Item E.1.   **Grambling State University's** request for approval to award an Honorary Doctor of Humane Letters to Mr. Eric Kelly at the Fall 2023 Commencement Exercises.

EXECUTIVE SUMMARY

Mr. Kelly is a high-performing, senior executive with a 40 plus year career of growing and turning around technology companies ranging from pre-public startups to Fortune 100 organizations. He has achieved consistent success with overseeing companies in his roles as chief executive officer, president, and chief operating officer. Eric has served on boards of public companies trading on the U.S. and Canada stock exchanges, private companies, universities, and foundations for the past 20 years. His specific areas of expertise include cybersecurity, complex M&A strategy/execution, international corporate finance, government affairs, business transformations, and leading the strategic visions and product development of software, SAAS, cloud, and artificial intelligence technology companies. Of significant further value in today's environment, Mr. Kelly is a thought leader in developing the culture of the companies and senior management in diversity, equity, and inclusion (DE&I).

In Mr. Kelly's current position as Chairman and CEO, he oversees a portfolio of technology companies comprised of Overland Tandberg, a global Hybrid Cloud software and infrastructure enterprise where he led the public to private company acquisition; Bridge 2 Technologies, a next-generation SAAS software enterprise; OT Global Technologies, a global IT solution provider; and OT Global Protection, a healthcare technology company. The companies manufacture, develop, service, and operate in over 100 countries.

Mr. Kelly is currently the Chairman of the Economic Advisory Board of the San Francisco Federal Reserve, San Jose State University Tower Foundation, Silicon Valley Technology Partners, Overland Tandberg, and Bridge 2 Technologies. He also served as the U.S. advisor for Nomura Securities Venture Group, a leading global investment bank with over $360 billion in assets. President Obama appointed Mr. Kelly to the Executive Office of President of The United States Council of Advisors on Science, Technology, and Advanced Manufacturing Partnership Steering Committee. The United States Secretary of Commerce Pritzker appointed Mr. Kelly to the U.S. Department of Commerce Advanced Manufacturing Council as Vice Chairman of the workforce sub-committee.

Mr. Kelly received an MBA from San Francisco State University and a B.S. in Business Management from San Jose State University. Grambling State University wishes to recognize and honor Mr. Kelly for his many contributions by bestowing upon him the honorary degree of Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to award an Honorary Doctor of Humane Letters to Mr. Eric Kelly at the Fall 2023 Commencement Exercises.*

October 26, 2023

MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE

UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE,
DOCTOR OF HUMANE LETTERS ON MR. ERIC KELLY

Grambling State University respectfully requests approval to confer the honorary degree, *Doctor of Humane Letters*, on Eric Kelly at our December 15, 2023 commencement.

Eric is a high-performing, senior executive with a 40+ year career growing and turning around technology companies ranging from pre-public startups to Fortune 100 organizations ─ achieving consistent success running companies in CEO, President, and COO roles. He has served on boards of public companies trading on the U.S. and Canada stock exchanges, private companies, universities, and foundations for the past 20 years. His specific areas of expertise include cybersecurity, complex M&A strategy/execution, international corporate finance, government affairs, business transformations, and leading the strategic visions and product development of software, SAAS, cloud, and artificial intelligence technology companies. Of significant further value in today's environment, Eric is a thought leader in developing the culture of the companies and senior management in diversity, equity, and inclusion (DE&I).

In his current position as Chairman and CEO, he oversees a portfolio of technology companies comprised of <u>Overland Tandberg</u>, a global Hybrid Cloud software and infrastructure enterprise where he led the public to private company acquisition; <u>Bridge 2 Technologies</u>, a next-generation SAAS software enterprise; <u>OT Global Technologies</u>, a global IT solution provider, and <u>OT Global Protection</u>, a healthcare technology company. The companies manufacture, develop, service, and operate in over 100 countries.

Eric is currently the Chairman of the Economic Advisory Board of the San Francisco Federal Reserve, San Jose State University Tower Foundation, Silicon Valley Technology Partners, Overland Tandberg, and Bridge 2 Technologies. He also served as the U.S. advisor for Nomura Securities Venture Group, a leading global investment bank with over $360 billion in assets.

President Obama appointed Mr. Kelly to the Executive Office of President of The United States Council of Advisors on Science, Technology, and Advanced Manufacturing Partnership Steering Committee. The

United States Secretary of Commerce Pritzker appointed Mr. Kelly to the U.S. Department of Commerce Advanced Manufacturing Council as Vice Chairman of the workforce sub-committee.

Eric received an MBA from San Francisco State University and a B.S. in Business Management from San Jose State University.

Grambling State University wishes to recognize and honor Mr. Kelly for his many contributions, by bestowing upon him the honorary degree, of *Doctor of Humane Letters.*

Your favorable consideration of this request would be appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

ERIC L. KELLY

Global CEO / Business and Digital Transformation

Board Appointments

White House Executive Office

Sphere3D (Any)

Overland Tandberg (OVRL)

Snap Appliance

Silicon Valley Technology Partners

San Jose State University

Expertise

Strategic Partnerships and Alliances

Public Company Board Governance

Global Operations

Mergers and Acquisitions

Cybersecurity and Data Protection

Digital and Technology Transformation

EXECUTIVE BIO

Eric is a high performing, senior executive with a 40+ year career growing and turning around technology companies ranging from pre-public startup to Fortune 100 organizations – achieving consistent success running companies in CEO, President, and COO roles. He has served on boards of public companies trading on the U.S. and Canada stock exchanges, private companies, universities, and foundations for the past 20 years. His specific areas of expertise include cybersecurity, complex M&A strategy/execution, international corporate finance, government affairs, business transformations, and leading the strategic visions and product development of software, SAAS, cloud, and artificial intelligence technology companies. Of significant further value in today's environment, Eric is a thought leader in developing the culture of the companies and senior management in diversity, equity, and inclusion (DE&I).

In his current position as Chairman and CEO, he oversees a portfolio of technology companies comprised of Overland Tandberg, a global Hybrid Cloud software and infrastructure enterprise where he led the public to private company acquisition; Bridge 2 Technologies, a next generation SAAS software enterprise; OT Global Technologies, a global IT solution provider, and OT Global Protection, a healthcare technology company. The companies manufacture, develop, service, and operate in over 100 countries.

In previous career roles, Eric was *Chairman and CEO* of Sphere3D Corporation (Symbol: ANY), focused on cloud and virtualization and Blockchain; *CEO and President* Overland Tandberg Corporation (Symbol: OVRL) where he orchestrated the turn around by transforming the global operations, changed the technology direction and executing two strategic acquisitions; *Chairman and Founder* of Silicon Valley Management Partners Corporation, a management consulting and M&A advisory firm in the private equity sector; President of the Systems and Networking division at Maxtor (Symbol: MXO); *Vice President and General Manager of Storage Systems and Software* at Adaptec Corporation (Symbol: ADPT) Vice President at Dell Technologies $billion enterprise business (Symbol: DELL).

Eric has also held prior executive positions at Conner Peripherals (CNR) – the fastest growing manufacturing start-up in U.S. history, to reach the Fortune ranking, Hitachi Data System (HTHIY) and IBM (IBM) creating innovative strategies, developing new products, expanding global market footprint, making strategic acquisitions to drive significant gains in revenue, profitability, and market share.

Eric is currently the Chairman of the Economic Advisory Board of the San Francisco Federal Reserve, San Jose State University Tower Foundation, Silicon Valley Technology Partners, Overland Tandberg, and Bridge 2 Technologies. He also served as the U.S. advisor for Nomura Securities Venture Group, a leading global investment bank with over $360 billion in assets.

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Eric received an MBA from San Francisco State University and a B.S. in Business Management from San Jose State University.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2023

Item E.2. **Southeastern Louisiana University's** request for approval of a Proposal for a Master of Social Work (MSW) program.

EXECUTIVE SUMMARY

Southeastern Louisiana University requests approval to offer a Master of Social Work (MSW) degree program. The program's proposal has been reviewed by an external consultant in the field of social work and received a highly supportive review. The consultant stated, "The proposed program is realistic, and its focus on the needs of rural communities will benefit many of the university's surrounding communities. There are many strengths to this program's proposal. It is very well-organized with well-defined course sequences for both the advanced standing and traditional MSW programs, and all needs for the success of the program were identified."

Southeastern currently offers a Bachelor of Arts in Social Work and is positioned to include a master-level social work program. The proposed Master of Social Work is designed to train students in clinical social work interventions and practices in working with individuals, families, groups, and communities in rural settings. The master's degree will allow social work professionals to gain knowledge and skills associated with the clinical practice of social work and is considered the terminal degree in the field.

The MSW program will be offered in two options. The first option is the advanced standing option, which is a one-year program for students who have earned a Bachelor's degree in Social Work from a Council of Social Work Education accredited program within the past five years. The second option is the traditional standing option, which is a two-year program for students who do not hold an undergraduate degree in Social Work. The proposed MSW program is designed to be a face-to-face program, but also integrates field education into the curriculum so that students are able to put what they are learning in the classroom into practice in the field.

The education to be provided in the proposed MSW program will allow graduates to become licensed professionals in the state of Louisiana and have a direct impact on improving the well-being of our citizens and society.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval of a Proposal for a Master of Social Work (MSW) program.*

SOUTHEASTERN
LOUISIANA UNIVERSITY

October 5, 2023

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

Re: Proposal for a Master of Social Work (MSW)

Dear Dr. Henderson:

Southeastern Louisiana University requests that its proposal to develop a new academic program leading to a Master of Social Work be placed on the agenda for the October meeting of the University of Louisiana System Board of Supervisors. This program is listed as a planned new degree program on the 2022 Statewide Academic Plan approved August 2022 by the University of Louisiana System Board of Supervisors and September 2022 by the Board of Regents. The required external consultant evaluation of the proposal was completed in September 2023 and was highly supportive.

The Master of Social Work (MSW) degree is designed to train students in clinical social work interventions and practices in working with individuals, families, groups, and communities in rural settings. The master's degree allows social work professionals to gain knowledge and skills associated with the clinical practice of social work and is considered the terminal degree in the field. While Social Work differs from other helping professions in multiple ways, social work is primarily unique in its focus on social justice for vulnerable populations and the use of practice guiding principles such as the person-in-environment perspective and ecological framework. A clinical social worker (licensed post-grad) serves clients therapeutically in multiple settings while also serving the organizations and communities in which their clients reside.

As a university committed to the education of our students through curricula that target emerging needs of our local areas, state, nation, and on a global level, Southeastern is primed to include a master-level social work program in their Allied Health options of study. Social work, as a profession, is focused on improving the well-being of society on all levels. The education to be provided in the proposed MSW program will allow graduates to become licensed professionals in the State of Louisiana and have a direct impact on improving the well-being of our citizens and society.

Your consideration of this request is appreciated.

Sincerely,

William S. Wainwright

William S. Wainwright, Ph.D.
President

Attachment

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

A. Overview	
Institution Name: Southeastern Louisiana University	Designation (flagship, statewide, regional, HBCU, 2-year): Regional
College/School/Division: College of Nursing & Health Sciences	Academic Department: Health and Human Sciences

Degree Designation[a]: Master of Social Work	Proposed Degree Name: Master of Social Work	CIP Code: 44.0704	Credit Hrs[b]: 33-60	Contact Hrs[c]: N/A

Planned Implementation Semester/Term & Year: Summer 2024	Was this program listed in the most recent Three-year Academic Plan? [X] Yes [ ] No

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations

[b] 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.

[c] If applicable.

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

    Southeastern proposes a new Master's of Social Work (MSW) degree with a focus on serving rural populations. The purpose of the new MSW program is to train students in clinical social work interventions and practices in working with individuals, families, groups, and communities in rural settings. Here at Southeastern, we begin the educational path for social workers in the Bachelor program, but students must leave Southeastern to earn the next step in their educational career. In fact, in 2021, faculty provided 54 students with letters of recommendation for MSW programs at other institutions. Earning a master's degree in social work allows for future professionals to gain knowledge and skills associated with the clinical practice of social work, and is considered the terminal degree in social work. Social workers differ from other helping professions in multiple ways, primarily, social work is unique in its focus on social justice for vulnerable populations and the use of practice

guiding principles such as the person-in-environment perspective and ecological framework. A clinical social worker (licensed post-grad) serves clients therapeutically in multiple settings while also serving the organizations and communities in which their clients reside.

The primary objectives of the MSW program are:
1. Provide high-quality education to a diverse population of graduate students, empowering the students to serve their communities embracing the mission, values, and ethics of the social work profession.
2. Work with students as they develop the skills required to serve rural populations in clinical social work settings.
3. Encourage the improvement of the well-being of diverse individuals, families, groups, organizations, and communities through social justice.

The MSW program will be offered in two options, Advanced Standing, a one-year program for students who have earned a Bachelor's degree in Social Work from a Council of Social Work Education accredited program within the past five years, and Traditional Standing, a two-year program for students who do not hold an undergraduate degree in Social Work. The program will also assess the opportunity for part-time or online options in the future.

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.

Per the Louisiana State Board of Social Work Examiners (LABSWE), all applicants who are applying for the licenses, Licensed Master Social Worker and Licensed Clinical Social Worker, must hold a master's degree in social work from an accredited program to sit for the qualifying exam, which is administered by the Association of Social Work Boards. The nationally recognized accrediting organization for social work practice is the Council of Social Work Education (CSWE).

Southeastern's BA program in social work is currently accredited by CSWE and we will seek accreditation for the MSW program as well. The Candidacy process follows a three-tiered process. Candidacy is typically a three-year process and indicates that the social work program has made progress toward meeting the criteria for the program quality assessment and working toward compliance standards established by the CSWE Educational Policy and Accreditation Standards (EPAS).

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

[ ] Substantive change requiring notification only
[X] 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?
N/A
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.

Dr. Susan Parlier, Ph.D., LMSW, ACSW
Retired
University of South Carolina
suetparlier2@gmail.com
Dr. Parlier was responsible for creating the USC College of Social Work's BSW program, which was launched in 2009. During her seven years as BSW Coordinator, she led the development, implementation, and maintenance of the general education requirements and undergraduate programs of study and navigated the program through the accreditation process.

Dr. Melanie Bergeron
MSW Field Director
Southeastern University (Lakeland, FL)
mebergeron@seu.edu
Dr. Bergeron is an assistant professor teaching many courses across both the BSW and MSW programs. She has created and revised assignments and syllabi to ensure the students are meeting their competencies and the program is best able to capture the data. As the MSW Field Director, Dr. Bergeron is continuously ensuring students are meeting the CSWE standards in their field placements and vetting agencies to ensure they are able to provide students with the opportunity to meet these

competencies. She has rewritten the MSW Field Manual as well as the MSW Clinical Learning Plan to ensure it meets the new 2022 CSWE EPAS guidelines.

Dr. Jessica Felix-Jager Weaver
Southeastern University (Lakeland, FL)
MSW Program Director/ Associate Professor
jfelixjagerweaver@seu.edu
Dr. Felix-Jager Weaver helped develop the curriculum and courses for SEU's Master of Social Work program which was launched Fall of 2017. Over the past three academic years, Dr. Felix-Jager Weaver has served as the MSW Program Director at SEU. In this role, she oversees program operations, the assessment, and educational requirements for reaffirmation with the Council of Social Work Education.

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 full role, scope and mission of Southeastern can be found here:
https://www.southeastern.edu/resources/policies/assets/instit_purpose.pdf

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. The parishes served by Southeastern are located in the Northshore area of the state and are geographically rural. In this area, nearly 20% of the population lives at or below the Federal Poverty Line. Upwards of 80% of Louisiana residents live in rural areas. The proposed MSW program will train future master-level social workers with a unique set of skills to serve people living in rural settings. According to the National Association of Social Workers (the professional organization for social workers), social work practice within a rural setting requires a unique skill set because the needs of rural communities differ from the needs of urban communities.

As a university committed to the education of our students through curricula that target emerging needs of our local areas, state, nation, and on a global level, Southeastern is primed to include a master-level social work program in their Allied Health options of study. Social work, as a profession, is focused on improving the well-being of society on all levels. The education to be provided in the proposed MSW program will allow graduates to become licensed professionals in the state of Louisiana and have a direct impact on improving the well-being of our citizens and society.

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

One of Southeastern Louisiana University's specific strategic goals is to engage a diverse population of students. The proposed MSW program seeks to recruit a diverse group of graduate-level learners. As discussed previously, serving a diverse study body within the program is one of the primary objectives of the proposed program. Another of Southeastern Louisiana University's strategic goals is to create collaborative efforts within the surrounding communities. The signature pedagogy of social work education is an internship completed with a community agency. The social work program has many relationships and continues to grow new relationships with agencies throughout the area served by Southeastern. Such in-kind service provided by our students adds up to several thousand hours of connection between Southeastern and the community.

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 proposed MSW program will provide hands-on clinical social work education and training in a face-to-face setting. Much of the feedback received from current students concerning the delivery of master-level education is that students want face-to-face course meetings because they prefer the in-person learning environment. Classes will be scheduled to accommodate the internship that all students complete as well as provide flexibility to assist with a student's work or personal schedule.

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

Based on the publicly published tuition information, the table below compares the projected tuition costs for students attending the proposed MSW program.

Institution	9 hours	15 hours	18 hours	Total
Southeastern Louisiana University	*$4,613.40*	*$4,907.40*	*$5,033.40*	*$14,428.20 (Advanced Standing 1-year students)* *$24,495 (Regular Standing 2-year students)*
Louisiana State University	$6,273	$6,711	$8,802*	$19,695 (Advanced Standing 1-year students) $37,299 (Regular Standing 2-year students)

Tulane University	$10,414	$17,006	$20,300	$44,426 (Advanced Standing 1-year students) $85,026 (Regular Standing 2-year students)
Southern University of New Orleans	$4,586	$4,689	$9,172*	$13,964 (Advanced Standing 1-year students) $32,308 (Regular Standing 2-year students)

*(Estimated because the info is unlisted)

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

The social work program at Southeastern Louisiana University currently partners with multiple community agencies and organizations. Attached to this proposal is a list of agencies in which affiliation agreements between the university and the agency are already in place. Affiliation agreements allow for the legal placement interns at the agency or organization. Below is a list of the Southeastern Louisiana University Advisory Board members and their agencies.

Southeastern Louisiana University Social Work Program Advisory Board	
Member	**Agency**
Agnes Baygents	Louisiana Department of Children and Family Services
Cecile Guin	Discovery/Renew
Carrie Mercke	OPTIONS, Inc.
Emily Tilley	O'Brien House
Greg Crider	Sage Rehabilitation Hospital
Josie Digiovanni	21st JDC
Katherine Verbene	Kentwood Family Clinic
Matthew Johnson	Florida Parishes Human Services Authority/Slidell BHC
Morgan Hagan	Lakeview Regional Medical Center
Sarah Alexander	Former student (December 2021)
Trina Gibson	Louisiana Department of Children and Family Services
Angie King	Beacon Behavioral Health

Southeastern Louisiana has a robust partnership with the Louisiana Department of Children and Family Services through a number of grants/projects; these include the Discovery Renew Family Project, the Title IV-E Child Welfare Scholar Project and the Louisiana Child Welfare Training Academy. These projects

maximize federal funding in efforts to improve the safety, permanency and well-being of vulnerable children and families in Louisiana. The Discovery Renew Family Resource centers provide internship opportunities for social work students to work with their clients in parenting and kinship classes and domestic violence services. The Title IV-E Child Welfare Scholar Project recruits and prepares social work students for a career in public child welfare and includes internships with DCFS, and the Child Welfare Training Academy provides comprehensive training and education for child welfare practitioners, foster parents, legal and community partners across the state. The Child Welfare Scholars program provides the opportunity for students to complete a paid internship with the Department of Children and Family Services. Upon graduation, the students commit to one year of employment with the agency. This agency provides an opportunity for students to complete training and education that will lead directly into a position with the agency.

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

All students within the MSW program will complete a minimum 450 hours of internship (over a 2 semester time period) at a community based social services agency within the area served by Southeastern. Aside from the Title IV-E Child Welfare Scholar Project, discussed above, the internships are unpaid learning opportunities for the students.

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

  N/A

C. Need

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

As previously mentioned, roughly 80% of Louisiana residents live in a rural geographic area. Based on data from the U.S. Department of Agriculture and the U.S. Department of Labor, people living in rural areas experience critical shortages in employment opportunities, transportation, and access to healthcare services. Such shortages increase the need for social welfare services. Unfortunately, much of the social welfare services in the United States and Louisiana are delivered in urban settings, creating even greater cases of inaccessibility. The shortage of services can be attributed to the lack of social workers trained in serving rural populations.

In general, social work education traditionally focuses on content and concepts of practice based on the urban roots of the profession. The gap found within the education of social workers to serve rural communities can be filled with a graduate-level degree in which the unique skills are taught. Although other institutions within Louisiana offer graduate level degrees in social work, the proposed program will be the only graduate level social work degree with a focus on serving rural populations.

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.

As previously discussed, the Social Work Program Advisory Board includes agency representatives from field placement sites (both past and current host organizations), alumni, and faculty. The Field Coordinator along with the Title IV-E faculty sponsors maintain contact with these organizations, ensuring the quality of the internship experience for our students as well as seeking feedback from the sites to ensure the faculty deliver the needed education and training to the students. In meeting with the Advisory Board course development was discussed and information was gathered on what knowledge, skills, and abilities are most needed to translate into internships and the workforce. The feedback provided by the Advisory Board assisted in the creation of the curriculum and course offerings.

Free or low-cost continuing education events for community social workers are offered during spring and fall semesters. Alumni, field placement organizations, and current students attend these events.

Social work faculty members who conduct workshops and presentations in the state often engage with participants to discuss student opportunities within their respective organizations. Additionally, one faculty member recently served as a regional chair for the Louisiana Chapter of the National Association of Social Workers where she connected with social workers and students across the state, inviting Southeastern social work students to participate and become a part of the professional organization.

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 Southeastern Louisiana University Social Work program serves students and community members within the Florida Parishes. The program focuses on serving the residents of rural communities.

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).

We have gathered information from current BSW level students pertaining to their interest in working towards an MSW degree and their interest in completing their MSW degree at Southeastern. Of the 68 respondents, 91% would apply to and attend an MSW program at Southeastern if a program was offered. Below are quotes from students when asked why they would choose Southeastern over another institution. Letters of support from current students are also included in Appendix 1.

"Being a transfer student, the social work program and Southeastern in general was an overall great choice. Everything has been very organized and well put together my two years at Southeastern. All my teachers have been great and the connections and friends that I have made in the social work program are amazing".

"Southeastern is a wonderful school and I would love nothing more than to earn my MSW there. It is cost effective and sets students up for success. The professors would be familiar and overall better for me".

"I have gone to Southeastern throughout my entire college career. I love the faculty, courses offered, and the reasonable prices associated with Southeastern".

"I would attend an MSW program at Southeastern because this is where the heart of my education is; the professors at SELU have pushed me harder than any other professor. I would also attend because unlike the other schools SELU is close to home".

Letters of support have been gathered from community-based agencies in the area that service would be provided. The letters are included in Appendix 2.

13. What is the employment outlook for occupations related to the program?
You may find this information using the following information sources among others:
EMSI's Program Overview Report (check with your Office of Academic Affairs for access)
Louisiana Workforce Commission
US Department of Labor Projections Managing Partnership
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.

[X] Service Area Data   [X] Sate Data   [X] National Data

Related Occupation	LWC Star Rating	Current Employment 2022	Projected Employment 2030	# Change	% Change	Average Annual Openings	Average Salary
Healthcare Social Worker	4 Stars	184900	209300	24400	13.2	20400	$35,464 - $74,942
Child, Family, and School Social Workers	3 Stars	335300	377400	42100	12.6	36700	$31,886 - $62,192

Social Work is a growing profession in many of the areas in which populations are served, including healthcare settings, substance use treatment and mental health settings, school settings, and community settings. Along with the information presented above, the tables below display the numbers of jobs projected by the Louisiana Workforce Commission for social work positions displays projected growth in all parishes in which MSW graduates would likely work after graduation. It is important to note that graduates will gain the needed skills to move forward in the state licensure process and work throughout the state. Similarly, the national projections also display growth in all sectors of social work settings.

National Long Term Projections (2020-2030)

Position	Base	Projected	% Change +/-
Mental Health and Substance Abuse Social Workers	124000	142500	+14.9
Social Workers (General)	71,400	75,500	+5.7
Child, Family, and School Social Workers	335,300	377,400	+12.6
Healthcare Social Workers	184,900	209,300	+13.2
Community and Social Service Specialists	95,500	108,200	+13.3

*https://projectionscentral.org/Projections/rest_and_downloads

Short Term Occupational Projections (2022-2023)

Parishes	Occupation	2022	2023
Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton, Rouge, West Feliciana	Child, Family, and School Social Workers	77	79
	Healthcare Social Workers	463	485
	Mental Health and Substance Abuse Social Workers	306	324
	Social and Human Service Assistants	606	625
	Social Work Teachers, Postsecondary	68	68
Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John the Baptist, St. Tammany	Child, Family, and School Social Workers	198	200
	Healthcare Social Workers	616	642
	Mental Health and Substance Abuse Social Workers	278	289

Long Term Projections (2020-2030)

Parishes	Occupations	2020	2030
Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton, Rouge, West Feliciana	Counselors, Social Workers, and Other Community and Social Service Specialists	6,370	6,914
	Child, Family, and School Social Workers	74	80
	Healthcare Social Workers	381	413
	Mental Health and Substance Abuse Social Workers	382	424
	Social Workers, All Other	284	301
Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John the Baptist, St. Tammany	Counselors, Social Workers, and Other Community and Social Service Specialists	223	234
	Child, Family, and School Social Workers	4,579	4,761
	Healthcare Social Workers	4,399	4,587
	Mental Health and Substance Abuse Social Workers	67	67
	Social Workers, All Other	63	58

* https://www2.laworks.net/LaborMarketInfo/LMI_OccAllProj_short.asp?years=20212023

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	Master's of Social Work (Face to Face and National Online)	327

Southern University at New Orleans	Master's of Social Work (Face to Face)	64
Tulane University	Master's of Social Work (Face to Face and National Online)	146

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.

As identified previously, social work is a growing profession. The major gap in the labor market throughout the state is the fulfillment of positions in the rural areas with social workers trained to provide specialized services. This is an underserved area and in need of social workers to help address the health disparities experienced by individuals and families living in rural Louisiana. As discussed further in the curriculum plan, the proposed MSW program will include courses and content that target the needs of the rural population. Although other universities within the state offer MSW programs, the other institutions do not have the rural focus.

Additionally, Southeastern is currently one of the eight universities in the Louisiana Child Welfare Workforce Alliance. The "Alliance" was formed out of a partnership with the Louisiana Department of Children and Family Services for the purpose of recruiting and retaining social work students for work in the field of public child welfare. Louisiana, and the nation as a whole, is facing a child welfare workforce crisis. The Department of Children and Family Services recently reached out to Southeastern Louisiana University's social work program for assistance in filling a need for over 100 child welfare workers. The addition of a MSW degree at Southeastern would enable the program to add to its BSW Child Welfare Scholar program that recruits and prepares BSW students for the rigors of child welfare work. The MSW program would include stipends for MSW students as well as assistance for current DCFS staff to earn a MSW degree through the Employee Assistance Program, an extension of the Federally funded Title IV-E child welfare training program which supports the work of the alliance universities.

16. What impact will the proposed program have on similar or related programs at your institution?
Although some social work undergraduate students complete graduate degrees in counseling or psychology, most students leave the university to pursue an MSW degree based on the ease of transition from a BSW into an MSW.

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
Social Worker	**Technical Skills:** • Establishing and Maintaining Interpersonal Relationships • Communicating • Documenting/Recording Information • Making Decisions and Solving Problems • Monitoring Processes, Materials, or Surroundings **Knowledge:** • Psychology • Therapy and Counseling • Sociology and Anthropology **Skills:** • Service Orientation • Active Listening • Critical Thinking • Complex Problem Solving **Abilities:** • Written & Oral Expression & Comprehension • Deductive & Inductive Reasoning • Problem Sensitivity

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.

The proposed program objectives are derived from the Council on Social Work Education's (CSWE) 2022 Educational Policy and Accreditation Standards. The following learning outcomes map with the CSWE competencies.

Students will be able to:
1. Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics
2. Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice.

3. Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.
4. Apply research findings to inform practice, policy, and programs.
5. Engage in public policy practice through analysis, evaluation, and advocacy skills.
6. Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities

The learning outcomes will be evaluated in two major different places throughout the students' academic path. These assessments will be used for reporting purposes. Course level assessments, such as papers, exams, discussions, projects, etc., will be used to assess progress throughout the program, but will not be used for reporting purposes.

Students will complete a baseline assessment mirroring the licensure exam. This exam will be required for admission, but will not negatively impact admission. The same assessment will then be used at the end of the students' last semester. This assessment will meet all of the learning outcomes and be used to assess the requirements of CSWE.

Students will complete a Capstone Course that integrates the content from the courses within the curriculum. This course will end with a project that assesses all learning outcomes and will be used to assess the requirements of CSWE.

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	The following outcome(s) align with the NACE Career Ready Competency. • Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics o Ethical decision-making requires students to make decisions and solve problems using inclusive reasoning and judgment based on the professional ethics and standards of the NASW.

	• Engage in public policy practice through analysis, evaluation, and advocacy skills. 　○ Students will gather and analyze information from multiple sources in order to thoroughly understand and analyze public policy. Decisions related to practice are made based on the analysis and evaluation. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities 　○ Students will utilize a number of tools (including interviewing, assessment tools, psychometric tools, etc.) to gather information related to their clients. Based on the information, students will apply clinical interventions and evaluate the efficacy of the intervention.
Oral/Written Communications	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics 　○ Students will display professionalism in their oral and written communications with classmates, faculty, and internship site staff. 　○ Students will employ active listening skills in order to ethically serve their clients.
Teamwork/ Collaboration	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities 　○ Students will actively listen to others, taking time to understand and ask appropriate questions without interrupting. 　○ Students will utilize holistic and inter-professional resources in order to equitably serve their clients.
Digital Technology	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics 　○ Students will navigate change and be open to learning new technologies, as guided by the NASW. • Apply research findings to inform practice, policy, and programs. 　○ Students will use technology to improve efficiency and productivity in practice, policy, and programs.
Leadership	• Engage in practices that advance human rights for individuals, families, groups, organizations, and

	communities through the promotion and advocacy of social, racial, economic, and environmental justice.
	    o Students will utilize diverse resources and feedback from others to inform equitable advocacy.
	    o Students will plan, initiate, manage, complete, and evaluate practices to ensure equitable practice.

Professionalism/ Work Ethic	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics
	    o Students will practice with integrity and competency to self, others, and the organization.
	    o Students will prioritize service to the clients and complete tasks to accomplish organizational goals.

Career Management	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics
	    o Students will reflect on their own strengths and areas for development.
	    o In order to prepare for their future work, students will identify areas for continual growth while pursuing and applying feedback.

Equity and Global/Intercultural Fluency	• Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice.
	    o Students will participate in inclusive and equitable practices to advance human rights.
	    o Students will gain and employ advocacy skills to amplify the lived experiences of marginalized and oppressed communities.
	• Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.
	    o Students will utilize cultural humility to gather information and feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.

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)
Technical Skills	
Establishing and Maintaining Interpersonal Relationships	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities o Students demonstrate relationship-building through the skills utilized in serving their clients.
Communicating	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics o Students demonstrate professionalism through written and oral communication.
Documenting/Recording Information	• Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics o Students utilize documentation based on agency and the social work profession protocols and ethics.
Making Decisions and Solving Problems	• Demonstrate decision-making and professionalism by applying the NASW Code of Ethics • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities • Apply research findings to inform practice, policy, and programs. o Students demonstrate decision-making and problem-solving through critical thinking and application of ethics, information gathered within the assessment, and knowledge gathered through research.
Monitoring Processes, Materials, or Surroundings	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities o Students monitor client process, agency goal process, research progress, and policy progress in order to apply findings towards practice.

Knowledge	

Psychology	• Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice.
	    ○ Students demonstrate and utilize knowledge of human behavior and performance through practice that facilitates an increase in well-being of the clients served.
	• Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.
	    ○ Students understand and celebrate individual differences in ability, personality, and interests
	• Apply research findings to inform practice, policy, and programs.
	    ○ Students utilize psychological research methods
	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
	    ○ Students demonstrate assessment and treatment of behavioral and affective disorders through assessment and intervention.

Therapy and Counseling	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities ○ Students demonstrate knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
Sociology and Anthropology	• Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. ○ Students demonstrate knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. The knowledge informs actions and practices to advance the well-being of society.

	- Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities. - Students demonstrate knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. The knowledge informs actions and practices to advance the well-being of society.
Skills	
Service Orientation	- Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. - Students actively help through service to individuals, families, groups, organizations, and communities
Active Listening	- Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities - Students gather new information through engagement and assessment in order to empower clients to set goals and tasks to further make decisions and problem solve.
Critical Thinking	- Demonstrate ethical decision-making and professionalism by applying the NASW Code of Ethics - Students utilize logic and reasoning to identify and approach ethical dilemmas within practice, the practice setting, and greater society. - Apply research findings to inform practice, policy, and programs. - Students approach problem solving utilizing empirical research findings to support evidence based practice. - Engage in public policy practice through analysis, evaluation, and advocacy skills. - Students analyze policy in order to identify and evaluate alternative solutions, conclusions, or approaches to social problems.

Complex Problem Solving	- Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics - Students identify complex problems and consult the Code of Ethics to inform and develop solutions. - Apply research findings to inform practice, policy, and programs. - Students develop and evaluate options to solve social problems through the use of research methods. - Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities - Students empower clients to identify complex problems and gather related information to develop and evaluate options to positively impact well-being.
Abilities	
Written & Oral Expression & Comprehension	- Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics - Students demonstrate professionalism through written and oral communication. - Apply research findings to inform practice, policy, and programs. - Students utilize research methods, including the consumption of evidenced based research literature, to inform practice. - Engage in public policy practice through analysis, evaluation, and advocacy skills. - Students engage in written and oral advocacy.
Deductive & Inductive Reasoning	- Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics - Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. - Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.

	• Apply research findings to inform practice, policy, and programs. • Engage in public policy practice through analysis, evaluation, and advocacy skills. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities ◦ Students use critical thinking and problem-solving techniques to meet all of the learning outcomes listed above.
Problem Sensitivity	• Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities ◦ Students empower clients to identify problems impacting well-being.

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	N/A
Undergraduate Research	N/A
Common Intellectual Experiences	Students in the MSW program will follow a cohort model for their curriculum path. The students will advance through the courses and the program with their same cohort. The cohort model organically creates a learning community as the students advance through the program together.
Diversity/Global Learning	Cultural humility and serving diverse populations are important facets of the social work profession. Every course integrates content and practice in order to identify and combat oppression.
Learning Communities	Students in the MSW program will follow a cohort model for their curriculum path. The students will advance through the courses and the program with their same cohort. The cohort model organically

	creates a learning community as the students advance through the program together.
ePortfolios	Students will utilize ePortfolio technology to keep and organize their milestone projects. Students will also utilize the ePortfolio in the Capstone course.
Writing Intensive Courses	Critical thinking is a key component of social work education, which is exemplified in writing skills. Documentation in social services requires specific skills, which the courses across the curriculum will provide.
Service-Learning, Community-based Learning	Students are able to apply content from their courses in the internship/field setting (discussed further below).
Collaborative Assignments & Projects	Social work education often utilizes group projects and group learning to prepare students for their future work in the field. Inter-professional collaboration is a focus in the social work field, so group projects and assignments allow for practice and preparation.
Internships	The field experience is the signature pedagogy of social work education. MSW students complete internships at a variety of community agencies. Students have the opportunity to apply their course content right away within their internship setting.
Capstone Courses and Projects	MSW students will complete a course and project as a capstone to their learning experience. The course and project will integrate the content from all of the courses.

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.

The table below contains the curriculum map for the two tracks of study (Advanced Standing and Regular Standing). All of the courses are required for degree completion. All of the courses will include content and focus that meet the learning outcome goals of the proposed MSW program, but certain courses will have a greater focus on specific learning outcome goals. The table below the curriculum plans provides further detail on the course content and outcome goals. Clinical elective courses will provide specialized content relating to clinical practice with specific populations and needs.

Advanced Standing – Summer Start – Spring Graduation

	Course Number	Course Name	Credit Hours
Summer	SW 526 NEW	Advanced Psychopathology/DSM Course	3
			TOTAL 3
Fall	SW 562 NEW	Advanced Practice with Adults	3
	SW 563 NEW	Advanced Practice with Children, Adolescents, & Families	3
	SW 571 NEW	Clinical Assessment & Program Evaluation in Social Work	3
	SW 508 NEW	Clinical Elective	3
	SW 582 NEW	Advanced Field Practicum I	3
			TOTAL 15
Spring	SW 564 NEW	Advanced Practice with Groups	3
	SW 509 NEW	Advanced Clinical Elective	3
	SW 585 NEW	Capstone Course	3
	SW 550 NEW	Rural Social Welfare Community Assessment, Organizing, & Advocacy	3
	SW 583 NEW	Advanced Field Practicum II	3
			TOTAL 15

Total credit hours for Advanced Standing = 33

Regular Standing – Spring Graduation			
	Course Number	Course Name	Credit Hours
Fall	SW 575 NEW	Social Work History & Policy	3
	SW 550 NEW	Theories of Social Work	3
	SW 560 NEW	Generalist Practice I	3
	SW 555 NEW	Social Work in Diverse Rural Communities	3
	SW 580 NEW	Generalist Field Practicum I	3
			TOTAL 15
Spring	SW 570 NEW	Generalist Social Work Research Methods	3
	SW 525	Psychopathology/DSM Course	3
	SW 561 NEW	Generalist Practice II	3
	SW 581 NEW	Generalist Field Practicum II	3
	SW 505 NEW	Generalist Elective	3
			TOTAL 15
Fall	SW 562 NEW	Advanced Practice with Adults	3
	SW 563 NEW	Advanced Practice with Children, Adolescents, & Families	3

	SW 571 NEW	Clinical Assessment & Program Evaluation in Social Work	3
	SW 508 NEW	Clinical Elective	3
	SW 582 NEW	Advanced Field Practicum I	3
			TOTAL 15
Spring	SW 564 NEW	Advanced Practice with Groups	3
	SW 509 NEW	Advanced Clinical Elective	3
	SW 585 NEW	Capstone Course	3
	SW 550 NEW	Rural Social Welfare Community Assessment, Organizing, & Advocacy	3
	SW 583 NEW	Advanced Field Practicum II	3
			TOTAL 15
Total credit hours for Advanced Standing = 60			

Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

Course	Content & Learning Outcome
SW 575 Social Work History & Policy	This course introduces students to the social work profession through content on the history of the profession, the values and ethics of the profession, and the impact of the profession on the well-being of society. This course will also introduce students to the public policies that impact social welfare services and delivery. - Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics - Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.

	• Apply research findings to inform practice, policy, and programs. • Engage in public policy practice through analysis, evaluation, and advocacy skills.
SW 550 Theories of Social Work	This course utilizes a multitude of theories, including theories of human development, social theories, psychological theories, and sociological theories, to explain the foundation for practice and clinical intervention. • Apply research findings to inform practice, policy, and programs. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 560 Generalist Practice I & SW 561 Generalist Practice II	These courses introduce and build the practice skills utilized by social workers on the micro, mezzo, and macro levels. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities.
SW 555 Social Work in Diverse Rural Communities	This course focuses on meeting the needs of diverse populations served by social workers. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. • Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities.
SW 570 Generalist Social Work Research Methods	This course will build the foundation for the research skills utilized in social work practice. • Apply research findings to inform practice, policy, and programs.
SW 580 Generalist Field Practicum I & SW 581 Generalist Field Practicum II	Students will complete a minimum of 450 hours in a generalist social work setting at a community agency, under the supervision of licensed master's level social worker, across two semesters. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics

	- Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. - Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities. - Apply research findings to inform practice, policy, and programs. - Engage in public policy practice through analysis, evaluation, and advocacy skills. - Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 525 Psychopathology/DSM Course & SW 526 Advanced Psychopathology/DSM Course	These courses will provide an overview to students of the Diagnostic and Statistical Manual of Mental Disorders in order to complete assessments, implement appropriate clinical interventions, and apply ethical decision making addressing mental health issues. - Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics. - Apply research findings to inform practice, policy, and programs. - Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 550 Rural Social Welfare Community Assessment, Organizing, & Advocacy	This course will present students with the skills to advocate for public policies that support the well-being of the clients served. - Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. - Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities. - Apply research findings to inform practice, policy, and programs. - Engage in public policy practice through analysis, evaluation, and advocacy skills. - Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities

SW 562 Advanced Practice with Adults	This course will focus on clinical interventions with adults. Content will include interventions targeting the adult population and scaffold content presented in the Theories of Social Work course and the Generalist Practice Courses. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 563 Advanced Practice with Children, Adolescents, & Families	This course will focus on clinical interventions with children, adolescents, and families. Content will include interventions targeting the developmental needs of children and adolescents, along with the interventions utilized when working with families. The content will scaffold the content presented in the Theories of Social Work course and the Generalist Practice Courses. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 571 Clinical Assessment & Program Evaluation in Social Work	This course will provide the knowledge and skills to utilize research methods within practice settings. • Apply research findings to inform practice, policy, and programs. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 564 Advanced Practice with Groups	This course will focus on clinical interventions with groups. Content will include interventions across the lifespan and scaffold content presented in the Theories of Social Work course and the Generalist Practice Courses. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and

	communities through the promotion and advocacy of social, racial, economic, and environmental justice. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 585 Capstone Course	This course will integrate content from all of the previous courses. Students will complete a project that demonstrates connection to all of the learning outcomes. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. • Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities. • Apply research findings to inform practice, policy, and programs. • Engage in public policy practice through analysis, evaluation, and advocacy skills. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities
SW 582 Advanced Field Practicum I & SW 583 Advanced Field Practicum II	Students will complete a minimum of 450 hours, across two semesters, in a clinical social work setting under the supervision of a licensed clinical social worker. • Demonstrate ethical decision making and professionalism by applying the NASW Code of Ethics • Engage in practices that advance human rights for individuals, families, groups, organizations, and communities through the promotion and advocacy of social, racial, economic, and environmental justice. • Demonstrate anti-racist and anti-oppressive practice skills with individuals, families, groups, organizations, and communities. • Apply research findings to inform practice, policy, and programs. • Engage in public policy practice through analysis, evaluation, and advocacy skills. • Engage, assess, intervene, and evaluate practices with individuals, families, groups, organizations, and communities

23.   Check all proposed program modes of delivery that apply:
       [X] 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)

       Students that have earned a Bachelor's degree in Social Work from an institution
       accredited by the Council on Social Work Education may earn their MSW degree in
       one year. This Advanced Standing track builds on the student's generalist practice
       foundation from their undergraduate degree to begin the clinical social work
       education.

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.
           As the courses are created, the use of Open Education Resources will be utilized
           and is important because the information used within courses should be accessible
           to students upon graduation. There are 101 resources within the OER Commons
           that can be widely utilized within the curriculum.
           The Council on Social Work Education also provides a great deal of free content
           to be utilized within courses. Course content will also be created with the use of
           peer reviewed articles found within the Sims Memorial Library or available in
           open sources journals. Textbooks utilized will be available as e-books, used
           options, or rental options. Other free resources include the Community Toolbox,
           Zinn Education Resources, Teachers Helping Teachers, and many video options.
           The program will also utilize textbooks that are able to be rented through textbook
           rental center.

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.

       Students must have successfully completed a basic statistics course prior to their first
       semester or may concurrently take an introductory statistics course concurrent with
       enrollment in the first semester. Students must successfully pass the statistics course
       to continue in the program.

       Students will also complete a program specific, baseline assessment mirroring the
       licensure exam. This exam will be required for admission, but will not negatively
       impact admission.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.
[ ] High school CTAE
[ ] Employers
[ ] High school STEM
[X] Community organizations
[ ] Career academies
[ ] Professional associations
[ ] 2-year college
[ ] Other Programs at your Institution
[ ] 4-year college/university
[ ] Other Partner

Appendix 3 includes a list of all community organizations that we hold legal affiliation agreements within order to have students placed at their agency for completion of the field internship.

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.
Students who have earned an undergraduate degree in social work from a CSWE accredited institution can apply for Advanced Standing status. These students would complete their MSW in one year.

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

Students earning an MSW will have a greater likelihood of securing employment across the many different settings in social services, but positions within hospitals, schools, and mental health care facilities require advanced degrees and licensure. Although the program will not secure employment for students or place students in jobs, students do complete internships at agencies within the community. Professional networking and relationship building will take place within these field placements. In the future, students may be accepted into the Master-level Child Welfare Scholar Program, which was described earlier. If students complete an internship with the Department of Children and Family Services, as part of the stipend contract, students are required to work for DCFS for two years. The program will also include students in continuing education programming to allow for further networking with other agencies and social workers within the community.

Further education in the social work field is not required as the profession views the MSW as the terminal degree. Students will complete licensure requirements in their last semester of study within the Capstone Course.

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.

Students will complete the requirements for licensure during their last semester of study. This will include registration with the state licensing board and licensure examination. The program will track graduates' milestones, including passage of licensure examination, employment, and further education/certification. Tracking will be based on contact information provided by the students upon graduation. The program will follow-up with students via email and telephone. Students will also be encouraged to join the Southeastern Alumni Association.

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 fall 2022 enrollment in the Bachelor of Social Work program is 160 students. Students in the program have been surveyed in order to gather interest in attending an MSW program and attending an MSW program at Southeastern. Sixty-eight students responded to the survey and 98.5% of the respondents expressed interest in attending an MSW program. Of the respondents, 91% expressed interest in attending an MSW at Southeastern. Those that answered "no" (1.5%) or "maybe" (7.5%) expressed concerns on the timing of their graduation and the start of a possible MSW program as impacting their choice in attending a different institution.

32.   Provide current institutional and department/college overall retention and graduation rates.
The Southeastern Louisiana University Office of Institutional Research has provided a brief on graduate level retention and graduation rates at the university. The report is located in Appendix 4 or can be found by following this link (http://www.southeastern.edu/admin/ir/research_briefs/files/ResearchBrief36.pdf).

Information regarding the university's undergraduate retention and graduation rates can be found in the table below.

Fall 2020 Freshman Cohort Retention Rates of Program and University

	Number Declared in Freshman Year	Retained after Freshman Year	Kept Major	Changed Major
Social Work	26	19 (73.1%)	13 (50%)	6 (23.1%)
University	2,019	1,297 (64.2%)	880 (43.6%)	417 (20.7%)

Graduation Rates of Department and University

		Cohort Total	Graduated within Four Years	Graduated within Five Years	Graduated within Six Years
Health & Human Sciences	Fall 2015	67	25 (37.3%)	30 (44.8%)	33 (49.3%)
	Fall 2016	54	21 (38.9%)	31 (57.4%)	
	Fall 2017	46	21 (45.7%)		
University	Fall 2015	2,302	440 (19.1%)	764 (33.2%)	866 (37.6%)
	Fall 2016	2,008	456 (22.7%)	803 (40.0%)	
	Fall 2017	2,098	535 (25.5%)		

*Data Derived from Southeastern Louisiana University Office of Institutional Research

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*		0	5	10
Lost to Attrition (should be negative)	0	0	-2	-2
New to the institution	15	20	25	30
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	**15**	**20**	**28**	**38**
Graduates	15	15	18	20
Carry forward base enrollment for next year	0	5	10	18

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

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 proposed program will be marketed to current social work undergraduate students and to students in related majors throughout the university. Students within the undergraduate social work program will learn about the program options in their undergraduate courses and related program organizations.
     Related majors include psychology, sociology, human sciences, human development and family studies, and criminal justice. The program will be represented at on campus events, such as the Major/Minor Fair. The program will also work with majors to schedule times to attend class sessions, student organization meetings, or events related to the major.
     The program will market to adult learners already working within the social services field in case management related positions. Such positions may be found within the Department of Children and Family Services, the Office of Juvenile Justice, and the Louisiana Department of Health.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template
     The Budget Template can be found in Appendix 5.

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?
     Students will not take on any additional fees or costs outside of the tuition, mandatory university fees, and textbook rental fees.

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.
     The costs of implementation of this program would be absorbed within the existing infrastructure of the institution; current facilities are able to support the needs of the first three cohorts of the program. The Social Work Program is currently able to requests new library resources on annual basis. Many of the

databases, book, and journal collections that this program would access are already available to serve the needs of the undergraduate program. As the program grows, additional resources will be supported through increased funds drawn from MSW student tuition and fees.

Student advising will be conducted by the faculty. Currently, faculty advise an average of twenty students per semester. The added faculty (discussed further below) will be able to fully advise the graduate level students.

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.

    The program will require two new faculty lines in year one. The accrediting body, CSWE, requires an MSW program to have a program director and a field director that focus their efforts completely within the MSW program. The two new lines would fulfill this requirement. Within year three, the program will likely require a minimum of one new faculty line as the program grows.

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

    Current faculty will be able to share time between the BSW and MSW program.

    c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)
         The faculty Roster can be found in Appendix 6.

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

    A graduate assistant will be needed to assist with applications, field related content, and general administrative duties to support the program director and the field director.

F3. Facilities

42. Where will the program be offered? Mark all that apply.
    [X] 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		X New faculty members will require office space, utilizing space already available within the university.		
Fine Arts Spaces				
Classrooms		X Current classroom space will be sufficient for Master's level classes that are typically scheduled later in the day		
Meeting Rooms				
Student Study Space		X There are multiple student facilities within SLU's library and the Tinsley Learning Center available for students, as well as open access computer labs.		
Shared Space with other campus units		X Meeting rooms shared within both the Health & Human Sciences Department and the College of Nursing & Health Sciences		

		including home simulation lab will be available		
Other (Specify)				

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

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.
N/A

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.
N/A

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.

    We do not foresee any major equipment needs exceeding $5000.

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	low	low	Increase in marketing funds and recruitment

			events, publicity push in the university and community. Deemed low risk because 91% of sixty-eight upper level students surveyed recently at SLU expressed strong interest in attending an MSW program at Southeastern. MSW is required for career advancement and in order to work in clinical settings, therefore most of the students graduating from our UG program apply to graduate programs.
Meeting all CSWE standards during probation period	low	low	Hiring two new faculty to maintain faculty-student ratio Having designated Graduate coordinator and designated field coordinator Aligning all courses with CSWE standards
Accessibility for working professionals given it is not an online degree	low	low	Classes will be scheduled later in the day to accommodate students who are employed. This is the model currently used in the department for the MS Counseling.

			Additionally, our student survey suggested that there is a preference for skills based courses to be taught in person. Some content courses will be offered online

Appendix 1

Letters of Support from Students (Letters begin on following page)

August 1, 2022

To whom it may concern,

My name is Erin Loup, and I am a junior in the Social Work Program at Southeastern Louisiana University. I am writing to express my excitement due to the possibility of the approval of Southeastern's Masters of Social Work (MSW) Program.

During my full-time studies at SELU, it has always been my intention to help those during the most important, formative, and often time, most traumatic period of their life. During my time here, I have been allowed to contribute 20 service hours while under the guidance of wonderful, intelligent and caring social workers. As I continue my journey, I look forward to completing my Bachelor's of Social Work at SELU.

One of the reasons I believe Southeastern should pursue a MSW Program is that it would not only provide an opportunity for myself to learn and grow, but also benefit the people of Hammond and its surrounding area. Southeastern takes great pride in being a family that cares about its community, and a masters program can offer ways to promote social justice, find solutions to social problems, and help improve pressing issues that vulnerable people face in our community. These are only a few positive changes that we can expect. As Louisiana's third largest university, I confidently believe that this change is necessary and will build on what it truly means to be a lion.

With appreciation,

Erin Loup

erin.loup@selu.edu

To whom it may concern,

I am a current student at Southeastern Louisiana University. My projected graduation date for my bachelor's degree in social work is Spring 2023. I am planning on transferring to Southern University of New Orleans for their Advanced Standing Social Work Master's Program because it is the closest, most affordable, and quickest option available.

I currently live in Mandeville, so the options for convenient social worker master's programs are limited. I am currently choosing between commuting an average of two hours a day to either Baton Rouge or New Orleans for LSU's master's program, SUNO's master's program, or Tulane's master's program. This commute is extremely taxing on my financial situation because I am a single mom as well as a full-time student. In addition to this, I must figure out childcare for the weeknights if I am not home on time for the bus.

If Southeastern offered a master's program, it would alleviate the stress of my childcare situation, as well as lighten the financial burden of gas and toll. Continuing to attend Southeastern, as opposed to transferring universities, would be extremely preferable. Lastly, I have built rapport with the professors at Southeastern throughout the previous semesters. I would like to continue these relationships because they could possibly open future job connections in the immediate area, rather than start anew with professors and future job connections that are out of town.

Francesca Sendra, student

Southeastern Louisiana University: Social Work Program

August 6, 2022

To whom this may concern:

I write to you in honest hopes that you would please consider providing a Master of Social Work program for the students at Southeastern Louisiana State University (SELU). SELU has not only provided me with a comprehensive and competitive undergraduate Social Work program, but has also fostered my personal growth as I start a new career. If given the opportunity, I would eagerly apply for a MSW program at SELU instead of having to attend a different academic institution.

As of the 2020 census, the parish of St. Tammany boasts over 250,000 residents, many of whom choose to attend SELU. SELU is an obvious choice to us because of its reputation as a competitive university, its accessibility, and its intimate student-teacher ratio. This combination serves as a win-win for everyone in the undergraduate program as well as the university itself. This successful symbiosis would no doubt continue as a graduate-level program if offered to prospective students. Our area remains academically underserved in a MSW program, as the only close MSW programs are across the lake in New Orleans, or at LSU in Baton Rouge. Offering students access to a local hands-on comprehensive MSW program will not only provide prospective social workers with the education and training needed, but also will contribute to the well-being of our local society by providing well-trained social workers the experience to be of ultimate service to others.

Our society is a battlefield of damaged individuals who desperately need direction, understanding, and compassion. Our profession trains us from our very Code of Ethics to value the worth and dignity of the individual. Social work is a vocation, to me, not a profession – and I know that I am not the only student who feels this way. I believe that the Social Work department at SELU will provide their best possible efforts in a MSW program as they have so successfully done in the undergraduate program. Because of these reasons and many more, I urge you to LION UP! and consider offering a Master of Social Work program at Southeastern Louisiana University.

 Very truly yours,

David I J Bloom
Student - Social Work Undergraduate Program
Department of Health and Human Sciences
College of Nursing and Health Sciences
Southeastern Louisiana University

To Whom it May Concern,

My name is Lauren Wheat and I am currently a senior Social Work major at Southeastern Louisiana University. My time here at Southeastern has been nothing short of amazing. I was an active member of Phi Mu fraternity for four years, I have kept a job, and always stayed on top of my studies.

Since being a part of the social work program, the faculty and staff have been so helpful and supportive of my work. I have grown so much as a person while working in this area of studies. When entering college I was unsure of what I wanted to major in, after the COVID-19 pandemic, I knew social work was the right profession for me.

Graduate school is something I knew I wanted to pursue after learning more about social work. I was unsure of where to apply and the stress of graduating and having to apply soon was quickly approaching. After being notified that Southeastern was applying to have a Master of Social Work program I felt a sense of relief. Even though I knew I would have to take time off before continuing my education, I knew I did not want to go anywhere but Southeastern.

Southeastern Louisiana University is not just a university, just like the social work program is not just a program. This university and this program is a family. The faculty and staff go above and beyond for the students, ensuring their success in the program.

While in this program I have learned a lot about my future career and myself. If Southeastern is granted the Master of Social Work program, I am more than willing to take a break from my education to pursue my master's degree at Southeastern.

If you have any questions about the program from a student perspective, please feel free to contact me
Lauren.Wheat@selu.edu

Thank you for your time and consideration,
Lauren Wheat
Senior Social Work major

To whom it may concern:

My name is Laney Stiebing, and I am a current social work student at Southeastern Louisiana University. I am entering a field internship in January of 2023 and will graduate the following May.

Coming to college, I was unsure of my future. I knew I wanted to do something meaningful, something I felt passionate about. My grandmother always told me I would be a great social worker. It was not until I met with the department's program coordinator, Mrs. Jamie Magee, that I felt the same way.

Enrolling in Southeastern's social work undergraduate program was one of my best decisions. Not only have I gained impeccable knowledge and experience in the social work field, but I also have grown as a human being. I have had incredible professors that saw my potential and pushed me to be the best student possible. I genuinely believe that Southeastern's social work department's success is due to the love and support of each and every professor.

As graduation nears, I am beginning to plan for the future. Before becoming a social work student, I was still deciding about attending graduate school. However, after hearing the news of a potential social work graduate program at Southeastern, I was certain. I knew that if I could attend any graduate school, I would choose Southeastern.

I cannot imagine furthering my social work education at any other university. I fully trust the social work department at Southeastern and would be honored to receive graduate education from these professors. If Southeastern was granted a social work graduate program, I am willing to postpone my education and attend the program once established.

Thank you for your time and consideration. If you have any questions regarding my experience thus far, please feel free to contact laney.stiebing@selu.edu.

Sincerely,
Laney Stiebing
Senior Social Work Student

Appendix 2

Letters of Support from Community Members (Letters begin on following page)

Ochsner
Health System

October 23,2022

To Whom it May Concern,

I am writing in support for the Southeastern Social Work Programs Master of Social Work application.

I am currently the Social Services Manager for Outpatient Complex Care Management for Ochsner Health System which consists of two LMSWs and four LCSWs. The Social Work team is tasked with providing medical social work services for our patients that are identified as the highest medical utilizers within the Ochsner Health system.   Patients are identified using an EPIC risk score that calculates the probability that a patient will either require Emergency Room services or be admitted to Acute Care in the near future. The team also serves patients who are at risk for becoming high utilizers due to psychosocial needs that are currently not addressed.

While Ochsner Health serves thousands of patients throughout the Gulf Coast region, my team has served approximately 1,500 patients so far this year. As a leader, I am proud that our team of six social workers have served so many of our Ochsner Health patients thus far.

It is my experience that there is a great need for medical social workers; however, there are minimal applicants with experience in the medical field. Personally, I am currently recruiting for a social work position in the Baton Rouge area and have only received resumes from two candidates. Additionally, I often receive calls from other Ochsner Health leaders for social work recommendations due to multiple open positions. Today, Ochsner Health has 31 social work positions posted, which does not include "navigator" positions that can be filled by social workers.   Please note that one position posted may include personnel for multiple locations within the Ochsner Health system.

We currently do not provide internship opportunities for students within the Outpatient Complex Care Management department; however, I am interested in expanding our team to include both MSW and BSW interns.

Sincerely,

Michele B. LeBlanc, LCSW-BACS LA-4480, MS-C8853
Manager, Social Services Outpatient Complex Care Management
Ochsner Health

Lakeview Regional Medical Center

October 4, 2022

Re: Letter of Support for Southeastern Louisiana University Masters of Social Work Program

To Whom It May Concern,

I am writing on behalf of Lakeview Regional Medical Center in support of Southeastern Louisiana University expanding the Social Work Program to a Masters of Social Work (MSW) program.

Lakeview Regional Medical Center currently employs two full-time social workers and one part-time social worker. In my current role as an acute care social worker, I utilize a strength-based approach to provide supportive services, education, and community resources to patients of diverse backgrounds and age groups.

Lakeview Regional Medical Center is a 167-bed, acute care hospital located in Covington, Louisiana. As a campus of Tulane Medical Center, Lakeview Regional Medical Center provides nationally recognized and award-winning inpatient and outpatient healthcare services to St. Tammany Parish and surrounding areas. Additionally, Lakeview Regional Medical Center is the only level II trauma center in St. Tammany Parish with plans to expand to a level I trauma center. The social work department responds to all trauma activations to provide emotional support and coordinate appropriate post-acute care. As the trauma program continues to expand, the social work department will actively participate in research projects to help direct new innovations in trauma care.

I strongly believe in supporting the future of the social work profession and have supervised five undergraduate social work interns from Southeastern Louisiana University and one graduate intern from Louisiana State University. The professionalism, knowledge, skills, and values of the undergraduate students I have supervised from Southern Louisiana University is unmatched and I look forward to supporting and supervising future interns.

The Social Work Program at Southeastern Louisiana University provides students with a wide spectrum of conceptual and practical tools needed to address multidimensional problems across various settings. I fully support the Southeastern Louisiana University expanding the Social Work Program to include a Masters of Social Work (MSW) degree program and believe all graduates of the program will facilitate meaningful and sustainable change on micro, mezzo and macro levels within Louisiana communities.

Sincerely,

Morgan Hagan, MSW, LMSW

Morgan Hagan, MSW, LMSW

OPTIONS
PREMIER SERVICES FOR PEOPLE WITH DISABILITIES

19362 W Shelton Rd
Hammond, LA 70401
985-345-6269
OPTIONS4U.ORG

September 14, 2022

To Whom It May Concern,

OPTIONS, Inc. is a non-profit agency founded in 1973 to provide opportunities for people with intellectual and developmental disabilities to live and work in their community. We provide a variety of programs and supports to achieve this mission, including residential, employment, enrichment, nursing, and transportation services. OPTIONS has served thousands of people throughout the years, and currently serves around 170 people with disabilities and their families.

OPTIONS currently employs 8 social workers; two at the clinical level and six at the bachelor's level. OPTIONS continues to evolve to meet the changing needs of the participants that we serve. Two areas that are of most concern to us are the mental health needs and gerontology needs of the people that we support. People with disabilities face the same mental health related challenges as anyone else, but this is often compounded by the marginalization that many people with disabilities experience in our society. Also, people with intellectual disabilities are living longer than ever, and they are facing age related health challenges in greater numbers. To meet the needs of the people that we serve, we need a highly trained workforce, skilled in these areas. Social workers are ideally suited to this challenge, and having a top notch MSW program in our community would greatly benefit the agency and our clients.

For many years we have taken great pride in being part of mentoring social work students through field education. OPTIONS has provided field education for a variety of MSW programs in the area, but the majority of our interns have been students in the Southeastern Louisiana University BSW program. The level of preparation of these students has been top notch over the years, and I have no doubt that a MSW program at Southeastern would produce the same caliber of student.

OPTIONS fully supports the formation of a Master's in Social Work program at Southeastern Louisiana University. We believe that this would assist the agency by providing a highly trained social work workforce. We will enthusiastically welcome MSW interns from this program into OPTIONS as well. Please reach out if you have any questions or need additional information.

Sincerely,

Carrie Mercke, MSSW, LCSW-BACS

OPTIONS President and CEO

Monarch Counseling and Coaching, LLC
Jessica Wilkes, LCSW
P.O. Box 2881
Hammond, LA 70404

September 30, 2022

Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

To the Board of Regents:

Thank you for your consideration in the inclusion of a Master of Social Work degree at Southeastern Louisiana University. My name is Jessica Wilkes, and I am a licensed clinical social worker in the southeast Louisiana area. I am the current owner and therapist at Monarch Counseling and Coaching, LLC, a private practice agency specializing in relational and grief therapy services. I am also employed, on a PRN basis, with a hospice agency and an intensive outpatient mental health facility. I have experience in multiple fields of social work in the immediate area of Southeastern Louisiana University, including acute medical care and child welfare. Lastly, I am an alumnus of the Southeastern Louisiana University Social Work Program.

In all of the above-mentioned positions, excluding child welfare, social workers have been highly sought after and have required a masters level education and licensing as social worker at the master and/or clinical level. The healthcare and behavioral health care communities are swiftly recognizing the utility of social workers as care providers, as we have seen in the example of Medicare reimbursement allocated solely to licensed clinical social workers versus other master's degree trained mental health providers. The versatility (and pay differential) of the master level trained social worker has created an educational pathway of sorts, so that most social workers who obtain a bachelors degree in social work and seek subsequent licensure have expressed plans to further their education with a master of social work degree.

Southeastern Louisiana University is especially poised to provide a masters trained workforce to the immediate and outlying communities. The university is situated in Tangipahoa Parish, which from one end to the other, has direct access to several rural communities both within Louisiana and neighboring Mississippi. Rural communities are known for experiencing a lack of access to mental health care and case management services, while also experiencing higher levels of poverty with fewer resources to assist in transportation, communication, and overall healthcare. While the emergence of telehealth has provided unique access to those it is available to, there are special considerations in providing services to rural communities, such as a lack of internet access, the mindset around familiarity, and overall educational considerations such as literacy.

Having available social workers to serve the immediate communities they reside in is one of the simplest ways our healthcare and welfare systems as a whole can meet the needs of its communities.

While current undergraduate students can obtain a bachelor of social work (BSW) degree from Southeastern Louisiana University, there are only two options upon completion of the degree. The first is to maintain as a professional under the registered social worker license and experience a limit to their occupational progress. They are unable, in the state of Louisiana to provide numerous levels of care, such as behavioral health interventions that require diagnosis or treatment and positions in which payor sources require master or clinical licensure. They also have very little negotiation power in terms of salary, thereby increasing the chance they, themselves, may experience poverty as the rates for RSW are less than $20.00 per hour in most areas of Louisiana, and in many parts range from $12.00-$18.00 per hour. The next option is a BSW student can further their education with a master of social work at another institution. Students who choose Southeastern Louisiana University do so for a range reasons, such as location, cost, or degree program. The University is easily accessible via interstate access making it ideal for many students commuting. The University is also very affordable in comparison to other similarly sized universities and for institutions offering comparable degrees. This ease of locational and financial access makes Southeastern a university that stands out among those offering a social work degree program. This is especially critical at a time when the cost of higher education has become illuminated as a major hindrance to future independence and upward mobility in our society.

The University's location also makes it unique in its ability to produce a workforce available to the communities around the university. From my personal experience, at this time in the community locally and within a 50 mile radius in any direction, almost all agencies are accepting and interested in providing internship opportunities to students. Agencies also often want students that can potentially enter into employment. It becomes a great way for students to feel out the field they are interested in while potentially marketing themselves as a future hire. Because of an agency's potential requirement from Medicare or other controlling factors, many are more interested in master level students than bachelor level students. Some are unable to utilize bachelor level students and give them a full internship experience, such as private practice offices, behavioral health facilities, or hospice agencies.

As an alumnus of the university, I can speak directly to its utility in providing increased economic opportunities for the students it serves. While I lived near the university while pursuing my BSW, I moved shortly thereafter. The only available jobs for registered social workers were paying much lower rates than positions requiring a master or clinical level license. As such, I decided to pursue my master's degree in social work. The closest university was 1.5 hours commute each way. This level of commute and potential financial cost associated with it can put a strain on a population of people willing to help those in need but may be at risk of facing hardships themselves.

Placing an MSW program where a thriving BSW program exists not only positively affects the student population, it also affects the communities surrounding the university by providing a diverse workforce from which to pull, where economically the growth of the community directly

benefits those working in it. Students have more buying power as a result of increased licensure and agencies have trained providers at the ready. Rural communities are often left out of many progressively focused discussions for a myriad of reasons, however, Southeastern is set to fast become a game-changer for the economic and educational future of students from a vast array of communities. These heavily trained individuals are the future of social work and can change the landscape of their communities with the services they can make available.

While official statistics are often hard to come by due to the nature of data collection and the changing job market, I personally know, at this moment in time, every agency I interned for and have worked at in the last 10 years is hiring for master's level social workers. Jobs have stayed open for months because the workforce is not always available. Strengthening the social work workforce in communities is not only good for the communities, it is also good for strengthening the notion of professionalism within our field. Southeastern is in a direct position to affect change within the southeast Louisiana region by supplying a well-trained workforce with knowledge of the unique needs faced by the communities it serves.

Sincerely,

Jessica Wilkes, LCSW
Owner/Therapist
Monarch Counseling and Coaching, LLC
985-602-9828
hello@monarchcounselingla.com

August 30th, 2022

Re: Letter of Support for SELU MSW program

To Whom It May Concern:

I am a hospice social worker at Compassus Hospice in Mandeville, LA. Here at Compassus, I serve a diverse population, including parishes like St. Tammany, Washington, and Tangipahoa Parish. As a social worker, I provide emotional support, end of life education, and community support to local facilities. We currently have 200 patients including Mandeville and Metairie office. Between both offices, we have 3 social workers, with me being the only one at the Mandeville office.

Compassus Hospice management has stated that they would be more than happy to coordinate with Southeastern, due to the strong social work community. My goal is to be able to recruit more interns and social workers into the field of hospice. I often come across an abundance of people who have misconceptions about what hospice stands for. For example, I accepted my first intern from SELU BSW program last semester. This intern clarified that I was his 6th choice because he was unsure on what type of work was done by social workers in hospice. By the end of the internship, this intern was educated and trained on what hospice really is. In fact, he reported that he would want to come back and work here if given the opportunity.

As an alumnus of Southeastern Louisiana University, I received the best education and opportunities that helped shape me into the social worker I am today. However, if the opportunity was present, I would have chosen SELU over LSU. SELU offers a personal experience that makes one feel like they are getting one-on-one education. It is very difficult to find that in other MSW programs.

I am pleased to write this letter to show my support for the Southeastern Louisiana University Social Work program expanding to an MSW program.

Sincerely,

Ashley Siliezar Kinchen, MSW, LMSW
Medical Social Worker/Bereavement Coordinator

Appendix 3

Current Affiliation Agreements with Community Agencies and Organizations

21st Judicial District Attorney's Office	North Oaks Health Systems
21st Judicial District Juvenile Services Division	Northlake Behavioral Health System
	O'Brien House
Archbishop Hannan High School	Oceans Acquisitions INC
Baton Rouge Behavioral Hospital	Odyssey House Louisiana
Baton Rouge General Medical Center	Options
Beacon Hospital Management	Our Lady of Angels Hospital
Child Advocacy Services	Our Lady of the Lake Hospital
Children's Hospital (NO)	Planned Parenthood Gulf Coast
Covington Behavioral Services	Ponchatoula Community Care Center
Department of Children & Family Services	Regina Coeli
Discovery/Renew Family Resource Projects	Regions Behavioral Hospital
East Baton Parish School System	RHO Mental Health, LLC
Empower 225	River Oaks Hospital
Florida Parishes Human Services Authority	Riverside Medical Center
Forest Manor Nursing and Rehabilitation	Sage Rehabilitative Hospital
Hope House Children's Advocacy Center	Slidell Memorial Hospital
Iberville Parish Schools	St. Helena Parish Hospital
Kentwood Family Clinic, LLC	St. Tammany Parish Hospital
Lafayette Parish School Board	St. Tammany Parish Public School System
Lafourche Parish School Board	Tangipahoa Parish School System
Lakeview Regional Medical Center	TARC, Inc.
Landmark Nursing Home of Hammond	The Grove Counseling & Wellness Center
Lane Regional Medical Center	Twin Oaks Nursing Home, INC
Lighthouse Ranch for Boys	UHS-Tulane-Lakeside-Lakeview
Livingston Parish School Board	Vital Resource Solutions
Louisiana United Methodist Children & Family Services Inc	Washington Parish School System
	Woman's Hospital
Mary Bird Perkins Cancer Center	Youth Oasis
NAMI St. Tammany	Youth Services St. Tammany Parish

Appendix 4

Research Brief 36: Graduate Student Retention and Graduation (PDF on following page)

Office of Institutional Research

Spring 2021

1. Introduction and Methodology

- Graduate student cohorts were defined based on modified IPEDS methodology: full-time (9 hours or more) students who started in the fall or previous summer. Graduation rate was determined by tracking the cohort for 3 years (150% of average time to complete). The cohort year used was Fall 2017.

- Exceptions to this include the EMBA and the M. Ed. in Educational Leadership programs.

- The EMBA program course sequence begins in January, so the EMBA cohort was defined as students enrolled for the first time in the program in Spring 2018.

- The M Ed. in Educational Leadership program is a cohort-designed program consisting of 6 semesters. All students enrolled for the first time for this program in Summer 2015 and Fall 2015 were included, and the cohort was tracked for five years.

- Graduate programs that were not included due to insufficient cohort sizes include the MAT in Elementary Education, MA in History, MS in Integrated Science and Technology, MA in Organizational Communication, MAT in Special Education, Early Interventionist, the M. Ed. in Special Education, and the Ed. D. in Educational Leadership. Cohorts were not created if there were 3 or fewer students who were first time, full time students enrolled for the first time in the target semesters. Additionally, we were unable to create cohorts for the Doctor of Nursing Practice (DNP) program due to the inability to differentiate between students in the MSN to DNP track versus students in the BSN to DNP track.

2. Retention

- Below is a table listing the retention rates for the Fall 2017 Cohort that was tracked. The overall cohort one-year retention rate was 87.8%, with 108 of 123 students enrolling in Fall 2018.

Program	Cohort Size	Enrolled Fall 2018	
MA English	4	4	100.0%
MA Psychology	11	9	81.8%
MBA	32	30	93.8%
M MUS Music	10	8	80.0%
MS Applied Sociology	5	3	60.0%
MS Biology	10	8	80.0%
MS Communication Sciences & Disorders	16	15	93.8%
MS Counseling	13	13	100.0%
MS Health and Kinesiology	11	8	72.7%
MSN Nursing	11	10	90.9%
Total	**123**	**108**	**87.8%**

3. Graduation

- Below you can find the number of students who graduated within one year, the (cumulative) number who have graduated in two years, the (also cumulative) number who have graduated in three years, and also the graduation rates for each of the three years.
- The highest three year graduation rate was for the MA in English program, with 100.0% of the students graduating in three years or less.
- Of the cohorts, the MS in Applied Sociology had the lowest three year graduation rate with 40.0% of the students graduating within three years or less.
- The overall three year graduation rate was 80.5%, with 99 of the 123 students having graduated within three years or less.

Program	Cohort Size	Graduated within One Year		Graduated in Two Years or Less		Graduated in Three Years or Less	
MA English	4	0	0.0%	2	50.0%	4	100.0%
MA Psychology	11	0	0.0%	5	45.5%	6	54.5%
MBA	32	2	6.3%	30	93.8%	31	96.9%
M MUS Music	10	0	0.0%	7	70.0%	7	70.0%
MS Applied Sociology	5	0	0.0%	1	20.0%	2	40.0%
MS Biology	10	0	0.0%	6	60.0%	7	70.0%
MS Communication Sciences & Disorders	16	0	0.0%	11	68.8%	15	93.8%
MS Counseling	13	0	0.0%	0	0.0%	11	84.6%
MS Health and Kinesiology	11	0	0.0%	5	45.5%	8	72.7%
MSN Nursing	11	0	0.0%	0	0.0%	8	72.7%
Total	**123**	**2**	**1.6%**	**67**	**54.5%**	**99**	**80.5%**

4. EMBA

- The EMBA program's course sequence begins in January, so the cohort for this program was created using the full-time students enrolled in Spring 2018 for the first time. The cohort was tracked for three years. The cohort had a 95.5% one-year retention rate.

Cohort Size	Enrolled Spring 2019	
22	21	95.5%

- The three year graduation rate for the EMBA program was 95.5%, with 20 of the 21 graduating students having graduated in two years or less.

Cohort Size	Graduated within One Year		Graduated in Two Years or Less		Graduated in Three Years or Less	
22	0	0.0%	20	90.9%	21	95.5%

5. M. Ed. in Educational Leadership

- The 2015 M. Ed. in Educational Leadership student cohort was tracked for five years in graduation and retention.

- For the M. Ed. in Educational Leadership 2015 cohort, 94.1% of the students were retained in the first fall. Following the first fall, there were no students still persisting in the program who had not already graduated.

Cohort Size	Enrolled Fall 2016	
17	16	94.1%

- For the M Ed. in Educational Leadership 2015 cohort, 88.2% of the students graduated within 5 years or less, and, in fact, all of the graduating students completed the program in two years or less.

Cohort Size	Graduated within One Year		Graduated in Two Years or Less		Graduated in Three Years or Less		Graduated in Four Years or Less		Graduated in Five Years or Less	
17	0	0.0%	15	88.2%	15	88.2%	15	88.2%	15	88.2%

Appendix 5

Board of Regents Budget Template (PDF on following page)

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University   Date: _____

Degree Program, Unit: Masters Degree in Social Work

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST**		**SECOND**		**THIRD**		**FOURTH**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$166,400	2.0	$166,400	2.0	$243,200	3.0	$243,200	3.0
Graduate Assistants	$20,000	0.5	$20,000	0.5	$20,000	0.5	$20,000	0.5
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	$186,400	2.5	$186,400	2.5	$263,200	3.5	$263,200	3.5
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL			$		$		$	
TOTAL EXPENSES	$186,400		$186,400		$263,200		$263,200	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	15		20		25		30	
Tuition	$200,511		$250,605		$317,442		$367,536	
Fees								
*Other (specify)								
TOTAL REVENUES	$200,511		$250,605		$317,442		$367,536	

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

Headcounts by Semester

Advanced	Year 1	Year 2	Year 3	Year 4
Summer	15	15	15	15
Fall	15	15	15	15
Spring	15	15	15	15

Regular	Year 1	Year 2	Year 3	Year 4
Summer	-	-	5	10
Fall	-	5	10	15
Spring	-	5	10	15

Tuition per Year	Year 1	Year 2	Year 3	Year 4
Advanced	200,511	200,511	200,511	200,511
Regular	-	50,094	116,931	167,025
Total Program Revenue	**200,511**	**250,605**	**317,442**	**367,536**

Associated Program Costs

Estimated Cost per Faculty	Salary	Benefits	Total
Program Director	70,000	19,600	89,600
Other Faculty	60,000	16,800	76,800
	130,000	36,400	166,400

Estimated GA Sal/Tuition	20,000

Tuition Costs by Semester

Advanced	SCH	Tuition
Summer	9	4,188.58
Fall	15	4,589.40
Spring	15	4,589.40
Advanced Total		**13,367.38**

Regular Yr 1	SCH	Tuition
Summer	0	-
Fall	18	5,009.40
Spring	18	5,009.40
		10,018.80

Regular Yr 2	SCH	Tuition
Summer	9	4,188.58
Fall	15	4,589.40
Spring	15	4,589.40
		13,367.38

Regular Total		23,386.18

Appendix 6

SACSCOC Faculty Roster

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Southeastern Louisiana University
Name of Primary Department, Academic Program, or Discipline: Health and Human Services (Social Work)
Academic Term(s) Included: Summer, Fall, & Spring   Date Form Completed:

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Angela Wood (F)	*To be taught in proposed program:* **Summer** SW 525 Psychopathology/DSM Course; 3 credit hours; G **Fall** SW 562 Advanced Practice with Adults;3 credit hours; G SW 563 Advanced Practice with Children, Adolescents, & Families; 3 credit hours; G SW 582 Advanced Field Practicum 1; 3 credit hours; G Elective Courses **Spring** SW 564 Advanced Practice with Groups; 3 credit hours; G SW 583 Advanced Field Practicum 2; 3 credit hours; G Elective Courses	Southern Illinois University at Carbondale - MSW (May, 1992). Generalist Practice/Health and Mental Health concentration Tulane University - Ph.D. (December, 2006). At-risk youth, criminal and juvenile justice, substance-involved adolescents.	Licensed clinical social worker since 1997 [Illinois Social Work Examining and Disciplinary Board, Louisiana Board of Social Work Examiners]. Board Approved Clinical Supervisor [Louisiana Board of Social Work Examiners]. Certified Clinical Alcohol, Tobacco and Other Drug Social Worker [NASW]. Practiced social work in a variety of clinical settings 1992-2016. Experience teaching at the graduate social work level as a part-time online program instructor 2013-2022.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES &** **COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS &** **COMMENTS** Related to Courses Taught
Coleen Cicale (F)	*To be taught in proposed program:* **Summer** SW 550 Rural Social Welfare Community Assessment, Organizing, & Advocacy; 3 credit hours; G **Fall** SW 571 Clinical Assessment & Program Evaluation in Social Work; 3 credit hours; G Elective Courses **Spring** SW 585 Capstone Course; 3 credit hours; G Elective Courses	University of South Carolina - MSW (May 2012) – Communities and Organizations University of Central Florida - PhD – Public Affairs – Social Work (August 2018) – Risk Factors Associated with the Arrest for Adolescent to Parent Abuse	Licensed Master Social Worker (Louisiana Board of Social Work Examiners) Experience teaching at the graduate level in person and online, 2018-2021
Jamie Magee (F)	*To be taught in proposed program:* **Summer** SW 525 Psychopathology/DSM Course; 3 credit hours; G **Fall** SW 562 Advanced Practice with Adults;3 credit hours; G SW 563 Advanced Practice with Children, Adolescents, & Families; 3 credit hours; G SW 582 Advanced Field Practicum 1; 3 credit hours; G Elective Courses **Spring** SW 564 Advanced Practice with Groups; 3 credit hours; G SW 583 Advanced Field Practicum 2; 3 credit hours; G Elective Courses	Tulane University – MSW (December 1994)	Licensed Clinical Social Worker-1998 Board Approved Clinical Supervisor-2001 Both awarded by the Louisiana State Board of Social Work Examiners

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Corie G. Hebert (F)	*To be taught in proposed program:* **Summer** SW 525 Psychopathology/DSM Course; 3 credit hours; G SW 550 Rural Social Welfare Community Assessment, Organizing, & Advocacy; 3 credit hours; G **Fall** SW 571 Clinical Assessment & Program Evaluation in Social Work; 3 credit hours; G SW 562 Advanced Practice with Adults;3 credit hours; G SW 563 Advanced Practice with Children, Adolescents, & Families; 3 credit hours; G SW 582 Advanced Field Practicum 1; 3 credit hours; G Elective Courses **Spring** SW 564 Advanced Practice with Groups; 3 credit hours; G SW 583 Advanced Field Practicum 2; 3 credit hours; G SW 585 Capstone Course; 3 credit hours; G Elective Courses	University of Alabama – MSW – (May, 1991) Louisiana State University - Ph.D., Social Work (May 2007) – An Examination of Social Work Effectiveness on Home Health Care Recipient Outcomes	Licensed Masters Social Worker (Louisiana Board of Social Work Examiners); Academy of Certified Social Workers and 10 years field experience in health care
Heidi S. Kulkin (F)	*To be taught in proposed program:* **Summer** SW 525 Psychopathology/DSM Course; 3 credit hours; G **Fall** SW 562 Advanced Practice with Adults;3 credit hours; G SW 563 Advanced Practice with Children, Adolescents, & Families; 3 credit hours; G SW 582 Advanced Field Practicum 1; 3 credit hours; G Elective Courses **Spring** SW 564 Advanced Practice with Groups; 3 credit hours; G SW 583 Advanced Field Practicum 2; 3 credit hours; G Elective Courses	Tulane University, MSW (December 1996) Tulane University, PhD (December 2001) – Resiliency among Lesbians.	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Louisiana Southeastern University Master Program Review

Dr. Melanie Bergeron

September 2023

A. **Program Design**

   After reviewing the proposal for the social work master's degree program at Southeastern Louisiana University, it is evident that the proposed program includes courses that offer well-integrated knowledge of the social work profession. The social work profession is a growing field in which specialty programs in various areas have become integral to the success of not only the profession but also for the clients they serve. This proposal identified rural social work as a specialty area and by focusing on this particular population, it allows the program to prepare students to work in rural settings. The course offerings and course sequencing fit the needs of the program, potential accreditation and are set to provide high quality education in many areas of practice. Each course offering builds skills necessary for students to become competent when working with clients, organizations and communities. The course list identifies specific courses offered in the specialty area such as Rural Social Welfare Community Assessment, Organizing and Advocacy in addition to Social Work in Diverse Rural Communities for the traditional students entering the program.

   This unique program design fits into the value of the university which focuses on addressing the emerging needs of the state. This is evident within the proposal under Section 6 which identifies that "upwards of 80% of Louisiana residents live in rural areas", this is why this master's program focused on helping rural communities is ideal. A bachelor's degree program in social work is already offered at Southeastern and approval of this master's program would provide growth for the university. As stated in the proposal, currently students who graduate with their BSW must leave Southeastern to pursue their master's degree. With this approval, student retention from the BSW program would increase and would add to admission rates for the university. The proposed MSW program is designed to be a face-to-face program but also integrates field education into the curriculum so that students are able to put what they are learning in the classroom into practice in the field.

B. **Need**

   It is important to ensure that any new social work program is focused on addressing a need or gap in services for clients. Based on my experience, resources for people in need are even more limited for those living in rural areas. The proposal provides evidence of this in Section 9 where they reference the US Department of Agriculture and US Department of Labor data which concluded that "people living in rural areas experience critical shortages in employment opportunities, transportation and access to healthcare services". Most service agencies tend to be located in urban areas which adds a barrier for services for rural communities. By approving this MSW program, more students will be

trained in serving this population and will be able to provide services, develop new programs and help break down the barriers to service for clients. The courses offered in this program will assist in meeting the needs of the community and developing skilled social workers.

C.   **Students**

Based on the projections provided in the proposal there appears to be an adequate supply of students that would be interested in obtaining a MSW at Southeastern. The proposal provides detailed statistics after gathering information from the students who are currently enrolled in the BSW program. Out "of the 68 respondents, 91% would apply to and attend an MSW program at Southeastern if a program was offered". The proposal also provides a financial comparison to other programs in the area and based on this information, the cost would be attractive to potential students and these students would not incur any additional fees.

The standards for measuring performance are clear and reasonable for this graduate program. The program will also be working towards accreditation which will continue to assess and measure student performance. The qualifying Capstone Project is a reasonable measure of learning outcomes and the proposal states that they will be offering a Capstone course to integrate the material covered across the curriculum which will help student success. A section may need to be added to identify the process for removing students who are unsuccessful.

D.   **Faculty**

The department appears to have sufficient faculty stability to successfully launch this program but will require an additional two new faculty lines. With the program focusing on becoming an accredited program, this additional faculty will be necessary to meet the accreditation standards. The current faculty all have the credentials and experience to be able to serve as both BSW and MSW faculty. The current faculty are listed as having either PhD, MSW, LCSW, LMSW and/or certified clinical supervisor credentials. These credentials will meet the needs of the students and the program. The faculty is also very diverse in their experiences with a range from mental health, alcohol and substance use, communities and organizations, and health care.

The current faculty are responsible for the advising of all students in the program and the proposal states that each faculty member advises an average of 20 students. With the new faculty additions, the proposal states that they will "be able to fully advise the graduate level students". There are many opportunities for learning outside of the classroom with the built in field component so students will be able to practice the skills they are learning in the classroom in a field agency.

E. **Resources**

      Per the proposal, " the costs of implementation of this program would be absorbed within the existing infrastructure". With this information it does not appear that there would be an inadequacies. The social work program is able to place annual requests with the library on campus if there are any new needs when implementing this program. Currently they feel as though they have the necessary access to databases, books and journals to help ensure student success in the program. The plan to increase resources if needed comes from the increased funds that will be obtained with the new program's tuition fees.

F. **Administration**

      The administrative structure appears to be appropriate and within the proposal they will add to the structure with the addition of a program director and field director as well. They have also identified that as enrollment increases, more faculty lines may need to be added.

G. **Accreditation**

      Information is provided on the accreditation for MSW programs which is overseen by the CSWE. The BSW program at Southeastern is already accredited through the CSWE requirements and the proposal states that accreditation will also be pursued for the new MSW program. With the accreditation process being a three-year process, Southeastern has made progress toward meeting the necessary standards for accreditation.

H. **Related Fields**

      The proposal identifies support both from within the university and also from partnerships with community programs and agencies. Section 15 identifies Southeastern as part of the Child Welfare Workforce Alliance which focuses on addressing the shortage of child welfare workers in the state. The program will also be marketed to related majors within the university which the proposal lists as "psychology, sociology, human services, human development and family studies and criminal justice". With the field education requirement, the program is also supported by community agencies in which the students will have an opportunity to intern with.

I. **Costs**

      The proposal states that students will not occur any additional costs besides "tuition, mandatory university fees, and textbook rental fees". It should be noted that the costs of this program are reported as being absorbed by the current infrastructure of the university. A budget was also provided in the Appendix which maps out the cost of faculty with the tuition from the projected students. This budget shows that the financial support projected will be sufficient to sustain the high

quality program. The budget is realistic with the costs allotted for faculty salaries. Based on the letter from the president, it is evident that the institutional support is committed to the proposal of this new program.

J.   General Assessment, Comments, and Suggestions

The proposed program is realistic, and its focus on the needs of rural communities will benefit many of the university's surrounding communities. There are many strengths to this program's proposal. It is very well-organized with well-defined course sequences for both the advanced standing and traditional MSW programs, and all needs for the success of the program were identified. Based on the student letters and the data provided from current BSW students, there is much interest in getting this program started. The needs of the program such as the faculty lines were identified and there is a plan for recruitment across the university. Some areas for future thought once the program is up and running would be the potential to add a flex track or other similar options to capture the 9% of students who had "concerns on the timing of their graduation and the start of a possible MSW program". With the letters provided from students and the university president, it demonstrates the support from those within the university and it can also benefit the community as well.

Item E.3. **University of Louisiana at Lafayette's** request for approval of 2023-2028 Strategic Plan and revised Vision and Mission Statement.

EXECUTIVE SUMMARY

In Fall 2021 the University of Louisiana at Lafayette began conversations toward the development of a new five-year strategic plan and embarked upon a review and revision of its mission, vision, and values statements as part of the process. A Strategic Planning Interdivisional Task Force was formed and led the development of the strategic plan including collecting data from all University constituents, engaging in priority-setting retreats with executive and senior level administrators, and ensuring that all members of the University community had a voice in shaping the future direction of the institution. A new mission and vision were developed to support the University's expanding purpose and new values were developed in conjunction with Strategic Plan priorities and objectives. These statements and the new University of Louisiana at Lafayette Strategic Plan 2023-2028 are aligned to the Board of Regents Agency Strategic Plan and the University of Louisiana System's Strategic Framework.
U

The new mission and vision statements and the University of Louisiana Lafayette Strategic Plan 2023-2028 affirm the institution's focus on academic excellence, student success and the student experience, stewardship, public impact research, and transformational community engagement. The new mission, vision, and Strategic Plan will guide the University towards increased growth, service, and impact on the region, state, nation, and global communities.

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 University of Louisiana at Lafayette's request for approval of 2023-2028 Strategic Plan and revised Vision and Mission Statement.*

University of Louisiana at Lafayette

October 5, 2023

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

Dear Dr. Henderson:

The University of Louisiana at Lafayette would like to request your review and approval of the 2023-2028 Strategic Plan: *Vision.Louisiana.* The plan outlines the values, enduring commitments and strategic priorities that will guide the institution toward its next level of growth. This plan was developed in a multiyear process with significant engagement of University stakeholders. Of note, the University mission and vision statements have been revised.

Please place this item on the agenda for consideration at the October 2023 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

svc
Attachment

VISION. LOUISIANA.

UNIVERSITY *of* LOUISIANA LAFAYETTE

STRATEGIC PLAN 2023 - 2028

VISION. LOUISIANA.

The University of Louisiana at Lafayette's vision for its future is unapologetically bold. It is anchored in a strong identity and committed to ensuring its students and community thrive. The past 25 years have demonstrated unprecedented expansion of the University's programs, services and physical footprint. That momentum must continue.

The 2023-2028 Strategic Plan for the University of Louisiana at Lafayette outlines the values, enduring commitments and strategic priorities that will guide the institution toward its next level of growth. This plan was developed through a multiyear process with significant engagement of University stakeholders.

At the Heart of the University –
Mission, Vision and Values

Any strategic planning process must begin by identifying an institution's mission and vision statements and its values. Such core language reflects the very heart of an organization and lays the foundation for planning. The following revised mission and vision statements and institutional values are the result of a multiyear dialogue led by the University administration with significant community input.
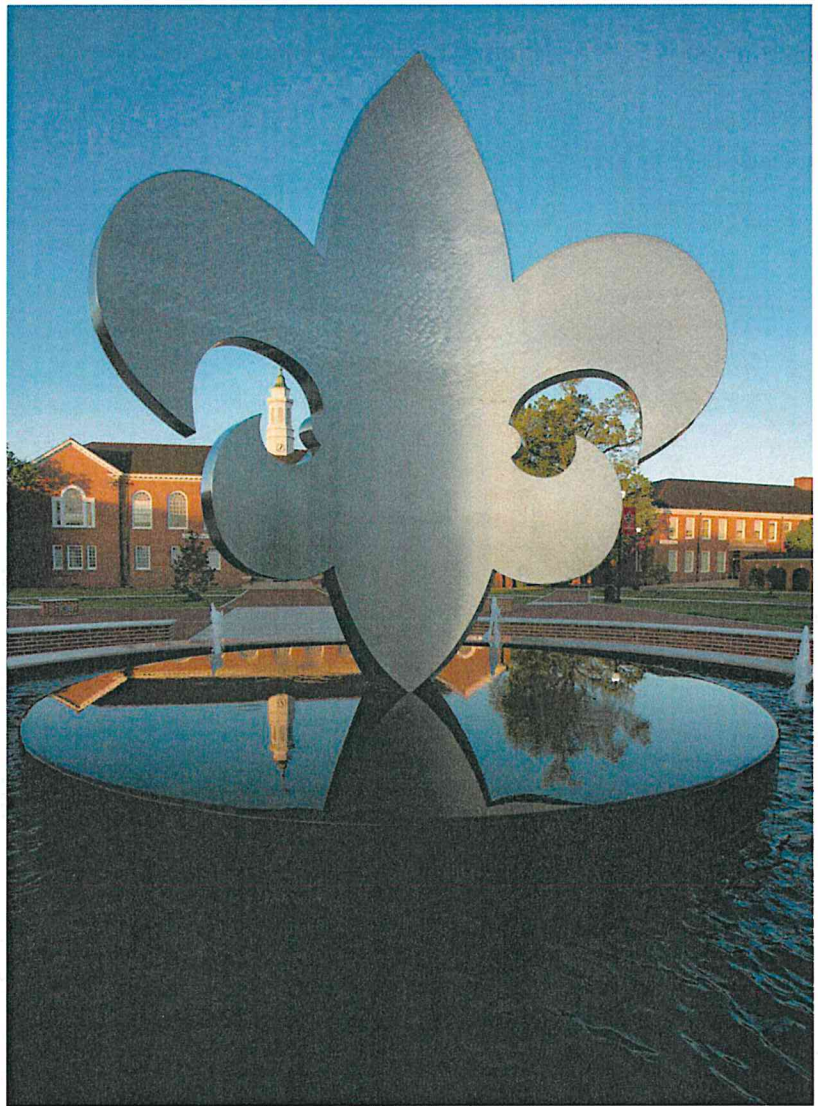
Mission Statement – *What is Our Purpose?*
Revised Fall 2022
The University of Louisiana at Lafayette provides an exceptional educational and professional experience driven by diverse worldviews and enriched by shared cultural traditions. Through public impact research, inspirational teaching and transformative service, we develop citizens, leaders and innovators who create solutions to community and regional challenges, improving the world for future generations.

Vision Statement – *Where are We Headed?*
Revised Fall 2022
Together, as a nationally prominent research University, we shape our community, region and world by embracing our unique culture, leveraging our deeply rooted traditions and fostering our competitive spirit to improve the human condition.

University Values – *What We Agree is Important*

Revised Fall 2022

Collaboration

Understanding and fostering connections with others across disciplines and perspectives

Collegiality

Being cooperative, considerate and respectful while working together to reach common goals

Honesty

Exhibiting sincerity and truthfulness through our actions, words and interactions with others
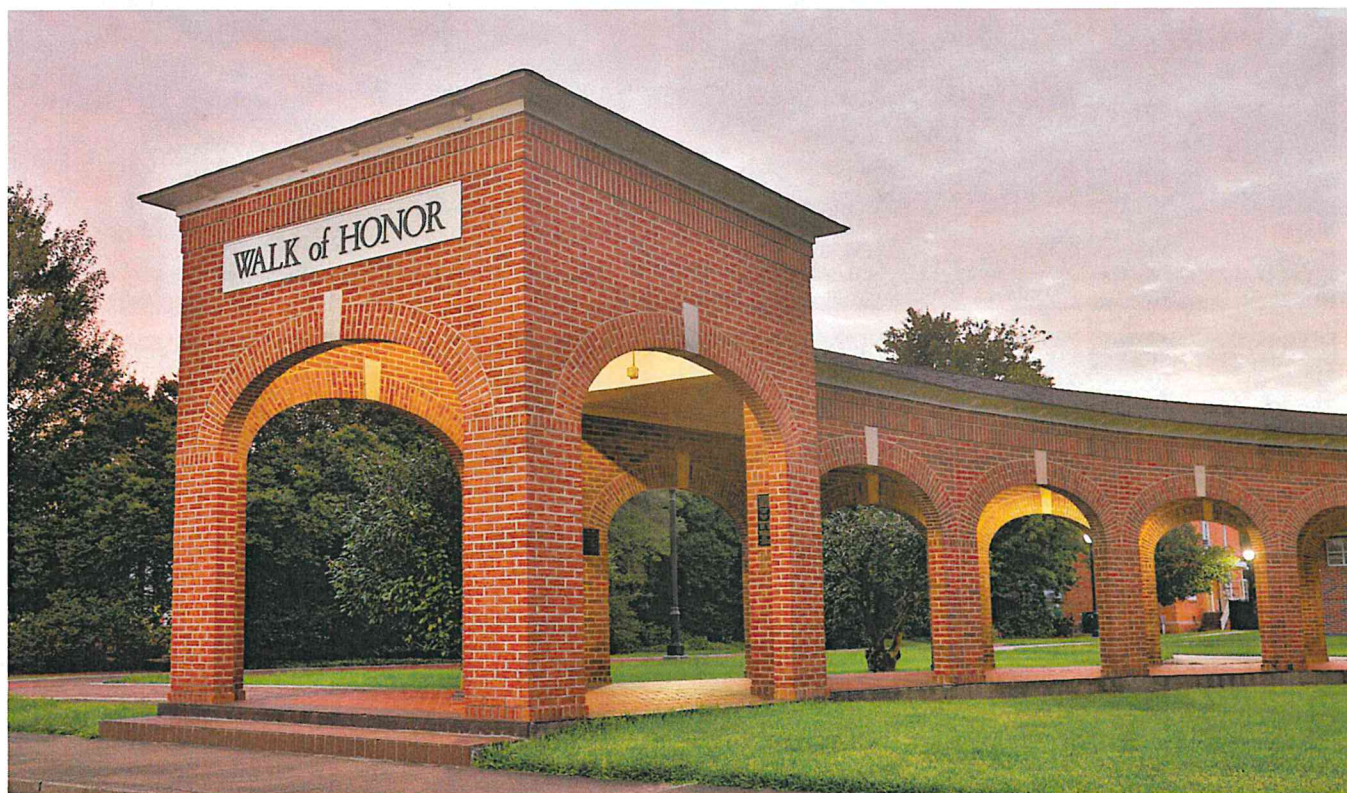
Integrity

Demonstrating trustworthiness and ethical behavior, and exercising responsible stewardship of the resources with which we are entrusted

Respect

Honoring the dignity of each person and fostering a spirit of inclusiveness

Transparency

Embracing open and continuous communication through consistent sharing of information

ENDURING COMMITMENTS

The University's enduring commitments are those with which the institution has longstanding and unwavering engagement and are interwoven with its current strategic priorities. They are the foundational building blocks for an exceptional student experience and are essential to both student and institutional success. Defining these enduring commitments helps reinforce their vital nature and underlines the institutional desire to keep them at the forefront of our work. Over time, these commitments shape the University's identity, establish opportunities and limitations, and set its direction.

Access, Opportunity and Success is striving to achieve inclusive excellence beyond the boundaries of comfort to engage across cultures, discovering, appreciating and leveraging the rich diversity of our campus community.

Innovation is striving to always be forward-thinking, encouraging novel and creative ways to positively impact students and find success in our strategic priorities.

Organizational Culture is the environment that influences the nature of collaboration and respect. It helps move the University toward our vision as we focus on the "people side" of the institution.

Service is fostering mutually beneficial community partnerships to exchange knowledge, collectively solve problems, enhance quality of life, and develop educated and engaged citizens.

Sustainability is fully embracing our environmental, social and economic responsibilities and preparing each student for success as a globally responsible, productive citizen committed to environmental stewardship.
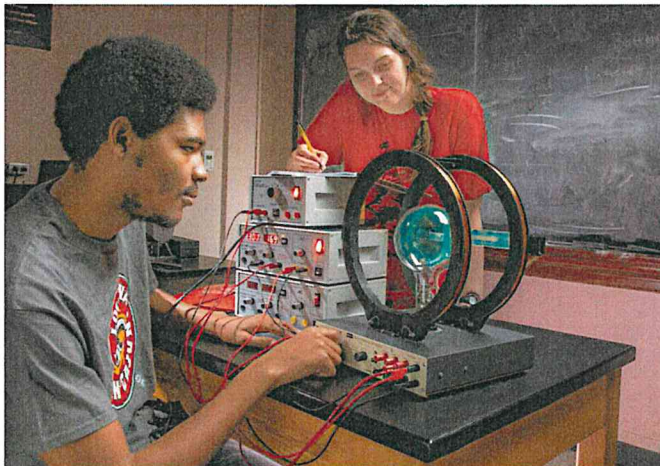
STRATEGIC PRIORITIES

The Strategic Plan is rooted in the University's mission and values and creates a five-year roadmap toward the realization of our vision. It includes five strategic priorities that address critical areas requiring resources and significant effort. These priorities, together with the intentional delivery of the University of Louisiana System Core Competencies for Student Success throughout our academic and student enterprises, will enable students to become agents of change in support of our vision to improve the human condition. The core competencies supporting successful student outcomes include communications competence, critical and creative problem solving, adaptable resilience, cultural competence and self-reflective awareness.

These strategic priorities emerged from a three-year process of collecting and analyzing data, discussions, deliberations and the categorizing of thousands of pieces of information provided by University constituents. From that process, a clear set of trends emerged. It was evident the Strategic Plan would require a focus on academics, the student experience, research, scholarship and service. Dozens of suggestions fit into these categories, which grew to become the foundational pillars that will align University activities.

Academic Excellence is our responsibility to ensure the University imparts a learning and service mindset and instills in our students a desire to impact the human condition in a positive, meaningful way.

Exceptional Student Experience is our responsibility to meet the needs of contemporary students both inside and outside the classroom.

Intentional Stewardship is our responsibility to cultivate a space in which the human, physical and financial aspects of the University may thrive.

Public Impact Research is providing the academic and scholarly atmosphere for our students, faculty and staff to be ambitious and prolific in scholarship,

innovation and creative activity through all disciplines across the University.

Transformational Community Engagement is our responsibility to foster collaboration and mutually beneficial partnerships locally, regionally, nationally and globally to enrich teaching and learning, prepare educated and engaged citizens, strengthen our communities and improve the world for future generations.
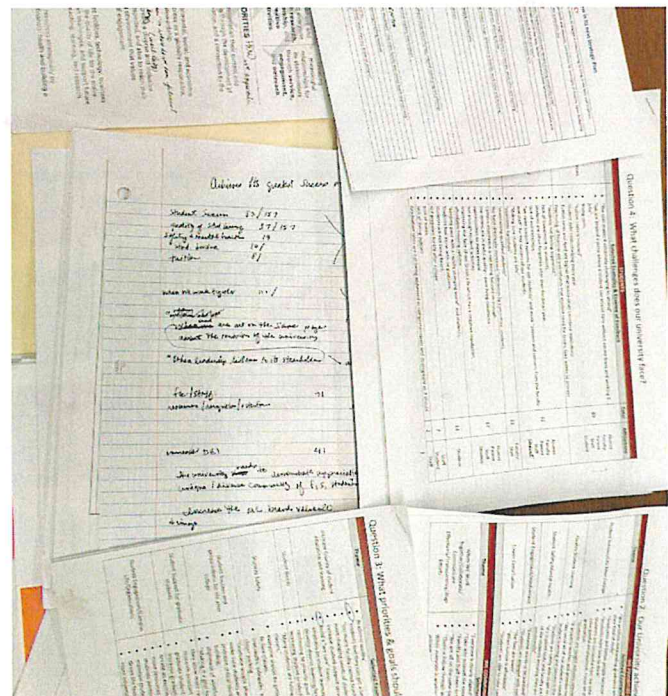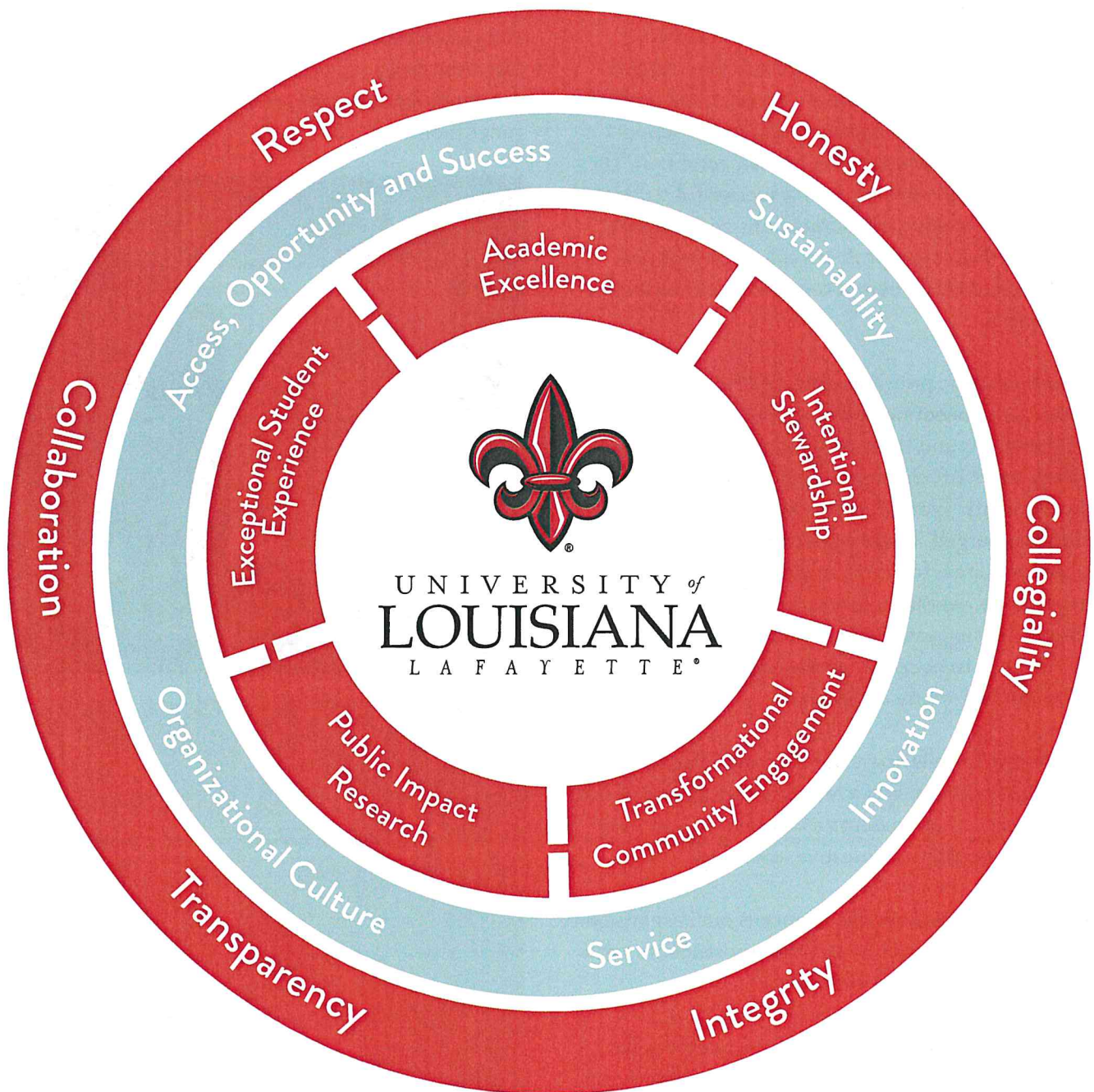
STRATEGIC PRIORITY ONE:
ACADEMIC EXCELLENCE

Excellence in teaching and learning is the conduit through which the University delivers the core of its mission. At the heart of educating students is the University's responsibility to instill a desire within them to impact the human condition in a positive and meaningful way.

Through quality academic programs and exceptional faculty who design and deliver impactful learning, service and research experiences, students are provided the knowledge, skills, competencies and values required for their future success.

KEY INITIATIVES

1. Expand high-quality academic programs
1. Develop new interdisciplinary, online and graduate offerings
2. Strategically increase the number of doctoral programs
3. Create new academic pathways for working adults
4. Institutionalize ADVANCE student research experiences as part of the University's commitment to becoming a national leader in undergraduate research

2. Invest in faculty excellence and innovation
1. Recruit outstanding faculty from varied backgrounds by offering competitive compensation packages to attract top talent
2. Increase tenure-track lines
3. Develop a comprehensive faculty retention plan
4. Ensure a transparent, equitable, merit-based faculty promotion system
5. Establish a Center for Teaching and Learning
6. Study current faculty travel resources and develop a plan to support resources for conferences, meetings and professional development

3. Recognize and reward faculty contributions and service
1. Recognize and celebrate faculty contributions to their disciplines, teaching excellence, research, and scholarly and creative works
2. Reward faculty contributions for service to the University, their college, department, program of study and the broader community via a defined faculty workload structure

SUCCESS MEASURES

Number of new programs; academic program rankings and recognitions; faculty satisfaction; faculty turnover rates; program and faculty participation in ADVANCE undergraduate research initiatives; faculty recognitions and awards; increased diversity among faculty; effectiveness of faculty professional development opportunities; and meaningful community service.

STRATEGIC PRIORITY TWO: EXCEPTIONAL STUDENT EXPERIENCE

The University will enrich the integration of students' intellectual, extracurricular and residential experiences. UL Lafayette provides opportunities for students to reap the benefits of a world-class education. The University works to help students identify and leverage their talents in an increasingly diverse society.

UL Lafayette gives students the full support they need to succeed both inside and outside the classroom.

KEY INITIATIVES

1. Ensure an institutional culture of excellence in professional advising

1. Determine the attributes that define a culture of excellence in advising
2. Develop institutional resources designed to support advising services
3. Implement a professional advising structure for all students

2. Enhance support for student retention and completion

1. Create a one-stop shop for student enrollment, registration, retention and support needs
2. Enhance academic support services
3. Institutionalize ADVANCE student research experiences and the Student Center for Research, Scholarship and Creativity to engage more students in undergraduate research activities
4. Analyze and mitigate bottlenecks and practices that prevent timely graduation
5. Improve communication channels and customer service, and modernize technology

3. Enhance student experiences through high-impact practices and meaningful co-curricular experiences

1. Cultivate a welcoming environment for all students and foster opportunities for student community-building
2. Leverage service-learning, community service and learning communities to foster a shared sense of

affinity and enhanced quality of life for campus and community
3. Develop and maintain campus infrastructure, spaces and programs aimed at improving student health and wellness
4. Enhance career preparedness and employability through internships and other learning experiences that build workplace competencies
5. Partner with campus and community stakeholders to develop and expand student leadership development programs
6. Support co-curricular student organizations, including Greek life, to build and nurture connections and provide opportunities for students' personal development

4. Become an institution of choice for new students

1. Strategically grow enrollment to 20,000 students
2. Increase student enrollment by targeting in-state, out-of-state, international, online, graduate and non-traditional populations
3. Continue to improve student recruitment and enrollment processes
4. Continue to increase parent engagement

SUCCESS MEASURES

Increased student retention and graduation rates; reduced registration holds and students on probation and suspension; reduction in student stop-outs and non-returners; increased levels of student satisfaction; increased utilization of academic and student support services; increased number of undergraduates pursuing research pathways through ADVANCE; increased participation in extracurricular and experiential activities; increased enrollment; increased satisfaction with enrollment and matriculation processes.

STRATEGIC PRIORITY THREE:
INTENTIONAL STEWARDSHIP

Stewardship is an expression of integrity and is necessary to provide an excellent education. It involves the management and care of human, physical and financial aspects of the University. The future success of the organization rests on our shared commitment to nurture our vital resources—the environment, finances, stakeholders and the community—to enable the University to better support academic aspirations and enrich our community. The University embraces new approaches to our work that support our ability to attain our mission.

KEY INITIATIVES

1. Foster a culture of wellness
1. Promote the well-being of all students
2. Promote the well-being of all employees
3. Build appropriate staffing levels in key administrative areas
4. Provide meaningful professional development opportunities for all employees
5. Celebrate employee achievements and contributions
6. Develop a competitive staff compensation plan on par with peer institutions
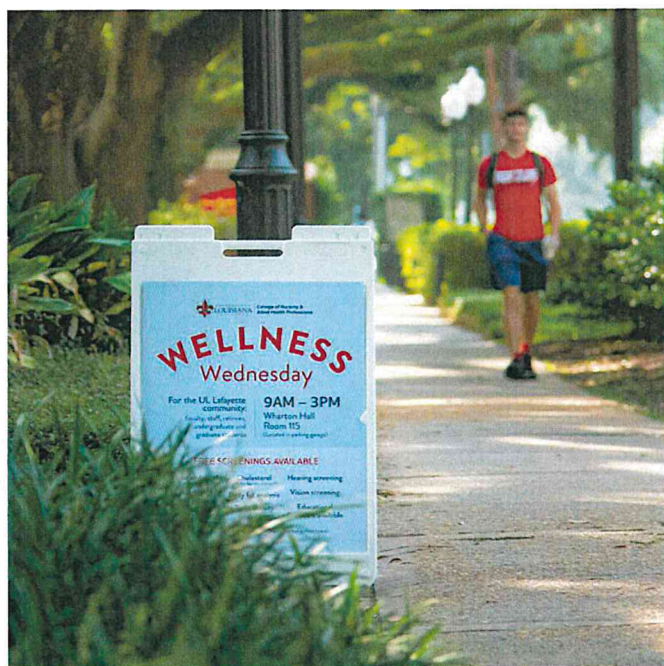
2. Enhance physical resources to support teaching, learning, research and the University experience
1. Create formal and informal student spaces
2. Modernize teaching facilities
3. Leverage technology to better serve students and employees
4. Undertake new facility construction, and repurpose or upgrade existing facilities
5. Enhance Edith Garland Dupré Library through robust collections and modern spaces

3. Enhance communication efforts to increase brand recognition and reputation
1. Create a shared communication platform
2. Develop and implement a comprehensive marketing strategy and unified branding efforts

4. Improve key policies and internal processes
1. Improve organizational efficiency and effectiveness
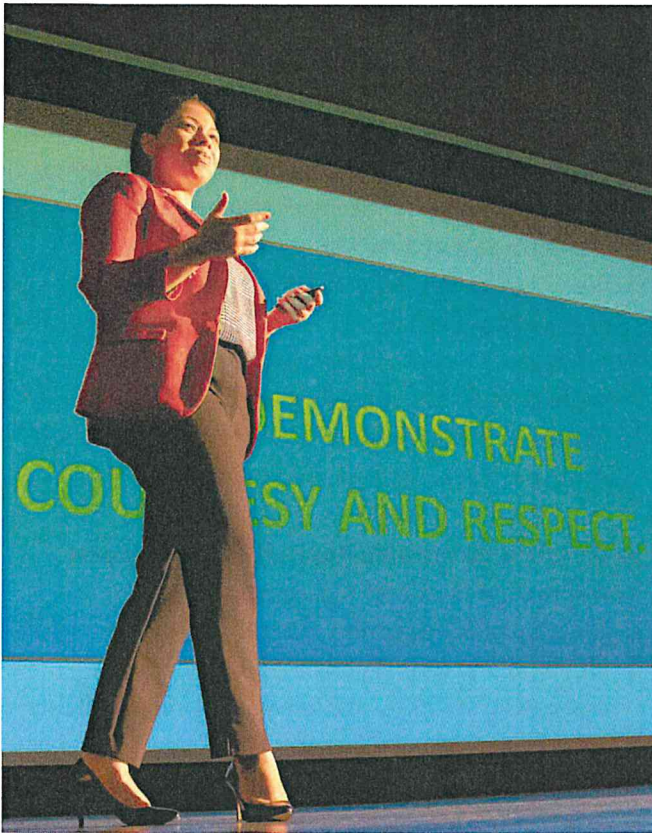2. Enhance equitable staff performance and accountability models

5. Ensure shared governance across the University
1. Establish a staff council
2. Review and revise the committee structure to address current University needs

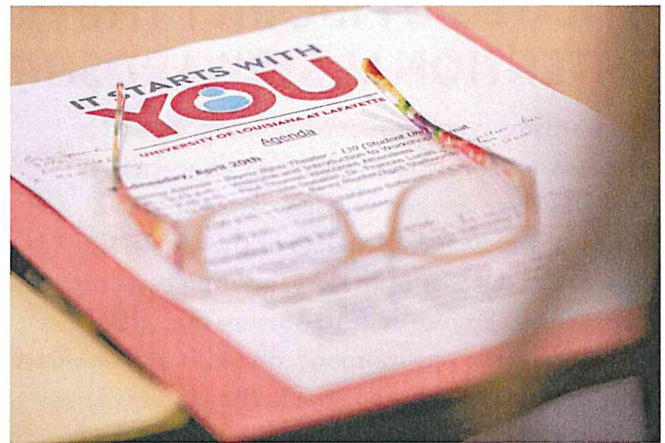### 6. Successfully complete University's *Together* Campaign
1. Create and implement campaign completion plan
2. Create a campus-wide sense of ownership for the campaign
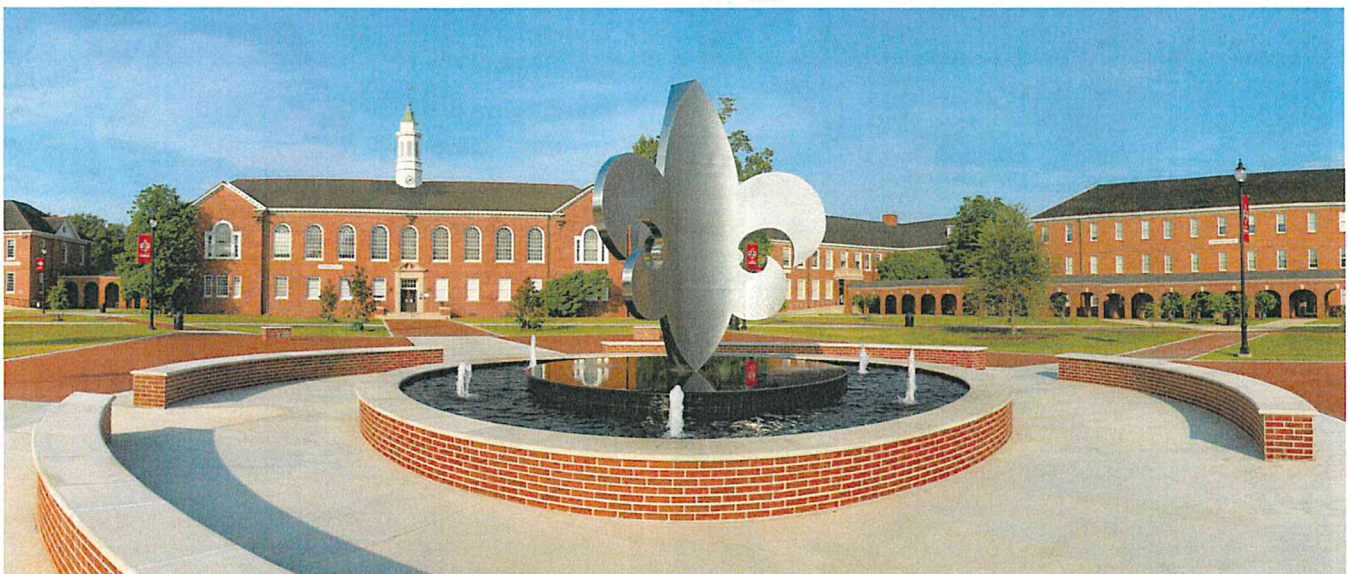3. Celebrate internal and external participation in the campaign

SUCCESS MEASURES

Increased employee and student satisfaction; improved staff capacity in key areas; number of employees engaging in professional development activities; number and types of awards and recognitions given; improved competitive compensation for staff; increased expenditure levels for the library; increased utilization levels and student satisfaction with new and enhanced spaces; extent of facilities upgrades and modernization; increased number of resources available online to students, faculty and the general public; alignment of new construction with Master Plan; number of revised and improved processes and procedures; data from Great Colleges to Work For and ViewFinder surveys; progress toward the Together Campaign goal of $500 million; and new donor participation benchmarks.

7. Encourage a culture of giving through philanthropic support that makes an impact
1. Ignite the passions of alumni, donors, faculty, staff and friends of the University to identify their support in alignment with University priorities
2. Deepen relationships with donors

STRATEGIC PRIORITY FOUR:
PUBLIC IMPACT RESEARCH

Public Impact Research describes how the University's research initiatives improve lives and serve society—locally, regionally, nationally and globally. The U.S. has led the world in fundamental discoveries and innovations that meet essential societal needs. Developments through research and related technology advancements continue to alter society and offer opportunities for improvement. Innovation and partnerships are critical to discover new solutions to health emergencies, climate change and increased societal division, among others. The University draws upon engagement between stakeholders and the faculty and researchers who employ fundamental research approaches required to build new knowledge to address issues of real impact and value to the public.

KEY INITIATIVES

1. Enhance research culture, values and infrastructure across the entire University
1. Support faculty engagement in research, scholarship and creative activity
2. Create new research and collaboration spaces

2. Increase research expenditures and scholarly productivity across all disciplines
1. Establish Vision 2030 Research Engines for National Prominence
2. Hire and retain distinguished researchers, scholars and new externally funded faculty
3. Expand research development opportunities for faculty

3. Grow University's research and innovation capacity
1. Establish priorities for new program development
2. Expand opportunities for student engagement in research, innovation and entrepreneurship
3. Increase non-faculty researchers and post-doctoral staff

4. Increase the number of doctoral graduates
1. Enhance the support and resources for existing doctoral students and doctoral programs

2. Support the creation of new doctoral programs aligned with regional and national innovation and workforce needs

5. Expand public-private partnerships to create new research and economic development opportunities
1. Increase resources through advocacy with federal, state and local elected officials and agencies
2. Collaborate to expand opportunities for funding student internship experiences

6. Communicate research, scholarly and creative activity to public audiences
1. Enhance the University's reputation and visibility by showcasing achievements of faculty and their impactful work

SUCCESS MEASURES

Increased funded research and related metrics to strengthen the Carnegie Classification of Institutions of Higher Education R1 designation; increased funded research, scholarly and creative production across all disciplines; increased faculty satisfaction with funded research processes and services; increased faculty and student engagement with research librarians and digital resources; number of faculty who receive external funding annually; number of faculty publishing and presenting at high impact venues; increased number of tenure-track faculty; achievement of SREB Four-Year 1 status; increased private- and industry-funded research; increased researchers and post-doctoral staff in STEM and health disciplines; expanded research opportunities for graduate students; becoming a national leader in undergraduate research.

STRATEGIC PRIORITY FIVE:
TRANSFORMATIONAL COMMUNITY ENGAGEMENT

UL Lafayette, as an institution of higher education and assembly of diverse students, faculty and staff, is part of a larger community that extends far beyond campus boundaries. From local neighborhoods to the global environment, our communities shape our experiences, opportunities and worldviews. In turn, the University has the opportunity to positively impact the world around it.

Community service and engagement are foundational to the institution's mission, identity and culture. We are committed to preparing students to be engaged citizens who are confident in addressing social, economic and environmental challenges. The University embraces its role to strengthen mutually beneficial partnerships to share knowledge, enhance learning and implement meaningful change that improves the quality of life for our community for generations to come.

KEY INITIATIVES

1. Create a University culture that values interaction with the community and service to it

1. Foster a culture of community engagement and service
2. Increase community engagement through scholarly and artistic activities
3. Increase opportunities to leverage physical assets and spaces to engage the community
4. Partner with alumni leadership to develop and implement a comprehensive alumni relations plan
5. Recognize and reward engagement and service in the greater community
6. Develop a comprehensive system for tracking student, faculty and staff participation in service-learning and community service activities
7. Embed service-learning initiatives throughout in-class and out-of-class programming
8. Establish policies governing employee use of time for service to the greater community

2. Foster successful athletic programs resulting in statewide and national prominence while elevating the University's profile

1. Achieve academic, athletic and personal success among all student-athletes
2. Provide a game day experience highlighting traditions that unify the entire campus community
3. Increase opportunities to leverage athletics visibility to enhance community partnerships and engagement
4. Position all athletic programs to win championships

3. Elevate the University's presence in and contribution to the local community, region, state and beyond

1. Continue and expand both public and private partnerships
2. Begin the formal process to achieve the Carnegie Foundation Elective Classification for Community Engagement
3. Communicate positive actions in public and private partnerships
4. Increase interaction and collaboration between the University, the Foundation, the Alumni Association, other support organizations and the community

SUCCESS MEASURES

Number and type of college, department and program activities open to the public; attendance at activities and events; increase in bookings for the spaces available for community events; increase in alumni outreach and engagement; hours of service given by University constituents to the community; number of students and employees and types of service provided to the greater community annually; student-athletes achieving an overall semester GPA of 3.0 or higher; athletic programs achieving a top finish in the Sun Belt Conference standings in community service; annually increasing the number of athletic teams that are ranked in their respective national polls at the end of the season; number and scope of partnerships and collaborations established; related metrics to begin the formal process to achieve the Carnegie Foundation Elective Classification for Community Engagement.

THE PROCESS OF DEVELOPING THE STRATEGIC PLAN –
How did we get here?

2019   UL Lafayette began preparing the University community to engage in discussions about a new Strategic Plan that would chart the institution's path into the new decade.

Early planning efforts began with an environmental scan to identify factors inside and outside the organization that could impact the overall success and long-term viability of the University. This scan was an effort to develop the context within which the new strategic plan would be formulated. Demographics, public policy and sentiment, economies, academic interests, technology, research, philanthropy and other information was collected and examined.

2020   The onset of the pandemic upended the original information from the environmental scan and the University's ability to engage constituents in the strategic planning process in a meaningful way.

As a result, UL Lafayette extended the 2015-2020 Strategic Plan. It remained active through the process of constituent reengagement, revised environmental scanning and identification of University priorities post-pandemic.

Additional efforts included:
- All strategic plans for key operational areas throughout the University were collected and studied to determine common priorities, key operational efforts and unique aspirations (i.e., Athletics Strategic Plan, Strategic Plan for Inclusive Excellence, Research Strategic Plan, Sustainability Strategic Plan).
- New expectations from external partners and regulators were cataloged and aligned to ensure all goals and mandates were incorporated into conversations about priorities and required activities.
- Performance indicators among peers and aspirational peers were studied and analyzed to determine UL Lafayette's standing against peer institutions.

2021   Led by the Office of the Provost, administrators and employees engaged in virtual discussions about institutional expectations and challenges during early planning retreats. Comprehensive planning designed to engage all constituents resumed in late spring and summer when employees and students were welcomed back to campus as pandemic restrictions eased.

Planning resumed with a focus on ensuring clarity regarding the University's direction and priorities; the agility to strategically identify and leverage emerging opportunities; the alignment of priorities, people, efforts and resources; and transparency with stakeholders.

- Data gathering continued and presentations to key constituent groups about the strategic planning process commenced. Presentations were delivered to all UL Lafayette divisions, Student Government Association, Faculty Senate, the Foundation Board, and all colleges' faculty and staff to communicate the strategic planning process and solicit volunteers to support widespread engagement in the process.
- Surveys were administered to faculty, staff, students, alumni, parents, community

members and donors to gather information regarding their perceptions and aspirations for the University's vision and goals. Over 5,500 unique responses were collected and analyzed.
- A Strategic Planning Task Force was appointed to guide the development of the strategic plan based on data and information gathered from constituents.
- Information from survey responses was used to identify constituent perceptions of the University's strengths, weaknesses, opportunities and threats.
- Preliminary feedback indicated an emerging overall vision to attain the Carnegie R1 designation and provide exceptional academic and student experiences as overriding priorities.
- Based on information gathered, new mission and vision statements were discussed; leadership worked to define the overarching direction they hoped the new strategic plan would establish.
- Existing value statements were reviewed and updated to incorporate social sentiments that emerged during the pandemic.
- Interwoven priorities emerged as potential goals that would be better integrated across all strategic priority areas that were emerging; these later became enduring commitments.
- Discussions about a framework for the new strategic plan ensued.

2022 To restart the planning process, a new information-gathering phase began. It centered around building a clear understanding of where the University had been, what it has accomplished, for whom the University organizes its work, and the value it brings. New information and data were gathered to better understand the post-pandemic environment and ensure all University constituents were afforded the opportunity to give feedback for the new strategic plan and its priorities. These data helped orient UL Lafayette toward positive outcomes and provided the foundation for the development of a new vision and purpose.

- UL Lafayette is designated a Carnegie R1 institution in December 2021, altering one of the key priorities that originally emerged from planning discussions.
- Leadership reconsidered UL Lafayette's new Vision Statement and Strategic Priorities considering the new R1 designation.
- New R1 peers studied and metrics re-analyzed to begin envisioning new achievement expectations.
- An initial framework for the strategic plan begins to emerge.
- Leadership considers and deliberates priorities, high-level objectives, new values, enduring commitments, and how to strategically stage activities chronologically.
- During the annual State of the University address, the provost presents a draft Strategic Plan framework to UL Lafayette community and invites constituents to participate in final deliberations about emerging cross-functional goals.
- President and provost appoint cross-functional teams to deliberate priorities and key objectives. The kickoff gathers over 80 employees and students to analyze existing and new data and recommend highest priority goals for each cross-functional topic.
- Cross-functional teams submit recommendations; a Strategic Plan Task Force synthesizes information to develop final framework, priorities, goals and strategies.

2023
- Final draft of Strategic Plan framework, priorities, goals and objectives presented to University Council for final review, determination of highest-level priorities based on chronological staging and dependencies, as well as determination of alignment to funding.
- University Council adopts Strategic Plan.

OPERATIONALIZING THE PLAN –
Our Next Steps

Goals and objectives accompany each strategic priority. These represent more specific outcomes the University, as a collective enterprise, intends to achieve. While there are institutional priorities and strategies each leader will pursue to attain collective goals, individual divisions, colleges and units will then create objectives and strategies supporting the institutional plan at a more local level.

Guided by these five strategic priorities, all major academic and administrative units will develop and implement strategic plans specific to their college, school or division.

As each division and college adopts its own plan to support the new University Strategic Plan for 2023-2028, leaders will align goals, priorities and objectives for their respective divisions and identify units that will support the plan's implementation.

While the plan is designed to take the entire University toward our vision for success over the next five years, transformational initiatives require flexibility as the plan may require periodic assessment and reorientation.

The Office of the Provost and the Office of Institutional Effectiveness will track key performance indicators and annual progress toward strategic priorities and goals. The Strategic Plan will be a guide that shapes the efforts, resources and strategic implementation as we move forward—together.

UNIVERSITY *of*
LOUISIANA
LAFAYETTE

STRATEGIC PLAN 2023 - 2028

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2023

Item E.4.   **University of Louisiana at Monroe's** request for approval of a Memorandum of Understanding with Starr Homeplace, U.S.A.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to enter into a Memorandum of Understanding (MOU) with Starr Homeplace, U.S.A. in order to form a partnership that provides academic programming and community engagement activities through living laboratories and research facilities at Starr for students, faculty, and the community.

The proposed MOU identifies an advisory committee to assist both parties in realizing the potential of the relationship; roles and responsibilities of Starr and ULM; and specifies staffing that will be provided in support of the proposed partnership. This committee should have representation from ULM, Starr Homeplace, the Louisiana Trust for Historic Preservation, Cultural Heritage Management, and the City of Monroe, Northeast Louisiana Arts Council, and Morehouse Economic Development Co. All efforts with this agreement will be coordinated with the Office of the Provost and Vice President for Academic Affairs or its designee. ULM will be allowed to bring in its academic collaborators such as Delta Community College, where appropriate.

This collaborative endeavor will also help to cultivate the establishment of relationships with academic collaborators.

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 University of Louisiana at Monroe's request for approval of a Memorandum of Understanding with Starr Homeplace, U.S.A.*

Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000
P 318.342.1010 | F 318.342.1019 | ulm.edu

September 29, 2023

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

Dear Dr. Henderson:

I respectfully request approval of the Memorandum of Understanding between Starr Homeplace, U.S.A., and the University of Louisiana Monroe at the October 24, 2023 meeting.

Thank you for consideration of this request.

Sincerely,

Ronald L. Berry, DBA
President

Enclosures

MEMORANDUM OF UNDERSTANDING

BETWEEN
STARR HOMEPLACE, U.S.A
AND
UNIVERSITY OF LOUISIANA MONROE, U.S.A.

For the betterment of all participating organizations, in recognition of their common interests in developing bilateral relations, and convinced that cooperation between institutes of higher learning contributes to cultural enrichment, scientific progress, and the consolidation of friendship between the Jo Cooper Rolphe, individually and doing business as Starr Homeplace (hereinafter "Starr Homeplace"), Louisiana, in the United States of America, and the University of Louisiana Monroe (hereinafter "ULM"), Monroe, Louisiana, in the United States of America, agree to the following Memorandum of Understanding (MOU).

<div align="center">I</div>

This MOU will clarify the roles of Starr Homeplace and ULM in a mutual agreement that will advance both entities.

ULM will seek to incorporate Starr Homeplace into its academic programming and community engagement activities in the following ways:

a) Living laboratories and research facilities for academic programs such as History, Agriculture, Construction Management, Art, Marketing, etc.
b) Creativity and reflection space for artists and authors.
c) Convening space for small internal and external groups hosted by ULM.
d) A component in ULM's academic and community outreach strategies in an effort to preserve for posterity records of the Delta region's past that include relationships with area museums, historical, and archeological sites such as Poverty Point.

Starr Homeplace will assist ULM in its stated goals through all means at its disposal to enable the following forms of support.
a) Regular and reoccurring utilization of Starr Homeplace by Faculty, Staff, and Students of ULM.
b) Promotion and publicity of Starr Homeplace through ULM media (Print and radio) and public media outlets.
c) Substantial assistance in fundraising and grant writing for operations and eventual endowment.
d) Establishment of a position or positions within ULM responsible for continuing involvement and support of Starr Homeplace. A person or people to participate in the management and operation of Starr Homeplace.

To this end, ULM and Starr Homeplace will collaborate to establish an advisory committee to assist both parties in realizing the potential of the relationship. This committee should have representation from ULM, Starr Homeplace, the Louisiana Trust for Historic Preservation, Cultural Heritage Management, and the City of Monroe, Northeast Louisiana Arts Council, and Morehouse Economic Development Co. All efforts with this agreement will be coordinated with

the Office of the Provost and Vice President for Academic Affairs or its designee. ULM will be allowed to bring in its academic collaborators, e.g., Delta Community College, where appropriate.

II

Specific mechanisms for the implementation of particular cooperative and collaborative activities shall be established and described in writing by the responsible authority of each party prior to the initiation of any program or activity.

III

1. All activities developed under the auspices of this MOU will comply with the procedures, policies, and practices of each party as well as the law and regulations of the United States of America, and the State of Louisiana.

2. Both parties acknowledge that the visit by faculty and students from one party to the other shall be subject to the entry and visa regulations of each country and shall comply with the regulations and policies of Starr Homeplace and ULM.

3. Neither party shall in any way be responsible for students' liabilities, personal costs, travel expenses, accommodation fees, living expenses, insurance premiums, cost of textbooks and any other educational expenses in connection with this MOU.

IV

1. This Agreement is established for a period of five (5) years, effective on the date of its signing.

2. In order to enhance the efficacy of their cooperative activities, Starr Homeplace, and ULM agree that it shall be possible to introduce changes and additions to the MOU by means of mutually agreed upon additional written clauses.

3. At the end of each five-year period, this MOU may be renewed by mutual written agreement for an additional five years. A minimum period of six months will be required from either party wishing to terminate the MOU at any other time. In the event of termination, all commitments to students participating in the program will be honored by relevant parties for one year beyond the termination date.

AGREED BY:

....
Joe Cooper Rolfe,
Owner, Starr Homeplace
Director, The Pandemonia Foundation

....
Ronald Berry
President
University of Louisiana at Monroe

....
DATE

....
DATE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2023

Item E.5. **University of New Orleans'** request for approval of a Memorandum of Understanding with St. Tammany Parish School Board District.

EXECUTIVE SUMMARY

This MOU addresses the District's workforce needs and provides opportunities for UNO teacher candidates to complete both pre-residency clinical experiences and yearlong residency alongside expert Mentor Teachers with experiences aligned to a competency-based curriculum. Under this reciprocal District-based teacher education program agreement, St. Tammany Parish School Board District and School of Education fulfill the following individual and mutual obligations:

District Obligations: Provide high quality Mentor Teachers as able for a cohort of Residents and provide cooperating teachers for pre-residency experiences as possible.

Teacher Preparation Provider Obligations: Ensure the Residency Program is aligned with the Louisiana Teacher Preparation Competencies and program required as outlined by state and federal guidelines for quality teacher preparation.

Mutual Obligations: Collaboratively recruit prospective future teachers; encourage joint research; and actively participate in Governance Meetings.

Residency Stipends: Mentors receive a $2,000 (currently) stipend from State allocated funds disbursed by the District. Residents receive a $3,300 (currently) stipend from State allocated funds upon completion of each semester.

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 University of New Orleans' request for approval of a Memorandum of Understanding with St. Tammany Parish School Board District.

THE UNIVERSITY of NEW ORLEANS

OFFICE OF THE PRESIDENT

October 2, 2023

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

Re: MOU with St. Tammany Parish School Board District

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am requesting that the attached proposal of an MOU between the University of New Orleans and St. Tammany Parish School Board District for consideration and approval.

Thank you for your consideration.

Sincerely,

Jeannine O'Rourke, Ph.D.
Interim President

2000 Administration Annex I 2000 Lakeshore Drive I New Orleans, Louisiana 70148
phone 504.280.6201 I fax 504.280.6872
A Member of the University of Louisiana System Committed to Equal Opportunity

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Memorandum of Understanding

Between <u>University of New Orleans</u> and <u>St. Tammany Parish School Board</u>

</div>

For a Residency Program

This Agreement was entered into on **September 6, 2023**, between **St. Tammany Parish School District** (hereinafter "District") and **(University of New Orleans)**, (hereinafter "UNO") for the joint exercise of their powers.

Recitals:

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

1. Purpose.

The purpose of this Agreement is to address the District's workforce needs and provide opportunities for UNO participants to complete both pre-residency clinical experiences and yearlong residency alongside an expert Mentor Teacher with experiences aligned to a competency-based curriculum. The District's goal is to build partnerships with UNO in order to establish relationships with UNO's education faculty and teacher candidates and support teacher candidates' knowledge of tier-one curriculum to increase preparedness and retention within the profession.

2. Definitions.

2.1   Full Year Residency Program is defined as collaboration between PK-12 schools, colleges or departments of education, and school districts/systems/charters.

2.2   Full Year Residency District/System/Charter - a school district/system/charter contracting with UNO to implement either pre-residency clinical experience and/or yearlong residency placement.

2.3   Pre-Residency Field Experience - this refers to any clinical experiences that occur prior to the yearlong residency placement.

2.4   Mentor Teacher - a teacher that models good teaching and wise counseling; primarily responsible for supervising the work and activities of the resident student teachers. Bulletin 746 outlines the requirements for mentor credentials that includes:
-Ancillary certificate
-Provisional Ancillary certificate
-EDL certificate (or previous administrative certification)
-NIET trained evaluators
-CLASS trained evaluators
-Supervision of Student Teachers

2.5   Resident - A UNO student in his/her final year of the teacher education program.

2.6   Interns - An intern is a candidate who is actively enrolled in a post-baccalaureate program at UNO. This includes both initial certification pathways, non-degree, alternative

certification candidates, and Master of the Art of Teaching (MAT) candidates.

2.7 University Supervisor - a UNO faculty member working with the District to administer and evaluate Residents, and assist sites in the professional development of in-service staff.

2.8 Course Instructor - either a UNO faculty member or a faculty associate hired by UNO to provide instruction in the Full Year Residency Program.

2.9 District Articulation Committee - a District-level leadership and oversight committee made up of the Superintendent of the District or designee, the Site Principals, the Site Coordinator for the cooperating district, and the Program Director. The Committee convenes when on-going documentation indicates that the Resident falls below program expectations.

3. District Obligations.

Pursuant to the terms of this agreement, in regard to the District-based teacher education program, the District:

3.1 Provide high quality Mentor Teachers as able for a cohort of Residents. Provide cooperating teachers for pre-residency experiences as possible.

3.2 Verify and ensure that Mentor Teachers meet credentials as outlined by Bulletin 746.

3.3 Provide ongoing communication and assistance to Residents regarding the following topics.

(a). Initial email that includes details regarding meet and greets, district calendars, required district documentation, fingerprinting and background checks, stipend payment timeline, and any other district-specific protocols.
(b). Provide and disseminate information regarding opportunities for the Residents to attend District-level and school-level professional development.
(c). Disseminate and collect all paperwork required for residency stipends.

(d). Provide Residents with access to curriculum and instructional resources.

3.4 Actively supervise and mentor Residents using the UNO's protocol and performance assessment tools.

(a). Allow for Residents to record designated lessons. Recordings are shared with UNO University Supervisor and are used for evaluation purposes only. Consent forms are required by all students in the recording. The forms are provided by UNO and are housed in the Mentor Teachers' classroom. (Only one recording is done with a district device. It is not uploaded and only viewed by the mentor and resident)

(b). Mentor teachers will provide on-going support and feedback related to instructional and behavioral practices. School administration and Mentors will not evaluate Residents during formal UNO program observations (i.e. Walkthroughs and observations required by UNO).

3.5 Actively participate in program evaluation as a part of the UNO quality assurance system and continuous improvement efforts.

(a). Support UNO in distribution of program/graduate effectiveness surveys to District.

(b). Support program efforts by participating in focus groups, interviews, and surveys as requested by accreditation bodies and evaluation entities (i.e. state review teams).

(c). Assist program with collection of completer data as needed.

3.6 Share and analyze student achievement/benchmark data with UNO for the purpose of improving student learning and for program improvement as long as it does not violate the Personal Identifiable Information requirement for the District.

3.7 UNO and Residents are expected to comply with the local District's network standards and policies. UNO will follow the District's technology standards for antivirus, operating system setup, and software installation protocols and rules.

3.8 UNO agrees to be subject to the District's internet filtering system and use policy to the extent it uses the District's computers.

4. Teacher Preparation Provider Obligations.

Pursuant to this Agreement, UNO shall:

4.1 Ensure the Residency Program is aligned with the Louisiana Teacher Preparation Competencies and program required as outlined by state and federal guidelines for quality teacher preparation.

4.2 Process and approve applications for Residents each semester.

4.3 Evaluate potential schools and Mentor Teachers that may become participants in the Resident program.

4.4 Collaborate with District on selecting, approving, and assigning state-certified Mentor Teachers to work with Residents each semester.

4.5 Assume primary responsibility for facilitation of orientation, training, clinical coaching, and evidence-based professional learning opportunities for Residents, Mentor Teachers, and University Supervisors.

4.6 Facilitate district/system Governance Meetings.

4.7 Assign University Supervisors to work with Residents and Mentor Teachers each semester.

4.8 Revise the Resident Student Teaching Handbook, evaluation criteria, data collection tools, and other elements used during resident student teaching.

4.9 To the extent not in conflict with UNO policies and procedures, comply with District policies and procedures that are made known to UNO and ensure that all Course Instructors, Site Coordinators and Residents are aware of these policies.

5. Mutual Obligations.

Pursuant to this Agreement, the parties shall each in good faith:

5.1 Collaboratively recruit prospective future teachers to the teacher preparation program.

5.2 Encourage District staff and UNO staff to jointly conduct and disseminate research.

5.3 Actively participate in data-based decision making by attending Governance Meetings regularly.

5.4 Direct employees under the parties control to perform the obligations under this Agreement.

5.5 District will collaborate with UNO to determine substitute teaching policies and protocols.

6. Residency Stipends.

Protocols for financial support of mentors and candidates:

6.1   MENTORS: State allocated funds will provide a minimum of $2000 (currently) stipend for all mentors of Residents that will be received and dispersed by the District.

6.2   RESIDENTS: State allocated funds will provide a $3,300.00 (currently) stipend to all clinical Residents to be paid upon the completion of each semester. The District will provide guidance to Residents on necessary background checks and fingerprinting policies.

7. Hold Harmless.

7.1.   UNO, shall indemnify, defend and hold harmless the District from any claims, demands, and expenses of any kind, including attorney's fees, which result from or arise out of any act or omission of its students or faculty members relating to the terms and conditions of this Agreement.

7.2.   The District shall indemnify, defend and hold harmless UNO from any and all claims, demands, and expenses of any kind, including attorney's fees, which result from or arise out of any act or omission of its agents or employees relating to the terms and conditions of this Agreement.
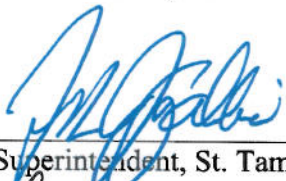
8. Term.

This Agreement will be effective from the last date of signing through one year from the effective date (9/1/2023 – 9/1/2024).

9. Termination.

This contract may be canceled by mutual consent of both parties at any time for just cause, including but not limited to, failure to adhere to the provisions of this contract in its entirety, and all applicable addenda. The parties agree to use their best efforts to allow sufficient opportunity for students enrolled in the teacher education program to graduate prior to the effective date of termination. Contract termination requests must be received through written notice (30) days prior to termination. Neither party to this Agreement shall be liable to the other for any failure to perform any of the terms or conditions of this Agreement which is attributable to an unforeseen event related to an act of God or Government including, but not limited to a global health epidemic/pandemic or outbreak of disease, a war, a strike, a lockout, or any other cause beyond the control of such party.
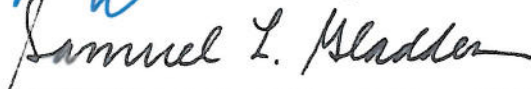
This Agreement will be effective from the last date of signing through one year from the effective date (9/1/2023 – 9/1/2024).

_____   09/27/23
Superintendent, St. Tammany Parish School Board   Date

_____   9/27/2023
Dean, College of Liberal Arts, Education, and Human Development,   Date
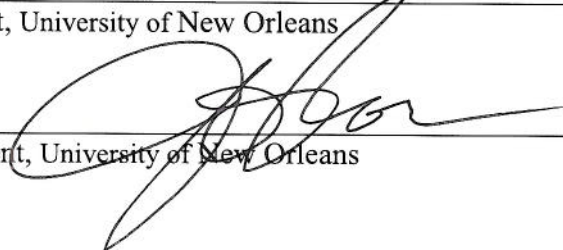University of New Orleans

_____   09/29/2023
Provost, University of New Orleans   Date

_____   10/3/2023
President, University of New Orleans   Date

Item E.6.   **University of Louisiana System's** request to revise *Board Rule, Chapter II. Students, Section IX. Admission to Graduate Study.*

EXECUTIVE SUMMARY

The UL System Graduate Deans collectively propose several changes to *Board Rule, Chapter II. Students, Section IX. Admission to Graduate Study* to reflect a holistic admissions approach and prioritization of accessibility and access to higher education followed by the institutions. These changes, which provide for more flexibility in admission standards, better reflect the experiences of System undergraduate students who are more likely to attend multiple institutions and transfer significant numbers of hours through initiatives such as Compete LA.

Proposed changes to *A. Regular Admission, paragraph 2.* (See attached file).

- **Change from** hold a baccalaureate degree from a regionally accredited institution.
- **Change to** hold a baccalaureate degree from a college or university accredited and recognized at the institutional level by the USDOE.

Justification:

The USDOE has determined that colleges and universities are no longer distinguished by regional accreditation. Accordingly, a policy adjustment is warranted.

Proposed changes to *A. Regular Admission, paragraph 3.* (See attached file).

- **Change from** requiring a baccalaureate degree with a minimum overall GPA of 2.50 on a 4.0 scale on all undergraduate coursework attempted or 2.75 on all upper division coursework attempted.
- **Change to** allowing multiple paths for an applicant to satisfy the minimum required overall GPA. Specifically, one of the following: a) requiring a minimum overall GPA of 2.5 on a 4.0 scale for the baccalaureate degree; b) a minimum overall GPA of 2.75 on the last 60 hours of undergraduate coursework; or c) a minimum overall GPA of 3.0 on at least 9 graduate credit hours. An exception to regular admission GPA may be granted if approved by the appropriate administrative unit of the institution.

Justification:

Following holistic admissions best practices, GPA is but one factor in assessing potential for success in graduate education. Another factor to consider is that graduate applicants are adult learners often returning many years after earning the baccalaureate degree and often with significant relevant professional experience that warrants an institution's ability to consider for unconditional admission in exceptional cases.

Proposed changes to *B. Conditional Admission* (See attached file).

- **Change from** requiring a baccalaureate degree with a minimum overall GPA of 2.0 on a 4.0 scale in all undergraduate coursework attempted or 2.5 on all upper division coursework attempted.
- **Change to** allowing multiple paths for an applicant to satisfy the minimum required overall GPA. Specifically, one of the following: a) requiring a minimum overall GPA of 2.5 on a 4.0 scale for the baccalaureate degree; or b) a minimum overall GPA of 2.75 on the last 60 hours of undergraduate coursework.

Justification:

This proposed revision would align the conditional admission GPA requirements with the regular admission changes proposed above.

Proposed addition to *G. Ineligibility* (See attached file).

Justification:

The proposed addition would ensure that (1) institutions are required to secure official transcripts from all colleges and universities where graduate coursework has been attempted and (2) applicants inadmissible or ineligible to continue—for academic or disciplinary reasons—at any institution would be admissible at one of the institutions only through formal appeal.

Proposed revision to Board Rule

CHAPTER II
SECTION IX. ADMISSION TO GRADUATE STUDY

A. <u>Regular Admission</u>. To be eligible for regular admission, applicants must meet the following criteria:

1. Satisfy general admission requirements of the institution. These may include submitting a formal application, documents such as undergraduate <u>and graduate</u> transcripts, official reports on nationally recognized aptitude tests, and evaluations by recognized professionals in their field of interest, thereby demonstrating their potential for graduate study. When possible, interviews with the applicants should also be arranged.

2. Hold baccalaureate degrees from <u>a college or university accredited at the institutional level by an accreditor recognized by the USDOE</u> ~~regionally accredited institutions~~ except for special approved programs which require only a specific set of pre-requisite courses and/or award the baccalaureate and master's degrees simultaneously. Credentials of international students will be evaluated individually by the institution. (Revised June 23, 2022)

3. Have earned a <u>baccalaureate degree with a</u> minimum <u>overall</u> GPA of 2.5 on a 4.0 scale ~~on all undergraduate work attempted~~ or <u>a minimum overall GPA of</u> 2.75 <u>on a 4.0 scale</u> on <u>the last 60 hours of undergraduate course work</u> ~~all upper division course work attempted~~ or a <u>minimum overall GPA of 3.0 on at least nine hours of graduate credit. An exception to regular admission GPA may be granted if approved by the appropriate administrative unit of the institution</u>.

B. <u>Conditional Admission</u>. Applicants not qualified for regular admission may be granted conditional admission if they have earned a <u>baccalaureate degree with a minimum overall</u> GPA of 2.0 on a 4.0 scale ~~on all undergraduate work attempted~~ or <u>a minimum overall GPA of</u> 2.5 on ~~all upper division~~ <u>the last 60 hours of undergraduate</u> course work ~~attempted~~.

1. Conditional status will be changed to regular status when a student earns a minimum of 12 semester hours of graduate credit (nine hours under the quarter calendar) with at least a 3.0 average and no grade lower than "C."

2. At the time a student completes 12 semester hours of graduate credit~~, if he~~ <u>and</u> is not eligible for regular status, the student will be suspended from the degree program for a period of time determined by the institution. Readmittance shall be in accordance with the institution's established policy.

C. <u>Non-Degree, Transient, or Visitor Admission</u>. Each institution shall make provisions for non-matriculating students. Not more than 12 semester hours of graduate credit earned while in a non-matriculating status may be applied to a graduate degree.

D. <u>Provisional Admission</u>. Graduate students may be admitted on a provisional basis while in the process of obtaining required credentials. Students, who are admitted provisionally and subsequently are ineligible for admission or do not meet all requirements for admission within a reasonable time specified by the institution, shall have their registration canceled without refund of fees.

E.<u>Graduating Seniors – Concurrent Baccalaureate and Master's Program Enrollment</u>. Graduating seniors who have a minimum cumulative undergraduate GPA of 3.2 on all undergraduate work attempted may be allowed to register for graduate credit if they meet the following criteria:

1. Their admission into the program is approved by the graduate director/coordinator, their academic dean, and graduate dean.

2. The students lack no more than 30 semester hours to complete baccalaureate degree requirements.

3. The students may earn no more than 12 graduate credit hours while completing baccalaureate requirements.

4. Courses taken for graduate credit cannot be used to satisfy undergraduate requirements. The only exception to this rule is when a student enrolls in a combined curriculum program in which the faculty has approved graduate credit courses fulfilling undergraduate degree requirements. (Revised October 24, 2019)

5. Such students retain their undergraduate status until they are awarded the baccalaureate degree. Provisions of this section are not applicable to special programs that award the baccalaureate and master's degrees simultaneously.

6. While in the concurrent program, students shall maintain a minimum cumulative graduate GPA of 3.0.

F. Entrance Examinations. Admission requirements shall include evidence of potential for graduate study such as interviews, undergraduate record, record of prior experience in research, letters of recommendation, and work experience in relevant area. Scores from one or more nationally recognized aptitude measures may also be utilized.

G. Ineligibility. An applicant ineligible to register in any previously attended institution as a graduate student is not admissible for graduate study without formal appeal to the appropriate administrative unit of the admitting institution.