

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 25, 2022

Item E.4. Approval of AY 2022-23 Academic Planning Documents.

EXECUTIVE SUMMARY

In Spring 2022 the Louisiana Board of Regents adjusted the way in which universities are to pursue new academic programs. A three-year academic planning process was established in which institutions outline planned changes to the institution’s degree program inventory. To ensure a smooth transition and ease into this new process, a one-year planning document was requested for AY 2022-23. Below is a listing of proposed programs that will be pursued by the Universities of Louisiana. Upon approval, institutions will be able to move forward with the proposal process.

Institution	Proposed Degree Program	Proposed Certificates
GSU	MS Environmental Sustainability BS Governmental & Administrative Affairs	None
LA Tech	Doctorate in Engineering & Technology Management	None
MSU	None	None
NISU	BS Civil & Geospatial Engineering BS Engineering Technology BS Information Technology	UC Molecular Genetics UC Honors Studies UC Disaster Management UC Healthcare Communications
NSU	BFA Musical Theatre BS Sport & Rec Management MSW	PBC Ultrasound UC Honors Professional Ethics UC Unified Public Safety Administration
SLU	MS Occupational Safety, Health & Environmental Management MSW MS Physician Assistant Studies	UC Cloud Development UC Sales Leadership UC Computer & Network Admin GC Sport Management
UL Lafayette	MS interior Design	UC Engineering (exact title TBD)
ULM	BS Diagnostic Medical Sonography MPH Community Health Science BAS Medical Laboratory Sciences BS Earth System Science	None
UNO	BSN BS Criminal Justice Management	UC Gulf (offshore) Wind Energy Innovation

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 AY 2022-23 Academic Planning Documents for the nine member institutions.*

Executive Summary

Grambling State University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

During year one Grambling State University (GSU) plans to seek approval of two new degree programs. One program is at the undergraduate level, BS in Government and Administrative Affairs. The other program, Sustainability, is at the masters level. Each of these proposed programs supports the Master Plan for Public Postsecondary Education in the state of Louisiana, specifically supporting Goal 1 :Increase the educational attainment of the state's adult population to the SREB State's average by 2025. Objective 1-3 of the master plan targets increasing the number of adults (age 25 and older) who are enrolled in postsecondary education programs. The two proposed programs are targeted for 100% delivery online. Approval and implementation of the proposed two degree programs will support achieving Objective 1-6: Increase the rate and number of students earning a postsecondary credential. Each of the proposed degree programs will have student success strategies in place that will support the retention and graduation of students.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

GSU Faculty engaged with industry stakeholders in the identification of the two proposed degree programs. This engagement in the development of the proposed bachelor level degree in Government and Administrative Affairs was through dialogue with an Industry Advisory Board that supports the Master of Public Administration Program. Industry engagement that supported identifying and developing the master level program in sustainability began some years ago with a discussion with a FEMA representative and continued with discussions with EPA representatives.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

GSU has identified and implemented several strategies that support the Master Plan goal of increasing the educational attainment of the state's adult population by 2025. President Gallot's priorities include establishing a Student Success Center and expanding the programs that we offer that are delivered 100% online.

Planned New Programs

Grambling State University

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing and/or New Faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing , New , and/or Renovated space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
(Sample) BS	Hospitality Leadership	12.3456	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input checked="" type="checkbox"/> 100% online	Yes, ACPhA	Hotel Manager (****), Restaurant Manager (****), etc.	While some occupations are at the 3 star level, for our region, these jobs are in high demand. Graduates are also qualified for some 4 star positions.	Faculty have met with the local Hospitality Association to determine the needs for this program.	Food service minor.	We currently have 3 faculty who can teach in the program and anticipate needing 1-2 additional full time faculty members within the first few years.	The existing food lab that supports our food service minor will be sufficient to launch the program. We will seek external funding to add one additional lab as the program grows.
MS	Environmental Sustainability (faculty are still exploring possible names for the degree program. Consideration is being given to removing Environmental from the name so that it will not be incorrectly thought to be an Environmental Science degree program)	30.3301	100% online	No	Environmental Engineer(****), Environmental Scientists and Specialists, including Health (****), Forestry (****), Geoscientists (****), Health and Safety Engineers (****)	N/A	GSU has a MGU with the U.S. Environmental Protection Agency (EPA) Region 6. Members of the U.S. EPA Region 6 have been consulted regarding the program. A Program Consultant in the field of Sustainability will be utilized	N/A	We currently have 5 faculty who can teach in the program and anticipate needing 1-2 additional full time faculty members within the first few years.	The existing lecture, laboratories, and auditorium rooms currently used for the undergraduate Biology program will also be utilized for the MS program. Title III funding has been sought to provide renovations and upgrades
BS	Governmental and Administrative Affairs	450101	100% online	No	Lawyers (****), Administrative Services and Facilities Management (****), Compliance Officers (****), Labor Relations Specialists (****) Human Resource Specialist (****)	N/A	Industry Advisory Board that consisted of members employed in areas that include local & state government, public industries and private industries.	N/A	Currently, we have 7 faculty to support this program. By year 2 it is possible that an additional 2 faculty will be needed.	Existing space that supports the MPA program will also support this proposed program
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)

Degree Designation and Program Name	CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities	
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing or New Faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing , New , or Renovated space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Executive Summary

Louisiana Tech University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

Louisiana Tech University's proposed new program, the Doctorate in Engineering and Technology Management (DETM, CIP 15.1501) specifically addresses Goals 1 and 2 of the Louisiana Board of Regents Master Plan. The DETM will increase the number of non-traditional adults (Objective 1-3) who will return to seek an advanced degree that serves a broad range of LWC five-star jobs in Louisiana's marketplace. The DETM will be offered in two modalities, totally online and face-to-face, in order to address place- and job-bound working adults and non-traditional students seeking more challenging employment options. The DETM builds on the success of Tech's Master of Science in Engineering and Technology Management (averaging 37 graduates per year in the past five years) (Objective 1-6), and provides a logical pathway for graduates from the MSETM, Construction Engineering Technology (CET), Instrument Control Systems (ICET) and other engineering disciplines seeking a deep understanding of engineering, technology, and management principles to support and lead Louisiana Industry (Objective 1-7). The DETM is strongly allied with the Master Plan's Goal 2: Foster Innovation through Research in Science and Technology in Louisiana.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Louisiana Tech University received approval at the June 2022 University of Louisiana Board of Supervisors Meeting to develop and implement a unique Louisiana Tech Online entity that will provide certificates and programs at the undergraduate and graduate levels exclusively to non-traditional place-bound and job-bound individuals seeking to earn academic certificates in demand-based fields to advance their career and to sustain and advance economic development in Louisiana (Objective 2.3)

Planned New Programs

Louisiana Tech University

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for +4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether existing and/or new faculty lines will be required to deliver the program within the first 5 years.	Indicate whether existing, new, and/or renovated space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
DETM	Doctorate in Engineering and Technology Management	15.1501	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input checked="" type="checkbox"/> 100% online	No	Engineering Manager ***** Computer and Information Systems Manager ***** Industrial Engineer ***** General and Operations Manager ***** Industrial Production Manager *****		Consultants at Auburn University	Master of Science in Engineering and Technology Management	We currently have 10 faculty who will be directly involved in the proposed program.	No. The new Integrated Engineering and Science Building opened three years ago.
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										
SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)										
Degree Designation and Program Name		CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for +4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing or New faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing, New, or Renovated space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Recently Approved Programs

Louisiana Tech University

List all programs (associate and above) approved by Regents in the last 5 years, plus any older programs still required to submit regular progress reports.

Degree Designation	Program Name	6 digit CIP Code	BOR Approval Date	Implementation Date (semester and year first students enrolled)	Enrollment					Completers					Is program enrollment and graduation on target with proposal projections? (Y/N)	Comments on program's implementation, enrollment, and completers.	
					AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22			
UC	Comm and Media Studies	9.0199	Nov 2021	Spring 2022												Data not available yet	
UC	Info Assurance & Cyber Security	11.0101	June 2020	Fall 2020		1	16	1	1						1	0	Review
UC	Stem Education Studies	13.1316	Feb 2022	Spring 2022												8	Y
UC	Lean Six Sigma	14.3501	June 2020	Fall 2020		13	20	14	25						25	20	Y
UC	Sport Coaching	31.0501	Nov 2021	Spring 2022												4	Y
UC	Forensic Psychology	42.2812	June 2020	Fall 2020												2	Review
UC	Geographic Information Science	45.0799	June 2020	Fall 2020					7						7	15	Y
UC	Game Design	50.0411	Nov 2021	Spring 2022													Data not available yet
UC	Audiology	51.0204	June 2020	Fall 2020												3	Y
UC	Rural Health Admin Support	51.0714	June 2022	Summer 2022													Data not available yet
PBC	Teaching Stem Gr. 6-12	13.1316	Feb 2022	Spring 2022													Data not available yet
GC	Business Administration	52.0201	May 2018	Fall 2018		0	76	49	24		0	13	28	24	157	Y	
GC	Online Teaching and Learning	13.1211	Nov 2021	Spring 2022													Data not available yet
GC	Info Assurance & Cyber Security	11.0101	June 2020	Fall 2020										1	0	0	Review
GC	Computer Science Education	13.1321	Nov 2021	Spring 2022													Data not available yet
GC	Data Science	30.7101	Nov 2021	Spring 2022													Data not available yet
GC	Industrial/Organizational Psych	42.2804	June 2020	Fall 2020											13	Y	

Executive Summary

McNeese State University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

N/A (no new programs proposed for the upcoming year)

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

The University and its colleges and departments seek industry and community input in developing, updating, and maintaining academic programs. This collaboration exists in various forms including but not limited to college and department advisory groups, faculty and student attendance at industry conferences and professional development events, and direct meetings with industry professionals.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

As our campus and community continue to rebuild from various weather events, engagement with future and current students, community members, and industry partners has normalized over the past year. During the most recent academic year, we have hosted regional fairs, society meetings, continuing education, and professional development activities. We plan to continue these efforts and increase the number and scope of these events in the future.

Recently Approved Programs

McNeese State University

List all programs (associate and above) approved by Regents in the last 5 years, plus any older programs still required to submit regular progress reports.

Degree Designation	Program Name	6 digit CIP Code	BOR Approval Date	Implementation Date (semester and year first students enrolled)	Enrollment					Completers					Is program enrollment and graduation on target with proposal projections? (Y/N)	Comments on program's implementation, enrollment, and completers.
					AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22		
UC	Diversity and Inclusion	30.2301	6/16/2021	N/A	—	—	—	—	0	—	—	—	—	0	N	This program was just approved last year. With the challenges of COVID and two hurricanes, we did not recruit into the UC as aggressively as we should have. This will be our focus for this program moving forward.
MS	Nutritional Sciences	51.3101	2/24/2021	Fall 2021	—	—	—	—	3	—	—	—	—	0	N	The program got off to a late start due to delays in the approval process, so there was not much time to recruit students prior to implementation last fall. We expect to reach our projected enrollment of 10 this fall.
BSChE	Chemical Engineering	14.0701	4/22/2020	Summer 2020	—	—	—	57	119	—	—	—	0	23	N	We are well below the projected enrollment of 175-225 annually; however, we expect enrollment to increase once the program receives ABET accreditation, which we are seeking this year. We believe the hurricanes and COVID had a negative impact that should be relieved going forward.
DNP	Advanced Practice Psychiatric Mental Health Nursing	51.3810	9/25/2019	Fall 2021	—	—	—	—	6	—	—	—	—	0	N	We were slightly below the projected enrollment of 8 in the first year, but we have a larger than expected number of applicants for the Fall 2022 class.
BSME	Mechanical Engineering	14.1901	8/22/2018	Fall 2018	—	74	121	160	205	—	0	16	41	34	N	Enrollment is lower than the projected enrollment of 250-300 annually; however, it has increased every year since implementation. We are also pleased with the number of completers in the last two years as they are higher than the average when this program was a concentration under the BS in Engineering.
PBC	Strategic Corporate Communication	09.0999	3/21/2018	Fall 2018	—	1	0	0	1	—	0	0	0	0	N	Included on Terminations worksheet due to extremely low enrollment since implementation.
PMC	Applied Behavior Analysis	42.0101	4/27/2016	Fall 2017	2	1	3	0	1	0	0	0	0	0	N	The ABA PMC courses are the same as the courses in the ABA master's, and the current classes can accommodate additional students so there are no additional resources required to teach this PMC. A recruitment plan is being implemented to increase outreach to potential student groups.

Low Completer Review

McNeese State University

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)												
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM										
Master's, Grad Level Certs.		5 STEM, 6 non-STEM										
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM										
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.
			AY 19/20	AY 20/21	AY 21/22	3 yr avg	AY 19/20	AY 20/21	AY 21/22	3 yr avg		
BA	Liberal Studies	24.0101	33	41	33	35.7	3	15	6	8.0	N	The combined, three-year average retention rates for freshman between Fall 2016 to Spring 2019 are -38%. The combined, three-year average retention rates for freshmen between Fall 2019 to Spring 2022 are -45%. Retention for juniors pre-COVID (2016-2019) is excellent, but retention of juniors post-COVID (2019-2022) saw declines, averaging -26%. In order to intervene as early as possible and provide connection for freshmen in their first semester, we will begin assigning discipline-specific advisors to work in tandem with Enrollment Management. Currently, first semester students are assigned a full-time, freshman advisor in Enrollment Management. As an intervention for students at the junior year, we will identify students in the required midpoint class whose performances are below expectations. The advisor will intervene and communicate with the student to determine if there is a specific academic, personal, or financial problem putting them at risk and recommend a customized strategy to address the issue.

BA	Political Science	45.1001	26	38	38	34.0	4	5	9	6.0	N	Enrollment has increased by approximately 80% since 2018-2019 and held steady through COVID and two hurricanes, and we expect completion rates to exceed the threshold in a few years. Our primary issue is attrition between year 1 and year 2, which we will address by connecting freshmen to the POLS coordinator at the start of the advising process. We will also work to increase student engagement with the Pre-Law Society, which we hope will increase retention.
BS	Chemistry	40.0501	74	45	66	61.7	6	5	6	5.7	N	New faculty and new departmental leadership are targeting enriched student experiences such as research and lab activities. Negatively impacted by COVID, student activities are clearly on the rise which will translate to both increased enrollment and completers.
BS	Health and Physical Education Grades K-12	13.1314	62	51	25	46.0	9	11	9	9.7	N	Overall decrease in program enrollment has occurred, but completer numbers remain consistent. As of August 1, 2022, LDOE has eliminated the ACT/SAT/Praxis I requirement for certification, which will also influence our admission standards, enrollment, and completer numbers. We do not offer a PBC or MAT in Health and Physical Education; therefore, this is the only opportunity for us to offer certification in this area.
BS	Mathematical Sciences	27.0101	35	42	41	39.3	8	7	5	6.7	N	Buildings and facilities heavily impacted by two hurricanes and COVID restrictions. Expectation is a continued improvement in both enrollment and completers as area normalizes.
BS	Natural Resource Conservation Management	03.0601	32	32	32	32.0	8	7	3	6.0	N	Enrollment in NRCM is healthy and we continue to recruit new students into the program. Completer rates have been adequate with exception to the most recent term which was affected by COVID and weather related events.
PBC	Elementary Education Grades 1-5	13.1202	3	3	4	3.3	2	0	1	1.0	N	The program was recently redesigned into an online five-semester course sequence. We have also added an Elementary Education minor as an option for undergraduate students that will feed into the PBC elementary program. We are promoting our minor across colleges. As more students learn about this opportunity, we expect to see an increase in PBC completers. As of August 1, 2022, LDOE has eliminated the ACT/SAT/Praxis I requirement for certification, which will also influence our admission standards and enrollment numbers.
PBC	Middle School Education Grades 4-8	13.1203	1	1	2	1.3	1	0	1	0.7	Y	

PBC	Multiple Levels Grades K-12	13.1206	4	6	3	4.3	0	4	1	1.7	N	We are working to promote the program that has been redesigned into a five-semester course sequence. We are promoting the programs to local districts. As of August 1, 2022, LDOE has eliminated the ACT/SAT/Praxis I requirement for certification, which will also influence our admission standards and enrollment numbers.
PBC	School Librarian	13.1334	13	13	9	11.7	11	9	4	8.0	N	This program has steady enrollment and interest. The PBC is the only opportunity for students to add-on the school librarian certificate. The program coursework is being revised and will be promoted to local districts to increase enrollment.
PBC	Secondary Education Grades 6-12	13.1205	8	1	2	3.7	2	0	0	0.7	N	We are working to promote the program that has been redesigned into an online five-semester course sequence. We are promoting the programs to local districts. As of August 1, 2022, LDOE has eliminated the ACT/SAT/Praxis I requirement for certification, which will also influence our admission standards and enrollment numbers.
PBC	Special Ed M/M for Elementary Ed Grades 1-5	13.1001	6	4	5	5.0	5	0	1	2.0	N	SPED is a high-needs teaching area, and LDOE is offering incentives for certified teachers to add-on SPED certification. Therefore, we are in the process of recruiting candidates for the program and expect to see increased enrollment.
PBC	Special Ed M/M for Secondary Ed Grades 6-12	13.1001	—	0	0	0.0	0	0	0	0.0	N	Program was implemented in 2020-2021. SPED is a high-needs teaching area, and LDOE is offering incentives for certified teachers to add-on SPED certification. Current redesigned undergraduate secondary programs include some SPED coursework that can be applied to the PBC. Therefore, we are in the process of recruiting candidates for the program and expect to see increased enrollment.
MAT	Elementary Education Grades 1-5	13.1202	13	7	6	8.7	6	1	2	3.0	N	The program has been redesigned to include an online five-semester course sequence. As of August 1, 2022, LDOE has eliminated the ACT/SAT/Praxis I requirement for certification, which will also influence our admission standards, enrollment, and completers.

MEd	Curriculum and Instruction	13.0301	5	7	10	7.3	1	3	5	3.0	N	The MEd in Curriculum and Instruction programs were redesigned within the last two years. Since the redesign, we have begun to promote the programs to current certified teachers who are interested in receiving a master's degree. The C&I programs also include hours toward an EDLD certificate, mentor teacher training, and the coursework for an add-on in the concentration area. We are working on promoting the program and recruiting candidates. Enrollment numbers have doubled from 2019-2020 to 2021-2022.
MFA	Creative Writing	23.1302	18	14	17	16.3	7	4	6	5.7	N	As the University recovers from the repercussions of COVID and two hurricanes, the department will increase recruitment and retention efforts. As a nationally ranked program, much of our recruitment occurs at national conferences. We will augment our recruiting efforts to include additional outreach within Louisiana and the local community. For this report, we also examined retention rates and found that this program consistently loses students between year 1 and year 2 with an average, three-year retention rate of -24%. Retention rates for second- and third- year students are excellent, as we retain all students. Looking ahead, we will focus our retention efforts on first-year students, implementing quarterly meetings to check in, help them consider their goals for the next two years, and determine how our department can help, both academically and otherwise.
MS	Instructional Technology	13.0501	2	0	1	1.0	2	0	1	1.0	N	This program curriculum was rewritten in the last academic year to better meet the needs of professionals who are not certified teachers but use technology in trainings and everyday procedures. Over the next two years, the program will be promoted to local industries and businesses.
MS	Mathematical Sciences	27.0101	12	10	7	9.7	5	3	3	3.7	N	Buildings and facilities heavily impacted by two hurricanes and COVID restrictions. Expectation is a continued improvement in both enrollment and completers as area normalizes.
PMC	Academically Gifted Education	13.1004	1	1	1	1.0	0	0	1	0.3	N	Courses align to the Curriculum and Instruction, Academically Gifted Education concentration. We are also actively recruiting post-master's candidates for the program.

Program Terminations

McNeese State University

List all planned program terminations for the next three years. Consider the institution's full inventory of programs, especially new programs that are not meeting enrollment targets. Include all low completer programs identified for termination on the previous tab.

Degree Designation	Program Name	6 digit CIP Code	# Students Currently Enrolled	Summary of Teachout Plan	Termination Date	Year and Sem. of Last Enrolled
PBC	Strategic Corporate Communication	09.0999	1	The courses in the program will continue to be offered as part of the Mass Communication, BS.	5/31/2023	Fall 2022
PBC	Middle School Education Grades 4-8	13.1203	2	We will continue to offer courses needed in accordance with the program progression.	5/31/2023	Spring 2025

Executive Summary

Nicholls State University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

The three programs proposed in this document significantly expand the University's STEM portfolio and address critical needs in the coastal region of south-central Louisiana. The issues of coastal erosion and land loss will be the primary focus of the Coastal Center currently being established on the Nicholls State University campus. Civil and Geospatial Engineering, along with Engineering Technology, offer necessary and highly sought after skill sets to address these issues, while Information Technology serves as a support field for addressing the technical aspects of managing intricate data collection and analysis, systems management, data modeling, and cybersecurity support. Current programs at Nicholls, including Safety Management, Petroleum Engineering Technology, Geomatics, Marine and Environmental Biology, and Computer Information Systems align with the three proposed degree programs in that, while being their own independent fields, also support the research and addressment of coastal issues. Although Nicholls State University currently has a pre-engineering concentration with an option for students to transfer to the University of New Orleans for degree completion, data shows that over the past 10-year period a total of 3,480 students from our 8 parish service area have left to enroll at other institutions. During that period 464 of those students enrolled in civil engineering and 390 enrolled in engineering technology programs. Having the ability to recruit those students into a program closer to their support systems has the potential to increase the student's success rate in their pursuit of a credential of value in high-demand high-paying fields, thereby meeting the state priority of increasing educational and credential attainment toward having 60% of Louisiana citizens earning a valued credential. With the link to the Coastal Center there are endless possibilities for innovative research opportunities in collaboration with regional industries and potential employers. The Bayou Region is rich with opportunities to bring learning-to-life in the field of Engineering and associated fields.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

Throughout the process of developing the Coastal Center there has been wide engagement with industry and environmental stakeholders across the spectrum over the past few years. Both Dr. John Doucet, Director of the Coastal Center and Dr. Jay Clune, President of Nicholls State University, have engaged in formal meetings and work groups with these stakeholders on a monthly basis, at a minimum, as well as many informal discussions. A central theme that has emerged is the need for an engineering program in the Bayou region; an initiative that has support among all stakeholders. The need exists not only to support the work of the Coastal Center, but also to serve the employment needs of local industry. As the university closest to the coast Nicholls is primed to serve the needs of these industries. A partial list of stakeholders involved in discussions leading to the proposal of the three programs includes: Morrison Engineering, Inc., Morris Hebert Surveying and Construction, Barataria-Terrebonne National Estuary Program, Restore or Retreat Inc., Port of St. Mary, Port of Terrebonne, Port Fourchon, South Louisiana Levee District, North Lafourche Levee District, and Bayou Lafourche Fresh Water District.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Nicholls State University has and continues to engage in activities aimed toward increasing the educational credentials of residents in the state of Louisiana through past and planned initiatives. These activities have largely focused on supporting students to increase success, retention, and progression to graduation and they include:

Student Advising and Mentoring Program (SAM) – Originally formulated as the university's QEP, SAM quickly became institutionalized into the fabric of Nicholls. Professional advising staff and faculty underwent specific training focused on creating a sense of belonging, advising as teaching, and streamlined practices to keep students on track in their declared academic programs. Since the inception of SAM Nicholls has realized the highest student retention rates in recent history.

CROWN & Legacy Leaders – These programs are aimed at success, retention, and progression of African-American and other student populations of color. CROWN, or Colonels Retention of Winners Network, was conceived and initiated in 2018 to increase the retention and success of African-American Males. The university has seen moderate success with this program in its infancy, and continues to invest in resources to grow the program. Legacy Leaders was conceived and initiated in 2020 as a companion program for women of color at Nicholls. Legacy Leaders has not evinced similar results as CROWN; however, COVID-19 interrupted the full implementation of Legacy Leaders. We are currently reviewing the structure of Legacy Leaders and planning for a relaunch of the program in the Fall 2022 semester.

Dedicated Athletic Academic Excellence Center – Nicholls has recently developed this center aimed at the success, retention, and progression of the student athlete population. Located inside of Ellender Library on the Nicholls campus, this newly renovated space provides for studying, tutoring, and advising activities.

Further development of co-requisite courses – Nicholls has offered co-requisite designed courses aimed at the success, retention, and progression of under-prepared students for approximately 10 years. As new evidence emerges regarding best-practice design for these types of courses, Nicholls responds through course revision.

The Center for Teaching Excellence (CTE) – In 2020, Nicholls created their CTE, aimed at preparing better educators in the classroom to increase student success, retention, and progression.

Renewed Focus on increase in Dual Enrollment - Aimed at introducing a positive experience in higher education while students are still in high school, allowing them to earn college credit toward a higher ed credential at a lower cost. (Hook them on higher education early)

First-Gen Experience - Nicholls is hosting its first conference-style seminar targeting first-generation college students. Students will be able to select from a variety of sessions targeting success in college and easing the anxiety of entering that first semester. Students will be paired with a Colonel Concierge to guide them through the day and will spend time in their academic departments with faculty and ambassadors in their program.

Recruit-Back COVID losses - Nicholls recently used HEERF Act funds to hire two former admissions counselors who are now K-12 teachers who worked through a list of students who had left the university during COVID Armed with funds to help clear past debt and with new

Planned New Programs

Nicholls State University

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <i>existing, new, and/or renovated</i> space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
BS	Civil and Geospatial Engineering (Note: this program proposal is pending industry financial support)	14.08999 (civil, other)	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	ABET	Civil Engineering (****); Surveying (****); Cartographers, Photogrammatists (***)	Cartography and photogrammetry skills included in coursework.	Morrison Engineering, Inc., Morris Hebert, Inc.	New Program, envisioned as complimentary to other programs in the state.	It is anticipated that three new faculty will be needed in the first few years.	Renovation of existing lab spaces will be necessary.
BS	Engineering Technology (Note: pending four-year, 2M EDA support grant)	14.1301	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	ABET	Engineering Technician (****)	N/A	Morrison Engineering, Inc., Morris Hebert, Inc.	New Program; may include safety technology minor; envisioned as complimentary to other programs in the state.	It is anticipated that three new faculty will be needed in the first few years.	New laboratory spaces necessary.
BS	Information Technology	11.0101	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	N/A	Computer and Information Systems Manager Computer scientist/technologist Information technologist Computer technician Network analyst Software designer Data analyst Cybersecurity specialist (*****)	N/A	None at this time	New Program; may include existing Computer Science minor and future Cyber Security minor; envisioned as complimentary to other programs in the state.	There is one faculty who can teach in the program, but we anticipate needing 2 additional new faculty within the first few years, one of which can be subsidized by existing endowed professorship in the field.	
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										
SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)										
Degree Designation and Program Name	Program Name	CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code		If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether <i>Existing or New</i> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <i>Existing, New, or Renovated</i> space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
UG Cert	Molecular Genetics	26.0616	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	N/A	Biological technician **** Medical scientist **** Biomedical engineer ****	N/A	None	Part of existing concentrations in biology (i.e., cell and molecular biology concentration)	Existing faculty in courses already being taught	None
UG Cert	Honors Studies	30.9999	<input checked="" type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	N/A	Multidisciplinary fields; certificate award for completing the University Honors Program	This is an add-on credential for high-achieving students that has proven to enhance opportunities for placement in jobs and graduate/professional schools. Large cohort of students likely to earn certificate.	None	Existing Program	Existing faculty in courses already being taught	None
UG Cert	Disaster Management	52.2299	<input type="checkbox"/> On campus (<50% online) <input checked="" type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	N/A	Emergency management directors ****	N/A	None	Existing minor	Existing faculty in courses already being taught	None
UG Cert	Healthcare Communications	34.01999	<input type="checkbox"/> On campus (<50% online) <input checked="" type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	N/A	Any healthcare professional who communicates with a diverse patient and caregiver population	This is an add-on credential for students seeking placement in graduate or professional schools; includes terminology as well as foreign/medical and sign languages.	None	Existing programmatic offerings	Existing faculty in courses already being taught	None
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Low Completer Review

Nicholls State University

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)													
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM											
Master's, Grad Level Certs.		5 STEM, 6 non-STEM											
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM											
				Enrollment				Completers					
Degree Designation	Program Name	6 digit CIP Code	AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg	Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.	
BA	Political Science	451001	41	51	44	45	4	7	7	6	N	The Political Science program has taken measures to increase enrollment and graduation rates - the program added a faculty member, took the program online and made recruiting a priority. It is important to note that the degree program name was changed from Government to Political Science in 2018 to align with program name recognition across the majority of similar programs within the and outside of the state of Louisiana. It is believed that the name of "Government" may not have represented what students were searching for in today's current career options. The program has been recognized multiple times as one of the best political science online programs in the country. In the last two years (AYs 20/21 & 21/22) 16 students have graduated (8 each year). Increased marketing & recruitment efforts are already underway and we anticipate long term growth in this program.	

BS	Geomatics	151102	44	50	47	47	4	6	8	6	N	<p>The Geomatics degree program is the only baccalaureate program in the state of Louisiana, and has been the recipient of multiple awards from the National Council of Examiners for Surveying and Engineering for curriculum and student achievement. The program has the full support of the Louisiana Society of Professional Surveyors and multiple surveying, contracting, and engineering firms in the university service region as it is deemed essential for coastal research and the mission of the new Coastal center at Nicholls State University. Additionally, the program currently has \$2.6 million in external grant funding, generating a significant amount of indirect cost for the university. Perhaps the biggest barrier to students completing the program lies with the licensing agency not requiring the degree to sit for the surveying certification; rather, the licensing agency only requires a certain number of credit hours in the discipline to qualify to sit for the licensing exam. Therefore, students exit the program prior to completion to enter the workforce. The program has hired two new faculty members in the past two years, and the number of program completers is beginning to increase. The program is in discussion with its advisory council to review the program name to determine if it is truly representative of the intended job placement opportunities. In addition, the university is investing funds in marketing and advertising campaigns to increase the visibility of academic programs.</p>
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Executive Summary

Northwestern State University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

Northwestern is proposing the addition of three new academic programs during its first year. The **Bachelor of Fine Arts in Musical Theatre** has been proposed and would replace the existing Bachelor of Science in Theatre with a concentration in Musical Theatre. The National Association of Schools of Theatre, during their last reaffirmation site visit, noted that musical theatre was the 3rd of several programs that needed to be converted from the BS to the professional degree in each area: BFA in Dance; BFA in Production and Design; and BFA in Musical Theatre. Their recommendation was based upon the work of our students and faculty, and the need for students to move into the professions with the professional credential in hand. They stated that employers are asking for the professional credential, and that the BS was too general in scope. We have converted the two others, and now look to add Musical Theatre to our portfolio. With this, it further establishes Northwestern's School of Creative and Performing Arts as an Area of Excellence in the State of Louisiana, and strengthens our ability to recruit students from high schools that are Arts magnets. The **Bachelor of Science in Sport Recreation and Management** is a new program in Sport and Recreation Management that would provide students with a foundational entry into careers associated with these fields. A degree in Sport & Recreation Management helps students develop skills in maintenance, marketing, management, and finance within the industry. From the administration of local parks and recreation departments to the management of major professional sports teams, career opportunities continue to grow. Students would gain in-depth knowledge of sports psychology, contemporary leadership, facility management, sales, revenue generation, and sport media. Students will gain fieldwork experience throughout the program and finish with an applied, internship experience. The degree will consist of a mixture of online and face-to-face courses, totaling 120 hours. The **Master of Social Work** is a program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling. All of our certificate programs bring together existing courses to create a specialty certificate. The PBC in ultrasound technology is a direct development of our advisory council in Nursing and Allied Health, and support of the Rapides Foundation. The Honors certificates are based in the Louisiana Scholars' College--the State's designated Honors College.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

In each of the new degree programs, and certificates programs, dialogue began with the designated advisory councils embedded within each Academic Department and/or school. Their charge is to provide Department Heads with practical perspective on program improvements, additions, deletions, and responsiveness. Our advisory councils are made up of individuals in the profession, alumni of our programs, and stakeholders within our community and region. From that point, the curriculum committee in each department began crafting proposals for courses, programs of study, and delivery of courses. In addition, the PBC in Ultrasound Technology has the support of the Rapides Foundation.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Northwestern's recent programs, as well as established ones, continue to be responsive to statewide attainment by studying how we deliver our courses and programs, committing to alternate delivery of residential programs, and reaching residents in ways that might have previously kept them from pursuing a degree. In addition, we have been responsive to our national accrediting agencies that provide feedback based upon local, statewide, and regional needs, and pair them with rigor and demands of the profession. It continues to be our goal to provide educational opportunities to students that will assist in moving them from educational pursuits to productive members of various professions. We seek to be responsive in our degree programs to the changing landscape of what skills and preparations are needed for seamless transitions.

Low Completer Review

Northwestern State University

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)														
Associate, Bachelor's, Ugrad Level Certs.			8 STEM, 10 non-STEM											
Master's, Grad Level Certs.			5 STEM, 6 non-STEM											
Doctorate, Post-Doc Level Certs.			2 STEM, 2.5 non-STEM											
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.		
			AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg				
AA	735 - CRIMINAL JUSTICE	430107					1.00					1.00	N	Continuing this degree does not cost the institution any additional salaries or related benefits. Courses are offered under the BS in C.
AS	140 - ENGINEERING TECHNOLOG	150000	27.0	31.0	36.0	31.33	2.00	5.00	9.00	5.33	N		N	Continuing this degree does not cost the institution any additional salaries or related benefits. Courses are offered under the BS in ET
BA	220 - LIBERAL ARTS	240101	29.0	30.0	31.0	30.00	10.00	5.00	7.00	7.33	N		N	Students are able to use courses from another program if they complete this degree. Often the degree that students choose after opting out of the Louisiana Scholars' College.
	221 - ENGLISH	230101	56.0	70.0	56.0	60.67	9.00	8.00	11.00	9.33	N		N	Students are able to use courses from another program if they complete this degree. Often the degree that students choose after opting out of the Louisiana Scholars' College.
	822 - SCLA - ENGLISH	230101	2.0	3.0	3.0	2.67	1.00	1.00		1.00	N		N	Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
BAS	258 - RESOURCE MANAGEMENT	309999	55.0	37.0	21.0	37.67	3.00	8.00	3.00	4.67	Y			Terminated
BFA	214 - FINE AND GRAPHIC ARTS	500702	84.0	93.0	91.0	89.33	8.00	5.00	14.00	9.00	N			New department leadership will assist in increasing enrollment.
BME	328 - MUSIC EDUC. - VOCAL	131312	24.0	31.0	22.0	25.67	3.00	9.00	1.00	4.33	N			Music Education is a priority degree for us. The vocal curriculum has increased enrollment for Fall 2023. No additional costs associated as the courses already fall within other degrees.
	827 - SCLA - INSTRUMENTAL MUS	131312	1.0	1.0		1.00		1.00		1.00	N			Part of the Louisiana Scholars' College curriculum, and courses utilized by non-Scholars' students as well as LSC.
BS	256 - UNIFIED PUBLIC SAFETY & A	309999	49.0	69.0	54.0	57.33	5.00	12.00	6.00	7.67	N			The School of Biological and Physical Sciences is seeing a strong trend in enrollment in all programs.
	378 - HEALTH & PHYSICAL EDUCA	131314	65.0	62.0	35.0	54.00	2.00	8.00	3.00	4.33	N			The School of Biological and Physical Sciences is seeing a strong trend in enrollment in all programs.
	619 - APPLIED MICROBIOLOGY	260502	5.0	16.0	17.0	12.67		2.00	3.00	2.50	N			The School of Biological and Physical Sciences is seeing a strong trend in enrollment in all programs.
	637 - PHYSICAL SCIENCE	400101	8.0	11.0	16.0	11.67			1.00	1.00	N			The School of Biological and Physical Sciences is seeing a strong trend in enrollment in all programs.
	642 - MATHEMATICS	270101	25.0	24.0	16.0	21.67	2.00	5.00	1.00	2.67	N			New dept. leadership will seek to increase enrollment.
	800 - SCLA - ACCOUNTING	520301	2.0	2.0	1.0	1.67	1.00			1.00	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
	810 - SCLA - BUSINESS ADMINIST	520201		3.0	2.0	2.50	1.00	1.00		1.00	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
	814 - SCLA - THEATRE	500501	5.0	5.0	6.0	5.33			1.00	1.00	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
	825 - SCLA - SEC. EDUC. & TEACH	131205	1.0	3.0	6.0	3.33			1.00	1.00	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
	838 - SCLA - BIOLOGY	260101	3.0	8.0	5.0	5.33	1.00	2.00	1.00	1.33	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
	859 - SCLA - PSYCHOLOGY	420101	16.0	13.0	11.0	13.33	3.00	4.00	3.00	3.33	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
		3101 - EARLY CHILDHOOD ED (PR	131210	115.0	125.0	98.0	112.67	7.00	4.00	9.00	6.67	N		
	8102 - SCLA - ELEMENTARY EDUC	131202	2.0	2.0	2.0	2.00			1.00	1.00	N			Part of the Louisiana Scholars' College curriculum, and courses accessed by other students on campus.
BSW	873 - Social Work (effective Spring 2	440701	1.0	1.0	1.0	1.00		1.00		1.00	N			This is a growing field, and a priority for Northwestern.
PBC	013 - SP ED M/MOD FOR ELEM ED	131001	19.0	17.0	12.0	16.00	5.00	2.00	4.00	3.67	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	014 - SP ED M/MOD FOR MIDDLE	131001	6.0	7.0	8.0	7.00	2.00	1.00	1.00	1.33	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	015 - SP ED M/MOD FOR SEC ED	131001	12.0	8.0	11.0	10.33	3.00		5.00	4.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	016 - GIFTED EDUCATION	131004	22.0	23.0	25.0	23.33	2.00	5.00	4.00	3.67	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	017 - SPEC ED-EARLY INTERV. BIR	131015	11.0	12.0	13.0	12.00	4.00	2.00	4.00	3.33	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	019 - ELEMENTARY EDUCATION G	131202	11.0	5.0	26.0	14.00	7.00	3.00		5.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	020 - MIDDLE SCHOOL EDUCATIO	131203	5.0	5.0	18.0	9.33	1.00	3.00		2.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	021 - SECONDARY EDUCATION G	131205	13.0	7.0	24.0	14.67	5.00	7.00		6.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	022 - EDUC. TECHNOLOGY LEAD	131321	1.0	1.0	1.0	1.00	1.00			1.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	023 - SCHOOL LIBRARIAN	131334	31.0	26.0	19.0	25.33	7.00	12.00	6.00	8.33	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	023U - SCHOOL LIBRARIAN - UNDI	131334	12.0	11.0	12.0	11.67	4.00	5.00	10.00	6.33	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	024 - EDUCATIONAL DIAGNOSTIC	131001	25.0	26.0	27.0	26.00	5.00	4.00	6.00	5.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	025 - ENGLISH AS A SECOND LAN	131401	1.0	2.0	4.0	2.33	1.00		1.00	1.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	028 - READING SPECIALIST	131315	2.0	4.0	2.0	2.67			1.00	1.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
		029 - ELEM ED & SPEC ED MM GR	131202				1.00	1.00		1.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
		042 - QUALITY CONTROL	150702	1.0			1.00	2.00	4.00	2.67	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
	044 - PROJECT MANAGEMENT	520211	2.0	1.0	4.0	2.33	4.00		4.00	4.00	N			The School of Education has had a continued interest in accessibility of certificate programs for school districts in our region.
EDS	582 - EDUC LEADERSHIP & INSTR	130401	44.0	25.0	22.0	30.33	7.00	5.00	4.00	5.33	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
MA	511 - ART	500701	19.0	16.0	11.0	15.33	6.00	7.00	4.00	5.67	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
MAT	506 - MAT - ELEMENTARY EDUCA	131202	29.0	26.0	28.0	27.67	6.00	5.00	4.00	5.00	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
	561 - SEC EDUC & SPECIAL EDUC	131205	12.0	8.0	6.0	8.67	2.00	3.00	3.00	2.67	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
MED	547 - EARLY CHILDHOOD EDUCAT	131299	11.0	20.0	16.0	15.67		6.00	3.00	4.50	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
GC	050 - TESOL	131401	2.0	1.0	3.0	2.00	5.00	4.00	2.00	3.67	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
	052 - WRITING FOR BUS. INDUS.	231303	1.0	1.0	1.0	1.00	1.00			1.00	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
PMC	010 - LEVEL 1 ED LEADER - ALT. F	130401	18.0	19.0	17.0	18.00	4.00	2.00	5.00	3.67	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
	051 - FAMILY NURSE PRACTITION	513805	7.0	6.0	10.0	7.67	3.00	3.00	3.00	3.00	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.
	055 - GLOBAL SECURITY & INTELL	439999		1.0		1.00	1.00		1.00	1.00	N			All Graduate programs are seeing post-Covid increases in interest and enrollment. Additionally, Northwestern has reworked admissions criteria for all Graduate programs, and we feel they will be more accessible; including certificates.

Executive Summary

Southeastern Louisiana University

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

Southeastern Louisiana University is committed to offering programs focused on building a stronger economy and a ready workforce for Louisiana in general, and the southeast region, specifically. The proposed programs align with the BoR Master Plan priorities: Goal 1 - increase the educational attainment of the state's adult population to the SREB State's average by 2025; Objective 1-7, Develop a skilled workforce to support an expanding economy.

The proposed new degree programs are at the Master's level and target health and mental needs, as well as, industry safety. These programs will not only target working adults in the respective areas, but, as these programs are built from existing undergraduate programs, will also target baccalaureate graduates who want to pursue advanced degrees. The proposed certificate programs (three undergraduate and one graduate) provide an opportunity for stacking credentials to current students and an opportunity to expand/enhance credentials to working adults. One degree program and three of the four certificates are delivered 100% online to better assist working adults and to broaden the target audience.

The MS in Occupational Safety Health, and Environment (OSHE) is a response to the growing demand for Safety Professionals not just in Louisiana, but throughout the country. Southeastern offers the only BS in OSHE in the State, and for that matter, one of the few programs in the country. Therefore, we intend to leverage our expertise in this area to reach a broader audience. The 100% online delivery format will allow us to recruit students into the program from across the country, thus creating a revenue stream that will considerably exceed the operational cost of the program. Therefore this new offering aligns well with our priority of addressing workforce needs, as well as diversifying our revenue sources. The MS in OSHE will be able to provide the only advanced credential for Safety Professionals in the State. Currently, if an employee wishes to achieve an advanced degree, he or she must go out of State. Furthermore, those who enroll in this program will be seeking promotion to a managerial level which will result in a significant wage increase.

The Master of Social Work (MSW) will provide clinicians highly qualified to meet the mental health needs of the region. Graduates embody the core values of excellence and caring with employment in a variety of health care facilities and clinics. According to the LWC website, there are currently over 300 unfilled jobs in the state. This advanced degree helps meet statewide education goals by assuring students obtain the skill set needed to nimbly respond to contemporary issues.

The MS in Physician Assistant Studies will provide clinicians highly qualified to meet the health needs of the region. Graduates embody the core values of excellence and caring with employment in a variety of health care facilities and clinics. The state is experiencing a physician shortage. Physician Assistants are considered mid-level providers or physician extenders providing the ability to take on many tasks routinely handled by MDs. In Baton Rouge, only one private university offers a PA program. Offering this program at the Baton Rouge Center is cost effective and provides residents an affordable alternative for training. Alumni from Southeastern's undergraduate programs frequently leave the state to pursue this degree.

The Undergraduate Certificates in Computer and Network Administration, and Cloud Development are natural offshoots of our BS in Computer Science and BS in Information Technology. These certificates will be developed in collaboration with the Louisiana Community and Technical College System (LCTCS), and will provide their students with workforce specific coursework in Cloud Technology, as well as Network Administration (including Cyber Security). This approach is consistent with our goal of accessing new populations of learners and is doing so in an area with a significant workforce demand. The online nature of the program will also allow for efficient and revenue generating delivery format.

The Undergraduate Certificate in Sales Leadership aligns with in-demand workforce skills. According to the Sales Education Foundation, over 90% (2021) of college graduates with sales credentials have full-time employment compared with the NACE average of 55.3% (2019) within 6 months of graduation. Additionally, students with sales credentials have an average of 2.8 job offers at the time of graduation. Job predictions indicate continued growth in the sophisticated sales space (US Bureau of Labor Statistics, 2018-2028) with starting salaries (with Bachelor's Degree) for Sales Representative - \$62,072; Sales Engineer - \$108,830; Sales Manager - \$132,290.

The Graduate Certificate in Sport Management will offer courses to promote specialized areas of sport management that meet industry demand. The certificate program builds on related undergraduate degree programs to offer those enrolled in the Master of Health and Kinesiology or adults already working in the field a microcredential to expand their expertise and provide higher level employment opportunities. With a LWC five star rating in many managerial jobs, having specific sport related content will increase competitiveness in the workforce for higher paid jobs.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

The idea for the MS in OSHE came from our Industrial Advisory Board. This board is comprised of Safety Professionals from throughout the region, and has been in place since the inception of the BS in OSHE over 15 years ago. The role of the Board is to provide us with input on the curriculum, and one of their more recent recommendations has been to create a MS in OSHE.

The Master of Social Work (MSW) will provide a hybrid delivery model, specifically requested by alumni. Representatives from Southeastern routinely engage as members of various workforce related organizations in the New Orleans, North Shore and Baton Rouge area, to continually assess the economic needs of the region. Social Work faculty and student representatives routinely meet with an advisory board, alumni and community partners to inform the program. Alumni have expressed a strong interest in being able to pursue a MS degree in a hybrid format. Many graduates eventually pursue a MS degree in order to function as a clinician.

The MS in Physician Assistant Studies will provide a hybrid delivery model, specifically requested by undergraduate alumni. Representatives from Southeastern routinely engage as members of various workforce related organizations in the New Orleans, North Shore and Baton Rouge area, to continually assess the economic needs of the region. This degree program will provide opportunity for those interested in the health care community.

The idea for the Undergraduate Certificates in Cloud and Networking came from direct conversations with the LCTCS. They recognized a need in between the awarding of an Associates degree and a Bachelors, and these Certificates will be able to meet that need. Students who already have the AS (or AAS) from a Community College will have this extra certification that will allow for increased wages.

The Sales Leadership Certificate is the result of significant and ongoing feedback from a twelve-member corporate advisory board who seek to hire graduates with the skills obtained through this program. According to the Sales Education Foundation, over 50% of college graduates, regardless of major take their first job in a sales-related role, yet over 60% of first-time salespeople fail within one year of employment, therefore there is significant employer demand for better prepared employees.

A Graduate certificate in sport management originated from the program's growing awareness of the need to offer specialized content to meet the needs communicated to the program by industry leaders. The sport management faculty routinely reach out to community partners for input. This is especially true among partners who work closely with internship experiences. Examples include internship opportunities with the Saints franchise, Chappapeela Sports Park, etc. Alumni meet regularly with program faculty to provide input on curriculum and skills needed in this discipline. Opportunities in the state include jobs managing sport teams, event management, venue management, and recreation management. To be competitive for employment, the workforce needs education and experience in business, finance, law and marketing. This certificate helps meet statewide education goals by assuring students obtain the skill set needed to nimbly respond to contemporary issues. For example, new changes in the collegiate athletic landscape (most notably name, image, and likeness deregulation) are likely to create a demand for new positions in athletic departments to aid in their navigation of this new era. Representatives from Southeastern routinely engage as members of various workforce related organizations in the New Orleans, North Shore and Baton Rouge area, to continually assess the economic needs of the region.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Southeastern Louisiana University is committed to the Louisiana's attainment goal that calls for 60% of working-age adults to hold a postsecondary credential by 2030. Recent and planned institutional activities supporting attainment include the following:

*Sustained commitment to Dual Enrollment -- adding new schools and expanding course offerings

*Expanded use of Distance Education delivery modes and infrastructure to support Distance Education --e.g. Increase in number and quality of online offerings including degrees and certificates.

*Improving outcomes of existing students through increased support services -- e.g. Tinsley Learning Center; Living Learning Communities; increased access to technology on and off campus; College Beyond; Lion Intervention Network (LINK).

*Review, revision and creation of academic curriculum and offerings to better align with workforce needs and students interests. This includes aligning degree names with career paths.

*Monitor Southeastern's Strategic Plan, Vision 2025, to check progress on internal plan and alignment with Master Plan -- University Planning Council met in April 2022 for updates and moving forward.

Planned New Programs

Southeastern Louisiana University

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	[] On campus (<50% online) [] Hybrid (51-99% online) [] 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing , New , or Renovated space will be required to deliver the program within the first 5 years.	Indicate whether Existing , New , or Renovated space will be required to deliver the program within the first 5 years.
Year One (Oct. 2023-Sept. 2023)										
(Sample) BS	Hospitality Leadership	12.3456	[X] On campus (<50% online) [] Hybrid (51-99% online) [X] 100% online	Yes, ACPHA	Hotel Manager (***), Restaurant Manager (****), etc.	While some occupations are at the 3 star level, for our region, these jobs are in high demand. Graduates are also qualified for some 4 star positions.	Faculty have met with the local Hospitality Association to determine the needs for this program.	Food service minor.	We currently have 3 faculty who can teach in the program and participate needing 1-2 additional full time faculty members within the first few years.	The existing food lab that supports our food service minor will be sufficient to launch the program. We will seek external funding to add one additional lab as the program grows.
MS	Occupational Safety, Health, and Environment Management	15.0701	[] On campus (<50% online) [] Hybrid (51-99% online) [X] 100% online	No	Compliance Officers (****) Emergency Management Directors (****) Health and Safety Engineers (****) Transportation Inspectors (****) Fire Inspectors and Investigators (****)	Jobs at 3 star level are in high demand. Graduates are also qualified for 4 star positions.	Faculty have met with the advisory board for the program and with alumni and leading employers in the region. Extensive meetings and discussions followed by employer and alumni surveys have been conducted	Bachelor of Science in Occupational Safety, Health and Environment	For the first year, the program can be taught by existing faculty. Additional Faculty will be requested depending upon enrollment.	Only existing spaces will be required to deliver the program within the first 5 years. Two labs are dedicated to the OSH program within the Computer Science and Technology Building (CSTB 2005: Industrial Hygiene Lab, and CSTB 3007: OSH research lab). In addition to these two labs, OSH students can use any of the five (5) computer labs, three (3) research labs, or the other dedicated CSTB labs for Electronics, Mechatronics, Drafting, CNC and Robotics, Construction, Material and Metallurgy, and the Machine Workshop. All these facilities exist within CSTB.
MSW	Social Work	44.0701	[] On campus (<50% online) [X] Hybrid (51-99% online) [] 100% online	Yes, CSWE	Licensed and independent practitioners, counselors, clinical social worker, medical social workers (All have LWC****)		Faculty routinely meet with advisory committee, alumni and community partners to inform the curriculum	The MSW will build from the existing BA in Social Work.	Adequate numbers of electively prepared faculty exist (4 tenure track) to serve a robust enrollment.	Existing space is adequate to deliver the program within the first 5 years.
MS	Physician Assistant Studies	51.0912	[] On campus (<50% online) [X] Hybrid (51-99% online) [] 100% online	Yes, ARC-PA	Physician Assistants (LWC****)		High performing students from kinesiology and other science-based programs leave the state to pursue PA programs because of the competitiveness in admission criteria. Alumni groups have suggested having a PA program at Southeastern to provide a direct pathway to becoming a master's prepared PA.	The program will build on undergraduate health science degree programs.	Consultants and/or new faculty will be needed to create the curriculum, guide the accreditation process, and implement clinical components	Existing space is adequate to deliver the program at the Baton Rouge Center.
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										
SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)										
Degree Designation and Program Name	CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities	
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	[] On campus (<50% online) [] Hybrid (51-99% online) [] 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing , New , or Renovated space will be required to deliver the program within the first 5 years.	
Year One (Oct. 2023-Sept. 2023)										
Undergraduate Certificate	Cloud Development	11.1029	[] On campus (<50% online) [] Hybrid (51-99% online) [X] 100% online	No	Cloud Developer, Cloud Engineer, Solutions Architect, Web Developer (all ****)	N/A	Idea was supported during Industry Advisory Board meeting in Fall 2021	The certificate program is to be built from the existing BS in Computer Science. Scientific concentration, but will include new course development. We also plan to work with LCTCS partners in development.	Existing faculty lines are expected to service the program for the first 5 years.	Existing space is expected to support the program for the first 5 years.
Undergraduate Certificate	Sales Leadership	52.1801	[X] On campus (<50% online) [] Hybrid (51-99% online) [] 100% online	No	Sales Representatives, Wholesale and Manufacturing: Nonretail (****), Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (****), Sales Engineer (****), First-Line Supervisor of Sales Workers (****)	8 of 13 job listings under Sales Leadership have 4 or more stars	The Professional Sales Program Advisory Board provided guidance including representatives of Northwestern Mutual, United Rentals, Republic Finance, Sherwin Williams, and Fastenal.	The certificate program is built based on the Professional Sales Concentration offered in the Marketing degree.	Existing faculty lines are expected to service the program for the first 5 years.	Existing space is expected to support the program for the first 5 years.
Undergraduate Certificate	Computer and Network Administration	11.1002	[] On campus (<50% online) [] Hybrid (51-99% online) [X] 100% online	No	Systems Engineer, Systems Analyst, Network Engineer, System Administrator (all ****)	N/A	Idea was supported during Industry Advisory Board meeting in Fall 2021	The certificate program is to be built from the existing BS in Information Technology. We also plan to work with LCTCS partners in development.	Existing faculty lines are expected to service the program for the first 5 years.	Existing space is expected to support the program for the first 5 years.
Graduate	Sport Management	31.0504	[] On campus (<50% online) [] Hybrid (51-99% online) [X] 100% online	No	Marketing Managers (LCW****), Sales Manager (LCW****), Operation Managers (LCW****)	N/A	Advisory Board and community partnership input.	Several courses to be offered exist in the MS in Health and Kinesiology curriculum. New courses to be responsive to workforce needs will be added.	Existing faculty lines, along with adjunct faculty in ancillary content areas (e.g. sport law) are expected to be adequate to offer this certificate	Facilities adequately support the online certificate program for the first 5 years.
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Low Completer Review

Southeastern Louisiana University

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)													
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM											
Master's, Grad Level Certs.		5 STEM, 6 non-STEM											
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM											
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.	
			AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg			
MS	Applied Sociology	45.1101	18	27	24	23	2	3	8	4	No	Using 3 year data ending in 21-22, the average number of completers is 5.3, which is approaching the required number of 6 despite the negative impact of the pandemic on enrollment. The department has made several changes to improve recruitment and retention such as the development of a new course, Proseminar, that will prepare students to complete their research and thesis/internship phase. Ten students are scheduled to graduate in AY 2022-2023. The program incurs no additional costs.	
BS	Health & Physical Education Gra	13.1314	72	60	57	63	14	8	3	8	No	Using 3 year data ending in 21-22, average is 5.0. A new faculty member with expertise in adapted PE has been hired. Adaptive PE is a growing area in the school systems. Recruitment through a new CHAMP camp as well as board member memberships help to increase visibility of this program. Additionally, the program has conducted an analysis to determine the feasibility of shifting the degree to a concentration under the BS in Kinesiology degree. This analysis started this summer and continues.	
BA	Social Studies Education Grades	13.1318	103	101	92	99	4	5	11	7	No	Using 3 year data ending in 21-22, average is 10.3, and meets the threshold.	
PBC	Business Administration	52.0201	1	0	0	0	0	1	0	0	No	The program does not use any additional resources. As a post-bacc program, target students likely work full time, consequently a request is in progress for 100% online delivery to better reach these students. A minor curriculum change is in progress which will make it possible to complete in one semester which will make it more marketable.	
BS	Elementary Education & Special	13.1202	56	58	60	58	5	8	7	7	No	Using 3 year data ending in 21-22, average is 9.7 which rounds to the required number of 10. Considering a few changes that will encourage students to pursue this field. Program uses no additional resources. The removal of Praxis Core will help enrollment.	
BS	Middle School Education & Spec	13.1203	17	14	15	15	5	1	2	3	No	Considering a few changes that will encourage students to pursue this field. Program uses no additional resources. The removal of Praxis Core will help enrollment.	
MED	Curriculum & Instruction	13.0301	14	11	11	12	7	3	5	5	No	Using 3 year data ending in 21-22, average is 6.3, and meets the threshold.	
BS	Athletic Training	51.0913	117	133	130	127	13	6	7	9	Yes	Using 3 year data ending in 21-22, average is 9.7. The last cohort will graduate in spring 2023. This termination is based on professional credentialing requiring a minimum of a MS in AT to be certified.	
PMC	Family Nurse Practitioner	51.3805	0	0	2	1	1	0	2	1	Yes	Using 3 year data ending in 21-22, average is 1.0. This accelerated 14 week program has exceeded the demand from the larger nursing community. Request to terminate December 2022.	
PMC	Psychiatric Mental Health Nurse	51.381	10	13	16	13	4	5	6	5	No	Using 3 year data ending in 21-22, average is 7.0, and meets the threshold.	
PBC	Sustainability	30.3301	0	0	0	0	0	1	0	0	No	This Certificate is offered at zero cost. All of the courses already exist and are already offered for other degree seeking students. There are no added administrative costs. Having said that, the Department of Biological Sciences and the College of Business are going to focus advising efforts to direct students to use their elective courses into the courses that can count toward this Certificate.	



Academic Planning - Guide and Instructions

University of Louisiana at Lafayette

We will insert detailed instructions

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Executive Summary

University of Louisiana at Lafayette

Describe how the proposed programs align your degree portfolio with master plan priorities.

Proposed programs are currently in their initial planning phase. Each program is being considered and planned out to support the University's current strategic plan's goal to sustain R1 Status. Retreats were held this summer to discuss program planning and when faculty return in the Fall (22) additional discussion and planning will take place to support the proposed programs. Academic Affairs has tasked the University colleges and deans with the goal of innovative program planning and the expectation is for additional programs to be proposed and added to the list of upcoming programs in the next two to three years.

Provide a summary of institutional engagement with employer and industry stakeholders.

Institutional engagement with employers and industry stakeholders was part of a larger curriculum development conversation during this summer's Dean and Administration retreat.

Current priorities include new partnerships with the LHC group and the College of Nursing who recently announced a historic and transformational partnership designed to further each of their respective missions of recruiting and equipping more nurses and other health care professionals. The funds received by the University's nursing program will help empower the future of health care and meet the ever growing demand for nurses and other health care professionals in Acadiana, throughout Louisiana and in combination with LHC Group's footprint across the country.

Additionally, as the institution is committed to the renovations and eventual building of a new Engineering building, the Dean of Engineering continues to rely on his Deans Advisory Council (DAC) to provide advice, advocacy, and support for the College of Engineering. DAC is comprised of accomplished and prominent alumni and friends of the College of Engineering from industry, government, and academia who are dedicated to excellence in engineering education, research and innovation, and workforce development. Its members serve as ambassadors for the College of Engineering and provide invaluable insight, contacts, and support to the Dean of the College of Engineering.

The University's college deans have and continue to work with related industry stakeholders in support of our proposed programs and details will be shared within each program's full proposal. We recognize the importance of industry stakeholder support as we work to support the statewide attainment goal while simultaneously meeting our strategic plan's goal to sustain R1 status.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

In addition to growing our program offerings, the University has successfully launched an adult learner complete degree, the Bachelor of General Studies, which has tripled in size since initial approval. The program's traditional and online program modalities continue to meet the needs of the state's growing adult learner population. An accelerated second degree program in nursing is being developed to certify Nurses within 18 months of program start, thus, meeting another growing population of the state's learners.

Academic Affairs has developed multiple intelligence dashboards for student achievement metrics. The Office of Institutional Assessment met with each college and their department heads to launch an effort to set student achievement targets as part of the required SACSCOC standard. Data for enrollment, retention, and graduation rates were disaggregated for each program of study. All programs submitted a report to the Office of Institutional Assessment on achievement targets set at the program level for each of these three metrics. While some overall targets for enrollment, retention, and graduation rates were established, programs drilled down into the information further to set student access and achievement goals for sub-populations of their students including underrepresented minorities, first generation, Pell grant recipients, etc. This is part of the university's effort to address broad institutional goals at a more granular level where interventions and changes can be more easily implemented.

Planned New Programs

University of Louisiana at Lafayette (Initial Planning Phase for all Identified Planned New Programs)

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)									
Degree Designation	Program Name	6 digit CIP code	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities	
e.g., AAS, BS, PHD	List up to 4 programs per year in order of priority for your institution	6 digit code	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether existing and/or new faculty lines will be required to deliver the program within the first 5 years.	Indicate whether existing, new, and/or renovated space will be required to deliver the program within the first 5 years.	
Year One (Oct. 2022-Sept. 2023)									
MID	Master's in Interior Design Interior Design, online	04.0501	Interior Designer (***)	3-star, program faculty believe there is a demand for a licensure pathway for graduates of non-design programs and/or non-accredited interior design programs	not yet recorded	none	Existing faculty and new faculty lines as program develops further	Program will be offered fully online	
Year Two (Oct. 2023-Sept. 2024)									
Year Three (Oct. 2024-Sept. 2025)									

SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)									
Degree Designation and Program Name		CIP code	List of Related Occupations	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities	
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory council who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing or New faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing, New, or Renovated space will be required to deliver the program within the first 5 years.	
Year One (Oct. 2022-Sept. 2023)									
UC	TBD, Engineering specialty area	14.0101	Engineering-related roles	currently unknown, will update as program development continues	Initial phases of planning, will update as new information is available	Existing courses within available engineering programs will be used to begin the UC in Engineering.	Existing faculty will be used to support the UC.	Existing	
Year Two (Oct. 2023-Sept. 2024)									
Year Three (Oct. 2024-Sept. 2025)									

Low Completer Review

University of Louisiana at Lafayette

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)												
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM										
Master's, Grad Level Certs.		5 STEM, 6 non-STEM										
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM										
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	
			AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg		
BA	Anthropology	450201	61	76	66	67.67	6	9	8	7.67	N	<p>The Anthropology program has suffered from the University's 5-year near hiring freeze, and has been staffed by emergency-temporary instructors who have little long-term investment in the program. Nonetheless, due to the efforts of a handful of faculty member, numbers have risen in recent years and have almost reached the required completer threshold. The program was able to make a much-needed tenure track hire to begin Fall 2023, which will help.</p> <p>To recruit more majors, the program plans to elevate the four fields of Anthropology: Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistic Anthropology to formal concentrations, and undertake a publicity campaign based around the new concentrations. This will allow students with interests in, e.g., forensics or archaeology to see those fields directly reflected in the major choice of anthropology.</p>
BA	Modern Languages	160101	27	30	28	28.33	4	5	7	5.33	N	<p>The program has already begun a series of measures to increase enrollment, including: Streamlining of the program to improve articulation in both French and Spanish, including curricular changes to respond better to student interests</p> <p>Assuring that students who have already studied some French or Spanish are placed into the correct level so that there is a greater likelihood of recruiting them as majors</p> <p>Renewing and strengthening ties with area high schools, teachers, and students to encourage them to come to UL and major in languages (such recruitment was essentially impossible during the pandemic)</p> <p>Facilitating dual enrollment at UL for advanced high school language learners, including creating Info Sheets and pamphlets, adding a special section on the Modern Languages' webpages to help teachers, parents, and students navigate the process, visiting select schools</p> <p>Enriching our programs by reinvigorating extracurricular activities, clubs, and honor societies (which stalled due to the pandemic) through faculty involvement and a social media assistant</p> <p>Establishing an award ceremony for undergraduate students of languages</p> <p>Providing three exam opportunities for incoming students to place into the correct level and receive credit for earlier courses in French, which entails adding the DELF exam to our in-house placement exam and the AP French exam. DELF info here: https://www.ilcf.net/en/you-are/applicant-to-an-exam/delf-diploma-in-french-language-studies/</p> <p>Initiating a new event on UL's campus for high school students to visit and enjoy a "French Fest," which will allow us to recruit, as well.</p> <p>Creating a new course at the 300-level: Professional French and Media, which would provide undergraduates with opportunities to use their French in different contexts such as short-term internships; students would also be able to complete a Diploma of Professional French through the Chamber of Commerce and Industry Paris Ile-de-France. Info about the diploma here: https://www.lefrancaisdesaffaires.fr/en/tests-diplomas/diplomas-dfp/</p>
BSBA	Insurance & Risk Management	521701	44	42	43	43	11	9	9	9.67	N	
BS	Middle School Education Gr 4-8	131203	36	38	25	33	4	4	5	4.33	N	<p>This program has STEM concentrations, and mathematics, science, and social studies are high needs certification areas. We are redesigning this program to parallel the secondary concentrations in 23-24 and anticipate an increase in enrollment.</p>

BS	Physics	400801	45	46	34	41.67	1	2	4	2.33	N	<p>The physics program produces graduates with skills critical to the Louisiana economy. We specifically develop these skill sets by providing undergraduate research experience for all physics undergraduate seniors in the research domains critical to the Louisiana economy and by building faculty research expertise unique to the state, with no overlap with other Physics departments in the state. The Department offers Bachelor of Science degree in Physics with targeted undergraduate education in applied physics, including physics of environmental changes, ion beam modification and analysis, applied atmospheric and underwater acoustics relevant to Gulf Coast industries, space sciences through regional partnership with the Louisiana Space Consortium, geophysics, signal analysis, and material characterization using ultrasonic methods. Our department is the only department in the state that provides faculty expertise and student education in multiple branches of acoustics vital for many Louisiana industries, including oil and gas exploration and production, water and coastal management, environmental policies and regulations, and medicine.</p> <p>Beginning Fall 2016, the department added four new concentration areas: Geophysics, Computer Science, Informatics, and Pre-Allied Health, which complement the fifth concentration, the Traditional Physics curriculum. All undergraduate students in the department are required to take multiple credit hours of research (the number of hours varies depending on the area of concentration) and two credit hours of undergraduate seminar, where they report and get evaluated on the results of their research. These new concentration areas give flexibility to students to add skills from variety of disciplines to be competitive in the job market and to be prepared for the graduate programs outside traditional physics, including medical schools, engineering, data sciences etc. Such program restructuring melds seamlessly with the program's mission to prepare scientists, engineers, and other highly skilled professionals to enter jobs at various technical fields. On average, 80% of our undergraduate students are from Louisiana, most of them from the Lafayette metropolitan area.</p> <p>Physics is a foundational Science discipline. Quality education in Physics is needed for producing Louisiana-based as well as national workforce capable of tackling the increasingly challenging technical problems of the modern world. The presence of active undergraduate and graduate programs in the department is crucial in recruiting, cultivating, and retaining research talent in the foundational sciences in Louisiana and the Lafayette region.</p> <p>In 2021 several of our faculty members attended a one-year professional development program, Departmental Action Leadership Institute (DALI) (https://ep3guide.org/dali), offered by the American Physical Society. "DALIs are designed to help departments engage in a change process that will lead to sustainable improvements to undergraduate education and to a stronger culture of self-reflection and action. They do this by training department members to be effective change leaders." As a result, the local Departmental Action Team</p>
GC	Business Administration	520201	8	1	1	3.33	4	1	0	1.67	N	<p>Recruitment and marketing efforts will be employed over the next two years to grow the program. If efforts are unsuccessful then a follow-up decision will be made regarding the program's viability.</p>
GC	Historic Preservation	301201	1	0	0	0.33	1	0	1	0.67	N	<p>The Board of Regents previously agreed to consider this certificate "dormant"; absolutely no resources are being expended for it and it's not currently being advertised, but we would like to hold off on terminating it in case it becomes useful in the near future. It is at the nexus of a number of signature areas and programs at UL Lafayette including public history, public archaeology, historical and preservation architecture and may become viable again as we continue to develop program in these areas.</p>
GC	Instructional Coach	139999	8	8	5	7	0	1	3	1.33	N	<p>The courses used to complete the GC Instructional Coaching are embedded in the MED program and are available to the GC and MED students.</p>
GC	Professional Writing	231303	0	2	0	0.67	0	0	0	0	N	<p>This certificate program is useful for some students and does not require any additional resources, always having been supported entirely out of existing degree programs (BA, MA, and Ph.D. in English, professional writing concentrations) which have no completer issues. It has evolved into a community-focused certificate that gives career changers an opportunity to upgrade their resume; for example a recent grad retired from the navy and used the certificate to transition to a private sector writing job. The certificate also appeals to graduate students in English and Educational Leadership. Nonetheless the program made significant changes last year that should increase enrollment, including:</p> <p>Lowering the course requirement to 4 courses (12 hours) from 5 courses (15 hours)</p> <p>Making course selection less rigid.</p> <p>Removing language about the program being necessarily fully online. Despite the language being removed, students can still pursue the certificate as an online option.</p>

													<p>The department has already begun a campaign to increase enrollments with the following initiatives:</p> <p>Creating a 400G course in translation for advanced undergraduate students and MA students, which would include work with entities in the community to provide quality translations into French</p> <p>Establishment of a 4+1 program available to undergraduate majors in French so that they may complete their BA and MA in five years</p> <p>Renewed recruitment among teachers of French in the region, including CODOFIL teachers:</p> <ul style="list-style-type: none"> -Creation of new recruitment materials, including flowcharts to facilitate the application process -Attendance at CODOFIL teacher orientation and training events to promote our programs and answer questions <p>Renewal and reinvigoration of institutional contacts through our faculty members and our existing MOU partners, including:</p> <ul style="list-style-type: none"> -Developing existing connections with the Universities of Poitiers, Moncton, and Sainte-Anne, as well as ones in Belgium, Quebec, and other Francophone countries -Developing more agreements that would promote exchanges with our partners at the graduate level <p>Reinstatement of annual Francophone Studies conference (on hold due to the pandemic), which has historically been a fruitful recruiting tool</p> <p>Exploring the possibility of creating a graduate certificate in French-English translation.</p> <p>In addition to the above efforts in recruiting for the graduate programs, the program is improving processes for existing students that should result in better retention, including:</p>
MA	French	160901	7	9	7	7.67	1	5	5	3.67	N		
MED	Special Ed: Gifted	131004	11	11	11	11	2	1	4	2.33	N	Curriculum is undergoing a complete redesign to attract more students to the Gifted Education certification program.	
MSCE	Computer Engineering	140901	4	5	1	3.33	4	2	2	2.67	N	<p>Part of the decrease in enrollment is due to COVID19 and we predict a substantial increase in enrollment due to the following: the program covers areas of computer hardware design and hardware/software co-design which includes the area of semiconductor chip design where we are uniquely positioned to succeed. Not only is our program highly ranked among graduate computer engineering programs in the country, it is also the only degree program in Louisiana.</p> <p>Congress has just approved, and the President signed a new law about major investments (tens to hundreds of billions of dollars) in semiconductor chip manufacturing capabilities. There will be high demand for a newly skilled labor force and our program will play a key role in supporting this new labor force. Several major investments in chip design have already been announced in Texas and we will benefit from this surge in demand.</p> <p>The number of applications for Fall 2022 admission to the program rose by 20% compared to one year ago. Students are realizing the cost to benefit of this program and we predict that the size of the program will substantially increase over the next 3 years as the number of job opportunities requiring hardware skills increases and our program continues to rise in rankings.</p> <p>https://tftimes.com/best-computer-engineering-program-rankings/ https://premium.usnews.com/best-graduate-schools/top-engineering-schools/computer-engineering-rankings?_mode=table</p>	

															<p>The program has made significant enrollment and completer gains in recent years due to faculty efforts, in spite of remaining severely understaffed due to the University-wide near hiring freeze for the past five years. These gains have been due to the extraordinary efforts of a handful of faculty, which will continue and include:</p> <p>Seeking external funding (for example, Department of Justice funded project to expand mental health court programming for civilians and veterans that begins this year funds a graduate student)</p> <p>Positive feedback on a Board of Regents Support Fund application that would expand research training in partnership with the University's Blanco Center</p> <p>Contracts with state agencies to fund applied research - example, DARE Louisiana has contracted with us/Blanco to provide annual support</p> <p>Expanded undergraduate mentoring in research linked to the University's Advance Undergraduate Research initiative</p> <p>Partnership with the Blanco Center on projects, with 1.5 of our graduates working from within as research associates (claiming a major and a minor)</p>
MS	Criminal Justice	430104	9	10	11	10	2	2	4	2.67	N		A Master's student peer mentorship program		
MS	Environmental Resource Science	030199	9	11	11	10.33	0	7	4	3.67	N		The program began in AY 17/18. Considering the program length of two years, the average is currently above the threshold: 11/2=5.5. Current enrollment and expected completers support the program meeting or exceeding the threshold.		
MS	Informatics	110104	16	22	27	21.67	0	0	14	4.67	N		6 Completers in AY 2020-2021 so next year, it should be above the threshold		
													<p>The department has already begun a campaign to increase enrollment with the following initiatives:</p> <p>Creating a 400G course in translation for advanced undergraduate students and MA students, which would include work with entities in the community to provide quality translations into French</p> <p>Establishment of a 4+1 program available to undergraduate majors in French so that they may complete their BA and MA in five years</p> <p>Renewed recruitment among teachers of French in the region, including CODOFIL teachers:</p> <ul style="list-style-type: none"> -Creation of new recruitment materials, including flowcharts to facilitate the application process -Attendance at CODOFIL teacher orientation and training events to promote our programs and answer questions <p>Renewal and reinvigoration of institutional contacts through our faculty members and our existing MOU partners, including:</p> <ul style="list-style-type: none"> -Developing existing connections with the Universities of Poitiers, Moncton, and Sainte-Anne, as well as ones in Belgium, Quebec, and other Francophone countries -Developing more agreements that would promote exchanges with our partners at the graduate level <p>Reinstatement of annual Francophone Studies conference (on hold due to the pandemic), which has historically been a fruitful recruiting tool</p> <p>Exploring the possibility of creating a graduate certificate in French-English translation.</p> <p>In addition to the above efforts in recruiting for the graduate programs, the program is improving processes for existing students that should result in better retention, including:</p>		
PHD	Francophone Studies	050124	13	12	12	12.33	4	2	1	2.33	N		Enhanced advising and mentoring		
DNP	Nursing Practice	513818	22	22	26	23.33	1	2	4	2.33	N		10 Completers in AY 2020-2021 so next year, it should be above the threshold		
PBC	GERMAN EDUCATION GRADES K-12	131326	0	0	0	0	0	0	0	0	Y				
PBC	SPANISH EDUCATION GRADES K-12	131330	0	0	0	0	0	0	0	0	Y				
PBC	Art Education Gr K-12	131302	0	0	0	0	0	0	0	0	N		No additional resources are required to keep this program open as students are taking these courses with students enrolled in the undergraduate program. The program should remain active as we anticipate an increase in enrollment due to recent legislation that eliminates the Praxis Core Academic Skills requirement.		
PMC	Health Administration	510701	0	0	1	0.33	0	0	0	0	N		Recruitment and marketing efforts will be employed over the next two years to grow the program. If efforts are unsuccessful then a follow-up decision will be made regarding the program's viability.		

Program Terminations

University of Louisiana at Lafayette

List all planned program terminations for the next three years. Consider the institution's full inventory of programs, especially new programs that are not meeting enrollment targets. Include all low completer programs identified for termination on the previous tab.

Degree Designation	Program Name	6 digit CIP Code	# Students Currently Enrolled	Summary of Teachout Plan	Termination Date	Year and Sem. of Last Enrolled
BS	Dietetics	513101	0	NA	Aug-18	Fall 2019 - 1 student enrolled
PBC	Spec Ed-Early Interv: Birth-5	131015	0	NA	FA 2023	Fall 2018
PBC	French Education Gr K-12	131325	0	NA	FA 2023	Fall 2019
PBC	GERMAN EDUCATION GRAD	131326	0	NA	FA 2023	NA
PBC	SPANISH EDUCATION GRAD	131330	0	NA	FA 2023	NA

Executive Summary

University of Louisiana Monroe

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

B.S. in Diagnostic Medical Sonography - critical shortage and workforce development.

M.P.H. in Community Health Sciences - critical shortage and need to address population health issues.

B.A.S. in Medical Laboratory Sciences - critical shortage and workforce development.

B.S. in Earth System Science - meet demand for environmental sciences and other applications such as maritime, urban planning, and disaster recovery management.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

On all three Health Science proposed programs, the ULM College of Health Sciences is working with industry partners (Ochsner's Health, St. Francis Medical Center, and Glenwood), the Living Well Foundation, CommuniHealth Services, the NELA Healthcare Alliance, and the LA Community and Technical College System (LCTCS) to develop career pathways; address community needs; and assure employment for program graduates.

With the increased emphases on environmental concerns as well as informed workforce needs in the state such as coastal erosion and maritime employment, ULM can use its current expertise (in a new format) to participate in developing solutions to meet needs.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Recent MOU with LCTCS for Fast-Track RN-to-BSN Program; MOU being developed between ULM and Ochsner's Health, and the LCTCS for nursing and nursing faculty to complete MSN Program. Both aimed at addressing the exacerbated nursing shortage throughout Louisiana.

The pending implementation of the regional mesonet as a response to amplification of natural disasters allows ULM to serve as a vital knowledge and technological resource for communities bracing for storms and their subsequent impacts.

ULM is engaging in an academic portfolio review in Fall 2022 that will better inform our academic offerings.

Planned New Programs

University of Louisiana Monroe

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PHD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus <50% online <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program, include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether existing and/or new faculty lines will be required to deliver the program within the first 5 years.	Indicate whether existing, new, and/or renewed space will be required to deliver the program within the first 5 years.
Year One (Oct. 2023-Sept. 2023)										
(Sample) BS	Hospitality Leadership	12.3456	<input checked="" type="checkbox"/> On campus <50% online <input type="checkbox"/> Hybrid (51-99% online) <input checked="" type="checkbox"/> 100% online	Yes, ACAHP	Hotel Manager (***), Restaurant Manager (****), etc.	While some occupations are at the 3 star level, for our region, these jobs are in high demand. Graduates are also qualified for some 4 star positions.	Faculty have met with the local Hospitality Association to determine the needs for this program.	Food service minor.	We currently have 3 faculty who can teach in the program and anticipate needing 1-2 additional full time faculty members within the first few years.	The existing food lab that supports our food service minor will be sufficient to launch the program. We will seek external funding to add one additional lab as the program grows.
B.S.	Diagnostic Medical Sonography (DMS)	51.091	On-campus 100%	Yes, CAAHEP	Sonography and Ultrasound Technological (****) in hospitals, clinics, emergency departments, private clinician's offices, and private independent practices. Also as educators.	Extreme shortage of qualified sonographers throughout the U.S. and Louisiana is no exception.	Faculty have met with community and state stakeholders to determine the needs and direction of the DMS Program.	Stand alone program yet closely aligned with Radiologic Technology.	One new faculty line will be needed.	Existing on-campus space, and space provided by our clinical affiliate (along with equipment) will be utilized.
M.P.H.	Community Health Sciences	51.201	Online 100%	Yes, CEPH	Public health professionals (****) in public agencies, the private sector, and other agencies. Occupations include epidemiologists, biostatisticians, community health educators, population health practitioners, and policy developers. Also as educators.	Shortage of qualified practitioners with public health training and expertise throughout the NELA and Delta regions of LA, MS, and AR.	Faculty have met with community and state stakeholders to determine the needs and direction of the MPH Program.	Stand alone program collaborating with other disciplines in the health sciences (Nursing, Health Studies, Physical Therapy, Occupational Therapy, Speech-Language Pathology, Medical Laboratory Sciences, Dental Hygiene, etc.) and across the ULM campus (College of Pharmacy, Gerontology, Social Work, Psychology, Criminal Justice, Business).	Existing faculty lines will be utilized.	Existing on-campus space will be utilized and no additional equipment will be needed.
B.A.S.	Medical Laboratory Sciences (MLS)	51.105	On-campus 50%; Online 50%	Yes, NAACLS	Medical Laboratory Scientists (****) in hospitals, clinics, private clinician's offices, private independent practices, and commercial laboratories. Also as educators.	Extreme shortage of qualified Medical Laboratory Scientists throughout the U.S. and Louisiana is no exception.	Faculty have met with community and state stakeholders to determine the needs and direction of the MLS Program. LA Delta Community College is providing strong collaboration for curriculum design, program delivery, and career pathway development.	Stand alone program yet closely aligned with existing NAACLS-accredited MLS Program. Unlike existing program, focus will be on workforce development.	Existing faculty lines will be utilized.	Existing on-campus space will be utilized along with space and equipment at LA Delta Community College.
BS	Earth System Science	30.381	<input checked="" type="checkbox"/> On campus <50% online <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	No	Hydrologist (****), environmental scientist (****), geoscientist, GIS technician/analyst (****), ecologist (****)	Hydrologists and GIS professionals are essential to erosion and flooding studies.	Faculty plan to meet with NWS, NASA, and NOAA to consult about the launch of the program and industry needs.	N/A	We currently have 7 faculty who can teach in program; we are searching for a hydrologist to support this program and other program offerings.	Existing classroom and office space including the GIS laboratory are sufficient to support the ESS program. Additional space in not anticipated.
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										
SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)										
Degree Designation and Program Name	CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for <4 star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities	
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	<input type="checkbox"/> On campus <50% online <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing or New faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing, New, or Renewed space will be required to deliver the program within the first 5 years.
Year One (Oct. 2023-Sept. 2023)										
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Recently Approved Programs

University of Louisiana at Monroe

List all programs (associate and above) approved by Regents in the last 5 years, plus any older programs still required to submit regular progress reports.

Degree Designation	Program Name	6 digit CIP Code	BOR Approval Date	Implementation Date (semester and year first students enrolled)	Enrollment					Completers					Is program enrollment and graduation on target with proposal projections? (Y/N)	Comments on program's implementation, enrollment, and completers.
					AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22*		
BS	Unmanned Aircraft Systems Management	49.0101	9/27/2017	Fall 2018	0	13	15	20	18	-	0	0	1	-	N	Program is in transition from Aviation management but will be reviewed this year for progress.
DPT	Physical Therapy	51.2308	8/22/2018		-	-	-	-	-	-	-	-	-	-	Y	Accepting new enrollments 8/2022, 40 students are slated to begin August 2023 pending Candidacy status from CAPTE.
ODT	Occupational Therapy		12/12/2018		-	-	-	-	-	-	-	-	-	-	N	Never implemented. Terminated 6/15/21
PBC	Autism Spectrum Disorder		12/12/2018		-	-	-	-	-	-	-	-	-	-	N	Never implemented. Terminated 6/15/21
UC	Unmanned Aircraft Systems Management	49.0101	8/28/2019		-	-	-	-	-	-	-	0	0	-	N	Imbedded in the UASM BS degree.
UC	Computer Programming	11.0201	8/28/2019		-	-	-	-	-	-	-	0	0	-	N	
BA	Music		2/19/2020	Fall 2020	-	-	-	4	11	-	-	-	0	-	Y	24 currently enrolled for Fall 2022
GC	Healthcare Advocacy		6/17/2020	Fall 2020	-	-	-	-	-	-	-	-	0	-	N	Recruitment for this program was greatly affected by COVID-19. A new campaign is starting as we come out of this pandemic.
GC	Senior Healthcare Management		6/17/2020	Fall 2021	-	-	-	-	-	-	-	-	0	-	N	
GC	Interprofessional Leadership in Healthcare		8/13/2020	Fall 2021	-	-	-	-	5	-	-	-	0	-	N	
UC	Selling and Sales Management		3/24/2021	Fall 2022	-	-	-	-	-	-	-	-	0	-	-	Newly started
UC	Professional Creative Writing		12/15/2021	Fall 2022	-	-	-	-	-	-	-	-	0	-	-	Newly started
BS	Occupational Therapy Assistant		12/15/2021	Fall 2022	-	-	-	-	-	-	-	-	0	-	-	Newly started

*AY 21/22 Not yet reported

Low Completer Review

University of Louisiana at Monroe

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

		Completer Thresholds (3 yr avg)											
Associate, Bachelor's, Ugrad Level Certs.		8 STEM, 10 non-STEM											
Master's, Grad Level Certs.		5 STEM, 6 non-STEM											
Doctorate, Post-Doc Level Certs.		2 STEM, 2.5 non-STEM											
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.	
			AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg			
BA	Organizational Leadership	52.02.13	4	0	0	2	3	0	0	1			
BA	Modern Languages	16.01.01	33	36	44	38	9	4	6	7	N	Over the past two years (AY 20/21 and AY 21/22), there have been 19 graduates. Thus, the 3-year average is now over 8 and increasing as more students enroll in the online degree program in French. Increased recruitment at the regional level and partnerships with local industries should increase the number of face-to-face students.	
BBA	General Business	52.02.01	20	5	2	9	12	1	1	5			
BS	Hlth Studies:Pre-Prof Hlth Stu	51.99.99	33	53	53	47	8	3	10	7	N	Incorporate as a feeder program for proposed MPH Program and existing OTA Program.	
BS	Aviation	49.01.02	37	22	10	23	8	8	6	8			
BS	Chemistry	40.05.01	0	7	15	8	0	0	0	0	N	AY 20/21 - 26 Enrolled, AY 21/22 - 21 Enrolled	
MA	Gerontology	30.11.01	9	21	29	20	4	3	5	4	N	Under review with the implementation of IGERT	
MA	Communication	09.01.01	18	21	20	20	4	7	2	5	N	Over the past two years (AY 20/21 and AY 21/22), there have been 13 graduates of this program, bringing the 3-year average to 5. A complete changeover in leadership in the program, coupled with the murder of the previous program coordinator, set recruitment back several years. Projections for the coming year show a growth for this program.	
MA	English	23.01.01	13	18	15	16	3	7	3	5	N	Over the past two years (AY 20/21 and AY 21/22), there have been 12 graduates of this program, bringing the 3-year average up to 5. Enrollment is increasing in the online option, as there are currently 30 students in the program. As these complete over the next year, we will see completer averages increasing.	
MAT	Sec Ed & Spec Ed M/Mod Gr 6-12	13.12.05	7	7	4	6	1	2	2	2	N	We are increasing recruiting efforts to this alternative certification program. This certification area is a critical shortage need for our area. The School of Education is combining all MAT programs into one degree with multiple concentrations. That should eliminate this low number in the future.	
PBC	Accounting Technology Cert	52.03.02	0	5	10	5	0	0	1	1	N	CIPC recoded as 11.04.01	
PBC	Computer Info Systems	52.12.01	3	6	1	4	0	1	0	1	N	Requested by industry partners	
PBC	Computed Tomography	51.09.11	3	2	3	3	3	0	1	2	N		
PBC	Elementary Ed Practitioner	13.12.02	0	18	14	11	0	0	6	2	N	This is a newly approved program and meets to serve the need of the community as it addresses the teacher shortage. We are increasing recruiting efforts to this alternative certification program. Over the past two years, there have been 9 more completers, increasing the 3-year average to 5.	
PBC	Secondary Ed Practitioner	13.12.05	0	10	19	10	0	0	6	2	N	This is a newly approved program and meets to serve the need of the community as it addresses the teacher shortage. We are increasing recruiting efforts to this alternative certification program. Over the past two years, there have been 8 additional completers, increasing the 3-year average to 4.8.	
PBC	Accounting Certificate	52.03.01	17	16	12	15	6	0	4	4	N	Under review next year.	
PBC	GERONTOLOGICAL STUDIES	30.11.01	0	0	0	0	0	0	0	0	N	However, investigating gerontology need under the newly formed IGERT	
PBC	OCCUP HEALTH, SAFETY, & TOXICOLOGY	51.22.06	0	0	0	0	0	0	0	0	N	Under review next year.	
PBC	EDUCATIONAL LEADERSHIP	13.04.01	0	0	0	0	0	0	0	0		This program is not in the current catalog.	
PBC	SPEC ED M/MOD FOR ELEM ED GR 1-5	13.10.01	0	0	0	0	0	0	0	0		This program is not in the current catalog.	
PBC	SPEC ED M/MOD FOR MIDDLE SCH GR 4-8	13.10.01	0	0	0	0	0	0	0	0		This program is not in the current catalog.	

PBC	SPEC ED M/MOD FOR SECOND ED GR 6-12	13.10.01	0	0	0	0	0	0	0	0	0	0	0	This program is not in the current catalog.
PBC	SPEC ED-EARLY INTERV: BIRTH-5	13.10.15	0	0	0	0	0	0	0	0	0	0	0	This program is not in the current catalog.
PBC	SCHOOL COUNSELOR	13.11.01	0	0	0	0	0	0	0	0	0	0	N	Under review next year.
PBC	EARLY CHILDHOOD ED GR PK-3	13.12.10	0	0	0	0	0	0	0	0	0	0	0	This program is not in the current catalog.
PBC	SCHOOL LIBRARIAN	13.13.34	0	0	0	0	0	0	0	0	0	0	0	This program is not in the current catalog.

Not listed as an active program

Executive Summary

The University of New Orleans

Answer each question below with details and examples. Boxes will expand with text.

Describe how the proposed programs align the institution's degree program portfolio with master plan priorities.

The current practices of the University of New Orleans are to develop programs and degrees that closely align with the needs of the city and the state. The recently approved Urban Construction Management was a close collaboration between UNO, GNOinc and several local and statewide industry partners. The proposed programs for this year are planned similarly. All three are designed to fill a gap in our workforce with a four- and five-star job perspective. There is a clear need for more allied health professionals, including nursing. There is a massive shortage of law enforcement and related fields, and our criminal justice management program will strive to fill that gap. Finally, our certificate for wind energy is a first step in supporting the state to expand its green energy portfolio. All of these programs have been directly and indirectly supported by industry partners.

Provide a summary of institutional engagement with employer and industry stakeholders in developing the plan.

GNOinc, Orsted Engineering and UNO's R&T foundation have been in conversation for several months about taking the lead in wind energy. Several other partners are interested in developing and expanding this industry. UNO will provide training and certificates designed around the industry's needs. We also have numerous conversations with stakeholders in allied health and criminal justice. Both degrees will be designed with close partnership and input from those industries.

Highlight recent and planned institutional activities aimed toward achieving statewide attainment goal.

Submitted the professional pilot for final SACSCOC approval, IDS "upside down" degree whereby students with technical coursework (AA level) can complete a Bachelor's degree in an expedited manner

Planned New Programs

The University of New Orleans

Please fill out information on planned new degree programs (Section 1) and new certificates (Section 2)

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)										
Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC Star level	Rationale for 4-star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
e.g., AAS, BS, PHD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing and/or new faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing, New, and/or renewed space will be required to deliver the program within the first 5 years.
Year One (Oct. 2023-Sept. 2023)										
BSN	Nursing	51.3801	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input checked="" type="checkbox"/> 100% online	Yes, CCNE	registered nurse (*****) (nurse supervisor*****), health educator (****), medical and health services manager (*****), clinical research nurse, etc.	All four star jobs	Numerous conversations with local health care providers have emphasized the need for a diversity of programs in this area.		Existing faculty can teach non-nursing courses, while 1-2 additional full time faculty will be needed to teach nursing specific courses within the first few years.	Existing facilities will be sufficient.
BS	Criminal Justice Management	43.0103	<input checked="" type="checkbox"/> Hybrid (51-99% online)	No	Lawyer (*****), police and sheriff/patrol officer (*****), police and sheriff supervisors (*****)	All are four star jobs	Numerous conversations with local law enforcement, DAs and other interested local entities.	This degree would complement and leverage courses from management, public administration, sociology, and justice studies	Existing faculty can teach core courses, and anticipate needing additional full-time faculty (2) within the first few years.	Existing facilities will be sufficient.
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										
SECTION 2: New Certificates (Certificate of Applied Science, Certificate of General Studies, and Post-Associate Certificates and Above)										
Degree Designation and Program Name		CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations	Rationale for 4-star rating	Industry partner support	Existing Concentration or Minor	Faculty	Facilities
Type of Certificate	List up to 4 programs per year in order of priority for your campus.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program	If the star level is below four stars provide a rationale for program addition	REDOs or other industry advisory councils who have been consulted	Identify whether the program will be built from an existing concentration, minor, or other program at the institution.	Indicate whether Existing or new faculty lines will be required to deliver the program within the first 5 years.	Indicate whether Existing, New, or Renewed space will be required to deliver the program within the first 5 years.
Year One (Oct. 2022-Sept. 2023)										
UG	Gulf (offshore) Wind Energy Innovation	142701	<input checked="" type="checkbox"/> Hybrid (51-99% online)	NO	Wind energy management; industrial production managers (*****) logistics (*****), engineering (*****), operations (*****)	four starts or above	ON/O Inc/Distad Engineering	Existing courses plus a few new ones	Existing faculty	Existing
Year Two (Oct. 2023-Sept. 2024)										
Year Three (Oct. 2024-Sept. 2025)										

Recently Approved Programs

The University of New Orleans

List all programs (associate and above) approved by Regents in the last 5 years, plus any older programs still required to submit regular progress reports.

Degree Designation	Program Name	6 digit CIP Code	BOR Approval Date	Implementation Date (semester and year first students enrolled)	Enrollment					Completers					Is program enrollment and graduation on target with proposal projections? (Y/N)	Comments on program's implementation, enrollment, and completers.	
					AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22			
Grad Cert	Geographic Information Systems	45.0702	1/8/2018		N/A		1	1	4	5	N/A			2	4		
Grad Cert	Historic & Cultural Preservation	30.1201	1/8/2018		N/A		0	0	2	2	N/A						
Grad Cert	Disaster Mgmt & Commun Resil	43.0302	1/14/2019		N/A	N/A		0	3	3	N/A		2	2	4		
Grad Cert	Machine Learning & Artif Intell	11.0701	12/11/2019		N/A	N/A				N/A					1		
Grad Cert	Data Analytics	52.1301	12/12/2018		N/A	N/A		3	8	4	N/A				4		
UG Cert	Data Analytics	52.1301	6/19/2019		N/A	N/A				N/A							
UG Cert	Data Engineering	14.0999	6/19/2019		N/A	N/A				N/A							
UG Cert	Corporate & Nonprofit Commun	52.0501	6/19/2019		N/A	N/A				N/A							
UG Cert	Communications & Network Engin	14.0999	6/19/2019		N/A	N/A				N/A							
UG Cert	Power & Energy Systems	14.1001	6/19/2019		N/A	N/A				N/A							
UG Cert	Software Engineering	14.0903	6/19/2019		N/A	N/A			4	1	N/A	--	--		3		
PhD	Justice Studies	44.0501	8/13/2020		N/A	N/A	N/A	N/A		7	N/A	N/A	N/A	N/A	N/A		
MS	Cyber Security & Operations	11.1003	12/11/2019		N/A	N/A				N/A							
MS	Transportation	45.9999	1/12/2015			16	15	19	13	11	1	4	6	2			
BS	Urban Construction Management	52.2001	2/19/2020		N/A	N/A	N/A			N/A	N/A	N/A	N/A	N/A	N/A		
BS	Professional Pilot	49.0102	2/24/2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			First Cohort in spring 2022 due to FAA regulations

Low Completer Review

The University of New Orleans

List all programs in your institution's inventory that fall below Regents low completer thresholds (listed below). Do not include programs listed on the "recently approved programs" list.

Completer Thresholds (3 yr avg)												
		Associate, Bachelor's, Ugrad Level Certs. 8 STEM, 10 non-STEM										
		Master's, Grad Level Certs. 5 STEM, 6 non-STEM										
		Doctorate, Post-Doc Level Certs. 2 STEM, 2.5 non-STEM										
Degree Designation	Program Name	6 digit CIP Code	Enrollment				Completers				Terminate? Y/N	If you are not requesting program termination, provide a justification for the low completion rates and how you plan to address them within the next 2 years.
			AY 17/18	AY 18/19	AY 19/20	3 yr avg	AY 17/18	AY 18/19	AY 19/20	3 yr avg		
BA	International Studies	302001	43	43	45	44	9	5	9	8	N	<p>Under the aegis of the College of Liberal Arts, Education and Human Development (COLAEHD) the Bachelor of Arts in International Studies (BA/IS) program is an interdisciplinary program created through the joint work of UNO's social science and humanities programs two decades ago. Through the BA/IS, students complete a rigorous core curriculum – including political science, economics, sociology, foreign language, and other globally-relevant coursework – composed of both foundational and advanced topics. Students also choose on one of our concentrations, five of which are thematic (including International Business, Diplomacy and International Organizations, Ethnicity, Nationalism and Migration, and Environmental Issues and Policy) and four of which have a regional or geographic focus (European Studies, Latin American and Caribbean Studies, Africana Studies and Asian Studies). Overseas studies and internship experiences are a significant part of the major for most students. We believe that the program offers an array of topics of real contemporary interest to the UNO student body, and is consistent with the recent UNO Quality Enhancement Plan that set out goals for advancing global citizenship and engagement at our university.</p> <p>As has been the case more generally with regards to UNO enrollments, the BA/IS program's student numbers have fallen in recent years, and the current leadership has sought to identify and implement new measures to both attract and retain students. New Language Requirement flexibility was introduced to the curriculum two years ago, due to issues regarding the offering of advanced coursework, particularly in languages other than French and Spanish. Students are still expected to complete six classes in foreign languages, though they may now divide these classes between both a primary and a secondary language. This should help to stem the loss of students who are unable to schedule advanced coursework or whose interests have shifted over the course of their academic career. This year, the BA/IS program also enrolled its first students in the combined BA/MA Accelerated Masters Program, offered in conjunction with the Department of History. Ambitious students should be attracted to the new offering, which should save them time and money and allow them to graduate with an advanced degree from UNO. We are also planning to propose a new introduction to International Studies course to attract new students and attract them during the crucial freshman year experience – thus allowing us to identify and advise them early on. Also significant in this regard will be our new BA/IS Handbook, which should help to answer questions, facilitate advising and</p>
BA	Theater Arts	500501	55	61	50	55	8	11	7	9	N	<p>We are making several substantial changes to the curriculum in order to make it more attractive to potential students, including programming musicals, new works, and works representative of various nationalities, races, ethnicities, and identities, as well as providing more opportunities for undergraduates to perform and create. We have increased our marketing of both the program and the performances significantly and have seen a sharp increase in attendance at performances and mentions in public media. We also have established relationships with theater programs in the area, both school and professional, that have attracted several new people to our productions. As a result, we had 17 completers from this program in 2021-22.</p>
BA	Art History	500703	18	12	12	14	2	1	2	2	N (but plan to modify)	<p>Until recently, this degree was considered to be an option in the BA in Fine Arts (Studio Art was the second option). As an option, Art History was combined with Studio Art and was a robust program. Now we must consider the best course for it; we will be submitting a proposal for a BFA in Fine Arts, which will allow us to retain the BA in Fine Arts and develop concentrations within it, one of which would be Art History. The number of completers in 2020-2022 has increased (3 and 4), but not enough to remain a stand-alone degree.</p>
BA	Anthropology	450201	40	33	36	36	10	2	9	7	N	<p>Major points/justifications:</p> <ul style="list-style-type: none"> •The average number of majors was hurt in the 3-year span by an anomalous 2018/19 number. •Anthropology spans STEM and non-STEM fields, so should better be considered on this metric. •The Anthropology program is a major component of numerous experiential and service-based learning partnerships (many of which also serve students in other majors, including IDS). Many of these would not be feasible outside of the framework of the major. •The Anthropology program is also a major contributor to the university's research portfolio, particularly through archaeological field schools and projects. These would no longer be possible without a connection to a major. •The Anthropology faculty is relatively small in number, but the program is profitable for the university and provides a great deal of value in terms of outreach, experiential learning, research, and support of other programs. •The Anthropology program provides important background and training for professionals working in the cultural economy, tourism, preservation, and cultural resource management fields, particularly those in the City of New Orleans, a key in the university's role as a center for urban research. <p>Plan-of-action for next 2 years:</p> <ul style="list-style-type: none"> •Chart majors more closely to see if 2018/19 was truly anomalous or represents a downward trend. •Create committee in the Department of Anthropology and Sociology to study feasibility of a combined Anthropology and Sociology major, with Anthropology and Sociology tracks within it. Committee will also develop other strategies for increasing majors/enrollment across both programs. •If numbers have not reached the mandated average by end of 2023/24, implement committee's suggestions for combining Anthropology and Sociology programs.

BA	Romance Languages	160101	20	25	25	23	1	7	6	5	N (Permit a short extension to complete the grant)	<p>In 2018 the Department of English and Foreign Languages received a five-year Board of Regents Enhancement grant for the purpose of enhancing our online degrees in English, Spanish and French. We have completed four years of enhancements in Spanish and French with newly developed technologies for delivering online courses in grammar and conversation in both languages. Because of the pandemic, we have not been able to go to the Hispanic adult learning centers supported by community organizations such as Puentes in order to promote the undergraduate and graduate online degree programs in Spanish and French to adult learners. Eliminating the BA in Spanish now would defeat the purpose of our Board of Regents grant and decrease the opportunity for Hispanics in the community to achieve a four-year degree in Spanish at UNO. In addition to the BA in Spanish, the BA in French serves the francophone community of our region. Since 2018 Louisiana has been designated officially as part of the francophone world: https://nouvellesloisirs.consufrance.org/Louisiane-joins-l-Organisation. Our plan is to reach out to the centers for adult learning and immersion high schools in French and Spanish to promote our BA and MA programs in Spanish and French. We also have an accelerated Masters in Romance Languages that will interest all students when we recruit for UNO.</p>
BS	Urban Studies and Planning	451201	27	25	37	30	9	2	6	6	N	<p>The BSUSP is growing rapidly. Based on fall enrollment over the last four years, BSUSP enrollment grew at an average annual rate of 11.98 percent, significantly greater than the average annual growth rate of overall UNO undergraduate enrollment (0.19 percent). The program has a high level of retention and student success as measured by the share of juniors and seniors relative to the number of enrolled majors. Of the 29 BSUSP majors enrolled in spring 2022, 72.4 percent were upper-level undergraduates (juniors and seniors). Correspondingly, the number of completers has increased by 25 percent on average over the 2019-2022 period versus the 2017-2020 period, from an average of six per year to an average of eight per year. Enrollment and completers are expected to increase significantly over the next two years due to greater faculty/department outreach in the New Orleans region and to two recently-approved accelerated master's degree programs, the BSUSP/MST (Master of Transportation) program, and the BSUSP/MURP (Master of Urban and Regional Planning) program.</p>
BS	Physics	400801	34	39	38	37	6	8	6	7	N	<p>UNO currently has second highest completer rate in State at 7 with LUL, SELU and Tech well below this (all at 3). Also, we share courses with SELU and LUL as part of a BOB-approved agreement for this major. Given the important role that Physics plays for all STEM majors we strongly support retaining this degree program at UNO.</p>
BS	Secondary Education & Teaching	131205	35	38	34	36	9	9	3	7	N	<p>Request to continue the program.</p> <p>The School of Education at the University of New Orleans requests to continue its BS in Secondary Education degree despite being classified as a low completer program. This request is based on the need for secondary teachers especially in the areas of math, science and special education, a shortage experienced both nationally and locally in the state of Louisiana. The need for teachers is unprecedented as many qualified teachers have left the profession. While a trend of teachers leaving the profession has been ongoing, the pandemic and the associated challenges with remote teaching has exacerbated this trend. A recent RAND survey found that nearly one in four teachers surveyed said that they were likely to leave their positions by the end of the 2020-2021 school year, compared with one in six teachers who were reported they were likely to leave, on average, prior to the pandemic. This teacher shortage is also experienced in New Orleans; as of July, all local districts are searching for secondary teachers for the upcoming school year.</p> <p>Despite the documented need for teachers, the Teacher Recruitment, Recovery and Retention Task Force appointed by the state of Louisiana reported recently that the number of students enrolled in teacher preparation programs has dropped by 30 percent, from 17,898 teacher candidates in 2011-12 to 12,597 in 2020-21. This trend mirrors a 35% drop in enrollment in teacher preparation programs nationally. The report released in December 2021 also addressed teachers leaving the profession in the state and pointed to such factors as low pay, teacher burnout, changing school climate and lack of support for teachers. These factors provide the larger context for the low numbers of students enrolled in secondary education and education programs at large, and the need for teachers locally, issues that must be addressed broadly. The School of Education remains committed to recruiting and preparing teachers to teach the students in New Orleans and is the only public institution in the Greater New Orleans area to offer secondary education teacher preparation.</p> <p>To increase enrollment in secondary education, the School of Education will continue to maintain connections with departments within the university to make students who are completing degrees in the sciences and math aware of the MAT program, a pathway to initial certification for those who have a content degree. We will re-invigorate connections with UNO recruiters in the Office of Enrollment to increase awareness of the program and provide latest information. We will increase faculty recruitment by asking faculty members to visit local high schools to promote the profession of teaching and make students aware of the programs at UNO. We will work to promote existing articulations with local community colleges to recruit transfer students. Lastly, we will have conversations with other offices on campus such as TRIO to make connections and increase knowledge about SoE programs. We will also contact the UNO Office of Veteran's Affairs to promote the possibility of secondary teaching to veterans. The Department of Defense is currently considering funding levels and requirements for the program, Troops to Teachers, a program that had successfully supported service and veterans to become K-12 teacher. The program had been cancelled due to budget cuts in October 2020 but was reauthorized in December 2021 with an anticipated timetable of 6 months to relaunch once funding levels are determined.</p> <p>Secondary Education -Brief Justification for Spreadsheet</p> <p>The need for secondary teachers in math, science, and special education is high nationally and locally, but there is general decline in Louisiana college students who chose to pursue careers in education (Teacher Recruitment, Recovery and Retention Task Force: Preliminary Report, 2021). The School of Education will work to increase enrollment by promoting the MAT program among soon-to-be graduated students in the sciences and Math, increasing faculty recruitment efforts at local high schools, reaching out to offices and programs on campus to encourage collaboration and student recruitment including the UNO Veteran's Affairs Office given the recent reauthorization of the Troops to Teachers program.</p>

