



University of Louisiana at Lafayette

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Université des Acadiens

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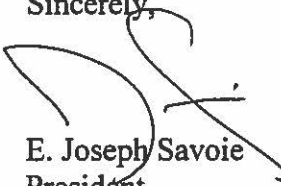
Dr. James B. Henderson
President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

This is to request approval of a Letter of Intent to Develop a New Academic Program, the Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion.

Please place this item on the agenda for consideration at the February 2017 meeting of the Board of Supervisors.

Sincerely,



E. Joseph Savoie
President

SVC

Attachment

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

Date: January 10, 2017

Campus: University of Louisiana at Lafayette	Program: Title, CIP, Degree/Certificate Awarded: Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion CIP: 13.1202 (Elementary Education and Teaching)
Institutional Contact Persons & Access Info (if clarification is needed): Dr. Michelle Haj-Broussard, Assistant Professor, Department of Curriculum & Instruction Email: hajbroussard@louisiana.edu Phone: (337) 482-5280 Dr. Peter Sheppard, Professor & Head of the Department of Curriculum & Instruction Email: psheppard@louisiana.edu Phone: (337) 482-1514 Dr. Nathan Roberts, Professor & Dean of College of Education Email: nroberts@louisiana.edu Phone: (337) 482-1026 Dr. Fabrice Leroy, Assistant Vice President for Academic Affairs/Academic Programs Email: fleroy@louisiana.edu Phone: (337) 482-0195	

1. DESCRIPTION

The University of Louisiana at Lafayette is proposing to offer a Master of Arts in Teaching in Elementary Education degree, with two concentrations: one in Elementary Education, and one in Elementary French Immersion, in an effort to: 1) increase the caliber of students enrolled in our alternative certification programs (an objective that aligns with the Louisiana Department of Education's goal of upgrading the prestige of the profession); and 2) contribute to preserving Acadiana's rich French culture and heritage by training and deploying high-quality elementary French immersion teachers with the French language proficiency and pedagogical expertise required to teach in immersion programs across the region. This non-thesis Master's degree program will consist of 39 hours of coursework, including an integrated year-long residency internship designed to bridge research-based pedagogical frameworks with current classroom cultures.

Our program aims to attract academically talented post-Bachelor's students who not only meet UL Graduate School admission standards, but who are also genuinely committed to maximizing the academic capability of K-12 students. Students will matriculate as cohorts during the 14-month duration of the program, which will span over four academic terms (two summer semesters bookending an academic year comprised of two regular semesters, a Fall and a Spring). Ideally we would like to begin accepting students for Summer 2017, so that program completers will be prepared to begin in the profession in Fall 2018. We expect the program to henceforth graduate a minimum of 10 students per year, with all students fulfilling the Louisiana Department of Education requirements for initial elementary certification. In addition, half of those students will have the competency required to meet the state's French language requirements to teach in immersion schools, along with additional pedagogical experience in immersion methodology. All coursework will be completed through the University of Louisiana at Lafayette's main campus, with at least three courses being offered via hybrid or online delivery.

- a. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).***

Course Level/ Number	Course Name and Department Offering Course	Table 1: Courses	Who is currently qualified to teach this course?	New Course or Existing Course
		Max Feasible Enrollment		
Gore Coursework Required by All Students				
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Abington-Pitre, EDCI Dr. Briggs, EDCI Dr. Bruce-Davis, EDCI Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Rone-Wilson, EDCI Dr. Ruiz, EDCI Dr. Wadsworth, EDCI	New Course
READ 502	Reading Act: Instruction through the Years. Department of Curriculum & Instruction	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Flint, EDCI Dr. Pinkett, EDCI	Existing Course
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum & Instruction	20	Dr. Sheppard, EDCI Dr. Bruce-Davis, EDCI Dr. Haj-Broussard, EDCI Dr. Gallagher, EDCI	New Course
READ 520	Developmental Reading	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Flint, EDCI	New Course
EDCI 512	Science & Social Studies Pedagogy. Department of Curriculum & Instruction	20	Dr. Bruce-Davis, EDCI Dr. Keefer, EDCI Dr. Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Sheppard, EDCI Dr. Autin, EDCI Dr. Briggs, EDCI	New Course
EDCI 592 (six credit hour course)	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Status	New Course
SPED 502	Educating the Exceptional Child	20	Dr. Ruiz, EDCI Dr. Wadsworth, EDCI Dr. Beasley, EDCI Dr. Rone-Wilson, EDCI	Existing Course
READ 523	Diagnosis of Reading Disabilities	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Flint, EDCI Dr. Pinkett, EDCI	Existing Course
EDCI 562	Educational Psychology in the Elementary School. Department of Curriculum & Instruction	20	Dr. Briggs, EDCI Dr. Ruiz, EDCI Dr. Bruce-Davis, EDCI Dr. Wilson, EDCI Dr. Wadsworth, EDCI	New Course
Research Capstone Coursework				
Elementary: EDCI 5XX EDCI 5XX	Six hours of existing graduate-level elective courses suggested by the Department of Curriculum & Instruction and the student's advisor to create a	20	All EDCI Faculty with Graduate Faculty Status	

	research/capstone experience.			
Elementary French Immersion: EDCI 5XX	Immersion methods.		Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI	
FREN 401 (G)	Literary or Linguistic or Cinematographic Studies: Comparative Linguistics and Pedagogical Approaches for French for Anglophones		Dr. Lindner, FREN Dr. Haj-Broussard, EDCI	

Table 2: Course sequencing per semester: MAT Elementary and Elementary French Immersion

Semester	Courses and Department offering courses	Max of feasible enrollment	Who is currently qualified to teach this course?	New Course or existing course
Summer I				
READ 502	Reading Act: Instruction through the Years. Department of Curriculum & Instruction	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Pinkett, EDCI	Existing Course
EDCI 512	Science & Social Studies Pedagogy Department of Curriculum & Instruction	20	Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Bruce-Davis, EDCI Dr. Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Sheppard, EDCI Dr. Autin, EDCI Dr. Briggs, EDCI	New Course
Immersion only: The French Immersion program at Ste. Anne University (Nova Scotia, CA) is an option for MAT Elementary French Immersion students. This enrichment program will help them improve language skills, work on pedagogy, and gain teaching experience in a francophone class. Students whose language levels are not already at the Advanced-Low or above will be highly encouraged to attend.	5 week French Immersion program. These are enrichment courses, not applicable toward the degree. This option is made available to all French Immersion students, but especially to students who need to improve their French proficiency. Community funds are available to help students pay for this experience.	20	Dr. Haj-Broussard, EDCI Ste. Anne Immersion Program Teaching staff. <i>UL Lafayette has a Memorandum of Understanding with Ste. Anne University, and has used its immersion program as enrichment for French language learners for the past two decades, with excellent results.</i>	Enrichment
Fall: During Residency				
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of	20	Dr. Sheppard, EDCI Dr. Bruce-Davis, EDCI Dr. Haj-Broussard, EDCI	New Course

	Curriculum & Instruction			
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Briggs, EDCI Dr. Bruce-Davis, EDCI Dr. Ruiz, EDCI Dr. Wadsworth, EDCI Dr. Keefer, EDCI Dr. Haj-Broussard, EDCI Dr. Rone-Wilson, EDCI	New Course
EDCI 592	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Status	New Course
CAPSTONE: Elementary French Immersion EDCI 5XX	Immersion methods	20	Dr. Haj-Broussard, EDCI Dr. Keefer, EDCI Dr. Mark Honegger, ENGL	New Course
CAPSTONE: Elementary EDCI 5XX	Research	20	All EDCI Faculty with Graduate Faculty Status	
Spring: During Student Teaching				
READ 520	Developmental Reading	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Stachowiak, EDCI	New Course
EDCI 592 (three credit hour course)	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Status	New Course
CAPSTONE: Elementary French Immersion FREN 401 (G)	Literary or Linguistic or Cinematographic Studies (variable content): Comparative Linguistics and Pedagogical Approaches for French for Anglophones	20	Dr. Haj-Broussard, EDCI Dr. Lindner, FREN	Existing Course
CAPSTONE: Elementary EDCI 5XX			All EDCI Faculty with Graduate Faculty Status	

Summer II				
SPED 502	Educating the Exceptional Child	20	Dr. Ruiz, EDCI Dr. Wadsworth, EDCI Dr. Beasley, EDCI Dr. Rone-Wilson, EDCI	Existing Course
READ 523	Diagnosis of Reading Disabilities	20	Dr. Abington-Pitre, EDCI Dr. Begnaud, EDCI Dr. Pinkett, EDCI	Existing Course
EDCI 562	Educational Psychology in the Elementary School. Department of Curriculum & Instruction	20	Dr. Briggs, EDCI Dr. Ruiz, EDCI Dr. Bruce-Davis, EDCI Dr. Wilson, EDCI Dr. Wadsworth, EDCI	New Course

- b. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access. Describe any special arrangements for admissions, grading, transcripts, graduation requirements, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. A prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).**

Table 3
Outline of MAT Concentrations in Elementary French Immersion and Elementary Education
(Four Semesters, Full time, Cohort Based)

Summer Semester I	Fall Semester	Spring Semester	Summer Semester II
<p>Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)</p>	<p>Twelve credit hours for all students</p>	<p>Nine credit hours for all students</p>	<p>Nine credit hours for all students</p>
<p>All Concentrations: This semester, MAT students will take nine credit hours, which include an assessment course, a reading course, and a content course on teaching science and social studies methods. Within the coursework there will be concentration-specific assignments.</p>	<p>All Concentrations: This semester features a practicum in the field that runs concurrently with the beginning of the K-12 school year; students will be in 1-5 classrooms (French immersion students will be in French immersion classrooms). All students will be co-teaching with their cooperative teachers in the field. The classroom management and math methods courses will be merged with the practicum. Two lecture courses will be scheduled on one day of the week, alternating with a hybrid course at night. Within the coursework, there will be concentration-specific assignments.</p>	<p>All Concentrations: This semester, MAT students will take a developmental reading course and continue their student teaching experience with the same cooperating teacher as in the fall.</p> <p>Elementary Concentration only: As part of the CAPSTONE, the Elementary concentration will take a research-based reflection course in EDCI.</p>	<p>All Concentrations: All of the students will take an elementary educational psychology course, a diagnostic reading course, and a course in special education.</p>
<p>French Immersion Concentration: French immersion students whose language levels are not at least Advanced-Low will have the option of participating in an Immersion program at Ste. Anne's University in Nova Scotia and complete course field experience requirements in public Francophone schools in Nova Scotia, as well as attend a five-week French immersion program in May/June with funding support from CODOFIL. CODOFIL is the Council for the Development of French in Louisiana whose prime directive is to create more French Immersion programs. CODOFIL, along with its foundation, Fondation Louisiane, and the Louisiana Consortium of Immersion Schools have all pledged their support for this endeavor including an MOU to fund at least five students per year to go to Ste. Anne.</p>	<p>French Immersion Concentration: As part of the CAPSTONE experience, Elementary French immersion students will take an additional 3-credit French content course focusing on immersion pedagogy, while EDCI students will take a research elective course.</p>	<p>French Immersion Concentration: Elementary French Immersion students will take a French content course on comparative linguistics of English and French.</p>	<p>French Immersion Concentration: Elementary French Immersion students will have to take the ACTFL OPI and must test at the Advanced-Mid level to graduate from the program. Students who are not yet at that level will be encouraged to do another summer immersion program at Ste. Anne, or to seek other options for proficiency improvement. Students who are still not able to achieve the required level will get their degree in Elementary Education and can qualify to teach in immersion classes once they reach the required language level, or take the Praxis World Language Pedagogy and French tests for an add-on certification in French.</p>

The projected Master of Arts in Teaching (MAT) in Elementary Education and Elementary French Immersion will provide a more intensive initial teacher preparation program for students with a baccalaureate degree outside of education to teach in either the Elementary or the Elementary French Immersion setting.

These intensive programs will occur in a cohort fashion, starting in the summer and ending in the subsequent summer. Regular Graduate School admissions requirements will apply. In addition, MAT students will be required to have passed their Praxis Core and Content area exams at the time of admission. Some courses will be delivered in hybrid format. Instructors will be trained in the Quality Matters standards via the Online Learning Consortium (OLC), and all courses will have competency requirements in the K-12 classrooms. The French immersion hybrid courses will be developed using the OLC course development training.

A number of students who enter our university graduated from French Immersion programs in the area. The MAT program allows those students, who already have acquired a high level of French proficiency, to complement their language skills with graduate coursework in Education, in order to teach in the immersion program. It also allows students who may have majored in French as undergraduates to come back to school and utilize and expand their language skills, while learning to teach in the immersion context. To be accepted into the French Immersion MAT program, students will need to either have a B.A. in French and Francophone Studies or demonstrate adequate mastery of the French language through a standardized proficiency assessment. On the American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), they must earn a level of at least Intermediate-High, or on the European Framework exam (DELF), students will need to earn a B1 certificate. To be allowed to enter into the French immersion classrooms for the practicum and student teaching, students must have an ACTFL OPI level of Advanced-Low or a DELF certificate at the B2 level. To complete the degree requirements, the French Immersion students must have an ACTFL OPI of Advanced-Mid or a DELF certificate at the C1 level. Through the course module at Ste. Anne University, as well as through other courses offered in the program, students will have the opportunity to improve their language skills incrementally. Omaggio (1987) states that it takes 240 hours of exposure and practice in a second language to go up one level on the ACTFL scale (e.g. Intermediate High to Advanced Low; Advanced Low to Advanced Mid). Thus, in order to reach the Advanced-Mid level upon completion of the degree, students will need to be at the Intermediate-High level upon admission.

The Elementary and Elementary French Immersion students will follow two concentrations but take the same number of hours each semester. The Fall and Spring semesters in these programs will consist of a residency in which the students will complete all of their field hours and clinical experiences in the elementary classroom with their assigned cooperating teachers. Both tracks include courses in educational foundations, reading, content methodology, management, and assessment. The Elementary track will also include a research capstone course, while the Elementary French Immersion track includes more coursework on immersion methods and specific linguistic issues pertaining to second language acquisition and the teaching of content courses in another language.

Additionally, due to the language requirements of the Elementary French Immersion MAT, a summer intensive immersion program will be integrated within the program as enrichment for those students who have not already obtained an Advanced-Mid language level. This program will help the French immersion concentration students to attain the language levels needed to matriculate through the program. The summer intensive program will consist of content methods and assessment courses, field experiences for the courses typically taught in an elementary Francophone class, and language immersion classes/cultural experiences to improve the students' language levels.

2. NEED

a. Describe how the proposed program fits within the institution's existing role, scope and mission, and provide evidence of inclusion of the change in the institution's ongoing planning and program evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

An Elementary MAT fits squarely within the institution's *2015-2020 Strategic Plan*. It strengthens student enrollment and recruitment by promoting graduate education and by recruiting students with stronger academic credentials and talents. Neither of these elements was addressed by the soon-to-be-discontinued certification-only Elementary program. The new MAT program will also increase the interface between the University and community stakeholders by collaborating with local high-needs elementary schools for the student's practicum and student teaching experiences. In addition, the Elementary French Immersion MAT coincides with the University of Louisiana at Lafayette *2015-2020 Strategic Plan* in the following ways:

- it widens the University's global perspective by investing in study abroad programs to maximize student opportunities for participation;
- it develops strategic partnerships with international universities;
- it contributes to creating an institution that our stakeholders will hold in high regard because the program and the subsequent research it will produce have the potential to brand the University of Louisiana at Lafayette as the most recognized French immersion university in the U.S.;
- it takes advantage of the University's unique historical/cultural/ geographical setting for scholarly purposes; and
- it supports the collaborative work of internal and external stakeholders to generate a positive economic, scientific, cultural, or social impact by increasing access to research and other learning activities that encourage interdisciplinary initiatives and preserve our regional culture.

Indeed, Louisiana's cultural context and strength in French immersion education are assets only available in this area. Building upon those strengths, this unique context, and the specificity of the program, UL Lafayette will be able to recruit outstanding graduate students, as well as to retain outstanding undergraduates and encourage them to continue their education at the graduate level. The language requirements of the Immersion concentration ensure that students engage in co-curricular activities through a culturally diverse university community. In addition, the residency requirement to work in area classrooms for both concentrations of the MAT meets this goal, because the students will all participate in co-curricular activities that are vigorous, energetic, and culturally diverse. Finally, because this is a graduate program, it will strengthen and expand our relationship with our alumni.

In addition, the immersion concentration was created as a direct response to recurrent requests from alumni, local immersion schools, the Council for the Development of French in Louisiana, and local community leaders. The program will also help to meet a national need for American French immersion teachers, in order to offer more teaching corps stability to local and national French immersion programs. Within the country, the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. In this context, many states are expanding their immersion programs (Utah, Delaware, Rhode Island, Minnesota, North Carolina, California, Oregon, Alaska), and with this expansion comes the need for qualified immersion educators. *The Standard Examiner*, a Utah newspaper, stated that finding a qualified immersion teacher was a “dog eat dog world” (Rimington, 2015), which indicates that graduates from our program will be in high demand nationally. French is the second most instructed language in immersion nationwide (Center for Applied Linguistics, 2011). In addition, the Southwest Louisiana community is interested in this program as a way to ease the current demand placed on French, Canadian, and Belgian governments for more French immersion teachers to meet the instructional demands of immersion schools.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

Neither an MAT in Elementary Education, nor any Elementary French Immersion graduate degree offerings, have ever been offered before at this institution. There is a “certification-only alternative certification program” in elementary education; however, this program does not have the rigorous student selectivity required by CAEP that an MAT program would have.

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

Seven of the ten institutions in the UL System have MAT programs in Elementary Education; no other state institution or peer institution offers an MAT concentration in Elementary French Immersion.

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

The MAT in Elementary Education will help UL Lafayette to improve upon the current certification-only alternative certification elementary program that has less rigorous admission requirements. The program will move from a curriculum that requires 33 hours for certification but that does not lead to a Master’s Degree, to one that requires 6 more hours, but offers the additional credential of a Master’s degree. This new graduate program will attract a higher quality of students, and ensure the level of rigor associated with graduate coursework. CAEP standard 3 underlines the importance of student quality and requires that programs be selective in the admission of their students. By requiring a high GPA and selective GRE scores for admission to the MAT in Elementary Education, and by requiring a starting French-language proficiency at the intermediate-high level, the MAT in Elementary French Immersion meets this standard for a highly selective program.

e. If a graduate program is requested, indicate:

i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

The U.S. Bureau of Labor Statistics expects new jobs for teachers at the elementary grade levels to grow by 17% by 2020, with the South and West regions of the country having the greatest need. For the MAT in Elementary French Immersion, no similar programs exist. According to the Annie E. Casey Foundation, Kids Count database, Louisiana's educational program ranks 47 in the nation; 28% of our children live in poverty, and 23% of them have failed a grade since Kindergarten. Tests that measure students' literacy and verbal abilities, like the GRE, and program selectivity are both associated with higher student academic achievement (Rice, 2003). Thus the change from the less selective certification-only program, to a more selective MAT is needed.

Immersion programs in the U.S. have shown a 95% growth since 2006, and French is the second most popular language in such programs (Edwards, 2014). Within the state, over 150 French immersion teachers are recruited from abroad (annually) to fill the need of French immersion schools (Terri Hammatt, World Language Consultant at LDOE, personal communication, August 28, 2015). The state has developed legislation that promotes the expansion of immersion programs: 1) Act 361 (2013) allows parents to petition schools for immersion if such programs do not exist; 2) Act 196 (2014) prohibits schools from wait-listing potential immersion students; and 3) Act 99 (2014) allows immersion students to receive a seal of bi-literacy on their diplomas. This promotion creates an even greater need for qualified immersion educators. This legislation was essential because all 29 of the immersion schools had to wait-list students, due to the high demand for these programs. In fact, the waiting lists in Louisiana have more than 500 students; as a result of these limitations, some parents often give up on the immersion option when they hear that their children are on the waiting list (*The Advertiser*, April 2014). For French immersion programs in other states, there are students on waiting lists as well, in anticipation of the expansion of the programs in Maryland, Georgia, Oregon, New York, Virginia, Massachusetts, and many other districts (Edward, 2014). Within the U.S., the Center for Applied Research in Language Acquisition has listed Immersion Teacher Preparation as a top issue in immersion. Many states are expanding their French immersion programs (Utah, Delaware, and Georgia). In light of the shortage of qualified immersion teachers, and the increasing demand for such educators in Louisiana, this program is essential to the Acadiana community. It is indeed imperative that we begin to train our own homegrown French immersion teachers, as stated in the attached letters of support for this MAT in Elementary French Immersion from the Council for Development of French in Louisiana (CODOFIL), a state agency, and the Louisiana Consortium of Immersion Schools (LCIS), a non-profit educational organization.

ii. Are there possibilities for cooperative programs?

Yes, this program could interface with Francophone universities throughout the world, some of which are affiliated with UL Lafayette through MOUs (Caen, Poitiers, Strasbourg, Moncton, Laval, etc.). In addition, if UL Lafayette were eventually able to begin its own summer French immersion program, that program could be used to help more students attain the various language levels required for matriculation in the MAT in Elementary French Immersion.

f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

Yes, the certification-only alternative certification program in Elementary Education will be phased out. The MAT Elementary program is more selective, which is a CAEP accreditation requirement, and offers a residency program, which is the direction in which our state is moving in terms of clinical experiences.

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011.

This program supports the following initiatives in the Board of Regents' *Master Plan*:

Objective 1.3 – Increase the Number of Adults Age 25 and Older Enrolled in Postsecondary Education Programs

This MAT program allows graduates who have already matriculated from the institution to come back and earn a graduate degree that will give them an opportunity for a new career path. The pathway connects directly to the K-12 education system, and the immediate residency requirements ensure that the students get classroom practice that assists them in perfecting their teaching.

Objective 1.7 – Develop a Skilled Workforce to Support an Expanding Economy, and

Objective 2.3 – Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana

As stated above, having a more selective alternative certification program in elementary education will help to raise achievement levels, which in turn will help to address the issues of poverty and school failure. In addition, the program will produce a skilled workforce to address the growth of elementary education programs in the state.

French immersion is growing in the state and nationwide. Having acquired the language level and the specific teaching methodology to teach in this growing program, our students will have guaranteed job opportunities. In addition, the availability of French immersion programs is a draw for industry to an area. Immersion schools, in particular French immersion schools, have proven their effectiveness in ensuring high academic achievement and better cognitive skills for their students. There are nearly 50 years of research on the academic, cognitive, and linguistic benefits of immersion (Fortune, 2012). The link between cognitive growth and economic growth is clear (Hanushek, Jamison, Jamison, & Woessman, 2008). In addition, Louisiana's second largest industry is tourism, and much of it is predicated, particularly in Southwest Louisiana, on the French language heritage; the strengthening of this cultural resource is a necessity to ensure continued growth of this industry.

Objective 2.2 – Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts

The MAT in Elementary French Immersion would allow Education and French faculty to work together. If multiple institutions from various Francophone areas were providing the summer immersion program, then the linguistic outcomes of those programs could be measured, with the intent of identifying those that provide for the most linguistic growth.

3. STUDENTS

- a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.*

**Table 4
Projected Student Enrollment**

Year	Program	Enrollment	Program	Enrollment	Total Enrollment
1	MAT Elementary Education	6	MAT Elementary French Immersion	4	10
2	MAT Elementary Education	6	MAT Elementary French Immersion	4	10
3	MAT Elementary Education	6	MAT Elementary French Immersion	6	12
4	MAT Elementary Education	6	MAT Elementary French Immersion	6	12
5	MAT Elementary Education	8	MAT Elementary French Immersion	6	14

These enrollment numbers are based on the numbers in the certification-only Elementary Education 1-5 program, as that program will be phased out. The projected numbers for the MAT in Elementary French Immersion are based initially on an estimate of the number of Louisiana students with undergraduate training in French/Francophone or international studies (in which language skills are essential), who will be recruited throughout the state. This recruitment method should provide 3-5 students per semester. Furthermore, we will also recruit students from Francophone universities with which UL collaborates through MOUs, as well as international students interested in earning a Louisiana teaching certification and pursuing training in immersion methodology. These Francophone students would then do their Summer I training in local immersion summer camps and would not need to do the language training at that time.

- b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.**

We anticipate a variety of sources of students. For the MAT Elementary Education program, graduates from Bachelor degree programs from any major could enroll in the program to pursue a new degree path. Students who previously chose the certification-only alternative certification option will no longer have that option, as we are phasing out that program. Instead, students will earn a graduate degree after completing the coursework required for certification. For the MAT in Elementary French Immersion, former French immersion students who are now at the college level or are finishing their Bachelor's degrees in any area would be potential students, provided that they have the necessary language skills. Students who received their Bachelor's degrees in French or Francophone Studies would also be a source. International students with the equivalent of a Bachelor's degree could also enroll in the program. In particular, Masters 2 students from France and Martinique who are waiting a year to retake their teaching exam might be interested in this program. These students must wait a full year before the French national test that allows them to teach is administered. By allowing these students to participate in our program during that year, they will have the option of having an American certification.

- c. What preparation will be necessary for student to enter the program?**

All students will need to meet all of the Graduate School admission requirements, including satisfactory GRE score, GPA requirements, and a Bachelor's degree or the recognized international equivalent of a Bachelor's degree. Additionally, the students in the Elementary French immersion concentration will need to enter the program with an intermediate-high level of French, which is on par with the admission requirements of most immersion programs throughout the nation.

- d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.**

There are no closely related programs.

- e. If a graduate program is requested, indicate sources of financial support for students.**

When available, funding from existing and future research grants will be used to support graduate assistantships. These assistants would coordinate with local teachers and help prepare classroom and professional development training. Additionally, privately-funded scholarships will be used to support students in the French immersion concentration during their summer immersion experience. CODOFIL, the Louisiana Consortium of Immersion Schools, the Richard Guidry Foundation, and the Fondation Louisiane have offered to help some students pay for the Sainte-Anne experience. We are also looking at working with interested schools that may wish to sponsor students' education in exchange for working at their schools or in their school districts.

4. FACULTY

- a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments. Provide a complete roster (using the SACS Faculty Roster form) of those faculty employed to teach in the program(s) referred to in the prospectus, including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Please consult the SACS Faculty Roster Instructions for guidance in completing the Roster. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.***

Tenured and tenure-track faculty responsible for providing primary instruction of courses in the MAT program represent diverse specialties, experiences, and research interests. All faculty teaching in the program hold terminal degrees in appropriate specialties from major, highly respected and accredited universities. The program faculty are active in producing scholarly publications and presentations, with, on average, a publication record of three peer-reviewed journal articles and four national or regional, peer-reviewed presentations per year. This is in addition to contributing other professional publications, authoring books, book chapters, or other instructional materials, and presenting papers at local or community based sites. They are also responsible for a full teaching load, direct supervision of advanced student projects and/or field based experiences, as well as committee and community service work necessary to fulfill the mission of the College of Education. Based on such indicators of expertise and professional commitment, it is clear that this faculty is capable of the high levels of nationally recognized scholarship productivity that will serve potential program students well.

Other College of Education instructional staff, including full-time instructors and community-based adjuncts, may be involved in the supervision of field experiences required by the program. All instructional staff within the program hold a minimum of a Master's degree in a related field and have more than five years of experience in the field.

For French immersion in particular, the department recently hired a new faculty member with over 20 years of experience in French immersion education. Her doctoral work focused on Louisiana French immersion. She has had 11 years of experience in teaching at the K-12 level, as a French immersion teacher; has produced publications, presentations, and workshops that focus on immersion education; works on the CODOFIL education committee; and serves as the president of the Louisiana Consortium of Immersion Schools.

- b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.***

Table 5
Student-faculty ratio

	Full Time Student Numbers	Full Time Faculty Numbers	Ratio
Curriculum and Instruction	839	27	31:1
Modern Languages (MODL/French concentration)	30 majors 404 students in Gen. Ed. Courses (FREN 101, 102, 201, and 202)	5	86.8

- c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.*

The program will be absorbed by present faculty, including the faculty member recently hired as an immersion specialist (see above). Another faculty member is working on acquiring the required language level in order to be able to teach in the immersion program as well. Three courses in both concentrations are already in existence. These reading and special education courses are already being taught, so the MAT Elementary/Elementary French Immersion students will simply register for those pre-existing courses. Eliminating the Elementary certification-only alternative certification program will also free up some faculty members' teaching loads so that graduate faculty can be assigned to MAT Elementary courses. In addition, having the courses in a cohort will reduce the number of courses needed each semester.

- d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?*

New faculty will not be required. The graduate faculty in the Department of Curriculum and Instruction possess the credentials and expertise necessary to initiate, implement, and sustain the proposed degree. As the program expands and increased enrollment warrants, the addition of faculty positions would provide greater flexibility and help ensure program success. The addition of a Master's degree program would impact future hiring decisions within the Department. Pending appropriate growth of the program, new faculty may be hired to teach at the graduate level or to teach undergraduate elementary courses in order to free up graduate faculty to teach courses in the MAT program.

- e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Table 6
Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty
Primary Department, Academic Program, or Discipline: Department of Curriculum and Instruction

1	2	3	4
NAME (F, P) All faculty listed are full time faculty (F)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) 400 and below =UN 400G and above= G	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<u>Dr. Abington-Pitre</u>	Reading Methods- EDCI 310/311, 409, 411: Elementary Science Methods, Cultural Awareness (diversity), EDCI 427: multicultural children's literature - best practices and selection process.	Bachelors of Science in Elementary Education; Masters of Science in Curriculum and Leadership - Reading Specialist; Doctorate of Education in Curriculum and Instruction - Multicultural Children's Literature Oklahoma State University, 2005	Teacher: 3-6 grade ELA/Math, 1988-1989 K-8 Computer Science, 1991-1994 PK 1994-1995 3-6 ELA title I, HS librarian (1 hr per day) 1997-1999 English language School - Seoul 2002
<u>Dr. Briggs</u>	EDCI 508: Research to Impact Student Learning 2005- Present EDCI 591: Applied Research II, 2007-Present, SPED 513: Practicum in Gifted Education 2009, 2010, 2012-present, SPED 591: Internship in Gifted Education 2008 –	Ph.D. in Educational Psychology, University of Connecticut; Specialization in Gifted Education and Talent Development Other Areas of Concentration: Multicultural Education, Professional Development, Curriculum Development,	Professional Certifications Gifted Certification, Baylor University English as a Second Language Certification, Texas State Certification

	Present, SPED/EDCI 503: Developing Creativity in the Classroom, 2010 & 2013	and Elementary Education	
<u>Dr. Bruce-Davis</u>	EDCI 350, EDCI 351, EDCI 426, EDCI 476, EDCI 478, EDCI 574, EDCI 576, SPED 500, SPED 503	Ph.D. in Educational Psychology Gifted Education and Talent Development, University of Connecticut	3rd Grade ELA, 8th ELA, Gifted Enrichment (K- 12-math, science, ELA, technology, social studies), 3rd-8th ELA and Social Studies self- contained gifted
<u>Dr. Hai- Broussard</u>	EDCI 349: PK-6 Math Methods I, EDCI 427: Teaching in a Diverse Society, EDCI 430: Classroom Management for Elementary Teachers, EDCI 471: Professional Preparation for ESOL Teachers	B.A. French from UL Lafayette; M.Ed. Secondary Education from UL Lafayette; ED.S. Curriculum & Instruction UL Lafayette; Ph.D. Curriculum and Instruction: Comparing African-Americans experiences in Immersion and Regular Education.	10 years experience teaching French immersion in Acadia and Lafayette Parish Took Immersion Courses at the Center for Applied Research in Language Acquisition on Immersion Took courses in New Brunswick (University of New Brunswick Fredrickton; University of Moncton) on Immersion Pedagogical Methods (Content, Management, Assessment, Writing) Took courses at Ste. Anne University in Nova Scotia on Immersion pedagogy. Was on the national research colloquium in 2012 on creating a new Immersion Research Agenda
<u>Dr. Keefer</u>	EDCI 424: Middle School Social Studies Methods, EDCI 426: Social Studies in the Elementary School, EDCI 427: Teaching in a Diverse Society, EDCI 450: Secondary Classroom Management and Instructional Design, EDCI 454: Secondary Social Studies Methods EDCI 570: Diversity for	Ph.D. Curriculum and Instruction, University of South Florida M.A. Curriculum and Instruction, University of South Florida B.A. Anthropology, University of South Florida	10 years of experience in teaching high school social studies; August 2004-May 2014

	the Progressive Educator EDCI: 574: Leading Teacher Learning		
<u>Dr. Rone-Wilson</u>	SPED 391: Foundations of Inclusive Education, SPED 502: Educating the Exceptional Child	Ph.D. Special Education, Wayne State University; M.S. Special Education, Johns Hopkins University; B.S. Communication, Sciences and Disorders, Howard University	Special Education Teacher / Early Childhood/ Elementary -Prince Georges County, Maryland 1996-2000; Special Education Teacher- Secondary Detroit Public School 2000-2002; IEP Facilitator- K-12 Liaison Children's Hospital of Michigan 2002-2006
<u>Dr. Ruiz</u>	SPED 484: Assessment and Evaluation for Elementary Students with Mild and Moderate Disabilities, SPED-420 (G): Reading, Curriculum, and Methods in Early Intervention, SPED-428: Language Arts Intervention for Students with Disabilities, SPED-511: Mathematics Intervention for Students with Disabilities, SPED-483: Methods for Elementary Students with Mild/Moderate Disabilities. SPED-453: Methods for Secondary Students with Mild/Moderate Disabilities	Ph.D. in Special Education, with emphasis in Early Intervention (12/ 2012); University of New Orleans; M.S. in Special Education, with emphasis in Intellectual Disabilities (05/1996); Southern Connecticut State University; Técnico Superior en Psicopedagogía (Psychopedagogy/Special Education); Colegio Universitario de Psicopedagogía, Caracas, Venezuela (07/1990).	Facilitator, Louisiana Autism Spectrum and Related Disabilities (LASARD) Project, Human Development Center, Louisiana State University-Health Sciences Center (Nov, 2013- June 2014) Inclusive Practices Strategist, Special Programs Department, Jefferson Parish Public School System, LA (2009-2010) Training Consultant, Pupil Assistance Model, Department of Special Education and Habilitative Services, University of New Orleans, New Orleans, LA (2009) Bilingual Special Education Specialist, Office of Pupil Appraisal, Special Programs Department, Jefferson Parish
<u>Dr. Wadsworth</u>	SPED 405G: Foundations of Early Childhood and Early Intervention. SPED 420G: Reading, Instructional Program Planning and Implementation for Early Intervention Special	Ph.D., Special Education Curriculum and Instruction, Louisiana State University; Education Specialist, Early Childhood, University of Southwestern Louisiana	Summer 1969 - Teacher summer program for moderate /severe intellectual disabilities; 1969-1972 - Teacher / elementary learning disabilities; 1974-1978 Early Intervention Specialist and Service Coordinator for 14 county Special Education Service Center;

	<p>Education,</p> <p>SPED 428G: Language Arts Intervention for Students with Disabilities,</p> <p>SPED 483G: Methods for Elementary Students with Disabilities,</p> <p>SPED 484G: Assessment and Evaluation for Elementary Students with Disabilities,</p> <p>SPED 491G: Foundations in Inclusive Education</p> <p>SPED 495G: Special Projects in Special Education included (Applied Learning Theories, Teaching Students with Autism Spectrum Disorders, and Post Secondary Transition Issues), SPED 502: Educating the Exceptional Child</p>	<p>Master of Education, University of Southwestern Louisiana;</p> <p>Bachelor of Science, Southern Illinois University</p>	<p>1978-1985- Asst. Program Coordinator and Early Intervention Specialist;</p> <p>1985-1992 Preschool Special Education Teacher /Dept. Coordinator;</p>
<u>Dr. Begnaud</u>		<p>Ph.D. in Curriculum and Instruction, College of Education, Louisiana State University, 1999;</p> <p>Education Specialist, University of Southwestern Louisiana Lafayette, LA, 1991;</p> <p>Master of Education, University of Southwestern Louisiana, 1978; Major: Gifted Education; Minor: Reading.</p>	<p>Head of Lower School: Ascension Episcopal Day School</p> <p>Teacher of Gifted Education: Le Rosen and Woodvale</p> <p>Elementary Teacher : Ascension Day School</p>
<u>Dr. Pinkett</u>	<p>EDCI 411: Developmental Assessment in Early Childhood Education,</p> <p>EDCI 413: Foundations and Program Development in Early Childhood Education,</p>	<p>Ph.D. in Child Development and Research Methodology, Georgia State University, 1984;</p> <p>Additional Specializations: Assessment and School</p>	<p>1990-1994: Courses Taught at the University of Texas at Austin:</p> <p><u>Graduate</u>: Educational Research Design, Developmental Theories, Social Development in Early Childhood</p> <p><u>Undergraduate</u>: Applied Learning and Development (Measurement and Evaluation),</p>

	<p>READ 302: Teaching Reading in the Primary Grades,</p> <p>READ 303: Reading Practicum in the Primary Grades,</p> <p>READ 309: Emerging Literacy and Beginning Reading Instruction Through Age 8,</p> <p>READ 411: Assessment and Prescriptive Teaching of Reading</p>	<p>Psychology</p> <p>M.Ed. in Early Childhood Education, Towson University, 1975</p> <p>B.S. in Early Childhood Education, Towson University, 1968</p>	<p>Classroom Organization and Management</p> <p>1984-1990: Courses Taught at Kennesaw State University, Marietta, GA:</p> <p><u>Graduate</u>: Educational Research Design Educational Psychology</p> <p><u>Undergraduate</u>: Child Development Reading Diagnosis</p>
Dr. Sheppard	Mathematics Education	Ph.D., Southern University, 2005	Elementary Grades 1-8 (All subjects), Principal
Dr. Dolenc	<p>EDCI 425: Science in the Elementary School,</p> <p>EDCI 423: Middle School Science Methods,</p> <p>EDCI 453: Secondary Science Methods.</p>	Ph.D. Science Education	Teacher from 2008 to 2013
<u>Dr. Flint</u>	<p>READ-301: Emergent and Early Literacy Development</p> <p>Supervise Student Teachers</p>	<p>Ph.D., Language, Reading, and Culture: Early Literacy University of Arizona;</p> <p>M.Ed., Curriculum and Instruction: Early Childhood Education Arizona State University</p> <p>M.Ed., Curriculum and Instruction: Language and Literacy Arizona State University</p> <p>B.A.E., Early Childhood Education Arizona State University</p>	<p>University Teaching Experience: University of Arizona, Fall 2015: TLS-480: Children's Literature in the Classroom;</p> <p>Spring 2015: Guest Lecturer-LRC-495(A): Anthropology of Childhood (Professor: Perry Gilmore; Topic: Play, Toys, Games, and Literature)</p> <p>Fall 2014: LRC-480: Children's Literature in the Classroom</p> <p>Summer 2014: LRC-791(A): Preceptorship-University Teaching for LRC 480: Children's Literature in the Classroom</p> <p>Elementary Classroom Teaching: 2006-2013: First Grade Teacher Skyline Ranch K-8 School, San Tan Valley, AZ;</p> <p>2008-2013: First Grade Team Lead and Gifted Coordinator Skyline Ranch K-8 School, San Tan Valley, AZ</p>

<p><u>Dr. Autin</u></p>	<p>EDFL 456: Classroom Assessment, EDLD 500: Vision, Leadership, and Culture, EDLD 504: Research for School Leaders, EDLD 505 Curriculum for School Leaders, EDCI 478 Student Teaching Middle School, EDCI 479 Student Teaching Secondary School</p>	<p>Ph.D. in Curriculum and Instruction, University of New Orleans; M.S. in Curriculum and Instruction, University of New Orleans B.S. in Mathematics, Loyola University</p>	<p>2007– 2011: Assistant Principal/Academics St. Thomas More Catholic High School, Lafayette, LA; 2001–2007: Principal, St. Mary’s Dominican High School, New Orleans, LA; 1977–2001: Academic Assistant Principal, Brother Martin High School, New Orleans, LA; 1976–1977: Mathematics Teacher, Catholic High School, Baton Rouge, LA; 1974–1976: Mathematics Department Chair and Teacher Holy Rosary Institute, Lafayette, LA</p>
<p><u>Dr. Beasley</u></p>	<p>SPED 391: Foundations of Inclusive Education SPED 468: Content Area Intervention for Students with Disabilities, SPED 472: Theories and Practice for Secondary Level Behavioral Interventions, SPED 482: Theories and Practice for Elementary Level Behavioral Interventions, SPED 492: Classroom Management of Students with Disabilities, SPED 456: Pre-Vocational and Vocational Skills for Students with Disabilities, SPED 391(2) and SPED 404(5): Independent Studies in Mathematics, SPED 511: Interventions for Students with Disabilities, EDFL 456: Measurement and Evaluation (Grades 1-8 & Grades 9-12)</p>	<p>Ph. D. in Special Education, Southern University and A&M College; Master of Education, University of Louisiana at Lafayette; Bachelor of Arts in Political Science, Louisiana Tech University</p>	<p>1991-1994: Special Education Teacher, Church Point High School; 1994-1997: Special Education Teacher, Lafayette High School; 1997-present : Instructor/Master Instructor, University of Louisiana at Lafayette</p>
<p><u>Dr. Gallagher</u></p>	<p>EDCI 350: PK-6 Mathematics Methods II,</p>	<p>Ph.D. in Teaching and Teacher Education, George</p>	<p>Math Resource Teacher (August 2015-June 2015), Westlawn Elementary School, Fairfax</p>

	Fall 2016, EDCI 351: Practicum in Elementary Mathematics, Fall 2016	Mason University; Master's degree in International Education, George Washington University; Bachelor's degree in Economics and Elementary Education, College of William and Mary	County Public Schools, VA; Literacy Consultant and Instructional Coach (July 2015, 2016), William Botnan Experimental School, HELPS International, Guatemala; 3 rd Grade Classroom Teacher (July 2010-June 2012) American International School Dhaka, Bangladesh; RTI Coordinator (August 2009-2010) Pine Spring Elementary, Fairfax County Public Schools
Dr. Lindner	FREN 424(G): The Sociocultural Context of French Louisiana, FREN 465 (G): Introduction to French Linguistics, FREN 492(G): Francophone Louisiana, FREN 501: French Teaching Methodology	Ph.D., Indiana University	Associate Professor and French Language Program Coordinator

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

Faculty CVs are provided as an appendix to this document.

ii. For proposed new faculty, qualifications and/or strengths needed.

None needed.

5. LIBRARY AND OTHER SPECIAL RESOURCES

- a. Are present library holdings in related fields adequate to initiate the proposed program? Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document discipline-specific refereed journals and primary source materials.**

The University of Louisiana at Lafayette has a comprehensive, full service academic library with full staff support and distance resource access available to all faculty and students. The Edith Garland Dupré Library houses more than one million volumes, subscribes to more than 3800 serial titles, and collects back files in print, microform, and digital online format. Dupré Library provides its patrons with access to 67,517 online electronic journals and subscribes to 120 indexes and databases. The Library's special collections include federal, state and local documents, cultural and University archives, and rare books.

Most of the journals in the field of elementary education can be accessed via databases such as Web of Science, Academic Search Complete, ERIC, JSTOR, ProQuest, and EBSCOhost. All of these databases are available via Internet access from remote locations. Additionally, traditional services such as interlibrary loan are also available.

The Instructional Materials Center (IMC) currently housed in the Maxim Doucet academic facility provides program participants with access to instructional materials relevant to their coursework. The IMC offers a wide variety of instructional materials for examination, evaluation, and use by students and faculty. Educational materials in the IMC may be located using either the Dupré Library or IMC web pages. The IMC is a branch of the Dupré Library and is operated by highly qualified library staff.

For the MAT in Elementary French Immersion, the library resources provide a number of periodicals related to immersion in general and French immersion in particular. However, there are some gaps.

- b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?**

The library will need to purchase some children's books in French as well as recent books on immersion language methods and pedagogy. In terms of periodicals, an imperative resource for a graduate program in immersion methodology is the *Journal of Immersion and Content-Based Teaching (JICB)*, whose current and back issues will have to be acquired.

- c. Do other institutions have library resources being used or available to faculty and students for the proposed program?**

There are a number of periodicals related to immersion already available via the online databases. However, children's literature in French, immersion pedagogy books, or journals such as *JICB* are currently lacking.

- d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.**

Thus far, there are no additional expenditures in the last two years.

- e. Project library expenditures needed for the first five years of the proposed program.**

\$2500 (\$400/year for the journal and \$100/year for new immersion research and practitioner books)

- f. What additional special resources, other than library holdings, will be needed?**

None.

- g. If a graduate program is requested, indicate:**

- i. Special library resources needed to offer a program of quality.**

We will need to subscribe to the *Journal of Immersion and Content-Based Teaching* (*JICB*).

- ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.**

All other research-intensive universities that offer immersion teacher training (University of Utah, University of Minnesota, and Canadian universities) have access to *JICB*. Canadian universities have additional pedagogical texts and children's literature.

6. FACILITIES AND EQUIPMENT

- a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.**

The College of Education currently has adequate space and equipment to support the proposed MAT program. Instructional supplies and materials are adequate for the number of program participants anticipated for the program in its first five years. Additional materials, supplies, and equipment may need to be added as the program grows in size, as anticipated.

b. Describe present utilization of these facilities where facilities are assigned to the department.

The MAT Elementary and Elementary French Immersion program will utilize the College of Education's facilities on campus and in partner schools to support students in meeting program requirements. Most instruction will be provided in Maxim Doucet Hall, the primary location for professional education on campus. Other buildings that may facilitate instructional or program support for MAT program students are Girard Hall, Foster Hall, Lee Hall, and the Soulier House. These buildings provide instructional spaces for College of Education courses, as well as offices for staff and faculty who will provide fundamental support to students in this program. The field experiences for the MAT program will be directed through the Clinical Field Experiences Department located at Soulier House. In addition to campus-based facilities, Professional Development Sites that have been operating for more than eight years will be used to provide students with authentic field-based clinical experiences known to represent best practices in contemporary elementary education.

The College of Education is fully networked, with high-bandwidth access to the campus network and Internet, as well as to two teaching labs and a dedicated student lab with both PC and Mac computers. The College has five technology classrooms that can be utilized for demonstrations or instruction, and Promethean boards are available in five of the Curriculum and Instruction classrooms.

The MAT Elementary French Immersion program will work closely with French immersion schools in the area, and in particular with the French Immersion Center at Myrtle Place, a school at which all of the students will be French immersion students. The field and clinical experiences of the Elementary French Immersion students will be conducted in these schools.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

No special facilities are necessary.

7. ADMINISTRATION

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The administrative plan for this projected program is the same operational model currently supporting the existing MAT Programs in Elementary Education & Special Education Mild/Moderate (1-5) and Secondary Education & Special Education Mild/Moderate (6-12). The College of Education will continue to follow the organizational procedures for the management of the program through the same hierarchical structures in place for all other programs. Curricular matters are addressed at the Department level through use of advisory committees, and handled in accordance with College procedural guidelines. Faculty teaching and advising assignments are determined by the Department Head, with input from the Program Coordinator. Management of student enrollment and records at the College of Education level is handled by the unique COE Student Services Office and governed by the Dean's Office. Costs and management of resources for this program will follow the same guidelines and procedures applied to all other College of Education programs.

- b. Indicate if the proposed program will affect the present administrative structure of the institution.**

The program will not affect the present administrative structure.

- c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.**

The University of Louisiana at Lafayette has close ties to all of the area's public schools. Our work in elementary STEM education with Dr. Williams and in Mathematics education with Dr. Sheppard has resulted in summer programs, after-school programs, and numerous grants that benefit area schools and students. The Elementary MAT program development is informed by an ACEI nationally recognized undergraduate program, and it will share many of the qualified faculty members from that program.

The program, in particular the Elementary French Immersion program, is deeply embedded in the community, culturally. The University works closely with the Council for the Development of French in Louisiana (CODOFIL), which is a state agency for the promotion and preservation of French. CODOFIL specifically asked that we offer this Elementary French Immersion MAT (see letter of support). In addition, the University has close ties to the Louisiana Consortium of Immersion Schools (LCIS), which works closely with all of the immersion schools in the state and provides professional development and training for all immersion teachers in the area. The University of Louisiana at Lafayette already has MOUs or is in the process of creating MOUs with a number of Francophone universities and cities from around the globe — the universities of Poitiers, Caen, Pô, Rennes, and Strasbourg (France); Ste. Anne University in Nova Scotia, Moncton University in New Brunswick, and Laval University in Quebec, Canada; the University of Martinique & Guadeloupe; and the University of Namur, Belgium.

Currently, one member of our faculty is a qualified and experienced immersion pedagogue; another faculty member in the department is in the process of acquiring the language level and immersion training needed to assist with that program. The program can also rely on a faculty member in the English Department with language methodology experience and a member of the French faculty in the Modern Languages Department who has taught language methodology and a comparative linguistics course.

8. ACCREDITATION

- a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.**

SACS-COC accreditation will be achieved by designing assessment plans that monitor the success of the students, in relation to various learning objectives, and this assessment will be used to improve the program. CAEP accreditation will be achieved by utilizing the same measure as our undergraduate and certification-only certification ACEI -SPA reports. Our work will align with ACEI.

- b. Delineate the initial costs of accreditation and subsequent annual cost.**

There are no additional costs.

- c. *If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.*

N/A

9. RELATED FIELDS

- a. *Indicate subject matter fields at the institution that are related to, or will support, the proposed program.*

The Department of Modern Languages and its French and Francophone Studies faculty have a long history of engaging with the community and specifically with the French immersion programs in the area. Therefore, it is imperative that this department be an integral partner in the design, development, and implementation of the program.

For the Elementary concentration, the students will be doing research and a capstone experience under the direction of faculty in the Curriculum and Instruction and Educational Foundations and Leadership departments. Boyd, Grossman, Lankford, Loeb & Wyckoff (2009) found that teacher value-added scores increase if there is a capstone experience.

- b. *Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.*

The linguistics course, FREN 401G, is a variable-topic course and thus can be developed to focus on a linguistic comparison of French and English, issues of inter-language confusion and fossilization that might develop in Anglophones learning French, and ways that immersion teachers can use focus on form to overcome these issues.

10. COSTS

- a. *Estimate costs of the proposed program or the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled? Indicate the amount of resources going to institutions or organizations for contractual or support services, and the operational, management, and physical resources available for the change. Provide contingency plans in case required resources do not materialize. The institution must also disclose if it is currently on reimbursement for Title IV funding.*

\$500 (\$400/year for the JICB journal and \$100/year for new immersion research and practitioner books)

No new faculty hires will be necessary, so no additional costs will be incurred in this area.

We anticipate initial advertising/recruitment costs, but we have existing funds available and a communication and marketing team that is already in existence. We estimate that \$2500 will be sufficient for initial print and targeted advertising.

b. Indicate departmental costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

	2014-2015	2015-2016
Curriculum and Instruction	Personnel Services: Salaries Instr.: \$1,650,775 Salaries Admin.: \$58,130 Salaries Class.: \$26,445 Salaries Adjun- Termination: \$19,122 Fringe Benefits: \$484,669 Insurances Contr.: \$163,698 Total Pers. Svcs.: \$2,402,839 Travel: \$1,894 Operating Services: \$9,854 Supplies: \$533 Department Total: \$2,418,870	Personnel Services: Salaries Instr.: \$1,919,652 Salaries Admin- Salaries Class: \$26,728 Salaries Adjun. \$37,067 Termination- Fringe Benefits: \$525,728 Insurances Contr.: \$200,078 Total Pers Svcs.: \$2,709,253 Travel: \$3,770 Operating Services: \$12,007 Supplies: \$5,741 Department Total: \$2,730,771
Modern Languages	Personnel Services: Salaries Instr.: \$716,502 Salaries Admin.: \$14,568 Salaries Class. \$34,797 Salaries Adjun- Termination: \$21,633 Fringe Benefits: \$213,981 Insurances Contr.: \$101,274 Total Pers. Svcs.: \$1,102,755 Travel: \$2,888 Operating Services: \$9,376 Supplies: \$3,355 Department Total: \$1,118,374	Personnel Services: Salaries Instr. : \$940,346 Salaries Admin. Salaries Class. : \$35,173 Salaries Adjun. \$39,719 Termination- Fringe Benefits: \$275,535 Insurances Contr. \$123,695 Total Pers. Svcs.: \$1,414,468 Travel: \$2,976 Operating Services: \$10,377 Supplles: \$3,474 Department Total: \$1,431,295

ii. How will the proposed program affect the allocation of these funds?

EDCI courses will count towards EDCI, and FREN courses will count towards FREN.

c. Indicate if additional funds for research will be needed to support the proposed program.

No additional funds are required.

d. Provide estimates of additional cost on the attached form.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette

Date: November 15, 2016

Program/Unit: _ Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion

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

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty*								
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies (Library)	500		500		500		500	
SUB-TOTAL	\$500		\$500		\$500		\$500	
GRAND TOTAL	\$500		\$500		\$500		\$500	
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations**	\$38,583	28%	\$77,165	28%	\$102,887	28%	\$115,748	28%
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition and Fees (general)	\$98,270	72%	\$196,540	72%	\$262,054	72%	\$294,810	72%
TOTAL	\$136,853	100 %	\$273,705	100 %	\$364,941	100 %	\$410,558	100 %
*We do not anticipate the need for new full-time faculty.								
**Based on UL Lafayette's Cost Component								

11. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

APPENDICES: *Appendices may include items such as copies of library and other cooperative or contractual agreements. All appendices should be referenced in the text.*

Evidence of a successful institutional effectiveness process at the program level (Excerpt from *Fifth-Year Interim Report* submitted to SACS-COC on March 9, 2016)

All cycles of assessment since 2009-2010 for the University's more than 200 assessed units are available on WEAVEOnline. Beginning with AY2009-2010, the approximately 100 academic programs have been expected to undertake a full cycle of assessment each year. At both undergraduate and graduate levels, academic programs identify their students' expected learning outcomes, assess the extent to which these outcomes are achieved, and make improvements based on the analysis of these results. The following College sections provide detailed indicators, linked to evidence from WEAVEOnline profiles, that degree programs identify student learning outcomes, identify appropriate measures and targets, gather data, and use that data to improve student learning outcomes.

Programs may focus on certain objectives in a given year, provided they assess each of their major-specific student learning outcomes at least twice in a rolling five-year period. For objectives not assessed annually, a time frame for assessment must be provided. At the end of each assessment cycle, assessment coordinators enter findings (indicating whether targets were met, not met, or not reported) and create action plans. Sampling guidelines stipulate that departments with fewer than 25 majors/graduates in the semester of assessment should assess 100 percent of the students, while larger departments should assess at least 50 students on each learning goal. The use of multiple assessors on course-embedded instruments has been consistently encouraged to demonstrate reliability of the measures.

In the six assessment cycles beginning with 2009-2010, academic units have consistently entered elements of their assessments. The table below shows that in the three most recent assessment cycles (2012-2013, 2013-2014, and 2014-2015), nearly all academic units (between 93 percent and 99 percent) reported findings each cycle, and a majority (between 70 percent and 92 percent) entered new action plans. In the 2014-2015 assessment cycle, the Office of Institutional Assessment, with support from the University Assessment Council, introduced four analysis questions in the "Achievement Summary" section of WEAVEOnline, to which nearly all academic units (over 97 percent) responded, demonstrating further evidence of improvement through assessment. The analysis questions were the following:

- 1) How were the assessment results shared within the unit?
- 2) Are there any measurable or perceivable effects of the action plans implemented following last year's assessment cycle?
- 3) What changes are you making this year to improve outcomes next year?