

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.1. **McNeese State University's** request for approval to enter into a Memorandum of Understanding with Calcasieu Parish School Board for the Teach for Impact Program.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval to enter into a Memorandum of Understanding (MOU) with the Calcasieu Parish School Board (CPSB) for the Teach for Impact Program. The *Every Student Succeeds Act* requires school systems to build plans to improve struggling schools. The Louisiana Department of Education (LDOE) has identified certain schools in the Calcasieu Parish School Board as struggling and included them on its School Redesign List. To assist local school systems, the LDOE has provided competitive School Redesign Grant funding to assist local school systems with improving struggling schools; CPSB was awarded such funds for the purpose of increasing the number of certified teachers at CPSB schools that are on the School Redesign List.

As part of this effort, CPSB will participate in the Teach for Impact Program which will provide funding for selected college-degreed individuals to enroll in MSU's alternate certification program. The \$5,400 cost for enrollment in the 33 credit hours of instructional and residency courses will be paid for each qualifying candidate in the Teach for Impact Program by CPSB. The proposed MOU outlines the terms, conditions and understandings of this partnership.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to enter into a Memorandum of Understanding with the Calcasieu Parish School Board for the Teach for Impact Program.



OFFICE OF THE PRESIDENT
MCNEESE STATE UNIVERSITY
WADE ROUSSE, PhD

F.1.

Via Electronic Transmittal Only

July 31, 2024

President Richard J. Gallot, Jr.
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

McNeese State University requests consideration and approval of the following to be placed on the agenda for the August 22, 2024 meeting of the Board of Supervisors:

Memorandum of Understanding with the Calcasieu Parish School Board for the Teach for Impact Program

Thank you for your assistance in this matter.

Sincerely,

Wade Rousse, PhD
President

Attachment

Memorandum of Understanding for the Teach for Impact Program between McNeese State University and Calcasieu Parish School Board.

PURPOSE

This Memorandum of Understanding (MOU) is made between McNeese State University (MSU) and Calcasieu Parish School Board (CPSB) for the purpose of formalizing the understandings, terms, and conditions under which MSU will provide specified educational services for the CPSB sponsored participant to achieve eligibility for teaching certification.

BACKGROUND

The Every Student Succeeds Act requires school systems to build plans to improve struggling schools. The Louisiana Department of Education (LDOE) has identified certain schools in Calcasieu Parish School Board to be struggling schools and has included them on its School Redesign List. To assist local school systems, the LDOE has provided competitive School Redesign Grant funding to assist local school systems to improve struggling schools. CPSB has been awarded School Redesign Grant funds for the purpose of increasing the number of certified teachers at schools in Calcasieu Parish School Board on the School Redesign List.

As part of its efforts to increase certified teachers at the Calcasieu Parish School Board schools, CPSB will participate in the Teach for Impact program, which will provide funding for selected college degreed individuals to enroll in the MSU alternate certification program. The tuition fee of \$5,400 for 33 credit hours of instructional and residency courses will be paid for each qualifying candidate in the Teach for Impact program by CPSB. In order to remain in the program, students must maintain the requirements of the program including progression, GPA, and passage of required Praxis. Through this MOU, CPSB and MSU mutually agree to the following understandings, terms, and conditions:

RESPONSIBILITIES

- CPSB will screen Teach for Impact applicants for eligibility, which shall fully meet the MSU entrance requirements as detailed in the Other Mutual Understandings section.
- CPSB will encourage eligible applicants that they must apply for admission to the university through regular admissions processing and deadlines to

begin the fall semester (term 1), including requesting official transcripts and completing vaccination documentation requirements.

- At 14th day census for fall (term 1) semester, CPSB will notify MSU with the names of employed applications (working in district) and eligible applicants (working in district and the LEA is responsible for tuition fee payment).

McNeese State University Burton College of Education (BCOE):

- BCOE programs will have a fall-only start.
- BCOE will appropriately advise the student upon acceptance into the program concerning all program requirements and timelines.
- Only participants fully accepted into the program will be able to begin in the program.
- BCOE will offer the necessary coursework in proper sequence and in the methods as outlined in the BCOE Plan of Study requirements.
- Upon successful completion of all coursework of the program and passage of required PRAXIS exams, program completers are eligible to apply for a Louisiana Level 1 teaching license.

Other Mutual Understandings:

- Participants must have met McNeese State University BCOE entrance requirements:
 - Eligible to enroll as a student at McNeese State University
 - Earned an undergraduate conferred GPA of 2.2 from an accredited university.
 - Meet LDOE eligibility to pursue alternate certification.
- Participants must complete coursework in sequence within 5-7 consecutive semester timeframe.
- Participants must maintain a 2.5 GPA each semester to remain eligible for continuing program coursework.
- Participants must complete with a 2.5 program GPA to be eligible for a Level 1 teaching license.
-
- Practitioner Licenses are valid for 3 years.
- Participants must meet all state-mandated Praxis requirements before entering Residency. Participants cannot move into Residency with an incomplete ("I") in a course.

FINANCIAL TERMS AND CONDITIONS

The parties mutually agree to the following financial terms and conditions:

The continuation of this Agreement is contingent upon the appropriation of funds by the CPSB to fulfill the requirements of the Agreement. If the CPSB fails to appropriate sufficient monies to provide for the continuation of the

Agreement, the Agreement shall terminate on the last day of the fiscal year for which funds have been appropriated. Such termination shall be without penalty or expense to the C PSB except for payments which have been earned prior to the termination date.

The parties agree to comply with Federal and Louisiana laws and regulations which govern or pertain to the confidentiality, privacy, and security of information related to participants and to C PSB employees and students.

Neither party will discriminate against any program participant covered under this MOU because of race, color, religion, national origin, age, disability, status as a disabled veteran, or gender, nor will either party engage in such discrimination in their employment or personnel policies.

Upon determination of eligibility of a participant, C PSB will request an invoice and submit payment to MSU. MSU will provide sufficient detail to C PSB so that C PSB can ascertain participating students and their associated charges and completion of program requirements.

Students who do not meet semester requirements are no longer eligible to remain in the program. These students are eligible to enter into a personal agreement with MSU and continue their path to state certification. Students will be responsible for paying any remaining balance required.

C PSB will pay the MSU tuition invoice within 30 days of receipt of the invoice. Invoices will be in equal installments of \$1,800 in each of the following semesters fall (term 1), spring (term 2), Residency 1 (term 4, 5, or 6 depending on progression).

MSU will not refund the student or C PSB for students who begin an individual semester but do not complete it.

Students will be required to pay all non-tuition costs, including:

- Praxis exam fees
- Louisiana teacher certification fees
- Watermark Insights, LLC ePortfolio fees
- Withdrawal fee (\$50) for each course withdrawal

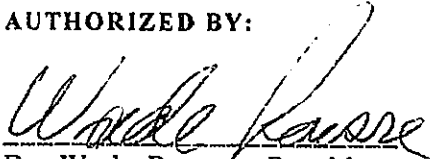
AMENDMENT

This MOU may be amended or terminated by mutually acceptable written agreement by both parties at any time.

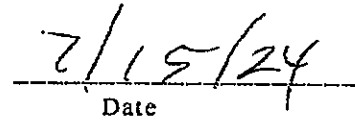
EFFECTIVE DATE, DURATION, AND EXPIRATION

This MOU shall be effective beginning August 1, 2024, and shall remain in effect through July 31, 2027, unless terminated sooner or extended by mutual agreement of both parties.


AUTHORIZED BY:



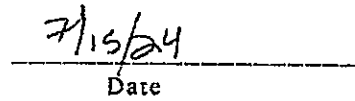
Dr. Wade Rousse, President
McNeese State University



Date



Dr. Jason VanMetre, Superintendent
Calcasieu Parish School Board



Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.2. **Northwestern State University's** request for approval to offer a Master of Science in Allied Health.

EXECUTIVE SUMMARY

Northwestern State University (NSU) would like approval to offer a Master of Science in Allied Health (MSAH). The program proposal was reviewed by an external consultant, Dr. Kevin R. Clark, Associate Professor and Associate Director, Radiologic Sciences Graduate Program, The University of Texas, MD Anderson Cancer Center. Dr. Clark was extremely supportive and went on to state the following in his report: *"The proposed program demonstrates a strong potential for providing high-quality education that is both board and interprofessional, aligned with industry trends in allied health and designed to be accessible and affordable for students."*

Allied Health Professions are health professions distinct from nursing, medicine, and pharmacy. They provide a range of diagnostic, technical, therapeutic, and support services in connection with healthcare. The professions include, but are not limited to, dental hygienists, dietitians, occupational assistants, physical therapy assistants, respiratory therapists, etc. These healthcare professional are rapidly growing and are presenting career opportunities for individuals in these professions. In order to progress to other positions, such as clinical education and clinical operations, these individuals require additional education to build the requisite skills. The School of Allied Health at NSU seeks to provide such a specialized program of study via the proposed MSAH to be delivered 100% online.

The proposed MSAH is a natural extension of the existing Bachelor of Applied Science in Allied Health (BASAH) which began in 2018 and has graduated over 110 students. A needs assessment survey of students enrolled in the BASAH conducted in 2019 indicated that, of the 108 responses received, eighty-six percent (n=92) of the respondents indicated an interest in pursuing a master's degree within five years of graduation, in allied health if it were offered online from a university in Louisiana. Additionally, 78% (n=83) indicated career goals in clinical operations, and 55% (n=59) indicated career goals in clinical education. The proposed program can be offered at little to no cost to NSU since existing courses and faculty will be utilized. Since the proposed MSAH would be the first of its kind in Louisiana, it will be able to meet a need that is currently unfulfilled. Letters of support were provided by Bossier Parish Community College, Baton Rouge Community College, Christus Shreveport-Bossier Health System, Louisiana Technical and Community College System, and Willis-Knighton Health System.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to offer a Master of Science in Allied Health.



NORTHWESTERN STATE

Office of the President

F.2.

August 1, 2024

Mr. Rick Gallot, President
University of Louisiana System
1201 North Third Street, 7-300
Baton Rouge, LA 70802

Re: Request for Approval to Offer New Degree Program
Master of Science in Allied Health

Dear President Gallot:

Northwestern State University is submitting the attached *Request for Approval to Offer a New Degree Program: Master of Science in Allied Health* to be placed on the agenda for approval at the August 2024 Board meeting.

Thank you for your consideration.

Sincerely,

Dr. Marcus Jones
President

Attachment

Established
1884



Academic Degree Program Proposal Form

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

A. Overview

Institution Name: Northwestern State University		Designation (flagship, statewide, regional, HBCU, 2-year): Regional		
College/School/Division: College of Nursing and School of Allied Health		Academic Department: School of Allied Health		
Degree Designation ^a : MSAH	Proposed Degree Name: Master of Science in Allied Health	CIP Code: 51.0000	Credit Hrs ^b : 33-36	Contact Hrs ^c :
Planned Implementation Semester/Term & Year: Fall 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.

Allied Health Professions are health professions distinct from nursing, medicine, and pharmacy. They provide a range of diagnostic, technical, therapeutic, and support services in connection with healthcare. The professions include but are not limited to dental hygienists, dietitians, occupational assistants, physical therapy assistants, respiratory therapists, medical lab technologists, emergency medical personnel (EMTs and paramedics), exercise science professionals (athletic trainers), health information technologists and allied health educators. These healthcare professions are rapidly growing and are presenting career opportunities for individuals in these professions. Allied Health encompasses a broad group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation, and treatment of acute and chronic diseases; promote disease prevention and wellness for optimum health and apply skills to support healthcare systems in a variety of settings. In order to progress to other positions, such as clinical education and clinical operations, these individuals require additional education to build the requisite skills.

The School of Allied Health at Northwestern State University seeks to provide a specialized program of study that will prepare students to become leaders in allied health professions in the areas of clinical education and clinical operations. The program's mission and goals were designed to contribute to the university's strategic plan.

Program Goals:

1. Prepare healthcare professionals who can function as leaders in allied health professions.
2. Develop allied health professionals who are prepared to contribute to healthcare delivery.
3. Prepare allied health professionals to become departmental leaders who are supportive of and contribute to the overall organizational mission.
4. Prepare allied health professionals who are adaptable to changing legal and legislative trends regarding healthcare delivery.

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.

Currently, there is no programmatic accreditation for MSAH programs, and none is anticipated at the national level.

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

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

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

☐ MJ Foster Promise Program

☐ Cyber-security Initiatives

☐ Louisiana Transfer Pathways

☐ Other: N/A

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

1. Jennifer Michael, EdD, RT(R)

Accreditation Specialist

Joint Review Committee on Education in Radiologic Technology, our accreditation agency

jmichael@jrcert.org

Dr. Michael is familiar with the profession, and she reviews programs and proposals often. In her role at the accreditation agency, she possesses a thorough understanding of our professional standards and criteria. Her professional background and skills make her well-suited for this task, and we trust in her ability to provide valuable insights and recommendations.

2. Chad Hensley, EdD. RT(R)

Professor and Program Director

Chad.hensley@unlv.edu

University of Nevada at Las Vegas

Board Member of the JRCERT and the Association of Collegiate Educators in Radiologic Technology (ACERT)

In his capacity as a board member of our accreditation agency and a program director, he brings a wealth of experiences and insight to the table. His dual role uniquely positions him to assess the proposal with a comprehensive understanding of accreditation standards and programmatic considerations.

3. Julie Gill, EdD, RT(R)

Professor and Department Head

UC Blue Ash College, Allied Health Department of

gillji@UCMAIL.UC.EDU

Chair of the Board of the Association of Educators in Imaging and Radiologic Sciences (AEIRS), the largest society in the US for radiologic science educators

As a dedicated board member of our society for radiology educators and a seasoned educator, she possesses a unique blend of leadership and pedagogical expertise. Her role as an educator and commitment to education make her exceptionally qualified to thoroughly review and assess the proposal.

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.

Introducing a new graduate program in allied health aligns with the institutional role, scope and mission of Northwestern State University's College of Nursing and School of Allied Health in several ways:

1. **Diversity and Inclusivity:** A new allied health program can contribute to serving an increasingly diverse student population, aligning with the commitment to diversity outlined in the mission. This program can attract students with varied backgrounds and interests in healthcare, fostering a rich and inclusive learning environment.

2. **Academic Excellence:** The introduction of a new program demonstrates a commitment to academic excellence by providing students with innovative undergraduate, graduate, certificate, and continuing

education programs. This aligns with the mission's emphasis on offering excellent educational opportunities to prepare students for their roles as healthcare professionals.

3. Interprofessional Education: The mission emphasizes the goal of preparing students to become responsible and contributing members of an interprofessional global community. A new program in allied health can facilitate interprofessional education by creating opportunities for collaboration and teamwork among students from diverse healthcare disciplines.

4. Regional, State, and National Impact: The mission highlights the aim of improving the health of the region, state, and nation. A new allied health program can contribute to this goal by producing skilled healthcare professionals who are equipped to address the healthcare needs of the local community, state, and the broader nation.

5. Career Goals and Community Contribution: The program can assist individuals in achieving their goals by providing them with relevant skills and knowledge for successful careers in allied health. Graduates can contribute meaningfully to the community by serving in various healthcare roles, aligning with the mission's focus on individuals becoming contributing members of society.

6. Innovation in Healthcare Education: Introducing a new program reflects a commitment to innovation in education. This aligns with the mission's emphasis on offering excellent and innovative programs, ensuring that students are equipped with the latest knowledge and skills in allied health.

7. Continuing Education Opportunities: The new program can contribute to continuing education offerings, providing professionals in the field with opportunities for further skill development and staying current with advancements in allied health.

The mission of Northwestern State University is to prepare an increasingly diverse student population to contribute to the improvement of the region, state, and nation using innovative teaching, research, and service. Within the University, the College of Nursing and School of Allied Health possess a similar mission to provide excellent programs designed to assist individuals in achieving their goals of becoming responsible members of the healthcare community. Further, the vision of CONSAH is to be an innovator and a pacesetter in the educational preparation of nursing and allied health students. The proposed Master of Science in Allied Health would address all of these things by providing a unique and innovative program meant to advance the educational goals of allied health practitioners. Using modern teaching strategies and timely topics, graduates will be prepared to advance in their careers in both the clinical and educational world.

In summary, a new program in allied health aligns with the institutional role and mission by promoting diversity, academic excellence, interprofessional education, regional impact, individual achievement, community contribution, innovation, and continuing education opportunities in the healthcare field.

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

The introduction of a new program in allied health aligns with the institution's strategic plan and enhances the academic program portfolio in several ways:

Strategic Goals: The institution's strategic plan outlines goals related to expanding healthcare education, increasing program diversity, or addressing specific workforce needs, the new allied health program directly aligns with these objectives. It becomes a strategic initiative contributing to the overall mission of the institution.

Market Demand and Workforce Needs: The strategic plan identifies emerging trends in healthcare or workforce demands and the new program in allied health can address these needs. It demonstrates the institution's responsiveness to the evolving healthcare landscape and its commitment to preparing students for in-demand careers.

Interprofessional Education Initiatives: The strategic plan emphasizes interprofessional education as a key initiative, the new program contributes by fostering collaboration among students from various healthcare disciplines. This aligns with the goal of creating a comprehensive and collaborative learning environment.

Innovation and Academic Excellence: The strategic plan emphasizes innovation and academic excellence. The introduction of a new program indicates a commitment to staying at the forefront of healthcare education. It enhances the institution's academic reputation by offering cutting-edge programs that meet or exceed industry standards.

Student-Centric Approach: The institution's strategic plan prioritizes student success. The new program provides additional opportunities for students to pursue diverse career paths within the allied health field. This aligns with the goal of assisting individuals in achieving their educational and career aspirations.

Community Engagement and Impact: The strategic plan highlights community engagement and impact as priorities. The new program in allied health contributes by producing graduates who can positively impact the health and well-being of the local community, aligning with the institution's commitment to regional, state, and national health improvement.

Diversification of Academic Offerings: The institution aims to diversify its academic program portfolio. The introduction of a new allied health program adds breadth and depth to the offerings. This diversification enhances the institution's attractiveness to a wider range of students and aligns with the mission of serving an increasingly diverse student population.

Collaboration with Stakeholders: The strategic plan emphasizes collaboration with external stakeholders, such as healthcare organizations, industry partners, or government agencies, the new program can be developed in consultation with these stakeholders to ensure alignment with workforce needs and industry standards.

In summary, the new program in allied health aligns with the institution's strategic plan by addressing specific goals, responding to workforce needs, promoting interprofessional education, fostering innovation and academic excellence, supporting student success, contributing to community impact, diversifying academic offerings, and collaborating with external stakeholders.

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 introduction of a new online program aligns well with this priority in several ways:

Geographical Accessibility: Online programs provide accessibility to individuals across various geographical locations, allowing students who may be located in remote or underserved areas to access education without the constraints of physical proximity to the institution. This aligns with the goal of making education accessible to a broader population.

Flexibility for Diverse Student Populations: Online programs offer flexibility in terms of scheduling and pace of learning. This accommodates the needs of diverse student populations, including working professionals, parents, or those with other time constraints. The flexibility enhances accessibility for individuals who may not be able to participate in traditional on-campus programs.

Reduced Barriers to Entry: Online programs often have lower barriers to entry, eliminating the need for relocation or long commutes. This makes higher education more accessible to individuals who may face challenges related to transportation, childcare, or work commitments. It aligns with the goal of reducing barriers to educational opportunities.

Inclusive Learning Environments: Online learning platforms can be designed with accessibility features that accommodate diverse learning styles and abilities. This inclusivity ensures that individuals with disabilities or unique learning needs have equitable access to educational resources, aligning with the broader goal of creating an inclusive learning environment.

Lifelong Learning Opportunities: Online programs support the concept of lifelong learning by allowing individuals to pursue education at various stages of their lives and careers. This aligns with the goal of providing ongoing educational opportunities to individuals, contributing to their continuous personal and professional development.

Technology-Mediated Accessibility: Online programs leverage technology to deliver educational content. This technology can be harnessed to enhance accessibility through features such as closed captioning, transcription services, and adaptive learning platforms. It ensures that the educational content is accessible to a diverse audience, including those with different learning needs.

Alignment with Workforce Needs: Online programs can be designed to address specific workforce needs by providing accessible training and education in areas with high demand. This aligns with the goal of ensuring that educational offerings are responsive to the needs of the workforce and the economy.

In summary, the introduction of a new online program aligns closely with the Board of Regents' priority on accessibility by offering geographical flexibility, accommodating diverse student populations, reducing barriers to entry, promoting inclusivity, enhancing affordability, supporting lifelong learning, leveraging technology for accessibility, and aligning with workforce needs.

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

The introduction of a new online program aligns with the Board of Regents' priority on affordability in several ways:

Online programs often offer cost-effective alternatives for students, reducing financial barriers to education. This aligns with the goal of making higher education more affordable and accessible, particularly for those who may face financial constraints.

Reduced Tuition and Fees: Online programs often have lower tuition and fees compared to traditional on-campus programs. The absence of costs associated with physical infrastructure, such as buildings and utilities, allows institutions to offer more cost-effective options, aligning with the goal of affordability.

Elimination of Commuting Costs: Online programs eliminate the need for commuting, reducing transportation costs for students. This contributes to overall affordability by relieving students of expenses related to commuting, parking, and other associated costs.

Flexibility for Employment: Online programs allow students to maintain employment while pursuing their education. This flexibility enables individuals to generate income while studying, making education more financially sustainable and aligning with the goal of affordability.

Access to Digital Resources: Online programs often provide access to digital resources, reducing the need for expensive textbooks. This shift toward digital materials can significantly lower the overall cost of learning materials, making education more affordable for students.

Potential for Reduced Living Expenses: Since online programs do not require students to relocate or live on campus, individuals can continue to live in more affordable housing options. This can significantly lower overall living expenses, aligning with the affordability priority.

Part-Time Study Options: Online programs often offer part-time study options, allowing students to spread the cost of education over a longer period. This flexibility in study pace can make education more financially manageable for individuals who need to balance work and other commitments.

Opportunities for Cost-Effective Technology Use: Online programs can leverage cost-effective technology, reducing the need for expensive physical infrastructure. This efficiency can contribute to overall affordability by optimizing the use of technology for educational delivery.

Financial Aid and Scholarship Opportunities: Online programs may be eligible for the same financial aid and scholarship opportunities as traditional programs. Ensuring that financial aid and scholarship options are available for online students aligns with the goal of making education affordable for a broader range of individuals.

Targeting High-Demand, Affordable Fields: Designing the online program to address high-demand fields with the potential for affordable education and training contributes to the affordability goal. This aligns with workforce needs and ensures that education is both relevant and accessible.

In summary, the new online program aligns with the Board of Regents' priority on affordability by offering reduced tuition and fees, eliminating commuting costs, providing flexibility for employment, granting access to digital resources, potentially reducing living expenses, offering part-time study options, leveraging cost-effective technology, and providing opportunities for financial aid and scholarships.

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

The introduction of a new online program aligns closely with the Board of Regents' priority on partnerships with industry, community-based organizations, and other institutions in several ways:

Industry-Relevant Curriculum: Developing the online program in collaboration with industry partners ensures that the curriculum is aligned with the current needs and demands of the relevant workforce. This collaboration helps create a program that produces graduates with skills that are directly applicable to industry requirements.

Workforce Development: Collaborating with industry allows the program to address specific workforce needs. By understanding the skills and competencies sought by employers, the online program can tailor its offerings to contribute directly to the development of a skilled and competitive workforce.

Guest Lectures and Industry Experts: Integrating guest lectures and involvement of industry experts in the online program enhances the educational experience. Industry professionals can share their insights, experiences, and knowledge, providing students with a more comprehensive understanding of the field.

Access to Industry Resources: Collaborating with industry partners may provide students with access to industry-specific resources, databases, and tools that enhance their learning experience. This can contribute to a more practical and applied education.

Community Engagement: Establishing partnerships with community-based organizations facilitates community engagement initiatives. These partnerships can involve community outreach, service-learning projects, and initiatives that address local needs, aligning with the goal of fostering collaboration with community entities.

Articulation Agreements: Collaborating with other institutions through our multiple articulation agreements can facilitate seamless transfer pathways for students. This encourages a more interconnected educational ecosystem, promoting collaboration and alignment of programs across institutions.

Shared Research Initiatives: Collaborative research initiatives with industry partners and other institutions can contribute to advancements in the field. This aligns with the Board of Regents' emphasis on fostering research and innovation through collaborative efforts.

Professional Development Opportunities: Online programs can provide professional development opportunities for individuals already working in the industry. This can be achieved through partnerships with industry associations and organizations, offering specialized training and certifications.

Advisory Boards: We have established advisory boards with representatives from industry and relevant community organizations to ensure ongoing input and feedback on program development. This helps keep the curriculum current and responsive to industry trends.

Networking Opportunities: Online programs can create networking opportunities for students with professionals in the field through virtual events, webinars, and online forums. These connections can be facilitated through partnerships with industry and community-based organizations.

In summary, the proposed online program aligns with the Board of Regents' priority on partnerships with industry, community-based organizations, and other institutions by incorporating industry-relevant curriculum, fostering workforce development, providing internship opportunities, involving industry experts, accessing industry resources, engaging with the community, promoting articulation agreements, facilitating collaborative research, offering professional development, establishing advisory boards, and creating networking opportunities for students.

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

The introduction of a new online program can align with the Board of Regents' priority on work-based learning in several ways, enhancing the educational experience for students:

Internship and Externship Opportunities: Establishing partnerships with industry enables the inclusion of internship or externship components within the online program. Students can gain real-world experience and apply their knowledge in a practical setting, enhancing their employability upon graduation.

Virtual Work-Based Learning Opportunities: Designing the online program to incorporate virtual work-based learning experiences, such as virtual internships or remote apprenticeships, allows students to gain practical skills and real-world experience in a flexible online environment.

Collaboration with Employers: Establishing partnerships with employers and industry stakeholders to create opportunities for virtual work-based learning aligns with the goal of connecting academic learning with industry needs. These collaborations can lead to the development of projects, case studies, and assignments based on real-world scenarios.

Integration of Industry Projects: Incorporating industry projects into the curriculum allows students to apply theoretical knowledge to real-world situations. These projects can be developed in collaboration with industry partners, providing students with hands-on experience and practical skills.

Simulation and Virtual Labs: Utilizing virtual simulations and online labs in the online program creates a simulated work environment. This approach allows students to practice and apply their skills in a controlled setting, providing a form of experiential learning.

Remote Internships: Facilitating remote internships allows students to engage in work-based learning experiences from their own locations. This flexibility is particularly beneficial for online programs, as it accommodates students who may be geographically distant from traditional internship opportunities.

Experiential Learning Modules: Designing specific experiential learning modules within the online program encourages students to actively engage in hands-on activities. These modules can be structured to simulate workplace scenarios and challenges.

Incorporation of Professional Development: Integrating professional development components into the curriculum, such as virtual workshops, webinars, and industry-specific training, enhances the work-based learning aspect. This helps students develop the skills needed for successful careers.

Assessment of Practical Skills: Incorporating assessments that evaluate practical skills acquired through work-based learning ensures that students demonstrate competency in applying knowledge to real-world situations.

Industry Mentorship Programs: Establishing virtual mentorship programs with professionals in the field provides students with guidance and insights from experienced practitioners. This mentorship can supplement academic learning with practical advice and industry perspectives.

Feedback from Industry Professionals: Seeking feedback from industry professionals on students' work and performance in virtual work-based learning experiences helps in continuous improvement. This feedback loop ensures that the program remains aligned with industry expectations.

In summary, the proposed online program aligns with the Board of Regents' priority on work-based learning by incorporating virtual experiences, collaborating with employers, integrating industry projects, utilizing simulations and virtual labs, facilitating remote internships, incorporating experiential learning modules, emphasizing professional development, establishing mentorship programs, assessing practical skills, and seeking feedback from industry professionals.

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

The introduction of the proposed online program can strongly align with the Board of Regents' priority on closing the achievement gap with underserved populations, including low-income individuals, minorities, and adult learners. Here's how the program can align with this priority:

Accessibility and Flexibility: Online programs provide accessibility and flexibility, addressing barriers that may hinder underserved populations from pursuing higher education. This includes individuals with low incomes, minorities, and adult learners who may face challenges related to work schedules, family responsibilities, or financial constraints.

Reduced Financial Barriers: Online programs can offer cost-effective alternatives, reducing financial barriers associated with traditional on-campus programs. This affordability makes higher education more accessible to underserved populations, aligning with the goal of closing the achievement gap.

Tailored Support Services: Our faculty can offer tailored support services for online learners, such as academic advising, counseling, and mentorship programs, can address the unique needs of underserved populations. This targeted support contributes to the success of low-income individuals, minorities, and adult learners.

Cultural Competence in Curriculum: The online program was designed with cultural competence in mind, which ensures that the curriculum reflects diverse perspectives and experiences. This approach resonates with underserved populations, creating a more inclusive and relevant educational experience.

Community Partnerships: Utilizing established partnerships with community organizations and outreach programs will enhance recruitment efforts and outreach to underserved populations. Collaborating with local community groups helps identify and support individuals who may benefit from the online program.

Scholarship and Financial Aid: Offering targeted scholarships and financial aid specifically designed for underserved populations contributes to making education more affordable. This aligns with the goal of closing the achievement gap by addressing financial barriers.

Flexible Learning Paths: The online program was designed with flexible learning paths which allows adult learners to balance education with work and family responsibilities. This adaptability is particularly important for individuals who may be returning to education later in life.

Recognition of Prior Learning: Implementing policies that recognize and credit prior learning experiences, including work experience, military service, or certifications, can benefit adult learners and individuals with diverse backgrounds. This recognition helps close the achievement gap by valuing non-traditional educational pathways.

Culturally Responsive Teaching Practice: Our faculty have been trained in culturally responsive teaching practices, which ensures that online courses are inclusive and address the needs of a diverse student body. This approach contributes to a positive and supportive learning environment for underserved populations.

Technology Access Programs: Collaborating with community initiatives or providing technology access programs helps ensure that individuals from low-income communities have the necessary resources, such as internet access and devices, to participate in online learning.

Targeted Outreach and Recruitment: Developing targeted outreach and recruitment strategies, including informational sessions, webinars, and community events, can specifically reach underserved populations. This proactive approach helps in raising awareness and interest in the online program.

In summary, the new online program aligns with the Board of Regents' priority on closing the achievement gap with underserved populations by offering accessibility and flexibility, reducing financial barriers, providing tailored support services, incorporating cultural competence, forming community partnerships, offering targeted scholarships, allowing flexible learning paths, recognizing prior learning, implementing culturally responsive teaching practices, supporting technology access, and conducting targeted outreach and recruitment.

C. Need

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

The Northwestern MSAH program would be a leader in the allied health professions by providing practitioners an opportunity to advance their education and skills. There are increased demands within allied health for individuals with advanced skills and knowledge. According to a study by AMN Healthcare, conducted in October of 2022, 85% of healthcare facilities face shortages of allied healthcare professionals (retrieved on 6/14/2023 from <https://www.globenewswire.com/news-release/2022/10/20/2538448/0/en/AMN-Healthcare-Survey-85-of-Healthcare-Facilities-Face-Shortages-of-Allied-Healthcare-Professionals.html>). The great majority of those surveyed (80%) said their primary challenge in recruiting allied healthcare professionals is the current labor shortage. This shortage is the result of the “Great Resignation,” which started in the spring of 2021, following the Covid-19 pandemic (retrieved from: https://ywcachicago.org/labor-trends-following-the-great-resignation-and-the-need-for-workforce-programs/?gclid=CjwKCAjwyqWkBhBMEiwAp2yUFsBAVEflh5ULwZq0IG41KtJnvaWemD2yVS3jxm4_8z9TpC Cekx2s1AhoCdq4QAvD_BwE). Allied Health educators and administrators are also needed to meet that demand in addition to the natural number of retiring individuals. The MSAH program will prepare graduates who would possess the requisite skills and knowledge needed within clinical education and clinical operations roles in the allied health professions. The proposed MSAH program is supported by several organizations, universities, and individuals (see Letters of Support needed).

The U.S. Department of Labor projects that the job outlook for many of the allied health professions, including medical and health services managers, is expected to grow 28% for managers and 12% for educators from 2021-2031, which is faster than the average (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, available at: www.bls.gov/oco/ocos105.htm, retrieved May 23, 2023). About 56,600 openings for medical and health services managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring. There is also a need for educators of allied health programs. The U.S. Department of Labor projects that the job outlook for postsecondary educators is projected to grow 12% from 2021 to 2031. Additionally, the Bureau indicates that in order to advance in the areas of clinical education and clinical operations within these fields, a master's degree is often preferred or required (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, Medical, and Health Services Managers, available at: www.bls.gov/oco/ocos014.htm, retrieved May 23, 2023). Thus, the proposed MSRS program will help to fulfill this need.

In 2018, the School of Allied Health at NSU started a Bachelor of Applied Science in Allied Health (BASAH) program. The program was created at the request of educators in allied health associate degree programs. At that time, graduates from an associate degree program in an allied health occupation did not have the option to continue their education by earning a Bachelor's degree. The BASAH program is the only Bachelor of Applied Science in Allied Health in Louisiana. The proposed Master of Science in Allied Health would provide a natural progression for these students to continue their education by earning a Masters degree. Since the BASAH program started in 2018, we have graduated over 110 students. Graduates of the BASAH program have requested that the School of Allied Health begin a Masters program so they can continue their education.

In the fall of 2019, the Northwestern School of Allied Health conducted a needs assessment consisting of a survey for the proposed MSAH program. The survey included students enrolled in the Bachelor of Science of Allied Health program at Northwestern. Of the 108 responses to the survey, eighty-six percent (n=92) of the respondents indicated an interest in pursuing a master's

degree, within five years of graduation, in allied health if it were offered online from a university in Louisiana. Additionally, 78% (n=83) indicated career goals in clinical operations, and 55% (n=59) indicated career goals in clinical education. This indicates strong support for an MSAH program from students currently enrolled in the Bachelor of Applied Science in Allied Health program.

Northwestern State University's Master of Science in Allied Health program will have a direct positive impact on Louisiana. Graduates from the program will be prepared to assume higher levels of responsibility within their institutions and within allied health professions. These positions would be administrative and teaching positions expected to have salaries of at least \$60,000 (retrieved from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-1>). Therefore, in the first five years of the program, the 31 projected graduates (see Table in section 3 regarding the number of graduates) would have an economic impact of at least \$1.8 million.

With an aging baby-boomer population and longer life expectancy, the entire healthcare industry will see an increase in the demand for medical services (US Department of Labor, 2022). Yet, the complexity of the constantly changing healthcare delivery landscape creates the need for a new kind of healthcare professional. Most graduate programs focus on clinical proficiency, which is only one part of what it takes to succeed in healthcare's future. The MSAH program at NSU will provide skills in leadership, research, teaching and business skills to ensure success for its students.

Graduates of the MSAH program will be better prepared to function in the healthcare industry. Their learning experiences will help them to develop into more skilled and competent leaders in the allied health professions. Graduates will be better prepared to assume clinical operations leadership positions within healthcare and educational institutions throughout the state. This will produce a positive economic impact on the state as graduates are employed in higher-level positions.

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

Faculty have engaged with alumni, employers, and other external stakeholders, such as a local community college, and came to the conclusion to start the program. The communities of interest expressed a need to a program to allow the growth of current individuals in allied health professions.

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 proposed program was strategically designed to cater to a nationwide service area, ensuring accessibility and impact across diverse regions. By adopting a comprehensive approach, we aim to reach and serve a broad spectrum of individuals and communities throughout the country, aligning with our commitment to national outreach and excellence in education.

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).

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consisting of a survey for the proposed MSAH program. The survey included students enrolled in the Bachelor of Science of Allied Health program at Northwestern. Of the 108 responses to the survey, eighty-six percent (n=92) of the respondents indicated an interest in pursuing a master's degree, within five years of graduation, in allied health if it were offered online from a university in Louisiana. Additionally, 78% (n=83) indicated career goals in clinical operations, and 55% (n=59) indicated career goals in clinical education. This indicates strong support for an MSAH program from students currently enrolled in the Bachelor of Applied Science in Allied Health program.

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Letters of support are attached at the end of the proposal.

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

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

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

The U.S. Department of Labor projects that the job outlook for many of the allied health professions are expected to grow faster than the average for all occupations (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, available at: (<https://www.bls.gov/ooh/healthcare/home.htm>)). Additionally, the Bureau indicates that in order to advance in the areas of clinical education and clinical operations within these fields, a master's degree is often preferred or required (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, Medical and Health Services Managers, available at:

<https://www.bls.gov/ooh/healthcare/home.htm>, retrieved May 23, 2023). Thus, the proposed MSAH program will help to fulfill this need.

Currently, in Louisiana, there are over 200 job openings for medical and health service managers, over 50 for human resource managers, and over 50 for postsecondary educators.

Currently, the possibility of a cooperative agreement is not feasible. NSU would be the only master's level allied health program in Louisiana. NSU has the basic resources needed to administer the proposed MSAH program. Due to the innovative nature of this type of program, the prospects for a cooperative agreement are impractical. The School of Allied Health has seven doctoral-prepared faculty who currently teach at the master's level to teach in this program. As the allied health professions grow and accrediting criteria are established, NSU will be in the unique position of being able to mentor others interested in establishing this type of program.

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

☐ Service Area Data ☐ State Data ☒ National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Respiratory Therapy	5	133,100 (2022)	141,700 (2032)	8,600	13%	123 (2023)	\$70,540 per year
Occupational Therapist Assistant	5	49,000 (2022)	60,000 (2032)	11,000	23%	199 (2023)	\$63,450 per year
Physical Therapy Assistant	4	145,100 (2022)	172,700 (2032)	27,600	19%	150 (2023)	\$57,240 per year
Radiation Therapists	4	15,900 (2022)	16,300 (2032)	400	2%	13 (2023)	\$89,530 per year
Radiologic Technologists	4	264,100 (2022)	279,500 (2032)	15,400	6%	372 (2023)	\$67,180 per year
Nuclear Medicine Technologists	4	18,100 (2022)	18,200 (2032)	100	0%	128 (2023)	\$85,300 per year
Surgical Technologists	4	128,900 (2022)	135,900 (2032)	7,000	5%	252 (2023)	\$56,350 per year
Magnetic Resonance Imaging Technologist	4	264,100 (2022)	279,500 (2032)	15,400	6%	372 (2023)	\$67,180 per year

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.

There are no Master of Science in Allied Health programs in Louisiana. The closest semblance would be the Masters of Health Informatics at LA Tech, the Masters of Health Administration at LSUS, the Masters of Business Administration at ULL, and the Masters in Healthcare Management at UNO. In the United States, there are two MSAH programs, one at Oregon Institute of Technology (<https://www.oit.edu/online/degrees/master-of-science-allied-health/curriculum>) and the other at East Tennessee State University (https://catalog.etsu.edu/preview_program.php?catoid=51&poid=15664#_ga=2.136494966.75950759.1685026375-1801308850.1684869015).

Since the Master of Science in Allied Health programs in Louisiana would be the first in Louisiana, it will be able to meet a need that is currently unfulfilled. Allied Health encompasses a broad group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation, and treatment of acute and chronic diseases; promote disease prevention and wellness for optimum health and apply skills to support healthcare systems in a variety of settings. In order to progress to other positions, such as clinical education and clinical operations, these individuals require additional education to build the requisite skills.

Institution	Program (degree and title)	No. Graduates in past year
n/a		

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

The U.S. Department of Labor projects that the job outlook for many of the allied health professions are expected to grow faster than the average for all occupations (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, available at: (<https://www.bls.gov/ooh/healthcare/home.htm>)). Additionally, the Bureau indicates that in order to advance in the areas of clinical education and clinical operations within these fields, a master's degree is often preferred or required (Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, 2021-2022 Edition, Medical and Health Services Managers, available at: <https://www.bls.gov/ooh/healthcare/home.htm>, retrieved May 23, 2023). Thus, the proposed MSAH program will help to fulfill this need.

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established, NSU will be in the unique position of being able to mentor others interested in establishing this type of program.

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

There will be opportunities for students to take elective courses in other programs and departments in the institution. For example, master's programs in education and nursing offer courses that would be applicable to the proposed MSAH program.

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
Respiratory Therapy	Active Listening, Critical Thinking, Monitoring, Medicine and Dentistry, Oral Expression, and Inductive Reasoning
Occupational Therapist Assistant	Active Listening, Service Orientation, Social Perceptiveness, Psychology, Therapy and Counseling, and Oral Expression
Physical Therapy Assistant	Active Listening, Monitoring, Social Perceptiveness, Oral Expression, Speech Clarity, Near Vision
Radiation Therapists	Critical Thinking, Social Perceptiveness, Operations Monitoring, Physics, English Language, and Medicine and Dentistry
Radiologic Technologists	Active Listening, Reading Comprehension, Social Perceptiveness, English Language, Computer and Electronics, and Administrative
Nuclear Medicine Technologists	Critical Thinking, Active Listening, Speaking, Biology, Oral Expression, and Near Vision
Surgical Technologists	Monitoring, Active Listening, Coordination, English Language, Speech Recognition, and Oral Comprehension
Magnetic Resonance Imaging Technologists	Active Listening, Reading Comprehension, Social Perceptiveness, English Language, Computer and Electronics, and Administrative

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.

Graduates of the MSAH program should be able to:

- Demonstrate leadership skills in allied health clinical education and clinical operations.
- Apply research evidence and skills in the practice setting as an educator or administrator in the allied health professions to improve practice.
- Practice effective communication skills in professional practice settings to maintain collegial and collaborative relationships.
- Analyze, design, conduct research studies, and disseminate research findings to contribute to the allied health professions to improve practice.
- Implement strategies to effect change within the allied health professions.
- Evaluate the appropriate ethical standards to practice as an allied health educator or administrator.
- Serve as a role model to promote professionalism within the allied health professions.
- Contribute to the community and allied health professions through service.

The assessment of learning outcomes within this proposed program will be conducted through a rigorous and multifaceted approach. Faculty members will employ a combination of formative and summative assessments, including but not limited to examinations, practical assignments, project evaluations, and presentations. Additionally, continuous feedback loops and peer reviews will contribute to a comprehensive understanding of students' mastery of the prescribed learning objectives. The assessment framework is designed to ensure accuracy, fairness, and alignment with industry standards, thereby fostering a robust learning environment that prepares students for success in their chosen field.

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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	Apply research evidence and skills in the practice setting as an educator or administrator in the allied health professions to improve practice.
Oral/Written Communications	Practice effective communication skills in professional practice settings to maintain collegial and collaborative relationships.
Teamwork/ Collaboration	Serve as a role model to promote professionalism within the allied health professions.
Digital Technology	Analyze, design, conduct research studies, and disseminate research findings to contribute to the allied health professions to improve practice.
Leadership	Demonstrate leadership skills in allied health clinical education and clinical operations.
Professionalism/ Work Ethic	Serve as a role model to promote professionalism within the allied health professions.
Career Management	Demonstrate leadership skills in allied health clinical education and clinical operations.
Equity and Global/Intercultural Fluency	Implement strategies to effect change within the allied health professions.
Other (list others)	

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

Technical Skills and KSAs	Student Learning Outcome (s)
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Active Listening, Critical Thinking, Monitoring, Medicine and Dentistry, Oral Expression, and Inductive Reasoning	Practice effective communication skills in professional practice settings to maintain collegial and collaborative relationships.
Active Listening, Service Orientation, Social Perceptiveness, Psychology, Therapy and Counseling, and Oral Expression	Apply research evidence and skills in the practice setting as an educator or administrator in the allied health professions to improve practice.
Active Listening, Monitoring, Social Perceptiveness, Oral Expression, Speech Clarity, Near Vision	Implement strategies to effect change within the allied health professions.
Critical Thinking, Social Perceptiveness, Operations Monitoring, Physics, English Language, and Medicine and Dentistry	Practice effective communication skills in professional practice settings to maintain collegial and collaborative relationships.
Active Listening, Reading Comprehension, Social Perceptiveness, English Language, Computer and Electronics, and Administrative	Analyze, design, conduct research studies, and disseminate research findings to contribute to the allied health professions to improve practice.
Critical Thinking, Active Listening, Speaking, Biology, Oral Expression, and Near Vision	Evaluate the appropriate ethical standards to practice as an allied health educator or administrator.
Monitoring, Active Listening, Coordination, English Language, Speech Recognition, and Oral Comprehension	Apply research evidence and skills in the practice setting as an educator or administrator in the allied health professions to improve practice.
Active Listening, Reading Comprehension, Social Perceptiveness, English Language, Computer and Electronics, and Administrative	Demonstrate leadership skills in allied health clinical education and clinical operations.

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, as the proposed program is a graduate program
Undergraduate Research	n/a, as the proposed program is a graduate program
Common Intellectual Experiences	Students will be encouraged to attend seminars to explore overarching themes, methodologies, or foundational theories that are relevant across various disciplines within the program. (Optional)
Diversity/Global Learning	An assignment that requires students to engage with diverse populations. Required.
Learning Communities	Students will be organized as cohorts that move through the program together. This builds a sense of community and encourages collaboration among peers. Required.
ePortfolios	Students will create an ePortfolio on a user-friendly platform. The components of the portfolio will be identified. Required.
Writing Intensive Courses	The curriculum features a robust writing component, integrating writing-intensive courses designed to enhance students' communication skills, critical thinking, and ability to articulate complex concepts effectively. Required.
Service-Learning, Community-based Learning	Experiential learning through service-learning and community-based learning initiatives are included in the curriculum. These hands-on experiences allow students to apply theoretical knowledge in real-world contexts, fostering community engagement, and cultivating a deeper understanding of social issues. Required
Collaborative Assignments & Projects	The curriculum incorporates collaborative assignments, providing students with opportunities to work in teams and cultivate essential teamwork and communication skills. These assignments are designed to foster a collaborative learning environment, preparing students for the collaborative demands of their future professional endeavors. Required.
Internships	n/a
Capstone Courses and Projects	In the culminating phase of the program, students engage in a capstone course that includes a thesis assignment. The comprehensive academic experience is designed to synthesize and apply knowledge gained throughout the program, allowing students to demonstrate their mastery of the subject matter through independent research and scholarly exploration. Required.

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

The curriculum pattern is attached at the end of the proposal. Since this is a graduate program, 6 hours per semester is considered full-time. All courses are currently existing, there will not be any new courses needed.

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

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

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

In adherence to the graduate program’s curriculum policies, credit for prior learning will not be granted. The curriculum is structured to ensure a comprehensive and standardized educational experience for all students, emphasizing the importance of active participation in the designated coursework and assessments.

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

The program has seamlessly integrated Open Education Resources (OER) into its instructional materials, leveraging a diverse range of high-quality, openly accessible educational content. Through this approach, we aim to provide a cost-effective and inclusive educational experience while promoting innovation and adaptability in our curriculum.

Ensuring course material affordability is crucial for creating an inclusive and accessible educational environment. Here are some additional measures we will take:

Library Resources: Leveraging the resources available in the university library to ensure that essential readings and references are accessible to students electronically.

Textbook Alternatives: We will explore the possibility of utilizing free online resources or digital materials to reduce the financial burden on students.

Course Packs and Custom Materials: We will create custom course packs or materials that only include essential readings to allow us to tailor materials to the specific needs of the course while minimizing costs.

Rentals: For some courses, rental options for textbooks are an option. This will be coordinated through the university bookstore.

Digital Platforms and eBooks- We have embraced digital platforms and e-books as alternatives to physical textbooks. These materials are more affordable and convenient for students.

Faculty-Authored Materials: In some courses, faculty have developed their own instructional materials that are made available to students at no or low cost.

By implementing a combination of these measures, we will contribute to making course materials more affordable for students, fostering a more equitable learning environment.

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

The admission requirements for this program align with the standard criteria established by the Graduate School of Northwestern State University. Consistency in admission standards ensures a fair and equitable evaluation process for all prospective students. The specific requirements will be the similar to the requirements for the Master of Science in Radiologic Science Program:

MASTER OF SCIENCE IN RADIOLOGIC SCIENCE

Admission:

Provisional, or Regular: Does not require departmental approval

Requirements:

Bachelor's Degree from regionally accredited college/university

Minimum GPA of 2.5 OR 2.75 in the last 60 hours of undergraduate study to be determined by department.

Official transcripts from ALL colleges/universities

GRE is waived

Two letters of recommendation

Immunization Compliance Form/Waiver or Proof of vaccines

Departmental Requirements:

Hold credentials in one of the medical imaging primary pathway disciplines such as Radiography, Nuclear Medicine Technology, Radiation therapy, Magnetic Resonance Imaging, or Sonography; and

Successfully complete an undergraduate statistics or research course

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

☐ Community organizations

☐ Career academies

☒ Professional associations

☒ 2-year college

☐ Other Programs at your Institution

☒ 4-year college/university

☐ Other Partner

List specific partners for each category checked above.

We are actively collaborating with various community colleges, health systems and professional organizations to establish a robust educational career pipeline for this proposed program. Through these partnerships, we aim to create seamless pathways that facilitate students' educational and professional progression, fostering a dynamic and interconnected learning experience. At this time, we are collaborating with the following entities and plan to add more in the future.

Bossier Parish Community College

University of Louisiana at Monroe

McNeese University

Willis-Knighton Health System

Christus Highland Health System

Association of Schools of Allied Health Professions

National Society of Allied Health

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

The education pipeline for the proposed program is designed to provide a structured and progressive pathway for students. Beginning with foundational coursework, students will gradually advance through the curriculum, gaining specialized knowledge and skills. Practical experiences will complement academic learning, ensuring the integration of theory into real-world contexts. Throughout the pipeline, collaborative initiatives with colleges, health systems, and professional organizations will enrich student's educational journey, fostering a comprehensive and well-rounded preparation for their future careers.

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

The institution is dedicated to supporting graduates in achieving their career goals through a multifaceted approach:

Providing career counseling and guidance to assist graduates in identifying and pursuing suitable opportunities, further education options, and industry certifications.

Offering seminars focused on enhancing graduates' professional skills, including resume building, interview preparation, and networking strategies.

Collaborating with industry partners to stay abreast of current trends and workforce demands, ensuring the curriculum aligns with industry needs and facilitating seamless transition for graduates.

Assisting graduates in pursuing further education by providing information on advanced degree programs and academic pathways.

Supporting graduates in obtaining industry certifications by offering resources, preparation courses, and guidance on the certification process.

Integrating employability skills training into the curriculum to ensure graduates possess the soft skills valued by employers.

Providing online career resources, including job boards, webinars, and industry insights, to keep graduates informed about market trends and employment opportunities.

By implementing the comprehensive support measures, the institution aims to empower graduates to successfully navigate their career paths, whether it be securing employment, pursuing further education, or obtaining industry certifications.

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

The success of program graduates will be systematically tracked and assessed through the following measures:

Alumni Surveys

Employment Data

Graduate Profiles

Follow-Up Interviews

Performance in Professional Certifications

By employing a combination of these tracking and assessment methods, the institution aims to continually evaluate and enhance the program's effectiveness in supporting graduate's success in their chosen careers.

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 department will employ a comprehensive approach to determine prospective and current student interest in the program, utilizing the following strategies:

Market Research

Surveys

Online Open Houses and Information Sessions

Social Media Engagement

Partnerships with other Colleges

Vendor tables at conferences

By employing these multifaceted strategies, the department aims to actively gauge and respond to the interests of both prospective and current students, ensuring that the program remains relevant, appealing, and aligned with their educational and career aspirations.

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

Northwestern measures student success related to specific components of its mission: “Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.” The University examines **appropriate criteria** concerning **enrollment, retention rates, graduation rates, completers, licensure, and placement rates** to document successful student achievement. These criteria are representative of a student’s time at Northwestern. The SACSCOC Graduation rate definition serves as Northwestern’s Key Student Completion Indicator (KSCI). Northwestern measures student achievement inclusive of all instructional sites and modes of delivery annually as part of its ongoing, integrated, institutional effectiveness process for evaluating how well it is achieving its mission, progressing towards its vision, and adhering to its values. The criteria developed by the University’s Strategic Planning Team serve as key indicators of mission success. As such, the criteria are integrated into the University’s Strategic Plan and the assessment of that plan.

The selected criteria allow the University to compare its outcomes to peer regional institutions and state and or federal standards. These efforts result in deliberate measures of student achievement, which demonstrate the institution’s compliance with SACSCOC CR 8.1, its commitment to meeting the performance indicators monitored by the University of Louisiana System (ULS) and the Louisiana State Board of Regents (BOR), and mission accomplishment to its stakeholders.

Criteria	Goal for Fall 2028	Threshold of Acceptability	Reporting Period Outcome						
			2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Fall Enrollment	11,000	9,000	9,389						
1 st Fall to 2 nd Fall Retention Rate	73%	60%	61%						
1 st Fall to 3 rd Fall Retention	61%	48%	48%						
Baccalaureate Completers	1,345	1,045	1,445						
Graduate Completers	315	225	309						
** KSCI ** SACSCOC Graduation Rate	53%	40%	43%						
Licensure Pass Rate	75-100%	50-98%	83-100%						
Job Placement Rates	80%	70%	78%						

Source: nsula.edu/oir/studentachievement/

Here is the data for the BSRS Program;

Program Completion Rate	number graduated divided by number started the program
Year	Results
Year 1 - 2023	34 of 48
Annual Completion Rate	70.8%

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-25	2025-26	2026-27	2027-28
Base enrollment*		6	13	21
Lost to Attrition (should be negative)	0	0	1	2
New to the institution	0	6	8	10
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	0	6	13	21
Graduates	0	0	0	5
Carry forward base enrollment for next year	0	6	13	16

*Total enrollment becomes the base enrollment for the following year

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

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 marketing and recruitment plan for the proposed program will be tailored to reach a diverse audience, including adult learners and underrepresented/special populations of students. The plan includes targeted advertising, search engine optimization, partnerships with community organizations, diversity and inclusion initiatives, information sessions, flexible scheduling and delivery, outreach to veteran and military personnel, accessible information and application process, engagement with alumni, marketing materials and participation in community events.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template

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

Student affordability has been a central consideration in the design of the program, with the following key elements incorporated to mitigate financial barriers:

Open Educational Resources

Affordable Course Materials

Financial Aid Guidance

Flexible Payment Plans

Technology Support

Transparent Fee Structures

Access to Financial Literacy Resources

By incorporating these affordability-focused strategies, the program aims to create an inclusive and accessible educational environment that addresses the diverse financial needs of its student population.

There will be no additional fees that deviate from standard expectations associated with other online graduate programs. Our commitment to transparency ensures that our students can anticipate and plan for all relevant costs associated with their academic journey without encountering unexpected or unconventional 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 department is committed to absorbing indirect costs associated with the proposed program, encompassing essential services such as advising, support services, tutoring, career guidance, additional library materials, and technology upgrades. This commitment reflects our dedication to providing a comprehensive and supportive academic environment without imposing additional financial burdens on our students.

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

Existing funds will remain untouched, and no reallocation will be necessary, ensuring that there is no adverse impact on existing programs. This approach allows us to seamlessly introduce the proposed program without compromising the resources allocated to our current initiatives and maintaining the high standards of our ongoing programs.

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.

At the initial stages of the program, no additional faculty will be needed. However, as enrollment grows, the possibility of hiring additional faculty members may be considered to ensure the continued delivery of high-quality education and support for our expanding student body.

I anticipate a smooth process in recruiting additional faculty when needed. Our department has a robust network, and I am confident in our ability to attract a highly qualified and experienced individuals who align with the goals and standards of our program.

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

Faculty resources for this program will be strategically allocated by redirecting current faculty from existing graduate programs throughout the university. It is noteworthy that all of the courses in the proposed curriculum are drawn from existing course offerings across various programs and departments, facilitating efficient utilization of expertise and maintaining program quality.

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

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

At this time, I do not foresee the need for additional staff for the implementation and administration of this program. The existing resources and support structures within the department are anticipated to effectively manage the operational requirements of the proposed program.

F3. Facilities

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

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

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under “other” as needed. **N/A as the program is 100% online.**

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

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space. **N/A as the program is 100% online.**

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

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

Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

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

N/A as the program is 100% online.

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.

The proposed program will not have any adverse impact on existing facilities. Our careful planning ensures that current facilities will continue to serve their intended purposes without disruption or strain. We are committed to maintaining a harmonious coexistence between the proposed program and the existing infrastructure.

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.

The proposed program does not have additional accreditation requirements. Currently, there are no accreditation requirements for graduate programs.

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.

The proposed program does not entail any specific equipment or technology needs. It will leverage existing resources and technological infrastructure within our institution, ensuring a seamless integration without necessitating additional investments in equipment or technology.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
n/a			
Total Technology and Equipment Costs	0	0	

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).

While we have conducted a thorough assessment, I am confident in stating that the proposed program has been strategically designed to minimize potential risks. Through meticulous planning and consideration of various factors, we have implemented measures to mitigate any foreseeable challenges. Our proactive approach aims to ensure a smooth and successful execution of the program without compromising its integrity or effectiveness.

Risk	Impact	Probability	Risk Mitigation Strategy
n/a			

Master of Science in Allied Health Curriculum

A. Research (9-12 hours):

RADS 5010 (3) – Research I
RADS 5110 (3) – Research II
RADS 5910 (3) – Applied Research or
RADS 5980 (3-6) – Thesis

B. Allied Health Core (12 hours):

HED 5600 (3) Epidemiology
RADS 5030 (3) Legal & Regulatory Issues in Allied Health
NURG 5110 (3) Leadership in Healthcare
RADS 5123 (3) Data Collection and Analysis

C. Elective Tracks (Clinical Education or Clinical Operations) (15 hours)

HED 5100 (3) Current Health Issues
HED 5400 (3) Implementing and Evaluating Promotion Programs
ALHE 5310 (3) – Operations and Resource Management in Radiologic Sciences
ALHE 5320 (3) – Fiscal Management in Radiologic Sciences*Hardest to change
ALHE 5330 (3) – Information Management in Radiologic Sciences
ALHE 5530 (3) – Administration Evidence Based Practice
ALHE 5210 (3) – Curriculum Development & Teaching Methods in Radiologic Sciences
ALHE 5220 (3) – Assessment in Radiologic Sciences Education
ALHE 5230 (3) – Radiologic Sciences Student Management
ALHE 5510 (3) – Education Evidence Based Practice
HS5000 (3) – Inter. Terrorism/ Trans-national org. crimes and covert operations
HS5050 (3) – Homeland Security
HS5400 (3) Network Security and Cyberterrorism
SAHE5500 (3) – Intro to Student Affairs in Higher Ed
SAHE 5920 (3) – The American College Student
SAHE5930 (3) – Org. and Admin of Student affairs in Higher Ed
SAHE5950 (3) – History of Higher Ed
SAHE5960 (3) – Legal and Ethical issues in Student Affairs in Higher Ed
SPED5510 (3) – Intro to Special Education in Higher Ed
SPED5830 (3) – Teaching Creative Thinking in Higher Ed
EDAL5000 (3) – Foundations of continuing ed and professional development for adults
EDAL5010 (3) – Adult learning and development
ETEC5760 (3) – Design and development of multimedia instruction
ETEC5790 (3) – Educational technology, research, evaluation and assessment
COUN5610 (3)-Multicultural and diverse populations
COUN5530 (3)- Theories of counseling

Yellow—clinical education concentration

Green—clinical operations concentration

Blue—works for either concentration

Program Faculty

The School of Allied Health currently has ten full-time faculty. Additionally, the program utilizes several adjunct to assist with the instruction, evaluation, and supervision of clinical students in clinical sites. For the MSAH program, faculty who have earned doctorates are preferred. Currently, the School of Allied Health has four full-time faculty members with an earned doctorate and three faculty members who began coursework toward a doctorate in the Fall of 2023 and 2 who will begin in the fall of 2024. All program faculty members have earned Master of Science or master's in business administration degrees. The School of Allied Health faculty members possess a wide range of expertise that will complement the MSAH program.

Dr. Joel Hicks

Current rank: Adjunct Professor

Degrees:

- Ed.D., Educational Leadership, Grambling State University, 2016
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2009
- BS, Radiologic Technology, 2006

Professional credentials:

Registered Technologist in Radiography by the American Registry of Radiologic Technologists (RT(R))

Current assignments:

- Teaches graduate courses in SAH

Dr. Laura Aaron

Joined NSU in 1995

Current rank: Professor (tenured)

Degrees:

- Ph.D., Educational Leadership and Research, Louisiana State University, Baton Rouge, LA, 2005
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 1998
- BS, Radiologic Technology, McNeese State University, Lake Charles, LA, 1991

Professional credentials:

Registered Technologist in Radiography, Mammography, and Quality Management by the American Registry of Radiologic Technologists (RT(R)(M)(QM))

Current assignments:

- Serves as Coordinator of MSRS program for SAH
- Teaches graduate courses in SAH

Dr. Tammy Curtis

Joined NSU in 2001

Current rank: Professor (tenured)

Degrees:

- Ph.D. in Health Studies from Texas Women's University in Denton, TX, 2013
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2003
- BS, Radiologic Technology, Northwestern State University, Natchitoches, LA, 1999

Professional credentials:

- Registered Technologist in Radiography and Computed Tomography by the American Registry of Radiologic Technologists (RT)(R)(CT)
- Certified Health Education Specialist (CHES) by the National Commission for Health Education Credentialing

Current assignments:

Teaches undergraduate and graduate courses for the SAH

Dr. Ben Wood

Joined NSU in 2007

Current rank: Associate Professor (tenured)

- EdD, Doctor of Education, Grambling State University
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2007
- BS, Radiologic Technology, Northwestern State University, Natchitoches, LA, 2000

Professional credentials:

- Registered Technologist in Radiography by the American Registry of Radiologic Technologists (RT(R))

Current assignments:

- Graduate director for SAH
- Teaches undergraduate and graduate courses for the SAH

Dr. Kari Cook

Joined NSU in 2004

Current rank: Associate Professor (tenured)

Degrees:

- EdD, Adult Learning and Development, Northwestern State University, Natchitoches, LA, 2022
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2006
- BS, Radiologic Technology, Northwestern State University, Natchitoches, LA 2000

Professional Credentials:

- Registered Technologist in Radiography by the American Registry of Radiologic Technologists (RT(R))

Current assignments:

- Undergraduate director for SAH
- Teaches undergraduate and graduate courses for the SAH

Dr. Cindy McGuire

Current rank: Adjunct Professor

Degrees:

- Doctor of Education, Organizational Leadership, Abilene Christian University, TX, 2021
- MSRS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2006
- BS, Radiologic Science, Midwestern State University, Wichita Falls, TX, 2002

Professional credentials:

- Registered Technologist by the American Registry of Radiologic Technologists (ARRT) in Radiography and Mammography (RT(R)(M))
- Emotional Intelligence Certified Coach, EQ-i 2.0 & EQ 360 (MHS Inc.)
- Texas Educator Certificate by the Texas State Board for Educator Certification in Health Science Technology Grades (8-12)

Current assignments:

- Teaches graduate courses for the SAH

Letters of Support

Letters of Support



Michael Whitaker, MBA, BAS, AS, CST
Dean of Nursing and Allied Health
6220 E. Texas Street
Bossier City, LA 71111
318-678-6082

June 22, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes,

It is with great pleasure that I submit this letter in support of Northwestern State University's intent to initiate a program that will confer the Master of Science in Allied Health. This program will provide an excellent opportunity for graduates of our many Allied Health programs to achieve upward academic and career mobility.

Most notable is that this Masters' degree program will enable our graduates to apply for higher-level positions within the healthcare environment and open significant opportunities for them to apply for many health-related doctoral programs. Examples include Fire Science, medical Assistant, Occupational Therapy, Paramedic, Pharmacy Technician, Physical Therapy, Practical Nursing, Respiratory Therapy, Sonography, and Surgical Technology. Indeed, this program is sorely needed, and the many baccalaureate degree graduates around the State and beyond will be the beneficiaries; the secondary beneficiaries will be the citizens of Louisiana who will be the recipients of high-quality health care provided by the highest quality allied health practitioners.

I applaud NSU for its vision and timeliness in seeking to establish this needed degree program; it will create a "win-win" opportunity for Louisiana students in allied health careers. No longer will they feel that they have entered dead-end career fields!

I urge the management Board members to approve the implementation of this critically needed Master of Science in Allied Health program for Allied Health graduates in Louisiana. Should I be of further assistance in this matter, do not hesitate to contact me.

Thank you,

Michael Whitaker

Michael Whitaker
Dean of Nursing and Allied Health



201 Community College Drive
Baton Rouge, LA 70806
225. 216. 8000
www.mybrcc.edu

June 28, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes

I am pleased to submit this letter in support of Northwestern State University's intent to initiate a program that will confer the Master of Science in Allied Health. This program will provide an excellent opportunity for graduates of our many Allied Health programs to achieve upward academic and career mobility.

Most notable is that this Masters' degree program will enable our graduates to apply for higher-level positions within the healthcare environment and open significant opportunities for them to apply for many health-related doctoral programs. Examples include Physical Therapy, Occupational Therapy, Physician Assistant, etc. Indeed, this program is sorely needed, and the many baccalaureate degree graduates around the State and beyond will be the beneficiaries; the secondary beneficiaries will be the citizens of Louisiana who will be the recipients of high-quality health care provided by the highest quality allied health practitioners.

I applaud NSU for its vision and timeliness in seeking to establish this needed degree program; it will create a "win-win" opportunity for Louisiana students in allied health careers. No longer will they feel that they have entered dead-end career fields!

I urge the management Board members to approve the implementation of this critically needed Master of Science in Allied Health program for Allied Health graduates in Louisiana. Should I be of further assistance in this matter, do not hesitate to contact me.

Dr. E.G. Saurage, EdD, MS, CST, FAST

Dr. Eboni Saurage, EdD, MS, CST, FAST
Program Director, Surgical Technology and Sterile Processing
Baton Rouge Community College
sauragee@mybrcc.edu



June 21, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes

I am pleased to submit this letter in support of Northwestern State University's intent to initiate a program that will confer the Master of Science in Allied Health program. This program will provide an excellent opportunity for graduates of our many Allied Health programs to achieve upward academic and career mobility.

Most notable is that this Masters' degree program will enable our graduates to apply for higher-level positions within the healthcare environment and open significant opportunities for them to apply for many health-related doctoral programs. Examples include Physical Therapy, Occupational Therapy, and Speech Therapy. The Bachelor of Applied Science in Allied Health program that was added a few years ago has been so helpful to our workforce. Now, several years later, graduates from that program seem to be unable to locate a Master of Science in Allied Health program to continue their education, especially if they are interested in education or clinical operations. Indeed, this program is sorely needed, and the many baccalaureate degree graduates around the State and beyond will be the beneficiaries; the secondary beneficiaries will be the citizens of Louisiana who will be the recipients of high-quality health care provided by the highest quality allied health practitioners.

I applaud NSU for its vision and timeliness in seeking to establish this needed degree program; it will create a "win-win" opportunity for Louisiana students in allied health careers. No longer will they feel that they have entered dead-end career fields!

I urge the management Board members to approve the implementation of this critically needed Master of Science in Allied Health program for Allied Health graduates in Louisiana. Should I be of further assistance in this matter, do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "T. Steen Trawick, Jr., M.D.".

T. Steen Trawick, Jr., M.D.
Chief Executive Officer/Chief Medical Officer



***Changing Lives,
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Monty Sullivan
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Michael J. Murphy
Paul Price, Jr.
Stanton W. Salathe
Stephen C. Smith
Stephen Toups

Student Members:
David Payne
Jamie Zeringue

Louisiana
Community
& Technical
College System

265 South Foster Drive
Baton Rouge, LA 70806

Phone: 225-922-2800
Fax: 225-922-1185

www.lctcs.edu

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

June 15, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes

I am pleased to submit this letter in support of Northwestern State University's intent to initiate a program that will confer the Master of Science in Allied Health. This program will provide an excellent opportunity for graduates of our many Allied Health programs to achieve upward academic and career mobility.

Most notable is that this Masters' degree program will enable our graduates to apply for higher-level positions within the healthcare environment and open significant opportunities for them to apply for many health-related doctoral programs. Examples include Surgical Technology, Sterile Processing, etc. Indeed, this program is sorely needed, and the many baccalaureate degree graduates around the State and beyond will be the beneficiaries; the secondary beneficiaries will be the citizens of Louisiana who will be the recipients of high-quality health care provided by the highest quality allied health practitioners.

I applaud NSU for its vision and timeliness in seeking to establish this needed degree program; it will create a "win-win" opportunity for Louisiana students in allied health careers. No longer will they feel that they have entered dead-end career fields!

I urge the management Board members to approve the implementation of this critically needed Master of Science in Allied Health program for Allied Health graduates in Louisiana. Should I be of further assistance in this matter, do not hesitate to contact me.

Wendi Palermo

Dr. Wendi Palermo
Chief Education and Training Officer



WILLIS-KNIGHTON HEALTH SYSTEM

CORPORATE OFFICES
Jef Fielder, President & CEO
2600 Greenwood Road
Shreveport, LA 71103
(318) 212-4000

WILLIS-KNIGHTON
MEDICAL CENTER
2600 Greenwood Road
Shreveport, LA 71103

WILLIS-KNIGHTON SOUTH
& THE CENTER FOR
WOMEN'S HEALTH
510 Bert Kouns Industrial Loop
Shreveport, LA 71118

WK BOSSIER
HEALTH CENTER
2400 Hospital Drive
Bossier City, LA 71111

WK PIERREMONT
HEALTH CENTER
8001 Youree Drive
Shreveport, LA 71115

JAMES K. ELROD WK
REHABILITATION INSTITUTE
1111 Line Avenue
Shreveport, LA 71101

JAMES K. ELROD WK
INNOVATION CENTER
2105 Airline Drive
Bossier City, LA 71111

THE OAKS OF LOUISIANA
600 East Plaquemine Lucas Road
Shreveport, LA 71115

WK PALMETTO VILLAGE &
PALMETTO HEALTH PARK
1001 Lackland Boulevard
Benton, LA 71006

PROGRESSIVE CARE CENTER
2715 Albert Bicknell Drive
Shreveport, LA 71103

WK EXTENDED
CARE CENTER
2550 Kings Highway
Shreveport, LA 71103

WILLIS-KNIGHTON
CANCER CENTER AND
PROTON THERAPY CENTER
2600 Kings Highway
Shreveport, LA 71103

WILLIS-KNIGHTON
HEART & VASCULAR INSTITUTE
North Bossier Pierremont
2727 Hearne Avenue
Shreveport, LA 71103

WILLIS-KNIGHTON
PHYSICIAN NETWORK
1202 Louisiana Avenue
Shreveport, LA 71101

WK FITNESS & WELLNESS
Medical Center South Bossier
Pierremont Pierre Avenue

WK QUICK CARE
Pierremont Bossier South
Kids Parking
Palmetto Stockwell

June 20, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes

I am pleased to submit this letter in support of Northwestern State University's intent to initiate a program that will confer the Master of Science in Allied Health. This program will provide an excellent opportunity for graduates of our many Allied Health programs to achieve upward academic and career mobility.

Most notable is that this Masters' degree program will enable our graduates to apply for higher-level positions within the healthcare environment and open significant opportunities for them to apply for many health-related doctoral programs. Examples include Physical Therapy, Occupational Therapy, Speech Therapy, Radiology Technicians and others in the Allied Health Fields. Indeed, this program is sorely needed, and the many baccalaureate degree graduates around the State and beyond will be the beneficiaries; the secondary beneficiaries will be the citizens of Louisiana who will be the recipients of high-quality health care provided by the highest quality allied health practitioners.

I applaud NSU for its vision and timeliness in seeking to establish this needed degree program; it will create a "win-win" opportunity for Louisiana students in allied health careers. No longer will they feel that they have entered dead-end career fields!

I urge the management Board members to approve the implementation of this critically needed Master of Science in Allied Health program for Allied Health graduates in Louisiana. Should I be of further assistance in this matter, do not hesitate to contact me.

Respectfully,


Jef Fielder
President & CEO



Erica Mullins, BS, AAS, CMA (AAMA), PBT (NHA)
Medical Assistant Program Director, Assistant Master Instructor
6220 E. Texas Street
Bossier City, LA 71111
318-678-6369

July 6, 2023

Dr. Kelli Haynes
Department Head, School of Allied Health
Northwestern State University
1800 Line Avenue
Shreveport, LA 71101

Dear Dr. Haynes,

I am pleased to write this letter in support of Northwestern State University's proposal for a Master of Science in Allied Health. Not only will this be one of the first programs of its kind in the area, it will provide graduates of the many Allied Health programs offered at Bossier Parish Community College the opportunity to continue their education.

Graduates from Allied Health programs such as Medical Assistant, Occupational Therapy Assistant, Physical Therapy Assistant, Respiratory Therapy Assistant, and Pharmacy Technician are offered the opportunity to not only further their education at a local university, they will also become more marketable in the healthcare work environment.

The Master of Science in Allied Health is a program that is critically needed in Northwest Louisiana. Graduates of this program will take their knowledge and offer the highest level of healthcare to the citizens of Louisiana.

Northwestern State University is committed to “acquiring, creating, and disseminating knowledge through innovative teaching, research, and service.” I urge members of the Board to approve the addition of the Master of Science in Allied Health program for not only graduates of Bossier Parish Community

6220 EAST TEXAS STREET | BOSSIER CITY, LA 71111 | 318.678.6000 | WWW.BPCC.EDU

Member of the Louisiana Community & Technical College System



College, but all allied health students in Louisiana. Please do not hesitate to contact me if I can offer any assistance with this matter.

Best regards,

Erica Mullins

Erica Mullins
Medical Assistant Program Director, Assistant Master Instructor
Bossier Parish Community College



Dr. Kelli Welch Haynes, RT (R), FASRT, FAEIRS
Department Head | School of Allied Health
Professor of Radiologic Sciences
Northwestern State University

Dear Dr. Haynes,

Please accept this letter of enthusiastic support for the development of a Master of Allied Health Program at NSU. As the program director of the Bossier Parish Community College Physical Therapist Assistant Program, I advise many students who desire to continue their education after they complete their time at BPCC and begin a professional career. There are currently a very limited number of educational options, and none in our community, that would prepare AAS and BS level graduates for advancing in the allied health professions at the Master's degree level. I am thinking particularly of students who would love to move into management, health care administration, and higher education. I actually have an adjunct instructor in mind who was searching for a suitable program to transition into teaching. I am so happy to hear that NSU is preparing to offer this program. If I can be of any assistance, please reach out to me.

Sincerely,

Laura Bryant, MEd. PT
Program Director
BPCC PTA Program
lbryant@bpcc.edu
318-678-6079

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Northwestern State University

Date: July 31, 2024

Degree Program, Unit: Master of Science in Allied Health, School of Allied Health

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0	0	\$0	0	\$0	0	\$0	0
Graduate Assistants	0	0	0	0	0	0	0	0
Support Personnel	0	0	0	0	0	0	0	0
Fellowships and Scholarships	0	0	0	0	0	0	0	0
SUB-TOTAL	\$0	0	\$0	0	\$0	0	\$0	0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0		0		0	
Other (specify)	0		0		0		0	
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	0		0		0		0	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	6		13		21		32	
Tuition	\$475/credit hour for 6 hours		\$475/credit hour for 6 hours		\$475/credit hour for 6 hours		\$475/credit hour for 6 hours	
Fees	\$700 per student/per semester		\$700 per student/per semester		\$700 per student/per semester		\$700 per student/per semester	
*Other (specify)	\$50/course/per semester		\$50/course/per semester		\$50/course/per semester		\$50/course/per semester	
TOTAL REVENUES	\$21,900		\$47,450		\$76,650		\$116,800	

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.3. **University of Louisiana at Monroe's** request for approval to offer a Bachelor of Science in Integrative Sciences.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Bachelor of Sciences (BS) in Integrative Sciences. Initially, the BS in Integrative Sciences degree was conceptualized as several separate interdisciplinary degrees based upon talks with different stakeholders. Discussions with medical schools (i.e., VCOM) and biomedical research firms revealed a need for a more interdisciplinary approach to the preparation of students than just the standard Biology degree. Similar discussions with state and federal agencies led to a related approach in the area of Earth Systems Sciences. After discussions between the groups, a single integrative degree with multiple concentrations that would satisfy both of these needs and any future needs (i.e., data science) was designed.

The proposed 120 credit hour BS in Integrative Sciences degree is a scaffolded interdisciplinary degree that builds upon existing coursework to prepare graduates for the needs of industry and commerce. Along with completing the required general education courses, students majoring in this degree will finish an Integrative Sciences core curriculum. Students also will need to choose one of the following concentrations: Biomedical Sciences or Earth Systems Sciences. A unique feature of this proposed program is that it has been designed to take advantage of existing disciplinary courses at ULM. The vast majority of the required coursework will be provided by using existing capacity in said courses which will result in operational efficiency and allow for program implantation at a very minimal cost. Currently, there are no similar programs offered in the State of Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

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

**Office of the President**

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July 17, 2024

President Rick Gallot, JD
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

The University of Louisiana Monroe (ULM) respectfully requests the approval of the attached proposal for a new Bachelor of Science in Integrative Sciences.

While the disciplinary undergraduate degrees offered by most institutions are great at preparing students for post-graduate studies in a single disciplinary field, they are no longer providing the interdisciplinary content and perspective that is required for jobs in industry. This proposed Bachelor of Science in Integrative Sciences degree has been developed specifically to prepare students for employment in this landscape.

A unique feature of this program is that it has been designed to take advantage of existing disciplinary courses at ULM. While there might be need to be a few new upper-division interdisciplinary courses developed for some of the concentration areas, the vast majority of the coursework in the program will be provided by using existing capacity in disciplinary courses. In this way, there will be limited additional costs associated with starting this program. This will allow ULM to operate in a more efficient manner while growing programs that are suited to the future careers of the students.

Attached is a copy of the proposal.

Sincerely,

Ronald Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT



Academic Degree Program Proposal Form

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

A. Overview

Institution Name: University of Louisiana Monroe		Designation (flagship, statewide, regional, HBCU, 2-year): Regional		
College/School/Division: College of Arts, Education, and Sciences		Academic Department: School of Sciences		
Degree Designation ^a : BS	Proposed Degree Name: Integrative Sciences	CIP Code: 30.1801	Credit Hrs ^b :120	Contact Hrs ^c : 120
Planned Implementation Semester/Term & Year: Fall/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.

For many decades, disciplinary science degrees have prepared students both for immediate employment after receiving a baccalaureate degree and for continued studies in graduate programs. While the content of such a degree might not be directly related to the job duties required, employers appreciated the skill set that most disciplinary degrees in the sciences taught students, such as mathematical problem solving, critical thinking, and experience with instrumentation. However, over the past decade, this situation has changed significantly. Enrollment in disciplinary science graduate programs, such as chemistry and physics, have become stagnant since 2013. While 23% of the total U.S. workforce is in Science, Technology, Engineering, and Mathematics (STEM) disciplines (NSF, <https://nces.nsf.gov/pubs/nsb20212>), the majority of the workforce in these fields does not have a degree in a STEM discipline.

There are many reasons for these changes, but an important one is that science, as practiced in industry and commerce, has become much more interdisciplinary than it used to be. While the disciplinary undergraduate degrees offered by most institutions are great at preparing students for post-graduate studies in a single disciplinary field, they are no longer providing the interdisciplinary content and perspective that is required for jobs in industry. This proposed Bachelor of Science in Integrative Sciences degree has been developed specifically to prepare students for employment in this landscape.

While this degree is interdisciplinary, it is not multidisciplinary like many of the ones that are available at most institutions. A multidisciplinary degree is one in which students are required to take a specific number of courses from a certain number of disciplines with few-to-no restrictions on what the courses are or how they are connected. Because of this, there is no scaffolding of content that allows students to build upon what they have learned in previous courses. As an example, ULM, like every institution, has a Bachelor of General Studies that requires students to take 30 hours from one thematic group of disciplines (ex. Natural Sciences and Mathematics) and 12 hours from a second thematic group of disciplines. In a similar manner, LSU has a Bachelor of Interdisciplinary Sciences that requires coursework from three undergraduate minors.

In both of these examples, students are free to choose any courses from these broad definitions of disciplines, but there is no requirement that the courses fit any prescribed interdisciplinary field such as biomedical sciences or Earth system sciences. Courses do not need to have any prerequisite knowledge, which means that students can learn the content at a very shallow level if they choose.

For this Bachelor of Science in Integrative Sciences, concentration areas that are much more similar to those found in a disciplinary degree in which classes build upon each other will be used. The degree has a core of classes that set a foundation for all students in the program. Later courses will build upon this foundation, allowing students to study interdisciplinary content at the depth that is required for their future careers.

A unique feature of this program is that it has been designed to take advantage of existing disciplinary courses at ULM. While there might be need to be a few new upper-division interdisciplinary courses developed for some of the concentration areas, the vast majority of the coursework in the program will be provided by using existing capacity in disciplinary courses. In this way, there will be limited additional costs associated with starting this program. This will allow ULM to operate in a more efficient manner while growing programs that are suited to the future careers of the students.

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.

There is no specialized accreditation requirement for this degree. Furthermore, there is not a national, regional, or state accreditation program available for application.
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3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
- ☐ Substantive change requiring notification only
 - ☐ Substantive change requiring approval prior to implementation
 - ☐ Level Change
 - ☒ None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
- ☐ MJ Foster Promise Program
 - ☐ Cyber-security Initiatives
 - ☐ Louisiana Transfer Pathways
 - ☐ Other: _____
5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

N/A

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

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

The mission of ULM is to prepare "individuals from Northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service." This program will help to achieve this mission by giving many individuals who are seeking careers in science, medical, and technical fields the necessary educational foundation and skills to be successful in their careers. At the same time, it will help in transforming the regional economic landscape by providing a base of employees for high-tech industries that are looking to start or relocate in this area. This will have a large impact on this portion of the Mississippi Delta region, which is one of the poorest areas of the U.S.

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

This program addresses several of the major objectives of the ULM Strategic Plan adopted in 2022. By repurposing an extensive list of existing courses to help students better prepare themselves academically, the program is in alignment with the foundational goal ("Maximize Use of Financial, Physical, Technological, and Brand Resources to realize our mission of transformation and ensure the University's long-term sustainability") of efficiently using University resources (Initiative 1: Ensure all sources of financial resources are maximized and leveraged to achieve our mission of transformation).

In terms of academic goals, it helps to support Strategic Pillar 3.1 ("Continue to innovate, refine, and deliver strong academic programs for students' intellectual development.") through the development of programs more related to the future employment landscape and Strategic Pillar 4.2 ("Provide services essential to the region related to health care, business development, and education.") by providing the region's economy with well-qualified employees in technological industries that will be needed by future employers. Lastly, through the use of ULM research facilities such as its Doppler radar station (KULM) and the new Louisiana Mesonet in the offering of courses, this program is supporting Strategic Pillar 3.2 ("Create and maintain a sufficient research infrastructure that supports the research and creative scholarly works of faculty, staff, and students.").

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 majority of this degree program is being crafted from existing courses offered at ULM. Most of these courses are currently offered in face-to-face, hybrid, and online formats. Furthermore, there are enough options in each concentration to allow each student to meet their own personal needs in terms of study area and course delivery method. This will allow all student in the program a much greater degree of accessibility.

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

Over the last five years, ULM has dramatically increased its usage of OER materials in the general education curriculum, which will help to increase the affordability of this program. Once the program is put in place, transfer agreements will be created and signed with all local and regional 2-year institutions.

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

ULM currently partners with the National Weather Service and NOAA on projects that will be a part of this program. We also have partnerships with several community colleges to allow students to seamlessly transfer between the institutions. Once this program is approved, we will build upon those existing partnerships to include transfer agreements.

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

All of the concentrations in this program allow students to choose experiential internships as part of their upper-division coursework.

- 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?

The various concentrations in this degree program all lead to in-demand jobs both in the State and the U.S. By producing a greater pool of well-qualified leaders and supervisors in technical fields, this program will fill a hole that will allow us to recruit more industries to the area, thereby aiding the economy. This aligns with the plan for Northeast Louisiana.

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.

Initially, the B.S. in Integrative Sciences degree was proposed as several separate interdisciplinary degrees based upon talks with different stakeholders. Discussions with medical schools (ex. VCOM) and biomedical research firms revealed a need for a more interdisciplinary approach to our preparation of students than just the standard Biology degree. Similar discussions with state and federal agencies (ex. NWS) led to a related approach in the area of Earth system sciences. After discussions between the groups that were tasked with the creation of these degree, common ground was found that would allow for the development of a single integrative degree with multiple concentrations that would satisfy both these needs and any future needs for such programs in the future (ex. data science).

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

This degree will be marketable in a larger region than that for many other ULM programs. Since there are almost no degrees like this offered in the State or the Southeastern U.S., we will have a competitive advantage in recruiting outside of the local region. Therefore, our service area for this degree is national in scope.

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

A common refrain in higher education recently has been that colleges and universities need to be preparing students for careers that do not currently exist. The goal of this statement is to point out that institutions should be re-evaluating their portfolios of degrees and designing new ones that match the content, skills, and attributes of what will be required by employers over the next decade. The B.S. in Integrative Sciences degree fits this statement very well, as the interdisciplinary nature of the program allows graduates to concentrate on those skills and content that best matches future career needs.

However, one problem with being so forward-thinking is that there is very little employment data currently for such a degree. If the analysis is limited to some of the proposed concentration areas of the degree, there are some data that supports the demand for it. For example, the concentration in Biomedical Sciences shows strong demand for such a degree. The current Bureau of Labor Statistics (BLS) national 1-year projection for job growth in this area is 23.4%, while the 3-Year projection is 12.6%. The BLS also reports that the mean wages for people with this degree are \$77,071. If the analysis is limited to Louisiana, the 1-year projection for job growth is 103.3%, while the 3-year projection is 19.7% and the mean salary is \$57,849.

For other proposed concentration areas, though, there are little-to-no institutional or employment data to be analyzed at this point. For example, there are very limited data on the proposed concentration on Earth System Sciences. At present, only two institutions nationwide (Arizona State University and Georgia Tech) have graduates from a Bachelor of Integrative Sciences program. Because of this, there is no data on employment such as salary, demand, or projected growth. Several years from now, there should be sufficient data from graduates of such programs to be able to report this, and it is projected that the demand and salaries will be high. Part of the rationale for this comes from an analysis of discipline-adjacent programs, such as ones in Atmospheric Sciences. That program has a projected nationwide 1-year employment growth of 10.6% and a 3-year projection of 8.6%, along with a mean BLS salary of \$96,859. Given this, it is expected that the demand for similar discipline-adjacent concentrations in the B.S. in Integrative Sciences program will have a strong job demand both regionally and nationwide.

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.

☐ Service Area Data ☒ State Data ☐ National Data

Related Occupation	LWC Star Rating	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings	Average Salary
Medical Scientist	4	190	210	20	10.2	20	\$48.04/hr
Medical and Health Services Manager	5	5180	6350	1170	22.6	550	\$50.40/hr
Environmental Scientists and Specialists	4	1070	1140	70	6.5	110	\$36.77/hr

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.

There are no such programs in the State or the region. The closest programs that can be found are Interdisciplinary Studies programs, which are variations on General Studies degrees that have no requirements on areas of concentration, specific courses, or scientific content. Given these restrictions, there are no programs for comparison.

Institution	Program (degree and title)	No. Graduates in past year

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

Given that there are no similar programs in the State, this innovative program will provide well-prepared employees for in-demand careers that are expected to increase in number over the next decade. Without it, we will continue to have a shallow pool of qualified individuals for new employers to hire, which will be a major hindrance in attracting employers to the region.

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

This program will have a minor effect on two programs currently offered at ULM; however, the net effect of this new program will be to increase the overall pool of students, which should go toward minimizing this impact. Some students currently in the Pre-Med concentration in the B.S. in Biology program will find the Biomedical Sciences concentration in the B.S. in Integrative Sciences in better alignment with their career objectives, and likely will transfer into that program. In a similar fashion, some students in the Ecology and Evolution concentration in the Biology program will migrate into the Earth System Science concentration in the Integrative Sciences program because of its better fit to their future goals. Given the current size of the Biology program (200+ majors), the overall impact of this migration into the Integrative Sciences program should be minimal.

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

Occupation	Occupation-specific skills & KSAs
Medical Scientist	Analytical or scientific software; Evaluate effects of drugs, gases, pesticides, parasites, and microorganisms at various levels; Conduct research to develop methodologies, instrumentation, and procedures for medical application, analyzing data and presenting findings to the scientific audience and general public
Medical and Health Services Manager	Data base user interface and query software; Develop and maintain computerized record management systems to store and process data
Environmental Scientists and Specialists	Geographic information system; Collect, synthesize, analyze, manage, and report environmental data; Communicate scientific or technical information to the public, organizations, or internal audiences

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.

As listed in the attached program of study, this degree has several different concentration areas. Each one of these will have a different set of student learning outcomes associated with it. However, students in all concentrations will successfully complete a set of core classes, and thus, each concentration area will have the student learning outcomes associated with these courses in common. These are:

- 1) Graduates will communicate scientific concepts and findings clearly and persuasively, both orally and in written form, to both their team members and external audiences, demonstrating their ability to synthesize and present complex information effectively.
- 2) Graduates will demonstrate effective teamwork skills by actively participating in group discussions, actively listening to and respecting diverse perspectives, and contributing constructively to the team's goals and objectives.
- 3) Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science.
- 4) Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
- 5) Graduates will exhibit ethical leadership by upholding scientific integrity, responsible conduct of research, and ethical considerations in scientific decision-making and communication, including proper citation of sources, respect for intellectual property, and adherence to safety protocols.

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	This is one of the ULS Core Competencies that all programs at ULM are addressing, starting with courses in the general education curriculum proceeding to capstone courses. Furthermore, the program has the following SLO: "Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science"
Oral/Written Communications	As with the previous SLO, communication is one of the ULS Core Competencies for all graduates. Also, the program has the SLO "Graduates will communicate scientific concepts and findings clearly and persuasively, both orally and in written form, to both their team members and external audiences, demonstrating their ability to synthesize and present complex information effectively."
Teamwork/ Collaboration	Graduates will demonstrate effective teamwork skills by actively participating in group discussions, actively listening to and respecting diverse perspectives, and contributing constructively to the team's goals and objectives.
Digital Technology	Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
Leadership	Graduates will exhibit ethical leadership by upholding scientific integrity, responsible conduct of research, and ethical considerations in scientific decision-making and communication, including proper citation of sources, respect for intellectual property, and adherence to safety protocols.
Professionalism/ Work Ethic	Graduates will demonstrate effective teamwork skills by actively participating in group discussions, actively listening to and respecting diverse perspectives, and contributing constructively to the team's goals and objectives. Graduates will exhibit ethical leadership by upholding scientific integrity, responsible conduct of research, and ethical considerations in scientific decision-making and communication, including proper citation of sources, respect for intellectual property, and adherence to safety protocols.
Career Management	Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science.
Equity and Global/Intercultural Fluency	Graduates will demonstrate effective teamwork skills by actively participating in group discussions, actively listening to and respecting diverse perspectives, and contributing constructively to the team's goals and objectives.

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

Technical Skills and KSAs	Student Learning Outcome (s)
Analytical or scientific software	Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
Evaluate effects of drugs, gases, pesticides, parasites, and microorganisms at various levels	Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science.
Conduct research to develop methodologies, instrumentation, and procedures for medical application, analyzing data and presenting findings to the scientific audience and general public	Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science.
Data base user interface and query software	Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
Develop and maintain computerized record management systems to store and process data	Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
Geographic information system	Graduates will demonstrate proficiency in utilizing modern scientific tools, technologies, and resources collaboratively within the team setting to conduct experiments, collect data, analyze results, and draw meaningful conclusions.
Collect, synthesize, analyze, manage, and report environmental data	Graduates will apply critical thinking and problem-solving skills to address complex scientific challenges, incorporating multiple viewpoints and integrating knowledge from various disciplines within science. Graduates will communicate scientific concepts and findings clearly and persuasively, both orally and in written form, to both their team members and external audiences, demonstrating their ability to synthesize and present complex information effectively.
Communicate scientific or technical information to the public, organizations, or internal audiences	Graduates will communicate scientific concepts and findings clearly and persuasively, both orally and in written form, to both their team members and external audiences, demonstrating their ability to synthesize and present complex information effectively.

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	All full-time, first-time freshman at ULM are required to take a First Year Experience course (UNIV 1001).
Undergraduate Research	All undergraduate students in this program will have access to research opportunities; however, they are not required to this.
Diversity/Global Learning	This is one of the ULS Core Competencies that all programs at ULM address, starting with courses in the general education curriculum proceeding to capstone courses.
Writing Intensive Courses	Besides completing the writing requirements of the general education curriculum, all students in the Integrative Sciences program are required to laboratory courses that require students to write detailed reports and papers.
Service-Learning, Community-based Learning	Students in the program will have the opportunity to complete internships; however, they are not required to do so.
Collaborative Assignments & Projects	Students completing the program will take numerous laboratory courses that will require them to work in teams to complete scientific studies. Furthermore, students will have the opportunity to work on research projects with individual faculty.
Internships	While not required, all of the concentrations allow internships for students to take in order to further their careers.
Capstone Courses and Projects	All students will be required to complete a capstone course that focuses on the concentration track they have followed.

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
 - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
 - List all major course requirements. Indicate the word “new” beside new courses.
 - Indicate work-based learning experiences (such as internships, clinicals, etc.) if applicable.
 - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.
23. Check all proposed program modes of delivery that apply:
- ☒ On campus (<50% online)
- ☒ Hybrid (51-99% online)
- ☐ 100% online

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

ULM abides by the BoR's Prior Learning Assessment policy to award course credit to students who might meet the criteria. Furthermore, this degree program has been developed such that the core classes required in the program are offered at all community colleges in the State. This will allow students who have completed a general Associates of Science at such an institution to move directly into the junior-level of coursework after transfer to ULM without having to go back to make up coursework at the lower-division. ULM will create transfer agreements with all regional community colleges that offer AS degrees to ensure that these courses will transfer to the BS in Integrative Sciences degree.

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.

ULM is committed to providing students with quality education materials that are either no-cost (OER) or low-cost (AER). Because of the commonality of many courses at the general education level, most OER and AER materials are targeted to lower-division coursework. Where possible, the faculty at ULM have sought out OER/AER materials for upper-division coursework. In the most recent academic year, five of the non-general education courses taught in the BS in Integrative Sciences program used OER materials. It is expected that this number will continue to grow in the coming years as better materials become available at this level.

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

While not required, students entering this program with a mathematical background at the level of College Algebra or above will be able to matriculate at a faster rate.

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

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

List specific partners for each category checked above.

During the fall of 2022, a two-day strategic planning exercise took place at ULM to rigorously appraise all of the current programs offered at ULM and to investigate the development of new programs that would aid students and the State. The development of this proposal came out of that workshop, along with several other interdisciplinary program proposals that are closely aligned with it (ex. BS in Disaster Response, Relief, and Recovery). The development of all of these programs has involved discussions among faculty from all of the colleges at ULM.

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

Students will be drawn to this program from a variety of sources. Besides the normal route of recruiting students directly from high school, students will also be drawn from related programs (ex. BS in Biology or BS in Atmospheric Sciences) as their interests and career pursuits change or are refined. Such transitions will be aided by the flexibility of the courses in the Integrative Sciences program, as all of the coursework in these related programs will be useful in the IS program. Students will also be drawn from regional community colleges who have completed a general Associates of Sciences degree.

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

As is true with majors in all programs, graduates from the Integrative Sciences program will be able to use the ULM Career Services Office to aid them with their post-graduation careers. Further, students in this program will be able to avail themselves of the corporate and academic connections faculty in the program have to help in this area (ex. the Atmospheric Sciences faculty collaborate with the U.S. National Weather Service on a regular basis). Lastly, each of the concentrations has internship courses that will allow students to get hands-on experience with potential employers before they graduate, which could lead to permanent jobs post-graduation.

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 in the program will be tracked in two ways. For those who are already employed while they are in the program, assessment data will be gathered for two years for promotion to a more supervisory role. For those who were not employed during the program, they will be tracked to their initial employer, with data collected on the supervisory role of the job and its salary range.

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.

Because of the dearth of such a program as this nationwide, the expression of interest for the Integrative Sciences program by high school students and incoming freshman is very limited, as the general public is unaware of the value of such a degree. The primary interest for this program has been expressed by students currently majoring in several of our undergraduate programs. For example, we have had interest in the Earth System Sciences concentration expressed by students in our Atmospheric Sciences and Biology (Environmental Sciences concentration) programs. In a similar fashion, we have had students in our Biology and Chemistry programs discuss a desire to focus more on biomedical issues like that which will be in our Biomedical Sciences concentration in the Integrative Sciences program. Since these two concentrations are built upon existing courses, we will be able to grow the IS degree at no costs while we continue to market this degree to both these current and future students.

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

Due to the multidisciplinary nature of the program, this degree will involve faculty from a variety of disciplines within the School of Sciences at ULM. Therefore, the relevant data for this section is the retention and graduation rates for all of the undergraduate degrees offered within that school. Over the past four years, the first-year and second-year retention numbers at ULM for students starting in these degree programs are:

<input type="checkbox"/>		Year 1-2		Year 1-3	
Year	FTF Cohort	Retention	Rate	Retention	Rate
Fall 2019	138	100	72.5%	84	60.9%
Fall 2020	133	103	77.4%	85	63.9%
Fall 2021	125	102	81.6%	90	72.0%
Fall 2022	98	80	81.7%		

As this data shows, the retention rate over the freshman year is about 80%, while the retention to the end of the sophomore year is slightly less than 70%. These numbers are slightly higher than those for the entire University. A major reason for this is that the students who start in majors in the School of Sciences are, on average, better prepared for college than the average student at the University. This is because the vast majority of the students in this group are seeking to get into medical school, which often consists of students who have been at the top of their high school classes.

However, while the retention numbers at the University are very high, retention in their major is much lower. On average, only about 40% of the students are still in their major after the first year, while slightly less than 30% are still in the major after the second year. There are two main reasons for this. The first is that medical schools are notorious for having very competitive entrance requirements. After the first year, most of the students who are in a pre-medical studies track who made a few B's or C's realize that they will not be competitive to get into medical school, necessitating that they change majors. The second reason why these rates of retention in the School are so low is that there are so few major options to which students can switch after realizing that they no longer wish to pursue their initial degree plan. With the development of the BS in Integrative Sciences, we seek to provide better options for these students who wish to change their major after the first year.

The numbers above, though, do not tell the entire story regarding degree programs in the School of Sciences. While a fair number of students do leave the degrees in the School for a variety of reasons, there is also a large number of students that switch to or transfer into majors in the School. This is evidenced by the fact that the six-year graduation rate for the School over the past five years has been 72 students per year. This is nearly double the two-year retention numbers for full-time, first-time freshmen, which means that an equal number of students enter the programs within the School from majors that exist outside of the School. With the development of the BS in Integrative Sciences, we expect this number to increase even more.

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-25	2025-26	2026-27	2027-28
Base enrollment*		5	13	20
Lost to Attrition (should be negative)	0	-1	-2	-3
New to the institution	2	4	6	7
Shifted from existing programs within your institution	3	5	7	5
Total Enrollment	5	13	24	29
Graduates	0	0	4	6
Carry forward base enrollment for next year	5	13	20	23

*Total enrollment becomes the base enrollment for the following year

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

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.

Much of the marketing for this program will be done through the normal channels used by our other programs in the School of Sciences. This involves recruiters visiting high schools across the State, potential students visiting campus, direct messaging by faculty in the program, and the dissemination of advertising materials, among other things. In terms of recruiting transfer students from community colleges, we will develop transfer agreements and MOU's with all regional institutions, after which we will begin regular communication with students in their programs.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template (Note: Since this program uses existing courses that are taught as part of other degree programs, there is no new cost for offering it at this time)

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?

By creating a program that uses open slots in existing courses for the majority of the coursework, we have kept costs down for the entire institution, which allows us to continue to offer all undergraduate programs at an affordable price. There are no additional costs associated with this program that students will incur.

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.

Again, since we are using existing courses and personnel to offer this program, there will be no new costs associated with this program in the foreseeable future.

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.

Because this program is built predominantly on existing courses that have open slots for additional students, the initial need for new faculty will not exist. As the program evolves, there is an expectation that new courses will be developed for it; however, these new courses will be developed either by the current faculty or new faculty who have been hired to replace current open lines. As is true with any program, new faculty lines will be added when the program grows large enough to warrant the new lines using the added revenue from the tuition and fees of the new students to fund the lines. Because of the interdisciplinary nature of this program, the leadership of it will be the Director of the School of Sciences.

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

Again, the program will use existing slots in current classes for most of the curriculum for students. As such, this part of the curriculum requires no current faculty to be re-directed to the program. As shown on the proposed curriculum sheets, there is the possibility of new courses to be used in some of the concentration areas. These courses will either be developed with existing faculty or by new colleagues hired into some of the existing lines that are open in the School of Sciences. Since these courses will also be used by other programs, it would be difficult to state that these faculty lines have been re-directed to this 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 multidisciplinary nature of this program, plus the fact that the curriculum is built on existing courses that are already being taught, means that the faculty roster for it could contain a large fraction of the existing faculty in the School of Sciences at ULM. We have attached the list of the current faculty in that school.

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

N/A

F3. Facilities

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

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

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

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

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

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

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

Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

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

As discussed above, there is no need for any new construction or renovation of existing facilities for this program. There will be no disruption.

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

No.

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

There is no accreditation issue related to this program.

F4. Technology and Equipment

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

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
N/A			
Total Technology and Equipment Costs	0	0	

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	<u>Low</u>	Medium	Because this program relies on courses already being taught in other programs, there will almost no impact if enrollment is too low. If enrollment does not meet required levels, it can just be deleted with no impact.

Bachelor of Sciences in Integrative Sciences Curriculum

The Bachelor of Sciences in Integrative Sciences degree is a scaffolded interdisciplinary degree that builds upon existing coursework to prepare graduates for the needs of industry and commerce. Along with completing the State-mandated general education curriculum, students majoring in this degree will finish an Integrative Sciences core curriculum. Students also will need to choose and complete one of the concentrations in the program. In particular, the requirements for this 120-credit hour degree are:

General Education Curriculum: 39 hours

Students are allowed to choose coursework from the University-approved lists of general education courses in the areas of Composition, Humanities, Fine Arts, and Social/Behavioral Sciences. In the areas of Mathematics and Sciences, students need to take the following courses:

CORE MATHEMATICS	HRS
MATH 1013, 1014, or 1031	3
MATH 1016	3

CORE SCIENCE	HRS
BIOL 1020 - Principles of Biology I	3
CHEM 1007 - General Chemistry I	3
PHYS 2003 or 2007 - Physics I	3

Major Requirements

Integrative Sciences Core: 15 hours

Students in all concentrations in the Integrative Sciences program need to complete the following core courses:

Integrative Sciences CORE	HRS
BIOL 1021 - Principles of Biology I Lab	1
CHEM 1009 - General Chemistry I Lab	1
PHYS 2009 - Physics I Lab	1
BIOL 1022/1023 - Principles of Biology II Lab	4
CHEM 1008/1010 - General Chemistry II and Lab	4
PHYS 2004/2008/2010- Physics II + Lab	4
Total IS Core:	15

Concentration Area: 51 hours from one of the areas below

Students will choose a concentration area for their major that will consist of courses pulled from one of the following lists:

Biomedical Sciences Concentration	HRS
BIOL 2014/2015 - Microbiology and Lab	4

BIOL 2020 - Cell Biology	3
BIOL 3005/3006 - Genetics and Lab	4
CHEM 2030/ 2031 - Organic Chemistry I and Lab	4
CHEM 2032/ 2033 - Organic Chemistry II and Lab	4
CHEM 3050 - Biochemistry I	3
CHEM 3052 - Biochemistry II	3
BIOL 2040/2041 - Human Anatomy and Lab	4
BIOL 4030 - DNA Analysis	4
BIOL 4020 - Principles of Biotechnology	3
BMSC Electives	15
Total Concentration:	51

Earth System Sciences Concentration	HRS
ATMS 1003 - Basic Met Lab I	1
ATMS 2005 - General Meteorology	3
GEOS 2001/BIOL 2001 - Environmental Science	3
GEOS 2010 - Data Tools for Geosciences	3
GEOS 2015 - Data Visualization	3
GEOS 3010 - Applied Climatology	3
GEOS 3020 - Quantitative Methods in Geosciences	3
BIOL 3002 - Principles of Ecology	3
GEOS 4030 - Surface Hydrology	3
GEOS 4035 - Principles of GIS	3
ESS Electives	23
Total Concentration:	51

In both of these concentrations, there are concentration-specific electives. The courses in each of these are:

BMSC Electives	HRS
BIOL 2028 - Pathophysiology	3
BIOL 3010/3013 - Human Physiology and Lab	4
BIOL 3016 - Comparative Anatomy	3
BIOL 4008/4009 - Cellular Physiology and Lab	4
BIOL 4017 - Developmental Biology	3
BIOL 4018 - Developmental Biology Laboratory	3
BIOL 4019 - Advanced Concepts in Genetics and Molecular Biology	3
BIOL 4022 - Histology	3
BIOL 4025 - Neurology	3
BIOL 4026 - Neurology Laboratory	1
BIOL 4060 - Medical Microbiology	3
BIOL 4068 - General Virology	3
BIOL 4070 - Immunology	3
BIOL 4072 - Introductory Parasitology	3

BIOL 4073 - Introductory Parasitology Laboratory	1
CHEM 3010 - Inorganic Chemistry	3
CHEM 4000 Capstone	3
CHEM 4030- Advanced Organic Chemistry	3
CHEM 4040 - Medicinal Chemistry	3
KINS 4032 - Kinesiology and Biomechanics	3

ESS Electives	HRS
GEOS 4045 - Advanced Geographic Information Systems (GIS)	3
GEOS 4050 - Remote Sensing of the Environment	3
GEOS 4091 - Research Capstone	3
TOXI 2001 - Environmental Toxicology	3
BIOL 2025 -- Marine Science Practicum	1-3
BIOL 3020 - Conservation Biology	3
BIOL 3040/POLS 3040 -- Life Science and Public Policy	3
BIOL 4004 - Ecological Methods	3
BIOL 4044 - Plant Ecology	3
BIOL 4064 - Water Management	3
BIOL 4076 - Freshwater Ecology	3
BIOL 4113 - Ecosystems and Communities	3
POLS 4004 - Global Environmental Politics	3
ATMS 4006 - Radar Meteorology	3
ATMS 4008 - Satellite Meteorology	3
ATMS 4050 - Atmospheric Pollution	3
AVIA 2080 - Introduction of Unmanned Aircraft Systems (UAS)	3
GEOS 1001 - Earth Science	3
GEOS 1002 - Natural Disasters & Hazards	3
ATMS 1001 - Introduction to the Atmosphere	3
ATMS 1002 - Intro to Severe Weather	3
ATMS 2000 - Weather Analysis & Forecasting	3
CHEM 2040 - Quantitative Analysis	3
CHEM 2041 - Quantitative Analysis Laboratory	1
CHEM 3010 - Descriptive Inorganic Chemistry	4

General Electives - 15 hours

Total Program – 120 hours

Curriculum by Semester

While each student in the Integrative Sciences program will need to choose a concentration area that requires a unique set of coursework that is separate from the other concentration areas, the general education and IS core coursework will be the same for all concentration areas. Therefore, the curriculum map for the first two years of the program will be the same for all students.

BS in Integrative Sciences - FIRST YEAR			
Fall Semester	Hours	Spring Semester	Hours
UNIV 1001 - University Seminar	1	** MATH 1016 Elementary Statistics	3
**MATH 1013 Elementary Functions, MATH 1014 Applied Calculus, or MATH 1031 Calculus I	3	** ENGL 1002 Composition II	3
**ENGL 1001 Composition I	3	*BIOL 1022 Principles of Biology II *BIOL 1023 Principles of Biology II Lab	4
**BIOL 1020 Principles of Biology *BIOL 1021 Principles of Biology I Lab	4	**PHYS 2003 General Physics I or PHYS 2007 University Physics I *PHYS 2009 Physics Laboratory I	4
**Fine Arts core course	3		
**Social Science core course	3		
Total	17	Total	14

*IS Core **University Core ***Concentration

BS in Integrative Sciences - SECOND YEAR			
Fall Semester	Hours	Spring Semester	Hours
*PHYS 2004 General Physics II or PHYS 2008 University Physics II *PHYS 2010 Physics Laboratory II	4	*CHEM 1008 General Chemistry II *CHE 1010 General Chemistry II Lab	4
**CHEM 1007 General Chemistry I *CHE 1009 General Chemistry I Lab	4	**Humanities core	3
**Social Sciences core	3	Elective course	3
**Humanities core	3	Elective course	3
		**Humanities core	3
Total	14	Total	16

*IS Core **University Core ***Concentration

In the last two years of the degree program, the students will focus on courses in one of the concentration areas. For those in the Biomedical Sciences concentration, this will be:

BS in Integrative Sciences (Biomedical Sciences) - THIRD YEAR				
Fall Semester	Hours		Spring Semester	Hours
***BIOL 2014/2015 Microbiology and Lab	4		***BIOL 3005/3006 Genetics and Lab	4
***CHEM 2030/2031 Organic Chemistry I and Lab	4		***CHEM 2032/2033 Organic Chemistry II and Lab	4
***BIOL 2020 Cell Biology	3		***BIOL 4030 DNA Analysis	4
BIOL 2040/2041 Human Anatomy and Lab	4		*BMSC Elective	3
Total	15		Total	15
*IS Core **University Core ***Concentration				
BS in Integrative Sciences (Biomedical Sciences) - FOURTH YEAR				
Fall Semester	Hours		Spring Semester	Hours
***CHEM 3050 Biochemistry I	3		*** CHEM 3052 Biochemistry II	3
***BIOL 4020 Principles of Biotechnology	3		*** BMSC Elective	3
***BMSC Elective	3		*** BMSC Elective	3
*** BMSC Elective	3		Elective	3
Elective	3		Elective	3
Total	15		Total	15
*IS Core **University Core ***Concentration				

For those students in the Earth System Sciences concentration, the last two years would be:

BS in Integrative Sciences (Earth System Sciences) - THIRD YEAR				
Fall Semester	Hours		Spring Semester	Hours
***ATMS 1003 Basic Meteorology Lab I	1		*** GEOS 2001/BIOL 2001 Environmental Science	3
***ATMS 2005 General Meteorology	3		***GEOS 2015 Data Visualization	3
*** GEOS 2010 Data Tools for Geosciences	3		***GEOS 3010 Applied Climatology	3
***ESS Electives	5		***ESS Electives	6
Elective	3			
Total	15		Total	15
*IS Core **University Core ***Concentration				
BS in Integrative Sciences (Earth System Sciences) - FOURTH YEAR				
Fall Semester	Hours		Spring Semester	Hours
***BIOL 3002 Principles of Ecology	3		***GEOS 4035 Principles of GIS	3
***GEOS 4030 Surface Hydrology	3		***ESS Elective	3
***GEOS 3020 Quantitative Methods in Geosciences	3		***ESS Elective	3
*** ESS Elective	3		***ESS Elective	3
Elective	3		Elective	3
Total	15		Total	15
*IS Core **University Core ***Concentration				

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana Monroe Date: 12/01/23

Degree Program, Unit: Bachelor of Sciences in Integrative Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0	0	\$0	0	\$0	0	\$0	0
Graduate Assistants	0	0	0	0	0	0	0	0
Support Personnel	0	0	0	0	0	0	0	0
Fellowships and Scholarships	0	0	0	0	0	0	0	0
SUB-TOTAL	\$0	0	\$0	0	\$0	0	\$0	0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0		0		0	
Other (specify)	0		0		0		0	
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	5		13		24		29	
Tuition	\$14,500		\$37,700		\$69,600		\$84,100	
Fees	\$9,250		\$24,050		\$44,400		\$53,650	
*Other (specify)								
TOTAL REVENUES	\$23,750		\$61,750		\$114,000		\$137,750	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.4. **University of Louisiana at Monroe's** request for approval to offer a Bachelor of Science in Disaster Management.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Bachelor of Sciences (BS) in Disaster Management (DR3) which will be a specialized undergraduate program designed to prepare students for careers in managing emergencies brought on by a variety of natural or other causes, including preparing ahead of time for potential disasters, learning the most effective and efficient means of responding to the effects brought on by disasters, and developing the skills to prepare and implement appropriate recovery plans post-disaster. The proposed program combines scientific knowledge, practical skills, and interdisciplinary approaches to equip graduates with the expertise needed to effectively mitigate, respond to, and recover from disasters and emergencies.

The primary purpose of the proposed DR3 is to prepare graduates who can address the growing global challenges posed by natural and weather-related disasters (i.e., hurricanes, tornadoes, coastal erosion, etc.) and human-made disasters (i.e., terrorist attacks, wildfires, etc.). The world (and Louisiana specifically) is experiencing a rising frequency and intensity of disasters, which demand a well-prepared workforce capable of effectively responding to and managing these crises. There are two clear indicators that the University identified which support the need for a program of this nature. First, employment projections for such professionals are 3% or higher, and the field is designated as a 4-star workforce field. Second, the other academic programs in DR3 related fields offered in Louisiana all provide master's level or graduate certificate program only; these programs all report respectable completer numbers during the last year of record, averaging 20 graduates per year at the master's level. The proposed BS in DR3 at ULM will provide more accessibility to those interested in this career path since it will be at the undergraduate level. The proposed program will utilize existing faculty and courses; minimal cost is necessary for program implementation and sustainability.

RECOMMENDATION

It is recommended that the following resolution be adopted:

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

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000

P 318.342.1010 | F 318.342.1019 | ulm.edu

July 16, 2024

President Rick Gallot, JD
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

The University of Louisiana Monroe (ULM) respectfully requests the approval of the attached proposal for a new Bachelor of Science in Disaster Management program.

The Bachelor of Science in Disaster Management at ULM will be a specialized undergraduate program designed to prepare students for careers in managing emergencies brought on by a variety of natural or other causes, including preparing ahead of time for potential disasters, learning the most effective and efficient means of responding to the effects brought on by disasters, and developing the skills to prepare and implement appropriate recovery plans post-disaster. The program combines scientific knowledge, practical skills, and interdisciplinary approaches to equip graduates with the expertise needed to effectively mitigate, respond to, and recover from disasters and emergencies.

The primary purpose of this program is to prepare graduates who can address the growing global challenges posed by natural and weather-related disasters (e.g., hurricanes, tornadoes, coastal erosion, etc.) and human-made disasters (e.g., terrorist attacks, wildfires, etc.).

Attached is a copy of the proposal

Sincerely,

Ronald Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT



Academic Degree Program Proposal Form

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

A. Overview

Institution Name: University of Louisiana Monroe		Designation (flagship, statewide, regional, HBCU, 2-year): Regional University		
College/School/Division: College of Business and Social Sciences		Academic Department: David and Sharon Turrentine School of Management		
Degree Designation ^a : BS	Proposed Degree Name: Disaster Management	CIP Code: 43.0302 (Homeland Security: Crisis/Emergency/Disaster Management)	Credit Hrs ^b : 120 cr hr	Contact Hrs ^c :
Planned Implementation Semester/Term & Year: Fall 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.

The most appropriate CIP code designation for the B.S. in Disaster Management (DR3) degree includes the following definition.

A program focusing on the application of the incident command system model to formulating and implementing effective response to natural and man-made disasters. Includes instruction in contingency planning, hazard and risk assessment, joint operations, law and ethics, emergency response and recovery, event mitigation, emergency rescue and medical operations, incident command, terrorism and national security issues, law enforcement, relief administration, volunteer and citizen coordination, public relations and applications to specific types of incidents. (IES-NCES National Center for Education Statistics)

The B.S. in Disaster Management at ULM will be a specialized undergraduate program designed to prepare students for careers in managing emergencies brought on by a variety of natural or other causes, including preparing ahead of time for potential disasters, learning the most effective and efficient means of responding to the effects brought on by disasters, and developing the skills to prepare and implement appropriate recovery plans post-disaster. The program combines scientific knowledge, practical skills, and interdisciplinary approaches to equip graduates with the expertise needed to effectively mitigate, respond to, and recover from disasters and emergencies.

The primary purpose of this program is to prepare graduates who can address the growing global challenges posed by natural and weather-related disasters (e.g., hurricanes, tornadoes, coastal erosion, etc.) and human-made disasters (e.g., terrorist attacks, wildfires, etc.).

The development of this program is driven by several key reasons:

Increasing Frequency and Severity of Disasters: The world (and Louisiana specifically) is experiencing a rising frequency and intensity of disasters, which demand a well-prepared workforce capable of effectively responding to and managing these crises.

Community Resilience: Building resilient communities that can withstand and recover from disasters is critical. This program aims to educate individuals who can contribute to community-level disaster preparedness and recovery efforts.

Complexity of Disaster Management: Disaster management is a multidisciplinary field that requires expertise in various areas, including science, public policy, social sciences, and technology. This program offers an integrated curriculum to produce well-rounded professionals.

Career Opportunities: There is a growing demand for professionals in disaster management across sectors, including government agencies, nonprofit organizations, healthcare, private industry, and international aid organizations. This program meets the need for a skilled workforce in this field.

The primary objectives of the B.S. in Disaster Management are as follows:

Comprehensive Knowledge: To provide students with a comprehensive understanding of the causes, effects, and management of disasters, including natural hazards, public health emergencies, and technological disasters.

Practical Skills: To equip students with practical skills in disaster planning, response coordination, risk assessment, and recovery strategies, through hands-on training and simulations.

Interdisciplinary Approach: To foster interdisciplinary thinking and collaboration among students, enabling them to work effectively across various sectors and disciplines to address complex disaster-related challenges.

Community Engagement: To encourage community engagement and service-learning opportunities that allow students to apply their knowledge and skills in real-world disaster situations and contribute to community resilience.

Ethical and Sustainable Practices: To instill ethical principles and sustainable practices in disaster management, emphasizing the importance of equity, social justice, and environmental responsibility.

Professional Development: To prepare students for diverse career paths in disaster management, including emergency management, public health, crisis communication, logistics, and policy analysis.

In summary, the B.S. in DR3 at ULM is being developed to meet the pressing need for skilled professionals who can play a vital role in enhancing disaster preparedness, response, and recovery efforts, ultimately contributing to the safety and resilience of communities and society as a whole.

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.

At this point, specialized accreditation will not be pursued for the B.S. in DR3. However, the program's curriculum will monitor and attempt to provide its graduates with the knowledge and skills to pursue personal certification such as Certified Emergency Manager (CEM).

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

☐ Substantive change requiring notification only

☒ Substantive change requiring approval prior to implementation

☐ Level Change

☐ None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
- ☐ MJ Foster Promise Program
 - ☐ Cyber-security Initiatives
 - ☐ Louisiana Transfer Pathways
 - ☒ Other: While the B.S. in DR3 is not specifically aligned with the MJ Foster Promise and Cyber-Security Initiatives, the DR3 program will incorporate a number of items specifically addressed as needed by those two programs.
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.

Not Applicable. This is a bachelor's degree.

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 DR3 program will align closely with the Master Plan and Institutional Role, Scope and Mission of ULM. This is evidenced in the following ways.

The University of Louisiana Monroe (ULM) is a teaching and research university whose mission is the successful education of both undergraduate and graduate students and delivery of services that support economic development, especially to employers and communities in its region. The DR3 program will provide an undergraduate education to graduates who can then deliver a valuable service to our economic region. ULM will provide service to the community by providing individuals with the knowledge and background to prepare, respond to, and more quickly recover from disasters that threaten and/or damage the economic base for our region.

ULM provides an array of programs and services that includes (1) Baccalaureate and master's programs in the professional fields of communications, criminal justice, education, social work, nursing and allied health, construction and business and (2) services specifically designed to meet the needs of regional economic development. The DR3 program will provide a baccalaureate education that is interdisciplinary in nature and encompasses fields across the university, including communications, criminal justice, allied health, construction and business. Additionally, DR3 graduates will be well-equipped to work for entities whose purpose is to ensure ongoing economic development in light of natural and man-made disasters.

ULM provides an array of special programs/features such as comprehensive allied health sciences, unique programs in atmospheric sciences and workforce and economic development services including the Center for Business and Economic Research and the Small Business Risk Management Institute. The intent is for the B.S. in Disaster Readiness, Response and Recovery to become one of those 'special programs' offered by ULM. Located in the northeast region of the State of Louisiana, ULM is uniquely and advantageously poised to be the often least affected area of the state with respect to natural disasters such as hurricanes, tornadoes, and coastal erosion. ULM also serves as an emergency evacuation location for south Louisiana and other surrounding areas. Thus, the DR3 program will not only align with the institutional role, scope and mission of the university but will also be a strong and effective alignment with our role within the state.

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

The mission of ULM is to prepare individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service. The DR3 program aligns perfectly with the mission of ULM. The DR3 program will prepare individuals in the following ways that are in line with ULM's mission.

Preparedness and Resilience: Disaster management education equips individuals with critical skills and knowledge to prepare for and respond to emergencies. This prepares students to handle challenging situations and contribute to society by helping communities become more resilient to disasters.

Interdisciplinary Learning: Disaster management often involves knowledge from various disciplines such as engineering, environmental science, public health, and social sciences. This interdisciplinary approach to education aligns with the mission of providing a transformative education that prepares individuals for a diverse and complex global society.

Global Perspective: As disasters can occur anywhere in the world, disaster management programs often emphasize the importance of a global perspective. This helps students understand global interconnectedness and the need to address disaster challenges across borders, aligning with the goal of preparing individuals to compete and succeed in a global society.

Community Engagement and Service: Disaster management programs often involve community engagement and service learning components. Students may participate in volunteer activities, disaster relief efforts, or research projects that directly benefit society. This practical experience aligns with the mission of positively impacting society through research and service.

Research and Innovation: Disaster management research contributes to the development of new strategies, technologies, and policies for disaster preparedness and response. This research component aligns with the mission of positively impacting society through innovative research.

Ethical and Social Responsibility: Teaching ethical considerations in disaster management, such as ensuring equitable access to resources during emergencies, promotes a sense of social responsibility among students, aligning with the mission of preparing individuals to contribute to a just and equitable society.

Adaptability and Critical Thinking: Disaster management education fosters adaptability, critical thinking, and problem-solving skills, which are essential for success in an ever-changing global society.

Leadership and Collaboration: Disaster management programs often emphasize leadership and collaboration skills, as effective disaster response and recovery require coordination among various agencies and organizations. These skills prepare students to contribute positively to their communities and the broader society.

The DR3 program is also in line with the ULM Strategic Plan 2022-2027. Specifically, the DR3 program will contribute toward the accomplishment of the following Strategic Plan Initiatives.

Initiative 3.1 *Continue to innovate, refine, and deliver strong academic programs for students' intellectual development.*

Initiative 3.1 includes the following objectives that are applicable to the DR3 program.

- a. Deliver academic programs that focus on improving students' critical thinking, problem-solving, communication, information/digital literacy, soft skills, and cultural competence abilities to prepare them for the contemporary workforce.
- b. Continue to review each academic program every year to ensure relevancy, capacity, and appropriate support levels.
- c. Strengthen and/or develop institutional policies and structures that support and enhance interdisciplinary academic innovation in undergraduate, graduate, and professional studies.

The DR3 program is also in alignment with ULM's Strategic Plan Initiative 4.2 and its specified objectives, all of which are focused on our region and community growth and opportunity.

Initiative 4.2 *Provide services essential to the region related to health care, business development, and education.*

- a. Design community service initiatives that are coordinated across campus and inclusive of northeast Louisiana.
- b. Strengthen and develop additional public health services with an emphasis on serving rural areas in northeast Louisiana.
- c. Explore new partnerships with business and industry to bolster local economy and create employment and internship opportunities for students.
- d. Expand continuing education, learning, and training opportunities throughout our region.
- e. Expand and improve services provided by University research centers, labs, and clinics to address critical community needs.

In summary, the B.S. in Disaster Management is a program that aligns with the stated mission by providing students with a holistic education that equips them to navigate an ever-changing global society, contribute through research and service, and make a positive impact on society by preparing for and responding to disasters effectively. It promotes interdisciplinary learning, ethical values, and a global perspective, all of which are crucial in today's interconnected world.

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 DR3 aligns with the Board of Regents Master Plan for Higher Education in that the program is intended to be accessible. The interdisciplinary nature of the curriculum will allow those who have some college-level credit but no degree to use some of those credits toward completion of the DR3 degree. The interdisciplinary nature of the program will also be attractive to those students who want to gain expertise and experience in a field (disaster management) and not necessarily a discipline (accounting or management).

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

As the DR3 program is interdisciplinary, it is likely that some students will be those in a 'completer' status where prior college credit has been earned. Thus, the program will have more flexibility for accepting prior college level credit to meet the degree needs which will reduce cost for the student. We also anticipate that employers will be receptive to assisting with tuition cost since demand for these graduates will be strong. Where appropriate and possible, OER materials may be used to ensure greater affordability of the program. Additionally, ULM participates in the Warhawk Bundle program which significantly reduced textbook costs for students.

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

Due to the very nature of the DR3 program, strong partnerships with external constituents will be not only likely but also critical to success of the program. The program will ensure that students have interaction with community partners in various federal, state and local programs so that a broad-based learning experience is achieved. It is anticipated that we will work closely with various agencies to acquire and use case materials so that the learning is relevant and practical.

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

The faculty within the DR3 program will be actively involved with a variety of federal, state and local governmental and nonprofit entities, as well as for-profit industries. As a result, the faculty will be able to directly assist students with work-based learning opportunities.

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

The DR3 program will also attempt to close the achievement gap by:

1. Providing a culturally responsive curriculum that includes course materials, readings, and examples that are culturally relevant and sensitive to the diverse needs of students.
2. Providing advising and tutoring services when appropriate to address individual learning challenges and socio-economic barriers.
3. Ensure students are aware of financial aid and scholarship opportunities.
4. Offer the courses with an understanding that many of the students will be facing work and family responsibilities.
5. Connecting students with career counseling and job placement opportunities to ensure that graduates of the program have meaningful employment opportunities available to them.
6. In line with ULM's Strategic Plan, offer holistic support that addresses not only academic but also socio-emotional needs (e.g., counseling services, wellness programs, and stress management resources).

C. Need

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

The overarching strategy of the Louisiana Office of Workforce Development is to provide high quality employment, training services, supportive services, and other employment-related services to businesses and job seekers to develop a diversely skilled workforce with access to good paying jobs; and to support and protect the rights and interests of Louisiana's workers through the administration and enforcement of worker protection state statutes and regulations. Specifically, their goals include (1) to increase employment and earnings, (2) To increase skills training in demand occupations, (3) To improve the quality of the workforce and (4) To enhance productivity and competitiveness of businesses by providing a well-trained workforce.

The State of Louisiana's Workforce Planning Model identifies a benefit of workforce planning as providing a systematic approach to identifying and addressing internal and external environmental factors that could change the workforce and competencies needed. Officially classified as Phase 2, the model includes conducting a workforce analysis that is comprised of identifying gaps in workforce brought on demand and supply of workforce.

Below are a few facts/notes that support the need for a workforce in disaster readiness, response and recovery.

- * Employment of emergency management directors is projected to grow 3% from 2022 to 2032, about as fast as the average for all occupations. Further, the job demand for disaster management specialists is projected to grow 8 percent between 2020 and 2030. (bls.gov)

- * About 900 openings for emergency management directors are projected each year, on average, over the decade. (bls.gov)

- * Criticalarc.com identifies leadership challenges, ineffective communications, and dynamic and widespread incidents as three challenges to effective emergency management. (criticalarc.com)

- * Preparing for natural disasters, planning for emergency disruption and understanding recovery risks can greatly reduce the risks to health and the environment, protect families and communities, and speed recovery efforts and preventing them from becoming worse. (deq.louisiana.gov)

- * The Public Health Emergency Preparedness Clearinghouse was developed to aid jurisdictions with respect to their public health emergency legal preparedness activities.

- * According to the Bureau of Labor Statistics (BLS), as of May 2021, the average annual wage for an emergency management director was \$76,730, with the bottom 10 percent earning less than \$42,930, and the highest 10 percent making over \$141,130.

- * As natural disasters and emergencies become more frequent and severe, the need for professionals who can plan for and respond to these events has grown significantly. In addition, there has been an increased focus on the importance of disaster and emergency management in recent years, which has led to greater investment in this field. (National Registry of Environmental Professionals)

- * One of the primary objectives (3.1) of FEMA (Federal Emergency Management Association) is to strengthen the emergency management workforce. The demand for individuals with emergency management expertise has increased dramatically as disasters have become more frequent, severe, and complex. (FEMA)

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

The discussion regarding the DR3 program started early in the new president's (Dr. Ron Berry) tenure in 2020-2021. At that time, the world was in the middle of the Covid-19 pandemic. Additionally, Louisiana and our region were hit with a number of other significant natural disasters. Hurricane Laura, identified as the strongest and most destructive Category 4 in over 150 years, caused losses of \$19.1 billion and thirty deaths across Louisiana. Hurricane Delta followed on Laura's heels and worsened damage impacts so that recovery is still taking place in 2023 as a result of that impact. In 2021, just one year later, Hurricane Ida matched the strength of Laura when it hit Louisiana; Ida caused \$75.25 billion in damages and the state suffered extended and widespread power losses that led to more deaths.

For the four-state region comprising Louisiana, southern Arkansas, southeast Oklahoma and east Texas, the National Weather Service reports a total of 52 significant weather-related events (tornadoes, ice storms, hurricanes) affecting the region from 2010 through 2018; this period averaged 5.8 significant weather-related events per year over that nine-year time period. During the four-year time frame from 2019 through 2022, a total of 51 significant weather-related events occurred, representing an average of 12.75 events per year. In 2023, Louisiana suffered unprecedented heat and drought-like conditions resulting in wildfires that burned more than 60,000 acres, more than seven times the average acreage burn. More extreme weather events are expected to continue into the future. Additionally, Louisiana continues to lose land to coastal erosion at an astonishing rate. According to mississippiriverdelta.org, Louisiana has lost over 2,000 square miles of land since the 1930s and continues to lose a football field of wetlands every 100 minutes due to coastal erosion. The natural disasters that plague Louisiana are also occurring across the country (e.g., wildfires in Maui and tropical storm watches in southern California).

While certainly not immune to natural disasters, especially tornadoes and ice storms, ULM is advantageously located in the northeast part of the state and tends to face less severe consequences of those natural disasters that affect the state. Fant-Ewing Coliseum on the ULM campus serves as an evacuation shelter during times of disaster. President Berry and the rest of the ULM top administrative team recognizes the valuable role that we play in assisting during times of emergency. With that, there has been a number of discussions with legislative representatives and private donors about the need to modernize Fant-Ewing so that it can serve in a bigger and better capacity. Specifically, the plans are to add a number of additional physical resources to the facility so that it can better serve during times of emergency, while also providing fertile educational capacity for its students. The plans are underway to add a medical health facility, including pharmacy, onto Fant-Ewing. These additional facilities are of special educational significance to ULM as we have strong academic programs in pharmacy, nursing, and rehabilitative/behavioral sciences.

In addition to the medical-related services that ULM is uniquely positioned to provide during times of emergency, ULM hosts a number of other programs who are also dedicated to helping serve the state of Louisiana in not only responding to emergencies and disasters, but in preparing for them and recovering from them. The DR3 degree will be interdisciplinary in nature. In addition to specific disaster management courses, the program will also include courses in criminal justice, construction, geosciences, aviation, communication, and risk management and insurance.

From these discussions happening across campus and with our external representatives, it was decided that a faculty committee be appointed to determine whether this curricula direction was valid and of value. During the Spring 2023 semester, the DR3 Committee was developed and included members from across campus; the Committee membership included Mr. Brett Bennett (radiologic technology, health sciences, national guard), Dr. Christine Berry (risk management and insurance), Ms. Jessica Dolecheck (health sciences, occupational therapy, health studies management and leadership), Mr. Darrion Flunder-Jenkins (unmanned aircraft systems management, prior military experience, precision agriculture), Dr. Tyler Fricker (geography, tornadoes, environment and natural resources), Dr. Mark Johnson (military background, enforcement officer background, criminal justice, CERT trainer), Dr. Ken Leppert (atmospheric sciences, earth science system research), Mr. Michael Lee (support staff, advising, administration), and Dr. Gordon Schmidt (management, industrial/organizational psychology, leadership).

After months of deliberation and study, the DR3 Committee brought forth the recommendation that this initiative be brought to fruition as quickly as possible. The Committee also provided significant input into best practices in the industry related to curriculum, certification, and quality for a disaster/emergency management type program.

Thus, as various constituents both on campus and off campus started really looking at the unique position of ULM and the resources that we already have and plan to have, it was a very natural and widespread thought process that led us to the desire (even need) to offer the B.S. in Disaster Readiness, Response and Recovery.

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

ULM is a regional institution primarily serving the northeast region of Louisiana. However, as a regional institution we also are engaged in the immediate areas around northeast Louisiana. These areas include areas within Louisiana, west Mississippi, southern Arkansas and some easternmost parts of Texas. The DR3 program is intended to benefit northeast Louisiana but also serve as a 'safe' spot for all of Louisiana. We believe that surrounding states will also benefit from the program. We anticipate that we will draw students into the program from around the country, but our primary emphasis will be on providing benefit to Louisiana and its surrounding areas. These areas are within our general program serve area.

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).

See above discussion in Question 10 for some introductory support and evidence of demand. Additionally, letters of support that were received from industry leaders are included in the Appendix.

These letters of support were received from:

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.

☐ Service Area Data ☐ State Data ☒ National Data (From O*NET Online)

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Emergency Management Director	4 Star	11,800	11,100	12,154	3%	90	\$79,180
Compliance Manager	4 Star	1,228,300 (2022)	1,265,149 (2032)	36,849	3%	9,440	\$128,620
Public Safety Communicator		99,500 (2022)	102,485 (2032)	2,985	3%	1,040	\$46,900
Business Continuity Planner		1,174,800 (2022)	1,210,044 (2032)	35,244	3%	10,700	\$75,990
Project Management Specialist		881,300 (2022)	936,000 (2032)	44,065	6%	6,810	\$95,370

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
Tulane University	M.S. Disaster Resilience & Leadership	38
University of New Orleans	G.C. in Disaster Management & Community Resilience	4
Northwestern State University	M.S. Homeland Security	14
Arkansas State University	M.S. Disaster Preparedness & Emergency Management	25

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.

Based on the above data, two clear indicators of the need for the B.S. in Disaster Readiness, Response and Recovery are seen. First, employment projections for such professionals are 3% or higher, and the field is designated as a 4-star workforce field. Second, the other academic programs in DR3 related fields all provide master's level or graduate certificate programs only; these programs all report respectable graduations from the program during the last year of record, averaging nearly 20 graduates per year at the master's level.

The B.S. in DR3 at ULM will provide more accessibility to those interested in this career path since it will be a bachelor's level degree. The ULM degree could also result in its graduates then pursuing master's level degrees at a higher rate within the field. It should also be noted that Tulane is a for-profit institution and is not affordable to potential students interested in the field.

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

Due to the interdisciplinary nature of the degree, the B.S. in DR3 will increase enrollment in courses across campus. However, an analysis of these courses indicates that there is capacity for this increase. The program will also allow for more collaboration among the faculty across campus.

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
Emergency Management Director	<p>Technical Skills – Data base user interface and query software Geographic information system Project management software</p> <p>Knowledge - Public Safety & Security Administration & Management Law & Government Communications & Media</p> <p>Skills - Service Orientation Complex Problem Solving Speaking Active Listening Coordination</p> <p>Abilities - Deductive Reasoning Oral Comprehension Oral Expression & Speech Clarity Inductive Reasoning</p>
Compliance Manager	<p>Technical Skills – Analytical & scientific software Compliance software Electronic mail, browser, & presentation software</p> <p>Knowledge – Law & Government Administration & Management Customer & Personal Service Personnel & Human Resources</p> <p>Skills – Critical Thinking Reading Comprehension Active Listening Speaking & Writing</p> <p>Abilities – Deductive Reasoning Inductive Reasoning Problem Sensitivity Written & Oral Expression</p>

Public Safety Telecommunicator	<p>Technical Skills – Data base user interface and query software Helpdesk or call center software Spreadsheet & Office Suite software</p> <p>Knowledge – Public Safety & Security Law & Government Customer & Personal Service</p> <p>Skills – Critical Thinking Coordination Active Listening Social Perceptiveness</p> <p>Abilities – Problem Sensitivity Selective Attention Oral Comprehension Oral Expression & Clarity</p>
Business Continuity Planner	<p>Technical Skills – Data base user interface and query software Project management software Document management software Enterprise resource planning (ERP) software</p> <p>Knowledge – Administration & Management Public Safety & Security Customer & Personal Service Computers & Electronics</p> <p>Skills – Critical Thinking Complex Problem Solving Judgment & Decision Making Reading Comprehension</p> <p>Abilities – Inductive Reasoning Problem Sensitivity Oral Comprehension & Expression</p>
Project Management Specialist	<p>Technical Skills – Project management software Enterprise resource planning (ERP) software Video creation, conferencing, & editing software</p> <p>Knowledge – Project management Business contracting procedures</p> <p>Skills – Creative Thinking Judgment & Decision Making Influencing/Negotiating</p> <p>Abilities – Conflict Management Flexibility Leadership</p>

D. Curriculum

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

DRRR 3010 – Disaster Response:

At completion of this course, students will be able to (1) understand the major roles played in disaster response, (2) evaluate how best to recognize and warn about disasters, (3) analyze models of emergency management, (4) analyze resources and responses needed during an emergency and immediate aftermath, and (5) have completed the NIMS ICS-200 (Basic Incident Command System for Initial Response) training.

DRRR 3020 – Psychology of Disasters:

At the completion of this course, students will be able to (1) understand the impact of disasters on mental health, (2) analyze the types of psychological reactions to disasters, (3) evaluate the psychological impact of disasters on different people, including vulnerable populations, and (4) create a psychological first aid plan for a disaster context.

DRRR 3030 – Disaster Recovery:

At the completion of this course, students will be able to (1) understand the nature of recovery efforts after a disaster, (2) apply concepts of recovery to different disaster contexts, (3) evaluate disaster case management options, (4) create a disaster recovery plan for a particular disaster context, and (5) have completed the NIMS IS-800D (National Response Framework Introduction) training.

DRRR 4010 – Applied Mitigation Practice:

At the completion of this course, students will be able to (1) understand the national disaster mitigation framework, (2) evaluate needs for mitigation and relevant implementation plans, (3) apply concepts of CERT to differing situations and contexts, (4) create a mitigation plan to fix a particular context and (5) have completed NIMS IS-317.A (Introduction to Community Emergency Response Team – CERTs) training.

DRRR 4090 – Capstone:

At the completion of this course, students will be able to (1) create readiness and mitigation plans based on provided situational information, (2) analyze response and recovery options, (3) evaluate different options for successfully dealing with disaster management contexts, (4) create a comprehensive disaster management plan for a given situation, and (5) have completed at least two additional NIMS trainings relevant to the student's planned career path.

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	Critical thinking/problem solving is a critical foundation of the DR3 program. Competency will be developed through math and science coursework, operations management (Mgmt 3009), risk management and insurance (RMIN 2005 and 3009), and embedded in each specific DR3 class.
Oral/Written Communications	Oral/written communications will be embedded throughout the curriculum as this competency is especially important for DR3 professionals. Specifically, competency will be developed through classes such as Public Speaking (Comm 2001), Professional Writing and Communication (Engl 3024), and through several DR3 class presentations (e.g., DRRR 4010 and DRRR 4090).
Teamwork/ Collaboration	Competency will be developed throughout curriculum but especially in coursework such as Mgmt 3005 (Organizational Behavior), Hlst 4009 (Cultural Diversity), and Mgmt 3030 (Leadership).
Digital Technology	The use of digital technology is foundational to the DR3 program. Competency will be developed through multiple courses but especially through Avia coursework (Intro to Unmanned Aircraft Systems – Avia 2080 and Image Interpretation & Geospatial Informatics – Avia 4080) as well as Geos 4035 (Geographic Information Systems) and Geos 4045 (Advanced Geographic Information Systems).
Leadership	This competency will be addressed in multiple courses but especially in Mgmt 3030 (Leadership).
Professionalism/ Work Ethic	This competency will be developed throughout the curriculum, including Engl 3024 (Professional Writing and Communication), Hlst 4009 (Cultural Diversity), Mgmt 3030 (Leadership), and DRRR 4090 (Capstone)
Career Management	This competency will be primarily addressed through Engl 3024 (Professional Writing and Communication), DRRR 4090 (Capstone), and NIMS certifications earned through a variety of DRRR courses.
Equity and Global/Intercultural Fluency	This competency is specifically addressed through Hlst 4009 (Cultural Diversity) and Mgmt 3030 (Leadership), but also developed throughout the curriculum.
Other (list others)	

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

Technical Skills and KSAs	Student Learning Outcome (s)
Technical Skills: Database interface & query software Geospatial Information Systems Project Management software Analytical & scientific software	Examples include: Geos 4035 – Principles of Geographic Information Systems Geos 4045 – Advanced Geographic Information Systems Avia 2080 – Intro to Unmanned Aircraft Systems Avia 4080 – Image Interpretation & Geospatial Information Avia 4081 – UAS Operations
Knowledge: Public Safety & Security Administration & Management Law & Government Communication & Media Customer & Personal Service	Examples include: DRRR 1001 – Understand the amjor steps of preparing for disasters through preparedness, planning, and mitigation DRRR 3010 – Understand the major roles played in disaster response DRRR 3010 – Evaluate how best to recognize and warn about disasters DRRR 3020 – Understand the impact of disasters on mental health DRRR 4010 – Understand the national disaster mitigation framework Curriculum also includes the role of public sector in disasters through Pols 2002 (State & Local Government), Cjus 1001 (Intro to Criminal Justice), Cjus 2030 (The Police), Rmin 3008 (Business Risk Management), Mgmt 3009 (Operations Management), and Mgmt 3030 (Leadership)
Skills: Critical Thinking/Problem Solving Speaking/Writing Judgement & Decision-making Coordination Social Perspectiveness	Examples Include: DRRR 1001 – Apply disaster management principles to real world examples DRRR 3010 – Analyze models of emergency management DRRR 3020 – Evaluate the psychological impact of disasters on different people, including vulnerable populations DRRR 3030 – Evaluate disaster case management options DRRR 3030 – Create a disaster recovery plan for a particular disaster context DRRR 4010 Create mitigation plan to fix a particular context DRRR 4090 – Analyze response and recovery options Curriculum also includes Comm 1001 (Fundamentals of Communication), Comm 2001 (Public Speaking), Engl 3024 (Professional Writing & Communication), Psyc 2001 (Introduction to Psychology), and others.
Abilities: Deductive & Inductive Reasoning Oral Expression & Clarity Oral Comprehension Problem Sensitivity Leadership Conflict Management	Examples include: DRRR 1001 – Consider how emergency professionals responds to disasters and work on recovery for impacted areas DRRR 3010 – Analyze needed resources and responses needed during an emergency and immediate aftermath DRRR 3030 – Apply concepts of recovery to different disaster contexts DRRR 4010 – Apply concepts of CERT to differing situations and contexts DRRR 4090 – Create readiness and mitigation plans based on provided situational information DRRR 4090 – Evaluate different options for successfully dealing with disaster management contexts Curriculum also includes coursework in Mgmt 3005 (Organizational Behavior), Mgmt 3030 (Leadership), Hlst (Cultural Diversity), and others.

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	All degree programs at ULM require completion of a 1-hour first-year experience course (Univ 1001). The university is also in process of enhancing the first year experience as part of the ULS Meauxmentum efforts. (Required)
Undergraduate Research	Students will be engaged in research efforts through coursework, especially in classes DRRR 2020 (via case studies), DRRR 3020 (via term paper and presentation), DRRR 3030 (via term paper), DRRR 4010 (via team presentation), DRRR 4090 (via term paper and presentation). (Required)
Common Intellectual Experiences	Common intellectual experiences will be throughout the curriculum as students participate in actual trainings provided to disaster management professionals, and faculty and students engage in assessing real-life disaster situations and experiences. (Required)
Diversity/Global Learning	Exposure to diversity/global learning will occur throughout the curriculum. Examples include Comm 2001 (Public Speaking), Mgmt 3005 (Organizational Behavior), Mgmt 3030 (Leadership), Hlst 4009 (Cultural Diversity) and DRRR 3020 (Psychology of Disasters). (Required)
Learning Communities	Faculty will encourage students to form learning communities for purposes of study, networking, and professional development. (Optional)
ePortfolios	As part of curriculum/course requirements, students will earn various NIMS certifications. Students will be encouraged to build these certifications and track experiential learning into a portfolio for future demonstration of knowledge and skills. (Required/Optional)
Writing Intensive Courses	As noted above, several major-required courses (e.g., DRRR 2020, 3020, 4090) will require case analysis and written demonstration through term papers. Other courses in the curriculum (e.g., Engl 1001, Engl 1002, and Engl 3024) will also have heavy writing emphasis. (Required)
Service-Learning, Community-based Learning	While no specific service-learning and/or community-based learning of an external variety is expected, students will be working through analysis and cases involving real-world scenarios while learning to navigate those situations. Additionally, it is expected that students may hold internships or part-time jobs while pursuing this degree and will, thus, be gaining knowledge through those activities. Finally, we believe that this degree will draw individuals who are especially prone to community engagement and may be engaging in those activities externally on a personal contribution basis. (Optional)
Collaborative Assignments & Projects	Nearly every DRRR class includes some kind of collaborative assignment (e.g., in-class assignments, case analysis) or project. DRRR 3020 and 4010 specifically include team projects. (Required)
Internships	While no specific internship experience is required as a part of this program, students will be working through actual FEMA and NIMS certification trainings which will be providing the student with valuable and practical 'real-world' knowledge and skills. Additionally, it is expected that students may hold internships or part-time jobs by choice while pursuing this degree and will, thus, be gaining knowledge through those activities. (Optional)
Capstone Courses and Projects	Some form of knowledge consolidating project is required in at least four of the DRRR (3020, 3030, 4010, 4090) classes. Additionally, the program culminates with a capstone course (DRRR 4090). (Required)

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.

(Attached at end of this document.)

- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
- Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
- List all major course requirements. Indicate the word “new” beside new courses.
- Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
- Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

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

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

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

Student’s will be eligible to earn credit through paths normally acceptable to other ULM students. These opportunities include CLEP/DSST exams, faculty-developed credit exams, ACE/WES transcript evaluations, etc. As part of course requirements, students will also be expected to earn various NIMS certifications that will be concurrent learning within the program.

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

Faculty will choose the most effective course materials for each course in the program. A number of courses on campus already use OER resources for students, especially in some general education classes. Students will also be expected to access publicly-available resources especially dedicated to improving disaster management preparation and response.

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

No special preparation other than meeting university admission requirements and having an interest in serving the community and state by pursuing this program.

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

☐ High school STEM

☐ Career academies

☐ 2-year college

☐ 4-year college/university

☐ Employers

☒ Community organizations

☒ Professional associations

☒ Other Programs at your Institution

☐ Other Partner

List specific partners for each category checked above.

Community organizations –
State and Local Governments
Red Cross
United Way

Professional organizations –
FEMA – Federal Emergency Management Agency
NEMA – National Emergency Management Association
LEPA – Louisiana Emergency Preparedness Association

Other Programs at your institution –

College of Arts, Education & Sciences
College of Health Studies
Student Success Center

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

The pipeline for the program will function as a typical four- year degree program primarily. However, there is expected to a strong interest by a more non-traditional student demographic. Thus, built within the program are various certifications available through NIMS (National Incident Management System) that will enable students to ‘stack’ credentials as they pursue the B.S. in DR3 degree.

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

The faculty of ULM and for the College of Business and Social Sciences are highly engaged in ensuring student success upon graduation. Below are examples in which graduates from the DR3 program will be supported.

Career Counseling & Guidance – Provided through the ULM Career Center and personal academic and career advising by full-time faculty who are actively engaged in the community and their industry

Job Placement – Accomplished through ULM Career Center, college-specific career fair events, etc.

Networking Opportunities – Provided through a variety of activities including College Symposium, specific program events (e.g., entrepreneurship, marketing, etc.), speaker sessions both in and out of the classroom, etc.

Resume and Career Readiness Workshops – sponsored by both the university and the college multiple times each academic year

Academic and Career Advising – Accomplished through assignment of individual advisors to each student

Professional Development Workshops – Hosted by constituents across the campus including university-wide, college-wide, and individual programs with specific appeals to multiple academic units/majors

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

The ULM College of Business and Social Sciences is actively engaged in tracking success of its graduates. The College works closely with both the ULM Career Center and ULM Alumni Office. The College supports a full-time, 12-month staff position charged with recruiting activities and tracking graduate placement. Placement will be measured as to whether graduates pursue immediate employment or choose to extend their education through a related master's program. Certifications/licensure passage is a little more difficult to track as that passage is often reported individually by the individual. However, several faculty/staff within the university will maintain credentials/memberships with related associations to help assist in tracking certification achievement. Additionally, the College of Business and Social Sciences has a culture of keeping close contact with many of its alumni and, thus, will be able to monitor graduate performance in that way as well.

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 primary motivation behind development of this degree is the interest that has been expressed by many of our external constituents (including alumni, community members, and legislative representatives) as ULM draws together its strengths campus-wide to focus toward this program. The curriculum mix at ULM presents itself to use its current resources to tie many of the seemingly unrelated components together toward this effort. Our institutional locale couples well with our mix of programs in nursing/healthcare, pharmacy, agribusiness, weather and atmospheric sciences, unmanned aircraft management systems, construction and business to make this program not only feasible but logical. Additionally, using database software from two programs that assess student demand and graduate opportunity show that the need exists for the program.

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

Retention Rates (Undergraduate – Institutional Retention):

Year 1 to Year Retention:

University – 72.0% (Fall 2021 cohort), 69.2% (Fall 2020 cohort), 74.2% (Fall 2019 cohort)

College – 67.0% (Fall 2021 cohort), 63.0% (Fall 2020 cohort), 69.2% (Fall 2019 cohort)

Management – 66.7% (Fall 2021 cohort), 75% (Fall 2020 cohort), 90.9% (Fall 2019 cohort)

Risk Management & Insurance – 80% (Fall 2021 cohort), 42.9% (Fall 2020 cohort), 75.0% (Fall 2019 cohort)

Graduation Rates:

Using the typical 6-year graduation metric, the following graduation rates exist as of July 2023.

University graduation rate – 52% (58% for period ended 7/2021, 55% for period ended 7/2022)

College graduation rate – 50% (58% for period ended 7/2021, 57% for period ended 7/2022)

Graduation rates for selected other programs:

Business Administration – 48% (51% for period ended 7/2021, 58% for period ended 7/2022)

Risk Management & Insurance – 60% (71% for period ended 7/2021, 100% for period ended 7/2022)

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-25	2025-26	2026-27	2027-28
Base enrollment*		20	40	65
Lost to Attrition (should be negative)	0	(5)	(10)	(20)
New to the institution	15	20	25	30
Shifted from existing programs within your institution	5	5	10	15
Total Enrollment	20	40	65	90
Graduates	0	0	0	10
Carry forward base enrollment for next year	20	40	65	80

*Total enrollment becomes the base enrollment for the following year

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

Projected retention and graduation rates are not projected to be significantly different from those of other programs on the ULM campus.

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

The marketing of this program will include:

General university marketing messaging

Community partnerships

A drive by the ULM Foundation to raise money for scholarships

Culturally sensitive marketing materials development

Information Sessions and Workshops

Inclusion in other college/departamental marketing materials and events

Participation in high school and community recruiting events

Use of advisory board members and peer ambassadors

Engagement by faculty in related community/industry associations and events

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template

Completed Regents budget template is attached at the end of this document.

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?

Since the program will be a specified degree program (e.g., not 'just a certificate'), the program will qualify for normal student financial assistance available for all degree programs. This type of financial assistance includes grants, loans, and scholarships. Additionally, the ULM Foundation will seek to build foundation scholarship assistance for those pursuing the degree. Sources of grant funding will also be pursued. When possible, open educational resources materials will be used. Additionally, the NIMS certification steps required as part of the curriculum are available at no cost. The program does not intend to require any special student fees from those enrolled in the program.

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 additional indirect cost of the program will be absorbed within the normal operating costs of the university and college. Student advising will occur primarily through the faculty member who serves as the coordinator for the program. The additional burden on other traditional services (e.g., career services, library resources, etc.) are not expected to be significant and those areas have capacity to handle the additional students. Short of an office computer and such related office supplies for the DR3 faculty member/coordinator, there are no additional costs expected for technology and/or software. The program has specifically investigated the availability of open and low-cost technology solutions and found them to be sufficient. The budget includes \$500 for annual routine costs for software or supplies just in case some unexpected costs are discovered.

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

The faculty line associated with the hire of a new DR3 faculty member who will oversee the program and its students is being funded through a faculty line out of the accounting program. A decline in enrollment in accounting allows the reallocation of this line without serious negative impact to the accounting program.

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.

At inception of the program, only one new faculty member will be required. This faculty member will be expected to teach DRRR classes and serve as the leader and champion for the program. This faculty member will also serve as the primary advisor for students in the program. Other courses required in the degree will be taught by faculty who are already employed with ULM. Capacity exists within courses to meet the curriculum demand for all non-DRRR classes. Any DRRR classes not taught by the newly hired faculty member will be absorbed into the load of current faculty.

The newness and high-profile nature of the curriculum is expected to draw a number of candidates for the open position. A faculty line from another area within the College has been dedicated to the new DRRR faculty member.

As enrollment grows, the tuition revenue generated from additional students is expected to fund another line to assist with the teaching and advising needs of the program.

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

The major-required course offerings (identified as DRRR courses) will be primarily taught by the faculty member who will be hired with the dedicated faculty line for that program. For the general education component, the College of Arts, Education and Sciences regularly adjusts and assigns courses and course loads depending on need across the campus. For the other required non-DRRR classes within the curriculum, the majority of the courses are already currently being offered and have capacity for the students in the DR3 program. Two courses, the Construction 1010 course and the new HLST 4XXX course will require those programs to include a section of the course that is not routinely taught. Both programs have indicated an ability to manage the addition of this course into their rotation.

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

SACSCOC Faculty Roster for AY 2024-2025 Attached

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

One additional faculty member who will serve as the DR3 Program Coordinator and teach DRRR classes will need to be hired. A budget line has been allocated so that this additional faculty member can be hired. Other classes are either (1) already offered on campus and have capacity for the additional students or (2) the programs have indicated that the additional needed courses can be filled by either existing faculty and/or adjunct faculty and routinely included within the schedule.

F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		XX		Fall 2024
Fine Arts Spaces				
Classrooms		XX		Fall 2024
Meeting Rooms		XX		Fall 2024
Student Study Space		XX		Fall 2024
Shared Space with other campus units				
Other (Specify)				

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

No Space Acquisition or Renovation is Required

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Existing Space To Be Used					
Renovations and Infrastructure*					
Renovations incurred as a result of other programs on campus will suffice					
Purchases: Land, Buildings etc.					
No additional purchase needed					
Lease space					
No additional lease space needed					
TOTAL Cost		\$0	\$0		

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

Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

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

Existing campus facilities are available to manage the new DR3 program.

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.

Excess capacity exists for the majority of the classes required within the DR3 degree program. There will be little to no negative impact on other programs.

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.

There are no anticipated facility needs as a result of accreditation.

F4. Technology and Equipment

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

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Office Computer for Coordinator	\$2000	\$0	Fall 2024
Software specific to DRRR	\$500	\$500/annual	Fall 2024
Total Technology and Equipment Costs	\$2,500	\$500	Fall 2024

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
Unable to hire coordinator	<u>Medium</u>	Low	Reasonable funds allocated to help attract quality talent to program
University funds are re-allocated	High	Low	University is committed to this pursuit on multiple fronts across campus

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

Name of Institution: University of Louisiana Monroe

Name of Primary Department, Academic Program, or Discipline: Bachelor of Science in Disaster Readiness, Response and Recovery (DR3 or DRRR), College of Business and Social Sciences, David and Susan Turrentine School of Management

Academic Term(s) Included: Fall 2024, Spring 2025, Summer 2025

Date Form Completed: 02/05/2024

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 <i>to be taught</i> , 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
DRRR Faculty Member & Coordinator: To Be Hired AY 2024-2025 (F)	<u>Fall 2024:</u> DRRR 1001 – Introduction to Disaster Management (3 cr hr, UG) DRRR 2010 –Disaster Readiness (3 cr hr, UG) DRRR 2020 – Disaster Communication (3 cr hr, UG) 6 Credit Hour Course Release – To further develop program materials and recruit students. <u>Spring 2025 –</u> DRRR 1001 – Introduction to Disaster Management (3 cr hr UG) DRRR 2010 – Disaster Readiness (3 cr hr, UG) DRRR 2020 – Disaster Communication (3 cr hr, UG) DRRR 3010 – Disaster Response (3 cr hr, UG) DRRR 3020 – Disaster Recovery (3 cr hr, UG) <u>Summer 2025 –</u> Not Applicable	Minimum requirement of master's degree in a disaster-management or related (e.g., criminal justice, public administration, etc.) field. Significant experience in the disaster management field is expected if master's degree is not closely related to disaster/emergency management.	Appropriate disaster/emergency management certification(s) is expected. Examples include NIMs, CERT, etc.

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 <i>to be taught</i> , 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
Other Participating Faculty:	<u>Fall 2024</u>		
Jenkins, Darrion (F)	AVIA 2080 – Intro Unmanned Aircraft Systems Management (3 cr hr, UG)	MPA – University of Louisiana Monroe, Public Administration	E-5/Sergeant, Louisiana National Guard (Army)
Jenkins, Darrion (F)	<u>Spring 2025</u> AVIA 4080 – Image Interpretation & Geospatial Information (3 cr hr, UG) Summer 2025 – Not Applicable	BS – University of Louisiana Monroe, Aviation	Transportation Security Officer Basic Training Program – Department of Homeland Security Remote Pilot – Federal Aviation Administration Army Commendation Medal – U.S. Department of the Army Member – American Association of Airport Executives Professional Services Provider – Children’s Coalition for Northeast Louisiana

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

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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 <i>to be taught</i> , 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
Other Participating Faculty:			
Joiner, Courtney (F)	<u>Fall 2024</u> CJUS 1001 – Introduction to Criminal Justice (3 cr hr, UG)	<u>Joiner:</u> Southern University Law Center	<u>Joiner:</u> Chair – Jack & Jill of America Member – 100 Black Men of America Member – Louisiana Coalition Against Domestic Violence
Johnson, Mark (F)	<u>Spring 2025</u> CJUS 2030 – The Police (3 cr hr, UG)	<u>Johnson:</u> EdD – University of Louisiana Monroe, Education MA – University of Louisiana Monroe, Criminal Justice BA – University of Louisiana Monroe, Criminal Justice	<u>Johnson:</u> E-5 Sergeant – U.S. Army/Louisiana National Guard Member – Louisiana Emergency Preparedness Association De-escalation Instructor – Federal Law Enforcement Training Center Community Emergency Response Team (CERT) Trainer Leadership Award in Emergency Preparedness – Louisiana Emergency Preparedness Association

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Other Participating Faculty:			
Fricker, Tyler (F)	<u>Fall 2024</u> GEOS 1001 – Earth Science (3 cr hr, UG) GEOS 4035 – Principles of Geographic Information Systems (3 cr hr, UG)	<u>Fricker:</u> PhD - Florida State University, Geography MS - Florida State University, Geography BS - The Ohio State University, Environment & Natural Resources	<u>Fricker:</u> Advisor - ULM American Meteorological Society Earth Science Section Chair - Louisiana Academy of Sciences Author - Various Publications on U.S. Disasters and Weather/Tornado Events
Leppert, Kenneth David (F)	<u>Spring 2025</u> GEOS 1002 – Natural Disasters and Hazards (3 cr hr, UG) GEOS 4045 – Advanced Geographic Information Systems (3 cr hr, UG)	<u>Leppert:</u> PhD - University of Alabama in Huntsville, Atmospheric Science MS - University of Alabama in Huntsville, Atmospheric Science BS - University of Missouri-Columbia, Atmospheric Science	<u>Leppert:</u> Member – American Geophysical Union Member – American Meteorological Society Blogger – Global Weather and Climate Center Author and Grant Writer – Various Weather and Meteorological Topics

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

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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 <i>to be taught</i> , 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
Other Participating Faculty: Bower, Jodi Yvonne (F)	<u>Fall 2024</u> HLST 4009 – Cultural Diversity (3 cr hr, UG)	Doctor of Health Administration - Capella University, Health Administration Master of Health Administration - Capella University	Office Manager – Cardiovascular Diagnostic Center Member, American Public Health Administration Member, American College of Health Executives Member, Go Care
Other Participating Faculty: Walker, Bruce (F) Sumlin, Cameron (F)	<u>Fall 2024</u> MGMT 3005 – Organizational Behavior (3 cr hr, UG) <u>Spring 2025</u> MGMT 3009 – Operations Management (3 cr hr, UG)	<u>Walker:</u> PhD - University of Arkansas, Business Administration MBA - University of Texas at Arlington <u>Sumlin:</u> DBA - Louisiana Tech University, Marketing and QA	<u>Walker:</u> Board Member – Pilots for Patients Volunteer – Hazardous Waste Collection Day Consultant – Monroe Regional Airport <u>Sumlin:</u> Member, The PhD Project Member, Academy of Marketing Science Distinguished Research Award, Institute for Global Business Research

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

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Other Participating Faculty:			
Williams, Claudia (F)	<u>Fall 2024</u> RMIN 2005 – Risk and Insurance (3 cr hr, UG)	<u>Williams:</u> MBA - University of Louisiana Monroe, 2013	<u>Williams:</u> CRM: Principles of Risk Management, The National Alliance CIC: Personal Lines, The National Alliance Property and Casualty Insurance License
Berry, Christine (F)	<u>Spring 2025</u> RMIN 3008 – Business Risk Management (3 cr hr, UG)	<u>Berry:</u> PhD – Florida State University, Risk Management & Insurance BS – West Virginia University, Finance	<u>Berry:</u> Director – Small Business Risk Management Institute Risk Management Consultant – E.W. Blanch Company Chartered Property Casualty Underwriter – American Institute for CPCU Member – Louisiana Surplus Line Association Insurance Person of the Year – CPCU and Insurance Women of Northeast Louisiana Member – Chartered Property Casualty Underwriters Society

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

NAME		B.S. in Disaster Management										2024-2025			
CWID			Cr.Hrs			Grade		PHRS	EHRS	QP	stitutions/Not				
DEVELOPMENTAL		ENGL 1000 (Req'd with Engl 1001 if Engl ACT 15, 16 or 17)	1					0	0	0					
		MATH 1000 (Req'd with Math 1009 if Math ACT 16, 17 or 18)	2					0	0	0					
EXCESS		UNIV 1001	1					0	0	0					
PRE-BUSINESS ADMINISTRATION PROGRAM	FRESHMAN YEAR 1ST SEMESTER	ENGLISH 1001 Composition I (Core English)	3					0	0	0					
		MATHEMATICS 1009, 1011, or 1013 (Core Math)	3					0	0	0					
		COMM 1001 Intro Communication (Core Humanities)	3					0	0	0					
		GEOS 1001 Earth Science (Core Natural Science)	3					0	0	0					
		GEOG 1001 Regional Geography	3					0	0	0					
			15												
	FRESHMAN YEAR 2ND SEMESTER	DRRR 1001 Intro to Disaster Mgmt * (NEW)	3						0	0	0				
		ENGLISH 1002 Composition II (Core English)	3						0	0	0				
		MATHEMATICS 1016 Elementary Statistics (Core Math)	3						0	0	0				
		BIOL 1001 The Living World (Core Natural Science)	3						0	0	0				
		GEOS 1002 Natural Disasters and Hazards (Core Natural Science)	3						0	0	0				
			15												
	SOPHOMORE YEAR 1ST SEMESTER	DRRR 2010 Disaster Readiness * (NEW)	3						0	0	0				
		COMM 2001 Public Speaking (Core Humanities)	3						0	0	0				
		POLS 2002 State & Local Government (Core Social Science)	3						0	0	0				
		PSYC 2001 Introduction to Psychology (Core Social Science)	3						0	0	0				
		CJUS 1001 Intro to Criminal Justice	3						0	0	0				
			15												
	SOPHOMORE YEAR 2ND SEMESTER	DRRR 2020 Disaster Communication * (NEW)	3						0	0	0				
		AVIA 2080 Intro to Unmanned Aircraft Systems	3						0	0	0				
		CJUS 2030 The Police	3						0	0	0				
		RMIN 2005 Risk and Insurance	3						0	0	0				
		Core Humanities Elective (Literature)	3						0	0	0				
			15												
	BUSINESS ADMINISTRATION PROGRAM	JUNIOR YEAR 1ST SEMESTER	DRRR 3010 Disaster Response * (NEW)	3						0	0	0			
			DRRR 3020 Psychology of Disasters * (NEW)	3						0	0	0			
			ENGL 3024 Professional Writing and Comm	3						0	0	0			
			MGMT 3001 Management Concepts and Practice	3						0	0	0			
			RMIN 3008 Business Risk Management	3						0	0	0			
				15											
JUNIOR YEAR 2ND SEMESTER		DRRR 3030 Disaster Recovery * (NEW)	3						0	0	0				
		MGMT 3030 Leadership *	3						0	0	0				
		MGMT 3005 Organizational Behavior	3						0	0	0				
		CONS 1010 or CONS Elective	3						0	0	0				
		Core Fine Arts Elective	3						0	0	0				
		15													
SENIOR YEAR 1ST SEMESTER		DRRR 4010 Applied Mitigation Practice * (NEW)	3						0	0	0				
		HLST 4xxx Public Health Emergency Preparedness *	3						0	0	0				
		AVIA 4081 UAS Operations	3						0	0	0				
		GEOS 4035 Geographic Information Systems	3						0	0	0				
		MGMT 3009 - Operations Management	3						0	0	0				
		15													
SENIOR YEAR 2ND SEMESTER		DRRR 4090 Capstone * (NEW)	3						0	0	0				
		AVIA 4080 Image Interpretation & Geospatial Information	3						0	0	0				
		GEOS 4045 Advanced Geographic Information Systems (GIS)	3						0	0	0				
		HLST 4009 - Cultural Diversity	3						0	0	0				
		Elective	3						0	0	0				
		15													
TOTAL FOR DEGREE			120								TO BE SCHED				
OVERALL GPA				#DIV/0!		0	0	0							
CHECKSHEET GPA			0/0=	#DIV/0!		0	0	0							
MAJOR GPA			0/0=	#DIV/0!		0	0	0							
EXCESS CREDIT								0	0	0					
	Note * means course required in the major - minimum grade of C required							0	0	0					
								0	0	0					
								0	0	0					
								0	0	0					
								0	0	0					
								0	0	0					
								0	0	0					

* Minimum Grade of C Required

[illegible]



Mechanical Contractors Association of Louisiana, Inc.
P. O. Box 51238, New Orleans, LA 70151-1238 • Phone (504) 822-3232 • Fax (504) 821-4508

July 25, 2024

Dr. Michelle McEacharn, Dean
ULM College of Business and Social Sciences
Susan and William D. Banowsky Endowed Chair and Professor of Accounting
700 University Avenue
Monroe, La 71209

To Whom It May Concern:

Mechanical Contractors Association of Louisiana, (MCA) a 100-year-old in-state trade association for service providers in disaster management response urges the approval of the University of Louisiana @ Monroe (ULM) four-year (4) baccalaureate Disaster Management degree program.

Since 2008, MCA has been an active member of InfraGard, a national public private partnership hosted by the Federal Bureau of Investigation. Hurricanes Katrina and Rita created the modern InfraGard Louisiana Chapter, a valuable community service for both cybersecurity and disaster response.

Louisiana and the Gulf South disaster management response sector and the public will benefit from ULM's degree program if approved.

Please let MCA know what it can provide to the Board of Regents to support ULM's request. A degree program like this is sorely needed for skills across the State of Louisiana.

Respectfully,

Mechanical Contractors Association of La, inc.
" Member - InfraGard Patriots Circle "

A handwritten signature in black ink, appearing to read "H. G. Heier", is written over a horizontal line.

Henry G Heier, D.Litt.
Executive Director

JOHN M. FRANKLIN

719 Flowers Crossing
Lawrenceville, GA 30044

Cell Phone 678-873-8076

franklinjohnM@gmail.com

July 22, 2024

Board of Regents

To Whom It May Concern,

I am writing to express my enthusiastic support for the establishment of a Bachelor of Science degree program in Disaster Management at the University of Louisiana-Monroe.

I am an alumnus of the ULM School of Construction with 47 years of experience in the construction industry. My career path has allowed me experience with all sorts of crises. Being a native of Louisiana I have witnessed and participated in all sorts of natural and manmade disasters and with the changing climate it is only natural for a program like this to be developed. Our industry and society needs this skill set.

As someone deeply committed to disaster preparedness and response, I believe this program will significantly contribute to addressing critical gaps in our ability to manage and mitigate the impact of disasters effectively.

The need for specialized education in disaster management has never been more urgent. With the increasing frequency and intensity of natural and human-made disasters worldwide, there is a growing demand for professionals equipped with comprehensive knowledge and practical skills in this field. A dedicated degree program in Disaster Management will provide students with the specialized training necessary to excel in roles ranging from emergency management and humanitarian aid to community resilience planning.

The interdisciplinary nature of this proposed program is particularly appealing. By integrating principles from fields such as geoscience, health studies, construction, criminal justice, risk management and aviation, students will gain a holistic understanding of disaster dynamics and response strategies. This interdisciplinary approach not only enhances students' academic experience but also prepares them to collaborate effectively across sectors in real-world disaster scenarios.

Additionally, the practical components embedded within the curriculum, such as internships, fieldwork, and simulations, will offer students invaluable hands-on experience. These experiential learning opportunities are essential for developing the critical thinking, decision-making, and leadership skills required to navigate complex and dynamic disaster environments.

Page 2 of 2

July 22, 2024

In addition to benefiting students, the establishment of this program will also serve the broader community and contribute to societal resilience. Graduates will play pivotal roles in enhancing disaster preparedness, response, and recovery efforts both domestically and internationally, thereby making meaningful contributions to public safety and welfare.

ULM has a history of pioneering new cutting-edge programs. For example, the School of Construction Management (SOCM) was the first accredited school of Construction in the country. Fifty-five years later it continues to be respected as producing top graduates for the construction and related industries. It remains one of the most copied and mimicked programs in the country. Coupling the Disaster Management Program with the SOCM is a natural fit as it will be for many other successful programs on campus.

Allowing ULM to offer and pioneer such a program will bring notoriety not only to ULM, but to Louisiana, and the University of Louisiana System. Our success at the University with the Doctor of Osteopathic Medicine and Pharmacy programs as well as the other related, supporting and stand-alone, nationally recognized programs make ULM a perfect choice to pioneer another cutting-edge program. The Leadership, Staff, and Faculty has a proven track record in bringing these types of visionary and pioneering programs to a successful state.

In conclusion, I am confident that a Bachelor of Science degree in Disaster Management at the University of Louisiana-Monroe will not only meet the demands of today's disaster management landscape but also pave the way for future advancements in the field. I applaud your initiative in considering this program and offer my full support in its development and implementation.

Thank you for considering my perspective on this matter. Please do not hesitate to reach out if you require any further information or support.

Sincerely,

John M. Franklin

Alumnus, 1977, ULM

9 April 2024

Dr. Michelle McEacharn
Dean, College of Business and Social Science
University of Louisiana at Monroe
Hemphill Hall, Rm 100
700 University Avenue
Monroe, Louisiana 71209

Dear Dr. McEacharn,

I am writing to express my support for the proposed Disaster Management Bachelor's Degree Program to be offered at the University of Louisiana at Monroe. As a concerned citizen, practicing emergency manager and advocate for effective disaster preparedness and response, I firmly believe in the importance of equipping the next generation of EM leaders with the knowledge and skills necessary to mitigate, respond to, and recover from disasters of all kinds.

In recent years, we have witnessed an alarming increase in the frequency and severity of natural and man-made disasters both in Louisiana and across the globe. From hurricanes and earthquakes to pandemics and technological accidents, the need for competent professionals trained in disaster management has never been more critical.

The proposed comprehensive bachelor's degree Program in Disaster Management stands out as a beacon of hope in addressing this pressing global challenge. By providing students with a rigorous curriculum that encompasses a wide range of disciplines, including emergency planning, risk assessment, humanitarian aid, and community resilience, your program prepares graduates to excel in various roles within the field of disaster management. Additionally, the opportunity to graduate with certifications recognized by parish, state, and federal agencies will make our graduates more competitive for job placement upon graduation.

Furthermore, I am impressed by the practical hands-on experience and opportunities for internships and fieldwork that your program will offer. By engaging students in real-world scenarios and simulations, you are not only fostering their academic growth but also preparing them to make meaningful contributions to society as competent and compassionate disaster management professionals. There is no better place than Louisiana for students to gain this type of all hazards experience.

CHRIS J. DEGUELLE, COLONEL, USAF (RETIRED)

I firmly believe that graduates of your program will play a vital role in safeguarding communities, protecting lives, and building resilience in the face of adversity. By investing in the education and training of future leaders in disaster management, you are empowering individuals to make a positive difference in the world and create a safer and more resilient future for generations to come.

As a supporter of your proposed program, I am committed to advocating for its continued success and expansion. I will actively promote awareness of the program within my network and encourage prospective students to consider pursuing a degree in disaster management at your institution.

Thank you for your dedication to excellence in education and your commitment to preparing the next generation of disaster management professionals. I look forward to witnessing the positive impact of your program on individuals, communities, and our state.

Sincerely,

Chris J. DeGuelle
cdeguelle@icloud.com

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.5. **University of Louisiana System’s** request for approval of System Universities’ 2024-25 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits recommendations for promotions in faculty rank and tenure. This year, 155 faculty members were recommended for promotion in rank, with 123 faculty members recommended for tenure.

With respect to promotion in rank, 43 faculty members across the UL System were recommended for promotion to the rank of Professor and 112 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 123 faculty members across the System were recommended for tenure, and rationales were provided for the 12 faculty members to whom “early” tenure was recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

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 System Universities’ 2024-25 Promotions in Faculty Rank and Recommendations for Tenure.

UNIVERSITY OF LOUISIANA SYSTEM

Promotions and Tenure 2024-2025

Institutions	Promotions				Tenure	
	To Associate No.	% at rank	To Professor No.	% at rank	No.	Tenure Rate
Grambling State University	6	22.7%	2	19.7%	2	45.5%
Louisiana Tech University	14	28.4%	7	25.1%	16	56.1%
McNeese State University	7	15.2%	7	21.3%	13	44.0%
Nicholls State University	8	20.0%	3	18.0%	10	42.0%
Northwestern State University	12	28.0%	5	15.7%	17	44.0%
Southeastern Louisiana University	15	17.0%	6	16.0%	15	32.0%
University of Louisiana at Lafayette	25	29.0%	8	28.0%	27	58.0%
University of Louisiana at Monroe	12	24.4%	4	23.3%	10	45.9%
University of New Orleans	13	23.0%	1	33.0%	13	56.0%
UL System Totals	112		43		123	

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2024

Item F.6. Approval of AY 2024-27 Academic Planning Documents

EXECUTIVE SUMMARY

The Louisiana Board of Regents implemented a comprehensive three-year academic planning process in 2022. Academic planning is the process in which an institution outlines planned changes to the institution's degree program inventory. Provided is a listing of new academic programs the University of Louisiana System (ULS) member institutions plan to pursue between Academic Years (AY) 2024 and 2027. Proposed programs align with the State's Master Plan for Public Postsecondary Education in Louisiana (*Louisiana Prospers*) as well as address the workforce needs of the region served by each member institution and our state by promoting and increasing the attainment of credentials and degrees. All proposed programs were reviewed by ULS staff and discussed among ULS Chief Academic Officers.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the AY 2024-27 Academic Planning Documents for the nine-member institutions.*

GRAMBLING STATE UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	BS in Public Health [on campus]	N/A
2024-2025	MS in Advanced Cybersecurity [hybrid]	N/A
2024-2025	PhD in College Counseling & Student Affairs [online]	N/A
2025-2026	BS in Parks, Recreation & Leisure Facilities Management [on campus]	N/A
2025-2026	DNP in Nurse Practitioner [hybrid]	N/A
2025-2026	MS in Quantum Computing [hybrid]	N/A
2025-2026	DNP in Nurse Educator [hybrid]	N/A
LOUISIANA TECH UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	MS in Cognitive Science [hybrid]	UC in Environmental Sustainability [on campus]
2024-2025	BS in Scientific Visual Communication [on campus]	N/A
MCNEESE STATE UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	N/A	PMC Family Nurse Practitioner [online]
2024-2025	N/A	UC Medical Laboratory Assistant [online]
2024-2025	N/A	PBC Special Education Mild/Moderate for Elementary Education Grades 1-5 [online]
2024-2025	N/A	Special Education Mild/Moderate for Middle School Education Grades 4-8 [online]
2024-2025	N/A	Special Education Mild/Moderate for Secondary education Grades 6-12 [online]
2025-2026	EdD in Educational Leadership [online]	N/A
2026-2027	N/A	UC in Soil Conservation [online]
NICHOLLS STATE UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	BS IN Marine Transportation [hybrid]	UC in the Foundations of Accounting [on campus]
2024-2025	BS in Vessel Operations and Technology [hybrid]	UC in the Foundations of CIS [on campus]
2024-2025	BSW [on campus]	UC in Applied Business Administration [on campus & online]
2024-2025	BS in Engineering Technology [on campus]	UC in Environmental Communication [on campus]
2024-2025	N/A	UC in MACO Sports Media [on campus]
2024-2025	N/A	UC in Art History (This was resubmitted from two years ago, but has not received final Board approval. Therefore, we are placing it on the list just to have it recognized.) [on campus]
2024-2025	N/A	UC in Art Studio (This was resubmitted from two years ago, but has not received final Board approval. Therefore, we are placing it on the list just to have it recognized.) [on campus]
2024-2025	N/A	Nursing - FNP [online]
2024-2025	N/A	UC in Molecular Genetics [on campus]
2024-2025	N/A	UC in Honors Studies [on campus]
2024-2025	N/A	UC in Maritime Cybersecurity [hybrid]
2024-2025	N/A	UC in Healthcare Communications [on campus]
2025-2026	BS in Information Technology [on campus]	UC in Human Performance Sports Coaching [online]
2025-2026	N/A	UC in Biochemistry [on campus]

2025-2026	N/A	UC in Engineering Science [on campus]
2025-2026	N/A	UC in Neuroscience [on campus]
2025-2026	N/A	GC in Mathematics [online]
2026-2027	N/A	GC in Project Management [on campus]
2026-2027	N/A	UC in Disaster Management [on campus]
NORTHWESTERN STATE UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	MS in Allied Health [online]	UC in Informatics [online]
2024-2025	BFA in Creative Writing [on campus]	UC in Second Language Teaching [on campus, hybrid & online]
2024-2025	BA in Anthropology/Sociology [on campus, hybrid & online]	N/A
2024-2025	BS in Hospitality Administration [on campus, hybrid & online]	N/A
2025-2026	MS in Applied Science and Engineering [on campus]	N/A
2025-2026	MFA in Studio Art [hybrid]	N/A
2025-2026	BS in Industrial and Systems Engineering [on campus]	N/A
2025-2026	MBA [hybrid & online]	N/A
2026-2027	MS in Addiction Studies [online]	N/A
2026-2027	BS in Finance [on campus, hybrid & online]	N/A
2026-2027	BS in Management [on campus, hybrid & online]	N/A
2026-2027	BS in Marketing [on campus, hybrid & online]	N/A
SOUTHEASTERN LOUISIANA UNIVERSITY		
YEAR	PROPOSED DEGREE PROGRAM	PROPOSED CERTIFICATES
2024-2025	N/A	UC in Medical Sales [online]
2024-2025	N/A	UC in Cloud Development [online]
2024-2025	N/A	UC in Computer and Network Administration [online]
2025-2026	N/A	UC in Risk Management and Insurance [online]
2025-2026	N/A	PMC in Nursing - FNP [online]
2026-2027	BS in Educational Studies [online]	GC in Certification-Only alternative teacher certification program [online]
2026-2027	Secondary Education/K-12 Education [online]	PBC in Add-on Teacher Certification [hybrid & online]
2026-2027	EdS - various concentrations [hybrid]	UC in Substitute Teaching [hybrid & online]
2026-2027	EdD - various concentrations [hybrid]	UC in Technical Writing [online]
UNIVERSITY OF LOUISIANA AT LAFAYETTE		
2024-2025	BA in Recording Arts [on campus]	UC in Esports Management [on campus & online]
2024-2025	BS in Cardiopulmonary Science [on campus]	UC in Manufacturing [on campus]
2024-2025	BS in Medical Technology [on campus]	GC in Materials Engineering [on campus]
2024-2025	BS in Nutrition [on campus]	GC in Watershed Management [on campus]
2024-2025	MAT in Secondary Education [hybrid]	UC in Marketing Analytics [TBD]
2024-2025	MID (Interior Design) [online]	PMC in Family Nurse Practitioner [online]
2024-2025	MS in Clinical Exercise Physiology [on campus]	N/A
2024-2025	PhD in Applied Economics [on campus]	N/A
2024-2025	PhD in Counseling [hybrid]	N/A
2024-2025	PhD in Curriculum and Instruction [hybrid]	N/A

2024-2025	Edd in Sports Management, Executive [executive format]	N/A
2025-2026	MS in Marketing [on campus]	PMC in Emergency Nurse Practitioner [online]
2025-2026	MS in Nutrition (to include Dietetic Internship) [hybrid]	PMC in Nursing Education [online]
2025-2026	MSW [on campus]	GC in Applied and Community Research in Applied Language and Speech Sciences [online]
2025-2026	Edd in Curriculum and Instruction [hybrid]	N/A
2025-2026	PhD in Public History [on campus]	N/A
2026-2027	BS in Bioengineering [on campus]	PMC in Nursing Informatics
2026-2027	BS in Dental Hygiene [on campus]	N/A
2026-2027	BS in Radiologic Technology [on campus]	N/A
2026-2027	DOT (Occupational Therapy) [on campus]	N/A
2026-2027	PhD in Nursing [online]	N/A
UNIVERSITY OF LOUISIANA AT MONROE		
2024-2025	MS in Computer Science [on campus]	GC in MFT [on campus, hybrid & online]
2024-2025	BS in Disaster Management [on campus]	PMC in Nursing Education [online]
2024-2025	BS in Integrative Sciences [on campus]	UC in Entrepreneurship [hybrid]
2024-2025	MS in Biomedical Sciences [on campus & hybrid]	N/A
2025-2026	DNP in Nurse Practitioner [online]	N/A
2025-2026	BS in Sonography [TBD]	N/A
2025-2026	BS in Agricultural Education [on campus]	N/A
2026-2027	BA in Applied Humanities [on campus, hybrid & online]	N/A
2026-2027	MS in Athletic Training [on campus]	N/A
2026-2027	BS in Cannabis Management [hybrid]	N/A
UNIVERSITY OF NEW ORLEANS		
2024-2025	N/A	PBC in Accounting [on campus]
2024-2025	N/A	UC in Wind Energy [on campus]
2024-2025	N/A	UC in Aerospace Manufacturing [on campus]
2025-2026	BFA in Creative Writing [on campus]	N/A
2025-2026	BS in Bus Analytics/Data Sciences [on campus]	N/A