: Total Earned Credits						TOTAL	0			0	0		
Advisor's Sign:			128	Student's Sign:			Date:		TEC	0	GPA	###	
<p>Students must earn a minimum grade of "C" or better in CHEM101, 102, ENGL101, 102 and MATH190 as well as in all CHEN and ENGR courses. (*) These courses can be taken in any sequence; SUBSTITUTION: This column is for course substitution, if needed. CR/TR: Type 'CR' or 'TR'. (A) Attribute GPA ≥ 2.5</p>													

No special requirements are needed. Three new courses would be created: Chemical Process Safety, Fluid Mechanics for Chemical Engineers, and Chemical Engineering Analysis. These courses will not add any additional workload to the

existing program, and would otherwise be integrated into the current curriculum in any event, which exists as a concentration under the Bachelor of Science in Engineering degree.

2. Need

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

During the last 5 years, Southwest Louisiana has been undergoing enormous industrial growth. Existing industrial facilities are expanding, and new industries are moving in the area constructing new industrial complexes. As a result of this, the Chemical Engineering program enrollment has been steadily growing (see data below). As new companies are moving in the area and hiring our Chemical Engineering graduates, increasingly higher pressure is put on the University to offer stand-alone degrees like the BSChE instead of the traditional BSE with a concentration in Chemical Engineering. When these companies write job announcements for Chemical Engineering positions, they list the degree requirement as BSChE. In many occasions this stops our Chemical Engineering graduates from applying for these jobs, and those that do apply are often overlooked by human resource departments. For many years, this did not appear to be a problem. With the recent industrial growth and the influx of new companies, it is becoming a greater issue. Although many companies are aware that the concentration in Chemical Engineering is essentially equivalent to the BSChE in terms of coursework and the ability to become registered as professional engineers, some companies are not aware of this, and the resumes of McNeese graduates are often overlooked. A secondary, but also important consideration, is the ability of former McNeese engineering graduates to earn a second bachelor's degree in engineering. For example, a BSE in Electrical Engineering is seen as the same degree designation as a BSE in Chemical Engineering. Even with new coursework, a second BSE degree cannot be awarded, and an electrical engineer wishing to transition to a chemical engineering role cannot obtain the appropriate credential at McNeese. This has caused McNeese graduates to seek degrees on-line from universities in other states.

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

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

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

BSChE programs in the State of Louisiana exist at the following universities: UL Lafayette, LSU, Louisiana Tech, and Tulane University.

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

- This request is not for creating a new program that does not exist. This request is for separating the existing Chemical Engineering concentration of the existing BSE program to a stand-alone program under a new CIP.
- The Chemical Engineering concentration of the BSE at McNeese State University has been in existence since 1994. As can be seen from the data in paragraph 4 below, the Chemical Engineering concentration enrollment has been growing over the last 10-years as have all Chemical Engineering programs in the above institutions. This is evidence that the McNeese program does not directly compete with these programs.
- The proposed BSChE program will continue to primarily support the Southwest Louisiana industry with Chemical Engineering graduates at a time of growth, as it has been doing since its inception.

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

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

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

N/A

3. Students

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

In the fall of 2018, there were 608 students (BSE) plus 74 students from the recently implemented BSME (Mechanical Engineering). The Chemical Engineering concentration enrollment for the fall of 2018 was 214, or 32% of total engineering enrollment. For the five-year period from 2014-2018, fall enrollment in chemical engineering averaged 33% of total engineering enrollment, while completers averaged 30% of all engineering programs at McNeese. During this same period, chemical engineering fall enrollment averaged 67% from Southwest Louisiana (SWLA), 18% international and 15% domestic outside SWLA. The following figure shows a recent history of student enrollment and completers in the Chemical Engineering concentration from the primary sources: SWLA and International. It is evident that since the fall of 2007, the Chemical Engineering concentration has been steadily growing to more than double its enrollment in 11 years. A BSChE degree designation will also help the University attract additional international students who express an interest in joining the University but are not familiar with the concept of having concentrations under a general BSE program.

It is anticipated that the demand for chemical engineering graduates will continue to grow due to the multi-billion dollar industrial expansion occurring at this time in Southwest Louisiana. Currently, approximately half of the industrial expansion planned for the area is either under construction or in start-up mode. These plants include chemical complexes as well as liquefied natural gas (LNG) plants. Once the construction of all new projects is complete, the number of chemical engineers in the area will be significantly higher than it was prior to expansion. Demand for BSChE graduates may level off at that time, but is unlikely to decline significantly. In addition, retirement of 'baby-boomers' from existing chemical engineering positions will continue to open up opportunities for BSChE graduates. Many of the students pursuing chemical engineering at McNeese are non-traditional, older students, often having degrees in other fields, but drawn in by the local job market. During the last few years, a large influx of international students has increased enrollment, although the numbers have tapered off in recent years, a trend that is occurring nationwide.

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

Based on the data shown on the graph above and the strong demand for engineers in Southwest Louisiana, it is anticipated that the Chemical Engineering program will increase and maintain an enrollment between 175 and 225 students during the next 5 years. In addition to the strong demand for engineers, the College of Science, Engineering and Mathematics has initiated a retention program seeking to provide additional support services to freshman engineering students and reduce attrition from the freshman to the sophomore year. It is anticipated that this effort will also contribute to the projected enrollment increase. In a conservative approach to estimating trends going forward, regression analysis was applied to fall enrollment data. It would be overly optimistic to expect an ever increasing trend as seen from 2007 to date, so only the last 5 years of fall enrollment data were used. The result produced a slightly negative slope of 2.2 students per year. Even applying the conservative approach, enrollment would remain above 200 in five years' time, a figure much higher than has been seen for the last three decades at McNeese.

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

The following table shows the BSE/BSME enrollment and BSE completers for all concentrations from 2007 to 2018. The Chemical Engineering concentration data has been highlighted in green. As expected, the completer history follows the enrollment trend but it is about four to five years behind. Based on the steady enrollment and completer increase, and even given the fact that Mechanical Engineering was recently converted from a BSE concentration to a BSME program, it is anticipated that extracting the Chemical Engineering concentration from the BSE program will not negatively impact the enrollment and completer numbers of the remaining concentrations within the BSE.

BS Engineering /BSME Enrollment and Completion Data

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Enrollment	372	408	430	487	498	533	588	706	815	726	686	682*
*Includes BSME Students												
	Completers											
Concentrations	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19
Chemical Engineering	5	9	12	14	15	23	9	17	28	23	27	38
Civil Engineering	9	14	8	12	16	12	20	18	16	14	15	22
Electrical Engineering	14	12	2	15	11	9	10	4	13	16	15	15
Mechanical Engineering	13	20	13	16	18	28	22	28	30	35	32	34
Total Completers	41	55	35	57	60	72	61	67	87	88	89	109

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

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

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

N/A

4. Faculty

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

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

Dr. Donald John Griffith, Jr., Ph.D., P.E., Professor and Chemical Engineering Coordinator, Thermodynamics, Chemical Engineering Thermodynamics, Heat Transfer, Reactor Engineering, Chemical Process Control.

Dr. Ramalingam Subramaniam, Ph.D., Associate Professor, Process Evaluation and Design I and II, Chemical Engineering Analysis, Mass & Energy Balances, Stagewise Operations, Mass Transfer.

Dr. Srinivasan Ambatipati, Ph.D., Assistant Professor, Senior Design Project I and II, Engineering Thermodynamics, Mass and Energy Balances, Engineering Economics, Fluid Mechanics for Chemical Engineers, Chemical Engineering Lab I and II.

Dr. Timothy Hall, Ph.D., Professor and Dean, Process Safety Engineering

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

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

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

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

5. Library and Other Special Resources

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

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

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

The McNeese State University Library spent approximately \$168K during the last two fiscal years to support the needs of the Engineering Program (four concentrations, Chemical, Civil, Electrical, and Mechanical Engineering). These purchases include electronic book packages, databases, print titles and periodicals. In the electronic book package purchases a significant number of titles are included within the product. Some products, such as databases are included in the library's LOUIS annual membership cost.

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

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

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

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

6. Facilities and Equipment

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

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

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

No new facilities will be needed.

7. Administration

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

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

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

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

8. Accreditation

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

The Accreditation Board for Engineering and Technology or ABET, will be the accrediting agency of the proposed Bachelor of Science in Chemical Engineering degree. ABET is also the accrediting agency of the current Bachelor of Science in Engineering degree. ABET's General Criteria are the same for both degrees and are currently met. The Bachelor of Science in Engineering degree is currently accredited until 2021. In addition to the General Criteria, the proposed Bachelor of Science in Chemical Engineering degree will be required to meet ABET's Program Specific Criteria which represent a small extension of the General Criteria, particularly the addition of process safety. The Chemical Engineering concentration under the Bachelor of Science in Engineering degree will be modified by adding a course in chemical process safety to satisfy the additional Program Specific Criteria. McNeese has a 27-year history of working with local industries on process safety and expects that partnership to continue and support industrial involvement and development of the new course. The accreditation date of the proposed Bachelor of Science in Chemical Engineering degree will be approximately one year after the first graduating class under the new degree designation. Since the current Chemical Engineering concentration under the Bachelor of Science in Engineering degree already has students in the pipeline, and owing to changes mostly in the junior year of the program, the first graduating class under the proposed program will be within two years after the authorization to offer the program.

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

N/A

9. Related Fields

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

The Department of Chemical, Civil, and Mechanical Engineering already administers the Mechanical and Civil concentrations under the Bachelor of Science in Engineering degree. The Department of Electrical Engineering and Computer Science administers the Electrical Engineering concentration under the Bachelor of Science in Engineering degree. Faculty from these departments are currently assisting and will continue to assist the proposed Bachelor of Science in Chemical Engineering program and teach courses such as: Engineering Economics, Circuits, Thermodynamics, Heat Transfer, Foundations for Engineering Freshmen, and Engineering Science and Computing.

10. Cost & Revenue

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

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

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

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

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

CERTIFICATIONS:



Primary Administrator for Proposed Program

10/28/19

Date



Provost/Chief Academic Officer

10/28/2019

Date

Management Board/System Office

Date

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

Institution: McNeese State University **Date:** October 28, 2019

Degree Program, Unit: Bachelor of Science in Chemical Engineering

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0.0		\$0.0		\$0.0		\$0.0	
Graduate Assistants	\$0.0		\$0.0		\$0.0		\$0.0	
Support Personnel	\$0.0		\$0.0		\$0.0		\$0.0	
Fellowships and Scholarships	\$0.0		\$0.0		\$0.0		\$0.0	
SUB-TOTAL	\$0.0		\$0.0		\$0.0		\$0.0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0.0		\$0.0		\$0.0		\$0.0	
Equipment	\$0.0		\$0.0		\$0.0		\$0.0	
Travel	\$0.0		\$0.0		\$0.0		\$0.0	
Supplies	\$0.0		\$0.0		\$0.0		\$0.0	
SUB-TOTAL	\$0.0		\$0.0		\$0.0		\$0.0	
TOTAL EXPENSES	\$0.0		\$0.0		\$0.0		\$0.0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	212 Students		210 Students		207 Students		205 Students	
Tuition								
Fees								
*Other (specify)								
TOTAL REVENUES	\$		\$		\$		\$	

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

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

AGENDA ITEM IV A 1
LETTER of INTENT
McNEESE STATE UNIVERSITY
BACHELOR of SCIENCE in MECHANICAL ENGINEERING

BACKGROUND INFORMATION

Engineering has been an ABET-accredited area of emphasis for McNeese State University for decades, an emphasis that was founded on the heavy concentration of industry in southwest Louisiana and the interdependence between industry and the university. At the time of the 1993 Low-Completer Review, the program consisted of four bachelor's level engineering degrees (Chemical, Civil, Electrical, and Mechanical Engineering) and a Master of Engineering, approved in 1969; all but the BS/Electrical Engineering were flagged as low completers. The four undergraduate programs had produced 27 engineering graduates in 1992-93, but only one had met the viability threshold of averaging at least 8. Mechanical engineering was the closest in viability of the three, with a five-year average of 7. At the recommendation of an external consultant, and as a way to improve the engineering program academically while increasing cost-efficiency, McNeese proposed that the specialties be combined into a single undergraduate degree—BS/Engineering—and the consolidation was approved by the Board of Regents in 1994. With the unprecedented industrial expansion in southwest Louisiana over the last 20 years, engineering at McNeese has flourished and the BS/Engineering has averaged 81 graduates over the last 3 years, with 88 in from bachelor's program and 24 from the Master's program in AY2016-17.

McNeese has requested Board of Regents' approval of a Letter of Intent (LoI) to develop a proposal for a Bachelor of Science in Mechanical Engineering (BSME). The LoI was approved by the ULS Board of Supervisors in its June 2018 meeting and sent to the BoR for review and consideration.

STAFF SUMMARY

1. Description

One of the strongest of four concentrations within the BS/Engineering (BSE) in terms of student interest and completion has been the concentration in Mechanical Engineering (ME). The current 128-credit concentration has the breadth and depth of a traditional ME program and the requested BSME would keep the same structure and curriculum under the ME CIP code, 14.1901. Advising sheets that students follow would list the same required courses and prerequisites as they did last year.

2. Need

As industrial expansion has burgeoned in southwest Louisiana over the last several years, existing facilities are expanding and new industrial complexes are being built, resulting in steady enrollment growth in Mechanical Engineering. When companies write job announcements for ME positions, they list the degree requirement as a BSME. For many years, it did not appear to be a problem, but with the recent industrial growth and the influx of new companies, it is becoming a hardship when it stops McNeese's BSE (ME) graduates from applying for jobs.

Although there are BSME programs on the Curriculum Inventory (CRIN) at La Tech, LSU, SUBR, ULL, and UNO, reinstating the BSME program at McNeese should not be considered as unnecessary duplication since the content has been offered and accredited for over 30 years. The stand-alone program would continue to primarily support southwest Louisiana industry with Mechanical Engineering graduates in this time of growth, as it has been doing since its inception, but it would also allow McNeese graduates to directly seek position in industry under the BSME nomenclature.

3. Students

Student interest in this area of study is clear with over 200 majors enrolled in the existing ME concentration every year since 2012, and a 3-year average of 32 ME graduates. Because the BSE degree has averaged 88 graduates per year, extracting the ME program should not negatively impact the

viability of either degree, but it would help make the graduates more competitive in a labor market where employers seek graduates with the clear ME indication in their degree titles.

4. Faculty, Resources & Accreditation

Because of the existing mechanical engineering concentration, the University currently offers all of the courses that would be required for the intended degree, and they are taught by existing full-time and part-time faculty. The department that currently administers the ME concentration already has the curriculum, faculty, staff, equipment, software, facilities and students needed to administer the proposed BSME program. The University will assume the additional cost of hosting future ABET visits for program accreditation. There will be no need for additional funding or resources in the foreseeable future.

STAFF ANALYSIS

McNeese has asked to develop a full proposal for an undergraduate program in Mechanical Engineering, breaking out a very successful concentration in the BS/Engineering degree into a standalone program to better meet the interests of the students and needs of the community. Offering a named degree in Mechanical Engineering could also have a positive impact on the region through student recruitment and expedited employment of graduates.

Because all needed resources are in place to separate the very productive mechanical engineering component from the BS/Engineering, without any necessary changes to the existing curriculum, course offerings, faculty, or support, Staff believe that there would be little value in directing the campus to now develop a program proposal. Instead, Staff recommend that the Lol be treated as a proposal and allow the campus to proceed with implementation.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents grant conditional approval of the proposed Bachelor of Science in Mechanical Engineering (CIP 14.1901) at McNeese State University. A progress report will be due by 1 July 2020.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

Item E.9. **Nicholls State University's** request for approval to award an Honorary Doctorate of Humane Letters to Senator Norbèrt "Norby" Chabert.

EXECUTIVE SUMMARY

Nicholls State University requests approval to award an Honorary Doctorate of Humane Letters to Senator Norbèrt "Norby" Chabert at the 2019 Fall Commencement Exercises. Senator Chabert was born and raised in Bayou Petite Caillou. He studied Government at Nicholls, receiving his Bachelor of Arts degree in 2001. While doing so, he took advantage of the opportunities afforded students at the University to get involved in extracurricular activities. Senator Chabert served as a staff member for KNSU-FM radio station. He was also very active with The Nicholls Players, a student organization that performs theatrical productions each semester. Senator Chabert was a cast member in several plays during his tenure at Nicholls.

Following graduation, and after establishing a successful business career, Senator Chabert turned his eye toward public service. Drawing on the skills acquired at Nicholls in and outside of the classroom, he ran for public office so that he could further contribute and serve the community that he holds dear. He was first elected to the Louisiana Senate in 2009 and was re-elected twice, the second time winning his seat outright in the general election against multiple opponents. During his tenure in the Senate, he was a strong and constant advocate of higher education and for Nicholls in particular. For example, during a prolonged period of cuts to the state's colleges and universities, Senator Chabert spearheaded an effort to secure several million dollars in appropriations to accompany private funds donated by area business leaders for renovations to Talbot Hall. The monies, representing a partnership between government and University supporters, allowed for repairs to the building's roof, modernization of the Al and Mary Danos Theatre, and complete overhaul of the University's radio and television operations. While this clearly was of direct benefit to the University, its programs and students, it had an even broader impact. It allowed the University to better fulfill an important core mission of serving as the cultural center of The Bayou Region; the community and citizens across this area are now better served because of his efforts.

Senator Chabert has worked tirelessly to enrich and improve the quality of life in his district by supporting initiatives directly affecting the oil and gas industry, health and hospital issues, education, flood control, coastal restoration, and many others. His outstanding performance in the Senate on behalf of those he represents has been recognized with numerous awards including being named one of the Gas Association's "Legislative Champions," YMCA's Legislator of the Year, a Senate MVP by the Louisiana Association of Business and Industry, "Spirit of Hope" by the Bayou Region American Cancer Society, just to name a few. His leadership within the Senate was so highly regarded that in 2013 Senator Chabert was inducted into the Louisiana Political Museum and Hall of Fame.

Senator Chabert personifies the Nicholls tradition of student engagement that produces graduates who understand their role as citizens and alumni, and who look for ways to give back and make their communities better. Senator Chabert has spent most of his adult life serving as a champion of Nicholls State University, voicing and providing unwavering support in the Capitol, in the community, and on the campus. In recognition of his never-ending commitment to Nicholls and his substantial achievements, the University would like to bestow an Honorary Doctorate of Humane Letters on Senator Chabert.

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 Chabert 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 Chabert 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 Nicholls State University's request to award an Honorary Doctorate of Humane Letters to Senator Norbèrt "Norby" Chabert.

Office of the President

P.O. Box 2001
Thibodaux, LA 70310
985.448.4003
Fax: 448.4920

November 4, 2019

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the December 5, 2019 meeting of the Board of Supervisors for the University of Louisiana System:

To award an honorary Doctorate of Humane Letters to Senator Norbèrt Noltty Chabert at the Fall Commencement Ceremony on December 14, 2019.

Thank you for your assistance in this matter.

Sincerely,



John Clune
President

JC/jms

Enclosures

pc: Mr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, Provost and Vice President for Academic and Student Affairs
Dr. Todd Keller, Vice Provost
Dr. Michele Caruso, Associate Vice President for Student Affairs
Mr. Terry Braud, Vice President for Finance and Administration
Mrs. Paulette Mayon, Internal Auditor
Dr. James Stewart, Faculty Senate President/ Faculty Association Representative
Mrs. Renee Hicks, Assistant VP of Strategic Initiatives, Effectiveness and Planning



Dean of the College of Liberal Arts

P.O. Box 2076 | Thibodaux, LA 70310 | 985.448.4388

September 15, 2019

Dear Honorary Doctorate Committee,

Senator Norbèrt N. "Norby" Chabert is an ideal selection and a most deserving candidate for the award of an honorary doctorate from Nicholls State University. He epitomizes the value of Nicholls State's approach to a college education.

Senator Chabert studied Government at Nicholls, receiving his bachelor of arts degree in 2001. While doing so, he took advantage of the opportunities afforded students at the University to get involved in extracurricular activities. He served as a staff member for KNSU-FM radio station. He was also very active with The Nicholls Players, a student organization that performs theatrical productions each semester. He was a cast member in several plays during his stay at Nicholls.

Following graduation and after establishing a successful business career, he turned his eye to public service. Drawing on the skills acquired at Nicholls both in and outside of the classroom, he ran for public office so that he could further contribute and serve the community that he loves.

He was first elected to the Louisiana Senate in 2009. He was re-elected twice, the second time winning his seat outright in the general election against multiple opponents.

During his time in the Senate he was a strong and constant advocate of higher education and for Nicholls in particular. For example, during a prolonged period of cuts to the state's colleges and universities, he spearheaded an effort to secure several million dollars in appropriations to accompany private funds donated by area business leaders for renovations to Talbot Hall. The monies, representing a partnership between government and University supporters, allowed for repairs to the building's roof, modernization of the Al and Mary Danos Theater and complete overhaul of the University's radio and television operations.

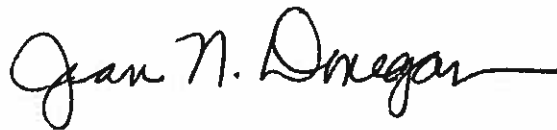
While this clearly was of direct benefit to the University, its programs and students, it had an even broader impact. It allowed the University to better fulfill an important core mission of serving as the cultural center of The Bayou Region. The community and citizens across our area are now better served because of his efforts.

His leadership within the Senate was so highly regarded that in 2013 he was inducted into the Louisiana Political Museum and Hall of Fame.

Senator Chabert has worked tirelessly to enrich and improve the quality of life in his district by supporting initiatives directly affecting the oil and gas industries, health and hospital issues, education, flood control, coastal restoration and many others. His outstanding performance in the Senate on behalf of those he represents has been recognized with numerous awards including being named one of the Gas Association's "Legislative Champions", YMCA's Legislator of the Year, a Senate MVP by the Louisiana Association of Business and Industry, "Spirit of Hope" by Bayou Region American Cancer Society, to name only a few. He has always taken the interests of his constituents to heart and has never been afraid to fight for what he believes to be in their best interests.

Senator Chabert personifies the Nicholls tradition of student engagement that produces graduates who understand their role as citizens and alumni, and who look for ways to give back and make their communities better. Norby Chabert has spent most of his adult life as a champion of Nicholls State University, voicing and providing unwavering support in the capital, in the community and on our campus. I can think of no more deserving candidate than Senator Norby Chabert. He is an outstanding choice to receive an honorary doctorate and it is my pleasure to submit his nomination.

Sincerely,

A handwritten signature in black ink, reading "Jean N. Donegan" with a long horizontal flourish extending to the right.

Jean N. Donegan, Interim Dean
College of Liberal Arts
Nicholls State University

Norbèrt N. "Norby" Chabert

701 Poydras Street, Suite 4125 New Orleans, LA 70139

504.571.2228 – Office 504.460.6582 – Mobile

Norby.chabert@Marsh.com

Marsh, USA – New Orleans, LA

March 2018 – Present

Vice-President

Louisiana Licensed Insurance Producer

A global leader in insurance broking and innovative risk management solutions, Marsh's 30,000 colleagues advise individual and commercial clients of all sizes in over 130 countries. Marsh is a wholly owned subsidiary of Marsh & McLennan Companies (NYSE: MMC); the leading global professional services firm in the areas of risk, strategy and people. With annual revenue over US\$14 billion and nearly 65,000 colleagues worldwide, MMC helps clients navigate an increasingly dynamic and complex environment through four market-leading firms. In addition to Marsh, MMC is the parent company of Guy Carpenter, Mercer, and Oliver Wyman. Follow Marsh on Twitter @MarshGlobal; LinkedIn; Facebook; and YouTube, or subscribe to BRINK.

**New York Life Insurance Company – Greater New Orleans Area
Life Insurance Agent**

May 2017 – March 2018

Independent Agent for the world's largest Mutual Insurance Company.

Chabert Development, LLC.

2003 – May 2017

Chauvin based consulting, investment, and holding company.

State Senator - District 20; Lafourche & Terrebonne Parishes

Sep 2009 – Present

Senate Natural Resources Committee

2010 – Present

- Chairman

2016 – Present

Senate Finance Committee

2012 – Present

- Interim member

2016 – Present

- Vice-Chairman

2012 – 2015

Senate Judiciary B Committee

2010 – Present

Senate Health & Welfare Committee

2016 – Present

Senate Retirement Committee

2016 – Present

Senate Commerce, Consumer Protection, & International Affairs Committee

2010 – 2015

Senate Select Committee on Vocational & Technical Education

2010 – Present

- Chairman

2010 – 2015

Joint Legislative Committee on the Budget

2012 – Present

Coastal Protection & Restoration Authority

2016 – Present

Board of Commerce & Industry

2015 – 2019

Water Resources Commission

2015 – Present

Awards and Distinctions

2019 - Along with Speaker of the House, Taylor Barras, named the Louisiana Oil & Gas Association's inaugural "Legislative Champion."

2019 – Named YMCA of Louisiana's Legislator of the Year

2019 – Named one of the Senate's MVP's by the Louisiana Association of Business & Industry

2018 – Elected by his peers as 1 of 3 Senate Republican Caucus Whips.

2017 – Named a "Spirt of Hope" by the Bayou Region American Cancer Society.

2014 – Named to the Best of Lafourche 40 under 40 list.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2019

- Item E.10. University of New Orleans' request for approval to offer a Bachelor of Science in Professional Pilot.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to offer a Professional Pilot Bachelor of Science degree. The Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in August 2018 with subsequent approval granted by the Louisiana Board of Regents in December 2018.

The purpose of the proposed program is to prepare students for a career in the field of aviation, which includes all courses and labs necessary for the following Federal Aviation Administration (FAA) flight certificates and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate – Airplane Single and Multi-engine Land, and Certified Flight Instructor. The 120-credit-hour curriculum (40 credit hours of General Education Requirements, 41 credit hours of Aviation Core Requirements, and 39 credit hours of Professional Pilot Requirements) will be offered by UNO in collaboration with the New Orleans Aerial Tours & Flight Training (NOAT & FT). The NOAT & FT is an approved Part 141 Flight Training School by the FAA and is conveniently located ten miles from the UNO Lakefront campus. The proposed program will be accredited by the FAA and blends flight training (provided by NOAT & FT with UNO certifying the faculty) with rigorous academic study in a unique manner that provides a strong foundation for a career as a leader in the aviation industry including airlines, corporate and/or commercial aviation. Students will engage in technology-enhanced traditional classrooms as well as actual flight training to experience a complete and well-balanced aviation program. This approach to aviation will give the students added value over traditional flight training programs by focusing on the skills and knowledge required by today's industry.

Boeing is the world's largest producer of airliners and every year they take an objective look at the future of the airline industry with their report *Boeing's Current Market Outlook*. In the latest edition, Boeing states: "Over the past 20 years, air travel grew by an average of 4.8% each year despite recessions, terrorist acts, and a severe acute respiratory syndrome (SARS) outbreak in 2003. On average, over the next 20 years, passenger travel will grow at 5% and cargo at 5.8%." Nationally, employment of commercial pilots is projected to grow 9% from 2012-22. In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of 80 openings per year from new jobs in the occupation and as a result of retirement and/or turnover. This occupation has a Louisiana 5-star rating with a national mean annual wage for commercial pilots of \$86,260 (U.S. Department of Labor). Currently Louisiana Tech University (LA Tech) offers the only

baccalaureate aviation program in the State of Louisiana. The number of applicants for LA Tech's program far exceeds the number of students the University is able to admit in the program per year. For the Fall 2019 term, 190 students were interviewed for the 30 available slots, which indicates the significant need for another program of this nature in Louisiana. Since the LoI was approved, the University has received numerous calls and emails from potential students who are interested in the proposed program. This interest has come from students in existing programs and students not enrolled at UNO.

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

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



THE UNIVERSITY of
NEW ORLEANS

OFFICE OF THE PRESIDENT

November 4, 2019

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

Re: B.S. in Professional Pilot

Dear Dr. Henderson,

I am requesting approval to offer a new degree program, Bachelor of Science in Professional Pilot. The proposed program will prepare students for a career in the field of aviation.

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> : CIP Code 490102 Professional Pilot Bachelor of Science
Contact Person & Contact Info: John A. Williams, Ph.D. Dean of the College of Business Administration Ph: 504-280-7192 Email: jawill14@uno.edu	
Date BoR approved the Letter of Intent: December 12, 2019	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall semester 2020	
Program Delivery Site (s): University of New Orleans campus and Lakeside Airport	

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 University of New Orleans intended purpose of the Professional Pilot Bachelor of Science Program is to prepare students for a career in the field of aviation, which includes all of the courses and labs necessary for the following Federal Aviation Administration (FAA) flight certifications and ratings: Private Pilot, Instrument Rating, Commercial Pilot Certificate – Airplane Single and Multi-Engine Land, and Certified Flight Instructor. The program will be conducted in collaboration with the New Orleans Aerial Tours & Flight Training (NOAT&FT). The NOAT&FT is conveniently located ten minutes from the UNO Lakefront campus at the New Orleans Lakefront Airport. UNO will take the lead on certifying the faculty. NOAT&FT will be sub-contracted to provide the technical service.

Students will engage in technology-enhanced traditional classroom as well as actual flight training to experience a complete and well-balanced aviation program. This approach to aviation will give the students added value over traditional flight training programs by focusing on the skills and knowledge required by today's industry.

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

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

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.).

B.S. in Professional Pilot (The University of New Orleans, Louisiana)

	Fall	Spring	Summer
Year 1 (30 cr hr)	<ul style="list-style-type: none"> UNIV 1001 (1) – University Success** ENGL 1157 (3) – English Composition** AVIA 1010 (2) – Introduction to Aviation AVIA 1110 (3) – Private Pilot Ground AVIA 1120 (3) – Private Pilot Flight 	<ul style="list-style-type: none"> ENGL 1158 (3) – English Composition** MATH 1115 (3) – College Algebra** AVIA 2110 (3) – Instrument Pilot Ground AVIA 2120 (3) – Instrument Pilot Flight 	<ul style="list-style-type: none"> MATH 2785 (3) Elementary Statistics for Business and Economics** AVIA 1020 (3) – Aviation Weather
Year 2 (30 cr hr)	<ul style="list-style-type: none"> PHYS 1005 (3) – Astronomy I** AVIA 2010 (3) Basic Systems and Maintenance AVIA 3110 (3) – Commercial Pilot Ground (SE) AVIA 3120 (3) – Commercial Pilot Flight I 	<ul style="list-style-type: none"> PHYS 1006 (3) – Astronomy II** FTA 2650 (3) – Oral Communications** AVIA 3130 (3) – Commercial Pilot Ground (ME) AVIA 3140 (3) – Commercial Pilot Flight II 	<ul style="list-style-type: none"> BIOS 1053 (3) – Human Biology for Non-science majors** AVIA 2020 (3) – Aviation Safety
Year 3 (30 cr hr)	<ul style="list-style-type: none"> PHIL 2201 (3) – Ethics** AVIA 2030 (3) – Air Traffic Control and Airspace AVIA 3040 (3) – Fundamentals of Instructing AVIA 3150 (3) – Commercial Pilot Flight III 	<ul style="list-style-type: none"> ENGL 2043 (3) – New Orleans Literature** GEOG 1001 (3) – World Regional Geography** AVIA 4110 (3) – Flight Instructor Ground AVIA 4120 (3) – Flight Instructor Flight 	<ul style="list-style-type: none"> GEOG 1002 (3) – World Regional Geography** FA 1010 (3) – Art Appreciation**
Year 4 (30 cr hr)	<ul style="list-style-type: none"> AVIA 3010 (3) – Human Factors in Aviation AVIA 3020 (3) – Aerodynamics AVIA 3030 (3) – Aviation Regulations AVIA 4130 (3) – Instrument Flight Instructor Ground AVIA 4140 (3) – Instrument Flight Instructor Flight 	<ul style="list-style-type: none"> AVIA 4010 (3) – Advanced Meteorology AVIA 4020 (3) – Crew Resource Management AVIA 4030 (3) – Aviation Law AVIA 4040 (3) – Airport Management AVIA 4050 (3) – Advanced Aircraft Systems 	

** General Education Courses: 40 cr. hr.
 Aviation Core Courses: 41 cr. hr.
 Aviation Ground Courses: 18 cr. hr.
 Aviation Flight Courses: 21 cr. hr.
Total Credit Hours: 120 cr. hr.

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

- FAA Private Pilot certificate: This FAA certificate will be achieved by successfully completing AVIA 1110 (Private Pilot Ground) and AVIA 1120 (Private Pilot Flight) courses.
- FAA Instrument Pilot certificate: This FAA certificate add-on will be achieved by successfully completing AVIA 2110 (Instrument Pilot Ground) and AVIA 2120 (Instrument Pilot Flight) courses.
- FAA Commercial Single Engine certificate: This FAA certificate add-on will be achieved by successfully completing AVIA 3110 (Commercial Pilot Ground – SE), AVIA 3120 (Commercial Pilot Flight I), and AVIA 3140 (Commercial Pilot Flight II) courses.
- FAA Commercial Multi-engine certificate: This FAA certificate will be achieved by successfully completing AVIA 3130 (Commercial Pilot Ground-ME) and AVIA 3150 (Commercial Pilot Flight III) courses.
- FAA Certified Flight Instructor (CFI): This FAA certificate add-on will be achieved by successfully completing AVIA 3040 (Fundamentals of Instructing), AVIA 4110 (Flight Instructor Ground), and AVIA 4120 (Flight Instructor) courses.
- FAA Certified Flight Instructor Instrument (CFII): This FAA certificate add-on will be achieved by successfully completing AVIA 4130 (Instrument Flight Instructor Ground), and AVIA 4140 (Instrument Flight Instructor Flight) courses.

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

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).

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

Boeing is the world's largest producer of airlines and every year they take an objective look at the future of the airline business. This report is called Boeing's Current Market Outlook and is based on current firm orders for its aircraft. Boeing states: "Over the past 20 years, air travel grew by an average of 4.8% each year despite two major world recessions, terrorist acts, and a severe acute respiratory syndrome (SARS) outbreak in 2003." On average over the next 20 years, passenger travel will grow at 5% and cargo at 5.8%. In order to meet demand, 19,000 pilots will need to be trained each year until 2026. Flight schools currently train around 12,000 annually in the U.S.²

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

In Louisiana, the 10-year growth projection for commercial pilots is 320 with an annual total of 80 openings per year from new jobs in the occupation and as a result of retirement and/or turnover. This occupation has a Louisiana 5 star rating. According to the Bureau of Labor Statistics of the United States Department of Labor, the mean annual wage for commercial pilots in 2016 was \$86,260.⁴

- 1 Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-2015 Edition, Airline and Commercial Pilots on the Internet at <http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm>
- 2 Goglia, J. 2914 "Outlook for Aviation Careers Brightens with Looming Pilot and Mechanic Shortages" Forbes January 2014 at <http://www.forbes.com/sites/johngoglia>
- 3 ATP Flight School, Airline Pilot Hiring Outlook and Career Information, on the Internet at <http://www.atpflightschool.com/airlines/pilot-hiring-outlook.html>

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

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

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.

There is a similar program at Louisiana Tech. Each year, the program at Louisiana Tech gets significantly more applicants than it takes into the program. Because of the extreme ongoing need for pilots, the UNO program is very much needed and will have a solid applicant pool.

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

No

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).

Not a graduate 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).

Since receiving approval of the Letter of Intent by the Board of Regents, the University and our College of Business Administration has received numerous calls and emails from potential students with an interest in the program. This interest has come students in existing programs and students not enrolled at the University of New Orleans.

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

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

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

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

No preparation will be necessary other than satisfying the entrance requirements. Student applicants to the program must meet all University of New Orleans admission requirements. Selection for the program is highly competitive. All applicants will be evaluated based on initial application date, standardized test scores, cumulative GPA, personal statement, letters of recommendation, and possession of at least an FAA Second Class medical certificate. After initial screening, all perspective applicants must complete an interview with the director of the program or designated representative as part of the application process. All applicants are required to have a high school core GPA of 2.5 or greater on a 4.0 scale based on the Regents' Core. All in-state applicants must have a composite score of 23 on the ACT.

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

The University of New Orleans will be able to provide VA and financial aid for students. The University has both in place. We will monitor student accounts and follow the Federal Student Aid guidelines. The program will ensure students are completing the required credit hours, required GPA each semester, and counsel students on repayment.

The program will follow Office of Veterans Affairs guidelines and invoice them accordingly. We will assist veterans with their application and clearance verification forms to ensure timely disbursements.

The facilities at Kirschman Hall and the Lakefront Airport are excellent. Over the last 15 years, NOAT&FT has been an accredited school by the FAA. One must have academic experience and diversity to be successful in the industry, and that is just one of the things offered by NOAT&FT. Aviation requires more flight time than simulator time. Although a flight simulator can be a great tool to practice and perfect one's technique, in a real world environment being in an actual aircraft is much more beneficial to a student's learning process. This provides a diverse airspace system in the greater New Orleans area that will expose students to a wide variety of real world challenges. Upon completion, graduates will be highly employable, not only at NOAT&FT as flight instructors, but they will also have credentials that can be used statewide and nationally. A lock-step program at UNO will also provide students with a complete picture of their graduation timeline. In the UNO program, flight training will be conducted 2 to 3 times a week. This will also keep them on the path to graduation.

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

Not a graduate program

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

Introduction:

- The General Education courses for the B.S. in Professional Pilot program will be taught by existing faculty within the University of New Orleans.
- The flight courses (Private Pilot flight, Instrument Pilot flight, Commercial Pilot Flight I, Commercial Pilot Flight II, Commercial Pilot Flight III, Flight Instructor Flight, Instrument Flight Instructor Flight) will be taught by New Orleans Aerial Tours and Flight Training (NOAT&FT) based out of New Orleans Lakefront Airport (KNEW).
- The Aviation core and ground training courses will be taught by faculty at the University of New Orleans' (UNO) Lakefront campus.
- AQ Director for the Professional Pilot Program has been chosen. His CV is attached to this document. He is Dr. Malay Ghose Hajra.
- Information about faculty who will teach the aviation core and ground courses are presented below:

Malay Ghose Hajra, Ph.D., P.E., CFI. CFII. MEI

Present Rank:

- Program Director, University of New Orleans, Professional Pilot program
- Associate Professor, Civil and Environmental Engineering, University of New Orleans

Relevant Degree/ education:

- FAA Certificated Flight Instructor
- FAA Certificated Commercial Pilot
- Ph.D., Civil Engineering, Kansas State University, USA

Relevant Experience:

- Flight Instructor – New Orleans Aerial Tours & Flight Training (4/2018 through 5/2019)
- Certificated Flight Instructor, April 2018 – May 2019
New Orleans Aerial Tours & Flight Training, New Orleans, Louisiana
- Flight Safety officer – Crescent City Aviation, LLC (2015-2017)
- Captain – Civil Air Patrol, US Air Force Auxiliary
- Member – EAA Chapter 261 (New Orleans, LA)
- Member – National Association of Flight Instructors (NAFI)

Courses to teach for the program:

- Introduction to Aviation
- Private Pilot Ground
- Instrument Pilot Ground
- Commercial Pilot Ground (SE)
- Commercial Pilot Ground (ME)
- Fundamentals of Instructing
- Flight Instructor Ground
- Aviation Regulations
- Crew Resources Management

Norman Whitley, Ph.D.

Present Rank:

- Professor Emeritus, University of New Orleans

Relevant Degree/ education:

- Ph.D., Aeronautics & Astronautics, Stanford University, USA
- M.S., Aeronautics & Astronautics, Stanford University, USA
- B.S., Aeronautical Engineering, Boston University, USA

Relevant Experience:

- Interim dean of Engineering, University of New Orleans
- Associate professor, Mechanical Engineering, University of New Orleans

Courses to teach for the program:

- Aerodynamics
- Basic Systems and Maintenance
- Advanced Aircraft Systems
- Aviation Safety

Gregory C. Champagne Jr., CFI. CFII. MEI

Present Rank:

- Sole Proprietor, Independent Flight Instructor, Contract Pilot – Citation 500 Series
- Appraisal Director, St. Charles Parish Assessor

Relevant Degree/ education:

- B.S. Professional Aviation, Louisiana Tech University, USA
- FAA Certificated Flight Instructor
- Master of Arts, Industrial/Organizational Psychology

Relevant Aviation Experience:

- FAA Certificated flight instructor, Ama Aero Services (1/2016 – Present)
- Corporate Pilot, Baton Rouge Air Charter & Mgmt. (5/2011 – 1/2013)
- Assistant Professor, Louisiana Tech University Department of Aviation (12/2009 – 5/2011)
- Assistant Chief Flight Instructor, Louisiana Tech University Department of Aviation (12/2009 – 5/2011)

Courses to teach for the program:

- FAA Private Pilot
- FAA Instrument Pilot
- FAA Commercial Pilot – single engine
- FAA Commercial Pilot – multi-engine
- FAA Flight Instructor
- FAA Flight Instructor Instrument
- Human factors in Aviation
- Aviation Weather
- Advanced Meteorology
- Airport Management

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.

Four new adjunct faculty will be needed in addition for the first five years.

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

UNO will have full control of assessment of the qualifications of each faculty (for some in consultation with NOAT&FT given their expertise). Everyone will go through this process of evaluation and validation. All of the lecture (in class) courses will be at the UNO campus. The program will be a fully supported program and NOAT&FT will be subcontractors of UNO.

Faculty involvement in research and extension will not be required.

5. Library and Other Special Resources

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

No library holdings will be necessary.

What additional resources will be needed?

An additional resource that will be included is insurance. NOAT&FT will provide \$1 million per incident and \$100,000 per passenger. In addition, coverage will also be provided by individual students. The coverage per student each year will be for \$1 million for each occurrence with \$100,000 bodily injury per passenger for liability at \$200 plus \$5,000 medical for each person including crew at \$50. With the \$50,000 required for physical damage, this coverage will cost each student approximately \$750 per year.

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?

None are needed.

6. Facilities and Equipment

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

The AT&T Center of the College of Business Administration at the University of New Orleans will be utilized to provide a classroom with state-of-the-art technology for student learning. Classrooms with Kirschman Hall will also be used. Actual pilot training will be conducted at the Lakeside Airport with the use of planes provided by NOAT&FT.

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

No new facilities will be needed.

7. Administration

In what 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 administrative entity for the program is the College of Business Administration. The new program will not affect the present administrative structure of the College.

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

The College of Business Administration is a well-established College with numerous resources. Kirschman Hall is a modern building with a location in very close proximity to the New Orleans Lakefront Airport.

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 Professional Pilot Bachelor of Science will be fully accredited by the Aviation Accreditation Board International (AABI). <http://www.aabi.aero>. The basic requirements are:

- An institution seeking AABI program accreditation should start the process no less than two years before accreditation status is desired.
- Institutions seeking accreditation should be educator members of AABI.
- After joining as an educator member, the institution should apply for accreditation to AABI.
- An institution seeking initial program accreditation may do so through submission of a letter of intent or a pre-candidate application (AABI Form 202B).
- Institutions should plan two years to complete the accreditation process.
- Each program seeking accreditation should have completed at least one full cycle and have graduated at least one class.

The criteria will be achieved by:

- The B.S. in Professional Pilot program is planning to start offering courses in Fall 2020.
- The University of New Orleans plans to become an educator member of AABI in August 2020.
- In Fall 2022, the University of New Orleans will apply for accreditation to AABI.
- The first full cycle (4 years) of the program will be completed in Spring 2024 and graduate the first class in May 2024.

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.

Not a graduate program.

9. Related Fields

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

The very well-established General Education courses and their instructors will provide great support for the delivery of those courses.

10. Cost & Revenue

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

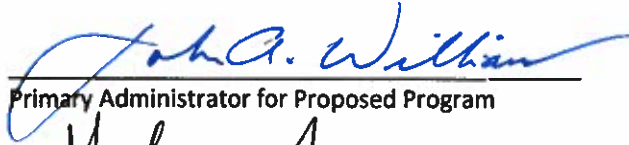
No extra costs are needed. The original budget submitted with the approved LOI will cover all costs for the program. That budget is attached.

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

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

No other funds will be needed.

CERTIFICATIONS:



Primary Administrator for Proposed Program

11/4/2019
Date



Provost/Chief Academic Officer

11/4/2019
Date

Management Board/System Office

Date

LOUISIANA BOARD of REGENTS

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of New Orleans

Date: July 16, 2018

Degree Program, Unit: Professional Pilot Bachelor of Science

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

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