

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

** Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.**

Date: June 5, 2018

Institution: University of Louisiana at Lafayette	Requested CIP, Designation, Subject/Title: 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)
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Date Letter of Intent was approved by Board of Regents:	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Summer 2019	

1. Program Description

Describe the program concept: (a) purpose and objectives; (b) mode of delivery (on-site/hybrid/on-line). Describe plan for developing and rolling out new courses.

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 designed to bridge research-based pedagogical frameworks with current classroom cultures.

Our program aims to attract academically talented 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 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 2019, so that program completers will be prepared to begin in the profession in Fall 2020. 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.

Map out the proposed curriculum, in sequence, identifying any incremental credentials and/or concentrations within the degree. Indicate which courses will be new, including those that would be offered in the new program as electives. Describe any special requirements (e.g., internships, comprehensive exam, thesis, etc.).

The projected Master of Arts in Teaching (MAT) in Elementary Education and Elementary French Immersion will provide an intensive 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 be delivered 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 participated in K-8 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.

Table 1: Courses				
Course Level/ Number (3 credits unless noted)	Course Name and Department Offering Course	Max Feasible Enrollment	Who is currently qualified to teach this course?	New Course or Existing Course
Core Coursework Required by All Students				
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Christine Briggs, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Keita Rone-Wilson, EDCI Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI	New Course
READ 502	Reading Act: Instruction through the Years. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Melissa Gallagher, EDCI	New Course
READ 520	Developmental Reading	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI	New Course
EDCI 512	Science & Social Studies Pedagogy. Department of Curriculum & Instruction	20	Dr. Micah Bruce-Davis, EDCI Dr. Natalie Keefer, EDCI Dr. Nathan Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Nancy Autin, EDCI Dr. Christine 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 Membership	New Course
SPED 502	Educating the Exceptional Child	20	Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI Dr. Hunter Beasley, EDCI Dr. Keita Rone-Wilson, EDCI	Existing Course
READ 523	Diagnosis of Reading Disabilities	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Tori Flint, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 562	Educational Psychology in the Elementary School. Department of Curriculum & Instruction	20	Dr. Christine Briggs, EDCI Dr. Maria Ruiz, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Keita Rone-Wilson, EDCI Dr. Donna Wadsworth, EDCI	New Course

Table 1: Courses				
Course Level/ Number (3 credits unless noted)	Course Name and Department Offering Course	Max Feasible Enrollment	Who is currently qualified to teach this course?	New Course or Existing 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 research/capstone experience.	20	All EDCI Faculty with Graduate Faculty Membership	New Course
Elementary French Immersion: EDCI 5XX FREN 401 (G)	Immersion methods. Literary or Linguistic or Cinematographic Studies: Comparative Linguistics and Pedagogical Approaches for French for Anglophones	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Tamara Lindner, FREN Dr. Michelle Haj-Broussard, EDCI	New Course Existing Course

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. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Elizabeth Pinkett, EDCI	Existing Course
EDCI 512	Science & Social Studies Pedagogy Department of Curriculum & Instruction	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Nathan Dolenc, EDCI	New Course
EDCI 532	Classroom Assessment for MAT Students. Department of Curriculum & Instruction	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Peter Sheppard, EDCI Dr. Nancy Autin, EDCI Dr. Christine 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. Michelle Haj-Broussard, EDCI Ste. Anne Immersion Program Teaching staff. UL Lafayette has a <i>Memorandum of Understanding</i> with Ste. Anne University, and has used its immersion program as enrichment for French language learners for the past two decades, with excellent results.	Enrichment
Fall: During Residency				
EDCI 552	Mathematics Pedagogical Content Knowledge for MAT Students. Department of Curriculum & Instruction	20	Dr. Peter Sheppard, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Michelle Haj-Broussard, EDCI	New Course

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
EDCI 502	Classroom Management for Elementary MAT Students. Department of Curriculum & Instruction	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Christine Briggs, EDCI Dr. Micah Bruce-Davis, EDCI Dr. Maria Ruiz, EDCI Dr. Donna Wadsworth, EDCI Dr. Natalie Keefer, EDCI Dr. Michelle Haj-Broussard, EDCI Dr. Keita Rone-Wilson, EDCI	New Course
EDCI 592	Student Teaching for MAT Students (Internship). Department of Curriculum & Instruction	20	All EDCI Faculty with Graduate Faculty Membership	New Course
CAPSTONE: Elementary French Immersion EDCI 5XX	Immersion methods	20	Dr. Michelle Haj-Broussard, EDCI Dr. Natalie Keefer, EDCI Dr. Mark Honegger, ENGL	New Course
CAPSTONE: Elementary EDCI 5XX	Research	20	All EDCI Faculty with Graduate Faculty Membership	New Course
Spring: During Student Teaching				
READ 520	Developmental Reading	20	Dr. Albertaeve Abington-Pitre, EDCI Dr. Lucy Begnaud, EDCI Dr. Dana 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 Membership	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. Michelle Haj-Broussard, EDCI Dr. Tamara Lindner, FREN	Existing Course
CAPSTONE: Elementary EDCI 5XX			All EDCI Faculty with Graduate Faculty Membership	New Course

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

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

Concentrations	Summer Semester I: Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)	Fall Semester: Twelve credit hours for all students	Spring Semester: Nine credit hours for all students	Summer Semester II: Nine credit hours for all students
All	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.	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.	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.	All of the students will take an elementary educational psychology course, a diagnostic reading course, and a course in special education.
Elementary			As part of the CAPSTONE, the Elementary concentration will take a research-based reflection course in EDCI.	

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

Concentrations	Summer Semester I: Nine credit hours in Education (two 4-week courses, and one 8-week hybrid course)	Fall Semester: Twelve credit hours for all students	Spring Semester: Nine credit hours for all students	Summer Semester II: Nine credit hours for all students
French Immersion	<p>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, Foundation 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>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>Elementary French immersion students will take a French content course on comparative linguistics of English and French.</p>	<p>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>

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

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 undergraduate hours for certification but that does not lead to a Master's Degree, to one that requires graduate-level preparation and 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.

Louisiana's cultural context and strength in French immersion education are assets only available in this geographic area. Furthermore, our Francophone linguistic and cultural heritage, as well as our commitment to high-quality teacher preparation programs are strongly embedded in the mission and identity of our institution. Building upon those strengths, this unique context, and the specificity of the program, we are confident that 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 rigorous, energetic, and culturally diverse. Finally, this graduate program is tied to a strong community interest in language and cultural preservation, and will consequently strengthen and expand our relationship with our community and 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, and 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 (such as Utah, Delaware, Rhode Island, Minnesota, North Carolina, California, Oregon, and Alaska) are expanding their immersion programs, 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.

Describe how the program will further the mission of the institution.

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.

Identify similar programs in the state and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

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.

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 undergraduate hours for certification but that does not lead to a Master's Degree, to one that requires graduate-level preparation and 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.

If approved, will the program result in the termination or phasing out of existing programs? (Is it a replacement?) Explain.

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 an intensive residency program, which meets a new requirement of the state Department of Education.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

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 (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 of the over 30 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.

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or the prospects of students being recruited specifically for this program 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 gain the option of having an American certification.

Project enrollment and productivity for the first 5 years and explain/justify the projections.

Cohort	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

The cohorts above include anticipated enrollment for Summer 1, Fall, Spring, and Summer 2 semesters (see Table 2).

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 complete their Summer I training in local immersion summer camps and would not need to pursue the language training at that time.

Provide enrollment/completer data for closely related programs currently offered at the institution.

There are no closely related programs

What preparation will be necessary for students to enter the program?

All students will need to meet all of the Graduate School admission requirements, including GPA requirements and a Bachelor’s degree or the recognized international equivalent of a Bachelor’s degree. Applicants to both concentrations will be required to present satisfactory GRE scores. Additionally, those applying to the Elementary French immersion concentration will be required to demonstrate an intermediate-high level of French, which should allow them to reach the state Department of Education requirement of Advanced-Low for classroom immersion teaching before they begin their residency, and the program requirement of Advanced-Mid before they graduate.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

When available, funding from existing and future research grants will be used to support graduate assistantships. These graduate teaching 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 exploring the possibility of collaborating with interested schools that may wish to sponsor students’ education in exchange for working at their schools or in their school districts. Additionally, the FACE foundation has pledged \$150,000/ year of scholarships for students to attend universities that will prepare them to teach in bilingual French Education. Our faculty will help students apply for these resources.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; degrees; courses taught; other assignments.

Table 6: Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty Primary Department, Academic Program, or Discipline Department of Curriculum and Instruction			
NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Albertaeve Abington-Pitre	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

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

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Christine Briggs	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 – Present, SPED/EDCI 503: Developing Creativity in the Classroom, 2010 & 2013	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, and Elementary Education.	Professional Certifications Gifted Certification, Baylor University English as a Second Language Certification, Texas State Certification
Dr. Micah Bruce-Davis	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
Dr. Michelle Haj-Broussard	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 of 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

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

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Natalie Keefer	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 the Progressive Educator EDCI: 574: Leading Teacher Learning	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
Dr. Keita Rone-Wilson	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
Dr. Maria Ruiz	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

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Department of Curriculum and Instruction

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Donna Wadsworth	SPED 405G: Foundations of Early Childhood and Early Intervention, SPED 420G: Reading, Instructional Program Planning and Implementation for Early Intervention Special Education, SPED 428G: Language Arts Intervention for Students with Disabilities, SPED 483G: Methods for Elementary Students with Disabilities, SPED 484G: Assessment and Evaluation for Elementary Students with Disabilities, SPED 491G: Foundations in Inclusive Education, 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	Ph.D., Special Education Curriculum and Instruction, Louisiana State University; Education Specialist, Early Childhood, University of Southwestern Louisiana Master of Education, University of Southwestern Louisiana; Bachelor of Science, Southern Illinois University.	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; 1978-1985- Asst. Program Coordinator and Early Intervention Specialist; 1985-1992 Preschool Special Education Teacher /Dept. Coordinator
Dr. Lucy Begnaud		Ph.D. in Curriculum and Instruction, College of Education, Louisiana State University, 1999; Education Specialist, University of Southwestern Louisiana Lafayette, LA, 1991; Master of Education, University of Southwestern Louisiana, 1978; Major: Gifted Education; Minor: Reading.	Head of Lower School: Ascension Episcopal Day School Teacher of Gifted Education: Le Rosen and Woodvale Elementary Teacher : Ascension Day School

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Dr. Elizabeth Pinkett	EDCI 411: Developmental Assessment in Early Childhood Education, EDCI 413: Foundations and Program Development in Early Childhood Education, READ 302: Teaching Reading in the Primary Grades, READ 303: Reading Practicum in the Primary Grades, READ 309: Emerging Literacy and Beginning Reading Instruction Through Age 8, READ 411: Assessment and Prescriptive Teaching of Reading	Ph.D. in Child Development and Research Methodology, Georgia State University, 1984; Additional Specializations: Assessment and School Psychology; M.Ed. in Early Childhood Education, Towson University, 1975; B.S. in Early Childhood Education, Towson University, 1968.	1990-1994: Courses Taught at the University of Texas at Austin: <u>Graduate</u> : Educational Research Design, Developmental Theories, Social Development in Early Childhood <u>Undergraduate</u> : Applied Learning and Development (Measurement and Evaluation), Classroom Organization and Management 1984-1990: Courses Taught at Kennesaw State University, Marietta, GA: <u>Graduate</u> : Educational Research Design Educational Psychology <u>Undergraduate</u> : Child Development Reading Diagnosis
Dr. Peter Sheppard	Mathematics Education	Ph.D., Southern University, 2005.	Elementary Grades 1-8 (All subjects), Principal
Dr. Nathan Dolenc	EDCI 425: Science in the Elementary School, EDCI 423: Middle School Science Methods, EDCI 453: Secondary Science Methods.	Ph.D. Science Education.	Teacher from 2008 to 2013

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Dr. Tori Flint	READ-301: Emergent and Early Literacy Development Supervise Student Teachers	Ph.D., Language, Reading, and Culture: Early Literacy University of Arizona; M.Ed., Curriculum and Instruction: Early Childhood Education Arizona State University; M.Ed., Curriculum and Instruction: Language and Literacy Arizona State University; B.A.E., Early Childhood Education Arizona State University.	University Teaching Experience: University of Arizona, Fall 2015: TLS-480: Children’s Literature in the Classroom; Spring 2015: Guest Lecturer-LRC-495(A): Anthropology of Childhood (Professor: Perry Gilmore; Topic: Play, Toys, Games, and Literature) Fall 2014: LRC-480: Children’s Literature in the Classroom Summer 2014: LRC-791(A): Preceptorship-University Teaching for LRC 480: Children’s Literature in the Classroom Elementary Classroom Teaching: 2006-2013: First Grade Teacher Skyline Ranch K-8 School, San Tan Valley, AZ; 2008-2013: First Grade Team Lead and Gifted Coordinator Skyline Ranch K-8 School, San Tan Valley, AZ

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Dr. Nancy Autin	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	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.	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

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Dr. Hunter Beasley	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)	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.	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
Dr. Melissa Gallagher	EDCI 350: PK-6 Mathematics Methods II, Fall 2016, EDCI 351: Practicum in Elementary Mathematics, Fall 2016	Ph.D. in Teaching and Teacher Education, George Mason University; Master’s degree in International Education, George Washington University; Bachelor’s degree in Economics and Elementary Education, College of William and Mary.	Math Resource Teacher (August 2015-June 2015), Westlawn Elementary School, Fairfax 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

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Qualifications of Full-Time and Part-Time Faculty Primary Department, Academic Program, or Discipline
Department of Curriculum and Instruction

NAME (F, P) All faculty listed are full time faculty (F). Names are inked to respective CVs	COURSES TAUGHT Course Number & Title	ACADEMIC DEGREES Relevant to Courses Taught	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Tamara 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

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

New faculty will not be required for the implementation of this program. The graduate faculty in the Department of Curriculum and Instruction possess the credentials and expertise necessary to initiate, implement, and sustain the proposed degree. Current faculty loads can accommodate the curriculum offerings for this program. The addition of this Master's degree program could impact future hiring priorities within the Department — as the program expands and increased enrollment warrants, the addition of faculty positions would provide greater flexibility and help ensure program success. 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 graduate faculty to teach courses in the MAT program.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

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 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 current 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 hired a new faculty member with 25 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.

5. Library and Other Special Resources

Are present library holdings in related fields adequate to initiate the program? To meet program needs in the first 5 years, what will be needed? Do other institutions have library resources available to faculty & students for the proposed program?

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 3,800 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 that will be addressed with the acquisition of specialized journals.

There are a number of periodicals related to immersion already available from other institutions via the online databases and inter-library loan. However, children's literature in French, immersion pedagogy books, and immersion specific journals are currently lacking.

Indicate/estimate total expenditure for the last two fiscal years in library acquisitions for fields or departments offering or related to the proposed program.

The library just purchased the last two volumes of the *Journal of Immersion and Content-Based Teaching (JICB)* for around \$400.

Project library expenditures needed for the first 5 years of the program.

\$2500 (\$400/year for missing volumes of *JICB* and the *Canadian Modern Language Review* and \$100/year for new immersion research and practitioner books)

What additional special resources, other than library holdings, will be needed?

None

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc) available for the program. Describe present utilization of these facilities that are assigned to the sponsoring department.

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.

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.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

No special facilities are necessary.

7. Administration

In what department, division, school, college, or center/institute will the proposed program be administered? How will the new program affect the present administrative structure of the institution?

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 and University procedural guidelines. Faculty teaching and advising assignments are determined by the Department Head, with input from the Graduate Coordinator. Management of student enrollment and records at the College of Education level is handled by the Graduate School and the Dean's Office. Costs and management of resources for this program will follow the same guidelines and procedures applied to all other graduate programs.

The program will not affect the present administrative structure.

Describe 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. Douglas Williams and in Mathematics education with Dr. Peter 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

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

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.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

N/A

9. Related Fields

Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

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.

The Modern Languages 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. The Department of Modern Languages is committed to providing this course for this 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.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

\$500 (\$400/year for the *JICB* & *CMLR* journals 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 \$2,500 will be sufficient for initial print and targeted advertising.

*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

In addition to the \$150,000/ year pledged for student scholarships in bilingual French immersion teacher preparation programs, the FACE foundation also offers another \$150,000/year of funding for grants up to 10,000 to help French immersion throughout the U.S. Once this program is approved, UL Lafayette will apply for funding for course development for immersion courses and assignment development for the French immersion assignments within the other courses.

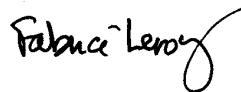
CERTIFICATIONS:



Primary Administrator for Proposed Program

June 4, 2018
Date

Dr. Nathan Roberts, Dean of the College of Education



Provost/Chief Academic Officer

June 4, 2018
Date

Dr. Fabrice Leroy, Assistant Vice President for Academic Affairs

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette

Date: June 5, 2018

Degree Program, Unit: Master of Arts in Teaching (MAT) in Elementary Education with concentrations in Elementary Education and Elementary French Immersion, College of Education

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	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment	\$500		\$500		\$500		\$500	
Travel								
Supplies								
SUB-TOTAL	\$500		\$500		\$500		\$500	
TOTAL EXPENSES	\$500		\$500		\$500		\$500	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	Cohort 1 (Su 19, Fa 19, Sp 20, Su 20): 10		Cohort 2 (Su 20, Fa 20, Sp 21, Su 21): 10		Cohort 3 (Su 21, Fa 21, Sp 22, Su 22): 12		Cohort 4 (Su 22, Fa 22, Sp 23, Su 23): 12	
Tuition	\$112,200		\$115,731		\$148,440		\$155,862	
Fees	\$86,340		\$90,650		\$114,219		\$119,929	
*Other (specify)								
TOTAL REVENUES	\$198,540		\$206,381		\$262,659		\$275,791	

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