

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**December 7, 2023**

**Item D.1.** Louisiana Tech University's request for approval of its revised Mission Statement.

**EXECUTIVE SUMMARY**

Louisiana Tech University made slight modifications to its existing Mission Statement. The Mission Statement guides the academic, co-curricular, research and workforce/economic development plans as articulated in the Tech 2030 Strategic Framework. A clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education is required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation: Foundations for Quality Enhancement*, Core Requirements 2.1.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of its revised Mission Statement.



LOUISIANA TECH  
UNIVERSITY

OFFICE OF THE PRESIDENT

October 24, 2023

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

Dear Dr. Henderson,

As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, Core Requirement 2.1, Louisiana Tech University respectfully requests consideration and approval of its revised Mission Statement.

The Mission Statement of Louisiana Tech University guides the academic, co-curricular, research, and workforce/economic development plans as articulated in the Tech 2030 Strategic Framework.

Sincerely,

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

Leslie K. Guice  
President

SS  
Att:1

## **Proposed Mission**

As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity and scholarship, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging environment within a safe and supportive diverse community of learners.

## **Previous Mission**

As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community of learners.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**December 7, 2023**

**Item D.2.**     **Northwestern State University’s** request for approval to offer a Master of Social Work.

**EXECUTIVE SUMMARY**

Northwestern State University (NSU) requests approval to offer a Master of Social Work (MSW). In accordance with Regents’ Academic Affairs Policy 2.05, the graduate-level program proposal was vetted via an external review process. Dr. Robert Vernon, Emeritus Professor at Indiana University School of Social Work, conducted the review and found the proposed program to have a sound curriculum as well as one that would meet the needs of the State of Louisiana.

Social work is a profession that assists people to improve their lives by helping them deal with their social environments, relationships, personal and emotional problems, disabilities and resources for life, such as shelter, food and employment. Social workers are employed in the areas of children and family services, schools, health care, mental health, substance abuse and prevention, employee assistance programs, as well as in federal, state or local policymaking along with other sectors. While the bachelor’s degree in social work (BSW) is the minimum requirement for entry into the social work profession and qualifies one for a number of entry-level positions, the master’s degree (MSW) is necessary for many positions, including most in health care, K-12 schools, mental health, and in supervisory and administrative positions. Additionally, licensing bodies in all states require the MSW for autonomous, private clinical work (psychotherapy).

The proposed MSW, to be offered completely online, will build upon NSU’s existing BSW that graduates approximately 50 students a year. The University would offer two options: a traditional (60 credit hour) MSW program as well as an advanced standing option (30 credit hours) for students with BSW degrees earned within the last ten (10) years who have an acceptable GPA (3.0) and high marks on all social work courses completed in their undergraduate program. Graduates of the two options will help address the current demand for social workers. The U.S. Department of Labor projects the level of employment for social workers to increase by 12% (faster than average) over the next decade. Mental health and substance abuse social workers (which typically require the MSW) are predicted to have a 15% growth from 2020-2030. While there are currently three approved MSW programs offered by public institutions in Louisiana (Grambling State University, Louisiana State University A&M, and Southern University at New Orleans – note, Southeastern Louisiana University’s MSW was approved in October 2023 by the ULS BoS but not by the Louisiana BoR as of yet), Central Louisiana and Southwestern Louisiana currently do not have any public institutions with opportunities for students to earn the MSW. Letters of support provided by community partners such as Rehabilitation Services of Louisiana (Central – Natchitoches), Natchitoches Regional Medical Center, and the Community Counseling Center attest to the fact that the region served by NSU would benefit from the proposed MSW.

The University projects an initial enrollment of 15 in YR1 with that number increasing to 58 by YR4. Completer projections are noted as 28 in YR2 with that number expanding to 32 in YR4. The projections present an optimistic and reasoned view that the MSW program will retain and graduate the vast majority of its students enrolled in both the advanced standing and two-year traditional program. This is due to the fact that social work faculty are dedicated to working with students in a way that empowers them to succeed. Program implementation in YR1 will utilize existing faculty associated with the BSW. Four additional faculty will need to be hired in YRS 2-4; however, that cost will be offset by tuition and fees.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval to offer a Master of Social Work.*



D.2.

## NORTHWESTERN STATE

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*Office of the President*

November 15, 2023

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

Re: Request for Approval to Offer New Degree Program  
Master of Social Work

Dear Dr. Henderson:

Northwestern State University is submitting the attached *Request for Approval to Offer a New Degree Program: Master of Social Work* to be placed on the agenda for approval at the December 2023 Board meeting.

Thank you for your consideration.

Sincerely,

Dr. Marcus Jones  
President

Attachment

*Established*  
**1884**



BOARD of REGENTS  
STATE OF LOUISIANA

## Academic Degree Program Proposal Form

### Northwestern State University Master of Social Work Proposal

A.A. Policy 2.04: Academic Planning and Degree Program Proposals

#### A. Overview

Institution Name: Northwestern State University of Louisiana		Designation (flagship, statewide, regional, HBCU, 2-year): regional		
College/School/Division: Gallaspy College of Education and Human Development		Academic Department: Social Work		
Degree Designation <sup>a</sup> : Master of Social Work	Proposed Degree Name: Master of Social Work	CIP Code: 44.0701	Credit Hrs <sup>b</sup> : 60 for traditional; 30 for Advanced Standing	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2025		Was this program listed in the most recent Three-year Academic Plan? [ X ] Yes [ ] No		

<sup>a</sup> See AA Policy [2.11 Approved Academic Terms & Degree Designations](#)

<sup>b</sup> If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.

<sup>c</sup> If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

**Brief Description:** A master’s degree in social work (MSW) is an advanced graduate degree that enhances a person’s ability to work with individuals, families, groups, organizations, and communities. MSW programs are accredited by the Council on Social Work Education (CSWE). Individuals who hold an MSW degree may be licensed in the state in which they work and live. Upon full licensure (LCSW), the master’s degree and the clinical license allows individuals to work independently and in health-care positions that mandate LCSWs as on-site providers. Individuals with MSWs also work at the policy making level to create systems level change for the well-being of all people. At this time, the state of Louisiana and all other states recognize the MSW as the degree required to work towards the highest level of clinical social work practice. In Louisiana, that license is the Licensed Clinical Social Worker (LCSW). To obtain the LCSW credential, individuals must graduate with an MSW from a CSWE accredited program and complete a specific number of supervision hours and hours of work experience as defined by each state across the United States. Obtaining the MSW degree is the critical step in that licensure process.

**Reason for Development:**

In 2020, 715,600 social workers were employed in the United States\*. The U.S. Department of Labor projects the level of employment for social workers to increase by 12% (faster than average) over the next decade\*. Mental health and substance abuse social workers (which typically require the MSW) are predicted to have a 15% growth from 2020-2030. Social work is a profession that assists people to improve their lives by helping them deal with their social environments,

relationships, personal and emotional problems, disabilities, and resources for life, such as shelter, food, and employment. Social workers are employed in the areas of children and family services, schools, health care, mental health, substance abuse and prevention, employee assistance programs (EAPs), as well as in federal, state, or local policymaking along with other sectors. While the bachelor's degree in social work (BSW) is the minimum requirement for entry into the social work profession and qualifies one for a number of entry-level jobs, the master's degree (MSW) is necessary for many positions, including most in health care, K-12 schools, mental health, and in supervisory and administrative positions. Additionally, licensing bodies in all states require the MSW for autonomous, private clinical work (psychotherapy). The addition of a Master of Social Work program at NSU will increase the number of Licensed Master Social Workers (LMSW) and Licensed Clinical Social Workers (LCSW) throughout the state and nation, with particular benefit to the central and southwestern parts of Louisiana.

In Louisiana, there are currently only three MSW programs from public institutions accredited by the Council on Social Work Education (CSWE). Central Louisiana and Southwestern Louisiana currently do not have any public institutions with opportunities for students to receive an MSW. Typically, students who graduate from NSU with their BSW go to LSU, Grambling, or Stephen F. Austin in Texas. The mission of the proposed MSW program is to develop evidence-based social work professionals who are competent to meet the growing need for trauma-focused practitioners in the regional and national workforce, particularly in rural central and western Louisiana.

**Purpose:**

The Master of Social Work degree at NSU will prepare professional Social Workers who will engage in social work practice, policy, research, and collaboration with community partners to promote human well-being in Louisiana and globally. Our graduates will be empowered to find solutions to systemic problems, to build strong communities, to assist individuals, families, and communities in healing from trauma, and to improve the lives of individuals and families locally and beyond.

**Primary Objectives:**

1. To prepare students for lifelong learning as advanced generalist social work practitioners at the MSW professional level, including preparation for state licensure and/or doctoral studies.
2. To provide advanced knowledge, values, skills, and perspectives transferrable among settings, populations, client systems, and problem types.
3. To provide a responsive, student centered approach by modeling professionalism, values of the social work profession, and service to the community, with special attention to being an inclusive, trauma-informed program.
4. To support human service agencies by providing new social work practitioners and collaboration on services such as training/continuing education and research/evaluation.
5. To provide accessible and affordable social work education, in an online format, to students from diverse backgrounds and geographical locations.

\*U.S. Department of Labor (2022). Occupational outlook handbook, 2020-21 Ed. Washington, DC. Retrieved online August 10, 2022 from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>.



2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

The Commission on Accreditation (COA) through the Council on Social Work Education (CSWE) is the accrediting body for social work programs in the US. Upon approval by the Board of Regents to proceed, we will begin the accreditation process with CSWE. The candidacy process for full accreditation by CSWE is a three-and-a-half-year process. In summary, the steps and tentative dates are as follows:

1. Candidacy eligibility application, Institutional Letter of Intent, and eligibility fee is submitted to CSWE. (once approval is received from BoR to proceed).
2. Benchmark 1 Draft and Benchmark 1 Review Brief submitted, approved by Associate Director of CSWE for pre-candidacy, and placed on the agenda for the next available COA meeting. (October 2024 or February 2025). \* Upon Pre-candidacy status approval, the program can admit first cohort of students.
3. Benchmark I standards reviewed for approval by commissioner site visitor, commissioner readers, and the full COA → Candidacy Status Decision.
4. Benchmark II submitted during second year and reviewed for approval by commissioner site visitor, commissioner readers, and the full COA → 2nd year of candidacy decision.
5. Benchmark III submitted and reviewed for approval by commissioner site visitor, commissioner readers, and the full COA; all standards reviewed for approval → Initial Accreditation Decision.
6. Initial accreditation – June 2027 (covers students admitted to program Fall 2024 or later, regardless of graduation date).

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.

- Substantive change requiring notification only  
 Substantive change requiring approval prior to implementation  
 Level Change  
 None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives?

Check all that apply.

- MJ Foster Promise Program  
 Cyber-security Initiatives  
 Louisiana Transfer Pathways  
 Other: \_\_\_\_\_

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

1. Jay Gabbard, PhD, MSW, Professor of Social Work, Western Kentucky University Department of Social Work. [J.gabbard@wku.edu](mailto:J.gabbard@wku.edu). Qualifications: Involved in the initial application and development of the MSW program at Western Kentucky University and the subsequent re-accreditation self-studies, taught in the MSW program for 16 years. Dr. Gabbard has served on the following boards for CSWE: the Council on Racial, Ethnic, and Cultural Diversity; the Global Commission on Social Work Education (current), and the Minority Fellowship Program as both a board member, fellow, and mentor.
2. Robert Vernon, PhD, Emeritus Professor, Indiana University School of Social Work. [rvernon@iupui.edu](mailto:rvernon@iupui.edu). Qualifications: Recipient of the CSWE (Accrediting Body) Leadership and Service Award in 2019; Past member of the CSWE Board of Directors and member of the CSWE Committee on Accreditation. "Dr. Vernon developed three social work programs from start-up. He joined CSWE in 1978 and brought the BSW program at Keuka College through its first accreditation. Later, Dr. Vernon brought the BSW program at the University of Indianapolis through successful accreditation. CSWE asked him to disseminate his development work as a model for other programs. More recently, he and colleagues developed the completely online MSW Direct at Indiana University. Dr. Vernon has uniquely contributed to social work education by continually sharing information that helps other programs develop creditable degrees."\*
3. Michael Patchner, PhD, MSW, MA Sociology, Dean Emeritus and Professor of the Indiana University School of Social Work. [Patchner@iu.edu](mailto:Patchner@iu.edu). Qualifications: Dr. Patchner served as the Dean of the School of Social Work for Indiana University for many years. He has been intimately involved with the accreditation process with CSWE and several universities in the United States. He has been a member of the CSWE Commission on Professional Development and a recipient of the Indiana University Bicentennial Medal "awarded to individuals who, through their personal, professional, artistic, or philanthropic efforts, broadened Indiana University's reach around the state, nation, and world."\*\*

\*CSWE (2022). Award: Service and leadership in social work education award. Alexandria, VA: CSWE Press. Retrieved online from <https://www.cswe.org/about-cswe/awards/2019-awardees/dr-robert-vernon/>

\*\*Lounsbury, S. (2021). Former IU school of social work dean Michael Patchner receives Indiana University bicentennial medal. Retrieved online from <https://blogs.iu.edu/socialwork/2021/02/15/former-iu-school-of-social-work-dean-michael-patchner-receives-indiana-university-bicentennial-medal/>.

## B. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

The proposed MSW program aligns with NSU's role, scope, and mission in several ways. A part of the mission of Northwestern State University is to prepare its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation through its certificate, undergraduate, and graduate programs.\* The mission of the proposed Master of Social Work Degree is to develop clinically trained evidenced-based social work professionals who are competent to meet the growing need for practitioners in our regional and national work force, with particular emphasis on providing trauma-informed services in rural central and western Louisiana. The MSW program at NSU is geographically situated to provide advanced generalist social work education with a trauma-informed practice emphasis to prospective social work practitioners in the region and beyond. Individuals will be prepared to practice social work with residents of Louisiana and beyond; this program will address shortfalls in both workforce and mental health services in Louisiana. According to the National Alliance on Mental Illness (NAMI)\*\* , 3,398,990 people in Louisiana live in a community that does not have enough Mental Health Professionals. Masters level social workers can assist in filling that gap in the state.

The university service area includes a population characterized by rural poverty, high unemployment, substandard living conditions, and geographic and cultural isolation. Economically, the area has low taxation capacity. The economy is based primarily on employment by government agencies (local, state, or federal) and the depressed agriculture and timber industries. Exacerbating traditionally low levels of employment, socioeconomic level, and opportunity, the region has been harmed by the COVID-19 pandemic and historically devastating hurricanes. The needs in this region are great, historically long lasting, and systemically intertwined. Louisiana social workers have helped the population to cope with issues related to poverty, natural disasters, mental health, and child welfare across the state.

NSU is also situated to serve members of the military stationed at Fort Johnson in Vernon Parish (formerly Fort Polk). An MSW program at NSU will support the military's need for social workers at Fort Johnson, Veterans Affairs, and beyond. The army, for example, requires social workers to have an advanced degree (MSW). Having an MSW program at NSU will strengthen the relationship between NSU and Fort Johnson.

\* NSU Mission. Retrieved online from <https://www.nsula.edu/about/>

\*\*National Alliance on Mental Illness (2021). Mental health in Louisiana factsheet. Arlington, VA. Retrieved online from <https://www.nami.org/NAMI/media/NAMI-Media/StateFactSheets/LouisianaStateFactSheet.pdf>

7. How does the program align with your institution's strategic plan and academic program portfolio?

The MSW program aligns with Northwestern's academic portfolio\* and Strategic Plan 2023-2028\*\* in multiple ways. The addition of the MSW program was included in the most recent academic plan submitted in the summer of 2022 by the University Provost, Dr. Greg Handel. The addition of the MSW program is a long-established goal of the Gallaspy College of Education and Human

Development and the University dating back more than 10 years. As stated in the most recent strategic plan update, “Northwestern is on a path of growth, adaptation, and innovation in providing the highest caliber educational experience in the region through the innovative delivery of transformative student learning experiences.”\* Social work as an academic program requires students to apply what they learn in the classroom into field settings through the practicums required in order to graduate.

The Strategic Plan Focus Area 2- Academic Excellence\*\* aligns with the MSW degree by “introducing new workforce-required programs ... and develop flexible ways students access programs and engage in scholarly dialogue and presentation” (p. 46). The online MSW degree allows students to study from anywhere while completing the degree. Students who are pursuing a Master’s degree typically have work and other familial responsibilities which make traditional programs inaccessible.

The Strategic Plan Focus Area 3-Market Responsiveness\*\* is in line with the labor force reported need for Master’s level Social Workers in Louisiana. A benchmark of the Market Responsiveness plan is as follows: “Northwestern State responded to workforce and industry needs through the assessment and data collection of the graduating senior survey, review of departmental advisory councils, newly approved degrees, and an increase in current academic industry partnerships” (p. 87).

The MSW degree promotes the Strategic Plan Focus Area 4-Community Enrichment\*\* with the specific community enrichment metric: “Number of hours students spend serving the community through projects and internships/number of community partners” (99). The MSW practicum requirement includes 500 or 900 hours of a field practicum internship depending on the one- or two-year MSW program. The MSW program will utilize the existing partnerships of the BSW Field Placement and expand community partnerships for the Master’s level field practicums.

The Strategic Plan Focus Area 5-Cultural Competence\*\* aligns with the MSW program focusing on diversity, equity, and inclusion. As stated in the NSU Strategic Plan 2023-2028, “Diversity is a Northwestern core value: “diversity helps define who we are. We welcome and respect everyone traveling on a journey for knowledge. Differences make us stronger.” The University is not just an institution but also a community, defined by the diversity of its members, dependent on how well that community respects and supports the rich differences of students, staff, faculty, and the broader community around it. Northwestern’s commitment to its strategic plan—to strengthen the student experience, attain academic excellence, meet the demands of a global economy, achieve athletic prominence, and enrich the local and regional community—requires the University to cultivate its diversity and cultural competence. Northwestern cannot accomplish its mission unless it guarantees equitable access, opportunity, and advancement for all students, faculty, and staff at every stage of education and career.” (p. 128)

Social work from its inception has been a profession that advocates for social and economic justice for oppressed populations. The 2022 CSWE Educational Policy and Accreditation Standards (EPAS) require schools of social work to include anti-racism, diversity, equity, and inclusion (ADEI) as a specific and measurable focus. To understand how these fit within the University’s goal, it is helpful to understand EPAS educational policy 2.0\*\*:

“Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across

the curriculum. Programs provide the context through which students learn about their positionality,

power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary

to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality,

sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program’s commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit

and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the

development of cultural humility. The program has an inclusive approach to addressing the vast range

of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity

for students. Students are responsible for their learning, collaborating with peers and colleagues, and

practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1 The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. The program provides examples of its specific and continuous efforts within the explicit curriculum (curriculum throughout the program) related to ADEI, as described in Educational Policy 2.0.

b. The program addresses all program options.

2.0.2 The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. The program provides examples of its specific and continuous efforts within the implicit curriculum (all efforts as part of programmatic and university settings outside of the classroom) related to ADEI, as described in Educational Policy 2.0.

b. The program addresses all program options.”

The Department of Social Work has moved in these directions even prior to the release of the 2022 EPAS. Social Work has participated in university led initiatives designed to foster a commitment to ADEI with faculty members serving on key university committees in the past. Social Work has also led in some of these initiatives by co-hosting a diversity speaking series entitled 'Voices of Diversity'. This series has been used to provide opportunities for individuals with marginalized identities to discuss their experiences and foster commitments for students, faculty, staff, administration, and community partners of NSU. The MSW program will build on this commitment with specific focuses in teaching (coursework), research, community (student, faculty, and geographical communities) engagement and training opportunities, and advocacy. MSW faculty will be leaders in the University community as advocates and proponents of diversity, equity, and inclusion.

\*Northwestern State University. (2021). Assessment cycle 2020-2021: The way forward. Retrieved online from <https://www.nsula.edu/documentprovider/docs/378/FINAL-~1.PDF>.

\*\*Northwestern State University Strategic Plan 2023-2028. (2023). Retrieved online from <https://documentproviderviewer.nsula.edu/?id=13021>

\*\*\* Council on Social Work Education. (2022). 2022 EPAS: Educational and policy accreditation standards for baccalaureate and master's social work programs. Arlington, VA: CSWE Press.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

- Accessibility (mode of delivery, alternate course scheduling)

The MSW program will be offered completely online. The social work program at NSU has been offering a fully online BSW degree program since 2015 to meet the needs of our students. This decision was made to aid NSU's non-traditional students and those students who work while pursuing their BSW degree at NSU. In a recent diversity survey conducted by the department, 119 (69%) of 175 respondents self-identified their employment status while working towards their BSW degree. Of those individuals, the following information was determined:

Part-time employment with one job: 39 (22.3%)

Part-time employment with multiple jobs: 5 (2.9%)

Full-time employment with one job: 68 (38.9%)

Full-time employment with multiple jobs: 7 (4%)

Participants were asked to provide their total annual income. Of the 165 students who answered this question, 74.9% of respondents have an annual income of less than \$25,000 per year. Traditionally, MSW programs provide opportunities for non-traditional students and those who have recently graduated from BSW programs by offering advanced standing and traditional two-year MSW programs. In another more recent survey conducted by the department to assess interest in the MSW program, current BSW students at NSU identified an asynchronous online program as the preferred choice with a face-to-face program being the lowest ranked option. When asked to rank the timeframe of courses being taught in face-to-face or synchronous formats, evening courses were ranked the highest with daytime courses the least. Findings for both ranked questions were statistically significant suggesting that the sample agreed about the choices. (see survey report: Appendix B) These results suggest a few things. First, related to the employment needs of students and the income of current BSW students, a disparate need for online programs

that offer asynchronous courses during non-working hours (evenings and weekends) exists. Second, students are more interested in an online program versus a traditional face-to-face program. An online program will allow for both advancement in education and for active employment of students while they pursue their MSW degree.

- Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

NSU has long attempted to remain an affordable institution with initiatives like flat rate online tuition and honoring transfer agreements. The MSW option of Advanced Standing allows students with the BSW to obtain a graduate degree in 30 hours, as opposed to 60 hours. The field practicum (internship) component of the degree provides opportunities for stipends (examples: Child Welfare, VA Hospital), paid internships, and employment-based internships where students continue to receive their salary. The MSW degree positions a person who gains advanced licensure (LCSW) to become eligible for participation in the National Health Service Corps, which pays up to \$50,000 of the participant's student loan balance when working in underserved areas. Many of the rural parishes in Louisiana are eligible for underserved status.

Based on current rates, NSU provides students with a flat rate fee for all online only students. The current cost per graduate credit hour is \$475 for up to nine (9) hours and \$100 for every credit hour after. Full-time students enrolled in the MSW program will be required to take 15 hours per semester which equals \$4,875 per semester. For those who are eligible as an advanced-standing student (30 credit hours), this will amount to \$9,750 in tuition for the entirety of their degree. For those who enroll as a traditional student (2-year full time program), the cost of tuition for their degree will be \$19,500. The university does not charge out-of-state fees for online only students.

For comparison, the following cost per year figures for the other universities in Louisiana with MSW programs were provided in EMSIs Program Overview for in-state residents only (based on 2020 IPEDS, Tuition, & Fees costs)\* A copy of this report is available in the appendix of this application.

**Northwestern State University \$9,750**

Louisiana State University and Agricultural & Mechanical College - \$11,962

Tulane University of Louisiana- \$58,852

Southern University at New Orleans- \$7,059

Grambling State University - \$7,635

Louisiana Christian University (Formerly Louisiana College) - \$17,500

\*Lightcast. (2022). Program overview: Social Work Lightcast Q3 2022 data set.

- Partnerships (with industry, community-based organizations, other institutions)

The Department of Social Work at NSU has a history of working closely with state and local social service agencies. It has worked closely with the Louisiana Department of Children and Family Services (DCFS) Workforce Development Initiative for several decades. Northwestern enjoys a positive and cooperative relationship with the agency and is named the Lead University of the Louisiana Universities Child Welfare Workforce Alliance, (LUCWWA) which consists of eight public universities participating in Title IV-E training initiatives in the state. Other participating universities include Grambling State University, Louisiana State University, Nicholls State University, Southeastern Louisiana University, Southern University at Baton Rouge, Southern University at

New Orleans, and University of Louisiana at Monroe. As the lead university, NSU guides the fiscal and programmatic implementation and conducts research for the state of Louisiana. During the last several decades, the need for more trained professional social workers has become apparent, not just in Child Welfare, but other fields of social work practice as well. The present pool of MSW graduates existing from the sum total of Louisiana universities cannot meet the current demand for graduate level social work professionals in the state. This need is especially visible in the western and southwestern regions of the state of Louisiana. The NSU Department of Social Work is the only state supported social work program in central and southwestern Louisiana preparing social workers to enter the work force at either the BSW or MSW level, and the demand for social workers continues to grow.

Other partnerships established as Field Practicum sites for current NSU BSW students in Louisiana (and will be expanded for MSW students) include: Cane River Children's Services, CASA, Parish School Boards, School-based Health Centers, Hospice agencies (Hand in Hand Hospice, Hospice of Natchitoches), Offices of Behavioral Health, Natchitoches Regional Medical Center and other hospitals, drug courts, addiction treatment centers, psychiatric treatment centers, homeless coalitions, United Way, as well as private and non-profit Mental and Behavioral Health agencies. Partnerships involve acceptance of NSU interns, NSU offerings of CEU trainings for agency staff, and research collaboration. Although Fort Johnson and the VA do not accept BSW interns, they do accept MSW interns which is an area for development of further partnerships.

- Work-based learning (paid or experiential internships, apprenticeships, etc.)

The field practicum experience with 900 hours is required for each student to complete the traditional two-year MSW program. For a student in the Advanced Standing (one year program), 500 hours of field practicum experience is required.

- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.

The program will have an online only option to support adult learners currently working. The program will also include Title IV-E Employee Educational Support options for current DCFS employees to obtain their MSW while continuing employment with DCFS. This funding provides tuition assistance for state child welfare employees who have shown a commitment to child welfare and a propensity towards life-long learning. In addition, there has been a recent shift in CSWE to allow for more employment-based field practicums. For MSW students already working in a social service agency, their field practicum can take place at their current place of employment, with a change of supervisors and job duties for internship hours. Having an MSW program at NSU will also allow members of the military stationed at Fort Johnson to gain an advanced degree that is valuable to both work in the military and in work with veterans.



### C. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

In the current child welfare system, the increase in the number of licensed social workers has been targeted as a specific goal. The Louisiana Child Welfare Training Academy (LCWTA), as part of the state and federal approved Title IV-E training plan, includes the following verbiage in the 2019-2024 state plan:

As it pertains to recruitment: "Increase the number of competent, committed, and culturally diverse social workers entering DCFS/CW by 3-5% each year over the next 5 years ending June 30, 2024". The social work program at Northwestern State, the lead university for the University Workforce Alliance, is currently responsible for ensuring that this benchmark is achieved each year. This commitment between DCFS, the LCWTA, and partners involved in the Louisiana Workforce Alliance have helped to prepare and employ over 500 BSW and MSW level child welfare professionals in the last 12 years. More work is needed in this area including the development of additional online MSW programs throughout the state. The need for accredited online MSW programs has emerged as a clear need to meet the 3-5% goal. The state plan of the LCWTA also includes a goal to "Increase the retention of DCFS CW staff and scholars by a statistically significant percentage each year." Recruitment and retention are two of the primary goals of the partnership between all entities. To accomplish this, an increase in the number of programs offering online social work programs in the state is needed. The program provides federal and state dollars to implement the objectives of each partner agency.

The Louisiana Workforce Commission lists at least two Master's level social work occupations as having "bright outlooks." Both of these occupations (Healthcare Social Workers and Mental Health and Substance Abuse Social Workers) have 4-star ratings. This indicates an increase in the need for these positions in the state. Social workers are also being included in workforce strategies to assist the state with workforce development targeted goals. An example of this comes from the Louisiana Workforce Commissions PY 2020-PY 2023 Combined State Plan. One specific initiative found in the plan is "The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities" \*. This initiative targets the recruitment of individuals in the state to work as Rehabilitation Counselors. The qualifications show the direct impact for social workers in the state:

*-A baccalaureate degree plus one year of professional level experience in social services, teaching, counseling, human resources, nursing, recreation therapy, music therapy, physical therapy, art therapy, rehabilitation instruction, rehabilitation evaluation, worker's compensation dispute resolution, or job placement/job development involving persons with disabilities.*

*-A baccalaureate degree in rehabilitation counseling, vocational evaluation/assessment, **social services, social work, psychology, sociology, counseling, guidance and counseling, family and child counseling, education, vocational education, deaf or blind education, rehabilitation education, rehabilitation teaching, nursing, mental health, human services/resources, speech therapy or biomedical engineering will substitute for the one year of required experience. (Bolding added for emphasis)***

*-A master's degree in any field will substitute for the one year of required experience.*

Looking more closely, the need for workers who are trained in providing social services within the state is mentioned at least six times in the plan. These instances relate to vocational and workforce planning as well as providing additional services within veteran services. While social work is not mentioned directly in these instances, “social services” is a historical term that includes social workers as primary service providers.

\*Louisiana Workforce Commission Putting More Louisianans to Work: Required elements for: PY 2020-PY 2023 Combined State Plan Modifications under the Workforce Innovation and Opportunity Act. Retrieved from [https://www2.laworks.net/Downloads/WIOA/WIOA\\_State\\_Plan\\_FINAL.pdf](https://www2.laworks.net/Downloads/WIOA/WIOA_State_Plan_FINAL.pdf).

10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders and explain how those conversations shaped the design and curriculum of this proposed degree.

The Gallaspy College of Education and Human Development, along with the Department of Social Work and the University as a whole has recognized the need for an MSW program for many years. The NSU Office of Graduate Studies has reported they receive calls regularly (at least weekly) from prospective students inquiring about an MSW program at NSU.

As required by CSWE accreditation standards, and to aid faculty in programmatic decisions, the social work department works with members of a long-standing Faculty Advisory Council to help understand, and to respond to, the needs of social service agencies, the judicial system, legislative bodies, and overall community needs. This council, which meets annually and semi-annually, is composed of administrative and clinical social workers, judicial representatives, law makers (previously), community members, faculty and students. This council offers guidance and feedback regarding needs, strengths, and potential challenges of the department. The Faculty Advisory Council has frequently discussed the need for more clinical social workers (master’s level) in the central and southwestern regions of the state especially. Faculty have also noted that they receive questions from graduating BSW students about guidance and assistance in access to MSW programs; students in the Natchitoches and surrounding areas acknowledge that there are limited options for them regarding the pursuit of the MSW.

A tradition in social work education is for faculty to maintain the direct practice of social work in some capacity. Faculty also have numerous years of practice experience prior to becoming a social work educator. Therefore, many faculty have direct knowledge of the needs for social workers in the community. They also have connections with established professional networks. The social work faculty at NSU are intimately aware of the need for MSW practitioners. All of the parishes throughout north, central, and southwestern Louisiana are identified as Health Professional Shortage areas in Mental Health services. \* A local central Louisiana news organization highlighted the shortage of mental health providers “especially in rural Louisiana areas” in an article in 2021.\*\* The Louisiana Rural Mental Health Alliance note: “Ensuring full implementation of parity laws is step two in the [four-step process](#) to end the mental health crisis in the U.S. It is critical that we enforce state and federal parity laws for the betterment of Louisiana residents who suffer from

mental health issues or SUDs. We encourage Louisiana policymakers to use their resources to prevent the tragic consequences of not enforcing the laws set forth by the federal government.”

\*\*\* This combination of the shortage of Mental Health Professionals in rural Louisiana and the need for policy change (that can be led by social work advocates) dictate a strong need for Advanced Generalist Social Workers in Louisiana. Advanced Generalist Social Workers are master’s level social workers trained broadly to utilize advanced skills in engagement, assessment, and intervention in all systems levels from individuals to communities. The proposed MSW program at NSU will be an Advanced Generalist program with a trauma-informed focus.

\* Well-Ahead. Retrieved online from <https://wellaheadla.com/healthcare-access/health-professional-shortage-areas/>

\*\* ‘It’s truly a crisis’: Mental health disparities in rural Louisiana, statewide mental health professional shortage. (2021). KALB. Retrieved online from <https://www.kalb.com/2021/08/09/its-truly-crisis-mental-health-disparities-rural-louisiana-statewide-mental-health-professional-shortage/>

\*\*\* Mental Health Parity In Louisiana. (2022). Retrieved online from <https://irmha.com/news/f/mental-health-parity-in-louisiana>

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

The service area will include local, regional (with special emphasis on central and southwestern Louisiana), state, and national locations. Early in the distance education movement, NSU assumed a lead in online education. Many NSU programs are offered in an online format. Utilizing online modalities will allow students from across the U.S. to succeed in the program. This will be similar to the current BSW program which includes more than 50% fully online students.

12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

A preliminary survey with current BSW students spring 2022 graduates was conducted in June of 2022. A report from this survey is attached (Appendix). Responses overwhelmingly showed a definite interest in an MSW program at NSU with 86.3% of respondents stating that they would be likely to attend the program (69.9% extremely likely to attend). This fits with historical interest by students and community stakeholders who have long asked NSU to develop an MSW program. As stated by the NSU Graduate Studies program, as well as the NSU social work general email ([socialwork@nsula.edu](mailto:socialwork@nsula.edu)), they routinely field 20-30 phone calls/emails per semester of potential students inquiring about an MSW program.

13. What is the employment outlook for occupations related to the program?

You may find this information using the following information sources among others:

- a. EMSI’s Program Overview Report (check with your Office of Academic Affairs for access)
- b. [Louisiana Workforce Commission](#)
- c. [US Department of Labor Projections Managing Partnership](#)
- d. [The NCES CIP to SOC crosswalk](#).

If data for the program’s service area is not available, then use state- or national-level data and indicate below.

Service Area Data  State Data  National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Healthcare Social Workers	4	1803 (2020)	1853 (2030)	50	2.8%	172	\$55,060
Mental Health and Substance Abuse Social Workers	4	1283 (2020)	1354 (2030)	71	5.5%	127	\$46,820
Counselors, Social Workers, and Other Community and Social Service Specialists	*	28,866 (2020)	30,194 (2030)	1,328	4.6%	2,965	\$48,410
*Upon extensive search, there is not a star rating listed for this occupation. However, this occupation is listed in the LWC long-term projections Occupational Projections for All Occupations - Louisiana Workforce Commission (laworks.net)							

National Employment projections data for social workers, 2020-30

Occupational Title	SOC Code	Employment, 2020	Projected Employment, 2030	Change, 2020-30	
				Percent	Numeric
Social workers	21-1020	715,600	804,800	12	89,200
Child, family, and school social workers	21-1021	335,300	377,400	13	42,200
Healthcare social workers	21-1022	184,900	209,300	13	24,400
Mental health and substance abuse social workers	21-1023	124,000	142,500	15	18,500
Social workers, all other	21-1029	71,400	75,500	6	4,100

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year
Louisiana State University	MSW	445
Grambling State University	MSW	17
Southern University in New Orleans	MSW	62
		524 total in LA 21-22 year

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

The MSW program at NSU will have an emphasis on trauma-informed practice. This is a unique emphasis as no other university in the state or region has such a focus. Students will complete their core curriculum as Advanced Generalist Practitioners; they will have 3 courses in their specialization year that are trauma focused. In addition, a trauma-informed lens will be present throughout the whole curriculum. NSU MSW graduates will be able to provide trauma-informed assessments, aid and assist private and public agencies and institutions in developing trauma-responsive policies and procedures and contribute to the well-being of all Louisianians.

The western region of Louisiana, particularly the southwestern region (Lake Charles), has no BSW or MSW social work education programs available from any public university. There is a large disparity in the number of MSW level social workers between the rural parishes of central and west Louisiana and the metropolitan parishes in the southeastern part of the state. All social workers practicing in Louisiana must be credentialed at one of three levels. The higher two levels (LMSW and LCSW) require the MSW degree.

The social work department and the Title IV-E Child Welfare Program is currently working with leadership at McNeese State University to explore the addition of their Family Science program as part of the Title IV-E University Alliance to aid the Department of Children and Family Services with the recruitment of trained professional child welfare workers from the Lake Charles region. The MSW program at Northwestern will specifically target students from McNeese to provide opportunities for the educational advancement and licensure of graduates in both child welfare and other employment sectors in social work. The addition of the MSW program will support other areas of the State of Louisiana and beyond.

16. What impact will the proposed program have on similar or related programs at your institution?

The MSW degree offers another opportunity for graduate study for undergraduates from many disciplines. It is common for students with a wide range of undergraduate degrees to pursue an MSW (the two-year, traditional MSW program). Thus, students who graduate from NSU with bachelor's degrees from child and family studies, psychology, criminal justice, general studies, and other programs are likely to have an interest in a graduate degree in social work.

Related graduate programs currently offered at NSU include the Master of Science in Clinical Psychology and Master of Arts in Counseling. The Master of Science degree in Clinical Psychology is designed for students who plan to continue doctoral training in Clinical Psychology or seek clinical employment at the M.S. level. The emphasis is on clinical assessment, theory, application, and research. This program does not meet current licensure requirements in the State of Louisiana which limits the ability of graduates to practice with a professional license. The 60-hour Counseling Program at Northwestern University prepares graduates for professional practice in counseling in two program concentration areas: School Counseling and Clinical Mental Health Counseling. Although these fields are similar to the MSW, social work is uniquely situated to provide a wider range of services at all systems levels (including individuals, groups, families, communities, and organizations).

17. Using data from the US Department of Labor O\*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O\*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs
Healthcare Social Workers	<p><b>Technical Skills:</b> Calendar and scheduling software, medical software, electronic mail software.</p> <p><b>KSAs:</b> Active listening, administrative knowledge, complex problem solving, systems evaluation, and oral and written comprehension.</p>
Mental Health and Substance Abuse Social Workers	<p><b>Technical Skills:</b> Calendar and scheduling software, electronic mail software, medical software.</p> <p><b>KSAs:</b> Therapy and counseling, service orientation, oral communication, social perceptiveness, active listening, coordination.</p>
Child, Family, and School Social Workers	<p><b>Technical Skills:</b> Computer based training software, medical software, electronic mail software.</p> <p><b>KSAs:</b> Active listening, oral and written communication, and service orientation.</p>

**D. Curriculum**

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

Since 2013, the social work department has used the language of “competency” as it relates to student learning outcomes with the approval of University leadership. In 2022, CSWE revised the Educational Policy and Accreditation Standards (EPAS) resulting in nine (9) competencies containing specific practice behaviors associated with each competency.

These competencies are taken directly from the 2022 EPAS guide\* as follows:

1. Demonstrate ethical and professional behavior.
  - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
  - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
  - c. Use technology ethically and appropriately to facilitate practice outcomes; and
  - d. Use supervision and consultation to guide professional judgment and behavior.
2. Advance human rights and social, racial, economic, and environmental justice.

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
  - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
  - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in practice-informed research and research-informed practice.
- a. Apply research findings to inform and improve practice, policy, and programs; and
  - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in policy practice.
- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
  - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities.
- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
  - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities.
- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
  - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
8. Intervene with individuals, families, groups, organizations, and communities.
- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
  - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
- a. Select and use culturally responsive methods for evaluation of outcomes; and
  - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.



NSU has chosen to follow a competency-based approach to student learning outcomes. This competency-based approach requires identifying and assessing what students demonstrate in practice (the field practicum required of all students). These outcomes are referred to as practice behaviors. This approach involves assessing student ability to demonstrate the competencies identified in the educational policy. In the most recent EPAS, CSWE (2022) notes that “Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base” (p.6).

Programs are required to assess students on four dimensions throughout the curriculum: knowledge, values, skills, and cognitive and affective processes. Programs must assess a student’s demonstration of competency in nine (9) specific areas of competency. Each competency must be measured incorporating at minimum two of the four dimensions.

The MSW program at NSU, aligned with the 2022 CSWE EPAS, will offer an advanced generalist curriculum with a specialized focus on trauma-informed practice. The advanced generalist program option, considered to be the primary and foundational focus of graduate social work programs, will require students to be assessed using the same nine (9) competencies and corresponding practice behaviors as BSW students. Students will be evaluated by field placement supervisors and university faculty in much the same way that BSW students are evaluated on each practice behavior. This is important to the program as it allows for evaluation and assessment of student competency from experienced practitioners outside of NSU.

Using the competency framework, MSW students will be assessed at the end of each academic year through the field practicum evaluations which are completed by field supervisors and university faculty for each student when they complete their Field Practicum. The outcomes will also be assessed prior to graduation through the program exit exam (Practice Readiness Exam) taken by each graduating student. The results of these assessments will be reported to both the University (each assessment cycle for SACS-COC requirements) and to CSWE annually. The outcome data are made available to the public on the program’s website per CSWE accreditation requirements. These results are also included in the self-study report submitted to CSWE upon re-accreditation every 8 years.

\*Council on Social Work Education. (2022). 2022 EPAS: Educational and policy accreditation standards for baccalaureate and master’s social work programs. Arlington, VA: CSWE Press.

\*\*Council on Social Work Education. (2015). 2015 EPAS: Educational and policy accreditation standards for baccalaureate and master’s social work programs. Arlington, VA: CSWE Press.

19. The National Association of Colleges and Employers (NACE) provides the [list of career ready competencies](#) included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution’s alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	EPAS 8: Intervene with individuals, families, groups, organizations, and communities.
Oral/Written Communications	EPAS 4: Engage in practice-informed research and research-informed practice.  EPAS 6: Engage with individuals, families, groups, organizations, and communities.
Teamwork/ Collaboration	EPAS 2: Advance human rights and social, racial, economic, and environmental justice.
Digital Technology	EPAS 7: Assess individuals, families, groups, organizations, and communities.
Leadership	EPAS 5: Engage in policy practice.
Professionalism/ Work Ethic	EPAS 1: Demonstrate ethical and professional behavior.
Career Management	EPAS 1: Demonstrate ethical and professional behavior.
Equity and Global/Intercultural Fluency	EPAS 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program’s student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)
Calendar and Scheduling Software	EPAS Competency (Comp) 1, Practice Behavior (PB) B & C
Medical Software	EPAS Comp 1, PB B & C
Electronic Mail Software	EPAS Comp 1, PB B & C
Computer Based Training Software	EPAS Comp 1, PB B & C
Active Listening	EPAS Comp 6, PB B
Therapy and Counseling	EPAS Comp 6-9, All PBs
Complex Problem Solving	EPAS Comp 1, PB A & D
Systems Evaluation	EPAS Comp 2, PB A & B; Comp 4, PB A & B; Comp 5, PB A & B; Comp 6-9, All PBs
Social Perceptiveness	EPAS Comp 2, PB A & B; Comp 3, PB A & B; Comp 5, PB A & B; Comp 6-9, All PBs
Oral and Written Communication	EPAS Comp 1, PB B
Administrative Knowledge	EPAS Comp 1, PB A; Comp 4, PB A & B; Comp 5, PB A & B; Comp 6-9, All PBs
Oral and Written Comprehension	EPAS Comp 1, PB B
Service Orientation	EPAS Comp 1, PB A, B, C, & D; Comp 2, A & B; Comp 3, A & B; Comp 6-9, All PBs
Coordination	EPAS Comp 8, PB A & B; Comp 9, PB A & B

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see <https://www.aacu.org/trending-topics/high-impact>). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	Students will be invited to join the Social Work Club (voluntary) and based on GPA, Pi Delta chapter of Phi Alpha National Honor Society for Social Work Students
Undergraduate Research	2 research courses are required
Common Intellectual Experiences	Coursework throughout the program is structured in a way that requires students to meet competency before moving on to the next courses. Courses are advanced and integrated with practical field experience.
Diversity/Global Learning	Required Human Diversity in Social Work course; emphasis on Anti-racism, Anti-oppressive behaviors, Diversity, Equity, and Inclusion throughout the curriculum. Students will also be able to participate and lead in Diversity opportunities for the whole student body (example: Voices of Diversity series sponsored by The Social Work Department and The NSU Center for Inclusion and Diversity)
Learning Communities	Present in required field practicums, as well as team-based learning throughout the curriculum
ePortfolios	Students will electronically save their coursework through the program to help with their career development upon graduation, including potential publication of course papers; the ePortfolio will also be useful for students to prepare for licensing exams upon graduation.
Writing Intensive Courses	Research courses will be writing intensive, along with written papers assigned in all courses
Service-Learning, Community-based Learning	Present in field practicums (required), as well as volunteer opportunities in the Social Work Club
Collaborative Assignments & Projects	Multiple courses will utilize team-based learning approaches for required assignments
Internships	900 hours of field practicum (internships) are required for the traditional MSW and 500 hours required for the advanced standing MSW
Capstone Courses and Projects	Students will complete a research project in their final semester. This project will be aligned with a case in their field practicum experience. Students will also take a Practice Readiness Exit Exam in their final semester.

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
  - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
  - List all major course requirements. Indicate the word “new” beside new courses.
  - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
  - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.



**Master of Social Work**

**Proposed Curriculum Plan**

**Northwestern State University Department of Social Work**

**MSW Full-Time Traditional Program – 60 Credit Hours – 2-Year Curriculum**

<i>Course Number</i>	<i>Name</i>	<i>Credit Hours</i>
<b>Generalist Practice Year</b>		
<b>Year 1 – Fall Semester</b>		
SOWK 5000	Human Diversity and Anti-Oppression in Social Work Practice	3
SOWK 5100	Human Behavior and the Social Environment I	3
SOWK 5200	Ethical and Competent Generalist SW Practice I	3
SOWK 5300	Foundation of Social Welfare History, Policy, and Programs	3
SOWK 5600	Field Practicum I	3
<b>Year 1 – Spring Semester</b>		
SOWK 5220	Ethical and Competent Generalist SW Practice II	3
SOWK 5120	Human Behavior and the Social Environment II	3
SOWK 5400	Foundation of Social Work Research Methods	3
SOWK 5500	Clinical Assessment and Differential Diagnosis	3
SOWK 5620	Field Practicum II	3

## **Specialized Practice Year**

### **Year 2 – Fall Semester**

SOWK 6200	Advanced Social Work Practice I: Individual, Family, & Group Techniques	3
SOWK 6000	Social Work Supervision, Leadership, and Administration	3
SOWK 6500	Trauma-specific Practice in Mental Health and Addiction Services	3
SOWK 6700	Trauma-informed Practice with Children and Families	3
SOWK 6600	Advanced Generalist Field Practicum I	3

### **Year 2 – Spring Semester**

SOWK 6220	Adv. Social Work Practice II: Communities, Organizations, and Macro Techniques	3
SOWK 6300	Social, Economic, and Environmental Justice: Advanced Advocacy	3
SOWK 6400	Advanced Research Methods: Program and Practice Evaluation	3
SOWK 6800	Practice with Communities Experiencing Poverty, Disasters and Environmental Injustice, and Historical and Generational Trauma	3
SOWK 6620	Advanced Generalist Field Practicum II	3
	Practice Readiness Exam	

## **Master of Social Work**

### **Proposed Curriculum Plan**

#### **Northwestern State University Department of Social Work**

#### **MSW Advanced Standing Program – 30 Credit Hours – 1-Year Curriculum**

## **Specialized Practice Year**

### **Year 2 – Fall Semester**

SOWK 6200	Advanced Social Work Practice I: Individual, Family, and Group Techniques	3
SOWK 6000	Social Work Supervision, Leadership, and Administration	3
SOWK 6500	Trauma-specific Practice in Mental Health and Addiction Services	3
SOWK 6700	Trauma-informed Practice with Children and Families	3
SOWK 6600	Advanced Generalist Field Practicum I	3

### **Year 2 – Spring Semester**

SOWK 6220	Adv. Social Work Practice II: Communities, Organizations, and Macro Techniques	3
SOWK 6300	Social, Economic, and Environmental Justice: Advanced Advocacy	3
SOWK 6400	Advanced Research Methods: Program and Practice Evaluation	3
SOWK 6800	Practice with Communities Experiencing Poverty, Disasters and Environmental Injustice, and Historical and Generational Trauma	3
SOWK 6620	Advanced Generalist Field Practicum II	3
	Practice Readiness Exam	

*For an explanation on how the curriculum meets the learning outcome goals, see question #18.*

23. Check all proposed program modes of delivery that apply:

On campus (<50% online)

Hybrid (51-99% online)

100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program's curriculum. (see [Board of Regents Policy AA 2.23](#))

The MSW program will offer an Advanced standing option (30 credit hours) for students with BSW degrees received within the last 10 years who have an acceptable GPA (3.0) and high marks on all social work coursework (As and Bs only) in their undergraduate social work programs. Advanced standings allows students who have earned the BSW to complete the MSW program in one year. CSWE prohibits giving credit for previous life or work experience. Individuals enrolling in the MSW program must have taken a statistics course in their undergraduate studies or be willing to take one before accepting the program.

25. Describe how [Open Education Resources \(OER\)](#) have been incorporated into the program's instructional materials. Identify other measures the institution will take to ensure course material affordability.

The Department and faculty will ensure that textbooks and resources required for coursework are selected with cost in mind. The OER has several applicable texts for use in the MSW program. Some of those include texts for research courses, such as: *Scientific Inquiry in Social Work* by Matthew DeCarlo and *Graduate Research Methods in Social Work* by Cori Cummings, Kate Agnelli, and Matthew DeCarlo. Other open-source texts will be utilized when available. The University also provides students the opportunity to include the costs of textbooks in their cost of attendance through the IncludED program. This program works with the current textbook and allows Follett to negotiate the costs of course materials for students. Cengage Publishers offer numerous social work textbooks, with Cengage Unlimited being another cost-saving opportunity.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience.

For admission to the traditional (60 credit hours) MSW program, students need to have graduated with a bachelor's degree. For students that have a BSW (earned within the last 10 years), the advanced standing MSW program is available. Students must have a minimum GPA of 3.0 to enter the advanced standing program and a minimum GPA of 2.5 to enter the traditional MSW program. An undergraduate course in Statistics will also be required prior to admission to the MSW program. For advanced standing students, a prerequisite undergraduate course pertaining to the Diagnostic and Statistical Manual-5 is required.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.
- |   |  |
|---|--|
| <input type="checkbox"/> High school CTAE                     | <input checked="" type="checkbox"/> Employers                          |
| <input type="checkbox"/> High school STEM                     | <input checked="" type="checkbox"/> Community organizations            |
| <input type="checkbox"/> Career academies                     | <input checked="" type="checkbox"/> Professional associations          |
| <input type="checkbox"/> 2-year college                       | <input checked="" type="checkbox"/> Other Programs at your Institution |
| <input checked="" type="checkbox"/> 4-year college/university | <input type="checkbox"/> Other Partner                                 |

List specific partners for each category checked above.

Louisiana Department for Children and Families, including the Title IV-E program.  
 NSU's BSW program, as well as other undergraduate NSU programs, such as Child and Family Studies, Psychology, Criminal Justice, and General Studies.  
 Professional Associations: National Association of Social Workers (NASW) and Louisiana Board of Social Work Examiners.  
 Community partners offering internship opportunities, including Louisiana Office of Behavioral Health, private and non-profit mental health centers, Natchitoches Regional Medical Center, Cane River Children's Services, and other field placement agencies.

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

Students with a bachelor's degree in any field and a minimum 2.5 GPA can apply to the Traditional MSW Program. Students who have earned a Bachelor of Social Work degree with a 3.0 GPA in the last 10 years can apply to the Advanced Standing MSW Program.

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

The NSU Career Center offers appointments for students and alumni for their career development needs. Appointment types are categorized by student classifications, career counseling, resume review, and mock interviews. In addition, field placement agencies are one of the primary sources of job prospects for social work students. Students make connections with supervisors and colleagues, learn about the culture of the agency, and receive mentoring at their practicum sites. The MSW program will participate in university job fairs with local and regional agencies annually. Finally, the MSW program will prepare students for success on licensing exams upon graduation. One way the program will do this is through a Practice Readiness exam that students will take in their final semester. Students will be encouraged to form study groups to prepare for the Practice Readiness Exam, which also helps prepare them for the licensing exam.



30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

The success of program graduates will be assessed on an ongoing basis as required by CSWE, through the following methods:

Graduation Rates: With the 2022 EPAS changes, CSWE is requiring all accredited programs to monitor and report graduation rates for all program levels. In addition to monitoring and reporting graduation rates, programs also have to choose one other outcome to assess and report, including employment rates, education acceptance rates, or time to program completion rates.

Practice Readiness Exam: In the last semester of the MSW program, students will take a Practice Readiness Exam. The pass rates will allow us to track and assess success in the program, as well as the readiness of graduates to take the social work licensing exam.

Licensure Pass Rates: ASWB provides licensure pass rates by program. This will be included as part of the tracking of our students' success.

Program Exit Surveys: Students will be invited to participate in a program exit survey which will be sent to all graduates at three (3), six (6), and twelve (12) month intervals following graduation. These surveys will include questions to track employment placement, salary information, licensure status, licensure passage, further educational enrollment, and other employment related data.

Title IV-E Child Welfare Student and Employee Scholars: Students in this program are expected to continue in employment or be newly hired by DCFS upon graduation. Hiring and retention data on scholars is tracked to determine success of this particular group of graduates.

## E. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

The first step in determining initial student interest in the program began in 2022 with the development of an interest survey. In the summer of 2022, social work program faculty and staff conducted an initial preliminary survey of current students and recent graduates of the BSW program to assess the long-term viability and interest in an MSW program at NSU. The survey was completed by 73 individuals (29.67% of the social work student body) with 41 of these individuals who classified themselves as seniors, 20 as juniors, 8 as sophomores, and 2 as first-year students. These individuals provided their individual expected graduation dates. The following potential enrollment numbers are derived from student interest noted from the preliminary survey to show the potential enrollment figures for the MSW by academic year (assuming students continue in the program and meet all enrollment criteria):

2023-2024: 37 students

2024-2025: 15 students

2025-2026: 12 students

2026-2027 and beyond: 9 students

A limitation to these figures is due to the CSWE Candidacy guidelines. Students starting in the inaugural semester (proposed to be the Fall of 2025) would need to commit to the 2-year curriculum plan which would exclude all students wanting to complete an advanced standing program. Full candidacy status currently takes three and a half years from the initial application (ending in June 2027 if all benchmarks are met by the program). In the preliminary survey, 48 (or 65.8%) of students noted that they plan to pursue an advanced standing option. Seven (7) students (9.6%) noted that they would choose to pursue a two-year degree plan, and three (3) students noted that they do not expect to make the GPA requirements for advanced standing. The social work program plans to rerun the MSW interest survey on an annual basis to aid the program in effective recruitment of current students.

The BSW program at this time currently employs multiple methods to recruit students from existing programs at NSU which would be adapted to recruitment methods for the MSW program. The department offers an introductory overview course to students at NSU; SOWK 2000: Exploring Social Work. This course was created with the intent of recruitment of students from other majors. One hundred fifty-seven (157) students have taken the course since the fall of 2020 with the vast majority of students from other majors. Many of these students have changed their majors to become BSW students. The department has also made it a practice to allow all NSU students to take several upper-level courses in the BSW program (non-practice courses) in order to expand the profile of social work, the BSW program, and recruitment of students towards undergraduate and graduate social work programs. Examples of these courses are SOWK 2100: Social Work as a Profession, SOWK 2010: Critical Thinking and Writing in Social Work, SOWK 3030: HSBE I, SOWK 3040: HSBE II, SOWK 3090: Human Diversity, and others. These interactions result in students who come to social work from general studies, nursing, psychology, education, biology/science majors, psychology, and other helping disciplines.

While the BSW program does not offer a minor concentration, other departments such as general studies, allied health, education, and others do offer minor concentrations in which social work courses are included. To aid in recruitment, social work faculty routinely present in classes from several disciplines in order to educate those majors on the profession, perspectives, and approaches of social work and to further recruit interested students.

32. Provide current institutional and department/college overall retention and graduation rates.

The following retention statistics were provided by the NSU Registrar’s office in August of 2022:

	Retention					
	1 <sup>st</sup> -2 <sup>nd</sup> Fall			1 <sup>st</sup> -3 <sup>rd</sup> Fall		
	Cohort Began 2020	Cohort Retained 2021	%	Cohort Began 2019	Cohort Retained 2021	%
Institution	1297	828	63.84	1310	990	59.62
College	339	230	67.85	283	212	6284
Department	40	24	60			

	Completions						
	Degrees Awarded					Graduation Rates	
	2021	2020	2019	2018	2017	2014-2020	%
Institution	2193	2037	2055	1943	1850	2014-2020	47.1
College	514	510	517	509	489	2014-2020	46.92
Department	39	56	53	44	41	2012-2018	34.67

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2025-26	2026-27	2027-28	2028-29
Base enrollment*	0	15	12	23
Lost to Attrition (should be negative)	0	-2	-3	-6
New to the institution	5*	12*	21*	21*
Shifted from existing programs within your institution (BSW to MSW)	10*	15**	21**	20**
<b>Total Enrollment</b>	<b>15*</b>	<b>40</b>	<b>51</b>	<b>58</b>
Graduates	0	28	28	32
Carry forward base enrollment for next year	15	12	23	26

\*Total enrollment becomes the base enrollment for the following year

\* Expected to be traditional students (two-year program).

\*\*Advanced standing (one-year program) students will be accepted starting in year two which accounts for the increase in the number of graduates. Students from BSW program expected to be Advanced Standing 1 year program.

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

The figures in question 33 present an optimistic and reasoned view that the MSW program will retain or graduate the vast majority of its students enrolled in both the advanced standing and two-year program curriculum. This is due to the fact that social work faculty are dedicated to working with its students in a way that empowers students to succeed. Social work faculty in the MSW program will serve as advisors to the students. This student body will give a ratio of no more than 12 students to every full-time faculty member, as required by CSWE. Faculty will utilize high impact advising strategies such as a program orientation, active advising, the use of early warning systems for advising and student issues, and the use of a faculty advising council for implementing steps of correction. These faculty will also be teaching the courses in the program which will allow faculty to assess students on a regular basis. The MSW program will focus on both student achievement of the EPAS competencies, mentorship, professional preparation (both as a course and a programmatic initiative), and preparation for licensure. While it is conceivable that 1-2 students may be lost to attrition, social work graduate education is often indicative of non-traditional students and students with high GPA attainment in their BSW program (referring to advanced standing students). Those accepted into the advanced standing program have already exceeded at a high level in undergraduate studies and are experienced in managing the academic responsibilities of taking courses while working in a field practicum and balancing a personal life. Those in the traditional two-year program will mostly come from graduates with a bachelor's degree (those who have

shown the propensity to succeed in an academic program) and those with work experience who are going back to school to work towards the MSW.

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

The marketing and recruitment plan for the program will start with recruitment of current NSU BSW students. Due to the high interest from our current students (as found on the Preliminary Current Student Survey conducted June 2022), this will likely be our largest source of incoming students for the MSW program. In addition, particular focus will be on the following groups:

Residents of central and southwestern Louisiana;  
Members and affiliates of Fort Johnson;  
Current DCFS employees without an MSW; and  
Non-traditional/adult learners nationwide who are looking for an affordable, online MSW.

Recruitment plans (as discussed with the Interim Director of Recruitment and the Director of Marketing at NSU) include re-vamping our current website to be more user friendly and to increase traffic to our website, increase the department's social media presence, the use of targeted digital ads, increasing alumni contact through mailers and email, utilizing the statewide Title IV-E Employee Education Support Program, and adding an advertising billboard in SW Louisiana. Another current initiative within the NSU Department of Social Work is to increase funds in the Claudia Triche Memorial Scholarship; these funds are not yet endowed, but by increasing the funds to form an endowment, the department will be able to offer increased scholarships to social work students.

## F. RESOURCES

### F1. Finance

36. Attach the completed Regents budget template (See appendix)
37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

Student affordability is one of the top considerations in the design of the program. Online students at NSU do not pay any individual fees but instead pay \$475 per credit hour for 9 hours and \$100 per credit thereafter. For an online MSW student, individuals will pay approximately \$4,875 per semester or \$9,750 per year (\$19,500 for the total MSW two-year program). The cost for graduate students to attend face to face in Natchitoches is \$4897.05 (when taking 15 hours). Other costs related to students are a registration fee (\$20), parking permits (\$50 per year) if students elect to park on campus, and the costs of textbooks. To offset these costs, social work faculty and staff have long committed to the use of open resource textbooks and the use of lower-cost course materials.

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

An initial cost that would have to be covered by the program is the initial application fee required by CSWE of \$10,000; this fee is changing as of July 1, 2024 to \$12,500. Other candidacy fees are listed in the chart below. The University has committed to covering this cost as the benefit received to the University and students would far exceed the initial investment.

<b>Candidacy Fees</b>		
<b>FEE CATEGORY</b>	<b>CURRENT FEE</b>	<b>NEW FEE</b> (for programs starting candidacy process July 1, 2024, and thereafter)
Candidacy Eligibility Fee	\$10,000	\$12,500
Candidacy Visit 1 Fee	\$5,000	\$7,000
Candidacy Visit 2 Fee	\$5,000	\$7,000
Initial Accreditation Fee (includes initial accreditation eligibility application fee)	\$5,000	\$7,000
<b>Total Candidacy Fees</b>	<b>\$25,000</b>	<b>\$33,500</b>

Other costs needed in year two and three of the program would be computers for faculty who will be hired or moved from the BSW program. These have been estimated at \$2,500 per computer based on recent purchases made by the Department and the Title IV-E Grant. These funds will come from the revenue based on the projects below.

Northwestern will cover any increased indirect costs associated with the program through the revenue generated each year. **The program will utilize existing faculty in the BSW program in the first year** in order to decrease the initial costs to the University and Department. No projected costs for faculty in year one are due to using existing faculty.

The increased revenue would offset any increase in the indirect costs associated with the proposed program. Students will receive all advising from MSW faculty as is standard in existing departmental policy. The program would utilize existing library infrastructure and existing university wide technology including Moodle, Office 365 programs, Virtual Desktops through VMWare (and the SPSS license already purchased by the university yearly) etc. There are no additional costs related to these categories that the program can foresee at this time.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Two faculty who currently teach in the BSW program will be moved to the MSW program in year one. Adjuncts will be hired as needed.

## F2. Instruction and Student Support

### 40. Faculty

- a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty for the program.

The candidacy process for full accreditation by CSWE is a three-and-a-half-year process. In the first year, a program can start with 2 faculty with full time appointment to the MSW program; Year 2 requires three faculty that have a full-time appointment to the MSW program. To receive full accreditation in year 3, the program must have a minimum of four faculty members. Requirements throughout the process are that the program maintain a 1:12 ratio, with one faculty per 12 graduate students and that the “majority” of faculty have a doctoral level degree and the MSW. Also, any faculty teaching practice courses must have an MSW with at least 2 years of practice experience. In summary, the program can begin with existing faculty in the Social Work Department. Depending on the number of students admitted, and the need for doctoral level faculty, it is anticipated that there will be a need to hire in year two. Also, an MSW Program Director and a Field Director must be assigned, and each can be designated as faculty with full-time appointment to the MSW program.

Challenges for hiring faculty include a limited ability for competitive salary and the limitation of the rural area in which NSU is located. These challenges are especially present for recruiting and hiring a diverse faculty.

- b. How will current faculty be re-directed to this program from existing programs?

Faculty assigned to the MSW or BSW program can also cross-teach (as long as the majority of classes are in the assigned program) which allows for flexibility. This cross teaching is a common practice in programs having the BSW and MSW programs. Thus, the MSW program will start with 2 existing faculty members (from the BSW program) who are re-assigned to a full-time appointment to the MSW program. Full time appointment to the MSW program does not prevent them from cross teaching some courses in the BSW program. Many programs believe that cross-teaching is beneficial for continuity.

- c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)

41. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

To begin, MSW faculty and administrators will utilize existing staff personnel (Department Administrative Assistant and Title IV-E Grant Staff). As the program grows, additional staff required for the development of this program will include an additional administrative assistant.

**F3. Facilities**

42. Where will the program be offered? Mark all that apply.

Main Campus  Satellite campus (specify campus here)  Other (specify here)  100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under “other” as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices	X	X		Years 1 and 2 – existing office space will be used; Year 3, 2 new offices will be required.
Fine Arts Spaces				
Classrooms				
Meeting Rooms				
Student Study Space				
Shared Space with other campus units				
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
<b>New Construction</b>					
N/A					
<b>Renovations and Infrastructure*</b>					
N/A					
<b>Purchases: Land, Buildings etc.</b>					
N/A					
<b>Lease space</b>					
N/A					
<b>TOTAL Cost</b>		<b>\$0</b>	<b>\$0</b>		

\*Include the name of the building or location being impacted and what will need to be done.

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

As the program will exclusively offer coursework online during the first academic year, no existing infrastructure will be impacted. In year 3, when two office spaces are needed, space in Kyser Hall should be available due to the new academic building coming to NSU. The department will work with the Building Manager to find office space.

46. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

With the development of the MSW program, more offices will be needed for MSW faculty by the third year. Program administration would work with the Kyser Hall (which houses the social work program offices and classrooms) building manager to locate space for the MSW program staff or work with the Dean of the Gallaspy College of Education and Human Development to find space on campus. For the first two years of the program, no additional offices would be needed. In year three, MSW faculty would need at least two offices or one shared space. Per the building manager for Kyser Hall, a department will be moving out of Kyser with the construction of a new academic building in the next two years.

47. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

Due to the online nature of the initial program offerings, there are no facility needs related to accreditation.

**F4. Technology and Equipment**

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
None identified			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	



## G. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
Low Enrollment: Based on projected numbers, the minimum number of students to afford the MSW program is 10 students in year one	Medium	Low	Early recruitment of NSU BSW students and online recruitment of BSW and non-traditional students statewide and nationally.
The fit between available students and program internship requirements	Low	Low	Create alternative options for timing of completion of internship hours.
Inability to hire enough doctoral-level faculty	High	Medium	Revisit policies regarding partial tele-work opportunities.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**December 7, 2023**

**Item D.3.**      **University of New Orleans'** request for approval to offer a Bachelor of Science in Neuroscience.

**EXECUTIVE SUMMARY**

The University of New Orleans (UNO) requests approval to offer a Bachelor of Science in Neuroscience. The proposed 120 credit hour interdisciplinary program is intended to prepare students for graduate/professional school or employment in the broad field of neuroscience. Neuroscience is the scientific study of the nervous system (the brain, spinal cord, and peripheral nervous system), its functions and disorders. Neuroscience focuses on the brain and how it generates behavior and cognitive function. Neuroscience meshes with human and veterinary medicine, medical research, pharma and tech development including computer science, marketing, and a variety of other related domains. Examples of local internships include biomedical imaging at Med Vet (small animal MRI); drug and materials discovery including companies located at The Beach at UNO; animal behavior studies (Audubon Zoo and Aquarium, Tulane Primate Center, LSU veterinary medicine); premedical training experiences such as Medical Scribe, shadowing neurology, psychiatry, psychology professionals at LCMC, LSU and Ochsner; working with special needs pediatric populations (Butterfly Effects Children with ASO, Ochsner Michael R. Boh Center for Child Development), and working with elderly people with dementia and memory issues (i.e., LCMC Woldenberg Village for Advanced Dementia Care).

Health care is a constant community need. Although the proposed undergraduate program is not a medical program, it does provide the undergraduate background for students moving on to medical school and for students with interest in the many health care professions. In the area of neurology and related specialties, local employers include LSU Healthcare, Ochsner Health, and Neurocare of the South. In September 2022, the Ochsner Health System announced a new facility in New Orleans, the 132,000 square-foot Robert J. and Debra H. Patrick Neuroscience Center, which is under construction and will be a single and comprehensive destination of neurological care for patients that will include an Innovation Center, healing garden, integrative and aquatic therapies, and a neurological rehabilitation center. Graduates of the proposed program will be well poised to pursue positions with these entities located in the region served by UNO.

Currently there are four (4) existing BS in Neuroscience programs offered in Louisiana, all being private institutions of higher education (Tulane, Loyola, Xavier and Centenary). The program proposed by UNO will have a similar curriculum in the sense of requiring 40 hours in the major and involving courses from various departments in a truly interdisciplinary program, including unique courses in Computer Science, Chemistry, Psychology and Biology. The BS in Neuroscience at UNO will be unique in that it will be the only such program offered by a public university, which will greatly increase access to this important biomedical field for residents of Louisiana and neighboring states.

The University anticipates an enrollment of 10 students in YR1 with that number increasing to 36 by YR4. Students enrolled in UNO's biology and psychology programs will have interest in the proposed program. It is anticipated that students from across the state and in adjacent states will be attracted to the proposed program, thus increasing UNO's enrollment. The proposed program will be revenue neutral (or positive) because its interdisciplinary nature allows for pooling existing resources from across six departments without new expenses. A positive budget is predicted because of the expected growth in students recruited to the college and to UNO.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

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



D.3.

THE UNIVERSITY *of*  
**NEW ORLEANS**  
OFFICE OF THE PRESIDENT

November 8, 2023

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

Re: Bachelor of Science in Neuroscience

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am submitting the attached proposal to offer a Bachelor of Science in Neuroscience in the Fall 2024 semester. This program will provide UNO students with the possibility of majoring in this important field. The program will also reinforce and expand transdisciplinary initiatives, as well as STEM initiatives, at UNO. Furthermore, the program will provide a distinctive opportunity for undergraduate education to citizens of Louisiana and neighboring states without duplication of state resources. Importantly, the program will be resource-neutral, as the costs of the program will be spread over six departments, all of which already offer the courses that will be needed for the program.

Thank you for your consideration.

Sincerely,

Kathy E. Johnson, Ph.D.  
President



# Academic Degree Program Proposal Form

## A.A. Policy 2.04: Academic Planning and Degree Program Proposals

### A. Overview

Institution Name: University of New Orleans		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: College of Sciences		Academic Department: Department of Psychology		
Degree Designation <sup>a</sup> : BS	Proposed Degree Name: Bachelor of Science in Neuroscience	CIP Code: 26.1501	Credit Hrs <sup>b</sup> : 120	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2024		Was this program listed in the most recent Three-year Academic Plan? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<sup>a</sup> See AA Policy [2.11 Approved Academic Terms & Degree Designations](#)

<sup>b</sup> If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.

<sup>c</sup> If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

The Bachelor of Science in Neuroscience is an interdisciplinary program intended to prepare students for graduate school or employment in the broad field of neuroscience. Neuroscience is the study of how the nervous system develops, its structure, and what it does. Neuroscientists focus on the brain and how it generates behavior and cognitive functions.

UNO does not currently have an undergraduate program in neuroscience, which is a discipline that has become a major field of research and medical application in the past 40 years. The new program will provide UNO students with the possibility of majoring in this important field. The program will also reinforce and expand transdisciplinary initiatives, as well as STEM initiatives, at UNO. Furthermore, the program will provide a distinctive opportunity for undergraduate education to citizens of Louisiana and neighboring states without duplication of state resources. Importantly, the program will be resource-neutral, as the costs of the program will be spread over six departments, all of which already offer the courses that will be needed for the program.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

No accreditation or certification will be sought for the program.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.

- Substantive change requiring notification only
- Substantive change requiring approval prior to implementation
- Level Change
- None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
- MJ Foster Promise Program
  - Cyber-security Initiatives
  - Louisiana Transfer Pathways
  - Other: \_\_\_\_\_

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

N/A

**B. The Master Plan and Institutional Role, Scope, and Mission**

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region's foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region's industry, culture and economy. As an urban research university, UNO offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master's and doctoral degrees in academic colleges, including but not limited to: business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

The proposed program fits well in the university's mission by providing an interdisciplinary concentration that contributes both to scientific research and to applied needs of the New Orleans area in the field of neurology and associated disciplines.

7. How does the program align with your institution's strategic plan and academic program portfolio?

The university's current strategic plan has four main goals:

1) Ensure Student Accessibility and Improved Performance and Success

The BS in neuroscience program will contribute to this goal by providing UNO students with access to a degree in neuroscience and the professional opportunities related to it.

2) Ensure Academic Excellence through the Delivery of High-Quality Programs of Study by an Effective and Diverse Faculty

The BS in neuroscience program will contribute to this goal by introducing a new high-quality program with faculty members from diverse disciplines.

3) Positively Impact Our Campus, Society, Economy, and Environment through Research, Scholarly, and Creative Endeavors

The BS in neuroscience program will contribute to this goal by providing a strong support structure for research collaborations between different departments.

4) Maximize Inclusive Engagement through External Strategic Partnerships

The BS in neuroscience program will contribute to this goal by opening up opportunities for partnerships with other educational institutions as well as with health care institutions in the neurological field.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

- **Accessibility (mode of delivery, alternate course scheduling)**

Some of the courses in the program are available online, although the program cannot be completed without in-person classes.

- **Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)**

As in other undergraduate programs at UNO, students completing 60 credit hours at community colleges (or other institutions of higher education) can transfer the credits to UNO.

- **Partnerships (with industry, community-based organizations, other institutions)**

The BS in neuroscience program will open up opportunities for partnerships with other educational institutions as well as with health care institutions in the neurological field. Partnerships for work-based learning are described in the answer to the next question, whereas collaborations with other educational institutions will be implemented by participation of UNO students in programs such as Cold Spring Harbor Laboratory Summer Undergraduate Research Program, Mayo Clinic Biomedical Summer Undergraduate Research Program, Pepperdine University Summer Undergraduate Research in Biology, Rockefeller University Summer Undergraduate Research Fellowship, and Sloan-Kettering Summer Undergraduate Research Program.

- **Work-based learning (paid or experiential internships, apprenticeships, etc.)**

Neuroscience meshes with human and veterinary medicine, medical research, pharma and tech development including computer science, marketing, and a variety of other related domains. Examples of local internships include biomedical imaging at Med Vet (small animal MRI); drug and materials discovery including companies located at The Beach at UNO; animal behavior studies (Audubon Zoo and Aquarium, Tulane Primate Center, LSU veterinary medicine); premedical training experiences such as Medical Scribe, shadowing neurology, psychiatry, psychology professionals at LCMC, LSU, and Oschner; working with special needs pediatric populations (Butterfly Effects Children with ASD, Oschner Michael R. Boh Center for Child Development); and working with elderly people with dementia and memory issues (e.g., LCMC Woldenberg Village for Advanced Dementia Care).

- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.**

UNO has had an ethnically diverse student body since its inception in 1958 as the first fully integrated public university in the South. The Brookings Institution has ranked UNO third in the nation for providing equal access to higher education for students from all income levels. Thus, by offering an undergraduate program in neuroscience, UNO will be opening the door to a segment of the population that cannot take advantage of the opportunities provided by selective universities such as Tulane and Loyola.

### C. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

In the New Orleans area, undergraduate programs in neuroscience are offered by Tulane University and Loyola University, both of which are private institutions with admission standards and tuition costs that are not accessible for a large number of students who attend the University of New Orleans. Xavier University also offers an undergraduate program in neuroscience, but its student body is much smaller and it has "a special mission to serve the African American Catholic community."

Other institutions in Louisiana offer undergraduate programs in neuroscience (such as Louisiana State University in Baton Rouge and Centenary College in Shreveport), but they are not realistic prospects for many UNO students who are location bound for family and/or professional reasons.

The report card issued each year by the Louisiana Department of Health consistently indicates that the state of Louisiana ranks 42nd in the nation in cardiovascular health, 47th in avoidance of obesity, and 46th in avoidance of diabetes. Although the undergraduate program in neuroscience being proposed here is not a medical program, it does provide the undergraduate background for students moving on to medical school and for students with interest in the many health care professions, and therefore can contribute to the increase in health care personnel needed to handle the health problems of the state population.

10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders, and explain how those conversations shaped the design and curriculum of this proposed degree

Faculty engagement with community representatives, employers, and other stakeholders made it clear that a workforce with expertise in neuroscience would be an asset to the pharmaceutical and medical sectors of the local economy. See the answer to question 12 for specific examples. The curriculum for this undergraduate program was designed to provide a broad education in neuroscience that would be valuable for a large number of students with interest in the normal and diseased state of the nervous system, not to address a particular need within the neuroscience area as would be expected of a graduate or technical program.

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

Although this program is likely to attract students that would not normally come to UNO, the majority of students in the program are expected to be regular UNO students. The current service area at the undergraduate level is predominantly the state of Louisiana. In more detail (IPEDS data): 90% in-state, 8% out-of-state, and 2% international.



12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

Health care is a constant community need. Although the undergraduate program in neuroscience being proposed here is not a medical program, it does provide the undergraduate background for students moving on to medical school and for students with interest in the many health care professions. In the area of neurology and related specialties, local employers include LSU Healthcare, Ochsner Health, and Neurocare of the South. In September 2022, the Ochsner Health system announced a new facility in New Orleans, the 132,000 square-foot Robert J. and Debra H. Patrick Neuroscience Center, which is under construction and will be a single and comprehensive destination of neurological care for patients that will include an Innovation Center, healing garden, integrative and aquatic therapies, and a neurological rehabilitation center.

As a simple demonstration of the wealth of opportunities, the job site *Indeed.com* had on a single day (October 21, 2023) six openings in New Orleans alone: Senior Administrative Program Coordinator at Tulane University, Research Associate at LSU Health Sciences Center, Research Assistant at AxoSim Inc., Administrative Assistant at Boys Town, Neurocritical Care Physician at Ochsner Health System, and Assistant Professor of Psychology (Neuroscience specialty) at Xavier University.

13. What is the employment outlook for occupations related to the program?

You may find this information using the following information sources among others:

- a. EMSI’s Program Overview Report (check with your Office of Academic Affairs for access)
- b. [Louisiana Workforce Commission](#)
- c. [US Department of Labor Projections Managing Partnership](#)
- d. [The NCES CIP to SOC crosswalk](#).

If data for the program’s service area is not available, then use state- or national-level data and indicate below.

Service Area Data: **RLMA1**     State Data     National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Medical and Health Services Managers	5	92 (2020)	86 (2030)	-6	-7%	5	\$96,000
Medical Scientists	4	29 (2020)	31 (2030)	2	+7%	3	\$60,000
Health Technologists and Technicians	4	769 (2020)	795 (2030)	26	+3%	97	\$50,000
General Internal Medicine Physicians	5	11,538 (2020)	11,711 (2030)	173	+2%	1,419	\$160,000

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through **IPEDS**, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates AY 2021-2022
Tulane University	BS Neuroscience	145
Loyola University	BS Neuroscience	13
Xavier University	BS Neuroscience	13

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

Students graduating with a BS degree in neuroscience are necessary to maintain the current workforce as well as to accommodate its expected growth in the next decade. Although Tulane University is graduating a relatively large number of neuroscience majors, 86% of Tulane students are out-of-state students and will likely leave the state after graduation. In contrast, only 8% of UNO students are out-of-state students, so that most UNO graduates can be expected to contribute to the local workforce. As detailed in the answer to question 16, we estimate our neuroscience program to graduate approximately 40 students per year.

16. What impact will the proposed program have on similar or related programs at your institution?

It is expected that most students will switch to the neuroscience program from the biology program (which had 107 graduates in AY 2021-2022) and from the psychology program (which had 75 graduates in AY 2021-2022), but students from other majors (in the college of sciences as well as from other colleges) are also expected to be attracted by the neuroscience program. Students in other universities in the area, in the state, and in adjacent states are also expected to be attracted to the UNO neuroscience program, thus increasing UNO's enrollment. We estimate that, after a few years, the neuroscience major will reach a stable level of 40 graduates per year, which is lower than the number for biology or psychology but higher than the number for chemistry (16), environmental sciences (19), mathematics (7), or physics (4).

17. Using data from the US Department of Labor O\*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O\*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs
Medical scientist	analytical or scientific software, electronic mail software, presentation software, writing, science, biology, inductive reasoning, deductive reasoning
Neuropsychologist	analytical or scientific software, medical software, presentation software, writing, medicine, biology, inductive reasoning, deductive reasoning
Neurodiagnostic technologist	data base user interface and query software, medical software, presentation software, critical thinking, reading comprehension, medicine, biology, inductive reasoning, deductive reasoning

#### D. Curriculum

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

Student Learning Outcomes	
1) Appraise key concepts, principles, and overarching themes in neuroscience. This outcome will be informally assessed throughout the program. Formally, it will be assessed through exams in the Introduction to Neuroscience course and the Neurobiology course.	
2) Develop a working knowledge of neuroscience's content domains. This outcome will also be informally assessed throughout the program and formally through exams in the Introduction to Neuroscience course and the Neurobiology course.	
3) Implement critical thinking and quantitative reasoning. As with the other outcomes, this outcome will be informally assessed throughout the program. Formally, it will be assessed through exams in the Data Analysis in Psychology course and the Analysis of Variance Experimental Design course.	
4) Demonstrate information literacy in neuroscience. This outcome will be formally assessed in essays submitted as part of the requirements of the Physiological Psychology course and the Neurobiology course.	
5) Develop practical and applied laboratory and experimentation skills. This outcome will be formally assessed by faculty advisors in Independent Research in Psychology and Independent Research in Biology.	

19. The National Association of Colleges and Employers (NACE) provides the [list of career ready competencies](#) included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	3) Implement critical thinking and quantitative reasoning
Oral/Written Communications	4) Demonstrate information literacy in neuroscience
Teamwork/ Collaboration	2) Develop working knowledge of neuroscience's content domains
Digital Technology	4) Demonstrate information literacy in neuroscience
Leadership	3) Implement critical thinking and quantitative reasoning
Professionalism/ Work Ethic	5) Develop practical & applied laboratory & experimentation skills
Career Management	5) Develop practical & applied laboratory & experimentation skills
Equity and Global/Intercultural Fluency	3) Implement critical thinking and quantitative reasoning

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)
analytical/scientific software	4) Demonstrate information literacy in neuroscience
writing	4) Demonstrate information literacy in neuroscience
science	1) Appraise key concepts, principles, & overarching themes in neuroscience
biology	2) Develop working knowledge of neuroscience's content domains
critical thinking	3) Implement critical thinking and quantitative reasoning
inductive reasoning	3) Implement critical thinking and quantitative reasoning
deductive reasoning	3) Implement critical thinking and quantitative reasoning

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see <https://www.aacu.org/trending-topics/high-impact>). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	UNO has a first-year experience course named UNIV 1000 University Success, in which students meet in small groups led by an experienced faculty member or senior administrator for an in-depth review of issues relevant to academic and personal success at the university. In addition, UNO has the Privateer Pathways program, which is designed for students who, because of their ACT or SAT scores, need additional support in mathematics or English. Skills are developed through the strategic delivery of academic support to students.
Undergraduate Research	This is part of the curriculum (see section H) with two formal courses (PSYC 3090 Independent Research in Psychology and BIOS 3092 Independent Research in Biology) and additional opportunities.
Common Intellectual Experiences	UNO does not have a “vertically organized general education program,” but the general education program definitely provides a first level of intellectual enrichment that progresses through lower-division courses that prepare students for the upper-division courses in the neuroscience major. Of course, the courses in the major provide a common intellectual experience in the acquisition of expertise in neuroscience, from the biophysics of neuronal action to the complexity of behavior generated by the integrated nervous system.
Diversity/Global Learning	The curriculum includes ANTH 1010 Peoples of the World, BIOS 1073 Biodiversity, and PHIL 1000 Introduction to Philosophy, all of which deal with diversity issues in the world at large. Neuroscience is not a social science, and issues of race and ethnicity are not explicitly investigated.
Learning Communities	N/A
ePortfolios	N/A
Writing Intensive Courses	The program includes two English Composition courses (ENGL 1157 and 1158) as part of the general education component, a course on Technical Writing (ENGL 2152), and writing requirements in several of the upper-division disciplinary courses.
Service-Learning, Community-based Learning	N/A
Collaborative Assignments & Projects	Collaborative assignments are part of the activities in many of the laboratory-oriented courses, particularly PSYC 2320 Introduction to Neuroscience and PSYC 4320 Physiological Psychology.
Internships	As an elective course, students can be assisted in securing internships for course credit under BIOS 2002 Internship in Biology, CHEM 3091 Chemistry Internship, and PSYC 3095 Field Experience in Applied Psychology.
Capstone Courses and Projects	As an option, students may complete a two-semester senior project under BIOL 4091 Senior Honors Thesis, CHEM 3099 Senior Honors Thesis, and PSYC 3099 Senior Honors Thesis.

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
  - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
  - List all major course requirements. Indicate the word “new” beside new courses.
  - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
  - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

**See section H (two tables).** The program consists of 40 credit hours in the major, 39 credit hours in general education, 23 credit hours in prerequisites, and 18 credit hours in electives, for a total of 120 credit hours.

23. Check all proposed program modes of delivery that apply:

On campus (<50% online)  
 Hybrid (51-99% online)  
 100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program’s curriculum. (see [Board of Regents Policy AA 2.23](#))

In accordance with Policy AA 2.23, UNO follows standard procedures for award of academic credit for previous learning using AP, CLEP, IBC, DSST, and military exams or training. Credit is awarded based on objective measures that have a uniform or standardized instrument designed to measure specific learning outcomes of the subject matter.

25. Describe how [Open Education Resources \(OER\)](#) have been incorporated into the program’s instructional materials. Identify other measures the institution will take to ensure course material affordability.

The UNO bookstore now gives preference to electronic versions of textbooks, which are considerably less expensive than the corresponding print versions. Some professors have adopted open-access textbooks, thus reducing costs to zero.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience

All students admitted to UNO as undergraduates are welcome to select neuroscience as their major. All prerequisites for upper-division classes are included in the four-year plan (see the second table in section H below). Pre-med students will be most interested in the program, but many science-oriented students will likely be interested as well.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> High school CTAE          | <input checked="" type="checkbox"/> Employers               |
| <input type="checkbox"/> High school STEM          | <input type="checkbox"/> Community organizations            |
| <input type="checkbox"/> Career academies          | <input type="checkbox"/> Professional associations          |
| <input type="checkbox"/> 2-year college            | <input type="checkbox"/> Other Programs at your Institution |
| <input type="checkbox"/> 4-year college/university | <input type="checkbox"/> Other Partner                      |

List specific partners for each category checked above.

UNO's College of Science has just received a grant from the Blue Cross and Blue Shield of Louisiana Foundation to establish a program at UNO for first-generation students who intend to pursue careers in healthcare. The goal of the UNO First-Generation Pathways to Healthcare Program is to help create a pool of medical professionals from a variety of backgrounds who will be able to thrive in their chosen fields.

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

Some of the graduates from the program will seek employment upon graduation. Others will progress to graduate school, medical school, or veterinary school.

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

Students will have access to career resources through the UNO Office of Career Services. Career Services functions as a strategic career resource and connection for UNO students, and targets career advising and preparation, candidate branding, and career events. For students progressing to graduate school, the college has a fully staffed advising center that can assist students in locating and applying to graduate programs in neuroscience and related disciplines.

30. Describe how the success of program graduates will be tracked and assessed. Success may include employment, enrollment in another degree program, or certification/licensure passage.

Success of program graduates will be assessed using survey data from alumni, survey follow-up with employers, and student LinkedIn profiles. Feedback about the program itself will also be sought via a specialized graduating student survey.

#### E. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

Interest in the program can be inferred from the interest in equivalent programs at other universities. A more direct measure is the interest expressed by students who take some of the courses that will be part of the new major. Also, the neuroscience program will include all courses needed by pre-med and pre-vet students, and many of these students have expressed interest in choosing a formal major in the biomedical area.

32. Provide current institutional and department/college overall retention and graduation rates.

UNO data from IPEDS:

- Retention rate (full time): 61%
- 6-year graduation rate: 44%
- 5-year graduation rate: 41%
- 4-year graduation rate: 26%

The retention rate in the psychology department was 63% in the year 2022.

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-2025	2025-2026	2026-2027	2027-2028
Base enrollment*		10	19	27
Lost to Attrition (should be negative)	0	-5	-7	-11
New to the institution	4	6	12	18
Shifted from existing programs within your institution	6	8	6	2
<b>Total Enrollment</b>	<b>10</b>	<b>19</b>	<b>30</b>	<b>36</b>
Graduates	0	0	3	6
Carry forward base enrollment for next year	10	19	27	30

\*Total enrollment becomes the base enrollment for the following year

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

Retention and graduation rates are not expected to be different from those of the institution overall, except that students choosing this difficult major are likely to be more dedicated students who are more likely to persist and to graduate -- although the magnitude of this effect is difficult to predict.

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

Special marketing efforts will not be needed for top students who are eager to choose a neuroscience major. As indicated in item 27, access to the program by special populations of students will be facilitated by a grant that UNO's College of Science has just received from the Blue Cross and Blue Shield of Louisiana Foundation to establish a program at UNO for first-generation students who intend to pursue careers in healthcare. The goal of the UNO First-Generation Pathways to Healthcare Program is to help create a pool of medical professionals from a variety of backgrounds who will be able to thrive in their chosen fields.

## F. RESOURCES

### F1. Finance

36. Attach the completed Regents budget template

See section J. The program is revenue neutral (or positive) because its interdisciplinary nature allows for the pooling of resources from different departments without new expenses. A positive budget is predicted because of the expected growth in students recruited to the college and to the university. If enrollment in the program continues to grow, additional faculty lines will eventually be needed, but at that time the revenue will be much higher, so that the balance will continue to be positive. The budget template indicates these hypothetical developments in the program.

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

No additional costs will be involved. Students currently taking science courses are already paying special fees associated with laboratory materials. Allowance for supplies is indicated in the budget.

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

Initially, there will be no increased cost, as the new program will only organize courses that already exist and are already being taught. A small increase in student advising will likely occur to assist students selecting the new major. The college of science has six full-time academic advisors who can handle student advising. If the new major becomes very popular, one or two additional faculty members may be needed, but increased tuition revenue should offset the cost of instruction. Increase in library materials will be negligible, as teaching and research are already established at the university.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

N/A

## F2. Instruction and Student Support

### 40. Faculty

- a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty, for the program.

Program leadership will be provided by the department of psychology with a small increase in workload. The department already has more than 300 majors and can incorporate the 36 neuroscience majors expected in the near future. All courses to be offered are already offered by the participating departments. A small increase in student advising will likely occur to assist students selecting the new major, but the college of science has six full-time academic advisors who can assimilate the additional student advising. If the new major becomes very popular, an additional faculty member may be needed (and this is indicated in Year 4 of the Budget), but the increased tuition revenue will offset the cost of instruction.

- b. How will current faculty be re-directed to this program from existing programs?

Current faculty will not be redirected but will contribute to this program with a small increase in class size. This interdisciplinary program will simply coordinate the efforts of faculty members in various departments.

- c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)

### Courses in the Major and Their Instructors

Course	Instructor	Degrees
BIOS 3354 Vertebrate Physiology	Bernard Rees	PhD Biology, University of Colorado
BIOS 3373 Neurobiology	John Horne	PhD Biology, Duke University
BIOS 3453 Genetics	Mary Clancy	PhD Biology, Princeton University
BIOS 4103 Biochemistry I	Bernard Rees	PhD Biology, University of Colorado
CHEM 3710 Medicinal Chemistry	Mark Trudell	PhD Chemistry, University of Wisconsin Milwaukee
CSCI 1220 Computational Data Analysis in Python & R	Christopher Summa	PhD Computer Science, University of Pennsylvania
MATH 4301 Analysis of Variance and Experim. Design	Linxiong Li	PhD Statistics, SUNY Stony Brook
PHIL 2450 Philosophy of Mind	Robert Stufflebeam	PhD Philosophy, Washington University
PSYC 2320 Introduction to Neuroscience	Debra Karhson	PhD Neuroscience, Tulane University
PSYC 2500 Data Analysis in Psychology	Roberto Refinetti	PhD Psychology, Univ. of California Santa Barbara
PSYC 2520 Drugs and Behavior	Matthew Scalco	PhD Clinical Psychology, University at Buffalo
PSYC 3320 Foundations of Biopsychology	Elliott Beaton	PhD Psychology, McMaster University
PSYC 4320 Physiological Psychology	Chris Harshaw	PhD Developm. Science, Florida International Univ.



No new faculty positions will be needed at this time. If the new major becomes very popular, an additional faculty member may be needed, but the increased tuition revenue will offset the cost of instruction.

41. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

A small increase in student advising will likely occur to assist students selecting the new major, but the college of science has six full-time academic advisors who can assimilate the additional student advising.

**F3. Facilities**

42. Where will the program be offered? Mark all that apply.

Main Campus       Satellite campus (specify campus here)     Other (specify here)       100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under "other" as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)		●		
Wet Labs (STEM related)		●		
Dedicated Offices		●		
Fine Arts Spaces				
Classrooms		●		
Meeting Rooms		●		
Student Study Space		●		
Shared Space with other campus units				
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
<b>New Construction</b>					
N/A					
<b>Renovations and Infrastructure*</b>					
N/A					
<b>Purchases: Land, Buildings etc.</b>					
N/A					
<b>Lease space</b>					
N/A					
<b>TOTAL Cost</b>		<b>\$0</b>	<b>\$0</b>		

\*Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

N/A

46. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

No

47. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

No

**F4. Technology and Equipment**

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
No additional equipment needed			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	

**G. RISKS AND ASSUMPTIONS**

49. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
N/A			

## H. CURRICULUM

First Year of Enrollment			
First Term		Second Term	
Course Prefix & Number	Credit Hours	Course Prefix & Number	Credit Hours
ENGL 1157 English Composition	3 GenEd	ENGL 1158 English Composition	3 GenEd
MATH 1115 College Algebra	3 GenEd	MATH 2314 Elementary Statistical Methods	3 GenEd
MUS 1100 Fundamentals of Music	3 GenEd	PHIL 1000 Introduction to Philosophy	3 GenEd
ANTH 1010 Peoples of the World	3 GenEd	CHEM 1017 and CHEM 1007 General Chemistry I	4 GenEd +
PSYC 1000 General Psychology	3 GenEd	CSCI 1220 Data Analysis in Python and R	3 Major
UNIV 1000 University Success	1		
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>16</b>
Second Year of Enrollment			
First Term		Second Term	
Course Prefix & Number	Credit Hours	Course Prefix & Number	Credit Hours
CHEM 1018 and CHEM 1008 General Chemistry II	4 Gen Ed +	CHEM 2217 and CHEM 2017 Organic Chemistry I	4
ENGL 2041 Major American Writers	3 Gen Ed	BIOS 1073 and BIOS 1071 Biodiversity	4
PSYC 2500 Data Analysis in Psychology	3 Major	PHIL 2450 Philosophy of Mind	3 Major
PHIL 2201 Ethics	3 Gen Ed	PSYC 2320 Introduction to Neuroscience NEW	3 Major
BIOS 1083 and BIOS 1081 Form & Function	4 Gen Ed +		
<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>14</b>
Third Year of Enrollment			
First Term		Second Term	
Course Prefix & Number	Credit Hours	Course Prefix & Number	Credit Hours
PHIL 3232 Medical Ethics	3	ENGL 2152 Technical Writing	3
PSYC 2520 Drugs and Behavior	3 Major	CHEM 3218 Organic Chemistry II	3
BIOS 2014 Population, Evolution, and Ecology	4	BIOS 3354 Vertebrate Physiology	4 Major
BIOS 2114 Cell and Molecular Biology	4	MATH 4301 Analysis of Variance Experimental Design	3 Major
		BIOS 3453 Genetics	3 Major
<b>Total Hours</b>	<b>14</b>	<b>Total Hours</b>	<b>16</b>
Fourth Year of Enrollment			
First Term		Second Term	
Course Prefix & Number	Credit Hours	Course Prefix & Number	Credit Hours
PHIL 4430 Philosophy of the Natural Sciences	3	PSYC 4320 Physiological Psychology	3 Major
CHEM 3710 Medicinal Chemistry	3 Major	BIOS 4413 or BIOS 4454 Developmental Biology	3
BIOS 4103 Biochemistry I	3 Major	BIOS 3373 Neurobiology	3 Major
BIOS 3092 Independent Research	3	PSYC 3090 Independent Research in Psychology	3
PSYC 3320 Foundations of Biopsychology	3 Major		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>12</b>
<b>Total Degree Hours</b>			<b>120</b>

## B.S. in Neuroscience

Course	Credits
<b>General Education and Prerequisites</b>	<b>62</b>
ANTH 1010 Peoples of the World	3
BIOS 1081 Biology I Lab	1
BIOS 1083 Biology I	3
BIOS 1071 Biology II Lab	1
BIOS 1073 Biology II	3
BIOS 2014 Population Genetics	4
BIOS 2114 Cell and Molecular Biology	4
CHEM 1007 General Chemistry Lab I	1
CHEM 1008 General Chemistry Lab II	1
CHEM 1017 General Chemistry I	3
CHEM 1018 General Chemistry II	3
CHEM 2017 Organic Synthesis Laboratory I	1
CHEM 2217 Organic Chemistry I	3
CHEM 3218 Organic Chemistry II	3
ENGL 1157 English Composition	3
ENGL 1158 English Composition	3
ENGL 2041 Major American Writers	3
MATH 1115 Applied Algebra	3
MATH 2314 Elementary Statistical Methods	3
MUS 1100 Fundamentals of Music	3
PHIL 1000 Introduction to Philosophy	3
PHIL 2201 Ethics	3
PSYC 1000 General Psychology	3
UNIV 1000 University Success	1
<b>Major Requirements</b>	<b>40</b>
BIOS 3354 Vertebrate Physiology	4
BIOS 3373 Neurobiology	3
BIOS 3453 Genetics	3
BIOS 4103 Biochemistry I	3
CHEM 3710 Medicinal Chemistry	3
CSCI 1220 Computational Data Analysis in Python & R	3
MATH 4301 Analysis of Variance and Experimental Design	3
PHIL 2450 Philosophy of Mind	3
PSYC 2320 Introduction to Neuroscience	3
PSYC 2500 Data Analysis in Psychology	3
PSYC 2520 Drugs and Behavior	3
PSYC 3320 Foundations of Biopsychology	3
PSYC 4320 Physiological Psychology	3
<b>Free Electives (recommendations below)</b>	<b>18</b>
BIOS 3092 Independent Research	3
BIOS 4413 Developmental Biology	3
ENGL 2152 Technical Writing	3
PHIL 3232 Medical Ethics	3
PHIL 4430 Philosophy of the Natural Sciences	3
PSYC 3090 Independent Research in Psychology	3
<b>TOTAL</b>	<b>120</b>

J. BUDGET

**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM**

Institution: University of New Orleans

Date: 10/24/2023

Degree Program, Unit: BS Neuroscience, UNO College of Science

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST Fall 24-Spring 25		SECOND Fall 25-Spring 26		THIRD Fall 26-Spring 27		FOURTH Fall 27-Spring 28	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty							\$80,000	1
Graduate Assistants	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000	1
Support Personnel (1 Program Manager & 2 Adjunct Professors)								
Fellowships and Scholarships	\$ 3,000		\$ 3,000		\$ 3,000		\$ 3,000	
<b>SUB-TOTAL</b>	\$15,000		\$15,000		\$15,000		\$95,000	
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies	\$10,000		\$10,000		\$10,000		\$ 30,000	
Other (specify)								
<b>SUB-TOTAL</b>	\$10,000		\$10,000		\$10,000		\$ 30,000	
<b>TOTAL EXPENSES</b>	\$25,000		\$25,000		\$25,000		\$135,000	
REVENUES								
Revenue Anticipated From:	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
*State Appropriations	\$		\$		\$		\$	
*Federal Grant/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	10		19		30		36	
Tuition	\$30,450		\$57,855		\$91,350		\$109,620	
Fees	\$16,820		\$31,958		\$50,460		\$ 60,552	
*Other (specify)								
<b>TOTAL REVENUES</b>	\$47,270		\$89,813		\$141,810		\$170,172	

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**December 7, 2023**

**Item D.4.** University of New Orleans' request for approval of a Memorandum of Understanding with Delgado Community College.

**EXECUTIVE SUMMARY**

The University of New Orleans requests approval to enter into a Memorandum of Understanding (MOU) with Delgado Community College (DCC). The purpose of the proposed MOU is to establish a transferable pathway for DCC students enrolled in the Associate of Applied Science (AAS) in Architectural Design/Construction Technology to pursue UNO's Bachelor of Science in Urban Studies and Planning. The partnership between the two institutions, as outlined in the proposed MOU, will facilitate student success through a seamless and concurrent blend of curricula.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to enter into a Memorandum of Understanding with Delgado Community College.*



THE UNIVERSITY of  
**NEW ORLEANS**  
OFFICE OF THE PRESIDENT

November 2, 2023

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

Re: MOU with Delgado Community College

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am submitting the attached proposal of an MOU between the University of New Orleans and Delgado Community College establishing a transferable pathway for DCC students enrolled in the Architectural Design/Construction Technology program to become eligible for direct admission into Bachelor of Science in Urban Studies and Planning program at UNO for consideration and approval.

Thank you for your consideration.

Sincerely,

Kathy E. Johnson, Ph.D.  
President

**MEMORANDUM OF AGREEMENT**

**PATHWAY TO THE BACHELOR OF SCIENCE IN URBAN STUDIES AND PLANNING (BSUSP)  
PROGRAM**

**BETWEEN**

**DELGADO COMMUNITY COLLEGE**

**AND**

**THE UNIVERSITY OF NEW ORLEANS**

**DECEMBER 2023**

**Purpose**

Delgado Community College (DCC) and The University of New Orleans (UNO) have entered into this agreement establishing a transferable pathway for DCC students enrolled in the Architectural Design/Construction Technology program to become eligible for direct admission into Bachelor of Science in Urban Studies and Planning program at UNO. This pathway provides students a transparent and systematic outline for successfully completing a baccalaureate degree from UNO in urban studies and planning and an associate degree from DCC in architectural design/construction technology. The institutions will partner to facilitate student success through a seamless and concurrent blend of curricula.

**Program and Scope**

DCC students who have completed the Associate of Applied Science (AAS) in Architectural Design/Construction Technology program will be admitted as juniors into the Bachelor of Science in Urban Studies and Planning program at UNO provided that they meet the requirements as outlined in this agreement.

BSUSP students at UNO are required to complete 120 credit hours. Students may transfer up to 60 credit hours from DCC before transferring to UNO. Because architectural design/construction students at DCC require 64 credit hours to earn the AAS degree, students will require 124 credit hours to complete both the AAS in Architectural Design/Construction Technology program at DCC and the BSUSP at UNO. DCC students who successfully transfer to UNO will earn a bachelor's degree in urban studies and planning from UNO after successfully completing the additional required credit hours at UNO and meeting all other UNO degree requirements. A sample course map is included as Appendix I.



DCC students will follow the requirements in the UNO Undergraduate/Graduate Catalog in force at the time they enter DCC provided it is not older than Academic Year 2022-2023 and provided there was no break in enrollment for one regular semester (fall or spring) at DCC, not including summer sessions.

All students must meet the minimum requirements for transfer admission to UNO as outlined in the UNO Undergraduate/Graduate Catalog in force at the time of their application for admission.

To graduate from UNO, students must achieve a quality point ratio of 2.0 or better in all work attempted, all work taken at UNO, and all courses in the major.

### **Enrollment Management**

Some courses in this program may require prerequisites as detailed in the DCC and UNO course catalogs.

DCC and UNO mutually agree to mutually review and approve all student recruitment materials and events pertaining to the Pathway to the Bachelor of Science in Urban Studies and Planning Program as defined in this agreement. DCC and UNO agree to participate in joint recruitment activities that may include but are not limited to high school visits and presentations, community outreach events, and on-campus orientations.

### **Workforce Development**

The Pathway to the Bachelor of Science in Urban Studies and Planning Program established between DCC and UNO helps to ensure both institutions are being proactive in addressing local, regional, and national workforce-related challenges and resulting changes in the higher education landscape. In addition, the partnership ensures the participating institutions are responsive to relevant workforce needs of local, state, and regional industry partners. Accordingly, both DCC and UNO may jointly or individually participate in advisory meetings, industry partnership meetings, economic development meetings, and Chamber of Commerce meetings when relevant to the Pathway to the Bachelor of Science in Urban Studies and Planning program outlined in this agreement.

### **Program Evaluation**


At least once every three academic years, representatives of each program will meet to review current curriculum and course offerings and present to their respective faculties any changes to the curriculum outlined in this agreement prior to implementing the proposed changes. The


meeting will include review of the performance of students in the Pathway to the Bachelor of Science in Urban Studies and Planning program. Both DCC and UNO will agree upon mutually-approved strategies for program growth and development.


**Program Renewal and Agreement Modification**

This agreement will be renewed every five years from the date of signing. The terms and conditions contained in this agreement will remain in effect until five years from the date of signing by all parties or unless a request for modification or termination is made by either DCC or UNO.


**Delgado Community College (DCC)**

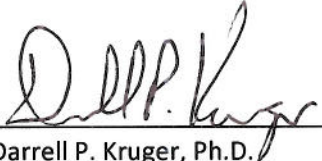
  
Chancellor's Office (Nov 1, 2023 15:23 CDT) 11/01/2023  
Larissa Littleton-Steib, Ph.D. Date  
Chancellor


  
Cheryl E. Myers, Ph.D., R.N. 10/31/2023 Date  
Vice Chancellor for Student and Academic  
Affairs/Provost

  
Cristina Alvarado-Suarez (Oct 31, 2023 13:47 CDT) 10/31/2023  
Cristina Alvarado-Suarez Date  
Dean, School of Construction Arts & Technical  
Studies

**The University of New Orleans (UNO)**

  
Kathy E. Johnson, Ph.D. 11/2/23 Date  
President

  
Darrell P. Kruger, Ph.D. 11/02/2023 Date  
Provost and Senior Vice President for Academic  
Affairs

  
Samuel Lyndon Gladden, Ph.D. 10/2/23 Date  
Dean, College of Liberal Arts, Education and  
Human Development

Appendix I

UNO		DCC	
<b>GENERAL EDUCATION REQUIREMENTS</b>			
COURSE NAME AND NUMBER	CREDIT HOURS	COURSE NAME AND NUMBER	CREDIT HOURS
ENGL 1157			
ENGL 1158 or 1159 <sup>1</sup>		ENGL 110	3
MATH 1031, 1115, 1125 or higher		MATH 114	3
		MATH 120	3
PHYS 1005		PHYS 101	3
		PHYS 107	1
Humanities elective		ARCH 180	3
Arts elective		CADD 125	3
Social science elective		Social/Behavioral Science Requirement	3
<b>TOTAL</b>		<b>TOTAL</b>	<b>22</b>
<b>OTHER REQUIREMENTS</b>			
ENGL 2152	3	ARCH 110, ARCH 150	6
Social/behavioral science electives	6	CADD 110, CADD 201, CADD 231	9
General/free electives	12	CMST 130	3
Literature elective	3		
ECON 1203 or ECON 1204	3		
Statistics	3		
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>			
URBN 1000	3		
URBN 2000, URBN 3002, URBN 4200	9	ARCH 120, ARCH 160, ARCH 165, ARCH 210, ARCH 230, ARCH 212 or CADD 212, ARCH 285, CADD 245	24
MURP/URBN	6		
GEOG/MURP/URBN (3000-level and above)	12		
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>24</b>
<b>TOTAL HOURS</b>	<b>60</b>	<b>TOTAL HOURS</b>	<b>64</b>
<b>TOTAL CREDIT HOURS REQUIRED</b>			<b>124</b>

<sup>1</sup> "C" or better


# DCC-UNO ARTICULATION AGREEMENT-10.31.23

Final Audit Report

2023-11-01

Created:	2023-10-31
By:	Violet Smith (vsmith1@dcc.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAzOW-xB01h--kyqqGreLrsF8jM4cfM56

## "DCC-UNO ARTICULATION AGREEMENT-10.31.23" History

-  Document created by Violet Smith (vsmith1@dcc.edu)  
2023-10-31 - 6:43:49 PM GMT - IP address: 198.62.88.84
-  Document emailed to Cristina Alvarado-Suarez (calvar@dcc.edu) for signature  
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-  Document e-signed by Cheryl Myers (cmymers@dcc.edu)  
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-  Document e-signed by Chancellor's Office (dccchan@dcc.edu)  
Signature Date: 2023-11-01 - 8:23:54 PM GMT - Time Source: server- IP address: 166.194.200.136

✔ Agreement completed.

2023-11-01 - 8:23:54 PM GMT