

**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**BOARD OF SUPERVISORS FOR THE**  
**UNIVERSITY OF LOUISIANA SYSTEM**  
**10:30 a.m., Thursday, October 25, 2018\*\***  
**Room 100, "Louisiana Purchase Room"**  
**Claiborne Conference Center**  
**1201 North Third Street**  
**Baton Rouge, Louisiana**

**MEMBERS:**

Dr. Pamela Egan, Chair  
Ms. Lola Dunahoe, Vice Chair  
Mr. Edward Crawford III  
Mr. Richard Davis, Jr.  
Mr. Mark Romero  
Mr. Joe Salter  
Mr. Robert Shreve

- A. Call to Order
- B. Roll Call
- C. **Consent Agenda:**

**Board Agenda Item F.1.**

**Grambling State University's** request for approval of a Proposal to offer a Bachelor of Science degree in Cybersecurity.

**Board Agenda Item F.2.**

**McNeese State University's** request for approval of a Letter of Intent to develop a New Academic Program leading to a Doctor of Nursing Practice.

**Board Agenda Item F.3.**

**Nicholls State University's** request for approval to terminate the Bachelor of Science in General Family and Consumer Sciences.

**Board Agenda Item F.4.**

**Nicholls State University's** request for approval to award an Honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger at the Fall Commencement Exercises.

**\*\* Executive Session, pursuant to R.S. 42:17, may be required.**

**Board Agenda Item F.5.**

**Northwestern State University's** request for approval of a Proposal to offer a Bachelor of Science in Resource Management.

**Board Agenda Item F.6.**

**University of Louisiana at Lafayette's** request for approval of a Proposal to offer a Graduate Certificate in Cardiovascular Nursing Family Nurse Practitioner.

**Board Agenda Item F.7.**

**University of Louisiana at Monroe's** request for approval of a Proposal to offer a Doctor of Occupational Therapy.

**Board Agenda Item F.8.**

**University of Louisiana at Monroe's** request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Arts in Music.

**Board Agenda Item F.9.**

**University of Louisiana at Monroe's** request for approval of a Proposal to offer a Post Baccalaureate Certificate in Autism Spectrum Disorder.

**Board Agenda Item F.10.**

**University of Louisiana at Monroe's** request for approval of a Cooperative Endeavor Agreement with the Edward Via College of Osteopathic Medicine (VCOM).

**Board Agenda Item F.11.**

**University of New Orleans'** request for approval of a Proposal to offer a Graduate Certificate in Data Analytics.

**Board Agenda Item F.12.**

**University of New Orleans'** request for approval to develop an Institute for Urban Entrepreneurship.

**Board Agenda Item F.13.**

**University of New Orleans'** request for approval of a Cooperative Endeavor Agreement with University Claude Bernard Lyon 1.

D. **Discussion/Action Items:**

**Board Agenda Item F.14.**

**University of Louisiana System's Proposed Policy and Procedures Memorandum on Free Speech.**

**Board Agenda Item F.15.**

**University of Louisiana System's report on *Reducing Textbook Costs Initiative*.**

E. Other Business

F. Adjournment

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.1. Grambling State University's request for approval of a Proposal to offer a Bachelor of Science degree in Cybersecurity.**

**EXECUTIVE SUMMARY**

Grambling State University (GSU) requests approval of a proposal to offer a Bachelor of Science (B.S.) in Cybersecurity. The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in August 2017 with subsequent approval granted by the Board of Regents in December 2017. The proposed program in Cybersecurity is a unique degree program that reflects diversity in learning and instruction. Students will be provided the opportunity to explore varied interests that extend beyond a particular major. This diverse approach to learning prepares students to succeed in a diversified workforce and equips students with the necessary skills to successfully engage in a productive work environment. The proposed Cybersecurity degree reflects interdisciplinary study and current trends in science and technology.

In addition to five Computer Science courses (15 credit hours) requiring students to have a strong mathematical background, GSU proposes a 120-credit-hour curriculum that introduces 13 new Cybersecurity courses (37 credit hours) required of the proposed degree program. The proposed curriculum, which will be the first in the nation based on Accreditation Board for Engineering and Technology (ABET) guidelines, will produce cyber-science related graduates who will have the knowledge and skill sets necessary to protect networks, computers, programs, and data from attack, damage, or unauthorized access. The proposed program does not duplicate or compete with any existing degree programs offered by a public university in Louisiana. While Louisiana Tech University (LA Tech), located in close proximity to GSU, does offer a degree in Cyber Engineering, the focus of that program is more engineering related. When comparing the two programs, there is a distinct difference in the curriculum since GSU's proposed program includes more Computer Science and Cybersecurity coursework.

The proposed program is well-positioned to prepare students to meet the future workforce needs of north Louisiana and beyond. As people rely more heavily on technology to help manage their lives and their businesses, the threat of cybercrime continues to escalate. Traditional IT professionals may not be fully trained in information security tactics so there is a need for individuals who are degreed experts who can understand, analyze, calculate and categorize risk, exploits and vulnerabilities of cyber space; the program proposed by GSU will produce such graduates. The Bureau of Labor Statistics indicates Information Security Professionals to be among the 20 fastest growing occupations. The expected growth between 2012 and 2022 is 37% which well exceeds the average growth rate. Between April 2017 and March 2018 there was an estimate of 300,000 cybersecurity job openings in the United States, 1,200 in Louisiana as documented by data collected by cyberseek.org. The proposed degree

program in Cybersecurity at GSU is essential to closing the supply to demand gap as well as increasing the number of minorities in this focus area. What is being proposed complements what currently exists on the state's curriculum inventory and, in turn, will assist Louisiana in meeting its own cybersecurity workforce needs as well as contribute to the nation's cybersecurity needs as a whole. Advancing Louisiana's cyber ecosystem and promoting Louisiana as a leader in cybersecurity is a priority as evidenced by the creation of the Cybersecurity Commission (Executive Order 17-31) which was signed by Governor John Bel Edwards in December 2017. One of the goals set forth by the Executive Order is to grow Louisiana's cybersecurity workforce and educate the public/private sector on cybersecurity. Grambling's proposed program will certainly help to achieve this goal.

The University conducted a survey to explore student interest in the proposed program, and 103 responses were received. From the data collected, 53 students expressed an interest in the proposed program with 27 students undecided. The potential source of students for the Cybersecurity program will be current GSU students who have not declared a major or find this program appealing. In addition, individuals who are aware of current and growing industry demand will be drawn to GSU for this educational opportunity. The University projects an initial total enrollment of over 30 students in Year One and anticipates total enrollment will be around 200 students within five years.

Cost associated with the proposed program includes the hiring of four additional faculty members along with facility upgrades and acquisition of equipment (YR1: \$502K, YR2: \$384K, YR3: \$458K and YR4: \$461K). Title III grant money will help offset the cost of program implementation as will tuition and fees. The Computer Science Department has a rich history of federal grant funding to support student research and travel. Such efforts will be applied toward the proposed Cybersecurity program. The proposed program is a priority for Grambling and letters of support from entities such as the Cyber Innovation Center, LED and IBM attest to the fact that the proposed program aligns with the key industries that have been identified for growth.

## RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval of a Proposal to offer a Bachelor of Science degree in Cybersecurity.***



**RECEIVED**

OCT 05 2018

UNIVERSITY OF  
LOUISIANA SYSTEM

F 1

October 4, 2018

**MEMORANDUM TO THE BOARD OF SUPERVISORS  
OF THE UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL OF A PROPOSAL TO OFFER  
THE BACHELOR OF SCIENCE DEGREE IN CYBERSECURITY**

Grambling State University hereby requests approval of a proposal to offer the Bachelor of Science (B.S.) degree in Cybersecurity.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD  
President

RJG:jj

Attachment

## 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:

Institution: <b>Grambling State University</b>	Requested CIP, Designation, Subject/Title: CIP: <b>29.0207</b> Designation: <b>Cyber/Electronic Operations and Warfare</b> Subject/Title: <b>Bachelor of Science (B. S.) in Cybersecurity</b>
Contact Person & Contact Info: <b>Yenumula B Reddy, Program Coordinator, Department of Computer Science, Grambling State University, Carver Hall 274, 318-274-2421, ybreddy@gram.edu</b>	
Date BoR approved the Letter of Intent: <b>December 12, 2017</b>	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: <b>Fall 2019</b>	
Program Delivery Site (s): <b>Grambling State University</b>	

#### 1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

Grambling State University (GSU) is a co-educational public institution that confers degrees at the bachelor's, master's, and the doctorate levels. In bolstering various educational opportunities, GSU promotes and fosters a well-rounded, diverse education. The university is a distinguished institution that produces accomplished graduates sought by global employers and top-tier graduate and professional schools.

The purpose of the proposed program is to produce well-trained information security professionals. There is a world-wide shortage of security professionals. This shortage is predicted to increase to the point of becoming a global security problem in the future. Under the leadership of the Department of Computer Science, Grambling State University has been systematically developing cybersecurity capabilities to start the undergraduate degree program.

The proposed B.S. in Cybersecurity degree program will provide comprehensive undergraduate-level training. The primary target is high school students. Graduates of the program would be highly sought-after by a range of private sector industries in the state of Louisiana, local government agencies, and defense organizations. The program supports the institutional mission in enabling protection of the quality of life for citizens of the state and the country, and in promoting responsible citizenship in a changing world.

The proposed B.S. degree in Cybersecurity offers a high quality educational program for information security professionals. The core course requirements provide the students with the knowledge and skills needed to successfully evaluate information security needs, identify appropriate counter security measures, and implement security technologies. The main focus of this proposed program is to concentrate on specific security areas of interest, such as software, network, and database. The proposed program is aligned with proposed ABET accreditation requirements and national guidelines for information security professionals.

The program objectives for the B. S. degree program in Cybersecurity are:

- To train cybersecurity professionals to meet the needs of business, industry, educational institutions and government agencies of the state of Louisiana.
- To increase capability in information security for the benefit of the state and nation.
- To provide knowledge of the latest techniques in cybersecurity for computer professionals in the state and offer excellent opportunities for professional advancement.

The student learning objectives are as follows. Upon completing the B. S. in cybersecurity, students will be able to:

- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of the discipline.
- Communicate effectively with a range of audiences about technical information.
- Make informed judgments in computing practice based on legal and ethical principles.

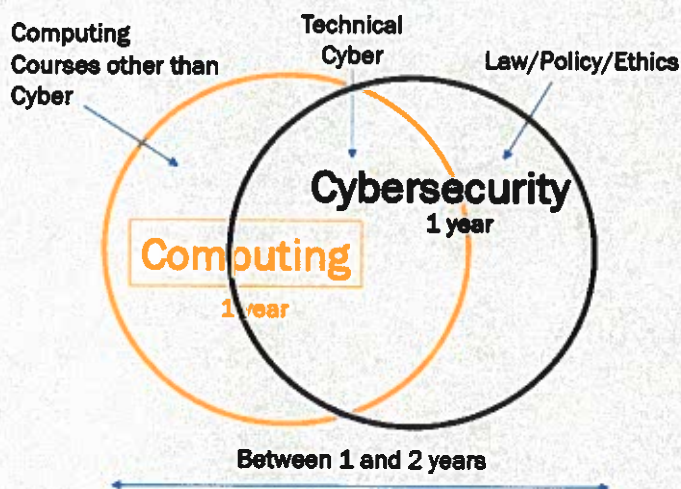
- Function effectively in teams to establish goals, plan tasks, meet deadlines, manage risks and produce deliverables.
- Apply security principles and practices to the environment, hardware, software, and human aspects of a system.
- Analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.

In addition to five Computer Science courses (15 credit hours), the proposed program requires students to have mathematical backgrounds recommended by proposed ABET Cybersecurity Curriculum.

([https://www.fbcinc.com/e/nice/presentations/2016/Track\\_D\\_Century\\_C/D-9\\_Part\\_B\\_Parrish\\_2016-10-28.pdf](https://www.fbcinc.com/e/nice/presentations/2016/Track_D_Century_C/D-9_Part_B_Parrish_2016-10-28.pdf)).

The technical content in ABET proposed computing cybersecurity diagram is given below.

## Computing - Cybersecurity



The GSU cybersecurity curriculum will be the first in the nation based on ABET guidelines and includes the following 13 new cybersecurity courses:

- |   |           |
|---|-----------|
| ➤ Foundations of Cybersecurity  | 3 credits |
| ➤ System Security   | 3 credits |
| ➤ Introduction to Databases and Data Security                               | 3 credits |
| ➤ Operating Systems and Security  | 3 credits |
| ➤ Software Security   | 3 credits |
| ➤ Organizational Security   | 3 credits |
| ➤ Usable Security   | 3 credits |
| ➤ Computer Network Security   | 3 credits |
| ➤ Applied Cryptography  | 3 credits |
| ➤ Capstone Course Independent Project in Cybersecurity                      | 3 credits |
| ➤ Cybersecurity Seminar   | 1 credits |
| ➤ Two major electives in Cybersecurity (any two of the following electives) | 6 credits |
| • Big Data and Cloud Security   |           |
| • Computer Risk Management  |           |
| • Application Security  |           |
| • Cyber Gaming  |           |
| • Vulnerability Assessment and Management                                   |           |
| • Cybercrime Investigations and Digital Forensics                           |           |
| • Intrusion Detection and Protection Systems                                |           |
| • Artificial Intelligence   |           |



**Map out the proposed curriculum**, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

**Proposed Curriculum**

<b>CYBERSECURITY CURRICULUM PLAN</b>				
Semester	Course Number	Course Name	Credit Hours	Contact Hours
<b>Year 1 (Freshman)</b>				
	BIOL 113	Principles of Biology I	3	3
	BIOL 115	Principles of Biology I Lab	1	1
	FYE 101	First Year Experience I	1	1
	FYE102	First Year Experience II	1	1
	ENG 101	Freshman Composition	3	3
	ENG 102	Freshman Composition	3	3
	HIST 103	World History to 1500	3	3
	CBS 115	Foundations of Cybersecurity (new course)	3	3
	MATH 147	Pre-Calculus I	3	3
	MATH 148	Pre-Calculus II	3	3
	CS 110	Computer Science I	3	3
	CS 120	Computer Science II	3	3
		<b>TOTAL</b>	<b>30 Hours</b>	<b>30 Hours</b>
<b>Year 2 (Sophomore)</b>				
	GET 300	Rising Junior Exam	0	0
	MATH 273	Probability and Statistics I	3	3
	ENG 200	World Literature I	3	3
	ENG 201	Introduction to Literature	3	3
	PHYS 153	General Physics I	3	3
	PHYS 153L	General Physics Laboratory	1	1
	THEA 212	Fundamentals of Public Speaking	3	3
	CS 201	Social, Legal, and Ethical Issues in Information Age	3	3
	MATH 153	Calculus I	3	3
	CS 210	Discrete Structures	3	3
	CBS 255	Systems Security (new course)	3	3
	CS 236	Data Structures and Algorithm Analysis	3	3
		<b>TOTAL</b>	<b>31 Hours</b>	<b>31 Hours</b>
<b>Year 3 (Junior)</b>				
	PHYS 154	General Physics II	3	3
	PHYS 154L	General Physics Laboratory	1	1
	ART 105	Introduction to Fine & Performing Arts	3	3
	SOC 101	Introduction to Social Science	3	3
	MATH 154	Calculus II	3	3
	ECON 201	Principles of Economics	3	3
	MATH 274	Probability and Statistics II	3	3
	CBS 322	Introduction to Databases and Data Security (new course)	3	3
	CS 325	Computer Organization & Architecture (new course)	3	3
	CBS 346	Operating Systems and Security	3	3
	CBS 355	Software Security (new course)	3	3
		<b>TOTAL</b>	<b>31 Hours</b>	<b>31 Hours</b>
<b>Year 4 (Senior)</b>				
	CBS 401	Cybersecurity Seminar (new course)	1	1
	CBS 407	Capstone Course (Cyber security) (new course)	3	3
	CBS 410/CS 411	Applied Cryptography (new course)	3	3
	CBS 412	Organizational Security (new course)	3	3
	CBS 431	Computer Network Security (new course)	3	3
	CBS 436	Usable Security (new course)	3	3
	CBS 4 XX	Major Elective (new course)	3	3
	CBS 4XX	Major Elective (new course)	3	3
	Gen-Edu-Elective I	Foreign Language or selective course I	3	3
	Gen-Edu-Elective II	Foreign Language or selective course II	3	3
		<b>TOTAL</b>	<b>28 Hours</b>	<b>28 Hours</b>
		<b>TOTAL Hours for Graduation</b>	<b>120 Hours</b>	<b>120 Hours</b>

CYBERSECURITY ELECTIVES				
	CS 435	Big Data and Cloud Security	3	3
	CBS 452	Computer Risk Management	3	3
	CBS 454	Application Security	3	3
	CBS 455	Cyber Gaming	3	3
	CBS 457	Vulnerability Assessment and Management	3	3
	CBS 460	Cybercrime Investigations and Digital Forensics	3	3
	CBS 461	Intrusion Detection and Protection Systems	3	3
	CS 426	Artificial Intelligence	3	3

**Foreign Languages:** (Spanish 101 and Spanish 102) or (French 101 and French 102) or (German 101 and German 102)  
**Selective General Education electives:** (Accounting 201 and Accounting 202) or (General Business 150 and General Business 202) or (Mass Communications 303 and Mass Communications 304) or (General Business 150 and Management 301)

**Transfer Students**

Student must have 30 transfer credit hours to exempt FYE 101 and FYE 102

**(CHEM 111 and CEHM 113L) can be substituted for (BIOL 113 and BIOL 115L)**

If the student completes an internship related to the cybersecurity elective area and submits the report, the report will be evaluated by the Department Faculty Committee (DFC) and a grade will be substituted for one of the elective courses. Maximum substitution is one elective course only.

The department incorporated co-op projects, capstone project (CBS 407), class projects, and funded undergraduate research projects into the cybersecurity curriculum. These projects contribute to the student's professional growth.

Currently, the department has not planned to offer any concentration within the Cybersecurity degree program.

**The following are new courses:**

CBS 115 Foundations of Cybersecurity
CBS 255 System Security
CBS 322 Introduction to Databases and Data Security
CBS 346 Operating Systems and Security
CBS 355 Software Security
CBS 412 Organizational Security
CBS 436 Usable Security
CBS 431 Computer Network Security
CBS 410 (CS 411) Applied Cryptography
CBS 407 Capstone Course Independent Project in Cybersecurity
CBS 401 Cybersecurity Seminar
CBS xxx Two major electives in Cybersecurity (any two of the following electives)
CS 435 Big Data and Cloud Security
CBS 452 Computer Risk Management
CBS 454 Application Security
CBS 455 Cyber Gaming
CBS 457 Vulnerability Assessment and Management
CBS 460 Cybercrime Investigations and Digital Forensics
CBS 461 Intrusion Detection and Protection Systems

The department has developed all course syllabi (Appendix D) and the course outline that contribute to cybersecurity program (Appendix H).

Currently, the department has no special program requirements such as comprehensive examination. However, internships help the students for professional development and work experience.

## Curriculum Credit Hours Count

General Education	Credit hours	General Education Natural Sciences	Credit hours	Math	Credit hours	Computer Science	Credit hours	Cyber Security	Credit hours
FYE 101	1	BIOL 113	3	MATH 273	3	CS 110	3	CBS 115	3
FYE102	1	BIOL 115	1	MATH 153	3	CS 120	3	CBS 255	3
ENG 101	3	PHYS 153	3	CS 210	3	CS 201	3	CBS 322	3
ENG 102	3	PHYS 153L	1	MATH 154	3	CS 236	3	CBS 346	3
HIST 103	3	PHYS 154	3	MATH 274	3	CS 325	3	CBS 355	3
MATH 147	3	PHYS 154L	1	Total	15	Total	15	CBS 401	1
MATH 148	3	Total	12					CBS 407	3
ENG 200	3							CBS 410	3
ENG 201	3							CBS 412	3
THEA 212	3							CBS 431	3
ART 105	3							CBS 436	3
SOC 101	3							CBS 4XX	3
ECON 201	3							CBS 4XX	3
Gen-Edu-Elective I	3							Total	37
Gen-Edu-Elective II	3								
Total	41								

The Louisiana Board of Regents requires 39 credit hours for general education. Grambling State University requires 41 credit hours of general education (Appendix L). **Three (3)** lab hours for sciences are required with lecture hours. Therefore, the lab hours for the science courses are added as part of the science requirement.

The department added **nine** additional credit hours (Gen-Edu-electives I & II and THEA 212) to meet the state requirements of 120 hours.

**Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.**

**Planning to introduce the following certification course starting from fall 2019 to enhance the student professional growth.**

- Network+ Fall 2019

The course will be offered every semester depending on minimum enrollment of five.

**Network+ helps to develop a career in IT infrastructure. It covers the topics that include troubleshooting, configuring, and managing networks.**

**The course ensures an IT professional has the knowledge and skills to:**

- Design and implement functional networks
- Configure, manage, and maintain essential network devices
- Use devices such as switches and routers to segment network traffic and create resilient networks
- Identify benefits and drawbacks of existing network configurations
- Implement network security, standards, and protocols
- Troubleshoot network problems
- Support the creation of virtualized networks

**Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> On-site (>50% delivered face-to-face) | <input type="checkbox"/> Hybrid (51%-99% online) | <input type="checkbox"/> Online (100% online)    |
| <input checked="" type="checkbox"/> Day courses offered        | <input type="checkbox"/> Evening courses offered | <input type="checkbox"/> Weekend courses offered |

## 2. Need

How is this program 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 proposed Cybersecurity degree program will benefit students significantly. The program will provide students the opportunity to explore various interests that extend beyond one particular focus and into multiple openings in cybersecurity. The Cybersecurity program is well positioned to prepare students to meet the future workforce needs of north Louisiana as well as nationally. According to the Louisiana Workforce Commission report about the fast-growing occupations related to security through 2026 (Table 1), the current degree programs in cybersecurity are not enough to produce the necessary graduates to fill the annual openings for the various cybersecurity positions. As a result, the proposed Cybersecurity degree program at Grambling State University (GSU) is required to meet the future demands of industry and government. Furthermore, the proposed degree program in Cybersecurity at GSU is essential to produce more graduates, especially minorities. The proposed plan is the first effort to increase the number of minorities to graduate in Cybersecurity in Louisiana.

Table 1 below shows the details of the fastest growing occupation related to security through 2026 in Louisiana.

**Table 1. Fastest Growing Security-Related Occupations in LA**

<i>Areas</i>	<i>Stars</i>	<i>Occupational Title</i>	<i>2026 projected</i>	<i>10 yr. growth</i>	<i>Annual Total Openings</i>	<i>2017 State Annual average wage</i>	<i>Requirement</i>	<i>Work experience</i>	<i>Job Training</i>
Baton Rouge	4	Information Security Analysts	370	110	30	\$76,705	Bachelor's degree	Less than 5 Years	Occupational-specific training required
Lafayette	4	Information Security Analysts	90	30	10	\$76,705	Bachelor's degree	Less than 5 Years	Occupational-specific training required
New Orleans	5	Information Security Analysts	490	180	50	\$76,705	Bachelor's degree	Less than 5 Years	Occupational-specific training required
Lake Charles	4	Information Security Analysts	60	20	10	\$76,705	Bachelor's degree	Less than 5 Years	Occupational-specific training required
Shreveport	5	Information Security Analysts	40	10	0	\$76,705	Bachelor's degree	Less than 5 Years	Occupational-specific training required
<b>State Wide</b>	<b>5</b>	<b>Information Security Analysts</b>	<b>1,140</b>	<b>380</b>	<b>100</b>	<b>\$116,145</b>	<b>Bachelor's degree</b>	<b>Less than 5 Years</b>	<b>Occupational-specific training required</b>

The following link shows the fastest growing occupation in cybersecurity (ranging from four to five stars) and other areas through 2026 in Louisiana from Louisiana Workforce Commission.

[http://www.laworks.net/LaborMarketInfo/LMI\\_OccAllProj\\_Revised.asp?years=20162026](http://www.laworks.net/LaborMarketInfo/LMI_OccAllProj_Revised.asp?years=20162026)

Cybersecurity labor market surveys predict a major workforce shortage. According to Symantec Corporation, by 2019, the global workforce demand is expected to reach 6 million, with a 1.5 million shortfall. The Bureau of Labor Statistics indicates Information Security Professionals to be among the 20 fastest growing occupations. The expected growth between 2012 and 2022 is 37% (<https://www.forbes.com/sites/stevemorgan/2016/01/02/one-million-cybersecurity-job-openings-in-2016/#74e735fd27ea>) that is much faster than average growth (Appendix K).

Table 2 shows the summary of specific employment/workforce data to support the proposed program (ACM July 2018 digital edition: <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>)

**Table 2. Information Security Analysts - Summary**

Quick Facts: Information Security Analysts	
<b>2017 Median Pay</b>	\$95,510 per year \$45.92 per hour
<b>Typical Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	Less than 5 years
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2016</b>	100,000
<b>Job Outlook, 2016-26</b>	28% (Much faster than average)
<b>Employment Change, 2016-26</b>	28,500

**What Information Security Analysts Do**

Information security analysts plan and carry out security measures to protect an organization’s computer networks and systems. Their responsibilities are monitoring continually expanding as the number of cyberattacks increases.

**Work Environment**

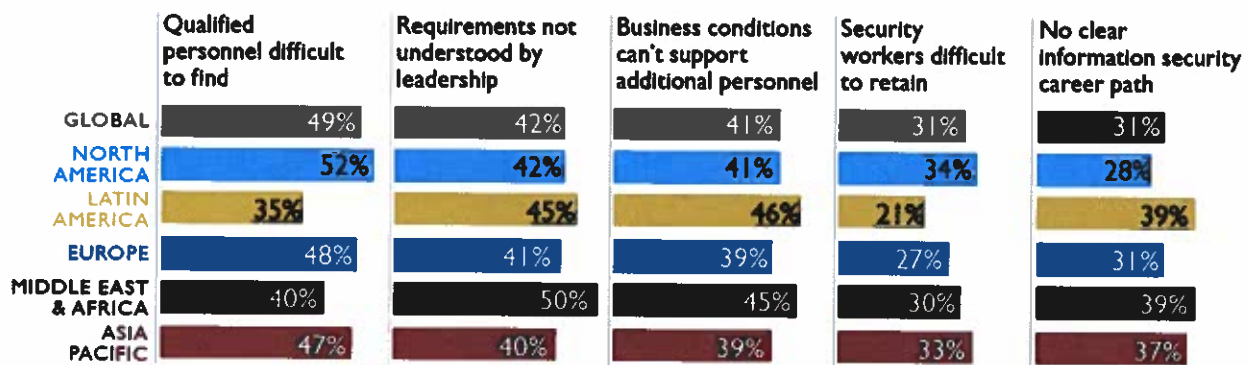
Most information security analysts work for computer companies, consulting firms, or business and financial companies.

**UNDERSTANDING THE SKILLS GAP**

According to 2017 global information security workforce study, 68% of professionals believe there are too few cybersecurity workers in their department, and a majority believes that it is a result of a lack of qualified personnel in North America (<https://iamcybersafe.org/wp-content/uploads/2017/06/Europe-GISWS-Report.pdf>).

The chart below explains the reasons for worker shortage by region and global in cybersecurity area.

**Reasons for Worker Shortage by Region**



Source: 2017 Global Information Security Workforce Study, (n = 12,709)

Since Fall 2016, GSU has been systematically developing cybersecurity projects as part of the following computer science courses: CS 201 (Social, Legal, and Ethical Issues in the Information Age), CS 400 (Computer Science Seminar), CS 406 (Capstone Project), CS 462 (Special Topics in Software Engineering), and CS 472 (Co-Op course) (See Appendix B). The proposed program supports the ongoing private-public partnership initiative in cybersecurity. GSU’s collaboration with other higher education institutions, government agencies, and industry provides a strong foundation enabling GSU to address the information security needs of the state of Louisiana.

The proposed program in Cybersecurity will be of interest to a broad group of computing professionals as well as to non-technical leadership. Information security has become a national and international concern. The enrollment in Computer Science at GSU has increased from 72 students during the school year 2017-2018 to 90 during the Fall semester of 2018.

The increase in enrollment is in alignment with the increasing number of cybersecurity job postings that require significant education. The expectations are that the interest in the cybersecurity bachelor's degree is likely to increase further, considering that to develop secure software projects the students have to acquire knowledge and skills beyond the fundamentals of programming languages and algorithms as part of bachelor's program in computer science.

Recent computer science graduates with project training in cybersecurity areas, Mr. Jeffrey Gardner and Mr. Davon Williams, were appointed in Air Force and Army research labs. The Department of Computer Science has also received many requests from industries for cybersecurity-related projects, and trained or certified students. The GSU Computer Science program mainly focused on software design and development whereas the Computer Information Systems program focused on computer applications related to business. These two programs do not produce enough graduates to fulfill the demands of industry and government in cybersecurity-related jobs. However, the proposed Cybersecurity program focusses on techniques for solving security issues related to the confidentiality, integrity, and availability of data. Therefore, the proposed Cybersecurity degree program will complement the existing programs at GSU to meet requirements of cybersecurity-related jobs.

**LOUISIANA WORKFORCE COMMISSION STAR LEVEL** (<http://www.laworks.net/Stars/>)

5 Stars     4 Stars     3 Stars     2 Stars     1 Star

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

The Cybersecurity program is central to GSU's mission which states that "...the University seeks to reflect in all of its programs the diversity in the world" and "strive[s] for excellence in [the] pursuit of knowledge." Students who complete the Cybersecurity program will be prepared for a diversified workforce environment. The Cybersecurity program will provide an opportunity to students who desire to explore various interests. The program is unique for the region/area. This program will not only fill the void in Northern Louisiana, but it will also draw students from areas near the state. Because of its uniqueness, the program will attract students from North Louisiana, East Texas, Western Mississippi, and Southern Arkansas. GSU is confident that the program will be successful, and a model for future programs.

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.

**List of similar programs in Louisiana**

Program Name	Institution	Similarities	Differences
B.S. in Computer Science, Cybersecurity Concentration	LA Tech	<p><b>LA Tech has four courses for cybersecurity concentration. The Concentration has mainly two required courses and option of two electives.</b></p> <p><b>La Tech required Courses:</b></p> <ul style="list-style-type: none"> <li>• Introduction To Cybersecurity</li> <li>• Computer Networks</li> </ul> <p>These two courses are part of GSU required courses.</p> <p><b><u>La Tech Elective Courses which are similar to GSU</u></b></p> <ul style="list-style-type: none"> <li>• Digital Forensics and Cyber Crime</li> <li>• Applied cryptography</li> <li>• Artificial Intelligence</li> </ul> <p>These courses are part of GSU proposed cybersecurity degree program. The courses will meet approximately 30% of GSU proposed</p>	<p>The required courses in GSU proposed curriculum which are different from La Tech are:</p> <ul style="list-style-type: none"> <li>• System Security</li> <li>• Introduction to Databases and Data Security</li> <li>• Operating Systems and Security</li> <li>• Software Security</li> <li>• Organizational Security</li> <li>• Usable Security</li> <li>• Applied Cryptography</li> <li>• Cybersecurity seminar</li> <li>• Capstone course independent project in cybersecurity</li> </ul> <p><b><u>Elective courses in proposed GSU curriculum different from La Tech</u></b></p> <ul style="list-style-type: none"> <li>• Big Data and Cloud Security</li> <li>• Computer Risk Management</li> <li>• Application Security</li> <li>• Cyber Gaming</li> <li>• Vulnerability Assessment and Management</li> </ul>

		curriculum.	<ul style="list-style-type: none"> <li>Intrusion Detection and protection Systems</li> </ul> <p><b>Courses in La Tech not in GSU proposed curriculum</b></p> <ul style="list-style-type: none"> <li>Access Control Logic and Covert Channels</li> <li>Wireless and Mobile Security</li> <li>Reverse Engineering</li> <li>Distributed and Cloud Computing</li> <li>Advanced Computer Networks</li> </ul>
B.S. in Cyber Engineering	LA Tech	<p>The LA Tech and GSU has 5 similar courses in undergraduate curriculum related to computer science which are prerequisites to Cybersecurity;</p> <p>The cybersecurity similar courses are:</p> <ul style="list-style-type: none"> <li>Computer Network security</li> <li>Capstone course</li> </ul> <p><i>Appendix F explains similarities and differences of cybersecurity programs at La Tech and proposed cybersecurity program at GSU.</i></p>	<p>La Tech has</p> <ul style="list-style-type: none"> <li>Theory of Cyber Science</li> <li>Cyber Features</li> </ul> <p>These two courses cover in GSU proposed curriculum CBS 115: Foundations of Cybersecurity.</p>
B.S. in Computer Science with cybersecurity concentration (Started in Fall 2017).	Southern University, Baton Rouge	<p><b>The courses related to cybersecurity</b></p> <ul style="list-style-type: none"> <li>Cyber Forensics</li> <li>Network Security</li> </ul>	'Disaster Recovery' is part of GSU's the course 'Organization Security'
B.S. in Computer Science with cybersecurity concentration (Started in Fall 2018).	University of New Orleans (UNO)	<p><b>One core course</b></p> <ul style="list-style-type: none"> <li>Core Course: Computer Security Electives (Any three)</li> <li>Software reverse Engineering</li> <li>Introduction to computer Forensics</li> <li>Two more courses are not on the Web</li> </ul>	<p>GSU offers 10 additional courses to complete the proposed cybersecurity degree program.</p> <p>One chapter of Reverse engineering is covered in courses Software Security as well as in System Security</p>
Associate degree in cyber technology with network security concentration	Bossier Parish Community College (BPCC)	BPCC offers Advanced Networking, Information Assurance, Networking Security Design, and Computer Forensics.	The associate degree at Bossier Parish Community College includes four cybersecurity related courses as part of GSU proposed curriculum. In addition GSU offers 9 additional courses.
Certification Courses	Bossier Parish Community College (BPCC)	Few certification courses currently offered at BPCC.	Planning to start at GSU the certification courses from fall 2019.

**Summary of Cyber Programs in Louisiana:**

- LA Tech – Department of Computer Science has a Cybersecurity concentration requiring four courses: Introduction to Cybersecurity, Computer Networks, and two electives
- LA Tech – Cyber Engineering curriculum builds on an integrated Engineering Curriculum and Lab Experience (Appendix F *provides a comparison of the GSU proposed cybersecurity program and the LA Tech Cyber Engineering Program*)

- University of New Orleans has a B.S. in Computer Science with a cybersecurity concentration. The concentration requires: Software Reverse Engineering, Digital Forensics and Computer Security.
- Southern University, Baton Rouge has a cybersecurity concentration with three courses in cybersecurity.
- Bossier Parish Community College has an Associate of Applied Science in Cyber Technology with Network Security. They also offer a Certificate of Technical Studies in Information Systems Security Professionals. Bossier Parish Community College does not have a concentration or a bachelor's degree program in Cybersecurity. If Bossier Parish Community College students are interested in pursuing a bachelor's degree in Cybersecurity at GSU, they will be admitted as transfer students and given credit for the appropriate courses. Going forward, if Bossier Parish Community College is interested in participating in a 2 + 2 partnership with GSU, the agreement will be developed for the transferability of core and non-core courses.

The proposed program does not duplicate or compete with any existing degree program offered by a public university in Louisiana. Even though Louisiana Tech University (LA Tech) offers a degree in Cyber Engineering and a concentration in Cybersecurity, the program is not duplicative.

According to the Louisiana Workforce Commission (LWC) report, the current degree programs in Cybersecurity are not enough to produce the necessary graduates to fill the annual openings for the various cybersecurity positions. As a result, the proposed Cybersecurity degree program at GSU is needed to meet the current demands of the industry as well as the growth of social services and managerial positions. Furthermore, the proposed degree program in Cybersecurity at GSU is essential to produce more graduates, especially minorities. The proposed program is the first effort to increase the number of minorities to graduate in Cybersecurity in Louisiana.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

No program will be phased out by introducing this program. Computer Science and other undergraduates including Criminal Justice, Computer Information Systems, and Engineering Technology students will have an opportunity to select a concentration in Cybersecurity in addition to their major degree. Also, the Computer Science Department will provide an opportunity for those interested to minor in Cybersecurity.

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).

N/A

### 3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

We have conducted a survey among 103 students related to the opportunities of Cybersecurity. Among the 103 students, fifty-three (53) students have expressed interest in the Cybersecurity degree and twenty-seven (27) were undecided. For Fall 2019, we expect more than thirty (30) students to enter into the Cybersecurity degree program due to the demand in industry and government. The Cybersecurity degree program will increase university enrollment due to its unique nature at the national level and employment opportunities.

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

In five (5) years, the total projected enrollment in the Cybersecurity degree program is 200 students. At the end of the 4<sup>th</sup> year, a minimum of 20 graduates and an average graduation rate of 20 per year after five years is expected.

#### **Justify the Projections:**

We are expecting more than thirty (30) freshman students to enroll into the Cybersecurity program and more than ten (10) current freshmen and sophomore computer science majors are expected to major in cybersecurity. The total majors will be more than thirty (30) during the starting period. Many of the computer science majors are planning to complete the minor in cybersecurity due to additional opportunities.

The Computer Science program will not affect the introduction of the Cybersecurity program because the computer science curriculum has been updated according to the **Accreditation Board for Engineering and Technology - Computing Accreditation Commission (ABET-CAC)** to include *Big Data and Cloud Security, Information Assurance and Security*, and *Applied Cryptography* as part of the curriculum.



The projected enrollment and number of graduates in Computer Science and Cybersecurity are provided in Table 3 and Table 4 respectively.

**Table 3. Projected Enrollment in Computer Science (New Freshman Students) and # of Graduates**

Year	Fall	Spring	Projected Number of Graduates
	Computer Science	Computer Science	
2018-2019	25	10	13
2019-2020	20	8	10
2020-2021	20	7	12
2021-2022	20	7	12
2022-2023	20	7	12
Total	105	39	59

**Table 4. Projected Enrollment in Cybersecurity (New Freshman Students) and # of Graduates**

Year	Fall	Spring	# Graduates	Comment
2019-2020	30	15	0	Some students of computer science completed core courses are expected to change major to cybersecurity
2020-2021	30	15	0	Expected to graduate in 2021
2021-2022	40	20	0	Expected to graduate in 2022
2022-2023	45	20	20	Students entered in 2019 expected to graduate
2023-2024	50	25	25	Students entered in 2020 expected to graduate
Total	195	95	45	

List and describe resources that are available to support student success.

The GSU Department of Computer Science houses new state-of-the-art computer labs. These computer labs provide hands-on instruction with the latest technology. The department also has an independent undergraduate research lab for special projects, closed labs for classrooms, and open labs for students to work on assignments.

By attending and presenting their work at cybersecurity workshops and conferences, faculty members remain current in the discipline. Students are also encouraged to present their project work at conferences with the support of university and grant funds.

The GSU Library facilities include eBooks, videos, Inter-library loan and other education materials.

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

There is not any preparation necessary for students to enter the proposed Cybersecurity program.

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

N/A

#### 4. Faculty

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

Name	Present Rank	Relevant Degree	Courses Taught	Other Assignments
<b>Yenumula B Reddy</b>	Professor	Ph. D. in Computer Science	Social, Legal, and Ethical Issues in Information Age; Data Structures; Special Topics in Computer Science; Parallel Processing; Computer Science Seminar; Design and Analysis of Algorithms, Special Topics in Computer Science; Capstone Course;	Program Coordinator Cyber security Activity Director Student Advisement
<b>Jaruwan Mesit</b>	Associate Professor	Ph. D. in Computer Simulation	Foundations of Cybersecurity; Computer Science I; Discrete Structures; Computer Organization and Assembly Language; Programming Languages; Game Programming; Computer Graphics; Capstone Course;	Student Advisement
<b>Prasanthi Sreekumari</b>	Assistant Professor	Ph. D. in Computer Engineering	Computer Science I; Computer Science II; Information Assurance and Security; Computer Architecture; Database Management Systems; Operating Systems; Computer Networks; Capstone Course;	Student Advisement
<b>Babu Baniya</b>	Assistant Professor	Ph. D. in Computer Science and Engineering	Computer Science I; Computer Science II; Software Engineering; Computer Networks; Artificial Intelligence; Advanced Programming Techniques;	Student Advisement

All faculty members are full-time and current in the discipline. Each faculty member attends and presents their work annually at national and international conferences.

Curricula vitae are attached as Appendix A. The faculty members and students' publications and presentations related to cybersecurity are also provided in Appendix A.

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.

The University has committed to allocate funds for new faculty positions for the Cybersecurity program, beginning Fall 2019. The number of new faculty members needed to support the proposed Cybersecurity program include:

- Two (2) new faculty members during the first year.
- A third faculty member at the beginning of second year
- A fourth faculty member at the beginning of third year.

All current and new faculty members will teach and engage in research, grant-writing, and student project activities.

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.

Faculty Name	Research Activities	Relationship of these activities to Teaching
<b>Yenumula Reddy</b>	<ul style="list-style-type: none"> <li>• Hadoop Distributed File Systems</li> <li>• Big Data and Cloud Security</li> <li>• Vulnerability Assessment</li> <li>• Trust-based systems (Internet of Things)</li> <li>• GPU Based Architecture for latent fingerprints</li> </ul>	Teaches Computer Science 50% and Cybersecurity courses 50%
<b>Jaruwan Mesit</b>	<ul style="list-style-type: none"> <li>• Computer Graphics</li> <li>• Sensor networks</li> <li>• High Performance Computing</li> <li>• Cryptography, and Computer Simulations</li> </ul>	Teaches Computer Science 50% and Cybersecurity courses 50%
<b>Prasanthi Sreekumari</b>	<ul style="list-style-type: none"> <li>• Protocols</li> <li>• Sensor networks</li> <li>• Wireless networks</li> <li>• Data Center networks.</li> </ul>	Teaches Computer Science 50% and Cybersecurity courses 50%
<b>Babu Baniya</b>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Networks</li> <li>• Machine learning</li> <li>• Bio-image classification</li> </ul>	Teaches Computer Science 50% and Cybersecurity courses 50%
<b>New Faculty-4 Starting Salary: \$70,000</b>	Ph. D. in Computer Science and research activities related to cybersecurity (Publications in Cybersecurity area)	Teaches Computer Science 50% and Cybersecurity courses 50%

### 5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

Present University Library holdings in related fields are adequate to initiate the program. \$10,000 per year will be allocated from the Title III budget to purchase new e-books, journals, videos, and other digital learning and training materials. The University Library has a collection of more than 6,000 e-books covering general engineering topics such as biotechnology, civil engineering, electrical engineering, energy sciences, industrial safety, material science, optics and photonics, project management, robotics, computing, and more. The University Library is able to subscribe to EBSCO for additional cybersecurity resource materials.

What additional resources will be needed?

N/A

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

PowerPoint slides are used for supplemental instruction in all computer science and cybersecurity courses. Textbooks are provided through the CMAST and LS-LAMP programs. Many resources related to textbooks and reference books are available through the University Library's electronic resources (eBooks) and hard copy books.

## 6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

The Department of Computer Science, including faculty offices, classrooms, and computer labs, is located on the 2<sup>nd</sup> floor of Carver Hall. The department maintains four instructional labs populated with Windows and Linux machines. The department maintains its own file servers. Grambling State University maintains a high speed network. All these existing facilities will be available to cybersecurity students and no new facilities are needed.

All four (4) computer lab facilities have been reorganized and modernized:

**CH 276: Computer Lab 1:** 27 GPU-based computers, smart board and white boards. CH 276 is an open lab. These computers are less than one year old funded by Title III program

**CH 277: Computer Lab 2:** 36 GPU-based Computers. These computers are less than one year old; The lab has smart board and white boards; ICH 277 is designated as closed lab.

**CH 286: Computer Lab 3:** 16 High end computers with NVIDIA Graphics card, smart board. Senior and research projects are conducted in this lab. CH 286 is used for senior and research projects, parallel processing, and cloud computing.

Depending upon the project, senior and research students will get administrative accounts on research computers.

**CH 282: Computer Lab 4:** The lab has 28 computers less than 3 years old and used as open as well as closed lab. The Lab has smart board and white boards; The lab also used for Robotics and junior/senior classes.

All labs are equipped with network packages, all programming languages, and special software as needed for class instruction.

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.

The remodeling of computer labs (CH 276, CH 277, CH 282) is complete. The remodeling of the fourth computer lab (CH 286) is projected to be completed before December 2018. The new computer lab will include new computers and software required for cybersecurity classes. All the labs are fully operational. The certification courses are projected to start Fall 2019. Necessary equipment will be installed in CH 282. Funds have been allocated through Title III to purchase necessary hardware and software. There is no need for new facilities for program delivery and no additional cost associated with new facilities is projected.

## 7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The proposed Cybersecurity program will be housed in the Department of Computer Science within the College of Arts and Sciences. The Coordinator for the Department of Computer Science, Dr. Yenumula Reddy, will serve as the Program Coordinator for the Cybersecurity degree program, and manage the implementation and day to day operations. Academic advising will be done by departmental faculty.

This additional degree is projected to produce more than 15 graduates per year and will assist in creating concentrations in Information Assurance and Security as part of the Computer Science program. It will also help to introduce certifications in cybersecurity-related areas.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

During the academic year 2018-2019, each computer science faculty member will teach one cybersecurity-related course per semester. There are currently four (4) departmental faculty members. In Fall 2017, *Foundations of Cyber Security* and in Fall 2018, *Information Assurance and Security* were introduced. These two courses are based on cybersecurity contents.

Two (2) cybersecurity faculty members will be recruited by Fall 2019. In addition to computer science core courses, the department will offer at least six (6) cybersecurity courses each academic year to ensure that students remain on track for graduation.

At present, we are not finding any weaknesses, since the funding is available from Title III and the university administration has committed to provide all necessary support. An independent building for Cybersecurity will be planned in the near future.

## 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.

The first group of students majoring in Cybersecurity is projected to graduate by Spring 2022. We are planning to go for ABET Accreditation for the proposed Cybersecurity Program in 2023. The proposed cybersecurity program is designed with ABET Accreditation guidelines. We start accreditation preparations during fall 2019.

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.

**Computer Science:** Cybersecurity students are required to take 15 hours of core computer science courses.

**Cybersecurity:** Cybersecurity students are required to take 37 hours of cybersecurity courses at freshman to senior levels.

**Mathematics:** Cybersecurity students will take 15 credit hours of mathematics to obtain a strong background in mathematics.

**Sciences:** Cybersecurity students will take 12 credit hours of sciences that include physics (8 hrs) and biology or chemistry (4 hrs).

**General Education:** Cybersecurity students will take 41 credit hours of general education courses. (*meets Board of Regents requirements*). The 41 credit hours of general education courses include 6 hours of mathematics (MATH 147 – Pre-Cal I and MATH 148 – Pre-Cal II).

Samples of cybersecurity involvement in different courses are provided in Appendix B. Appendix C provides letters of support and Appendix D has detailed syllabi of cybersecurity courses.

## 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?

Category	Financial Requirement				
	1 <sup>st</sup> year (2019-2020)	2 <sup>nd</sup> Year (2020-2021)	3 <sup>rd</sup> Year (2021-2022)	4 <sup>th</sup> Year (2022-2023)	Total
Faculty Salaries (University Budget) (faculty salary raises depends on University policy)	\$140,000	\$210,000	\$280,000	\$280,000	\$910,000
Staff Salaries Administrative Assistant (Title III Budget)	\$40,000	\$40,800	\$41,616	\$42,448	\$164,864
System Administrator	\$56,000	\$56,800	\$58,380	\$60,132	\$231,312
Library Resources (Title III Budget) Books, Videos, etc. O'Reilly Media, Inc. 40 Licenses @\$250/license.	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Travel (Title III Budget) \$2,000 for one travel to each faculty member per year	\$8,000	\$12,000	\$14,000	\$14,000	\$48,000
Fellowship/Scholarship	\$15,000	\$20,000	\$20,000	\$20,000	\$75,000
Research Assistants	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
Facilities (Remodeling and computing equipment and software	\$208,000	\$10,000	\$10,000	\$10,000	\$238,000
<b>Total expenditure</b>	<b>\$502,000</b>	<b>\$384,600</b>	<b>\$458,996</b>	<b>\$461,580</b>	<b>\$1,807,176</b>
	<b>Revenues</b>				
Federal Grants	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
Tuition	\$148,700	\$297,400	\$446,100	\$594,800	\$1,487,000
Title III Support	\$348,222	\$150,000	\$100,000	\$100,000	\$698,222
<b>Total</b>	<b>\$696,922</b>	<b>\$647,400</b>	<b>\$746,100</b>	<b>\$894,800</b>	<b>\$2,985,222</b>

**Sources of Funding:** Title III, Tuition, and University Budget Allocation to Cybersecurity Degree program.

\*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.

### BUDGET JUSTIFICATION

- **The expenditure** for travel will be supported by grants, Faculty Senate, CMAST, and Title III.
- **The University will support** two faculty members during first year of the Cybersecurity program (starting year). One faculty will be added 2<sup>nd</sup> year and one the 3<sup>rd</sup> year to support the program.
- **Student assistantships, work-study, and travel to conferences** will be supported by funded grants (HBCU-UP, Air Force, and LS-LAMP).
- **Most of the supplies** will be purchased through grants and Title III funds.
- **Current Grants:**
  - Air Force Research Consortium
  - HBCU-UP (\$2.4M) as CMAST program was funded for 4 years. Dr. Connie Walton is PI and Dr. Yenumula Reddy is a CO-PI.
- **Other grants in progress**
- **Support personnel:** The Systems Administrator and Administrative Assistant for Computer Science will also work in the Cybersecurity program.

- **GSU Conducting Special Workshops** as part of ITNG 2019 International conference:
  - **Big Data analysis and security**
  - **Quantum Communications and Cloud security**
- **Workshop on Cybersecurity will be held** at GSU during the fall of every year. This will include invited talks and student presentations.

## EVALUATION AND ASSESSMENT

### Programmatic Assessment:

The assessment of the proposed Cybersecurity degree program includes student performance related to learning outcomes. Appendix E provides the *Expected Student Learning Outcomes and Methods of Criteria for Assessment* for the proposed program success. Feedback will also be provided by the External Advisory Board.

The success of the proposed Cybersecurity program will be periodically measured to ensure continuous quality improvement and to ensure that the program meets changing demands. Initially, yearly program assessments will be performed, followed by a full assessment of the program and the learning outcomes in the 3rd year. A full assessment will be planned for every six (6) years afterwards as part of ABET accreditation.

The assessment of the program will be based on the 1) rate of recruitment, 2) rate of retention, 3) satisfactory offering of the core and elective courses, 4) capstone project reports and professional presentations and publications by faculty and students, and 5) the placement of the graduates.

*Recruitment* – A steadily increasing enrollment is expected during the first five (5) years. Enrollment demographics will be compared.

*Retention* – Data about the rate of successful completion of the program will be collected and analyzed. Data for identifying the characteristics of students who dropped out of the program will also be collected. These characteristics will be used to provide intervention and reduce the number of students who transfer out or drop out of the program.

*Course offering* – The department already offers sufficient courses to enable completion of the Computer Science program in a timely manner. The schedule will be monitored to ensure that a full time student will be able to complete the program within four (4) years.

*Job placement* – Job placement of cybersecurity graduates will be tracked. We will analyze the data on the employment of cybersecurity graduates immediately after graduation and five years after graduation. Information about the position title, rank, size of the organization, and primary responsibilities will be gathered. To this end, we will survey the employers and industrial advisory board members about the quality of our graduates. It is anticipated that employment upon graduation will be primarily in the technical areas of information security. However, after 5 years, graduates are expected to move into leadership positions.

**Will the proposed program seek program-specific accreditation?** Yes, ABET Accreditation for Cybersecurity. The first accreditation cycle will be Fall 2023.

### CERTIFICATIONS:

  
 \_\_\_\_\_  
 Primary Administrator for Proposed Program

October 3, 2018  
 Date

  
 \_\_\_\_\_  
 Provost/Chief Academic Officer

October 3, 2018  
 Date

\_\_\_\_\_  
 Management Board/System Office

\_\_\_\_\_  
 Date

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

Institution: Grambling State University

Date: August 14, 2018

Degree Program, Unit: B.S. Cybersecurity

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 Salaries (University Budget) (faculty salary raises depends on University policy)	\$140,000	2	\$210,000	3	\$280,000	4	\$280,000	4
Research Assistants (6) and Internships (4)	\$25,000	10	\$25,000	10	\$25,000	10	\$25,000	10
Support Personnel Program Specialist/coordinator	\$40,000	1	\$40,800	1	\$41,616	1	\$42,448	1
Support Personnel System Administrator	\$56,000	1	\$56,800	1	\$58,380	1	\$60,132	1
Fellowships and Scholarships (CMAST (1) and University (2))	\$15,000	3	\$20,000	3	\$20,000	3	\$20,000	3
<b>SUB-TOTAL</b>	<b>\$276,000</b>	<b>17</b>	<b>\$352,600</b>	<b>18</b>	<b>\$424,996</b>	<b>19</b>	<b>\$427,580</b>	<b>19</b>
REVENUES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities (Remodeling the Two Labs for Special projects and Certification)	\$130,000		\$		\$		\$	
Equipment	\$78,000		\$10,000		\$10,000		\$10,000	
Travel	\$8,000		\$12,000		\$14,000		\$14,000	
Supplies and Library Recourses	\$10,000		\$10,000		\$10,000		\$10,000	
Other (specify)								
<b>SUB-TOTAL</b>	<b>\$226,000</b>		<b>\$32,000</b>		<b>\$34,000</b>		<b>\$34,000</b>	
<b>TOTAL EXPENSES</b>	<b>\$502,000</b>		<b>\$384,600</b>		<b>\$458,996</b>		<b>\$461,580</b>	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations								
*Federal Grants/Contracts Title III: 2018-19 2019-20 2020-21 2021-22 \$348,222 \$150,000 \$100,000 100,000 Grants: \$200,000 \$200,000 \$200,000 200,000	\$548,222		350,000		300,000		300,000	
Expected Enrollment	Yr1: 40		Yr2: 40*2= 80		Yr3: 40*3=120		40*3 = 160	
Tuition & Fees for 40 students each year (increase) six cybersecurity credits /semester total 12 credits /year (40*37717.50=\$148,700)	\$148,700		\$297,400		\$446,100		\$594,800	
<b>TOTAL REVENUES</b>	<b>\$696,922</b>		<b>\$647,400</b>		<b>\$746,100</b>		<b>\$894,800</b>	

**Total Financial Requirements for 4 Years: \$1,840,729**

**Total Revenues expected for four years: \$2,985,222**

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



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.2. McNeese State University's request for approval of a Letter of Intent to develop a New Academic Program leading to a Doctor of Nursing Practice.**

**EXECUTIVE SUMMARY**

McNeese State University requests approval of a Letter of Intent to develop a new academic program leading to a Doctor of Nursing Practice (DNP). The intent of the proposed DNP is for post-master's nurse practitioners who are licensed in another population to be prepared as Psychiatric Mental Health Nurse Practitioners (PMHNP) while completing a practice-focused terminal degree. The primary objectives of the proposed DNP are to: (1) increase the number of doctoral-prepared psychiatric mental health practitioners in Louisiana and beyond; (2) improve access to mental health services in Louisiana; and (3) increase the number of doctoral-prepared psychiatric mental health faculty in Louisiana. The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculty (NONPF) have embraced the landmark Institute of Medicine (IOM) reports, and have indicated that all advanced practice nurses should be moved from the master's level to doctoral level preparation within the next seven years (2025). The proposed practice doctorate will focus on clinical experiences that are innovative, integrative, and immersive in the added population of psychiatric advance practice nursing.

The 52-credit-hour proposed DNP will build on traditional master's programs that have provided the foundational practice competencies for the advanced practice registered nurse. These competencies will be expanded in evidence-based practice, quality improvement, and systems thinking among other key areas. New content for the psychiatric mental health advanced nurse practitioner curricula will include assessment and diagnostic concerns, psychotherapy, psychopharmacology, and three practicums. The additional courses would be based on the required AACN DNP of content for doctoral education for advanced nursing practice as well as the NONPF competencies. The proposed curriculum integrates DNP level essentials with the PMHNP competencies, and has an increased number of direct clinical hours. The increase in clinical hours, in the proposed program of study, allows for additional targeted clinical experiences working with youth and adults who have substance use disorders, preparing the highest level of PMHNP with the knowledge, skills, and abilities to leave McNeese as a practice ready clinician, armed to address Louisiana's mental health needs. McNeese graduates will have completed the training required to apply for a medication assisted treatment (MAT) waiver, preparing the PMHNP to treat opioid use disorders with evidence based treatments. The focus of the student doctoral project will allow topics that address both a behavioral health issue as well as one on their prior area of population focus, i.e., gerontology, pediatrics, acute care, etc.

The lack of behavioral health providers in Louisiana, the growing opioid epidemic, and an almost 30% increase in suicides demonstrates a critical need for psychiatric mental health professionals. Compounding this issue is the fact that there is a significant nursing faculty shortage which limits admissions to nursing programs at the same time as the need for professional registered nurses continues to grow. Of the six existing DNP programs currently offered in Louisiana, none specialize in the psychiatric population. Graduates of the program proposed by McNeese would help to address the growing shortage of psychiatric mental health professionals working in inpatient and outpatient settings as well as produce individuals qualified to fill faculty positions.

McNeese's College of Nursing has a long and rich history to which the DNP would be a natural extension. The University offers a Bachelor of Science in Nursing which produces on average 134 graduate annually. In addition, it is a member of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) along with Southeastern Louisiana University, UL Lafayette, and Nicholls State University. Within the ICMSN, McNeese maintains the highest enrollment numbers for both master's and post master's psychiatric mental health advanced nursing practice concentration. Building on existing faculty and staff, along with the strength of College of Nursing, McNeese can offer the proposed program in a reasonable time frame with some associated startup costs. Program implementation will require one new 12-month DNP faculty for YR1 and another 9-month PMHNP/DNP added for YR2.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a Letter of Intent to develop a New Academic Program leading to a Doctor of Nursing Practice.



F 2

**RECEIVED**

OCT 04 2018

UNIVERSITY OF  
LOUISIANA SYSTEM

October 4, 2018

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

Dear Dr. Henderson:

Enclosed are (5) copies of McNeese State University's request for approval of its Letter of Intent for a new academic program, Doctor of Nursing Practice (DNP).

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the October 25, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel  
President

Enclosures



October 4, 2018

**RECEIVED**

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

OCT 05 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

Dear Dr. Henderson,

I request approval to offer a doctorate in nursing practice (DNP) in the field of advanced practice psychiatric mental health (PMH) nursing, effective fall 2019 semester. The program will be delivered in an online format and is designed for Advanced Practice Registered Nurses (APRN), who are certified and licensed in another patient population (ie – Family Nurse Practitioner) who wish to add the additional education and training in advanced practice PMH nursing and obtain a non-research practice doctorate.

The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculty (NONPF) have embraced the landmark Institute of Medicine (IOM) reports, and have indicated that all advanced practice nurses should be moved from master's level to doctoral level preparation within the next seven years (2025). This practice doctorate focuses on clinical experiences that are innovative, integrative and immersive in the added population of psychiatric advanced practice nursing. This aligns well with McNeese's nursing and health professions college mission and supports the institution's role, scope and mission. Among the six DNP programs currently offered in Louisiana, none specialize in the psychiatric population. The lack of behavioral health providers in Louisiana, the growing opioid epidemic, and an almost 30% increase in suicides demonstrates a critical need for these providers.

McNeese can offer this program in a reasonable time frame with some associated startup costs that are detailed in the attached letter of intent. It will require the hiring of one additional 12 month faculty initially and the further addition of a nine month faculty within the year. An informal survey of previous McNeese APRN graduates who are members of the College of Nursing and Health Profession's two facebook groups indicated 18 students who would be interested in this type of program within the first four days of the posting.

The full proposal for the doctor in nursing practice degree is attached.

Thank you for your consideration.

Regards,

Dr. Daryl V. Burckel  
President


MCNEESE STATE UNIVERSITY  
OFFICE OF ACADEMIC AND STUDENT AFFAIRS  
Member of the University of Louisiana System

Box 93220, Lake Charles, LA 70609

(337)475-5508; madrian@mcneese.edu

**MEMORANDUM**

**TO:** Dr. Daryl Burckel, President

**FROM:** Dr. Mitch Adrian, Provost/Vice President  
Academic and Enrollment Management 

**DATE:** October 4, 2018

**SUBJECT:** Doctorate in Nursing Practice (DNP) Program for Fall 2019 Semester

I recommend your approval to offer a doctorate in nursing practice (DNP) in the field of advanced practice psychiatric mental health (PMH) nursing, effective fall 2019 semester. The program is designed for Advanced Practice Registered Nurses (APRN), who are certified and licensed in another patient population (ie – Family Nurse Practitioner) who wish to add the additional education and training in advanced practice PMH nursing and obtain a non-research practice doctorate.

The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculty (NONPF) have embraced the landmark Institute of Medicine (IOM) reports, and have indicated that all advanced practice nurses should be moved from master's level to doctoral level preparation within the next seven years (2025). This aligns well with McNeese's nursing and health professions college mission and supports the institution's role, scope and mission. Among the six DNP programs currently offered in Louisiana, none specialize in the psychiatric population. The lack of behavioral health providers in Louisiana, the growing opioid epidemic, and an almost 30% increase in suicides demonstrates a critical need for these providers.

McNeese can offer this program in a reasonable time frame with some associated startup costs that are detailed in the attached letter of intent. It will require the hiring of one additional 12 month faculty initially and the further addition of a nine month faculty within the year. An informal survey of previous McNeese APRN graduates who are members of the College of Nursing and Health Profession's two facebook groups indicated 18 students who would be interested in this type of program within the first four days of the posting.

Thank you for your consideration.

## LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Jan2018]

### General Information

Date: October 2, 2018

Institution: McNeese State University	Requested <b>CIP, Designation, Subject/Title:</b> Doctor of Nursing Practice (DNP); CIP CODE 51.3818 (Nursing Practice)
Contact Person & Contact Info: Dr. Peggy Wolfe Email: <a href="mailto:pwolfe@mcneese.edu">pwolfe@mcneese.edu</a> 337-475-5820	

### 1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc. Include the draft curriculum.

#### **Background:**

Demand for advanced practice nurses began almost twenty years ago in response to several landmark Institute of Medicine (IOM) reports including *Crossing the Quality Chasm* (1999) that called for a restructuring of the entire health care system and the best use of its resources and *To Err Is Human* (2001). A follow-up 2005 report titled *Advancing the Nation's Health Needs: NIH Resource Training Programs* (The National Academy of Sciences) called for the development of a "non-research clinical doctorate to prepare expert practitioners who can also serve as clinical faculty." Grounded in these reports is strong evidence that there is an exponential growth in clinical practice knowledge, increased complexity in patient care, and national concerns for the quality of care and patient safety. Research from Drs. Linda Aiken, Carol Estabrooks, Christopher Friese, and others have established a clear link between higher levels of nursing education and better patient outcomes (American Association of Colleges of Nursing, 2011).

In 2004, the AACN produced its Position Statement on the Practice Doctorate in Nursing. The statement was a response to the growing support for the Doctorate of Nursing Practice (DNP) and called for moving the current level of preparation necessary for advanced nursing practice from the master's level to the doctorate-level by the year 2015. The Doctorate of Nursing Practice (DNP) is a practice-focused, rather than research focused and is designed for nurses seeking a terminal degree as an advanced practice registered nurses (APRNs). In *The Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006), DNP curricula "focus heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings"....with emphasis given to "integrative practice experiences and an intense practice immersion experience."

In 2008, the Robert Wood Johnson Foundation (RWJF) and the IOM appointed the committee on the RWJF Initiative on the Future of Nursing to make recommendations for an action-oriented plan for the future of nursing. Three of the four key recommendations included the expectation that nurses should:

- practice to the full extent of their education and practice;
- achieve higher levels of education and training through an improved education system that promotes seamless academic progression; and
- be full partners, with physicians and other health care professionals in redesigning health care in the United States.

Since the AACN (2004) adoption of the DNP as the entry level educational preparation for APRNs by 2015, the most prevalent DNP pathway has been for the post-master's doctorate; however, the emergence of the post-baccalaureate to DNP is gaining momentum. In the past

nine years, the growth of doctoral nursing programs has grown 83% in the American Association Colleges of Nursing (AACN) member institutions of which MSU is a member (AACN, 2017). Of these programs the number preparing psychiatric/mental health nurse practitioners is one of the smallest or 18.9 % (AACN, 2017).

This letter of intent proposes the initiation of a DNP Program for post-master's nurse practitioners who are licensed in another population to be prepared as Psychiatric Mental Health Nurse Practitioners (PMHNP) while completing Doctorate in Nursing Practice. This program is based on the increasing need/demand for Family Nurse Practitioner (FNP), Adult/Geriatric Nurse Practitioner (AGNP), Neonatal Nurse Practitioner (NNP), Pediatric Nurse Practitioner (PNP), Women's Health Nurse Practitioner (WHNP), and population specific Psychiatric Mental Health Clinical Nurse Specialist (CNS) with prescriptive authority to achieve additional certification as a PMHNP.

The curricula will build on the foundational advanced practice nurse practitioner competencies achieved in initial population certification and add both psychiatric mental health competencies as well as the higher level, expanded competencies defined in the *AACN The Essentials of Doctoral Education for Advanced Nursing Practice*, (2006). A second pathway, the post-baccalaureate to DNP, will be offered as the demand shifts from post-master's prepared APRNs to predominately baccalaureate graduates seeking advanced practice preparation.

The primary objectives of this proposal are to:

1. increase the number of doctoral-prepared psychiatric mental health practitioners in Louisiana and beyond;
2. improve access to mental health services in Louisiana; and
3. increase the number of doctoral-prepared psychiatric mental health faculty in Louisiana.

### **Proposed Curriculum:**

The DNP is a graduate degree built on traditional master's programs that have provided the foundational practice competencies for the advanced practice registered nurse. These competencies are expanded in evidence-based practice, quality improvement, and systems thinking among other key areas.

A gap analysis for previously learned lifespan pathophysiology, health assessment and pharmacology will first be conducted to determine adequacy. New content for the psychiatric mental health advanced nurse practitioner curricula will include assessment and diagnostic concerns, psychotherapy, psychopharmacology and three practicums. The additional courses would be based on the required AACN DNP of content for doctoral education for advanced nursing practice as well as the National Organization of Nurse Practitioner Faculty (NONPF) competencies.

The required AACN DNP Essentials include:

1. scientific underpinnings for practice;
2. organizational and system leadership/management, quality improvement and system thinking;
3. clinical scholarship and analytical methods for evidence-based practice;
4. informational systems/technology and patient care technology for the improvements and transformation of health care;
5. health care policy for advocacy in health care;
6. interprofessional collaboration for improving patient and population healthcare outcome;
7. clinical prevention and population health for improving patient and population health outcomes; and
8. advanced nursing practice.

The proposed PMC PMHNP DNP offering by McNeese College of Nursing and Health Professions has the potential to address the state behavioral health workforce shortage, and provide targeted education and clinical experiences to treat youth, and those with substance use disorders. A long range goal is to increase access to quality mental health care, and decrease suicide rates. The benefits of the McNeese PMH PMHNP DNP program is multifaceted. First, the program will educate PMHNP's at the highest level, which is consistent with the NONPF's statement that the DNP is the entry into advance practice nursing. This program places McNeese and LA PMHNP's at the forefront of APRN education. A strategic decision to offer the PMC PMHNP DNP on a part-time basis, is intentionally targeting those who would enroll in this program. Most students who apply to current PMC are employed and have multiple family work in community obligations that necessitates a part time program. A part time program plan is setting the student up for success. Second, the program will be offered online, allowing increased access by all APRN's in the state. Additionally, the tuition cost is affordable, making McNeese an attractive option to obtain a DNP. A full time curriculum will be available in the future if that is preferred by students. The proposed curriculum integrates DNP level essentials with the PMHNP competencies, and has an increased number of direct clinical hours. The increase in clinical hours, in the proposed program of study, allows for additional targeted clinical experiences working with youth and adults who have substance use disorders, preparing the highest level of PMHNP with the knowledge, skills, and abilities to leave McNeese as a practice ready clinician, armed to address LA's mental health needs. For example, these students will have additional training in trauma, suicide prevention, and treatment of substance use disorder. McNeese graduates will have completed the training required to apply for a medication assisted treatment (MAT) waiver, preparing the PMHNP to treat opioid use disorders with evidence based treatments. The focus of the student doctoral projects will allow topics that address both a behavioral health issue as well as one on their prior area of population focus, i.e., gerontology, pediatrics, acute care, etc.

The following curriculum is a result of consultation with Dr. Dawn Vanderhoef, PhD, DNP, PMHNP-BC, PMHCNS-BC, Director of PMHNP Nurse Specialty at Vanderbilt University. The program curriculum is a total of 52 credits; 20 credits of psychiatric mental health advance practice nursing competencies and 32 credits of DNP Essentials. Students may elect to complete the program full-time or part-time as the classes are offered.



**PMC PMHNP DNP – Sample Program Plan – Part Time**

Semester	Sample Course Title	Credits	DNP Essential
Fall Year 1	Applied Biostatistics for Evidence Based Practice	3	Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health (1)
	Healthcare Systems: Theory and Practice	3	Essential 1: Scientific Underpinnings (1-3)
	<b>Total</b>	<b>6</b>	

Semester	Sample Course Title	Credits	DNP Essential
Spring Year 1	Healthcare Information Technology for the APN	3	Essential IV: Information Systems/Technology and Patient Care for Improvement and Transformation of Health Care (1-5)
	Epidemiology	3	Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health (1)
	<b>Total</b>	<b>6</b>	

Semester	Sample Course Title	Credits	DNP Essential
Summer Year 1	Quality and Safety Across all Healthcare Settings	3	Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking (2,3)
	Analytical Methods for Translating Research into Practice	3	Essential III: Clinical Scholarship and Analytical Methods for Evidence Based Practice (1,4,5)
	Scholarly Writing	2	Essential VI: Interprofessional Collaboration for Improving Patient and Health Outcomes (1)
	<b>Total</b>	<b>8</b>	

Semester	Sample Course Title	Credits	DNP Essential
Fall Year 2	Organizational and Systems Leadership	3	Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking (1, 2a., 2b., 2d., 2e and 3)
	Diagnostic Considerations and Psychopharmacology	3	
	<b>Total</b>	<b>6</b>	

Semester	Sample Course Title	Credits	DNP Essential
Spring Year 2	Psychotherapy for the PMHNP (60 hours)	3	
	Interprofessional Healthcare and Population Outcomes to Improve the Nation's Health	3	Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health (1-3)
	<b>Total</b>	<b>6</b>	

Semester	Sample Course Title	Credits	DNP Essential
Summer Year 3	APN PMH NP I (120 clinical hours)	4	
	Health Care Policy for Advocacy in Health Care	2	Essential V: Health Care Policy for Advocacy in Health Care (1,2,4,5,6, and 7)
	Clinical Scholarship for Evidence Based Practice I (100 Project Hours)	2	
	<b>Total</b>	<b>8</b>	

Semester	Sample Course Title	Credits	DNP Essential
Fall Year 3	Clinical Scholarship for Evidence Based Practice II (100 Project Hours)	2	
	APN PMH NP II (210 clinical hours)	7	
	<b>Total</b>	<b>6</b>	

Semester	Sample Course Title	Credits	DNP Essential
Spring Year 3	Clinical Scholarship for Evidence Based Practice III (100 Project Hours)	2	
	APN PMH NP III (120 clinical hours)	4	
	<b>Total</b>	<b>6</b>	

## 2. Need

Outline how this program is essential for the wellbeing of the state/region/academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

### A. Critical Behavioral Health Needs:

Two growing and profound behavioral health disorders, suicide and the opioid crisis, have reached staggering levels with no clearly defined resolution in the near future. According to the latest statistics from the Centers for Disease Control and Prevention (CDC, 2018), suicide is the tenth leading cause of death in the United States and has increased in nearly every state from 1999 through 2016 by 30%. The nation as a whole saw increased suicide rates with the exception of one state, Nevada. Even with the 1% drop of suicide in that state, suicide remained the ninth highest in deaths due to suicide. Additionally, more than half of people (54%) who died by suicide did not have a known mental health condition (<https://www.cdc.gov/vitalsigns/suicide/index.html>). Suicide is the tenth leading cause of death in the United States and is one of just three leading causes that are increasing. The US military experienced an 80% rise in suicide rates between 2004 and 2008, and a Veterans Administration report released in 2016 indicated that there were 20 veterans a day who committed suicide (<https://www.va.gov/opa/pressrel/includes/viewPDF.cfm?id=5114>).

According to the June 2018 CDC report, Louisiana saw an increase in suicide rates of 29.3% between 1999 and 2016. In 2016, Louisiana ranked 27th for self-harm related deaths (suicides) among all states at 15.6 deaths per 100,000 people, an increase from 14.7 deaths the previous year. This number is 11.6% higher than that of the US rate of 13.7 deaths per 100,000 people, but is comparable to other southern states. The rate in Calcasieu Parish for intentional self-harm is even more alarming at 19.9% for 2017 (*Louisiana Health Report Card*, Department of Health and Hospitals) and represents the second highest in the state.

The second, equally devastating, behavioral health disorder is substance abuse of opioids and the growing incidence of deaths from overdoses. In 2018 Dr. Jerome Adams, Surgeon General of the United States Public Health Service, identified the opioid epidemic as one of the top foci for his office. The number of deaths related to opiate overdose (both prescribed and obtained illegally) doubled between 2010 and 2016 (<https://surgeongeneral.gov/priorities/opioid-overdose-prevention/naloxone-advisory.html>). Opioids—prescription and illicit—are the main driver of drug overdose deaths in the United States comprising 63.1% of all drug overdose deaths in 2015. Nationwide for 2016, it is estimated that 64,000 deaths involved opioids. (*Morbidity and Mortality Weekly Report*, Kanter, et.al., March 9, 2018). In 2016, Louisiana ranked 32nd in overall drug-related deaths in the United States. The number of opioid-related deaths in Louisiana is increasing, with a 47.5% increase in total opioid deaths between 2014 and 2016 (*Louisiana Health Report Card*, Department of Health and Hospitals, 2017.)

Further complicating the mental health report of Louisiana citizens is the recent evidence demonstrating that the state is being pushed to do a better job caring and treating its mentally ill, especially those who may not belong in nursing homes and children in alternative schools. An investigation of nursing homes in 2016 documented at least 3,800 people or 14.5 % of all nursing home residents were mentally ill. This represents one of the highest percentages of adults with

serious mental illnesses in the US and is in violation of the Americans for Disabilities Act. As relates to children, a report by a 39-member panel of school superintendents and others last year said school officials are too quick to toss students with behavior problems in alternative schools when most of them fail to get the help they need. (American Press, September 25, 2018)

## **B. Critical Education Need: Psychiatric Mental Health Practitioners**

### **National:**

An increasing demand for psychiatric services is occurring at the same time that there is a growing shortage of psychiatric mental health professionals working in outpatient and inpatient settings. The lack of access has created a crisis throughout the U.S. health care system that is harmful and frustrating for patients, their families and other health care providers, and is becoming increasingly expensive for payers and society at large.

### **State/Regional:**

The Department of Health and Hospitals Report (2015) indicates that Louisiana has a severe shortage of mental health providers with only five parishes demonstrating appropriate access to mental healthcare. The rest of the state including all of the parishes in Southwest Louisiana are designated as mental health provider shortage areas

([http://ldh.la.gov/assets/oph/prch/HPSAMaps/HPSA\\_Mental\\_Shortages](http://ldh.la.gov/assets/oph/prch/HPSAMaps/HPSA_Mental_Shortages). According to the Louisiana State Board of Nursing Annual Report 2017, of the 4,959 advanced practice registered Nurses who renewed their license. Only 4% identified their specialty as psychiatric-mental health/substance abuse.

### **Hospital Emergency and Inpatient Departments:**

Treatment of behavioral health issues in Emergency Departments (EDs) can lead to poor outcomes and care experiences for individuals and families. ED staff are overburdened causing disruption of flow in the ED that raises costs for health systems. In hospital EDs lack of access to psychiatric services stands out among all other medical diagnoses, averaging up to 18 hours for some dispositions. The resulting extended waits impacts the full scope of care in the ED that, at times, can reduce access in the ED for more acute medical patients and lead to poorer outcomes for psychiatric patients. The shrinking number of inpatient psychiatric services has become a significant obstacle to improved access to care. Beds have been eliminated due to lower rates of reimbursement compared to other medical surgical procedures and due to difficulty recruiting psychiatrists to staff the inpatient units. (Institute for Healthcare Improvement, 2018)

### **Criminal justice settings:**

According to the National Alliance for Mental Illness (NAMI) two million people with mental illness are booked into jails each year, with 15% of men and 30% of women in jail having a serious mental illness. (<https://www.nami.org/Learn-More/Public-Policy/jailing-People-with-Mental-Illness>) NAMI reports that incarcerated mentally ill people are likely to have longer periods of incarceration than their non-mentally ill counterparts and 83% of jail inmates with a mental illness do not have access to the needed treatment. Louisiana has one of the nation's highest rates of incarceration. According to Dr. Raman Singh, Director of Medical and Behavioral health for the Louisiana Department of Public Safety and Corrections, "Louisiana's incarceration rate contributes to overrepresentation of the mentally ill in the criminal justice system." (<http://thepsychologytimes.com/2017/07/26/behavioral-health-key-to-louisianas-problems-in-corrections-says-director-2/>) He further noted that greater than 40% of the mentally ill have been arrested, with the majority being for minor offenses and there are a lack of programs/providers to address the issues of mental illness and substance abuse which drive the criminal behaviors.

### **Outpatient Settings:**

The pool of psychiatrists declined by 10 % from 2003-2013. Psychiatry is the only medical specialty other than primary care in which the Association of American Medical Colleges has

identified a physician shortfall and that deficit that will get progressively worse by 2025. The aging of the current workforce, low rates of reimbursement, burnout, burdensome documentation requirements and restrictive regulations around sharing clinical information necessary to coordinate care are some of the reasons for the shrinkage. Moreover, the workforce is unevenly distributed geographically across the country. Seventy-seven percent of US counties are underserved and 55 % of states have a "serious shortage" of child and adolescent psychiatrists. Even in urban and suburban geographic areas with adequate ratios of psychiatrists, the supply of psychiatrists who work in inpatient and outpatient psychiatric facilities has been reduced by psychiatrists who practice exclusively in cash-only private practices. These practitioners now make up 40 % of the workforce, the second highest among medical specialties after dermatologists. (USDHHS, HRSA Health Workforce, 2016)

### **C. Lack of Doctorate-Prepared Psychiatric Mental Health Faculty**

#### **National:**

The American Association of Colleges of Nursing (AACN), 2017 has identified a nursing faculty shortage across the country and that has limited admissions to nursing program at the same time as the need for professional registered nurses continues to grow. The American Nurses Association has also confirmed the growing shortage of faculty noting that the U.S. Department of Labor Bureau of Statistics Employment Projections for 2012-2022 predicts there will be a need for 35 % more faculty to meet the demand for nurses (March, 2014).

#### **State/Regional:**

In 2017, a total of 1, 406 qualified applicants to Louisiana's pre-RN programs were denied admission (LSBN Annual Report, 2017). An analysis of the last four LSBN Annual Reports (2014-2017) demonstrated that the top three reasons given by the Deans and Directors as to why qualified applicants were not admitted were: no budgeted faculty positions; non-competitive faculty salary; and unavailable qualified faculty. Between 2012-2016 there was a 44% increase in the number of vacant faculty positions, a 17% increase in the number of faculty resignations; and a 3% point increase in the nurse faculty vacancy rate (4.5% in 2012 to 7.5% in 2016). Seventy-six percent of the faculty teaching in Louisiana's graduate nursing programs held an earned doctorate in nursing or a related field. Of these there was a 33% increase in the number of DNP prepared faculty teaching in undergraduate and a 91% increase over the last three years for graduate programs. Over half (55%) of the faculty teaching in graduate nursing program in Louisiana were 51 years and over in 2016-2017 and 27% were 61 years and older. (*Louisiana's Multi-Regional Statewide Nursing Workforce Forecasting Model 2014 Update*, Louisiana State Board of Nursing, Louisiana Center for Nursing, 2018)

A significant nursing faculty shortage exist in the psychiatric-mental health specialty area. Although the majority of faculty data are not reported by specialty, anecdotal information with statewide colleagues has indicated many colleges/schools of nursing in the state of Louisiana are having difficulty recruiting psychiatric-mental health faculty.

### **D. Non-Duplication**

Currently there are six DNP programs admitting students located in Louisiana. Five of the programs are public, state supported institutions located primarily in the southeast corridor of the state and one in the northern part of the state. The sixth program is private and also located in the southeast region of the state. There are no programs located in the southwest region of Louisiana and the contiguous southeast region of Texas that offer a DNP Program. The closest Texas DNP programs are in Houston, TX at Baylor and the University of Texas Health Science Center in Houston, neither of which offer a specialization in psychiatric populations.

The MSU Graduate Nursing Degree Program is a member of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) in affiliation with Nicholls State University (NSU),

Southeastern Louisiana University (SELU) and the University of Louisiana at Lafayette. All four institutions offer the master's degree in nursing with a concentration in family; three offer the master's degree with a concentration in psychiatric mental health advanced practice nursing; and, only MSU and SELU offer the post-masters' psychiatric mental health advanced nursing practice program.

McNeese University CON has a long, rich tradition in preparing PMHNP's at the Master's level. Following the health care and educational trends, offering a PMC PMHNP DNP is necessary for clinicians to care for complex patients, in highly inefficient, complex health care systems. Building on the previous success of the program, the new education program has the resources to be successful. The program director, Dr. S. Dilks has over two decades of experience educating PMHNP's, and a faculty team of over four doctoral prepared adjunct faculty to teach in the program. Dr. Dilks has developed community partnerships across the state, and has PMHNP alumni in all psychiatric settings who are willing to provide clinical experiences. McNeese has an online learning management system to offer this innovative fully online program. The McNeese CON, PMC PMHNP DNP program is innovative, and not currently offered by any other academic institution in the state. Additionally, given thoughtful planning, faculty leadership, and university support, this program has the potential to become a regional PMC PMHNP DNP Program of excellence targeted to meet the needs of Louisiana residents.

### 3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment or quality of life of the people of Louisiana.

McNeese State University's PMPMHNP/DNP program will further the mission of the institution through the emphasis on in-depth disciplinary knowledge that can be applied to the health and well being of its community. The graduates of this program will be prepared at the highest level to address critical behavioral health issues impacting the quality of life for all citizens of our state. It is critical that action be taken at a number of levels to eradicate the threats now facing all of our state regardless of age, race, or economic, level. Doctorate-prepared PMHNPs bring unique skills to the behavioral health crisis facing our state and can complement the team-based approach to care for many patients with complex comorbid medical and behavioral health problems.

APRNs who hold dual certification can also be especially valuable for patients with co-occurring medical conditions and can effectively liaise with primary care and specialty care providers to coordinate care involving more complex medical conditions. The National Institute of Medicine encourages the provision of behavioral health services that are co-located with primary health care. Family Nurse Practitioners (FNP's), who are dually certified as Psychiatric Mental Health Nurse Practitioners (PMHNP's), offer an opportunity to provide both types of services to the residents of Louisiana.

### 4. Students

Summarize student interest/demand for the proposed program, and provide evidence (e.g., enrollment/completers of component courses or closely related minors, concentrations; details of program requests or interest surveys). Estimate expected enrollment (majors) in first three years, and justify expectations.

Within the ICMSN, MSU maintains the highest enrollment number for both the master's and post-master's psychiatric mental health advance nursing practice concentration. (See Tables 1 and 2) The data demonstrate that the program has denied increasing numbers of post-master's applicants. The total number of perspective PMC students denied admission increased from five

in the 2015-2016 academic year to 41 in the 2017-2018 academic year. The PMHNP master's program has demonstrated steady growth since its inception in 2005 when only one or two students were admitted a year. The Post Master's Psychiatric Mental Nurse Practitioner DNP would provide increased access for an increasing pool of applicants who are seeking certification as Psychiatric Mental Health advanced practice nurse. A recent online survey of completers of the current Post Master's Program and graduates of the Master's Psychiatric Mental Health Program indicated significant interest in completing their DNP.

**Table 1  
Post Master's Certification  
Applications, Admissions, and Denials  
Academic Year 2015 - 2018**

Semester	Year	PMC Applied	PMC Admitted	PMC Denied
Fall	2015	12	9	3
Spring	2016	8	6	2
Fall	2016	9	6	3
Spring	2017	12	8	4
Fall	2017	17	1	16
Spring	2018	29	4	25
Fall	2018	22	8	16
<b>TOTAL</b>		<b>109</b>	<b>42</b>	<b>67</b>

*Note: Of the PMC students admitted 2015 - 2018, 12 have graduated and 16 are still students.*

**Table 2  
Psychiatric Mental Health Nurse Practitioner  
Applications, Admissions, and Denials  
Academic Year 2015 - 2018**

Semester	Year	PMHNP Applied	PMHNP Admitted	PMHNP Denied
Fall	2015	5	5	0
Spring	2016	14	6	8
Fall	2016	15	6	9
Spring	2017	16	6	10
Fall	2017	9	5	4
Spring	2018	14	9	5
Fall	2018	14	13	1
<b>TOTAL</b>		<b>87</b>	<b>50</b>	<b>27</b>

*Note: Of the PMHNP students admitted 2015 - 2018, 3 have graduated and 34 are still students. MSU has graduated a total of 17 PMHNP master's students during the referenced three years.*

The estimated enrollment for the proposed program was based on the increasing growth of both the current Post Master's Psychiatric Mental Health Nurse Practitioner and Master's Psychiatric Mental Health Nurse Practitioner enrollment and completers.

Projected Enrollment for 5 years:

Year 1	Year 2	Year 3	Year 4	Year 5	Total
5	10	20	20	20	75

**5. Cost**

Estimate new/additional costs of the projected program for the first five years, particularly for: faculty, equipment, software, facilities. Describe and explain expected funding sources, including needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

The MSU Graduate Nursing Degree Program full-time faculty consists of three research-doctorate prepared faculty, of whom one is an APRN, and three practice-doctorate prepared faculty who are APRNs. One of the practice-doctorate faculty is a PMHNP. Current part-time graduate nursing faculty include two PMHNP doctorates, one research doctorate and one practice doctorate. In addition there are five (5) practice-doctorates, one Pharmacology doctorate, and one research-doctorate in Biostatistics. All part-time faculty have close ties to MSU and to the Lake Charles area. Five of these are prior McNeese graduates. The proposed program will require one new full-time 12-month DNP faculty for Year 1 and another 9-month PMHNP/DNP added for the second year. Part-time PMHNP/DNP will be added as the enrollment increases. The salary for the 12 month faculty position for Year 1 would be \$95,000 plus fringe benefits calculated at 32% for a total of \$125,400 and a 9 month faculty position for Year 2 salary would be \$80,000 plus fringe benefits calculated at 32% for a total of a \$105,600.

Support personnel now dedicated to the Graduate Nursing Degree Program will support the addition of the new program. Equipment costs are projected as \$3,000 for Year 1 and 2 and \$1000 for each year thereafter. Supplies cost are projected as \$1000 for each year across 5 years.

The College of Nursing and Health Professions is fortunate to have available a total of 15 endowed professorships as well as other funds that are accessible to graduate faculty and can support both travel to attend professional conferences and support professional development. The awards for the past 5 years have been a total of \$5,000 per year. Other dedicated funds are also available for professional development.

**Table 3  
Psychiatric Mental Health DNP  
Proposed Budget Year 1 - Year 5**

	Description	Year 01	Year 02	Year 03	Year 04	Year 05
<b>New Support</b>	<b>Faculty (Salary &amp; Benefits)</b>	\$125,400	\$231,000	\$231,000	\$231,000	\$231,000
	<b>Supplies</b>	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	<b>Equipment</b>	\$3,000	\$3,000	\$1,000	\$1,000	\$1,000
	<b>Total</b>	<b>\$129,400</b>	<b>\$235,000</b>	<b>\$233,000</b>	<b>\$233,000</b>	<b>\$233,000</b>
<b>In-Kind Support</b>	<b>Support Personnel (Salary &amp; Benefits)</b>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	<b>Travel</b>	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
	<b>Total</b>	<b>\$32,000</b>	<b>\$34,000</b>	<b>\$34,000</b>	<b>\$34,000</b>	<b>\$34,000</b>
	<b>Total Projected Costs</b>	<b>\$161,400</b>	<b>\$269,000</b>	<b>\$267,000</b>	<b>\$267,000</b>	<b>\$267,000</b>



**Table 4**  
**McNeese State University**  
**Graduate Nursing Degree Program**  
**Doctorate Faculty**  
**Fall 2018**

Name	Degree Certification	Practice or Research Expertise
Jennifer Berken	Louisiana State University HSC NO- PhD Biostatistics McNeese State University- MS in Chemistry	Co-Researcher investigating relationship between nursing student success and employment during school Dissertation
Amy Bufford	McNeese State University- MSN (CNS) Nova Southeastern University-Edd	Professional Interests: Health systems management, patient care administration, nursing retention/recruitment, complex health care reimbursement, innovative delivery systems for health care and nursing leadership/management. Dissertation
Demetria Boutte	Campbell University: School of Pharmacy- Doctorate of Pharmacy Campbell University- MS in Clinical Research	Chief Pharmacist for Memorial Health Care System Prior IRB Chair, Comprehensive Pharmacy Clinical Pharmacology Services Pharmacist of Behavioral Health Group Dissertation
John Gary Chaney	University of Tennessee- PMHNP/DNP Southeastern Louisiana University-MSN	Private Practice and Primary Care to Adult psychiatric patients in hospitals and intensive out-patient setting Professional Interests: evaluation for mental health needs in Primary Care Providers at Federally Qualified Health Centers (FQHC) Scholarly Project
Patricia Christy	Texas Christian University-DNP McNeese State University- MSN (FNP)	Primary Care Practitioner for 16 years Item Writer for national certification board. Professional Interests: obesity, bullying and health care policy Scholarly Project
Sattaria Dilks	University of Tennessee HSC-PMHNP/DNP McNeese State University- MSN (FNP) McNeese State University- MA Counseling Psychology	Director of ICMSN PMHNP Concentration Co-Coordinator of MSU Graduate Nursing Program Private Practice as a PMHNP Licensed Professional Counselor President for LANP and President Elect for American Psychiatric Nurses Association (APNA) AANP Louisiana State Representative Professional Interests: Dissociative Identity Disorder, trauma informed care, mental illness stigma Scholarly Project
Amanda Eymard	Louisiana State University HSC-DNSc Loyola University-MSN University of South Alabama- PMHNP	PMHNP in Private Practice John Hartford Institute of Geriatric Nursing Research Scholar Professional Interests: Geriatric psychiatry Dissertation

Troy Fletcher	Regis University-DNP McNeese State University- MSN (FNP)	Professional Interest: Orthopedics Scholarly Project
Deanna Harless	Southeastern Louisiana University-DNP University of Texas HSC Houston-MSN (ACNP)	Completed and published revisions of chapter in <i>Clinical Guidelines in Primary Care, Dermatology,</i> 2018 Professional Interests: Neurology, Health Care Business Scholarly Project
Shannon Troy Hidalgo	Southeastern Louisiana University-DNP McNeese State University- MSN (FNP)	Primary Care Team Leader: Rural Health Doctorate Nursing Distinguished Scholarly Award: 2017 Professional Interests: pediatrics, women's health, men's health, immunizations, public health and school based health Scholarly Project
Samantha Lilley	University of Louisiana at Lafayette- DNP University of Alabama Birmingham- MSN (FNP)	Private Owner of Southern Family Healthcare Professional Interests: Health Care Advocacy, Health Care Business Scholarly Project
Yvonne Krielow	Texas Christian University- DNP McNeese State University- MSN (FNP)	Private Owner of Rural Health Clinic for 8 years (since 2008) LA Health Care Review Team Stroke Study, MI Study –participating member from JALH Professional Interests: Health Care Business, Primary Care Scholarly Project
Cynthia Roberts	University of Alabama: Birmingham- DNP McNeese State University- MSN (FNP)	Manager of Department of Justice, Federal Bureau of Prisons Primary Care Clinic for incarcerated population Professional Interests: Forensic primary care Scholarly Project
Twila Sterling- Guillory	Southern University A&M- MSN (FNP)	Professional Interests: obesity in African American adolescents Dissertation
Virginia A. Warner	Texas Woman's University- PhD University of Maryland-MSN (CNS)	Professional Interests: nursing education, student success, online education, inter-professional education and caregivers of patients with COPD On Going Research interest is investigation of relationship between nursing student success and employment during school Co-Coordinator of the MSU Graduate Nursing Program Dissertation
Peggy L. Wolfe	State University of New York- PhD Tulane University-MPH SUNY-Utica Rome-MS	Dean of MSU College of Nursing and Health Professionals Chair, HSIRB Committee Professional Interests: nursing administration/leadership/Care Coordination and Health Systems Management

**CERTIFICATION:**



\_\_\_\_\_  
Chief Academic Officer

*10-2-18*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Management Board

\_\_\_\_\_  
Date of Approval by Board

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.3. Nicholls State University's request for approval to terminate the Bachelor of Science in General Family and Consumer Sciences.**

**EXECUTIVE SUMMARY**

Nicholls State University requests approval to terminate the Bachelor of Science in General Family and Consumer Sciences (GFCS). Historically, Family and Consumer Sciences focused on the home economics aspect of education. Due to the reorganization of programs at Nicholls in 2009, the GFCS Department was disbanded and the degree program moved to the Department of Psychology. At that time the curriculum evolved to include 18 hours of psychology in addition to courses in case management, facilitative skills, lifespan development, and introductory counseling and interviewing skills. Additionally, the degree now offers over 500 hours of service learning opportunities where students gain vital hands-on experience with children, adolescents, and adults. No courses in the current GFCS degree plan pertain to home economics. As a result, the current GFCS title misrepresents the true nature and scope of the degree as well as qualifications of the students upon graduation. The University proposes termination of the program, transitioning to the existing Bachelor of Arts in Psychology with the creation of a Pre-Counseling concentration.

A teach-out plan to address current GFCS students has been established; for Fall 2018 there is a total of 122 students enrolled in the online and traditional delivery options with the majority classified at the junior and senior levels. Starting in Fall 2019 the University plans to transition those students with less than 50% of the GFCS degree completed to the Psychology program. Those students who have completed more than 50% of the current GFCS program will be given the option to transfer to Psychology or remain in the current GFCS degree. Approved substitutions of courses will be implemented on an individual basis when necessary. The reporting of GFCS degrees shall cease in Fall 2021. Nicholls faculty and administration firmly believe no students will be lost in the transition.

The decision to pursue the proposed change is supported by college deans, academic administrators, and the SACSCOC Liaison who recommended this action as a result of a Five-Year Review of the program. Also, the American Psychological Association (APA) supports the Pre-Counseling Concentration as a suitable name. All faculty in the current GFCS program will be maintained and continue to teach in Psychology - Pre-Counseling Concentration. In addition, the administrative structure of the unit will remain the same.

## RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to terminate the Bachelor of Science in General Family and Consumer Sciences.*



**Office of the President**

P.O. Box 2001 | Thibodaux, LA 70310 | 985.448.4003 | 985.448.4920 (F)

September 28, 2018

**RECEIVED**

OCT 08 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the October 25, 2018 meeting of the Board of Supervisors for the University of Louisiana System:

*Request to Discontinue BS in General Family and Consumer Sciences (GFCS) CIP 190101*

Thank you for your assistance in this matter.

Sincerely,

John Clune  
President


JC/jms

Enclosures

pc: Mr. Alex Arceneaux, Executive Vice President  
Dr. Sue Westbrook, Provost and Vice President for Academic Affairs  
Dr. Todd Keller, Associate Vice President for Academic Affairs  
Dr. Eugene Dial, Vice President for Student Affairs  
Mr. Terry Braud, Vice President for Finance and Administration  
Mrs. Paulette Mayon, Internal Auditor  
Dr. David Whitney, Faculty Senate President/ Faculty Association Representative  
Mrs. Renee Hicks, Executive Director of Planning and Institutional Effectiveness



# MEMO

**To:** Dr. Jay Clune, President Nicholls State University  
**From:** Dr. Sue Westbrook, Provost and Vice President for Academic Affairs   
**Re:** Request to Discontinue BS in General Family and Consumer Sciences  
**Date:** 04OCT18

The attached document represents a request to the UL System Board of Supervisors and the Louisiana Board of Regents to discontinue the Bachelor of Science in General and Family Consumer Sciences (GFCS), and to transition the current degree program to a Bachelor of Arts in Psychology with a Pre-Counseling concentration.

The current GFCS title misrepresents the true nature of the degree program. Since 2009, the degree has had no connection to the traditional Home Economics focus of a GFCS degree. Instead, the degree program switched focus to pre-counseling and pre-social work when the Department of GFCS was disbanded in 2009. This requested change will align the Nicholls degree program with similar programs within, and outside of, the state of Louisiana.

I am requesting your approval of the attached request.



## Request to Terminate an Academic Degree Program or Administrative/Research Unit

<b>1. Institution</b> Nicholls State University																			
<b>2. Type of Termination (check one)</b> <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)																			
<b>3. Degree Designation.</b> (BA, MS, PhD, etc.) BS																			
<b>4. Title and CIP Code.</b> General Family and Consumer Sciences (GFCS) CIP 190101																			
<b>5. Semester/year at which no new enrollments will be accepted.</b> Fall 2019																			
<b>6. Teach-out plan, including semester/year at which reporting of degrees shall cease.</b> Starting Fall 2019, students who have completed less than 50% of the degree will be transitioned to Psychology; Pre-Counseling Concentration. Students who have completed more than 50% of the current GFCS program will be given the option to transfer to Psychology or remain in the current GFCS degree. Approved substitutions of courses will be implemented on an individual basis when necessary. The reporting of degrees shall cease in Fall 2021. The following courses will be offered in Spring 2019																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">COURSE</th> </tr> </thead> <tbody> <tr><td>FACS 131</td></tr> <tr><td>FACS 332</td></tr> <tr><td>FACS 334</td></tr> <tr><td>FACS 400</td></tr> <tr><td>FACS 448</td></tr> <tr><td>FACS 460</td></tr> <tr><td>FACS 461</td></tr> <tr><td>FACS 464</td></tr> <tr><td>FACS 470</td></tr> <tr><td>FACS 471</td></tr> <tr><td>FACS 477</td></tr> <tr><td>FACS 480</td></tr> <tr><td>FACS 493</td></tr> <tr><td>FACS 494</td></tr> </tbody> </table>		COURSE	FACS 131	FACS 332	FACS 334	FACS 400	FACS 448	FACS 460	FACS 461	FACS 464	FACS 470	FACS 471	FACS 477	FACS 480	FACS 493	FACS 494			
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The following FACS courses will be transitioned to PSYC courses in Fall 2019. Course substitutions will be incorporated to ensure progression through the GFCS degree until Fall 2021.																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">CURRENT FACS COURSE</th> <th style="text-align: left;">NEW PSYC COURSE</th> </tr> </thead> <tbody> <tr><td>FACS 131</td><td>PSYC 131</td></tr> <tr><td>FACS 332</td><td>PSYC 232 *</td></tr> <tr><td>FACS 334</td><td>PSYC 234 *</td></tr> <tr><td>FACS 448</td><td>PSYC 448</td></tr> <tr><td>FACS 460</td><td>PSYC 360 *</td></tr> <tr><td>FACS 461</td><td>PSYC 461</td></tr> <tr><td>FACS 464</td><td>PSYC 464</td></tr> <tr><td>FACS 470</td><td>PSYC 370 *</td></tr> </tbody> </table>		CURRENT FACS COURSE	NEW PSYC COURSE	FACS 131	PSYC 131	FACS 332	PSYC 232 *	FACS 334	PSYC 234 *	FACS 448	PSYC 448	FACS 460	PSYC 360 *	FACS 461	PSYC 461	FACS 464	PSYC 464	FACS 470	PSYC 370 *
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FACS 470	PSYC 370 *																		

FACS 471	PSYC 471
FACS 477	PSYC 377 *
FACS 480	PSYC 480
FACS 493	PSYC 493
FACS 494	PSYC 494

FACS 400 will be eliminated from the required courses starting in Fall 2019. Students who are currently in the GFCS program will be advised to take FACS 400 in Spring 2019. If this is not a viable option, substitution of the course with a course of comparable subject matter and credit hours will be completed.

\*As recommended by the Five Year Review Committee, courses were added in the sophomore and junior years to incorporate a more balanced approach to the degree plan.

**7. Reason for request.** (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)

**Explanation:**

There are several reasons for this request. The current name is antiquated and unrecognizable to incoming freshmen, transfer students, and potential employers. The existing name does not include the entire scope of the degree or qualifications of the students upon graduation. Historically, Family and Consumer Sciences focused on the home economics aspect of education. As a result, current faculty consistently must convince students that this is not what the current GFCS; Child, Family and Social Services Concentration degree encompasses. The current curriculum has 18 hours of psychology in addition to courses in case management, facilitative skills, lifespan development, and introductory counseling and interviewing skills. Therefore, the CIP code of 190101 is no longer descriptive of the program; the CIP code of 420101 (Psychology, General) is more appropriate. Additionally, the degree offers over 500 hours of service learning opportunities where students gain vital in vivo experiences with children, adolescents and adults. Due to reorganization of programs in 2009, there is no longer an independent Department of Family and Consumer Sciences, and the current GFCS degree program is housed under the Department of Psychology within the College of Education. Furthermore, no courses in the current GFCS degree plan pertain to home economics. The change to Psychology with a Pre-Counseling concentration will also benefit current psychology majors who may want to pursue the counseling field as well as research. This change is also supported by college deans, academic administrators, and the SACSCOC Liaison who recommended this action as a result of a Five Year Review of the program. Finally, the American Psychological Association (APA) supports the Pre-Counseling Concentration as a suitable name. All faculty in the current GFCS program will be maintained and continue to teach in the Psychology; Pre-Counseling Concentration. The administrative structure of the unit will remain the same as well.

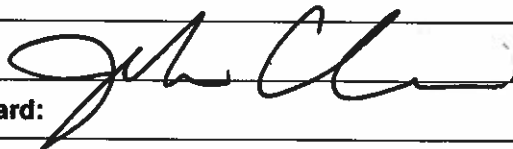
*\* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.*

**8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.**

**9. Program/Unit Contact** (name, title, email address, telephone number)

Dr. Kimberly Reynolds, LPC-S  
 Department Head of Psychology  
[Kimi.reynolds@nicholls.edu](mailto:Kimi.reynolds@nicholls.edu)  
 985-448-4371

Campus Head:



Date:

10/4/18

Management Board:

Date:

*For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.*

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

- Item F.4.**     **Nicholls State University's** request for approval to award an Honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger at the Fall Commencement Exercises.

**EXECUTIVE SUMMARY**

Nicholls State University requests approval to award an Honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger at the Fall 2018 Commencement Exercises. As the longtime Chairman and CEO of Bollinger Shipyards, one of South Louisiana's most successful businesses and among the largest shipbuilding companies in the nation, Mr. Bollinger has clearly made his mark on the maritime and shipbuilding industry. During his tenure, the family-owned business based in Lockport grew to become the largest vessel-repair firm in the Gulf of Mexico, providing crucial services to the offshore oil industry while also building over 150 US Coast Guard vessels for the federal government. Mr. Bollinger has been instrumental, along with other entrepreneurial families, in building the economic engine that drives the Houma/Thibodaux region. He is widely considered one of the most influential figures not only in South Louisiana but throughout the state and far beyond.

What is perhaps even more impressive than Mr. Bollinger's business accomplishments is the incredible amount of time he dedicates to improving his community and state. Mr. Bollinger is the former Chairman of the Board of nearly a dozen organizations, including The National WWII Museum, and he has been involved in some facet of nearly every major nonprofit in the region. He has been a vocal champion for South Louisiana, the City of New Orleans, and Nicholls State University. As the longtime Chairman of the Nicholls Foundation, Mr. Bollinger has played a significant role in the University's fundraising efforts for over two decades and has been a spokesperson for the importance of Nicholls to the Bayou Region. Aside from his volunteer role with the Nicholls Foundation and former service on the Board of Regents and the Board of Supervisors for the University of Louisiana System, he has been greatly involved in various youth outreach initiatives through the Boy Scouts of America and the Boysie Bollinger Leadership Academy for Phi Kappa Theta fraternity members.

Although not an alumnus of Nicholls, Mr. Bollinger has a deep love for the University and has served as one of its greatest champions. In addition to the time he has dedicated to advancing Nicholls, Mr. Bollinger and his family have been generous benefactors of the University. In recognition of his remarkable business achievements and his unwavering commitment to the Bayou Region and to Nicholls, the University would like to award an Honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger.

## RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to award an Honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger at the Fall Commencement Exercises.*



**Office of the President**

P.O. Box 2001 | Thibodaux, LA 70310 | 985.448.4003 | 985.448.4920 [F]

F 4

September 28, 2018

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

**RECEIVED**

OCT 08 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the October 25, 2018 meeting of the Board of Supervisors for the University of Louisiana System:

*To award an honorary Doctorate of Commerce to Mr. Donald T. "Boysie" Bollinger at the Fall Commencement Ceremony on December 15, 2018.*

Thank you for your assistance in this matter.

Sincerely,



John Clune  
President

JC/jms

Enclosures

pc: Dr. Sue Westbrook, Interim Provost and Vice President for Academic Affairs  
Dr. Todd Keller, Associate Vice President for Academic Affairs  
Dr. Eugene Dial, Vice President for Student Affairs  
Mr. Terry Braud, Vice President for Finance and Administration  
Mr. Alex Arceneaux, Executive Vice President  
Ms. Paulette Mayon, Internal Auditor  
Dr. David Whitney, Faculty Senate President/ Faculty Association Representative  
Mrs. Renee Hicks, Executive Director of Planning and Institutional Effectiveness

**Provost/Vice President for Academic Affairs**

P.O. Box 2002  
Thibodaux, LA 70310  
985.448.4011  
Fax: 985.448.4026

**NICHOLLS**  
**STATE UNIVERSITY**  
A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

ARA

**MEMORANDUM**

**TO:** Dr. Jay Clune, President

**FROM:** Dr. Sue Westbrook  
Provost and Vice President for Academic Affairs



**DATE:** September 13, 2018, 2018

**RE:** Honorary Doctorate Recommendation

One nomination was submitted this semester for consideration for an honorary doctorate. A meeting of the Honorary Degree Committee was held on September 12, 2018, and they voted unanimously to recommend Donald T. "Boysie" Bollinger for an Honorary Doctorate of Commerce (D. Com.).

I concur with the Committee's recommendation. A copy of the Committee's action is attached, along with the nomination packet and resumé, for your consideration.

**APPROVED / DENIED**



**President**  
**Nicholls State University**





**Director of University Graduate Studies**

P.O. Box 2071 | Thibodaux, LA 70310 | 985.448.4438

## MEMORANDUM

TO: Dr. Sue Westbrook, Provost and Vice President for Academic Affairs  
FROM: Dr. DesLey Plaisance, Chair, Honorary Degree Committee  
DATE: September 13, 2018  
SUBJECT: Honorary Degree Committee Fall 2018 Nomination

The Honorary Degree Committee met on September 12, 2018, and recommends T. “Boysie” Bollinger to receive an Honorary Doctorate of Commerce (D. Com.) from Nicholls State University at the December, 2018, graduation ceremony.

### **Comments from Committee and Nominators:**

The selection committee strongly endorses the naming of T. “Boysie” Bollinger as this semester's recipient of an honorary doctorate. Mr. Bollinger has had an impressive career and currently serves as Chairman and Chief Executive of Bollinger Enterprises, LLC. He devotes substantial time to professional and civic organizations including serving as Chairman of the Nicholls State University Foundation. Nominator Steven J. Watson stated that “Boysie Bollinger is one of the most accomplished entrepreneurs in the shipbuilding and maritime industry and has played a key role in nearly every major business, civic, and charitable organization in the New Orleans and Houma/Thibodaux region.” Nominator Dean Marilyn Macik-Frey of the College of Business at Nicholls stated that “Mr. Bollinger has lead a life of giving back through his service on many boards and commissions with the goal of making our State and country stronger.”



THE NATIONAL  
WWII MUSEUM  
NEW ORLEANS

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W. Gray Stream

Henry Swieca

Thomas H. Turner

André F. Villeneuve

Bruce N. Whitman

Governor Christine T. Whitman

Governor Pete Wilson

September 7, 2018

Dear Honorary Degree Committee Members,

As a proud alumnus and 2014 honorary doctoral recipient, it is my distinct pleasure to nominate Donald T. "Boysie" Bollinger to receive an Honorary Doctorate from Nicholls State University.

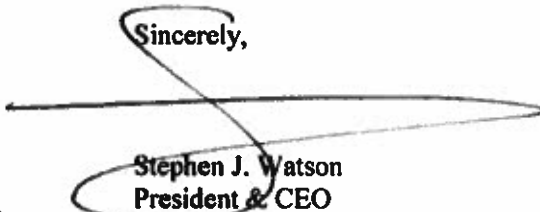
As the longtime Chairman and CEO of Bollinger Shipyards – one of South Louisiana's most successful businesses and among the largest shipbuilding companies in the nation – Boysie has clearly made his mark on the maritime and shipbuilding industry. He is widely respected across the world for his entrepreneurship, keen business sense, and blue-collar work ethic, and currently serves as the International President of the Chief Executive Officers Organization comprised of 2,000 top business leaders.

What is perhaps even more impressive than Boysie's business accomplishments is the incredible amount of time he dedicates to improving his community and state. He is a former Chairman of the Board of nearly a dozen organizations, including The National WWII Museum, and has been involved in some facet of nearly every major nonprofit in the region. He has been a vocal champion for South Louisiana, the City of New Orleans, and Nicholls State University. As the longtime Chairman of the Nicholls Foundation, he has played a significant role in the university's fundraising efforts for over two decades and been a spokesperson for the importance of Nicholls to the Bayou Region. Aside from his volunteer role with the Nicholls Foundation and former service on the Board of Regents and University of Louisiana System Board, he has been greatly involved in various youth outreach initiatives through the Boy Scouts of America and the Boysie Bollinger Leadership Academy for Phi Kappa Theta fraternity members.

I can honestly say that The National WWII Museum would not be what it is today without Boysie's generosity, advocacy, and passionate support for our mission. I know that many of my fellow non-profit executives in the area would say the same about Boysie's impact on their organization. Without a doubt, our state, our South Louisiana region, and certainly our beloved Nicholls State University are better thanks to Boysie.

Thank you for your consideration of Boysie for the university's highest honor. While he has been honored by numerous organizations, I know that an honorary doctorate from Nicholls – an institution we both take great pride in – would be particularly meaningful to Boysie. If you have any questions or need any additional information, please do not hesitate to reach out to me.

Sincerely,

  
Stephen J. Watson  
President & CEO

*The War That Changed The World™*

# NICHOLLS STATE UNIVERSITY

## OFFICE OF THE PRESIDENT

### Nomination for the award of an Honorary Degree

The Honorary Doctorate is the highest form of recognition offered by Nicholls State University and is awarded for demonstrated excellence in the fields of public affairs, the sciences, arts, humanities, business, and philanthropy. Recipients of Honorary Doctorates must be distinguished, with achievements both relevant and appropriate to the University. Eligibility for nomination is restricted to persons of state, national or international stature. Nominees who have made extraordinary contributions to the University will be welcomed, but must also have made significant contributions beyond the University and its local region. Notwithstanding this policy, the Honorary Doctor of Letters may be awarded as recognition for exemplary and distinguished community service, including service to Nicholls State University. Nominees shall not be current members of the Board of Supervisors for the University of Louisiana System, employees of the University, or individuals who have direct political, legal or budgetary authority over the University. (For the full policy, see Policy 5.7.12. Honorary Degrees.)

1. Name of nominee: Donald T. "Boysie" Bollinger
2. Professional title: Chairman & Chief Executive Officer, Bollinger Enterprises, LLC
3. Name of nominator: Stephen J. Watson
4. The relevant college should be consulted about the title of the degree. This candidate is nominated for the degree, Honorary \_\_\_\_\_
5. Please provide the information requested below. Attach additional sheets if required:
6. Describe the nominee's achievements:

Boysie Bollinger is one of the most accomplished entrepreneurs in the shipbuilding and maritime industry and has played a key role in nearly every major business, civic, and charitable organization in the New Orleans and Houma/Thibodaux regions. During his long tenure as Chairman and CEO of Bollinger Shipyards, the family-owned business based in Lockport grew to become the largest vessel-repair firm in the Gulf of Mexico, providing critical services to the offshore oil industry while also building over 150 US Coast Guard vessels for the federal government.

Boysie is widely considered one of the most influential figures not only in South Louisiana but throughout the state and far beyond. In addition to his longtime service as Chairman of the Nicholls State University Foundation among other nonprofits, he travels across the globe as the International President of the Chief Executives Organization, comprised of 2,000 top business executives from various industries and countries.

Aside from his impressive business accomplishments, Boysie has dedicated much of his time to serving on the Board of Directors for dozens of organizations – including a four-year term as Chairman of The National WWII Museum – and he has been a generous philanthropist and advocate for many of Louisiana's nonprofits.

7. Explain the humanitarian value or contribution to society of the nominee.

Much of Boysie's time is dedicated to giving back to professional and civic organizations through his service on Boards of Directors. In addition to his leadership roles with the Nicholls Foundation and Chief Executives Organization, he currently serves as Chairman of First Bank and Trust, Second Vice President for Audubon Commission, and a member of the University Medical Center Management Corporation.

Boysie is also a former Chairman of 11 organizations, including The National WWII Museum, Business Council of New Orleans, United Way of South Louisiana, New Orleans Region of the Boy Scouts of America, The Nature Conservancy of Louisiana, Young Presidents Organization, and Shipbuilders Council of America. He continues to serve on the Board for many of these organizations and is a significant philanthropist. The largest private gifts donated to both The National WWII Museum and Audubon Zoo are from Boysie and Joy Bollinger.

Following Hurricane Katrina, he helped lead early efforts to organize the region's recovery and served on the Bring New Orleans Back Commission and the Louisiana Recovery Authority.

Although he has never run for political office, he remains an influential player in state and national politics, having served as Commissioner of the American Battle Monuments Commission under the administration of President George W. Bush, a Member of the President's Export Council under the administration of President George H.W. Bush, and delegate to Louisiana's Constitutional Convention in 1973.

8. Explain the relevance of the nominee's work to Nicholls State University.

Boysie Bollinger has been a longtime advocate for Nicholls, serving as Chairman of the Nicholls State University Foundation, the university's fundraising arm, for over two decades. He also formerly served on university governing boards as a member of both the Louisiana Board of Regents and University of Louisiana System Board. Additionally, Boysie participated as a voting member of the Nicholls Presidential Search Committees in 2002 and 2013.

In addition to the time he has dedicated to advancing Nicholls in these roles, he and his family have been generous benefactors of the university. In 1997, three generations of the Bollinger family donated a gift that resulted in the \$1 million Bollinger Family Endowed Chair in Business Administration – the first, and at the time largest, donation of its kind in Nicholls history. The Endowed Chair was later split into three endowed professorships to help the university recruit and retain the highest quality faculty. Boysie also served as honorary co-chair of the university's "Investing in Education for the Bayou Region" fundraising campaign in early 2000s, and he and Joy Bollinger have also generously endowed Nicholls scholarships for first-generation college students and culinary arts majors.

Although not a Nicholls alum, Boysie has a deep love for the university and has been a vocal champion for its importance to the region. Bollinger Shipyards has provided careers for hundreds of Nicholls graduates, many of whom may not have attended college if not for Nicholls. Without a doubt, his advocacy for Nicholls has contributed significantly to the university's growth and success.

9. Summarize the honors and distinctions received by the nominee previously, including honorary degrees.

Boysie has been recognized by countless national and state organizations for his significant business achievements and extensive nonprofit work and philanthropy. In June 2016, he was awarded an Honorary Doctor of Science degree from Webb Institute in Glenn Cove, New York.

(Boysie has employed Webb Institute engineering student interns and graduates as well as served on the Webb Board of Trustees from 2006 to 2016.)

Additional prestigious honors include: the Woodrow Wilson Award for Corporate Citizenship, Boy Scouts of America Distinguished Citizens Award, Louisiana Public Broadcasting's Louisiana Legend Award, Junior Achievement Laureate and Lifetime Achievement Award, Louisiana Entrepreneur of the Year Award, C. Alvin Bertel Award, National Coast Guard Museum Association's Alexander Hamilton Award, New Orleans Propeller Club's Maritime Man of the Year Award, ACG Louisiana's Lifetime Achievement Award, and Phi Kappa Theta's 2017 Man of Achievement.

10. Indicate, if possible, for the nominee (this may be part of the C.V. in item 13):
- a) date of birth 09-11-49
  - b) educational background 1971, Bachelor of Science in Business Administration, University of Louisiana at Lafayette
  - c) employment history 1971-2014, Chairman & CEO of Bollinger Shipyards, Inc. Current, Chairman & CEO of Bollinger Enterprises, LLC
11. Additional comments:
- The National Maritime Historical Society produced an excellent video capturing the accomplishments and generosity of Boysie Bollinger, who was recently honored with the National Coast Guard Museum's Alexander Hamilton Award. If you have time, the video is worth watching and illustrates many of the reasons listed here for Boysie's nomination. Visit [https://www.youtube.com/watch?v=W\\_\\_\\_c-Vsik6c](https://www.youtube.com/watch?v=W___c-Vsik6c)
12. Contact information for the nominee:
- Name: Donald T. "Boysie" Bollinger
- Postal address: 400 Poydras Street, Suite 2480, New Orleans, LA 70130
- Phone number: 504-982-2328 (cell)
- Email address: boysieb@bollinger.com
13. Other documents to attach to this form:
- a) A cover letter summarizing significant achievements and accomplishments
  - b) Curriculum Vitae/Resumé
  - c) Any other relevant documentation

The University may grant no more than two honorary degrees during an academic year.

**NOMINATION DEADLINES:**  
**Fall Semester – by September 10th**  
**Spring Semester – by February 10th**

Forward the nomination to: Provost and Vice President for Academic Affairs  
P.O. Box 2002, Thibodaux, LA 70310

Nomination forms can be found at:  
<http://www.nicholls.edu/president>

September 10, 2018

Dr. Sue Westbrook, Provost and VP of Academic Affairs  
Nicholls State University  
Thibodaux, Louisiana 70310

Dear Dr. Westbrook:

Please accept the nomination of Mr. Donald T. "Boysie" Bollinger for an Honorary Doctorate of Commerce for his outstanding achievements in business and industry. The College of Business Administration is proud to nominate him for this honor as we consider him instrumental in the building and supporting of our State and regions most important industries. The maritime, shipbuilding and oil and gas sector drive our economy and we owe a great deal to this man for his part in shaping our region. He and others like him helped make the Bayou area a center for many of the largest maritime enterprises in the world. We as a College believe his contributions through the many jobs and opportunities for our citizens he created is alone deserving of this award.

However, Mr. Bollinger's impact on the region and State go well beyond his direct business ties. Mr. Bollinger has lead a life of giving back through his service on many boards and commissions with the goal of making our State and country stronger. His resume lists the areas that he has worked to promote from industry (National Petroleum Council) to youth (New Orleans Region of the Boy Scouts) to history (the National WWII Museum). There are many such areas of service and we direct you to his resume for a more complete list. He repeated steps up to assist when Louisiana is in need as shown through his work with the Louisiana Recovery Authority and Bring New Orleans Back Commission, both of which were involved in the rebuilding of New Orleans and Louisiana after Hurricane Katrina and Rita.

Of particular note, we wanted to recognize Mr. Bollinger's dedication to the importance of education. He has served on the Louisiana Board of Regents, the University of Louisiana Systems Board and perhaps most directly relevant to Nicholls State University, the Nicholls State University Foundation. Boysie is Chairman of the Nicholls Foundation and he devotes a considerable amount of time to helping Nicholls gain the resources we need to provide high quality education to the people of the region. His leadership with the Nicholls Foundation has helped provide better facilities, more support for students through scholarships and endowed Professorships to retain valuable faculty. Nicholls State University provides the opportunity for many in the region to obtain a higher education, something that would not be possible for many citizens in the area without Nicholls. Mr. Bollinger is an important part of ensuring that this educational resource that has provided opportunity for so many first generation college students remains strong and viable.

As a thank you for his work, a recognition of his achievements and an acknowledgement for his service, the Nicholls College of Business is pleased to offer this nomination for an Honorary Doctorate in Commerce to Mr. Boysie Bollinger.

Sincerely,

Marilyn Macik-Frey, Dean  
Nicholls State University, College of Business Administration

# NICHOLLS STATE UNIVERSITY

OFFICE OF THE PRESIDENT

## **Nomination for the award of an Honorary Degree**

The Honorary Doctorate is the highest form of recognition offered by Nicholls State University and is awarded for demonstrated excellence in the fields of public affairs, the sciences, arts, humanities, business, and philanthropy. Recipients of Honorary Doctorates must be distinguished, with achievements both relevant and appropriate to the University. Eligibility for nomination is restricted to persons of state, national or international stature. Nominees who have made extraordinary contributions to the University will be welcomed, but must also have made significant contributions beyond the University and its local region. Notwithstanding this policy, the Honorary Doctor of Letters may be awarded as recognition for exemplary and distinguished community service, including service to Nicholls State University. Nominees shall not be current members of the Board of Supervisors for the University of Louisiana System, employees of the University, or individuals who have direct political, legal or budgetary authority over the University. (For the full policy, see Policy 5.7.12. Honorary Degrees.)

1. Name of nominee: Donald T. "Boysie" Bollinger

2. Professional title: Chairman & Chief Executive Officer, Bollinger Enterprises, LLC

3. Name of nominator: College of Business Administration

4. The relevant college should be consulted about the title of the degree. This candidate is nominated for the degree, Honorary Doctorate in Commerce.

5. Please provide the information requested below. Attach additional sheets if required:

6. Describe the nominee's achievements: Please see the letter for more detail. In summary, Mr. Bollinger is instrumental, along with other entrepreneurial families, in building the economic engine that drives our Region. His success does not stop with the success of his family business, rather, he continues to give back in many professional and civic organizations. He has supported the area businesses and industries through his advocacy at the local, State and Federal level. He also is a strong supporter of education. His service on the Board of Regents, the University of Louisiana system board and most relevant for this nomination, the Nicholls Foundation demonstrate his commitment to making education accessible and affordable for our citizens. His work with the Nicholls foundation and support of Nicholls makes us proud to offer his name in nomination for this honor.

7. Explain the humanitarian value or contribution to society of the nominee.

Mr. Bollinger's contributions are large. He has dedicated his life to serving his community. Here are a few of his areas of service and financial support:

- Boy Scouts of America
- Audubon Commission
- The National WWII Museum
- Louisiana Workers' Compensation Corporation
- Shipbuilders of America
- National Ocean Industries Association
- Business Council of New Orleans
- The Nature Conservancy of Louisiana
- Young Presidents Organization
- United Way of South Louisiana
- Louisiana Recovery Authority
- Bring New Orleans Back Commission
- Louisiana Board of Regents
- Nicholls Foundation Board

8. Explain the relevance of the nominee's work to Nicholls State University.

Mr. Bollinger's work on the Nicholls Foundation Board has been instrumental in obtaining scholarship support for students, endowments to retain valuable faculty and resources to keep our campus strong and beautiful. Not only does he assist in helping get the financial resources we need, but he has been a vocal advocate for our Institution and the importance of it to our Region.

9. Summarize of the honors and distinctions received by the nominee previously, including honorary Degrees.

- Distinguished Citizen Award - Boy Scouts of America
- Bollinger Canopy of Peace named in his honor - National WWII Museum
- 2016 Honorary Doctor of Science from Webb Institute
- 2018 National Coast Guard Museum Association's Alexander Hamilton Award
- Louisiana Legend by Louisiana Public Broadcasting
- C. Alvin Bertel Award
- Junior Achievement Laureate and Lifetime Achievement Award
- Woodrow Wilson Award
- New Orleans Propeller Club Maritime Man of the Year Award
- ACG Louisiana's Lifetime Achievement Award



10. Indicate, if possible, for the nominee (this may be part of the C.V. in item 13):

a) September 11, 1949 b) Bachelor of Business Administration, ULL c) Previously President and CEO of Bollinger Shipyard; currently President and CEO of Bollinger, LLC

11. Additional comments:

12. Contact information for the nominee:

Name: College of Business Administration, Nicholls State University, Marilyn Macik-Frey, Dean representing the College for the nomination

Postal address: P.O. Box 2015

Phone number: 985-448-4179

Email address: marilyn.macik-frey@nicholls.edu

13. Other documents to attach to this form:

a) A cover letter summarizing significant achievements and accomplishments b) Curriculum Vitae/Resumé c) Any other relevant documentation

The University may grant no more than two honorary degrees during an academic year.

**NOMINATION DEADLINES: Fall Semester – by September 10th  
Spring Semester – by February 10th**

Forward the nomination to: Provost and Vice President for Academic Affairs P.O. Box 2002,  
Thibodaux, LA 70310

Nomination forms can be found at: <http://www.nicholls.edu/president>



**Donald T. "Boysie" Bollinger**  
**Chairman & Chief Executive Officer**  
**Bollinger Enterprises, llc**

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Donald T. "Boysie" Bollinger is Chairman and Chief Executive Officer of Bollinger Enterprises, LLC, which in part serves as a family office. He is the former Chairman and CEO of Bollinger Shipyards, Inc., a family-owned business established in 1946; a full service marine construction and ship repair company.

Boysie Bollinger devotes considerable time to professional and civic organizations. He serves on numerous Boards of Directors, including:

- Chairman, First Bank and Trust
- Chairman, Nicholls State University Foundation
- Chief Executives Organization (International President 2018)
- Second Vice President, Audubon Commission
- Member, University Medical Center Management Corporation

In past years, Boysie has served as the following:

- Chairman, Louisiana Workers' Compensation Corporation (still serves on board)
- Chairman, The National World War II Museum (still serves on board)
- Chairman, Shipbuilders Council of America
- Chairman, National Ocean Industries Association
- Chairman, Business Council of New Orleans (still serves on board)
- Chairman, The Nature Conservancy of Louisiana (still serves on board)
- Chairman, Young Presidents Organization
- Chairman, United Way of South Louisiana
- Chairman, New Orleans Region of the Boy Scouts of America
- Chairman, Governor's Maritime Advisory Task Force
- Chairman, Board of Commissioners, Port of New Orleans
- Vice Chairman, United States Coast Guard Foundation
- Commissioner, American Battle Monuments Commission, under the administration of President George W. Bush
- Delegate, Louisiana's Constitutional Convention in 1973
- Member, President's Export Council under the administration of President George H.W. Bush.
- Member, Louisiana Board of Regents
- Member, University of Louisiana System Board
- Member, Louisiana Recovery Authority
- Member, Bring New Orleans Back Commission
- Member, National Petroleum Council

Boysie has been recognized countless times for his outstanding accomplishments. His most prestigious awards include:

- Woodrow Wilson Award
- Induction into the Louisiana Political Hall of Fame
- Louisiana Legend by Louisiana Public Broadcasting
- Junior Achievement Laureate and Lifetime Achievement Award
- Distinguished Citizen Award from the Boy Scouts of America
- C. Alvin Bertel Award
- Entrepreneur of the Year Award
- New Orleans Propeller Club's Maritime Man of the Year Award
- ACG Louisiana's Lifetime Achievement Award

In 1971, Boysie Bollinger earned his Bachelor of Science Degree in Business Administration from the University of Louisiana, Lafayette, where he was also a member of Phi Kappa Theta. He is married to Joy LeBlanc, has three sons and five grandchildren.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.5.**      **Northwestern State University's** request for approval of a Proposal to offer a Bachelor of Science in Resource Management.

**EXECUTIVE SUMMARY**

Northwestern State University requests approval to offer a Bachelor of Science (BS) in Resource Management. Since August 2015 Northwestern has offered a Bachelor of Applied Science (BAS) in Resource Management. At this time the University would like to redesign the existing BAS in order to provide a more solid foundational curriculum and offer it as a BS in Resource Management. The purpose of the proposed program is to provide students with the knowledge and skills for the management of companies and enterprises, paired with professional and technical expertise in disciplines identified as having current or future workforce needs. The overall goal is to produce well-rounded graduates who will enter the workforce or continue their careers meeting the workforce needs of Louisiana and the region with an effective level of management skills and discipline-specific competencies. In fulfilling the requirements of the proposed program, students will obtain a solid foundation in resource management and preparation in one of the following concentration areas: cultural resources management, health services administration, human resources management, industrial technology-manufacturing management or pre-law and paralegal studies.

The 120-credit-hour redesigned curriculum includes 39 credit hours of general education, a Resource Management core of 39 credit hours, one elective course and 39 credit hours in one of the concentration areas noted above. Students will complete a capstone experiential learning opportunity specific to the academic area of concentration. The experiential learning requirement will meet the standards of Northwestern's quality enhancement plan, *Learning for Life: Experience Your Future*, and meets the goal of preparing students to transfer theory into practice as they transition from the University setting to a career or advanced study in graduate or professional school. All courses required of the redesigned proposed program are already offered by Northwestern with the exception of one course.

Revisions to the existing curriculum, as well as the proposed name change, will offer students an in-state opportunity to earn a unique degree that supports current and projected workforce needs in Louisiana. This proposed program also expands the opportunity for post-traditional students to achieve their educational goals as they retain current positions and advance to positions of greater responsibilities. In addition, the revised degree supports employers in their need for a more thoroughly educated and trained workforce. The Louisiana Workforce Commission projects an increased need of 8.6% by 2024 for positions in the management of companies and enterprises. More specifically, workplace positions in the specific concentration areas of the proposed degree indicate projected increases as follows: 13.1% for professional, scientific and technical services (Industrial Technology-Manufacturing

Management concentration); 14.5% in healthcare and social assistance positions (Health Services Administration concentration); 11.2% at museums and historical sites (Cultural Resources Management concentration); 12% for administrative support personnel (Human Resources Management concentration); and 18% for paralegals and legal assistants (Pre-Law and Paralegal concentration).

The existing BAS in Resource Management enrolled an initial cohort of seven (7) students with enrollment growing to 37 for Fall 2018 (with new admission suspended). Using historical data from the existing program that the proposed program will replace the University projects beginning with a base enrollment of 45 students with that number increasing to 60 by 2025. Interviews with students during the advising process indicate that they are attracted to the redesigned structure and courses of the proposed program, believing the Resource Management core, in conjunction with the classes and experiences from courses in the concentration, will put them in a favorable position as they seek to enter or advance in the workforce. No additional faculty, course offerings, support staff or other new resources are needed to initiate the proposed program. As a result, the BS in Resource Management can be offered at no additional cost to the University.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval of a Proposal to offer a Bachelor of Science in Resource Management.***



F 5

**October 16, 2018**

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

**Re: Proposal: Bachelor of Science in Resource Management: CIP 30.9999**

**Dear Dr. Henderson:**

**Northwestern State University is requesting the following item be placed on the agenda for approval at the October 2018 Board Meeting:**

***Northwestern is seeking approval of the attached Proposal: Bachelor of Science in Resource Management CIP 30.9999.***

**Thank you for your consideration of this request.**

**Sincerely,**

  
**Dr. Chris Maggio**  
**President**

**Enclosure**

**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:

Institution: Northwestern State University	Requested CIP, Designation, Subject/Title: 30.9999 Multi-/Interdisciplinary Studies
Contact Person & Contact Info: Jack Atherton, Program Coordinator, Department of Criminal Justice, History and Social Science, (318) 357-6850, athertoni@nsula.edu	
Date BoR approved the Letter of Intent: Waived	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Spring 2019	
Program Delivery Site (s): NSU main campus	

**1. Program Description**

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

<p>The purpose of the Bachelor of Science degree in Resource Management is to provide students with the knowledge and skills for the management of companies and enterprises, paired with professional and technical expertise in disciplines identified having current or future workforce needs. The overall goal is to produce well-rounded graduates who will enter the workforce or continue their careers meeting the workforce needs of Louisiana and the region with an effective level of management skills and discipline-specific expertise.</p> <p>Student learning objectives for the degree in Resource Management are:</p> <ol style="list-style-type: none"> <li>1. To develop an understanding of the roles, leadership styles, and communication skills needed in an organizational management setting;</li> <li>2. To acquire management skills for operating an enterprise requiring professional and technical expertise;</li> <li>3. To apply concepts related to management of proprietary interests and resources in organizations;</li> <li>4. To articulate and demonstrate critical thinking and problem solving skills in application of the management practices and principles specific to an academic concentration;</li> <li>5. To engage in a capstone experiential learning opportunity that provides students with the opportunity to apply, illustrate, articulate, integrate, and reflect through substantive application of the skills formulated during their Resource Management core and academic concentration.</li> </ol> <p>By meeting the requirements for this degree, students will obtain a solid foundation in resource management and preparation in one of the following concentration areas: cultural resources management, health services management, human resources management, industrial engineering technology, or pre-law and paralegal studies. Students will complete a capstone experiential learning opportunity specific to the academic area of concentration. The experiential learning requirement will meet the standards of Northwestern's quality enhancement plan, <i>Learning for Life: Experience Your Future</i>, and meets the goal of preparing students to transfer theory into practice as they transition from University settings to a career or advanced study in graduate or professional schools. The experiential learning course is highlighted in the curriculum map provided below.</p>
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**Map out the proposed curriculum**, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

Bachelor of Science in Resource Management, 4-year Curriculum, 120 Total Semester Hours	
University Core – 39 Semester Hours	
Resource Management Core --- 39 Semester Hours	
Selected Concentration Area -- 39 Semester Hours	
Elective (concentration appropriate) – 3 Semester Hours	
Concentration Areas:	
Cultural Resources Management (39 semester hours)	
Health Services Administration (39 semester hours)	
Human Resource Management (39 semester hours)	
Industrial Engineering Technology (39 semester hours)	
Pre-Law and Paralegal Studies (39 semester hours)	
<b>Curriculum for Resource Management (258)</b>	
<b>FIRST YEAR</b>	<b>SEM. HRS.</b>
English 1010, 1020 .....	6
Mathematics .....	6
Natural Sciences*.....	6
University Studies 1000 .....	1
Social Science *.....	3
Fine Arts 1040 .....	3
Communication 1010 or 2500.....	3

History*.....	3	
	31	_____
<b>SECOND YEAR</b>	<b>SEM. HRS.</b>	
English 2110 or 2070.....	3	
Behavioral Science*.....	3	
Management 3220.....	3	
Natural Sciences*.....	3	
Concentration Area Courses.....	12	
Business Administration 3250.....	3	
Electives.....	3	
	30	_____
<b>THIRD YEAR</b>	<b>SEM. HRS.</b>	
Computer Information Systems 3050.....	3	
Psychology 4500.....	3	
**UPSA 3600.....	5	
Communications 4120.....	3	
English 3230.....	3	
Concentration Area Courses.....	9	
***UPSA 4700.....	3	
	29	
<b>FOURTH YEAR</b>	<b>SEM. HRS.</b>	
Communication 4310.....	3	
Concentration Area Courses.....	18	
Management 4270, 4320.....	6	
Marketing 3230.....	3	
	30	_____
Total Semester Hours for Degree:.....	120	
*Refer to University Core Requirements		
<i>** New course. This is a re-structured merger of content from two existing courses: UPSA 3000, Fundamentals of Organizational Leadership, and UPSA 3600, Managing Behavior in Public Organizations.</i>		
<i>*** Proposed course description updating existing course UPSA 4700, Event and Venue Security.</i>		
<b><u>Resource Management Core Curriculum (39 semester hours)</u></b>		
<b>BUAD 3250. BUSINESS LAW I.</b> (3-3-0). The study of the legal development of law, an overview of the court system, legal concepts underlying business crimes and torts, contracts, employer-employee relationships, commercial paper, and property rights, ethics. Prerequisite: Junior standing.		
<b>CIS 3050. MULTIMEDIA COMMUNICATION AND PRESENTATION.</b> (3-3-0). Emphasis on planning and delivering presentations enhanced by multimedia within a professional work environment. Concepts, design, and experience in developing multimedia presentations. Prerequisite: BUAD 1800 or equivalent course.		
<b>COMM 4120. ORGANIZATIONAL COMMUNICATION.</b> (3-3-0). This course will explore the role that human communication plays in structuring, maintaining, and changing task-oriented organizations. Topics to be discussed include relevant theories, technologies, organizational culture, leadership, teamwork, diversity, global organizations, assessing organizational communication, and ethics.		
<b>COMM 4310. GLOBALIZATION AND INTERNATIONAL COMMUNICATION.</b> (3-3-0). An introduction to recent theories of globalization. This course will examine different "international" communication theories and their ramifications on international and intercultural communication.		
<b>ENGL 3230. TECHNICAL COMPOSITION.</b> (3-3-0). Form and techniques of writing for science, industry, and related fields.		
<b>MGT 3220. ORGANIZATION AND MANAGEMENT.</b> (3-3-0). Management processes and ethics, with focus on the management of people in organizations, their behavior, motivation, and interactions with management structure. Prerequisite: Junior standing and BUAD 2200. A common body of knowledge course.		
<b>MGT 4270. HUMAN RESOURCES MANAGEMENT.</b> (3-3-0). Industrial and personnel management; the case study approach, independent reading and investigation, and oral presentation. Prerequisite: MGT 3220.		
<b>MGT 4320. ADVANCED MANAGEMENT.</b> (3-3-0). Selected management topics; reading, investigation, and presentation. Prerequisite: MGT 3220. Subtitles: 01- business ethics 02- managerial decision analysis		
<b>MKTG 3230. PRINCIPLES OF MARKETING.</b> (3-3-0). Marketing functions, channels of distribution,		

Marketing institutions, marketing analysis, price determinants, marketing trends. Prerequisite: Junior standing, Economics 2010, Business Administration 2200, or consent of instructor.

**PSYC 4500. PSYCHOLOGY IN BUSINESS AND INDUSTRY.** (3-3-0). Psychological foundations of practices, procedures, and conditions in business and industry; psychological implications of work in relation to personality and culture.

**UNIV 1000. THE UNIVERSITY EXPERIENCE.** (1-1-0). This course is designed to ease students' transition to the University experience. The focus is primarily on career development, the academic advising process, and academic regulations/requirements. New students will be exposed to a wealth of University program and services, including, but not limited to: engagement in student affairs, financial aid regulations, Department of Education compliance, and awareness of the numerous student organizations and activities at Northwestern State University.

**UPSA 3800 LEADERSHIP STYLES AND APPLICATION IN AN ORGANIZATIONAL SETTING** (5-5-0). An overview of leadership principles, theories, models and styles of leadership found in organizations. Analysis of the personal leadership styles, strengths and weaknesses, and their application in the workplace with regard to organizational culture, goals, management, workplace challenges, efficiency and ethics.

**UPSA 4700 PROPRIETARY RISK ASSESSMENT AND SECURITY MANAGEMENT** (3-3-0). A comprehensive examination and analysis of risk employing an all-hazards approach, as well as security management applications with approaches from the varied perspectives of operational stakeholders. The course will include the identification and protection of proprietary interests, site and asset protection, security controls and strategies, and principles of cybersecurity.

### Concentration Areas

#### Cultural Resources Management (39 semester hours)

**ANTH 2010. ORIGIN OF CULTURES: AN INTRODUCTION TO HUMAN PREHISTORY.** (3-3-0). An introduction to the origin and development of the hominids and of culture.

**ANTH 2020. GENERAL ANTHROPOLOGY.** (3-3-0). An introduction to basic cultural anthropology: on language and culture, social structures, and applied anthropology.

**ANTH 3020. PRINCIPLES OF ARCHAEOLOGY.** (3-3-0). Concepts and methods; archaeology in the social sciences; problems in North American prehistory.

**ANTH 3050. BIOLOGICAL ANTHROPOLOGY.** (3-3-0). Survey of human evolution and biological variation, including basic osteology and forensic aspects of anthropology. Prerequisites: ANTH 2010 or Biology 1010, 1011 and 1020, 1021.

**ANTH 3060. NORTH AMERICAN PREHISTORY.** (3-3-0). Survey of North American Prehistory focusing on prehistoric cultural diversity, social and technological developments, and environmental adaptation in the major culture areas of the continent.

**ANTH 3110. PRINCIPLES OF ETHNOGRAPHY.** (3-3-0). Concepts and methods of studying contemporary folk cultures; ethnographic approaches to types of cultural expression such as mythology and folklore, arts and crafts, kinship systems, architecture, music.

**ANTH 4130. MUSEUM AND HISTORIC SITE DEVELOPMENT.** (3-3-0). Designing and administering small museums. Theory, design, and funding of public museums and developmental programs. Prerequisite: ANTH 3020 or any upper level history class with permission of instructor.

**ANTH 4140. HISTORICAL ARCHAEOLOGY: SURVEY AND METHODS.** (3-3-0). An overview of the development of the archaeology of historic sites, its theory and method on North America and the Caribbean. Prerequisite: ANTH 2010, 3020, History 2010 and/or 2020, or permission of instructor.

**ANTH 4160. FUNDAMENTALS OF LINGUISTICS.** (3-3-0). A course in descriptive linguistics including historical, geographical, and structural linguistics. (Same as English 4110).

**ANTH 4100. FIELD PROBLEMS IN ARCHAEOLOGY.** (6-1-10). Techniques and materials of archaeological excavation; field surveying and recording, care and interpretation of material; field work in Louisiana. Prerequisite: ANTH 2010, 3020, and junior standing.

Or

**ANTH 4110. HISTORIC SITE ARCHAEOLOGY AND DEVELOPMENT.** (6-1-10). Techniques and skills using archaeological methods on documented sites: site preservation and development, active excavations, restoration and other field work (archival modeling) to be expected. Prerequisite: ANTH 2010, 3020, or permission of instructor.

**ADVISOR APPROVED ELECTIVES.** 6 semester hours at the 3000-4000 level in archaeology.



### **Health Services Administration (39 semester hours)**

**ALHE 2020. INTEGRATIVE MEDICINE FOR HEALTH.** (3-3-0). Integrative Medicine for Health will discuss modalities that utilize conventional and alternative medicine (more natural & less invasive) that have evidence of safety and effectiveness. This course will enhance the students' understanding the use of a myriad of modalities for health and healing.

**ALHE 2200. CULTURAL AND ETHICAL INFLUENCES ON HEALTH CARE.** (2-2-0). To provide a foundation for the provision of ethical, culturally sensitive healthcare. Professional values, cultural, and ethical influences on professional practices will be discussed. Prerequisite: Completion of at least 15 hours of the first semester of the Radiologic Sciences Curriculum pattern or consent of the Dean of the College of Nursing and School of Allied Health. Enrollment in this course does not guarantee admission into Radiologic Sciences courses.

**ALHE 2400. FOUNDATIONS OF HEALTH CARE.** (3-3-0). An overview of the foundations of US health care system and the roles and responsibilities of healthcare professionals. Trends and issues affecting health care will be explored including: ethics, safety, professionalism, technology, and costs.

**ALHE 3000. FOUNDATIONS OF PATIENT CARE.** (3-3-0). This course is designed for the student who has limited patient care experience. This course will discuss medical asepsis, patient assessment, patient history documentation, legal issues, patient communication, and various emergency situations. Discussion of various patient procedures, such as urinary catheterization, venipuncture, patient transfer, oxygen administration, and EKG. The use of various pharmacologic agents used within the health care setting will be addressed.

**ALHE 4230. HEALTH INFORMATICS.** (3-3-0). This course provides an introduction to health informatics including definitions, concepts, models and theories. The student is introduced to application within health informatics, as well as literature of the field. Prerequisite: Junior standing or consent of the department head.

**ALHE 4430. EDUCATION IN ALLIED HEALTH.** (3-3-0). This course will provide an introduction to techniques for instruction, supervision, and evaluation of clinical allied health students. Prerequisite: Junior standing or consent of the department head.

**ALHE 4520. RESEARCH IN HEALTHCARE.** (3-3-0). Foundations of research in healthcare, including its definition and characteristics, purposes, quantitative and qualitative methodologies, ethical considerations, and relationship to the health care of individuals, families, groups, and communities. Prerequisite: Junior standing or consent of the department head.

**ALHE 4600. TEAMWORK AND LEADERSHIP CHALLENGES FOR THE HEALTHCARE PROFESSIONAL.** (4-4-0). Content is designed to provide the skills necessary for the healthcare professional to provide leadership in workplace performance and professional development to promote efficient and effective patient care. Prerequisite: Junior standing or consent of the department head.

**ALHE 4630. HEALTHCARE ORGANIZATION AND MANAGEMENT.** (3-3-0). An introduction to application theories of leadership, change, and management to promote effective healthcare to individuals, families, groups, and communities. Prerequisite: Junior standing or consent of the department head.

**ALHE 4900. DIRECTED STUDY.** (6-6-0). Supervised directed study in selected topics in the healthcare environment for the registered healthcare professional. May be repeated for credit when topic varies. Prerequisite: Approval of the program director.

**UPSA 2250. CONCEPTS OF EMERGENCY MEDICAL SERVICE.** (3-3-0). This course will explore the history of emergency medical services, from its beginning during Napoleon's rule, the creation of the International Red Cross, the advancement during the civil war, the "load and go" philosophy of the 1960's and the highly trained emergency medical technicians of today.

**UPSA 4350. EMERGENCY MEDICAL RESPONSE PLANNING.** (3-3-0). This course addresses the application of professional skills in disaster response, the impacts of disasters on public health and the healthcare system, how disaster responses are organized, the creation of a family emergency plan, coping with the stresses of disaster response, emergency procedures at medical facilities and emergency sites and effective utilization of volunteers to assist during disasters and afterwards.

### **Human Resources Management (39 semester hours)**

**BUAD 3280. CYBER BUSINESS LAW.** (3-3-0). Legal aspects of owning and operating a business online as well as maintaining, securing and protecting private data on computer networks. Intellectual property rights, online jurisdictional issues, privacy and the First Amendment and domain name rights; legal aspects concerning E-commerce and cyber taxation. Prerequisite: Junior standing and BUAD 2200.

**IET 3100. TECHNICAL PROJECT MANAGEMENT** (3-3-3). Project evaluation and selection; project planning, organizing, managing and controlling. Software tools and techniques for work breakdown structure; project networks; scheduling; critical path method; program evaluation and review technique; project crashing for small/large project of commercial/academic or nonprofit organizations. Prerequisite: Junior or senior standing or consent from instructor.

**IET 4820. PRODUCTION AND INVENTORY CONTROL.** (3-3-0). Planning and control of production; operation analysis; routing, scheduling, dispatching; production charts and boards; inventory control; accumulation of material requirements; use of critical path techniques. Prerequisite: Junior standing or consent of instructor.

**IDS 4010. INTERNSHIP.** (6-0-6). Supervised work experience in the student's area of professional interest and/or background. Focus on professional development, application of skills, development of work habits, and transition from college to career. Prerequisite: Senior standing and consent of instructor.

**MGT 4400. THE MANAGEMENT OF CHANGE.** (3-3-0). Factors relating to the accelerated rate of change and their implications for management. Technological, social, and economic changes with problems of resistance to change, executive obsolescence, and predictions for the future. Prerequisite: MGT 3220.

**MKTG 4370. CONSUMER BEHAVIOR** (3-3-0). Behavioral theories relevant to consumer motivations and buyer behavior. Psychology, Sociology and Anthropology as aids to the development of marketing policies and strategies. Prerequisite MKGT 3230.

**PSCI 3060. PUBLIC ADMINISTRATION.** (3-3-0). Principles and processes of administering public policies; problems of personnel, finance, organization, extent of bureaucratic responsibility. Prerequisite: 2010.

**PSYC 3200. POSITIVE PSYCHOLOGY.** (3-3-3). Positive Psychology explores the scientific study of human strengths and virtues. This course will examine human behavior that is effective, valuable, and positively contributes to human development and well-being. Prerequisite: 1010.

**SOWK 4370. STRESS MANAGEMENT.** (3-3-0). Nature of stress and burnout. Identification and evaluation of psychological and environmental stressors. Techniques and strategies for coping with stress. Prerequisite: Junior standing or consent of instructor.

**SOC 4080. RACE AND CULTURE RELATIONS FOR PURE AND APPLIED SOCIOLOGY.** (3-3-0). Race as a biological and cultural concept; status of minority groups in contemporary societies; conditions in the U.S. Prerequisite: SOC 1010 or consent of instructor.

ADVISOR APPROVED ELECTIVES. 6 semester hours at the 3000-4000 level.

#### Industrial Technology-Manufacturing Management (39 semester hours)

**IET 3510. MOTION AND TIME STUDY.** (3-3-0). Analysis of motions necessary to perform industrial operations; motion economy; development of ratings, allowances, standard data, formula construction, work sampling, wage payment and performance training. Prerequisite: Mathematics 1810 or Mathematics 1090.

**IET 3550. MATERIAL HANDLING.** (3-3-0). Material handling as related to manufacturing, warehousing and distribution centers. Topics include methods of movement, storage, inventory control, and retrieval. Prerequisites: IET 3510 and Mathematics 1810 or Mathematics 1090.

**IET 3570. ENGINEERING ECONOMICS.** (3-3-0). Principles and applications of economic analysis presented through engineering-oriented examples. Introduction and definitions of economic factors, analysis methods for evaluating alternative choices, and decision making tools for real-world situations. Prerequisite: Mathematics 1810 or Mathematics 1090.

**IET 3820. ERGONOMIC DESIGN.** (3-3-0). Overview of the human body, its systems and how it interacts with environmental stressors; designing to fit body movements; office (computer) workstation design considerations; designing for special populations; handling loads. Prerequisite: IET 1800.

**IET 4700. MANUFACTURING FACILITIES.** (3-3-0). Study of the planning processes for facilities location and design, material handling equipment, and manpower requirements. Analysis of production line requirements, assembly line balancing, and automation. Prerequisite: Math 2050, credit for or registration in Math 2020.

**IET 4720. QUALITY CONTROL.** (3-3-0). Methods and procedures employed in industrial quality control, theories of measurement, error, prediction, sampling, tests of significance and models. Prerequisite: Mathematics 1810 or Mathematics 1090; Math 2050 or consent of instructor.

**IET 4820. PRODUCTION AND INVENTORY CONTROL.** (3-3-0). Planning and control of production; operation analysis; routing, scheduling, dispatching; production charts and boards; inventory control; accumulation of material requirements; use of critical path techniques. Prerequisite: Junior standing or consent of instructor.

**IET 4920. SPECIAL PROBLEMS.** (1 to 3-3-0). Selection of advanced special problems. Individual or group independent work. Prerequisite: At least twelve (12) semester hours credit in IET and/or EET courses and consent of instructor.

**IET 4950. RESEARCH PROBLEMS.** (1 to 3-3-0). The student selects a problem in his major field and through investigation formulates an acceptable solution. Prerequisite: Upper level status and consent of instructor.

**MGT 4400. THE MANAGEMENT OF CHANGE.** (3-3-0). Factors relating to the accelerated rate of change and their implications for management. Technological, social, and economic changes with problems of resistance to change, executive obsolescence, and predictions for the future. Prerequisite: MGT 3220.

**MGT 4450 PURCHASING AND SUPPLY MANAGEMENT.** (3-3-0). Principles of purchasing and supply management applicable to manufacturing and service organizations with an emphasis on electronic purchasing (e-purchasing). Topics include the purchasing process, organization, strategy, buyer-supplier relationships, supplier selection and management, negotiation, cost/price analysis, quality, global sourcing, inventory, transportation, public purchasing, and legal and ethical issues. (This course is the same as MKTG 4450.) Prerequisite: MGT 3220, MKTG 3230.

**MGT 4460. SUPPLY CHAIN MANAGEMENT.** (3-3-0). Principles of supply chain management applicable to manufacturing and service organizations. Topics include supply chain planning – forecasting and inventory, supplier management, physical distribution, logistics, transportation, coordination in the supply chain, the purchasing process, and e-business and the supply chain. (This course is the same as MKTG 4460.) Prerequisites: MGT 3220, MKTG 3230.

ADVISOR APPROVED ELECTIVE. 3-semester hours at the 3000-4000 level from a related field.

**Pre-Law and Paralegal Studies (39 semester hours)**

**CJ 2400. ADJUDICATION PROCESS.** (3-3-0). This course is designed to provide criminal justice students an understanding of the structure, purpose, and management of the state and federal criminal court system in order to be adequately prepared to obtain employment in the criminal justice field. Those completing this course will have a better understanding of the basic elements of substantive criminal and procedural law and their relationship to constitutional guarantees. Prerequisite: CJ 1100.

**CHOOSE three semester hours from: CJ 4450 or CJ 4460**

**CJ 4450. CRIMINAL LAW.** (3-3-0). The legal definition of crime and defenses; purposes and functions of the substantive criminal law; historical foundations; limits of criminal law; case study approach. Prerequisite: CJ 2400.

or

**CJ 4460. CRIMINAL EVIDENCE AND PROCEDURE.** (3-3-0). Constitutional and procedural considerations affecting arrest, search and seizure, post-conviction treatment; origin, development, philosophy, constitutional basis of evidence; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies; case study approach. Prerequisite: CJ 2400.

**IDS 4010. INTERNSHIP.** (6-0-6). Supervised work experience in the student's area of professional interest and/or background. Focus on professional development, application of skills, development of work habits, and transition from college to career. Prerequisite: Senior standing and consent of instructor.

**PLPS 3010. INTRODUCTION TO LAW.** (3-3-0). Development of common and civil law traditions in the U.S.; trends in the legal profession; role of the attorney and paralegal in legal environments.

**PLPS 3020. LEGAL RESEARCH.** (3-3-0). Methods and tools of legal research; primary and secondary sources of law.

**PLPS 3030. LITIGATION.** (3-3-0). Differences in civil and criminal litigation; preparation and examination of forms and documents relating to litigation; responsibilities and ethics for attorneys and paralegals.

**PLPS 3040. ESTATES, TRUSTS, WILLS.** (3-3-0). Study of estate planning tools; preparation of legal documents; responsibilities, ethics, and restrictions for attorneys and paralegals; hearing and trial preparation associated with planning estates and other related matters.

**PLPS 3050. CORPORATIONS.** (3-3-0). Preparation of initial and amended articles of incorporation and other documents and transactions pertaining to corporations

**PLPS 3060. REAL ESTATE AND MORTGAGES.** (3-3-0). Preparation and information regarding basic real estate transfers and associated documents; title searches, preparation of preliminary abstracts of titles, and other legal documents; responsibilities of the attorney and paralegal.

**PLPS 3070. FAMILY RELATIONS LAW.** (3-3-0). Preparation of documents, knowledge of procedures and other matters related to domestic relations law.

**PLPS 3080. LAW OFFICE ADMINISTRATION.** (3-3-0). Approaches to the organization and efficient operation of the law office; responsibilities of the attorney and the paralegal.

**PLPS 4110. SPECIAL PROBLEMS.** (3-3-0). Directed individual study of a problem related to the field of law. Prerequisite: Senior standing; scheduled by arrangement with instructor only.

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

N/A

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

On-site (>50% delivered face-to-face)       Hybrid (51%-99% online)       Online (100% online)  
 Day courses offered       Evening courses offered       Weekend courses offered

**2. Need**

How is this program 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).

In fulfilling its mission, Northwestern State University prepares students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region. Revisions to the curriculum for this degree, as well as a proposed name change (Bachelor of Applied Science in Resource Management to Bachelor of Science in Resource Management), will offer students an in-state opportunity to earn a unique college degree that supports current and projected workforce needs in Louisiana. Specifically, the revised degree program offers a solid foundational curriculum (the university core meeting general education competencies) and bonds academic disciplines of a required concentration with core resource management skills of communication, leadership, and management to prepare graduates for positions in demand in this region. This program also expands the opportunity for post-traditional students to achieve their educational goals as they retain current positions and advance to positions of greater responsibilities. Finally, the revised degree supports employers in their need for a more thoroughly educated and trained workforce.

The State of Louisiana Workforce Commission projects an increased need of 8.6% by 2024 for positions in the management of companies and enterprises. For workplace positions in the specific concentrations of the degree: workforce increases of 13.1 % for professional, scientific and technical services (Industrial Technology-Manufacturing Management concentration); a projected 14.5% increase in health care and social assistance position (Health Services Administration concentration); an 11.2% increase at museums and historical sites (Cultural Resources Management concentration); a 12% increased need for administrative support personnel (Human Resources Management concentration);<sup>1</sup> , and an 18% growth rate for paralegals and legal assistants (Pre-Law Paralegal concentration).<sup>2</sup>

1 State of Louisiana Workforce Commission 2015-24 Projected Employment by Industry  
2 (<https://www.paralegal411.org/careers/louisiana/#joboutlook>)

#### LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars     4 Stars     3 Stars     2 Stars     1 Star

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

As part of NSU's mission to promote economic development and improvements in the quality of life of the citizens of its region, this program will increase the ability of the institution to meet the needs of the region and the state by expanding our offerings in growing employment sectors, leveraging the current course offering and shaping them into a marketable degree for our traditional and post-traditional students, enhancing both opportunities for our graduates and the quality of the workforce for our employers and state.

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.

In Louisiana, there is not a post-secondary public institution offering a degree like the one currently proposed by Northwestern. The Bachelor of Science in Resource Management is unique due to its multi-disciplinary nature that embeds a Resource Management core (39 hours) with a required concentration area (39 hours). The Resource Management core draws from courses currently offered by academic departments or schools at Northwestern to include business (computer information systems, law, management, marketing), communications, criminal justice (unified public safety), English, and psychology. The proposed concentration areas are also diverse, extending beyond those found in traditional business/human resource/management degrees offered by other public universities in the State. Specifically, Northwestern's proposed concentration areas will provide students with focused, discipline-specific knowledge and skills in an area of interest to them, including allied health, anthropology/archeology, human resources, industrial engineering technology, and legal services.

Similar programs to Northwestern's proposed Bachelor of Science in Resource Management degree are offered at Louisiana Tech (La Tech), Louisiana State University (LSU), Louisiana State University at Shreveport (LSUS), and University of Louisiana at Lafayette (ULL). At La Tech, the program offered is a management degree with three concentration areas: business management, human resources, and entrepreneurship. Their degree provides courses in corporate management, focusing on the effective management of culturally diverse organizations. ULL offers a degree in management; LSU offers a degree in land and resource management; and ULL and LSUS offer graduate degrees in human resource management.

If approved, will the program result in the termination or phasing out of existing program

If approved, this program will replace the Bachelor of Applied Science in Resource Management.

If a Graduate program, cite any pertinent s? Explain.

studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

### 3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

As evidenced by enrollment growth of the current Bachelor of Applied Science in Resource Management degree, there is student interest and appetite for the course offerings, content, and packaging of this degree. Beginning with single digit enrollment when the degree was inaugurated in 2016, the program had 43 students, including three graduates in the spring 2018. Five to seven graduates are anticipated this academic year. The growth has occurred with no formal recruitment or targeted effort to attract students. Students have learned of the degree by word of mouth, internet searches and state websites.

Interviews with students during the advising process indicate the students are attracted to the structure and courses in the program, believing the courses in the Resource Management core, in conjunction with the classes and experiences from courses in the concentration, will put them in a favorable position as they seek to enter or advance in the current workforce.

Future students will be recruited through traditional recruitment events of the university, state educational recruitment tools (websites, job fairs, media advertising/public service announcements, etc.) and the use of targeted recruitment at professional events and in professional and industry specific publications and websites.

Additionally, in the past year, two outside entities have approached the university seeking concentrations in the degree to serve the needs of their constituents.

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

Using historical data from the program that the currently proposed degree is to replace, enrollment in the Bachelor of Applied Science in Resource Management degree has shown steady growth since its inception in the spring of 2016 with seven students. During its first full academic year (2016-17), 27 students were enrolled, and the following academic year (2017-18) 43 students, of which three graduated. This current semester, with new admissions to the degree suspended, enrollment for this term is 37 students, with six students currently enrolled in the university awaiting the ability to change majors to the degree. This growth was achieved with no formal recruitment.

Pending the approval of this request, a continued level of growth is anticipated through several avenues including marketing and promotion of the degree. Revisions to the curriculum, including new academic concentration areas, should accelerate student interest and program growth.

Modest estimations of projected enrollment for the first five years, beginning with a base of 45 students in AY 2019-20, enrollment is projected to be 80 students by 2025.

#### List and describe resources that are available to support student success.

The revised Bachelor of Science in Resource Management has a program coordinator who is on a 12-month appointment. The coordinator works collaboratively with concentration advisors in maintaining program oversight, advising, and degree auditing for graduation. In addition, directors and staff for the Academic Success Center on the Natchitoches campus and the Learning Center for Rapides Parish assist students with academic support and are described more in-depth below.

Northwestern campuses in Natchitoches, Shreveport, Leesville/Fort Polk, and Alexandria/CENLA are home to library facilities that serve the needs of students, faculty, and staff. The Shreveport library serves the University's large population of nursing and allied health students and has resources reflecting that population's needs. The Shreveport Library recently modernized its collection in response to suggestions received from nursing accreditation agencies. Removal of dated materials made space available for student work areas, smart tables, and an audiovisual center. The Leesville collection is more general in nature, but includes specialized materials for student needs, especially in nursing, education, and criminal justice. The Leesville library was recently updated to improve the student and faculty experience. Improvements included the addition of smart furniture, study areas, and modernization of the library's holdings. Students on the Alexandria/CENLA campus have access to library facilities maintained by Northwestern State University's Learning Center for Rapides Parish.

The Academic Success Center (ASC) works closely with students, faculty, and academic programs to help students reach their full academic potential. The ASC facilitates peer tutoring, pre-professional exam preparation, and academic advising for at-risk students. It is also tasked with developing innovative progressive instructional methods including Supplemental Instruction (SI) for barrier courses across the curriculum. The ASC works closely with undergraduates completing research projects and provides editing services for students upon request. It also seeks external funding opportunities to develop programs and services focused on enhancing student learning and faculty professional development. The ASC serves all students regardless of location or course delivery method.

The Learning Center on the Shreveport Campus provides facilities and technology for students in CONSAH programs. Located in the campus library, The Learning Center is home to a computer lab with twenty computers and numerous interactive anatomical and skeletal models. The Learning Center serves CONSAH programs by providing support for students enrolled in common barrier courses, including Anatomy and Physiology 1 and 2 and Chemistry. The Learning Center was developed as part of the assessment process associated with the Louisiana GRAD Act.

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

Entry into the Bachelor of Science in Resource Management degree will be in accordance with undergraduate admission requirements for Northwestern State University. The admission criteria help ensure that students are able to maximize growth and realize their potential in their chosen field of work and study.

Students pursuing this degree program are those with a desire to couple technically focused, discipline-specific content with additional operational knowledge and skills of leadership, communication, management, and supervision. Although some courses required in the program have pre-requisite courses per the University Catalog description, the pre-requisite courses may be waived by the course instructor.

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

**4. Faculty**

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

Faculty	Degrees	Certifications	Credit Hours/ Contact Hours/ Student Credit Hours Produced	Additional Assignments
Jack Atherton	1981, M.C.J.A., Oklahoma City University 1978, B.S. Ed., Southwest Texas State Univ.	Texas State Teacher; State of Louisiana Hazmat; CPR, American Red Cross; Community Emergency Response Trainer, FEMA; Federal Law Enforcement Instructor, Department of Justice/Department of Treasury	UPSA 3800 (5-5-0) UPSA 4700 (3-3-0)	Program Coordinator, Unified Public Safety Administration; Program Coordinator Resource Management
Dr. Rebecca Riall	2014, Ph.D. (Anthropology), Indiana University—Bloomington 2009, J.D., Indiana University Maurer School of Law 2009, M.A. (Anthropology), Indiana University—Bloomington 2002, B.S. (Geological Sciences), Indiana University—Bloomington 2002, B.A. (Anthropology), Indiana University—Bloomington	Admitted to the Indiana Bar (inactive) since 2009; Admitted to the Louisiana Bar (active) since 2012; Louisiana Notary Public.	PLPS 3010 (3-3-0) PLPS 3020 (3-3-0) PLPS 3030 (3-3-0) PLPS 3040 (3-3-0) PLPS 3050 (3-3-0) PLPS 3060 (3-3-0) PLPS 3070 (3-3-0) PLPS 3080 (3-3-0) PLPS 4110 (3-3-0)	Program Coordinator, Pre-Law and Paralegal Studies
Dr. Marcia Hardy	1990, Ph.D. University of California-Los Angeles (UCLA) School of Education hybrid degree specialization in Research Methods/Evaluation and Management (UCLA Anderson School of Management)	The Chicago School of Professional Psychology (Industrial and Organizational Psychology) 2015; Program on Negotiation at Harvard Law School, 2017 (Negotiation & Leadership)	MGT 4300 (3-3-0) MGT 4320 (3-3-0)	School of Business Accreditation and Assessment Coordinator; School of Business Management Concentration Coordinator
Dr. Jafar F. Al-Sharab	2003, Ph.D., Materials Science and Engineering, Vanderbilt University, Nashville TN 1996, M.S., Materials Science and Engineering, Science University of Malaysia, 1993, B.Sc., Industrial Engineering, University of Jordan, Amman Jordan	Failure Analysis, Microscopy and Microanalysis	IET 3570 (3-3-0) IET 4950 (1 to 3-3-0)	Department Head, Engineering Technology
Dr. Tommy Hailey	1994, Ph.D. (Anthropology/ Underwater Archaeology/ Archaeological Conservation/ Historical Archaeology/		ANTH 2010 (3-3-0) ANTH 2020 (3-3-0) ANTH 3020 (3-3-0) ANTH 3050 (3-3-0) ANTH 3060 (3-3-0) ANTH 4100 (6-1-10)	Director, Cultural Resource Office Director, Archaeological Conservation Laboratory

	Archaeological Chemistry) Texas A&M University 1989, B.A. (Archaeological Studies) The University of Texas at Austin		ANTH 4110 (6-1-10) ANTH 4140 (3-3-0)	Member, Louisiana Folklife Commission, Faculty Senate
Dr. Joel Hicks	2016-Ed.D, Grambling State University 2009-MSRS, Midwestern State University 2006-BSRS, Northwestern State University	ARRT Registered Technologist in Radiography #286254 Louisiana State Radiologic Technologist #5244 AHA Certified BLS Instructor #04130169452 AHA ACLS Certification	<u>ALHE 2200 (2-2-0)</u> <u>ALHE 4230 (3-3-0)</u>	

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.

With one exception, the revised Resource Management degree includes existing courses of current Northwestern degree programs. No additional course sections are foreseen, and new faculty will not likely be needed to initiate the program. Based upon growth projections, the need for a new faculty member/advisor in the third year going forward is included in the summary of estimated additional cost/income at the end of this proposal.

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.

The program coordinator will serve as the advisor responsible for the BSRM students in toto. Mr. Jack Atherton, the coordinator of the program, maintains his teaching load in the program of two courses, UPISA 3800 and UPISA 4700, for a total of 8 hours. The faculty listed in item 4, Dr. Riall, Dr. Hailey, Dr. Hardy, Dr. Hicks, and Dr. Al-Sharab will serve as concentration-specific advisors, ensuring that each student is provided the requisite advising needed to successfully complete the program of study. Each member of the faculty will be involved in recruiting activities. Coordination of these activities will be managed by the program coordinator. We anticipate that growth in the program will facilitate a new faculty member and advisor in year three. Qualifications will be based upon needs of the program, enrollment in concentrations, and responsiveness to student needs.

#### 5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

The library currently has an adequate collection of materials in resource management to launch this program. Below is a selected list of what is currently available in the print and electronic library collection.

##### Electronic Resources and Databases: (11 databases)

Academic Search Complete (multidisciplinary)  
Business Source Complete  
Cumulative Index to Nursing and Allied Health Literature (CINAHL)  
Computer Source  
Educational Administration Abstracts  
IEEE Xplore Digital Library (Engineering)  
Human Resources Abstracts  
Legal Collection  
Medline  
Public Administration Abstracts  
Science & Technology Collection

##### Serials- (Selected List of full text journal titles):

ABA Journal of Labor and Employment Law  
Health Manpower Management  
Human Resource Management  
Human Resource Management Review  
Human Resource Management Journal  
Human Resource Management: Social Innovation and Technology  
International Journal of Cross Cultural Management  
International Journal of Human Resource Management  
International Journal of Training and Development  
Journal of Behavioral & Applied Management

Journal of Career Development  
Journal of Management Inquiry  
Journal of Organizational Culture, Communications, and Conflict  
Public Sector Human Resource Management  
Resource & Practice in Human Resource Management  
Review of Public Personnel Administration

The current holdings will need to be updated as new materials in this subject area become available.

For students needing help in locating, using, and evaluating resources, the library has employed a library instruction librarian, Dr. Patricia Brown, to teach library resources, research methods, and information evaluation

Other library staff such as Sherri Voebel, Head of Reference, Michael Matthews, head of Serials-Media, and Abbie Landry, Director of Libraries are also available to assist students in locating and using library resources.

All library faculty have a master's degree in library science from an American Library Association accredited program.

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

Interlibrary Loan will fill this need. Materials from the state, region, country, and even internationally can be located and requested. Interlibrary Loan is supported by the library at no cost to the user.

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

All of the database resources are supplied through the LOUS library consortium. The subject matter is so multidisciplinary that almost all materials purchased by the library would fit the criteria.

- e. Project library expenditures needed for the first five years of the proposed program:  
As the program develops, additional money may be needed to expand the library holdings. The amount will depend on the library budget.

The library has a collection development librarian, Deborah Huntington, who can assist with locating and purchasing appropriate materials.

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

The library has an adequate number of computers and space to add new materials

What additional resources will be needed?

During the 2018-19 and 2019-20 academic years, additional resources are not anticipated.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

Textbooks used in this degree will be the same as materials used in the degree program hosting the course. The University, at-large, the University of Louisiana System, and the Louisiana Board of Regents are continuing to investigate the use of OERs, eBooks, and other substitutions to meet the needs of required course materials. It is anticipated that several courses throughout all concentrations would have materials available that would be cost-effective and result in cost-savings to students.

## 6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

In addressing its mission to maintain "as its highest priority excellence in teaching in graduate and undergraduate programs," Northwestern maintains facilities that support its academic programs. Classroom technology enhancements significantly augment the delivery of instructional material, lectures, and asynchronous content. Many University buildings include smart classrooms, compressed video rooms, and computer labs. Further, the University has developed several academic programs that require specialized facilities. Resources used by academic programs include health care skills and simulation laboratories, industrial and electronic engineering facilities, teacher and counselor observation rooms, and elementary and middle laboratory schools. The University's physical resources have enhanced student learning in these programs, as described below:

The College of Nursing and School of Allied Health (CONSAH) maintains health care skills and simulation facilities on the Shreveport, Natchitoches, Leesville, and Alexandria campuses. For example, the Nursing Education Center in Shreveport provides students with access to skills labs, six computer labs, three distance-learning classrooms, and three high-fidelity simulation rooms. Simulation facilities house interactive mannequins, including a METMan, baby Hal, and Noelle, a maternal and neonatal birthing simulator. Recent facility improvements include the addition of state-of-the-art presentation equipment in the two auditoriums on the Shreveport campus and improvements to two distance learning classrooms. Undergraduate nursing students also have access to the Willis-Knighton Innovation Center's Virtual Hospital.



The Department of Engineering Technology (ET) maintains facilities in Williamson Hall that supports programs in electronic and industrial engineering. These facilities provide access to traditional and advanced workshop tools (such as computer-numerically controlled milling machines and 3D printers), as well as oscilloscopes, multi-meters, programmable logic controllers (PLCs), and microprocessors. In addition, faculty and students have access to computer lab facilities equipped with Multisim software to simulate electrical circuits, Matlab software to simulate control systems applications, Autodesk software for 2-dimensional and 3-dimensional drafting, and Minitab software for statistical analysis and control chart applications.

The School of Business, located in Russell Hall on the Natchitoches campus, has eleven (11) CISCO enabled labs, and an Augmented Reality/Virtual Reality lab; Northwestern's Leesville instructional site also provides a CISCO enabled lab. Further explanation of the CISCO platform is included below.

### **Technological Infrastructure**

Northwestern maintains technological infrastructure that is sufficient to meet the needs of the University's educational programs, including distance learning and online programs. The University maintains a robust network infrastructure in support of the institution's academic mission. A multi-gigabit, fiber network provides connectivity throughout the campus. As a member of the Louisiana Optical Networking Initiative (LONI), we are able to provide users with gigabit access to the Internet-2 infrastructure as well as substantial bandwidth to the commodity Internet. The University's current LONI connection is 683 times faster than a T1 connection. Northwestern serves as a primary hub on the LONI network and houses a full-time LONI engineer on-site. Campus Living Villages is responsible for providing appropriate technological infrastructure for on-campus residents. The University Administration works closely with representatives of Campus Living Villages to address student concerns regarding connectivity and to improve the student experience.

The campus Learning Management System (Moodle) is currently supported by a collection of virtual servers providing both application and database support for our online course environments. The virtual hardware environment allows for rapid recovery in case of disaster as well as allowing us to add additional hardware resources instantly should it be necessary.

Northwestern also maintains a host of video and collaboration tools to enhance the online learning experience. These include traditional video conferencing services equipped to centrally record and archive courses; an online video repository for faculty to post both pre-produced as well as real-time lecture capture content; and an enterprise subscription to Cisco Webex allowing instructors and students to interact on-demand, anytime from anywhere. Faculty and students also have a variety of collaboration and group discussion tools available for use through the campus Microsoft Office 365 subscription.

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 additional requests for new facilities are anticipated for the proposed program.

### **7. Administration**

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

Currently the Bachelor of Applied Science in Resource Management (BASRM) degree is administered through the Department of Criminal Justice, History and Social Sciences. There will be no change in the administrative structure of the institution pending the approval for the revised program, Bachelor of Science in Resource Management.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

The hosting department is staffed with experienced employees who have expertise in developing and delivering curricula in face-to-face and online platforms. Faculty and staff are accustomed to working with both traditional and post-traditional students. The delivery of administrative and support functions will continue without disruption.

### **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.

There are no plans to pursue national accreditation of this program, as there is no recognized accrediting body in existence at this time.

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.

### **9. Related Fields**

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

As a multi-disciplinary degree, courses included in the degree core and concentrations span the university. Academic departments hosting concentrations for this degree will be the primary support mechanisms for this degree: School of Business for Human Resources Management; Department of Engineering Technology for Industrial Engineering Technology; School of Allied Health for Health Services Administration; and Department of Criminal Justice, History and Social Sciences for Pre-law and Paralegal Studies.

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

Institution: Northwestern State University

Date: 10/15/2018

Degree Program, Unit: B.S. in Resource Management, Department of Criminal Justice, History, and Social Science

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	\$		\$		\$50,000	1	\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	\$		\$		\$ 50,000	1	\$	
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources								
Travel								
Supplies								
<b>SUB-TOTAL</b>	\$		\$		\$		\$	
<b>TOTAL EXPENSES</b>	\$		\$		\$		\$	
REVENUES								
Revenue Anticipated From:	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	45		55		65		75	
Tuition	\$ 5180.00		\$ 5180.00		\$ 5180.00		\$ 5180.00	
Fees	\$ 3400.00		\$ 3400.00		\$ 3400.00		\$ 3400.00	
*Other (specify)								
<b>TOTAL REVENUES</b>	\$ 386,100		\$ 471,900		\$ 577,700		\$ 643,500	

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

Academic departments hosting concentrations in the degree deliver 26 of the 38 semester hours in the Resource Management core. Academic disciplines involved in the Resource Management core requirements include: Business Administration, Computer Information Services, Communications, English, Management, Marketing, Psychology and Unified Public Safety Administration.

Academic disciplines with courses within concentrations include: Anthropology, Allied Health, Business Administration, Criminal Justice, Industrial Engineering Technology, Interdisciplinary Studies, Management, Political Science, Psychology, Social Work, Prelaw and Paralegal Services, and Unified Public Safety Administration. In fulfilling the required concentration for the degree, each department hosting a concentration will provide its own capstone experience to students. Each concentration has a designated liaison to the degree to address subject-matter specific academic and advising questions in conjunction with the student's academic advisor. Concentration liaisons will periodically meet with the program coordinator for degree assessment, evaluation, and collaborative resolution of necessary degree adjustments. The Resource Management degree has no course exclusive to the degree and no courses exclusive to Resource Management students. This allows for full integration of students into the course offerings in proven academic programs of the university, identical to that of other students.

**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?

The most attractive asset of this degree is its lack of direct expense to the university. Only one new course—UPSA 3800 (a merger of two existing courses UPSA 3000 and UPSA 3600)—is required by this curriculum. Courses for degree requirements are met through regularly scheduled Northwestern courses, using existing course sections. No additional faculty (regular or adjunct), no additional support staff, course of class offerings or other resources are needed to initiate this degree. Revenues from student tuition are generated without expense to the university. No additional expenditures are seen occurring for travel, student support, materials or equipment.

\*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.

No additional sources of revenue have been identified or are anticipated.

**CERTIFICATIONS:**

  
 \_\_\_\_\_  
 Primary Administrator for Proposed Program

\_\_\_\_\_ Date 10.15.2018

  
 \_\_\_\_\_  
 Provost/Chief Academic Officer

\_\_\_\_\_ Date 10/15/2018

\_\_\_\_\_

\_\_\_\_\_ Date

## APPENDIX I

### The University Core

Northwestern has a broadly based core curriculum that is central to the University's mission and consistent with the Louisiana Board of Regents' requirements for general education survey courses applicable to all students regardless of their major. The core encompasses the knowledge and abilities that Northwestern believes are essential to college graduates. Its requirements are designed to improve students' writing and speaking, to expand students' aptitude in mathematics and its applications, to strengthen students' understanding of biological, physical, social, and behavioral sciences, and to develop an appreciation and knowledge of the arts and humanities.

The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for the following general education competencies:

- To demonstrate writing as a purpose-driven process of communication within specific contexts.
- To apply mathematical and analytical reasoning skills.
- To understand the universe through the study of life and physical sciences.
- To understand the diversity of human knowledge and experience across cultures as examined through the humanities.
- To demonstrate an understanding of human behavior and the relationship between individuals and their societies.
- To explore purposes and processes in the visual and performing arts and the ways in which fine arts conceive and express the human experience.

To accomplish this goal, students at Northwestern State University are required to take courses as defined below for baccalaureate and associate degrees. Together, these courses provide the breadth of their educational programs while the major requirements listed in subsequent sections of this catalog provide the depth of education.

### Baccalaureate Degrees

The University core requires that each baccalaureate curriculum includes the following:

1. **English (6 hours):** English 1010, English 1020.
2. **Mathematics (6 hours):** (taken in pairs indicated and in sequence): Mathematics 1020 and 1060; 1020 and 1090; 1020 and 2010; 1035 and 1060; 1100 (6 hours); 1810 (6 hours); or 2100 and 2110 (10 hours).
3. **Natural Sciences (9 hours):**
  - **Physical:** 3 or 6 hours selected from Chemistry 1030, 1040, 1070; Physics 2030; or Science 1010, 2010.
  - **Biological:** 3 or 6 hours selected from Biology 1010, 2250, 2260; or Science 1020, 2020.
4. **Humanities (9 hours\*):**
  - **Literature (3 hours):** English 2070, 2110.
  - **History (3 hours):** 3 hours selected from History 1010, 1020, 2010, or 2020.
  - **Communication (3 hours):** 3 hours selected from Business Administration 2200; Communication 1010, 2500; or Philosophy 1010.
5. **Social/Behavioral Sciences (6 hours):**
  - **Social Science (3 hours):** 3 hours selected from Anthropology 1510, 2020; Economics 2000; Geography 1010, 1020; or Political Science 2010.
  - **Behavioral Science:** 3 hours selected from Educational Psychology 2020, Psychology 1010, 2050, and Sociology 1010.
6. **Fine Arts (3 hours):** Fine Arts 1040.

## **Associate (non-designated) Degrees**

The University core requires that Associate (non-designated) degrees include the following:

1. **English (6 hours):** English 1010, English 1020.
2. **Mathematics (3 hours):** Mathematics 1020, 1035.
3. **Natural Sciences (6 hours):** In any combination of physical or biological science selected from Biology 1010, 1020, 2060, 2250, 2260; Chemistry 1030, 1040, 1070; Physics 2030; Science 1010, 2010; or Science 1020, 2020.
4. **Humanities (3 hours):** Selected from Communication 1010, 2500; English 2110; History 1010, 1020, 2010, 2020; and Philosophy 1010.
5. **Social/Behavioral Sciences (6 hours):**
  - **Social Science (3 hours):** 3 hours selected from Anthropology 1510; Economics 2000; Geography 1010; or Political Science 2010,
  - **Behavioral Science:** 3 hours selected from Educational Psychology 2020; Psychology 1010, 2050; and Sociology 1010.
6. **Fine Arts (3 hours):** Fine Arts 1040.

## **Associate of Science Degrees**

The University core requires that Associate of Science degrees include the following:

1. **English (6 hours):** English 1010, English 1020.
2. **Mathematics (6 hours):** Complete 6 hours of mathematics selected from the following paired courses Mathematics 1020 and 1060; 1020 and 1090; 1020 and 2010; 1035 and 1060; 1100 (6 hours); 1810 (6 hours); or 2100 and 2110 (10 hours).
3. **Natural Sciences (6 hours):**
  - **Physical:** 3 hours selected from Chemistry 1030, 1040, 1070; Physics 2030. Science 1010, 2010.
  - **Biological:** 3 hours selected from Biology 1010, 2060, 2250, 2260; or Science 1020, 2020.
4. **Humanities (3 hours):** Selected from Communication 1010, 2500; English 2070, 2110; History 1010, 1020, 2010, 2020; and Philosophy 1010.
5. **Social/Behavioral Sciences (3 hours):** selected from Anthropology 1510, 2020; Economics 2000, Political Science 2010, Geography 1010, 1020; Educational Psychology 2020, Psychology 1010, 2050; and Sociology 1010.
6. **Fine Arts (3 hours):** Fine Arts 1040.

\*The Bachelor of Applied Science in Allied Health requires completion of only 3 hours of humanities.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.6. University of Louisiana at Lafayette's request for approval of a Proposal to offer a Graduate Certificate in Cardiovascular Nursing Family Nurse Practitioner.**

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a Graduate Certificate (GC) in Cardiovascular (CV) Nursing Family Nurse Practitioner, the first in the state. The main purpose of the proposed GC is to meet the current and future healthcare needs of the local, state and national workforce and population as they relate to cardiovascular health. The proposed GC will increase the number of advanced practice registered nurses (APRNs), specifically nurse practitioners (NPs) with advanced training in cardiovascular health and disease management. An APRN is a registered nurse who has completed an accredited graduate-level program preparing the student for one of the four recognized APRN roles (certified nurse practitioner, certified nurse midwife, clinical nurse specialist, or certified registered nurse anesthetists) in addition to a population focus. A population focus is defined as a broad area of study that encompasses common problems and aspects of a particular group of patients and the likely co-morbidities, interventions, and responses to those problems. In nurse practitioner education, the population foci are family/individual across the lifespan (FNP), adult-gerontology, pediatrics, neonatal, women's health/gender related and psychiatric/mental health. APRNs are licensed at the role/population focus level and not at the specialty level. The proposed GC would build on the APRN role/population-focus competencies and provide NPs with the educational preparation, experience, knowledge and ability to practice competently in the specialty area of cardiovascular nursing.

The proposed GC will be comprised of three courses for a total of 12 credit hours – eight credit hours of didactic content and four credit hours of clinical practicum experiences. The first didactic course (3 credit hours) required of the program will focus on foundations of cardiovascular care with special consideration for pediatric and obstetrical populations. The second didactic course (3 credit hours) will incorporate management and care of patients diagnosed with cardiac dysrhythmias with special concentration on 12-lead EKG interpretation and cardiac monitoring. The third and final didactic course will focus on the diagnosis and management of chronic and acute cardiac disorders across a variety of clinical setting. This final course will include 120 contact hours in clinical settings (4 credit hours) and 2 credit hours of didactic content. Didactic content will be delivered in online, accelerated eight-week terms designated to be completed within six months. Students will be admitted once each year as a cohort, and will progress through the program in three sequential accelerated sessions.

All students must meet all requirements for admission to the Graduate School at UL Lafayette. Students eligible for the proposed GC will include:

- (1) Those enrolled in the MSN or BSN to DNP program and those matriculating in the Family Nurse Practitioner (FNP) concentration in the Master of Science in Nursing program through one of the four universities (UL Lafayette, McNeese, Nicholls and Southeastern) that collaborate to form the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) and who are currently enrolled or have completed NURS 583/683 – Advanced Practice Nursing: Family II.
- (2) Graduates of accredited nurse practitioner programs (in the role of FNP, adult/gerontology NP, or acute care NP population foci) who maintain current licensure and certification as nurse practitioners, and who have successfully completed a course comparable to NURS 583/683.

UL Lafayette plans to recruit students locally, throughout the state, and nationwide. Initial projected enrollment is 12 students for each CV graduate certificate program start date. Students will enroll in the Spring B Session (3 credits), Summer Intersession (3 credits), and Summer Session (6 credits). This sequencing of course offerings was designed to allow students matriculating in the FNP clinical sequence of courses to enroll in the proposed GC courses concurrently. The accelerated online format will be attractive to practicing NPs who also desire to pursue the proposed GC.

The proposed GC can be implemented with little to no new costs to UL Lafayette. The program will build on the strengths and competencies of existing graduate nursing faculty who maintain national certification and are licensed as APRNs. As the proposed GC is structured for online delivery, there are no new anticipated costs related to supplies, operating expenses or need for additional physical space. Qualified physicians and APRN preceptors in the cardiovascular specialty are available to support the clinical experiential components of the curriculum. The proposed GC will complement UL Lafayette's existing RN to BSN, master's and doctoral programs in nursing which are strong and well respected.

## **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval of a Proposal to offer a Graduate Certificate in Cardiovascular Nursing Family Nurse Practitioner.



October 4, 2018

F 6

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 Graduate Certificate in Cardiovascular Nursing Family Nurse Practitioner.

Please place this item on the agenda for consideration at the October 2018 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", written over a horizontal line.

E. Joseph Savoie  
President

SVC

Attachments



**PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM**  
(CAS, PAC, PBC, GC, PMC, PPC)

**Date: October 15, 2018**

Campus: University of Louisiana at Lafayette	Program: <u>CIP, Certificate Designation, Title</u> Graduate Certificate in Cardiovascular Nursing Family Nurse Practitioner 51.3805
Institutional Contact Person & Contact Info (if clarification is needed) <b>Dr. Melinda Oberleitner</b> Dean, College of Nursing and Allied Health Professions Email: <a href="mailto:mag0712@louisiana.edu">mag0712@louisiana.edu</a> Phone: 337.482.6808	

**1. Certificate Description**

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

**Purpose and Objectives**

UL Lafayette proposes to create a graduate certificate program in Cardiovascular Nursing, the first in the state. The main purpose of the proposed program is to meet the current and future healthcare needs of the local, state, and national workforce and population as they relate to cardiovascular health. The graduate certificate program in Cardiovascular Nursing (CV) will increase the number of advanced practice registered nurses (APRNs), specifically certified nurse practitioners (NPs) with advanced training in cardiovascular health and disease management.

According to the Rules and Regulations of the Louisiana State Board of Nursing, an APRN is a registered nurse who has completed an accredited graduate-level program preparing the student for one of the four recognized APRN roles (certified nurse practitioner, certified nurse midwife, clinical nurse specialist, certified registered nurse anesthetist) in addition to a population focus. A population focus is defined as a broad area of study that encompasses common problems and aspects of a particular group of patients and the likely co-morbidities, interventions, and responses to those problems. In nurse practitioner education, the population foci are family/individual across the lifespan (family nurse practitioner, FNP), adult-gerontology, pediatrics, neonatal, women's health/gender related and psychiatric/mental health. A population focus is *not* defined as a specific disease/health problem (specialty), e.g., cardiovascular disease, oncology, palliative care, etc., or a specific intervention. APRNs are licensed at the role/population focus level and not at the specialty level.

In 2008, The National Council of State Boards of Nursing (NCSBN) published the *Consensus Model for APRN Regulation, Licensure, Accreditation, Certification and Education (LACE)*. The LACE model encourages graduate programs preparing advanced practice registered nurses to offer courses that include content beyond role and population foci and address content in specialty areas such as cardiovascular nursing. Preparation in a specialty area of practice must build on the APRN role/population-focus competencies. Specialty practice represents a much more focused area of preparation and practice the APRN role/population focus level. Indeed, a specialty indicates that an APRN has additional knowledge and expertise in a more discrete area of clinical practice. Educational programs may concurrently prepare individuals in a specialty provided that they meet all of the other requirements for APRN educational programs.

Louisiana State Board of Nursing rules regulating the practice of all registered nurses, as well as the Board's legal standards of nursing practice related to professional performance, dictate that RNs practice in areas that are commensurate with the nurse's educational preparation, experience, authorized scope of practice, knowledge, and ability. The proposed graduate certificate in CV Nursing aims to provide NPs with the educational preparation, experience, knowledge, and ability to practice competently in the specialty area of cardiovascular nursing.

**Proposed Curriculum & Mode of Delivery:**

The graduate certificate will be comprised of three courses for a total of 12 credit hours - 8 total credit hours of didactic content and 4 total credit hours of clinical practicum experiences. Didactic content will be delivered in online, accelerated eight-week terms designed to be completed in six months. All courses in this certificate program are not currently offered. Students will be admitted once each year as a cohort, and will progress through the program in three sequential accelerated sessions.

The content of the proposed graduate certificate in Cardiovascular Nursing builds upon the foundational tenets and knowledge acquired during the FNP clinical sequence of courses (NURS 582, 583, and 584) offered by ICMSN-affiliated universities (or comparable courses from other accredited NP programs). Proposed course offerings in the certificate program are designed to expand upon the learner's knowledge of cardiovascular conditions gained through enrolling in a master of science nurse practitioner program by providing expanded depth and emphasis on best practices specific to cardiovascular diagnosis and management.

Content in the three proposed new courses in the Cardiovascular Nursing Graduate Certificate includes an overview of common chronic cardiovascular disorders such as hypertension, heart failure, peripheral vascular disease and common cardiac dysrhythmias (basic level of identification and interpretation). In addition to cardiovascular conditions frequently diagnosed in adults, the courses include content related to diagnosis and management of congenital heart disease, rheumatic fever, hypertension and hypercholesterolemia, which are often diagnosed in pediatric and adolescent populations.

The initial didactic course in the program will focus on foundations of cardiovascular care with special considerations for pediatric and obstetrical populations. Its emphasis will be on advanced diagnostic and management techniques including advanced assessment, diagnostic procedures, treatment and pharmacological management relevant to individuals diagnosed with common cardiovascular disorders (3 credit hours).

The second didactic course will incorporate management and care of patients diagnosed with cardiac dysrhythmias with special concentration on 12-lead EKG interpretation and cardiac monitoring (3 credit hours).

The third and final course will focus on the diagnosis and management of chronic and acute cardiac disorders across a variety of clinical settings (telemedicine, outpatient, and inpatient settings). Students will utilize cutting-edge technologies (telecardiology, remote monitoring, robotics, mobile apps) to monitor and facilitate coordination of care. This final course will include 120 contact hours in clinical settings (4 credit hours) and 2 credit hours of didactic content (6 credit hours).

### **Program Outline**

This program can be completed in six months. Course work will be delivered in two eight-week sessions and one three week session. Initially, applicants will be accepted as a cohort into the program once each year. Additional start dates may be added if enrollment figures support additional cohorts.

#### **Spring B (8 weeks/3 Credit Hours Didactic) - Foundations of Cardiovascular Care (new course)**

**Course description:** Diagnosis and management of individuals with common cardiovascular disorders including assessment, diagnostic procedures, treatment, and pharmacological management.

##### **Course objectives:**

Upon completion of the course the student will be able to:

1. Correlate the complex and dynamic nature of heart disease with risk factors and comorbidities.
2. Design treatment plans, including pharmacological management, for patients diagnosed with a variety of cardiovascular diseases.
3. Analyze concepts in preventive and maintenance cardiovascular care in outpatient and inpatient settings.
4. Apply current evidence-based practice guidelines to improve health outcomes in the cardiovascular population.
5. Identify special considerations for pediatric and obstetrical populations diagnosed with cardiac conditions.

#### **Summer Intersession (3 weeks/ 3 Credit Hours Didactic) - Management and Care of Cardiac Dysrhythmias (new course)**

**Course description:** Diagnosis and management of patients with cardiac dysrhythmias, including 12-lead EKG interpretation and cardiac monitoring.

##### **Course objectives:**

Upon completion of the course the student will be able to:

1. Interpret 12-lead EKGs and other cardiac monitoring results.
2. Relate electrophysiological, physiological and pathophysiological cardiac events to dysrhythmias.
3. Determine appropriate interventions for the treatment of common cardiac dysrhythmias.
4. Formulate a plan of care for patients diagnosed with common cardiac dysrhythmias.

#### **Summer Full-term (8 weeks/2 Credit Hours Didactic/4 Credit Hours Clinical) 120 hours - Diagnosis and Management of Acute and Chronic Cardiac Disorders (Didactic/Clinical) (new course)**

**Course description:** Roles and responsibilities of APRNs in the clinical care of patients with cardiovascular disorders across a various healthcare settings.

##### **Course objectives:**

Upon completion of the course the student will be able to:

1. Integrate foundational knowledge in providing care to patients with acute and chronic cardiovascular disorders.
2. Utilize critical thinking skills to formulate a plan of care appropriate for patients with common cardiovascular health alterations across a variety of care settings.

3. Analyze current pharmacological, interventional, and surgical management options for patients with acute and chronic cardiovascular disorders.
4. Provide care to patients diagnosed with cardiovascular diseases and disorders in a variety of settings (clinic, hospital and via telemedicine).

**Table of Courses:**

Course Title	Credit Hours	Length of Course
Foundations of Cardiovascular Care	3 credit hours didactic	8 weeks
Management and Care of Cardiac Dysrhythmias	3 credit hours didactic	3 weeks
Diagnosis and Management of Acute and Chronic Cardiac Disorders	2 credit hours didactic with 4 credit hours clinical (120 contact hours)	8 weeks

During the immersive clinical experience, the student will work under the direction of a qualified preceptor (physician or advanced practice registered nurse with advanced cardiology experience) and faculty member. The student will be actively involved in the collection of data to compile a comprehensive medical history that guides physical examination appropriate for individuals diagnosed with acute and chronic cardiovascular diseases. In collaboration with the preceptor and other members of the interprofessional health care team, the student will develop an appropriate plan of care based on best practices in the specialty of cardiovascular health. Students will utilize cutting-edge technologies (telecardiology, remote monitoring, robotics, mobile apps) to enhance diagnostic approaches and patient monitoring in order to facilitate a coordinated care approach.

The students will also be expected to meet the following objectives during the immersive clinical experience:

**Clinical objectives:**

1. Complete focused assessments relevant to patients with acute and chronic conditions, with a primary focus on patients with complex cardiovascular and co-morbid disorders.
2. Develop a comprehensive problem list including psychosocial considerations and socioeconomic factors that may impact access to care and adherence to the medical plan of care.
3. Establish management plans for disease detection, health maintenance and prevention, and patient education based on the current best evidence in cardiovascular care.
4. Collaborate with clinical preceptors in team-based care.
5. Demonstrate the ability to prioritize problems and issues presented during a patient visit.
6. Record patient visits in a problem-oriented format that demonstrates clarity of thinking.
7. Present concise oral presentations to the preceptor and the faculty member.

**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). Identify similar programs in the state and explain why the proposed certificate is needed.

**Well-being of the state**

The focus of our program is to meet the needs of the state as it relates to workforce expansion and healthcare needs. As the population ages, there is increased demand for cardiovascular medical care provided by cardiologists and NPs. Cardiovascular disease (CVD) continues to be the leading cause of mortality in the US and globally. In the US, one-third of all deaths is from CVD. The shortage of NPs experienced in cardiovascular health is a limiting factor in the provision of cardiovascular services, the advancement of telecardiology and other cardiovascular-related services. Seventy-eight percent of the state of Louisiana is designated as a health professional shortage area (HPSA), with 144 areas identified as being deficient primary care providers. Cardiology and related conditions are key areas managed by primary care physicians and nurse practitioners. The U.S. Bureau of Labor Statistics states that, "...APRNs will be in high demand, particularly in medically underserved areas such as inner cities and rural areas" (US Bureau of Labor Statistics, 2018).

Telecardiology, a branch of telemedicine that employs robotic and other cutting-edge technologies to enable real-time, remote diagnosis and treatment of heart and other cardiovascular diseases via virtual visits, is especially beneficial to individuals who live in an HPSA. Telecardiology's extensive applications are utilized by NPs, in conjunction with cardiologists, in the acute and post-acute care settings, via telemonitoring from virtual care centers. The need for more NPs with advanced training in cardiology is necessary to supply enough providers with the experience and knowledge to provide this service.

Additionally, the program addresses **Goal 1, Objective 1.7 of the BOR 2011 Master Plan: Develop a Skilled Workforce to Support**

**an Expanding Economy.** This program will provide additional education and training, producing NPs highly skilled in the area of cardiology. The availability of these practitioners will advance access to care for the current residents of the state and meet the needs of the expanding Louisiana population.

**Employment Projections**

The Louisiana Workforce Commission identifies nurse practitioners (Occupational Code 29-1171) as one of the fastest growing occupations (by growth %) through 2024, with an estimated ten-year percentage job growth of between 20% and 28%, depending on region. See: [http://www.laworks.net/LaborMarketInfo/LMI\\_OccTopGrowth.asp?years=20152024](http://www.laworks.net/LaborMarketInfo/LMI_OccTopGrowth.asp?years=20152024)

One of the largest cardiovascular companies in the US, Cardiovascular Institute of the South (CIS), is located in south Louisiana and operates clinics throughout Louisiana, Mississippi and Texas with plans for expansion to other states. In 2017, CIS partnered with InTouchHealth, a leading enterprise telehealth platform company based in California to provide remote medical services geared towards emergent and general cardiology expertise in acute care services. In May 2018, CIS opened its Virtual Care Center in Lafayette which provides care options for patients such as the CIS OnDemand 24/7 call center, telecardiology, Cardio@Home® remote patient monitoring and CardioConnect®, a mobile application and patient portal. Currently, CIS employs approximately 60 physicians with aggressive expansion and hiring plans in the near future. The company’s goal is to employ one NP with cardiovascular training for every cardiologist employed, which requires a significant increase in the NP workforce: NPs who have specific advanced training in cardiology.

According to the US Bureau of Labor Statistics, “APRNs will be increasingly utilized in team-based models of care, particularly in (...) offices of physicians, clinics, and other ambulatory care settings, where they will be needed to provide preventive and primary care” (US Bureau of Labor Statistics, 2018).

**US Bureau of Labor Statistics Quick Facts about Advanced Practice Nurse Jobs (NPs, CRNAs, CNMs)**

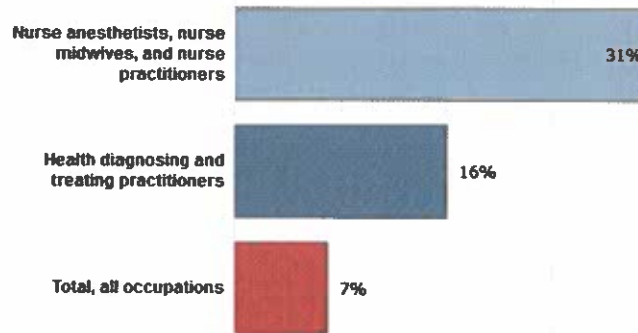
2017 mean pay	\$110,930 per year \$53.33 per hour
Typical entry level education	Master’s degree
On-the-job training	None
Number of jobs 2016	203,800
Job Outlook 2016-2026	31% (much faster than average)
Employment change, 2012-2026	64,200

\*\* Currently, the Central Louisiana nonmetropolitan area is one of the top paying non-metropolitan areas for nurse practitioners

**Projected job growth for advanced practice nurses 2016-2016. U.S. Bureau of Labor Statistics**

**Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners**

Percent change in employment, projected 2016-26



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at <https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm> (visited June 16, 2018).

### **Supply/Demand Data**

The American College of Cardiology predicts that without concerted efforts to optimize the CV workforce to meet population health needs in the US, a "crisis of staggering proportions is imminent." The most significant factor in the demand for cardiologists and NPs who practice in cardiology is the growing burden of CVD in the US. Other factors impacting the increasing demand for expansion of the cardiovascular workforce include improved access to care driven by the enactment of the Affordable Care Act with its resultant Medicaid expansion, increased focus on CVD prevention, and deployment of enhanced treatment options and technologies which extend the lifespan of those diagnosed with CVD. The majority of the state is designated as a HPSA, as previously mentioned. An additional 283 providers are needed to remove the HPSA designation (Bureau of Health Workforce, Health Resources and Services Administration (HRSA), U.S. Department of Health & Human Services, [Designated Health Professional Shortage Areas Statistics: Designated HPSA Quarterly Summary, as of December 31, 2017.](#)) Nurse practitioners experienced in primary care and cardiology can assist in alleviating this lack of access to care.

The proposed graduate certificate in CV Nursing will provide: (1) advanced education and training (including training in telecardiology applications) integral to the care of the CV patient, (2) immersive clinical training experiences, (3) support for preceptors as program partners to enhance NP education in the field of CV disease prevention and evidence-based treatments, and (4) will support the development of clinical relationships to connect NP graduates to employment opportunities in rural and/or underserved areas.

### **Relevance**

This program will further the mission of the institution in several ways. The University of Louisiana at Lafayette is the largest member of the University of Louisiana System committed to the mission of offering an "...exceptional education...develop leaders....who advance knowledge...and improve the human condition." The development of the cardiovascular graduate certificate program will support this mission by enhancing the education of NPs allowing them to use their expertise as leaders in the provision of cardiovascular care, and increasing access to improve the health and well-being of the people of the state. Additionally, the program aligns with UL Lafayette's values of:

- equity (striving for fair treatment and justice) by providing care to patients with limited healthcare options,
- intellectual curiosity (pursuing knowledge and appreciating it's inherent value) through providing opportunities for advanced education for the workforce,
- collaboration (understanding our connection with others and working to realize synergies through teamwork and collaboration) through the establishment of relationships with healthcare entities to provide highly skilled practitioners, and
- sustainability (making decisions and allocating resources to meet the needs of the present, while preserving resources for the future) via meeting the increased demand for healthcare providers with advanced preparation and ensuring access to experientially qualified providers in the future.

This program will also increase the educational attainment of the state's adult population. The proposed Certificate in Cardiovascular Nursing is an institutional priority for UL Lafayette because it will provide new opportunities for students in their roles as nurse practitioners with advanced specialty training in cardiology while simultaneously advancing their educational attainment as adult learners. The program may also provide the students with the opportunity to engage in research in the area of cardiovascular care, through the precepted learning experiences and collaborative relationships they will develop with clinical partners throughout the curriculum.

### **Competitive/Similar Programs in Louisiana and in Neighboring States**

Currently, there are very limited opportunities to pursue graduate level Cardiovascular Nursing course work in the United States. Duke University offers an eight credit hour cardiology graduate specialty. The Mayo Clinic, at its Scottsdale, AZ location, also offers a cardiovascular NP fellowship. This program only accepts two students yearly. The Cardiovascular Nursing program closest to Louisiana is at the University of South Alabama (USA) which offers an eight credit hour cardiovascular subspecialty option to students enrolled in the adult-gerontology acute care NP and dual role FNP/adult/gero-acute care program options. These limited program options are not sufficient to meet projected workforce demands in Louisiana and nationwide.

### 3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

All students must meet all requirements for admission to the Graduate School at UL Lafayette. To be considered for admission, applicants must possess a bachelor's degree from an accredited U.S. institution or the equivalent from a foreign institution and have a minimum undergraduate grade point average (GPA) of 2.75 (on a 4.0 scale) on all work attempted or not less than 3.0 on the last 60 semester hours. Applicants must have a minimum cumulative GPA of 3.0 on graduate course work attempted. Official transcripts must be submitted from schools in which all undergraduate and graduate course work was attempted. In addition, prospective students must submit two letters of reference and a resume.

Students eligible for the program will include:

- (1) those enrolled in the MSN or BSN to DNP program and those matriculating in the Family Nurse Practitioner (FNP) concentration in the Master of Science in Nursing program through one of the four universities (UL Lafayette, McNeese State University, Nicholls State University, and Southeastern Louisiana University) that collaborate to form the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) and who are currently enrolled in or have completed NURS 583/683 - Advanced Practice Nursing: Family II.
- (2) graduates of accredited nurse practitioner programs (in the roles of FNP, adult/gerontology NP, or acute care NP population foci) who maintain current licensure and certification as nurse practitioners, and who have successfully completed a course comparable to NURS 583/683.

Students will be recruited locally, throughout the state and nationwide. Initial projected enrollment is 12 students. The initial projected enrollment is based on anticipated student demand for the program and on mandated student/faculty ratios for clinical courses. Students will enroll in Spring B Session (3 credits), Summer Intersession (3 credits), and Summer Session (6 credits) sequentially. This sequence of course offerings will allow students enrolled in the ICMSN to enroll in the graduate certificate course concurrently. Sequential course offerings in accelerated online formats are projected to be attractive to practicing NPs who also desire to enroll in the CV graduate certificate program.

**Table of Projected Enrollment:**

Year	1	2	3	4
Enrollment	12	18	24	30

Cardiovascular Institute of the South, as well as other primary care and cardiology physician groups and hospitals, recruit NPs to provide advanced care in inpatient and outpatient settings. Current graduates of FNP programs do not possess the knowledge and skills relevant to contemporary practice in the cardiovascular specialty to function at the level that is required by these medical groups. FNP curricula focus on primary care of pediatric, adolescent, adult, and geriatric patient in the primary care settings. No additional content is provided in specialty areas. Those choosing to work in a specialty area such as cardiovascular care must complete an extensive orientation period upon hire. Completion of the Cardiovascular Nursing certificate program will result in increased marketability of a) newly licensed FNPs due to a significantly shorter orientation period for this specialty, b) licensed NPs who wish to work in this specialty, and c) NPs who currently work in this area who do not hold a specialty certification.

### 4. Accreditation

Describe plan for achieving program accreditation.

This program does not require individual accreditation.

### 5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

#### **Faculty:**

Program delivery will be supported by the academic and clinical expertise of expert faculty and qualified preceptors with documented skills and competence in the cardiovascular specialty area. The program will be absorbed in current faculty workload. The additional teaching load will be divided evenly among existing faculty members.

The Department of Nursing in the College of Nursing and Allied Health Professions already has in place a highly-structured framework for the management of teaching loads, based on research, service, and other activities. All new faculty members who teach at the graduate level are required to hold a terminal degree, and must demonstrate success in research, teaching, and service, as part of their annual performance evaluation and maintain Graduate Faculty membership. In addition to these qualifications, faculty who teach courses in the Graduate Certificate in Cardiovascular Nursing must practice as an advanced practice registered nurse and have the knowledge base and clinical experience to deliver cardiovascular specialty content at an advanced level.

Primary Faculty with Appropriate Graduate Faculty Status at UL Lafayette

Dr. Deedra Harrington, Acute Care Nurse Practitioner, Assistant Professor  
Dr. Helen Hurst, Certified Nurse-Midwife, Associate Professor  
Dr. Christy Lenahan, Family Nurse Practitioner, Assistant Professor  
Dr. Roger Rholdon, Acute Care Pediatric Nurse Practitioner, Assistant Professor  
Dr. Frances Stueben, Critical Care Registered Nurse, Assistant Professor  
Dr. Tricia Templet, Pediatric Nurse Practitioner, Assistant Professor  
Dr. Jessica McCarthy, Family Nurse Practitioner, Assistant Professor  
Dr. Cynthia Watson, Family Nurse Practitioner, Assistant Professor  
Dr. Janis Guilbeau, Family Nurse Practitioner, Associate Professor

Supporting Clinical Faculty with Appropriate Graduate Faculty Membership

Robin Beacom, Family Nurse Practitioner, Clinical Faculty  
Carla Vidrine, Family Nurse Practitioner, Clinical Faculty  
James Blankenship, Family Nurse Practitioner, Clinical Faculty  
Kathy Gondran, Family Nurse Practitioner, Clinical Faculty

<b>Primary Faculty</b>	<b>Courses Taught</b>
Dr. Deedra Harrington	Project Planning (DNP) BSN Coordinator DNP Synthesis Project Chair/Committee
Dr. Helen Hurst	DNP Synthesis Project Chair/Committee Department Head
Dr. Christy Lenahan	Health Assessment and Diagnostic Reasoning for Advanced Practice Pharmacotherapeutics for Advanced Practice Nursing FNP Coordinator
Dr. Roger Rholdon	Research and Evidence for Best Practice Pediatric Clinical Instructor DNP Synthesis Project Committee Member
Dr. Frances Stueben	Adult Health and Illness II Second Semester Senior Coordinator DNP Synthesis Project Committee Member
Dr. Tricia Templet	Theoretical Foundations of Advanced Nursing Pediatric Clinical Instructor
Dr. Jessica McCarthy	Community and Psychiatric/Mental Health Nursing Second Semester Junior Coordinator DNP Synthesis Project Committee Member
Dr. Cynthia Watson	Adult Health and Illness I First Semester Junior Coordinator DNP Synthesis Project Committee Member
Dr. Janis Guilbeau	Pathophysiology for Advanced Practice Nursing Advanced Practice Nursing: Family Health III
Robin Beacom, FNP	Clinical Instructor for Advanced Practice Nursing: Family Health II
Carla Vidrine, FNP	Clinical Instructor for Advanced Practice Nursing: Family Health I
James Blankenship, FNP	Clinical Instructor for Advanced Practice Nursing: Family Health II
Kathy Gondron, FNP	Clinical Instructor for Advanced Practice Nursing: Family Health II

Community Preceptors with appropriate Cardiovascular experience

Lafayette, LA:

John Altamirano, Family Nurse Practitioner  
Rein Liles, Family Nurse Practitioner  
Michael Robichaux, Family Nurse Practitioner  
Dr. Wade May, Cardiovascular Disease  
Dr. Ryan Chauffe, Interventional Cardiology  
Dr. Agostino Ingraldi, Interventional Cardiology  
Dr. Fernando Ruiz, Interventional Cardiology

New Iberia, LA:

Leah Simar, Family Nurse Practitioner  
Dr. Salvatore Buttaci-Guarino, Interventional Cardiology  
Dr. Bose Cheeran, Interventional Cardiology

Opelousas, LA:

Sharon Addington, Family Nurse Practitioner  
Jason Leger, Family Nurse Practitioner  
Dr. Siby Ayalloore, Cardiovascular Disease  
Dr. David Homan, Jr., Interventional Cardiology  
Dr. Lawrence Menuet, II, Cardiovascular Disease  
Dr. Marc Saad, Clinical Cardiac Electrophysiology  
Dr. Kalyan Veerina, Interventional Cardiology

**Crowley, LA:**

Jedeiah Meche, Family Nurse Practitioner  
Dr. Arti Singh, Cardiovascular Disease  
Dr. Wade May, Cardiovascular Disease

**Jennings, LA:**

Karen Golla, Family Nurse Practitioner  
Dr. Avinash Murthy, Interventional Cardiology

**Virtual Care Center:**

Kyle Lavergne, Family Nurse Practitioner  
Marcus Montet, Family Nurse Practitioner  
Dr. Wade May, Cardiovascular Disease

**Institutional Partnerships:**

Baton Rouge General Hospital, Baton Rouge, LA  
Cardiovascular Institute of the South (Telehealth), Lafayette, LA  
Iberia Medical Center, New Iberia, LA  
Lafayette General Health System, Lafayette, LA  
Lane Regional Medical Center, Zachary, LA  
Opelousas General Medical Center, Opelousas, LA  
Ochsner St. Anne Hospital, Raceland, LA  
Our Lady of Lourdes Regional Medical Center, Lafayette, LA  
St. Elizabeth Hospital, Gonzales, LA  
Terrebonne General Medical Center, Houma, LA  
Thibodaux Regional Medical Center, Thibodaux, LA  
West Jefferson Medical Center, Marrero, LA  
Woman's and Children's Hospital, Lafayette, LA  
Private physician and nurse practitioner practices throughout the state

**Facilities & Equipment:**

No new facilities or equipment are required, as the existing nursing program will leverage such resources, as they already exist to support existing Masters and DNP programs in the College of Nursing and Allied Health Professions. The Department of Nursing operates a large and standardized pool of computer equipment for use by its faculty, staff and students. An extensive high-speed network connects computers and peripherals in the department to the campus data network, with a 4Gbps core and 1000Mbps to workstations, utilizing both fiber-optic inter-building and CAT 5e copper wiring to the desktops. This network is battery-backed in case of power failure. There are about 175 workstations in total which includes a 50-workstation student computer lab. Approximately 90% are Windows 10 x64 and the other 10% are Windows 7 x64 which are slated for replacement within the calendar year 2019. The department functions off of one VM server hosted by University Computing Support Services (UCSS). UCSS provides email, unified desktop, Office 365 free to enrolled students, Learning Management System hosting, enrollment management and full 24x7 user support for its students.

The Department of Nursing houses an internationally accredited Simulation Program (one of approximately 100 worldwide) which includes a high fidelity Maternity Lab and a Critical Care Simulation Lab. This lab has been supported through grants received through the Student Technology Enhancement Program (STEP) (intramural grant funding) and external grant funding sources such as the Board of Regents Support Fund (BORSF) and the Incumbent Worker Training grant funding. For example, over \$200,000 was secured from STEP grant funds to initiate the Critical Care Simulation Lab and an additional \$800,000 in Nursing Simulation Program funding was awarded through the STEP grant funding process in subsequent years. An additional, \$200,000 in grant funding for the Nursing Simulation Program was awarded through the BORSF program. Significant funding for the Nursing Simulation Program, over \$300,000, was awarded as part of the Incumbent Worker Training Program through the Louisiana Department of Labor. Initial grant funding was extended through the Department of Labor which resulted in an additional \$40,000 in funding dedicated to the Simulation Program.

The Critical Care Simulation Lab contains six stations with critical care hospital beds and simulated headwalls (simulated oxygen, air, and simulated suction). The lab is equipped with five high-fidelity simulators, four crash carts filled with appropriate simulated medications, two double paned x-ray viewing boxes, several models of IV pumps with appropriate disposable supplies, and a fully functional ventilator with a lung simulator. The Simulation Lab has the capability of reproducing a variety of patient scenarios. Simulated scenarios are an effective tool used to enhance realism and validity of high-risk clinical situations used in the



instruction of advanced practice registered nurses.

Current library holdings are sufficient (see "Cost" below).

### 6. Cost

Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

The proposed graduate certificate in cardiovascular nursing can be implemented with little to no new costs to UL Lafayette. The program builds on strengths and competencies of existing graduate nursing faculty who maintain national certification and are licensed as APRNs. As the program is structured for online delivery, there are no new anticipated costs related to supplies, operating expenses, or need for additional physical space. Library and other e-learning resources that support UL Lafayette's existing current and nationally accredited bachelor's, RN to BSN, master's, and doctoral programs in nursing are sufficient to support the needs of students and faculty in the proposed program. Qualified physician and APRN preceptors in the cardiovascular specialty are available to support the clinical experiential component of the graduate certificate program. Minimal costs for travel will be incurred as faculty are required to schedule clinical site visits to confer with preceptors and students during the semester. Those anticipated costs are outlined on the summary of expenditures and revenues page.



10/15/18

### CERTIFICATIONS :

\_\_\_\_\_  
Primary Administrator for Proposed Certificate

\_\_\_\_\_  
Date



\_\_\_\_\_  
Provost/Chief Academic Officer

10/15/18  
Date

\_\_\_\_\_  
Management Board/System Office

\_\_\_\_\_  
Date Approved

## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of Louisiana at Lafayette

Date: October 12, 2018

Certificate Program, Unit: Graduate Certificate in Cardiovascular Nursing, Family Nurse Practitioner

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	\$ N/A		\$N/A		\$N/A		\$N/A	
Graduate Assistants	N/A		N/A		N/A		N/A	
Support Personnel	N/A		N/A		N/A		N/A	
Fellowships and Scholarships	N/A		N/A		N/A		N/A	
<b>SUB-TOTAL</b>	\$N/A		\$N/A		\$N/A		\$N/A	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ N/A		\$ N/A		\$N/A		\$N/A	
Equipment	N/A		N/A		N/A		N/A	
Travel	\$700 (mandated site visits by faculty)		\$1100		\$1400		\$1800	
Supplies	N/A		N/A		N/A		N/A	
Other (specify)	N/A		N/A		N/A		N/A	
<b>SUB-TOTAL</b>	\$700		\$1100		\$1400		\$1800	
<b>TOTAL EXPENSES</b>	\$700		\$1100		\$1400		\$1800	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	N/A		N/A		N/A		N/A	
*State Grants/Contracts	N/A		N/A		N/A		N/A	
*Private Grants/Contracts	N/A		N/A		N/A		N/A	
Expected Enrollment	12 students		18 students		24 students		30 students	
Tuition	\$57,750.96		\$90,957.76		\$127,340.87		\$167,134.89	
Fees	\$63,936.00		\$100,699.20		\$140,978.88		\$185,034.78	
*Other (specify) eLearning Fee	\$7,200		\$11,340.00		\$15,876.00		\$20,837.25	
<b>TOTAL REVENUES</b>	\$128,886.96		\$202,996.96		\$284,195.75		\$373,006.92	

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

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.7. University of Louisiana at Monroe's request for approval of a Proposal to offer a Doctor of Occupational Therapy.**

**EXECUTIVE SUMMARY**

Occupational therapy is skilled treatment designed for individuals or groups whose performance of ordinary tasks and activities of daily living have been disrupted. ULM intends to establish a professional doctoral program in occupational therapy that would replace its existing master's (MOT) program. The Accreditation Council for Occupational Therapy Education (ACOTE) has mandated that the entry-level degree requirement for the occupational therapist will move to the doctoral level by July 1, 2027. Only entry-level doctoral occupational therapy degree programs will be eligible to receive or maintain ACOTE accreditation status as of the date established.

ULM is requesting to convert the existing MOT curriculum to an entry-level professional doctoral degree based on the mandate by ACOTE in response to changes in professional practice and rising expectations in healthcare delivery systems. Because service delivery systems are rapidly changing and becoming increasingly demanding and knowledge in evidence-based and theoretically sound occupational therapy practice has expanded over the years, advancement in OT education is necessary. Entry-level practice requires therapists to be more intellectually and socially sophisticated and mature than ever before. The profession of occupational therapy has recognized these needs and their response was to mandate the doctoral degree for the entry-level practitioner. In order to have students prepared and eligible to sit for the National Board for Certification of Occupational Therapy (NBCOT) Exam by 2027, the proposed OTD program would have to accept the first cohort by Fall 2022. Should the proposed program receive approval, ULM plans to begin offering the OTD in Fall 2021.

The Letter of Intent for the OTD was approved by the Board of Supervisors for the University of Louisiana System in December 2017 with subsequent approval granted by the Board of Regents in February 2018. As required by BoR policy, the graduate program proposal underwent review by an external consultant. Melissa Sweetman, PhD, OTD, OTR/L, OTD Program Director, Wingate University in North Carolina, conducted the external review. Dr. Sweetman found "major strengths of the proposed program to be that it will replace an existing program that already boasts a strong reputation, an approved budget and a curriculum that has resulted in 100% NBCOT examination pass rates;" full support of the program was noted in her report.

The current MOT program consists of five semesters of coursework followed by six months of clinical rotations. The proposed OTD program will be a clinical based doctorate consisting of seven semesters of coursework followed by six months of fieldwork and a 14-week doctoral internship with a focus on scholarship, culminating in a capstone program. The ULM MOT Program currently accepts 30 students per year. Because the proposed OTD program will replace the existing MOT, the number of students accepted per year will remain the same.

At this time there are no OTD programs in Louisiana. LSU Health Sciences Center in Shreveport's Letter of Intent to establish an OTD program was approved by the Louisiana Board of Regents in August 2017 and they are in the proposal and development stage. They plan to accept 24 in-state and two (2) out-of-students per year into their OTD program. It is expected that LSU Health Sciences Center in New Orleans will submit a Letter of Intent to transition their MOT to an OTD in the near future. The three institutions would transition their current MOT programs; these would replace and not be in addition to current programs. No unnecessary duplication of programs will exist.

Because the intended OTD would replace the existing MOT, many of the resources needed for the proposed program are already in place. The current MOT Program employs five 9-month faculty including the MOT Program Director (PD) and the MOT Academic Fieldwork Coordinator (AFWC), as mandated by ACOTE. To meet accreditation standards/requirements, three additional faculty lines will be needed to support the transition to the OTD as well as the hiring of a Capstone Coordinator. Cost associated with implementation and sustainability of the proposed OTD will be offset by tuition and fees.

ULM has provided occupational therapy education through OT (beginning in 1971) and OTA (beginning in 1981) programs for over 46 years. Both programs have been successful with nearly 100% graduation, national board passage, and employment rates. The national accreditation requirement of moving to a doctoral degree will not only allow ULM to continue to offer an occupational therapy degree that will produce graduates well poised to fill 5-star jobs, but will also allow for deeper research within the didactic coursework, as well as through the 14-week doctoral capstone.

## RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Proposal to offer a Doctor of Occupational Therapy.***

September 25, 2017

**RECEIVED**

OCT 04 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

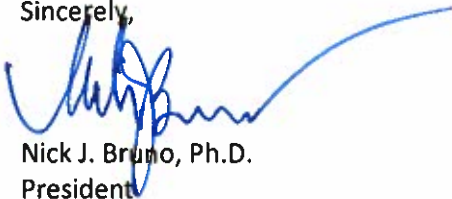
The University of Louisiana Monroe (ULM) respectfully requests approval of its proposal to offer a program leading to the Doctor of Occupational Therapy (OTD in Occupational Therapy, CIP 51.2306).

I would like to bring the following points regarding the program to your attention. The program:

- Builds on the highly-successful performance of ULM's AS in Occupational Therapy Assisting and MOT in Occupational Therapy;
- will meet the requirement of the Accreditation Council for Occupational Therapy Education (ACOTE) that the doctorate become the degree necessary for practicing occupational therapists;
- is consistent with ULM's Role, Scope, and Mission statement as specified by the Louisiana Board of Regents:
  - Audience: ULM is responsible for serving residents of the northeast region of Louisiana who have completed high school and are seeking either a college degree or continuing professional education. Because the program will be run on-campus, we anticipate that it will enroll students primarily from northeastern Louisiana who are seeking a career involving music without being professional musicians (e.g., operating a music store or using music therapy when counseling).
  - Special Programs/Features: a. Comprehensive allied health sciences, including pharmacy and toxicology; and
- will generate sufficient revenue to support the program adequately.

Thank you for consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.  
President

Enclosure

## 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:

Institution:	Requested CIP, Designation, Subject/Title:
University of Louisiana Monroe	51.2306, Doctor of Occupational Therapy, Occupational Therapy
Contact Person & Contact Info Patti Calk, OTD, M.Ed., LOTR; MOT Program Director and Associate Director of School of Health Professions <a href="mailto:calk@ulm.edu">calk@ulm.edu</a> 318-342-5581	
Date Letter of Intent was approved by Board of Regents: 02/20/2018	
Date this Proposal was approved by Governing Board:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021	

#### 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.

<p><b>Overview</b></p> <p>The University of Louisiana Monroe (ULM) is requesting permission to offer an entry-level professional Occupational Therapy Doctorate (OTD) program so that it may continue to produce graduates who meet the requirements to be licensed occupational therapists (OTs).</p> <p>Individuals who have earned the Master of Occupational Therapy (MOT) currently are licensed as OTs. ULM offers a very successful MOT program that averages 26 graduates per year. However, because service delivery systems are rapidly changing and becoming increasingly demanding and knowledge in evidence-based and theoretically sound occupational therapy practice has expanded over the years, advancement in OT education is necessary. "The dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to possess the necessary knowledge and skills in a practice area as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer" (ACOTE, 2017). Entry-level practice requires therapists to be more sophisticated intellectually and socially and more mature than ever before.</p> <p>The profession of occupational therapy, as represented by its accrediting body the Accreditation Council for Occupational Therapy Education (ACOTE®), has recognized these needs and their response was to mandate the doctoral degree for the entry-level practitioner by July 1, 2027. Only entry-level doctoral occupational therapy degree programs will be eligible to receive or maintain ACOTE accreditation status as of that date. Only graduates of accredited occupational therapy programs may sit for the national licensure examination, and licensure is required to practice as an OT.</p> <p>In order to have students prepared and eligible to sit for the National Board for Certification of Occupational Therapy (NBCOT) Exam by that date, the ULM OTD program will have to accept the first cohort of students by Fall 2022. As outlined below, once the OTD program has begun and all students in the MOT program have completed degree requirements, ULM will request termination of the latter program.</p> <p>(a) Purpose and objectives</p> <p>The OTD is designed as an entry-level professional program for students possessing a Baccalaureate Degree including prerequisite education. Recognizing the unique needs of our diverse student population and community, the purpose of the OTD Program at ULM is to educate students who function as competent entry-level occupational therapists in a dynamic society and a rapidly changing health care environment. Attaining the following objectives will fulfill this purpose:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> prepare students to engage in occupation-based practice that is consistent with the philosophy, principles, attitudes and behaviors of the profession;</li><li><input type="checkbox"/> empower students with high principles of ethical conduct and an understanding of professional standards and responsibilities;</li><li><input type="checkbox"/> enable students to utilize clinical reasoning and best evidence for the promotion and advancement of the profession;</li><li><input type="checkbox"/> motivate students to become lifelong learners; and</li><li><input type="checkbox"/> instill students with respect for the diversity of all individuals.</li></ul> <p>The current MOT program consists of five semesters of course work followed by six months of clinical rotations. The new OTD program will be a clinical doctorate consisting of seven semesters of course work followed by six months of fieldwork and a 14-week doctoral internship with a focus on scholarship, culminating in a capstone project.</p>
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(b) Mode of delivery

The mode of delivery will be on-site with off-site Level II Fieldwork and Capstone.

(c) Transition from MOT to OTD

The MOT Program will be phased out as the OTD is implemented. The MOT Program Director (PD) and the MOT Academic Fieldwork Coordinator (AFWC) and two faculty will transition from the MOT Program to the OTD Program. To meet accreditation standards/requirements, there will need to be nine OTD faculty including the Program Director, AFWC, and a Capstone Coordinator. This is a total addition of three faculty members and a Capstone Coordinator from what is currently employed for the MOT Program.

MOT Program Phase-Out

- Fall 2021: We will accept our final Cohort (Cohort #9) into the MOT Bridge Program. There will be 90 MOT students enrolled at this time. Thirty students (Cohort #7) will be in their final semester of Level II Fieldwork and will graduate December 2021. Thirty students (Cohort #8) will be in their second year, while the final cohort admitted (Cohort #9) will begin their first year.
- Fall 2022: Sixty MOT students will be enrolled, thirty of which will be in their final Level II Fieldwork semester (Cohort #8) and will graduate December 2022. The thirty students of Cohort #9 will begin their second year of the MOT Program.
- Fall 2023: The last MOT Cohort (#9) will be in their final Level II Fieldwork semester and will graduate in December 2023. This allows time for any students that are unable to complete academic requirements or fieldwork enough opportunity to complete outstanding work prior to the ACOTE OTD mandate impacting their ability to sit for the National Board for the Certification of Occupational Therapy Exam.

MOT Program Phase-Out			
Term	2021-22	2022-23	2023-24
	# Students	# Students	# Students
Fall	90	60	30
Spring	60	30	
Summer	60	30	

OTD Program Phase-In

Concurrently, beginning in Fall 2021, the first cohort of 30 students will be accepted into the OTD program. Thirty students will be accepted annually thereafter.

OTD Program Phase-In				
Term	2021-22	2022-23	2023-24	2024-25
	# Students	# Students	# Students	# Students
Fall	30	60	90	120
Spring	30	60	90	90
Summer	30	60	90	90

The number of students in the OTD Program will remain consistent after year 4.

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 Proposed OTD Program is a total of 3.5 years. No comprehensive exam or dissertation is required. Successful completion of Level II Fieldwork is demonstration of competency that indicates students are prepared to begin the Doctoral Capstone. Per ACOTE standards, students are required to complete two 12-week fieldwork courses and one 14-week capstone at the completion of the academic coursework. The fieldwork courses and capstone are included in the 3.5 years.

Occupational Therapy Doctorate Curriculum (DRAFT)

**FALL SEMESTER Year 1**

<b>BIOL 4025: Neurology</b>	3cr
<b>BIOL 4025: Neurology Lab</b>	1cr
<b>OCCT 5020: Foundations of Occupational Therapy</b>	2cr
<b>OCCT 5030: Foundations of Research and Evidence Based Practice</b>	3cr
<b>OCCT 5XXX: Conditions in OT Practice - Adult</b>	3cr
<b>OCCT 5XXX: Anatomy/Kinesiology in the Context of Activity</b>	3cr
	<b>15 Total</b>

<b><u>SPRING SEMESTER Year 1</u></b>	
OCCT 5XXX: Conditions in OT Practice – Pediatric	3cr
OCCT 5060: Occupational Therapy Methods and Application	3cr
OCCT 5070: Occupational Therapy Methods and Application Lab	3cr
OCCT 5080: Applied Reasoning and Theory	3cr
OCCT 5XXX: Conditions in OT Practice –Mental Health	<u>3cr</u>
	15 Total
<b><u>SUMMER 1 SEMESTER Year 1</u></b>	
OCCT 5100: Assistive Technology to Enhance Occupational Performance	3cr
OCCT 5110: Introduction to Occupational Therapy Assessment	<u>3cr</u>
	6 Total
<b><u>SUMMER 2 SEMESTER Year 1</u></b>	
OCCT 5090: Evidence-Based Practice and Best Practices	3 cr
OCCT 5120: Special Topics/Current Trends	<u>3cr</u>
	6 Total
<b><u>FALL SEMESTER Year 2</u></b>	
OCCT 6XXX: Therapeutic Media and Methods for Individuals and Groups	3cr
OCCT 6XXX: Psychosocial OT Evaluation Process	3cr
OCCT 6XXX: Pediatric OT Evaluation Process	3cr
OCCT 6XXX: Adult OT Evaluation Process	3cr
OCCT 6XXX: Research Proposal and Development	<u>3cr</u>
	15 Total
<b><u>SPRING SEMESTER Year 2</u></b>	
OCCT 6XXX: Applied OT Research	3cr
OCCT 6XXX: Pediatric OT Practice and Reasoning	3cr
OCCT 6XXX: Adult OT Practice and Reasoning	3cr
OCCT 6XXX: Psychosocial OT Practice and Reasoning	<u>3cr</u>
	12 Total
<b><u>SUMMER SEMESTER Year 2</u></b>	
OCCT 6XXX: Psychosocial Level I FW	3cr
OCCT 6XXX: Population-based OT	<u>3cr</u>
	6 Total
<b><u>FALL SEMESTER Year 3cr</u></b>	
OCCT 6XXX: Management and Administration	3cr
OCCT 6XXX: OT Scholarship	3cr
OCCT 6XXX: Pediatric Level I FW	3cr
OCCT 6XXX: Adult Level I FW	<u>3cr</u>
	12 Total
<b><u>SPRING SEMESTER Year 3</u></b>	
OCCT 7XXX: Level II Fieldwork A	<u>12</u>
	12 Total
<b><u>SUMMER SEMESTER Year 3</u></b>	
OCCT 7XXX: Level II Fieldwork B	<u>12</u>
	12 Total
<b><u>FALL SEMESTER Year 4</u></b>	
OCCT 7XXX: OTD Capstone (minimum 14 weeks)	<u>12</u>
	<u>12</u> Total
	<u>123</u> Total hours for degree

## 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).

Beginning in 2027, only students who have graduated with a doctoral degree in occupational therapy will be eligible to sit for the NBCOT exam and only entry-level doctoral occupational therapy degree programs will be eligible to receive or maintain ACOTE accreditation status. The ULM Master of Occupational Therapy Program currently accepts 30 students per year. Because the proposed OTD program will replace the MOT Program, it will accept 30 students per year. Therefore, it will be a 1:1 replacement.

According to the U.S. Bureau of Labor Statistics, occupational therapy jobs are projected to increase by 27% from 2014-2024. This is considered much faster than average. <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

The Louisiana Workforce Commission lists occupational therapists as a 5-star job with a statewide demand of 70 openings per year through 2024. [http://www.laworks.net/Downloads/LMI/20102020Occ\\_DemandListState.xls](http://www.laworks.net/Downloads/LMI/20102020Occ_DemandListState.xls)

The University of Louisiana Monroe's program for occupational therapy has been recognized as one of the best in the nation by The Community for Accredited Online Schools (AccreditedSchoolsOnline.org). As a leading resource for higher education and college accreditation information, the site released its annual ranking for the 2016-2017 school year, honoring ULM as the 24th Best Occupational Therapy Program in the Nation. <http://www.accreditedschoolsonline.org/vocational-trade-school/occupational-therapy/>

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

ULM has provided occupational therapy education through OT (beginning in 1971) and OTA (beginning in 1981) programs for over 46 years. Both programs have been successful with nearly 100% graduation, national board passage, and employment rates. ULM's mission is to seek students who find value in our programs and prepare them to compete, succeed, and contribute in an ever-changing global society through a transformative education. The OTD program will help to fulfill the role, scope, and mission of the university and aid in fulfilling critical educational and health care needs for the state. The university's vision is to be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. The OTD program will provide a learning environment that fosters evidence-based practice, critical thinking, leadership and professional responsibility. The longstanding strength of the institution in the health sciences arena will be complemented by this program. The national accreditation requirement of moving to a doctoral degree will not only allow ULM to continue to offer an occupational therapy degree, but will also allow for deeper research within the didactic coursework, as well as through the 14-week doctoral capstone.

As reflected above, the primary mission of this program is the education of the occupational therapy student. The OTD Program also supports the mission of the University of Louisiana Monroe by:

- providing service to a variety of populations through Level I and Level II Fieldwork;
- establishing and nurturing partnerships that are mutually beneficial to the University of Louisiana Monroe and the community;
- serving as a source of expertise for practitioners and the community;
- contributing to evidence-based practice through research and scholarly presentations;
- fulfilling the workforce needs in existing and emerging practice areas on a regional, state, and national level.

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.

At this time, there are no OTD programs in Louisiana. LSU Health Sciences Center in Shreveport's Letter of Intent to establish an OTD program has been approved and they are currently in the proposal and development stage. They plan to accept 24 in-state and 2 out-of-state students per year into their OTD program. It is expected that LSU Health Sciences Center in New Orleans will submit a Letter of Intent to transition to an OTD from their MOT in the near future. Both LSU Health Sciences Centers' and ULM's programs would transition from the current MOT programs, therefore these would replace and not be in addition to current programs. No unnecessary duplication of programs will exist.

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

If approved, the OTD Program will replace the MOT Program. The MOT Program will phase-out as the OTD Program phases-in.

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).

Healthcare is a national concern because of the aging population and longer life expectancies. The US Department of Labor projects that the need for occupational therapists is expected to increase by 27% from 2014-2024. Healthcare within Louisiana is expected to follow this trend. The demand for occupational therapists should continue to rise as a result of the increasing number of individuals with disabilities, relative to the aging population and survival of premature infants. Hospitals will continue to employ a large number of OTs to provide services to acutely ill and long-term rehabilitation patients. In addition, employment

growth in public school systems will expand as OTs will be needed to help children with disabilities be successful in their educational programs. OTDs will graduate with the skills for conducting and providing evidence-based occupational therapy, improving the quality of care for their clients. Additionally, the faculty and student led occupational therapy clinics on the ULM campus provide OT services to children and adults in the region at minimal or no cost. Furthermore, the positive economic impact to medical centers and other healthcare facilities would be appreciable as additional revenue is generated by OTD's with their enhanced scope of practice.

The OTD Program will be able to engage in Interprofessional Education with other healthcare professions within the university, as well as with healthcare programs throughout the state. The OTD Program will be able to develop a partnership with the proposed Doctor of Physical Therapy (DPT) Program at ULM. Students will complete fieldwork experiences at local, regional, and national healthcare facilities. The MOT Program currently has ~400 Memoranda of Understanding with healthcare facilities for student fieldwork. These will transition to the OTD Program.

The OTD Program requires a 14 week (560 hour) doctoral capstone as a culmination of the OTD degree. Capstone projects can be in the areas of: Research, Administration, Education, Advanced Clinical Practice, Leadership, Program and Policy Development, Theory Development, or Advocacy.

Hospitals/medical facilities, universities, school systems, senior centers, community agencies, and wellness facilities are the types of facilities/agencies that are typically used to fulfill the DEC requirement. The ULM OT Program has MOUs with over 400 clinical sites across the United States, which could also be used as DEC sites. These MOUs and contracts will be reviewed and updated as needed to ensure that the goals of the program are met. The ULM OT Program currently has relationships with the following agencies/sites that can provide mutually beneficial DEC partnerships: Families Helping Families of Northeast Louisiana, Affinity Pediatric Clinic, Green Oaks Detention Center, Louisiana Baptist Children's Home, and Rays of Sunshine Homeless Shelter. MOUs are already in place with the majority of these sites. Program development can also occur with local private dementia centers and via international OT through telehealth with schools in Honduras where our faculty have provided consultation.

The OTD program will use our standard Fieldwork (FW) student contracts/ Memoranda of Understanding (MOU) with Capstone sites, ensuring a current MOU with each mentor and/or site. We will follow the same procedures as with FW student placements and will be able to use most of the current FW sites.

### 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).

With ACOTE's mandate to move entry-level OT education to the OTD level, anyone interested in becoming an occupational therapist must enter through a doctorate level program. There will no longer be the option to graduate below the doctorate level beginning in 2027. Therefore, programs must begin early enough to graduate their first class by that time.

The proposed program is uniquely positioned at ULM. The students in Kinesiology, Biology, Psychology, Health Studies, and General Studies programs can meet the requirements for application to the ULM OTD program. These students have proven to be highly competitive for acceptance into OT schools across the state and region.

The MOT Program had 53 applicants in 2017. The number of applicants has increased each year. Over 60 applications to the MOT Program have already been submitted for the 2018 admissions. It is expected that these numbers will be consistent for the OTD program since the doctoral level will be the only entry point for OT in the future.

The ULM OT advisors each receive 3-5 inquiries per week from students within Louisiana, as well as from other states seeking occupational therapy degrees. The ULM OTD program will subscribe to Occupational Therapist Centralized Application Service (OTCAS) with access to over 1000 applicants each year.

To increase diversity in applicant-pool and students accepted into the OTD program, on our "About Occupational Therapy" tab on our ULM OT webpage, we will provide the following links from our American Occupational Therapy Association to videos and biographies from culturally diverse OT practitioners and students.

#### YouTube Videos:

- [Bengali](#) - Supriya Sen, MS, OTR/L
- [Mandarin](#) - Chia-Wei Fan, MS, OTC
- [Polish](#) - Adriana Stapella, MS, OTR/L
- [Spanish](#) - Evangelina Velasco, MS, OTR/L
- [Spanish](#) - Alejandro Cuevas, Jr., BA, COTA/L
- [Tagalog](#) - Edralyn Torres, MS, OTR/L

#### Biographies:

- [African American](#)
- [Asian](#)
- [Hispanic](#)
- [Practitioners with Disabilities](#)
- [Orthodox Jewish](#)

Faculty and student representatives will also participate in recruiting events that include schools with underrepresented populations. During recruiting efforts, we will highlight OT practitioner role models from specific underrepresented populations.

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

	2021-22			2022-23			2023-24			2024-25			2025-26						
	# Stu	Credits	Total SCH	# Stu	Credits	Total SCH	# Stu	Credits	Total SCH	# Stu	Credits	Total SCH	# Stu	Credits	Total SCH				
MOT	60	36	2160	30	36	1080	30	6	180										
	30	6	180	30	6	180													
OTD	30	42	1260	30	42	1260	30	42	1260	30	42	1260	30	42	1260				
				30	33	990	30	33	990	30	33	990	30	33	990				
							30	36	1080	30	36	1080	30	36	1080				
										30	12	360	30	12	360				
<b>TOTAL SCH for 2021-22</b>			<b>3600</b>	<b>TOTAL SCH for 2022-23</b>			<b>3510</b>	<b>TOTAL SCH for 2023-24</b>			<b>3510</b>	<b>TOTAL SCH for 2024-25</b>			<b>3690</b>	<b>TOTAL SCH for 2025-26</b>			<b>3690</b>

Year 1 (2021-22): 90 MOT students and 30 OTD students will be enrolled during this time. The number of credits the students will take are included in the table above.

Year 2 (2022-23): 60 MOT students and 60 OTD students will be enrolled during this time. The number of credits the students will take are included in the table above.

Year 3 (2023-24): 30 MOT students and 90 OTD students will be enrolled during this time. The number of credits the students will take are included in the table above.

Year 4 (2024-25): No MOT students (the MOT Program will have phased out). 120 OTD students will be enrolled during this time. The number of credits the students will take are included in the table above.

Year 5 (2025-26): 120 OTD students will be enrolled during this time. The number of credits the students will take are included in the table above.

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

ULM's most related program is our current Master of Occupational Therapy.

Graduate Program in MOT					
Academic year	Students in Program	Year Accepted	Number Accepted	Total Graduated	Percent Completion
2015-2016	82	Fall 2013	27	27	100%
2016-2017	85	Fall 2014	25	25	100%
2017-2018	89	Fall 2015	30	30	100%
<b>Total</b>			<b>82</b>	<b>82</b>	<b>100%</b>

For those three cohorts, all completers were employed at the time of graduation or shortly thereafter generating a 100% employment rate. As of Fall 2017, three cohort groups were enrolled simultaneously for a total of 89 students.

Closely related programs include Pharmacy Ph.D. and Pharmacy Pharm D.

Graduate Program in Pharmacy (Ph.D.)					
Academic year	Students in Program	Year Accepted	Number Accepted	Total Graduated	Percent Completion
2014-2015	42	2010-2011	8	7	88%
2015-2016	43	2012-2013	12	8	67%
2016-2017	43	2013-2014	14	13	93%
<b>Total</b>			<b>34</b>	<b>28</b>	<b>82%</b>

Low completion in 2015-2016 was due to faculty member leaving and take their students with them.

Pharm D Program					
Academic year	Students in Program	Year Accepted	Number Accepted	Total Graduated	Percent Completion
2014-2015	390	2010-2011	93	90	97%
2015-2016	388	2012-2013	103	96	93%
2016-2017	375	2013-2014	88	86	98%
<b>Total</b>			<b>284</b>	<b>272</b>	<b>96%</b>

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

The baccalaureate prepared student who has completed the following pre-requisite coursework can apply to the OTD program: Introduction to Psychology, Human Growth and Development (Developmental Psychology), Introduction to Sociology OR Introduction to Anthropology, Abnormal Psychology, Human Anatomy with lab, and Human Physiology.

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

Degree-seeking graduate students at ULM have a variety of financial aid options available to them in the form of foundation scholarships, graduate assistantships, federal Stafford loans, federal graduate PLUS loans, and private education loans. To be eligible for most financial aid, students should complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov).

Descriptions for each type of aid is listed below:

- **Foundation Scholarships:** Foundation scholarships are funded by the generosity of alumni and friends of ULM. These scholarships are awarded based upon a variety of criteria, including program of study, classification, college affiliation, and more.
- **Graduate Assistantships:** Assistantships provide graduate students the opportunity of securing a supporting role in the university, while also increasing future employment options.
- **Federal Stafford Loans:** Federally-insured loans are available to graduate students at a low interest rate. Payments are deferred as long as the student is enrolled at least half-time in courses meeting degree requirements. Repayment begins 6 months after the student graduates or drops below half-time status.
- **Federal Graduate PLUS Loans:** Federally-insured loans available to credit-worthy graduate students at a low interest rate. Payments are deferred as long as the student is enrolled at least half-time in courses meeting degree requirements. Repayment begins 6 months after the student graduates or drops below half-time status.
- **Private Education Loans:** Education loans for students are available through a number of banking institutions. For students who do not choose to use their personal bank for private education loan funds, they may wish to visit [Fast Choice](#) to see what lenders are available to assist them.

The MOT Program at ULM has dedicated funds to support one Graduate Assistantship (GA) that will transition to the OTD program and will seek additional funds for the establishment of additional GAs and for Foundation Scholarships dedicated to students of Occupational Therapy.

#### 4. Faculty

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

The following faculty will transition from the MOT Program to the OTD Program:

Name	Present Rank	Degrees	Courses Taught	Present Role	Expected OTD Program Role	Other Assignments
<b>Patti Calk</b> <b>Certification</b> <ul style="list-style-type: none"> <li>• Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT)</li> <li>• Certified as a Level 1 Handwriting Specialist</li> <li>• Certified as a Provider of The Therapeutic Listening Program® by Advanced Brain Technologies</li> </ul> <b>Specialty Areas</b> <ul style="list-style-type: none"> <li>• Infant and pediatric feeding disorders</li> </ul>	Associate Professor	OTD, M.Ed., BS in OT, AS in OT	MOT courses: OT Research & EBP, Evidence-based Practice and Best Practices, Assistive Technology, OT Assessment, Applied OT Research I & II, Occupation-based Practice – Child, OT Practice – Child, Clinical Practice I & II  <b>Areas of Instructional Expertise</b> <ul style="list-style-type: none"> <li>• Pediatrics occupational therapy and School System Practice</li> <li>• Research in occupational therapy</li> <li>• Evidence-Based Practice</li> </ul>	MOT Program Director	OTD Program Director	Program Director – Administrative duties Program, College, and University Committees, and working in OT on-campus clinic

<ul style="list-style-type: none"> <li>• Neurodevelopmental Treatment Approach</li> <li>• Sensory Integration</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Oral motor and feeding therapy</li> <li>• Efficacy and best practices for Sensory Integration/Processing</li> <li>• Parent involvement and perceptions in pediatric OT</li> <li>• Patient perceptions of OT</li> <li>• Falls and fall risk in Skilled Nursing Facilities/Long Term Care facilities</li> <li>• Effectiveness of physical agent modalities in OT (Ultrasound and electrical stimulation)</li> <li>• Field development for the <i>Peabody Developmental Motor Scales 3rd Ed. and Elementary Ed.</i></li> </ul>			<ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Occupational therapy evaluation and intervention for children and adults with neurological and physical disorders</li> <li>• Interprofessional education</li> </ul>			
<p><b>Carolyn Murphy</b> <b>Certification</b></p> <ul style="list-style-type: none"> <li>• Certified as Registered Occupational Therapist by NBCOT</li> <li>• Certified as a Level 1 Handwriting Specialist</li> </ul> <p><b>Specialty Areas</b></p> <ul style="list-style-type: none"> <li>• Gerontic occupational therapy</li> <li>• Adult physical dysfunction</li> <li>• Upper extremity splinting/orthotics</li> <li>• Neurodevelopmental Treatment Approach</li> <li>• Sensorimotor treatment approaches</li> <li>• School-based occupational therapy</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Environmental Adaptations, Home Modifications, &amp; Technology for Elderly Adults</li> <li>• Fall Prevention</li> <li>• Therapeutic Interventions for Alzheimer's clients</li> <li>• Evidence-Based Practice</li> </ul>	Associate Professor	OTD, MA, BS in OT	<p>MOT courses: OT Research &amp; EBP, Evidence-based Practice and Best Practices, Special Topics, OT Assessment, Applied OT Research I &amp; II, OT Practice – Adult, Clinical Practice I &amp; II</p> <p><b>Areas of Instructional Expertise</b></p> <ul style="list-style-type: none"> <li>• Academic Fieldwork Coordination</li> <li>• Evidence-based practice</li> <li>• Research in occupational therapy</li> <li>• Gerontological occupational therapy</li> <li>• Ethnic and cultural variations in service delivery</li> <li>• Policy and occupational therapy practice</li> <li>• Occupational therapy evaluation and interventions for adult clients with physical disabilities</li> </ul>	MOT Academic Fieldwork Coordinator (AFWC)	OTD AFWC	AFWC – Administrative duties Program, College, and University Committees, and working in OT on-campus clinic
<p><b>Barbara Johnson</b> <b>Certification</b></p> <ul style="list-style-type: none"> <li>• Certified as Registered Occupational Therapist by NBCOT</li> </ul> <p><b>Specialty Areas</b></p> <ul style="list-style-type: none"> <li>• Clinical practice and clinical supervision</li> <li>• Autism</li> <li>• Occupation-based practice</li> <li>• Early Intervention</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Served on Revision Team of the published Louisiana Reference Handbook for Special Education Administrators and Therapists</li> <li>• Occupational therapy group</li> </ul>	Assistant Professor	OTD, BS in OT	<p>MOT courses: OT Kinesiology, Psychosocial OT, Occupation-based Practice – Adult, OT Methods and Application &amp; Lab, Applied Reasoning and Theory, OT Practice – Psych, Clinical Practice I &amp; II</p> <p><b>Areas of Instructional Expertise</b></p> <ul style="list-style-type: none"> <li>• Level II Fieldwork Clinic Supervisor for the ULM OT Clinic</li> <li>• Applied reasoning and theory in occupational therapy</li> <li>• Occupational therapy in mental health/psychosocial</li> </ul>	Faculty	Faculty	Program, College, and University Committees, and working in OT on-campus clinic

<p>services for women with addictions</p> <ul style="list-style-type: none"> <li>Effectiveness of sensory-based play groups on social skills and sensory processing with children with autism spectrum disorder</li> </ul>			<p>practice</p> <ul style="list-style-type: none"> <li>Kinesiology in occupational therapy</li> <li>Occupational therapy evaluation and interventions for adult clients with physical disabilities</li> <li>Occupational therapy methods and application</li> </ul>			
<p><b>Emily Mike</b> <b>Certification</b></p> <ul style="list-style-type: none"> <li>Certified as Registered Occupational Therapist by NBCOT</li> </ul> <p><b>Specialty Areas</b></p> <ul style="list-style-type: none"> <li>Occupational therapy services in special education</li> <li>Biofeedback</li> <li>Occupational therapy for juvenile offenders</li> <li>Treatment of children and adolescents with autism</li> <li>Trained in biofeedback for pelvic floor disorders</li> <li>Sensory Integration</li> <li>Interprofessional education</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>Support programs for students with autism</li> <li>Occupational therapy in the juvenile detention system</li> </ul>	Assistant Professor	OTD, BS in OT	<p>MOT courses: OT Neurology for OT, Foundations in OT, Psychosocial OT, Occupation-based Practice – Adult, Applied Reasoning and Theory, OT Management &amp; Admin, OT Practice – Psych</p> <p><b>Areas of Instructional Expertise</b></p> <ul style="list-style-type: none"> <li>Applied reasoning and theory in occupational therapy</li> <li>Occupational therapy in mental health/psychosocial practice</li> <li>Occupational therapy evaluation and interventions for adult clients with physical disabilities</li> <li>Neurology for occupational therapy</li> <li>Occupational therapy history and policy</li> <li>Management and Administration in occupational therapy</li> </ul>	Faculty	Faculty	Program, College, and University Committees, and working in OT on-campus clinic
<p>Donna Eichhorn (Will serve as Adjunct Faculty)</p>	Assistant Professor	M.Ed., BS in OT	<p>MOT courses: OT Kinesiology, Occupation-based Practice – Child, Applied OT Research I &amp; II, OT Methods and Application Lab, OT Management &amp; Admin, OT Practice – Child, Assistive Technology, OT Assessment, Special Topics</p>	Faculty	Part Time Adjunct Faculty	Program, College, and University Committees, and working in OT on-campus clinic

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.

The MOT Program will be phased out as the OTD is being developed. The current MOT Program employs five 9-month faculty including the MOT Program Director (PD) and the MOT Academic Fieldwork Coordinator (AFWC). The Program Director and AFWC are positions required by ACOTE. According to ACOTE, the OTD PD and AFWC must be hired the year that they submit the application for initial accreditation to ACOTE (AY 2019-20) in order to complete accreditation documentation and start program and course development.

The MOT PD and MOT AFWC will transition to OTD PD and OTD AFWC as this is required to occur within the year prior to application for accreditation of the OTD program

Two of the three MOT faculty will transition to OTD program as they have OTD degrees. The third faculty has only as master's degree and cannot serve as full-time faculty for the OTD; however, she can serve as adjunct part-time faculty.

To meet accreditation standards/requirements, there will need to be eight faculty including the Program Director, AFWC, and Capstone Coordinator by the AY 2021-22 start date and an additional faculty member by AY 2022-23. This is a total addition of three faculty members and a Capstone Coordinator. All five additional faculty members hired for the OTD program will be

required to have a research doctorate or be in the process of earning a research doctorate.

**First year (2021-22): Start-up and Initial cohort admission**

The Program Director and Academic Fieldwork Coordinator will have already transitioned to the OTD; but will also continue to serve the MOT program. Two faculty members will transition from the MOT Program and one Capstone Coordinator (ACOTE requirement) will have already been hired (2020). Three additional faculty will need to be hired. (Note: one of these “additional” faculty members will be a replacement for the MOT faculty member who is unable to transition due to having only a Master’s degree and will not be an additional faculty-line). Ninety MOT students and 30 OTD students will be enrolled during this time.

**Second year (2022-23): Second cohort admission**

One additional faculty member will be added to teach courses and to provide a student/faculty ratio 15:1 for lecture courses and 10:1 for lab/fieldwork courses, to meet ACOTE standards. Sixty MOT students and 60 OTD students will be enrolled during this time.

**Third year (2023-24): Third cohort admission**

No additional faculty members. Thirty MOT students and 90 OTD students will be enrolled during this time. This will be the graduation year for the final MOT cohort.

**Fourth year (2024-25): Fourth cohort admission, first graduating class**

No additional faculty members. One hundred twenty OTD students will be enrolled during this time.

**Fifth year (2025-26): Fifth cohort admission, second graduating class**

No additional faculty members. One hundred twenty OTD students will be enrolled during this time.

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.

Each core faculty member, including the Program Director and Academic Fieldwork Coordinator (AFWC), will hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy. Each core faculty will possess the expertise in assigned teaching areas necessary to ensure appropriate curriculum design, content delivery, and program evaluation, and have demonstrated effectiveness in teaching and student evaluation. Core faculty who are occupational therapists will hold a current Louisiana Occupational Therapy License and be Certified by the National Board for Certification of Occupational Therapists.

Per ACOTE Standard A.2.1, the program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include:

- Clinical practice as an occupational therapist;
- Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;
- Scholarship (e.g., scholarship of application, scholarship of teaching and learning); and
- At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the post-baccalaureate level.

The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.

The AFWC must be specifically responsible for the program’s compliance with the fieldwork requirements of Standards Section C.1.0 and assigned to the occupational therapy educational program as a full-time faculty member. The AFWC may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the AFWC has sufficient release time to ensure that the needs of the fieldwork program are being met.

The typical teaching load for faculty in the proposed OTD program will be 9 hours per term, with a reduction in teaching load provided to the OTD Program Director and AFWC for administrative responsibilities and accreditation-mandated duties. The expectations for scholarship and service will be equivalent to other clinical doctoral granting programs at ULM.

## 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?

Present library holdings are adequate to support the OTD program. The ULM Library is a member of LOUIS, the Louisiana Library Network, which provides the Library’s automation services and licenses full-text electronic resources from over 40,000 journals and provides access to e-books. As stated in the university catalog, the mission of the Library is “to support the mission of the

University of Louisiana at Monroe in its teaching, research and learning endeavors for students, faculty and staff through the development of strong collections, integration of information and technology, creation of collaborative learning spaces and facilitation of e-literacy.”

The primary needs of the occupational therapy program will be in the areas of journal subscriptions, such as the *American Journal of Occupational Therapy*, international occupational therapy journals and online databases. These resources are available through the ULM Library. OT journals the ULM students have access to include: *The Asian Journal of Occupational Therapy*, *Australian Occupational Therapy Journal*, *Canadian Journal of Occupational Therapy*, *Hong Kong Journal of Occupational Therapy*, *Indian Journal of Physiotherapy and Occupational Therapy*, *New Zealand Journal of Occupational Therapy*, *Occupational Therapy in Health Care*, *Occupational Therapy International*, *Physical & Occupational Therapy in Geriatrics*, *Physical & Occupational Therapy in Pediatrics*, and *Physiotherapy & Occupational Therapy Journal* in addition to many other journals germane to OT. These subscriptions are regularly updated to maintain access.

As a member of the LOUIS, the Library has access to EBSCO which provides access to countless full-text electronic journals and electronic books, as well as many other electronic databases and resources. The Library also provides access to other resources apart from those accessed via LOUIS. The Library also provides Interlibrary Loan (ILL) services whereby the Library borrows materials from partner libraries to lend to users. The Library is also a member of the Trailblazer Library Consortium.

Additionally, the Library is a member of AMI-GOS, which enables cataloging and bibliographic verification and interlibrary loan to be done via computer terminals connected on-line to the system headquarters. These electronic resources are through EDS discovery platform. The ULM Library is actively pursuing open education resources as a means of enhancing the services provided by the library and deterring textbook costs for students.

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

For the last two fiscal years, the ULM library has spent \$373,593.26 on resources that will continue to support the Occupational Therapy program.

The majority of the expenditures provide access through the Louisiana Library Network (LOUIS) which includes EBSCO Discovery, Nursing and Allied Health, MEDLINE and SciFinder.

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

We anticipate no needed change in library expenditures for the first 5 years of the OTD Program

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

No additional special resources will be needed for this program.

Having housed the previous OT and current OTA programs for over 35 years, the current MOT Program has a depth of laboratory equipment and supplies, plus resources in book and multimedia formats, which will be utilized for the OTD program. In 2011, the OT department began replacing outdated assessment tools and updated evaluation inventory to include current and relevant assessment tools. Each year, the MOT program has updated educational materials and technology using the existing budget, as well as grant funding through the Living Well Foundation.

## 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 occupational therapy program is located in Caldwell Hall. The OT programs have priority use over one 30-student classroom space, space dedicated specifically to manipulation/practice laboratories, and two clinic spaces. The five existing faculty members have a private office and there is a secretarial space set up to meet special administrative needs.

Space for special use needs is available in other buildings through university classroom scheduling, including auditoriums, conference rooms, and larger classrooms.

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.

Additional office space for the 3 new faculty members and the Capstone Coordinator will be needed.

The university is currently in the discussing building renovations of Sugar Hall and Caldwell Hall as part of a renovation initiative. This would enhance meeting program goals and provide an environment to enhance the educational experience.



## 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 Occupational Therapy Doctorate (OTD) Program will be administered through the School of Health Professions. The School of Health Professions is part of the College of Health Sciences (separation of the College of Health and Pharmaceutical Sciences into the College of Health Sciences and the College of Pharmacy. The reorganization of the associated schools/departments has been approved by the University of Louisiana System Board of Supervisors and is awaiting approval by the Board of Regents). The Program Director will serve as a point of contact of any administrative issues as well as in recruiting and retention and will report to the Director of the School of Graduate Allied Health, a unit within the new organizational structure of the proposed College of Health Sciences.

### Effect the OTD Program on other university programs

This will be an opportunity for OTAs that have received a bachelor's degree, as well as students with a variety of bachelor degrees including Psychology, Kinesiology, Health Sciences, General Studies, etc. to remain at ULM and advance to an OTD.

There will also be opportunities for collaboration between health science students in Speech-Language Pathology, Nursing, and Pharmacy built into interprofessional education (IPE) courses.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

### Current strengths of the program are:

1. its location on a general university campus which supports the community-based orientation of the profession and the opportunity to benefit from the interaction with both medical and non-medical future partners in the workplace, i.e., Education, Special Education, Gerontology, Psychology, Sociology and Social Work, etc.
2. its research initiatives which will be strengthened with the OTD.
3. the collaborative efforts with community-based sites providing increased student opportunity and service to underserved and non-served populations in the region to support level I and level II fieldwork.
4. ULM currently has memoranda of understanding (MOU) with over 400 clinical sites across the United States. These clinical sites accept both OTA and OT students and have clinical supervisors in place for these duties. These MOUs and contracts will be reviewed and updated as needed to ensure that the goals of the program are met.
5. its position at a university that promotes an emphasis on health science which will support advising, course development, and teaching.
6. a significant amount of experience and expertise already exists in the College of Health and Pharmaceutical Sciences.
7. an OTD degree offers students more career options and will facilitate retention of students in Louisiana upon graduation.
8. established clinical fieldworks that can continue to function as sites for the OTD students.
9. the full-time MOT faculty members have expertise in occupational therapy and healthcare experience.

### Weaknesses of the current program include:

1. the department faculty's limited publications.  
With the OTD program, the research project and capstone requirements will pose significant opportunity for faculty to publish articles and research in peer-reviewed journals.
2. the current MOT program is hybrid, restricting the number of students who can apply due to travel requirements. With the OTD courses taught 100% on campus, we would alleviate the need for frequent travel/flights/hotel fees, as students would reside in the area.
3. the MOT Program gets multiple inquiries weekly from students without an OTA degree looking for traditional OT Programs. Students are currently being referred to other traditional OT Programs outside the region and/or state. The OTD program will allow all students with a bachelor's degree and pre-requisites regardless of having an OTA degree to apply, thereby increasing the applicant pool and allowing more Louisiana students to stay in the region.

## 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.

Occupational therapy education is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE accredits entry-level programs based on meeting the *2011 Standards for an Accredited Educational Program for the Occupational Therapist*, regardless of the level of degree offered. ACOTE is in the process of revising its Standards for an Accredited Educational Program for the Occupational Therapist. The 2019 ACOTE Standards will go into effect July 2019 and will be followed when they are published. Annual reports are required to be submitted to ACOTE by the program reporting the progress made toward this conversion.

The letter of intent was submitted to ACOTE on March 7, 2018 for a Fall 2021 start date of the OTD Program.

**Timeline**

	OTD Program	MOT Program
April 2021	Awarding of Candidacy Status of Accreditation by ACOTE	
Fall 2021	The projected start date the first cohort group	The projected start date the last cohort group – 3 concurrent cohorts
March 1, 2022	Initial self-study due to ACOTE	
Fall 2022	Accept 2 <sup>nd</sup> cohort group – 2 concurrent cohorts	2 concurrent cohorts
Spring 2023	Initial On-site Evaluation by ACOTE	
April 2023	Awarding of Full Accreditation by ACOTE	
Fall 2023	Accept 3 <sup>rd</sup> cohort group – 3 concurrent cohorts	1 cohort. Graduation of last cohort group
Fall 2024	Accept 4 <sup>th</sup> cohort – 4 concurrent cohorts. Maintain 4 concurrent cohorts from this year forward.	
Spring 2024	First cohort group to begin Level II Fieldwork	
Fall 2024	First cohort group begins doctoral-level experiential component	
Fall 2024 - December	First cohort group graduates	

**Timeline for Phasing out of current MOT Program**

- **Fall 2021:** We will accept our final Cohort (Cohort #9) into the MOT Bridge Program. There will be 90 MOT students enrolled at this time. Thirty students (Cohort #7) will be in their final semester of Level II Fieldwork and will graduate December 2021. Thirty students (Cohort #8) will be in their second year, while the final cohort admitted (Cohort #9) will begin their first year.
- **Fall 2022:** Sixty MOT students will be enrolled, thirty of which will be in their final Level II Fieldwork semester (Cohort #8) and will graduate December 2022. The thirty students of Cohort #9 will begin their second year of the MOT Program.
- **Fall 2023:** The last MOT Cohort (#9) will be in their final Level II Fieldwork semester and will graduate in December 2023. This allows time for any students that are unable to complete academic requirements or fieldwork enough opportunity to complete outstanding work prior to the ACOTE OTD mandate impacting their ability to sit for the National Board for the Certification of Occupational Therapy Exam.

**Concurrently, beginning in Fall 2021, the first cohort of 30 students will be accepted into the OTD program. Thirty students will be accepted annually thereafter.**

Hiring and transition of faculty to OTD Program as follows:

- **Fall 2019:** Assign Program Director (PD) and Academic Fieldwork Coordinator (AFWC) to OTD Program to begin accreditation process and development of OTD coursework
- **Fall 2019:** Hire 2 new faculty to teach in MOT Program while OTD courses are in development. These 2 faculty will transition from the MOT to the OTD Program in 2023.
- **Spring 2020:** Hire Capstone Coordinator to develop Capstone Program
- **Fall 2021:** Accept first OTD cohort. Two current MOT faculty transition to the OTD Program to teach courses.
- **Fall 2022:** Hire 3<sup>rd</sup> faculty member for OTD program.
- **Fall 2023:** All faculty MOT faculty complete transition to OTD program.

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.

No consultants have been utilized.

**9. Related Fields**

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

The proposed occupational therapy doctorate program will be supported by the following related programs:

- Kinesiology (BS concentration in pre-physical therapy, MS concentration in clinical exercise physiology and applied exercise science)
- Occupational Therapy Assistant (AS)
- Physical Therapy (DPT) – expected start date of Fall 2019
- Speech and Language Pathology (BS and MS)
- Radiologic Technology (BS)
- Nursing (BSN, MSN, and NP Program)
- Pharmacy (PharmD, PhD)
- Marriage and Family Therapy and Counseling (MA, MS, PhD)

Each of the above named programs will offer opportunities for inter-professional education, collaboration for research,

collaboration for grant funding, and innovated collaboration for teaching with the proposed OTD program. It is expected that the OTD and DPT program would also be able to share clinical educational and anatomy resources.

## 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?

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?

The MOT Program will be phased out as the OTD is being developed. The current MOT Program employs five 9-month faculty including the MOT Program Director (PD) and the MOT Academic Fieldwork Coordinator (AFWC). The Program Director and AFWC are positions required by ACOTE. According to ACOTE, the MOT PD and AFWC must be hired so that they may submit the application for initial accreditation to ACOTE (AY 2020-21) prior to accepting the first cohort of students. These two positions and two faculty will transition from the MOT Program to the OTD Program. One of the five current faculty will be unable to transition to the OTD program due to doctoral degree requirement for all faculty.

To meet accreditation standards/requirements, there will need to be eight faculty including the Program Director, AFWC, and Capstone Coordinator for the AY 2021-22 start-date and an additional faculty member by AY 2022-23. This is a total addition of three faculty members and a Capstone Coordinator.

### First year (2021-22): Start-up and Initial cohort admission

A program director (12-mo, \$133,333 + benefits annually), Academic Fieldwork Coordinator (12-mo, \$126,667 + benefits annually), Capstone Coordinator (12-mo, \$113,333 + benefits annually), five faculty (each 9-mo, \$70,000-\$80,000 + benefits annually), and 0.5 FTE administrative assistant (\$13,000 + benefits annually). Two faculty members will transition from MOT Program and one Capstone Coordinator (ACOTE requirement) will have already been hired (2020). Three additional faculty will need to be hired (total of \$445,000 + benefits annually for Capstone Coordinator and 2 faculty). One graduate assistant will teach in the OTA program or assist faculty with research (12-mo, \$20,000). Equipment for therapeutic learning experiences required for hands-on learning is estimated at \$3,000. Travel funds of \$9,000 (\$3000 each for PD, AFWC, and Capstone Coordinator) are estimated to attend the ACOTE Annual Academic Leadership Conference and to establish sites for clinical experiences. Additional travel funds of \$6000 (\$1000 per each faculty member) for travel to continued education and conferences. Travel funds of \$2000 will transfer from MOT Program to offset the funds for OTD.

*\*Note: one of the three "additional" faculty members will be a replacement for the MOT faculty member who is unable to transition due to having only a Master's degree and will not be an additional faculty-line.*

From the MOT budget, salaries of \$328,647.25 + benefits will transfer to OTD to offset the amount of additional funds needed for salaries. Operating expenses including supplies, telephone and copier charges are estimated at \$12,000. Operating funds of \$8454 will transfer from MOT Program to offset the funds for OTD.

Ninety MOT students and 30 OTD students will be enrolled during this time. State appropriations for the 90 MOT students will be generated as well as self-generated revenue from tuition and fees for the 90 MOT students and 30 OTD students will be produced. No state appropriations for OTD students this first year since formula funding for SCH lags one year. (See tables below for specifics on state appropriations and generated tuition).

### Second year (2022-23): Second cohort admission

One additional faculty member (\$80,000 + benefits annually) will be added to teach courses and to provide a student/faculty ratio 15:1 for lecture courses and 10:1 for lab/fieldwork courses, to meet ACOTE standards. Budget for salaries, stipends, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living increases. Travel expenses provide the necessary materials for operating the program. Travel and operating funds of \$10,454 will transfer from MOT Program to offset the funds for OTD. Revenue from 60 MOT students and 60 OTD students paying tuition and fees and state appropriations (See tables below for specifics on state appropriations and generated tuition)

### Third year (2023-24): Third cohort admission

Budget for salaries, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living increases. Travel expenses are allocated for faculty to visit clinical sites and attend professional meetings and operating expenses are allocated to provide the necessary materials for operating the program. Travel and operating funds of \$10,454 will transfer from MOT Program to offset the funds for OTD. Revenue from 30 MOT students and 90 OTD students paying tuition and fees and state appropriations. (See tables below for specifics on state appropriations and generated tuition). This will be the final graduating cohort of the MOT Program

### Fourth year (2024-25): Fourth cohort admission, first graduating class

Budget for salaries, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living

increases. Travel expenses are allocated for faculty to visit clinical sites and attend professional meetings and operating expenses are allocated to provide the necessary materials for operating the program. Travel and operating funds of \$10,454 will transfer from MOT Program to offset the funds for OTD. Revenue from 120 OTD students paying tuition and fees and state appropriations (See tables below for specifics on state appropriations and generated tuition). At the end of this year, 30 students would be expected to graduate from the OTD program.

Source of tuition is as follows.

<b>OTD revenue generation</b>										
	<b>2021-22</b>		<b>2022-23</b>		<b>2023-24</b>		<b>2024-25</b>		<b>2025-26</b>	
<b>Term</b>	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>
Fall In-state	27	\$4,731.73	54	\$4,873.68	81	\$5,019.89	108	\$5,170.49	108	\$5,325.60
Out-of-state	3	\$10,923.68	6	\$10,923.68	9	\$11,069.89	12	\$11,220.49	12	\$11,375.60
Spring In-state	27	\$4,731.73	54	\$4,873.68	81	\$5,019.89	81	\$5,170.49	81	\$5,325.60
Out-of-state	3	\$10,923.68	6	\$10,923.68	9	\$11,069.89	9	\$11,220.49	9	\$11,375.60
Summer In-state	27	\$4,731.73	54	\$4,873.68	81	\$5,019.89	81	\$5,170.49	81	\$5,325.60
Out-of-state	3	\$10,923.68	6	\$10,923.68	9	\$11,069.89	9	\$11,220.49	9	\$11,375.60
<b>Sub-total</b>		<b>481,583.25</b>		<b>986,162.71</b>		<b>1,518,720.87</b>		<b>1,732,646.76</b>		<b>1,779,181.03</b>
Professional fees (\$350)		31,500.00		63,000.00		94,500.00		105,000.00		105,000.00
<b>Total</b>		<b>\$513,083.25</b>		<b>\$1,049,162.71</b>		<b>\$1,613,220.87</b>		<b>\$1,837,646.76</b>		<b>\$1,884,181.03</b>
<b>MOT revenue generation EXCLUDING OOS fees</b>										
	<b>2021-22</b>		<b>2022-23</b>		<b>2023-24</b>					
	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>	<b># Stu</b>	<b>Tuition</b>				
Fall	90	\$4,731.73	60	\$4,873.68	30	\$5,019.89				
Spring	60	\$4,731.73	30	\$4,873.68						
Summer	60	\$4,731.73	30	\$4,873.68						
<b>Sub-total:</b>		<b>993,663.30</b>		<b>551,269.20</b>		<b>137,817.30</b>				
Professional fees (\$350)		73,500.00		42,000.00		10,500.00				
<b>Total:</b>		<b>\$1,067,163.30</b>		<b>593,269.20</b>		<b>148,317.30</b>				
<b>Grand Total</b>		<b>\$1,580,246.55</b>		<b>\$1,676,004.31</b>		<b>\$1,774,317.57</b>		<b>\$1,837,646.76</b>		<b>\$1,884,181.03</b>

State Appropriations calculated as follows:

	<b># Stu</b>	<b>Credits</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>MOT</b>	60	36				
	30	6				
	Base SCH multiplier	\$163.64				
		3.15	\$ 1,206,190.44			
	30	36				
	30	6				
Base SCH multiplier	\$163.64					
	3.15		\$ 649,487.16			
	30	6				
	Base SCH multiplier	\$163.64				
	3.15			\$ 92,783.88		
<b>OTD</b>	30	42	No State Approp. Yr 1			
	Base SCH multiplier	\$163.64				
		9.75				

30	42				
30	33				
Base SCH multiplier	\$163.64 9.75		\$ 3,589,852.50		
30	42				
30	33				
30	36				
Base SCH multiplier	\$163.64 9.75			\$ 5,312,981.70	
30	42				
30	33				
30	36				
30	12				
Base SCH multiplier	\$163.64 9.75				\$ 5,887,358.10
<b>State Appropriation:</b>	<b>14.30%</b>	<b>\$ 172,485.23</b>	<b>\$ 606,225.57</b>	<b>\$ 773,024.48</b>	<b>\$ 841,892.21</b>

The following projections are based on current revenues and expenses of the ULM Master of Occupational Therapy Program, an expected OTD Program cohort admission of 30 students for each year, and added expenses due to the transition from a master's to doctorate program.

\*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.

None anticipated at this time.

**CERTIFICATIONS:**

  
 Primary Administrator for Proposed Program

10-1-18  
 Date

  
 Provost/Chief Academic Officer

10/1/18  
 Date

Management Board/System Office

Date

## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of Louisiana Monroe

Date: October 1, 2018

Degree Program, Unit: Occupational Therapy Doctorate, College of Health & Pharmaceutical Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2021-22		SECOND 2022-23		THIRD 2023-24		FOURTH 2024-25	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 1,040,667	8.0	\$ 1,183,887	9.0	\$ 1,219,403	9.0	\$ 1,255,985	9
Graduate Assistants	\$ 20,000	1.0	\$ 20,600	1.0	\$ 21,218	1.0	\$ 21,855	0.0
Support Personnel	18,200	0.5	18,746	0.5	19,308	0.5	19,888	0.5
Fellowships and Scholarships	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0
<b>SUB-TOTAL</b>	<b>\$ 1,078,867</b>	<b>9.5</b>	<b>\$ 1,223,233</b>	<b>10.5</b>	<b>\$ 1,259,930</b>	<b>10.5</b>	<b>\$ 1,297,728</b>	<b>10.5</b>
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment	3,000		3,090		3,183		3,278	
Travel	15,000		15,450		15,914		16,391	
Supplies	12,000		12,360		12,731		13,113	
<b>SUB-TOTAL</b>	<b>\$ 30,000</b>		<b>\$ 30,900</b>		<b>\$ 31,827</b>		<b>\$ 32,782</b>	
<b>TOTAL EXPENSES</b>	<b>\$ 1,108,867</b>		<b>\$ 1,254,133</b>		<b>\$ 1,291,758</b>		<b>\$ 1,330,510</b>	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$ 172,485.23		\$ 606,225.57		\$ 773,024.48		\$ 841,892.21	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	120**		120**		120**		120**	
Tuition	\$ 1,475,246.55		\$ 1,571,004.31		\$ 1,669,317.57		\$ 1,732,646.76	
Fees (Professional Fees)	105,000.00		105,000.00		105,000.00		105,000.00	
*Other (specify) Current MOT Salaries++	\$ 460,106.15		\$ 460,106.15		\$ 460,106.15		\$ 460,106.15	
*Other (specify) Current MOT Operating+++	\$ 10,454.00		\$ 10,454.00		\$ 10,454.00		\$ 10,454.00	
<b>TOTAL REVENUES</b>	<b>\$ 2,223,291.93</b>		<b>\$ 2,752,790.03</b>		<b>\$ 3,017,902.20</b>		<b>\$ 3,150,099.12</b>	

\*\* The 120 students come from a combination of OTD and MOT enrollment because the MOT program will phase out as the OTD program phases in.

++ The Current MOT faculty salaries will transfer to The OTD budget for salaries. Therefore, will reduce the additional funds needed.

+++ The Current MOT budget for travel, equipment, and supplies will transfer to the OTD budget. Therefore, will reduce the additional funds needed.

Responses to Reviewer's and BoR Staff Comments and Questions  
 Doctor of Occupational Therapy Proposal  
 University of Louisiana Monroe  
 October 1, 2018

Question/Comment	Proposal Section	Response
<p>What is the plan &amp; timeline for the current Master's program?</p>	<p>Program description</p>	<p><b>Fall 2021:</b> We will accept our final Cohort (Cohort #9) into the MOT Bridge Program. There will be 90 MOT students enrolled at this time. Thirty students (Cohort #7) will be in their final semester of Level II Fieldwork and will graduate December 2021. Thirty students (Cohort #8) will be in their second year, while the final cohort admitted (Cohort #9) will begin their first year.</p> <p><b>Fall 2022:</b> Sixty MOT students will be enrolled, thirty of which will be in their final Level II Fieldwork semester (Cohort #8) and will graduate December 2022. The thirty students of Cohort #9 will begin their second year of the MOT Program.</p> <p><b>Fall 2023:</b> The last MOT Cohort (#9) will be in their final Level II Fieldwork semester and will graduate in December 2023. This allows time for any students that are unable to complete academic requirements or fieldwork enough opportunity to complete outstanding work prior to the ACOTE OTD mandate impacting their ability to sit for the National Board for the Certification of Occupational Therapy Exam.</p> <p>Concurrently, beginning in Fall 2021, the first cohort of 30 students will be accepted into the OTD program. Thirty students will be accepted annually thereafter.</p>
<p>Would you please mention the site availability or plans for the DEC placements?</p>	<p>Program description</p>	<p>The required length of the doctoral experience capstone (DEC) is a minimum of 14 weeks (560 hours). No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Capstone projects can be in the areas of: Research, Administration, Education, Advanced Clinical</p>

		<p>Practice, Leadership, Program and Policy Development, Theory Development, or Advocacy.</p> <p>Hospitals/medical facilities, universities, school systems, senior centers, community agencies, and wellness facilities are the types of facilities/agencies that are typically used to fulfill the DEC requirement. The ULM OT Program has MOUs with over 400 clinical sites across the United States, which could also be used as DEC sites. These MOUs and contracts will be reviewed and updated as needed to ensure that the goals of the program are met. The ULM OT Program currently has relationships with the following agencies/sites that can provide mutually beneficial DEC partnerships: Families Helping Families of Northeast Louisiana, Affinity Pediatric Clinic, Green Oaks Detention Center, Louisiana Baptist Children's Home, and Rays of Sonshine Homeless Shelter. MOUs are already in place with the majority of these sites. Program development can also occur with local private dementia centers and via international OT through telehealth with schools in Honduras where our faculty have provided consultation.</p> <p>We will use our standard Fieldwork (FW) student contracts/ Memoranda of Understanding (MOU) with Capstone sites, ensuring a current MOU with each mentor and/or site. We will follow the same procedures as with FW student placements and will be able to use most of the current FW sites.</p>
<p>What sort of competency requirement will be incorporated before students progress from coursework and fieldwork to the doctoral capstone? (I edited this to match the request)</p>	<p>Program description</p>	<p>Dr. Sweetman utilized the 2011 ACOTE standards when reviewing our proposal, because those were the current standards in place at the time that she received our proposal. The 2018 ACOTE standards were approved and were adopted on September 6, 2018. All OTA, MOT, and OTD programs must be in compliance with the NEW standards by July 2020.</p>



	<p>The previous 2011 ACOTE standard C.2.0 stated, "The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams." That standard has been removed in the new 2018 ACOTE Standards and replaced with standard D.1.0. DOCTORAL CAPSTONE stating, "The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: 1. Capstone project, 2. Capstone experience. The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3."</p> <p>Standard D.1.3 states "Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience."</p> <p>ACOTE no longer has a competency requirement prior to the Doctoral Capstone as ACOTE recognizes that successful completion of Level II Fieldwork is demonstration of competency that indicates students are prepared to begin the Doctoral Capstone. However, we offer both NBCOT certification exam readiness tool and the NBCOT practice exams as an option to our MOT students and will continue to offer them to the OTD students.</p>
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<p>What do you think about the scholarly/research recommendation for new and existing faculty? Would you please list the faculty with their degrees and main subject areas?</p>	<p>Faculty</p>	<p>The five <b>new faculty</b> that will be hired for the OTD program will be required to have a research doctorate or be in the process of earning a research doctorate.</p> <p><b>Current faculty degrees/main subject areas are as follows:</b> <u>Patti Calk – Program Director</u></p> <p>Degrees</p> <ul style="list-style-type: none"> <li>• Occupational Therapy Doctorate</li> <li>• Master of Education Administration &amp; Supervision - Concentration on Instructional Technology and Leadership</li> <li>• Bachelor of Science – Occupational Therapy</li> <li>• Associate of Science – Occupational Therapy Assistant</li> </ul> <p>Certification</p> <ul style="list-style-type: none"> <li>• Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT)</li> <li>• Certified as a Level 1 Handwriting Specialist</li> <li>• Certified as a Provider of The Therapeutic Listening Program® by Advanced Brain Technologies</li> </ul> <p>Specialty Areas</p> <ul style="list-style-type: none"> <li>• Infant and pediatric feeding disorders</li> <li>• Neurodevelopmental Treatment Approach</li> <li>• Sensory Integration</li> </ul> <p>Areas of Instructional Expertise</p> <ul style="list-style-type: none"> <li>• Pediatrics occupational therapy and School System Practice</li> <li>• Research in occupational therapy</li> <li>• Evidence-Based Practice</li> <li>• Assistive Technology</li> <li>• Occupational therapy evaluation and intervention for children and adults with neurological and physical disorders</li> <li>• Interprofessional education</li> </ul> <p>Areas of Research and Scholarly Activity</p> <ul style="list-style-type: none"> <li>• Oral motor and feeding therapy</li> </ul>
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- Efficacy and best practices for Sensory Integration/Processing
- Parent involvement and perceptions in pediatric OT
- Patient perceptions of OT
- Falls and fall risk in Skilled Nursing Facilities/Long Term Care facilities
- Effectiveness of physical agent modalities in OT (Ultrasound and electrical stimulation)
- Field development for the *Peabody Developmental Motor Scales 3<sup>rd</sup> Ed* and *Elementary Ed.*

Carolyn Murphy – Academic Fieldwork Coordinator

Degrees

- Occupational Therapy Doctorate
- Master of Arts - Gerontology
- Bachelor of Science – Occupational Therapy

Certification

- Certified as Registered Occupational Therapist by NBCOT
- Certified as a Level 1 Handwriting Specialist

Specialty Areas

- Gerontic occupational therapy
- Adult physical dysfunction
- Upper extremity splinting/orthotics
- Neurodevelopmental Treatment Approach
- Sensorimotor treatment approaches
- School-based occupational therapy

Areas of Instructional Expertise

- Academic Fieldwork Coordination
- Evidence-based practice
- Research in occupational therapy
- Gerontological occupational therapy
- Ethnic and cultural variations in service delivery
- Policy and occupational therapy practice

		<ul style="list-style-type: none"> <li>• Occupational therapy evaluation and interventions for adult clients with physical disabilities</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Environmental Adaptations, Home Modifications, &amp; Technology for Elderly Adults</li> <li>• Fall Prevention</li> <li>• Therapeutic Interventions for Alzheimer’s clients</li> <li>• Evidence-Based Practice</li> </ul> <p><b><u>Emily Mike – Faculty</u></b></p> <p><b>Degrees</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy Doctorate</li> <li>• Bachelor of Science – Occupational Therapy</li> </ul> <p><b>Certification</b></p> <ul style="list-style-type: none"> <li>• Certified as Registered Occupational Therapist by NBCOT</li> </ul> <p><b>Specialty Areas</b></p> <ul style="list-style-type: none"> <li>• Occupational therapy services in special education</li> <li>• Biofeedback</li> <li>• Occupational therapy for juvenile offenders</li> <li>• Treatment of children and adolescents with autism</li> <li>• Trained in biofeedback for pelvic floor disorders</li> <li>• Sensory Integration</li> <li>• Interprofessional education</li> </ul> <p><b>Areas of Instructional Expertise</b></p> <ul style="list-style-type: none"> <li>• Applied reasoning and theory in occupational therapy</li> <li>• Occupational therapy in mental health/psychosocial practice</li> <li>• Occupational therapy evaluation and interventions for adult clients with physical disabilities</li> <li>• Neurology for occupational therapy</li> <li>• Occupational therapy history and policy</li> <li>• Management and Administration in occupational therapy</li> </ul> <p><b>Areas of Research and Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Support programs for students with autism</li> </ul>
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- Occupational therapy in the juvenile detention system

**Barbara Johnson – Faculty**

**Degrees**

- Occupational Therapy Doctorate
- Bachelor of Science – Occupational Therapy

**Certification**

- Certified as Registered Occupational Therapist by NBCOT

**Specialty Areas**

- Clinical practice and clinical supervision
- Autism
- Occupation-based practice
- Early Intervention

**Areas of Instructional Expertise**

- Level II Fieldwork Clinical Supervisor for the ULM OT Clinic
- Applied reasoning and theory in occupational therapy
- Occupational therapy in mental health/psychosocial practice
- Kinesiology in occupational therapy
- Occupational therapy evaluation and interventions for adult clients with physical disabilities
- Occupational therapy methods and application

**Areas of Research and Scholarly Activity**

- Served on Revision Team of the published Louisiana Reference Handbook for Special Education Administrators and Therapists
- Occupational therapy group services for women with addictions
- Effectiveness of sensory-based play groups on social skills and sensory processing with children with autism spectrum disorder

**Please see attached short-vitae on each current faculty member for publications, scholarly activity, and details of training.**

<p>Briefly discuss program efforts regarding diversity and inclusion.</p>	<p>Students</p>	<p>To increase diversity in applicant-pool and students accepted into the OTD program, on our "About Occupational Therapy" tab on our ULM OT webpage, we will provide the following links from our American Occupational Therapy Association to videos and biographies from culturally diverse OT practitioners and students.</p> <p><i>YouTube Videos:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Bengali</a> - Supriya Sen, MS, OTR/L</li> <li>• <a href="#">Mandarin</a> - Chia-Wei Fan, MS, OTC</li> <li>• <a href="#">Polish</a> - Adriana Stapella, MS, OTR/L</li> <li>• <a href="#">Spanish</a> - Evangelina Velasco, MS, OTR/L</li> <li>• <a href="#">Spanish</a> - Alejandro Cuevas, Jr., BA, COTA/L</li> <li>• <a href="#">Tagalog</a> - Edralyn Torres, MS, OTR/L</li> </ul> <p><i>Biographies:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">African American</a></li> <li>• <a href="#">Asian</a></li> <li>• <a href="#">Hispanic</a></li> <li>• <a href="#">Practitioners with Disabilities</a></li> <li>• <a href="#">Orthodox Jewish</a></li> </ul> <p>Faculty and student representatives will also participate in recruiting events that include schools with underrepresented populations. During recruiting efforts, we will highlight OT practitioner role models from specific underrepresented populations.</p>
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<b>PATTI CALK, OTD, M.Ed., LOTR</b>
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**Personal Data****Business Address**

University of Louisiana at Monroe  
 Occupational Therapy Department  
 Caldwell Hall Room 111  
 Monroe, Louisiana 71209-0430  
 (318) 342-5581  
 calk@ulm.edu

**Present Position**

Program Director  
 Master of Occupational Therapy Program  
 University of Louisiana at Monroe

Tenured Associate Professor – F/T  
 Occupational Therapy Assistant Program  
 University of Louisiana at Monroe

**Professional Credentialing**

Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT)  
 Initial Certification in February, 2002  
 Re-certification in March 2010

Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners  
 Initial Licensure in May 21, 2002

Certified as a Level I Handwriting Specialist by Handwriting Without Tears®  
 August 2009

Certified as a Provider of The Therapeutic Listening Program® by Advanced Brain Technologies –  
 March 2002

Certified as an Occupational Therapy Assistant by the National Board for Certification in Occupational Therapy (NBCOT)  
 Initial Certification in March, 1990

Licensed as Occupational Therapy Assistant by the Louisiana State Board of Medical Examiners -  
 State of Louisiana  
 Initial Licensure in December, 1989

**Education**

Rocky Mountain University of Health Professions  
 Doctor of Occupational Therapy  
 April, 2011

University of Louisiana at Monroe  
 Master of Education- Educational Administration and  
 Supervision, Instructional Technology  
 May, 2004

University of Louisiana at Monroe  
 Bachelor of Science - Occupational Therapy  
 December, 2001

Northeast Louisiana University  
 Associate of Science - Occupational Therapy  
 December, 1989

**Professional  
Publications**

- Calk, P., & Murphy, C. (2017). Picky eating and mealtime madness. *Collaborations: The Official Journal of the Louisiana Early Childhood Association*. Winter 2018 ed.
- Calk, P., Murphy, C., & Eichhorn, D. (2017). Fostering independence through health literacy: An occupational therapy perspective. In K. Kopera-Frye (Ed.), *Health literacy among older adults*. New York, New York: Springer Publishing Company.
- Calk, P., Stewart, L., Thomas, S., & Reichardt, E. (2016). Accuracy and clinical usability of goniometer applications. *American Journal of Occupational Therapy*, 70(4\_Supplement\_1), 1. doi: 10.5014/ajot.2016.70S1-PO7074
- Calk, P. & Keene, T. (2015). [Critically Appraised Paper]. Ohl, A. M., Graze, H., Weber, K., Kenny, S., Salvatore, C., & Wagreich, S. (2013). Effectiveness of a 10-week Tier-1 Response to Intervention program in improving fine motor and visual-motor skills in general education kindergarten students. *American Journal of Occupational Therapy*, 67, 507-514. American Occupational Therapy Association, Evidence-Based Practice Project. Available online at <http://www.aota.org/...aspx>
- Calk, P. (2011). Sensory integration. *Collaborations: The Official Journal of the Louisiana Early Childhood Association*. Spring 2011 ed.
- Calk, P., Barnett, K., Flynn, M., Forbes, S., Gipson, B., Gray, K., & Paine, S. (2005). Does The Listening Program® improve language and behavioral skills in children with auditory and sensory processing disorders who have completed one cycle of listening? *Provider Point of View Online Journal*, 6:8. <http://www.advancedbrain.com/science/provider-resources/other-resources/archived-point-of-view/pov-2006/point-of-view-december-2006/download.html>
- Calk, P. (2005). Case study-Anna-Michael, Age 17 Mos., cerebral palsy, et al. *Provider Point of View Online Journal*, 6:3. [http://www.advancedbrain.com/pdf/case\\_studies/cs\\_anna\\_michael\\_age17mos\\_cp.pdf](http://www.advancedbrain.com/pdf/case_studies/cs_anna_michael_age17mos_cp.pdf)

**Mentored  
Research**
*Best Practices for Sensory Integration*

MOT student research group mentor  
Summer 2017 – Spring 2018

*Client Perceptions of Occupational Therapy Experiences*

MOT student research group mentor  
Summer 2017 – Spring 2018

*Falls in Skilled Nursing Facilities and Long-Term Care Facilities*

MOT student research group mentor  
Summer 2016 – Spring 2017

*Efficacy of Ultrasound for Pain Reduction in Nonsurgical Shoulder Injury*

MOT student research group mentor  
Summer 2016 – Spring 2017

Field Research for Development of the *Peabody Developmental Motor Scales-3rd Ed.*, Pro-Ed, Inc.  
July 2016

Field Research for Development of the *Peabody Developmental Motor Scales-Elementary Ed.*, Pro-Ed, Inc.  
July 2016

*Nursing Home Resident's Knowledge and Awareness of Fall Risk*

MOT student research group mentor  
Summer 2015 – Spring 2016



**Mentored  
Research  
cont.**

*Parent Perspectives on the Effects of Hippotherapy with Children*

MOT student research group mentor  
Summer 2015 – Spring 2016

*Parent Involvement: A Therapist's Perspective*

MOT student research group mentor  
Summer 2015 – Spring 2016

*The Effectiveness of Functional Electrical Stimulation on Shoulder Subluxation Following a Cerebrovascular Accident: A Case Study*

MOT student research group mentor  
Summer 2014 – Spring 2015

*Does client-focused occupational therapy improve perception and satisfaction with ADL skills?*

MOT student research group mentor  
Summer 2014 – Spring 2015

*Accuracy and Clinical Usability of Goniometer Applications?*

MOT student research group mentor  
Summer 2014 – Spring 2015

*The Effect of Sensory Integration Activities on Classroom Performance in a Typical Kindergarten classroom*

MOT student research group mentor  
Fall 2004

*Sensory Processing through The Listening Program®*

MOT student research group mentor  
Fall 2004

*The Perceptions of Caring Behaviors in Assisted Living Facilities*

OT student research group co-mentor  
Fall 2004

*Why are gender bias and electronic portfolios important to planning and administration of technology?*

For EDFN 627 at University of Louisiana at Monroe  
Fall 2004

*Instruction and distance education through assistive technology: Providing education for all.*

For EDFN 525 at University of Louisiana at Monroe  
Spring 2003

*Occupational therapy students' perceptions of school-related stress and its effects.*

For EDFN 581 at University of Louisiana at Monroe  
Fall 2002

Bonneval, D., Calk, P., McGee, D. (2000). *Interrater reliability of goniometric measurement: Does it matter where you were taught?* For EDFN 403 at University of Louisiana at Monroe

Proposal Reviewer for 2019 American Occupational Therapy Association Annual Conference.

**Professional  
Activities and  
Grants**

Served as Contributor on Living Well Foundation grant for the ULM Occupational Therapy Services for Adults Who are Underserved, \$53,822– Proposed: In Review

Served as Principle Investigator on Living Well Foundation grant for the ULM Occupational Therapy Clinic to Promote Literacy in Children with Physical, Learning, and Behavioral Issues, \$30,599 – funded for year 2018

Collaborated on renewal of Living Well Foundation grant for the continuation and expansion of the Autism Center at the University of Louisiana at Monroe (AC-ULM), \$34,060 – funded for year 2017

Collaborated on Living Well Foundation grant for formation of the Autism Center at the University of Louisiana at Monroe (AC-ULM), \$13,901 – funded for year 2016

Co-Authored 2 ULM Student Technology Access Plan grants:

- Electronic Access Control for the OT Library - \$5,079.56 – funded
- Smart Classroom - \$21,972.65 – funded

Completed the *Collaborative Institutional Training Initiative* Course for Research with Human Subjects

Judge: University of Louisiana Monroe Research Symposium  
2006, 2015, 2016, 2017, 2018

Serves on ROHO Clinician Insights Panel August, 2010 to present

Acknowledged and published as Reviewer: Cohen, B.J. (2005). *Memmler's: The human body in health and disease*. (10<sup>th</sup> ed.) Lippincott Williams & Wilkins

Developed an instructional module for Patient Transfers to be used for student and faculty training/education

Calk, P. (2004) [Review of the book *Memmler's: The human body in health and disease* (10th ed.) by B. J. Cohen, 2005. Lippincott Williams & Wilkins

Archives' Academic Insight™ Panel Participant for textbook reviews

Developed Technology Media block for OT 245: Therapeutic Media course  
Textbook Review: Proposed title – Patient Education, Proposed published date 2000.

Developed Service Management lectures and assignment portion of ULM Occupational Therapy Program

Developed Service Management FWPR for ULM Occupational Therapy summer clinic/lab

Assisted in development of Traumatic Brain Injury Program – North Louisiana Rehabilitation Hospital. Ruston, LA

#### Professional Presentations

*Environmental Adaptations, Home Modifications, & Technology for Elderly Adults* presented by Carolyn Murphy and Patti Calk.  
Geriatric Symposium: Making the Golden Years Golden; St. Francis Medical Center - September 14, 2018

*Sensory Processing Disorder in Young Children* presented by Carolyn Murphy and Patti Calk.  
2018 Louisiana Infant Mental Health Association Workshop, New Orleans, LA, March 23, 2018

*Implementation of an Interprofessional Education Program Using an Interactive Online Course Format* (Robertson, C., Calk, P., Peveto, S., Cockerham, M.)

2017 American Association of Colleges of Pharmacy Annual Meeting, Nashville, TN, July 15-19, 2017 (Presented by Michael Cockerham)

*Panel discussion on "Collaborative Teaching".*

University of Louisiana at Monroe Academic Innovation Center, April 10, 2017

*Oral Motor Stimulation To Improve Oral Feeding in Preterm Infants:*

*What the Evidence Suggests*

Poster accepted for the American Occupational Therapy Association Centennial Conference, Philadelphia, PA April 1, 2017 (presented by Barbara Johnson)

*Accuracy and Clinical Usability of Goniometer Applications,*

American Occupational Therapy Association Conference, Chicago, IL, April 7, 2016.

*Presentation on the Autism Center at ULM*

Quota International of Monroe

January 2016

*Common Disorders: Functional Impairments and Precautions*

2014 Louisiana Society of Radiologic Technologists Annual Winter Seminar; February 2014

*Creating Evidence-Based Practitioners: Incorporating Evidence-Based Practice into an Occupational Therapy Assistant Curriculum*

2012 AOTA Conference; April 2012

*COTA Versus OTR Roles in Practice*

Louisiana Occupational Therapy Association Conference; March 2012.

*Handwriting without Tears and Mat Man*

Franklin Parish School Board and Faculty; August 2011

*Transfers and Positioning of Clients with Disabilities*

2011 Louisiana Society of Radiologic Technologists Annual Winter Seminar; February 2011

*Handwriting without Tears and Mat Man*

Richland Parish School System Kindergarten and Head Start Programs ; September 2007.

*What is OT? and The Importance of Language Arts to Your Future Career*

Morehouse Magnet School 6th Grade students; May 2005

*Backpack Awareness Day Educational Program*

Delhi Charter School; Delhi, Louisiana; September 2004

*Sensory Integration Presentation*

Louisiana State Early Intervention Conference; October 2002

*Infant Massage Presentation*

Louisiana State Early Intervention Conference; October 2002

*Infant Health and Development*

Madison Parish Healthy Start Consortium; September 2002

*Transdisciplinary Team: How to work together*

St. Francis Acute Rehab, Monroe, LA; August 2002

*Coo and Ahh: The Benefits of Therapeutic Massage for Infants and Children*

Louisiana Occupational Therapy Association Conference ; October 2001

*Sensory Integration and the Classroom*

Ouachita Parish School Board; March 2001

*Basics in Shoulder Mobilization*

North Monroe Hospital, Monroe, LA; June 2001

*Shoulder Problems and Treatment*

North Monroe Hospital, Monroe, LA; May 2001

*Increasing Independence*

Fibromyalgia Association Conference; November 2001

*Dysphagia Management*

Louisiana Dietician's Association Conference; June 1999

*Therapeutic Horseback Riding: What Every Therapist Needs to Know*

Louisiana Occupational Therapy Association Fall Conference; November 1995

*Positioning to facilitate better communication: Occupational therapy and speech pathology working together*

Louisiana Speech and Hearing Association Conference; May 1994

**University  
Professional  
Development**

Keynote Session: Help Students Develop Metacognitive Strategies to Successfully Negotiate the College Transitional Year and Beyond; Saundra McGuire, Ph.D.

University of Louisiana Monroe Extended Learning & Quality Enhancement; August 2016

Technology Integration for Advising and Teaching College Students

University of Louisiana Monroe Extended Learning & Quality Enhancement; January 2016

Narrowing the Gap in Higher Education

University of Louisiana Monroe Extended Learning & Quality Enhancement; January 2015

Quality Matters

University of Louisiana Monroe Extended Learning & Quality Enhancement; June 2012

Understanding Today's Learners: Meet Generation NeXt

University of Louisiana Monroe Teaching and Learning Resource Center; January 2011

How to Fight Lecturalgia: The Science Behind Engaging Students in Class

University of Louisiana Monroe Teaching and Learning Resource Center; August 2010

Active Learning Strategies

University of Louisiana Monroe Teaching and Learning Resource Center; August 2010

Learn How to Use Clickers in the Classroom

University of Louisiana Monroe Teaching and Learning Resource Center; August 2010

Setting Up Your Moodle Gradebook –

University of Louisiana Monroe Teaching and Learning Resource Center; January 2010

Learning On The Go -

University of Louisiana Monroe Teaching and Learning Resource Center; January 2010

Rigor Without Mortis: Non-Lethal Strategies to Improve Teaching and Learning Division of Continuing Education; University of Louisiana Monroe and Louisiana Board of Regents CALL Program; August 2009

Active Learning: Tips & Strategies

University of Louisiana at Monroe Teaching and Learning Resource Center; August 2009

Assignments in Moodle

University of Louisiana at Monroe Teaching and Learning Resource Center; August 2009

Introduction to Moodle

University of Louisiana at Monroe Teaching and Learning Resource Center; August 2008

Grants: Pre-Award Policies and Procedures

University of Louisiana at Monroe Teaching and Learning Resource Center; August 2005

Development and Use of Assessment Rubrics

University of Louisiana at Monroe Teaching and Learning Resource Center; August 2005

Boundaries and Legal Issues in Higher Education

University of Louisiana at Monroe Teaching and Learning Resource Center; January 2005

Developing an online course

University of Louisiana at Monroe Teaching and Learning Resource Center  
August 2004

Student Centered Pedagogy

University of Louisiana at Monroe Teaching and Learning Resource Center  
February 2003

Grant Seeking Workshop

University of Louisiana at Monroe Foundation Center; January 2002

Clinician to Academician: Testing for Success- What an Outcome!

Faculty Development Presentation and follow-up Teleconference by Dr. Maralynne Mitcham  
University of Louisiana at Monroe; February 2000 & October 1999

Effective Clinical Teaching

Louisiana State University Medical Center; Shreveport, Louisiana; January 1992

Round Table Discussion-What Makes a Memorable Teacher

University of Louisiana at Monroe Teaching and Learning Resource Center; November 2000

Updated 09/18

## CAROLYN MURPHY, OTD, MA, LOTR

### Personal Data

Home Address  
 103 Sparks Drive  
 Monroe, Louisiana 71203  
 (318) 680-2087 - cell  
 cmurphy@ulm.edu

### Education

Rocky Mountain University of Health Professions  
 Doctorate of Occupational Therapy  
 April 2011

University of Louisiana at Monroe  
 Master of Arts- Gerontology  
 December 2003

Northeast Louisiana University  
 Bachelor of Science - Occupational Therapy  
 December 1987

### Professional Credentialing

Certified as Registered Occupational Therapist by the National Board for  
 Certification in Occupational Therapy (NBCOT) #974943  
 Initial Certification in February 19, 1988

Licensed as Occupational Therapist by the Louisiana State Board of  
 Medical Examiners - State of Louisiana, #Z10527  
 Initial Licensure in March 24, 1988

Level I Certification as Handwriting Specialist by Handwriting Without  
 Tears®  
 July 28, 2009

### Professional Development to Improve Teaching

*Help Students Develop Metacognitive Strategies to Successfully Negotiate  
 the College Transitional Year and Beyond*  
 Sandra McGuire, Ph.D.  
 Monroe, LA - August 2016

Completed Collaborative Institutional Training Initiative at the University  
 of Miami including:

*Conflicts of Interest in Research Course*  
*Social and Behavioral Responsible Conduct of Research*  
*Research with Human Subjects*

*Technology Integration for Advising and Teaching College Students*  
 University of Louisiana at Monroe - January 2016

*Creative Pathways for Modern Learners*  
 Louisiana Board of Regents and its Electronic Learning Task Force  
 Pennington Biomedical Research Center  
 Baton Rouge, Louisiana - November 2013

*Quality Matters Training for Online Courses*  
 University of Louisiana at Monroe - June 2012  
*Exploring Opportunities to Integrate Inter-Professional Education in  
 Occupational Therapy Curriculum*

**Professional  
Development to  
Improve Teaching  
(continued)**

American Occupational Therapy Association Conference - April 2012

*OT Education Research Forum*

American Occupational Therapy Association Conference - April 2012

*Learning on the Go: Cell Phone Technology in the Classroom*

University of Louisiana at Monroe - January 2010

*Rigor without Mortis: Non-lethal Strategies to Improve Teaching and Learning*

University of Louisiana at Monroe - August 2009

*Active Learning Tips and Strategies*

University of Louisiana at Monroe - August 2009

*Development and Use of Assessment Rubrics*

University of Louisiana at Monroe - August 2005

*Boundaries and Legal Issues in Higher Education*

Teaching and Learning Resource Center

University of Louisiana at Monroe - January 2005

*Developing an On-line course*

Teaching and Learning Resource Center

University of Louisiana at Monroe - August 2004

*Student Centered Pedagogy*

University of Louisiana at Monroe - February 2003

*Teaching Evidenced-Based Practice in Rehabilitation Professional Curricula*

Boston University

Boston, MA - May 31 –June 1, 2002

*Clinician to Academician: Testing for Success- What an Outcome!*

Faculty Development Presentation and follow-up Teleconference by

Dr. Maralynne Mitcham

University of Louisiana at Monroe - February 2000 & October 1999

Evidence-based practice

Research in occupational therapy

Gerontological occupational therapy

Ethnic and cultural variations in service delivery

Policy and occupational therapy practice

Occupational therapy evaluation and interventions for adult clients with physical disabilities

- Occupational therapy physical disability theory

**Areas of Instructional  
Experience**

**Areas of Instructional  
Experience  
(continued)**

- Activity adaptations for adult physical disabilities clients
- Occupational therapy therapeutic techniques
- Functional Independence Measure
- Upper extremity splinting – static and dynamic
- Neurodevelopmental treatment
- Proprioceptive neuromuscular facilitation
- Brunstromm

Adult physical disability occupational therapy treatment applications in the areas of:

Amputations and prosthetics  
 Arthritis  
 Cerebral Vascular Accident  
 Cognitive deficits  
 Oncology  
 Orthopedics  
 Sensory deficits  
 Spinal cord injury  
 Traumatic brain injury  
 Visual perception deficits

Pathology and conditions in occupational therapy in the areas of:

Alzheimer's disease  
 Traumatic brain injury  
 Wellness concepts  
 Multiple sclerosis  
 Parkinson's disease  
 Rheumatic diseases  
 Rheumatoid arthritis  
 Degenerative joint disease  
 Myocardial infarction  
 Diabetes

School-based occupational therapy assessment and intervention

- Visual-motor assessments
- Reflex assessment and integration
- Motor assessment and intervention



**Professional  
Presentations**

*Environmental Adaptations, Home Modifications, & Technology for  
Elderly Adults*

Geriatric Symposium: Making the Golden Years Golden  
St. Francis Medical Center - September 14, 2018

*Sensory Processing Disorders*

ULM Child Development Center Faculty - August 16, 2017

*Oral Motor Stimulation to Improve Oral Feeding in Preterm Infants:  
What the Evidence Suggests*

American Occupational Therapy Association Conference  
Philadelphia, PA - April 1, 2017

*Effectiveness of Integrating a 4-Week Fine Motor Program in a General  
Education Preschool Classroom*

American Occupational Therapy Association Conference  
Chicago, IL - April 7, 2016

*Fall Prevention*

Passman Plaza  
Monroe, LA - November 8, 2012

*Fall Prevention*

Frances Towers  
Monroe, LA - June 12, 2012

*Creating Evidence-Based Practitioners: Incorporating Evidence-Based  
Practice into an Occupational Therapy Assistant Curriculum*

American Occupational Therapy Association Conference  
Indianapolis, IN - April 28, 2012

*COTA Versus OTR Roles in Practice,*

Louisiana Occupational Therapy Association Conference  
Shreveport, LA - March 23, 2012

*Fall Prevention*

Senior Citizens Outreach and Resource Entity  
Richwood, LA – October 21, 2008

*Handwriting without Tears and Learn to Move and Move to Learn,*

West Carroll Parish School Board  
Resource and Preschool teachers  
Oak Grove, LA - November 2007

*National Backpack Awareness Campaign: Pack it Light and Wear it  
Right*

Sterlington Elementary School  
Sterlington, LA - September 2005

*Therapeutic Interventions for Alzheimer's Clients*

Synergy Alzheimer's Conference  
Shreveport, LA - April 30, 2005

*Occupational Therapy's Role in Case Management*

University of Louisiana at Monroe  
Gerontology department

**Professional  
Presentations  
(Continued)**

Assessment and Case Management class- January 2005

*National Backpack Awareness Campaign: Pack it Light and Wear it Right*

Morehouse Magnet School  
Bastrop, LA - September 2004

*An Experiential through a Child's Senses*

University of Louisiana at Monroe  
Criminal Justice Juvenile Officer Certification program - June 2004

*Client Centered Care: Is it the Key to Client Satisfaction and Improved Functional Outcomes?*

St. Francis Specialty Hospital Advisory Board  
Monroe, LA - May 2004

*Client Centered Care: Is it the Key to Client Satisfaction and Improved Functional Outcomes?*

St. Francis Specialty Hospital  
Monroe, LA - April 2004

*What is OT?*

University of Louisiana Monroe  
West Monroe High School Allied Health Tract Classes  
Monroe, LA - March 2003

*What is OT?*

University of Louisiana Monroe  
West Monroe High School Allied Health Tract Classes  
Monroe, LA - March 2002

*Canadian Occupational Performance Measure*

St. Francis Specialty Hospital  
Monroe, LA - July 2001

*Occupational Therapy as a Career*

Ouachita Parish High School  
Monroe, LA - December 2000

*Hepatitis B: OT's Role in Prevention*

University of Louisiana at Monroe  
Colleges of Nursing and Pharmacy  
Monroe, LA - October 1998

*Fitness and You: Adapting an Exercise Program to Meet Your Needs*

Lakeshore Baptist Church  
Monroe, LA - October 1998

*Documenting Functional Outcomes*

St. Francis Specialty Hospital  
Monroe, LA - April 1997

*Functional Independence Measure*

St. Francis Specialty Hospital

**Professional  
Presentations  
(Continued)**

Monroe, LA - 1997-1998 (ongoing)

*Adaptive Equipment and Environmental Adaptations,*  
Francis Towers and Grand Plaza  
Monroe, LA - March 1997

*Feeding Equipment, Slings and Splints... What are these for?*  
Hospital wide training program for certified nurses' aides  
St. Francis Specialty Hospital  
Monroe, LA - January 1997

*Sexual Functioning in the Spinal Cord Injured Patient,*  
St. Francis Rehabilitation Center  
Monroe, LA - January 1996

*Body Mechanics, Bed Positioning, and Transfers,*  
Hospital wide training program for patient care providers  
St. Francis Specialty Hospital  
Monroe, LA - February 1995

*Assessment and Rehabilitation of Memory Following Brain Injury*  
St. Francis Specialty Hospital  
Monroe, LA - December 1994

*Environmental Adaptations for Patients with Arthritis*  
Patient, Family, and Caregiver Education  
St. Francis Rehabilitation Center  
Monroe, LA - June 1993 – 1994 (monthly presentation)

*National Occupational Therapy Awareness Month*  
Local television Morning talk show – KNOE  
Monroe, LA - April 1993

*Treating the Patient with a Total Shoulder Replacement*  
St. Francis Medical Center Occupational Therapy Department  
Monroe, LA - September 1990

**Publications**

Mike, E., & Murphy, C. (2018, February 19). Juvenile detention: A community-based fieldwork experience. *OT Practice*, 23(3), 16-18.

Calk, P., & Murphy, C. (2018). Picky eaters and mealtime madness. *Collaborations*. Winter 2018, 5-6.

Murphy, C. (2018). The Evidence-Based Practitioner: Applying Research to Meet Client's Needs (2017), *Occupational Therapy in Health Care*, 32:1, 91-92. DOI: 10.1080/07380577.2017.1420277

Calk, P., Murphy, C., & Eichhorn, D. (2017). *Fostering independence through health literacy: An occupational therapy perspective*. In K. Kopera-Frye (Ed.), *Health Literacy Among Older Adults*. New York, NY: Springer Publishing Company.

Murphy, C. (2015). [Critically Appraised Paper]. Hall, B., Lee, H.C., Fitzgerald, H., Byrne, B., Barton, A., & Lee, A. H. (2013).

*Investigating the effectiveness of full-time wrist splinting and education in the treatment of carpal tunnel syndrome: A randomized controlled trial.* Bethesda, MD: American Occupational Therapy Association, Evidence-Based Practice Project. Available online at [http://www.aota.org/-/media/Corporate/Files/Practice/EvidenceExchange/Approved-CAPs/WI/Hall\\_Wrist\\_Splinting\\_carpal\\_tunnel.pdf](http://www.aota.org/-/media/Corporate/Files/Practice/EvidenceExchange/Approved-CAPs/WI/Hall_Wrist_Splinting_carpal_tunnel.pdf)

Murphy, C. (2008, April 14). Elderly prone to falling, injuries. *The News Star*, Health and Fitness section.

*Alternative Therapy Methods: A Therapist's Perspective*  
MOT student research group mentor  
Summer 2017 – Spring 2018

*The Effects of Music on Attention in Clients with Dementia*  
MOT student research group mentor  
Summer 2017 – Spring 2018

*The Effects of Engaging in Rehabilitative Services on Depression in Nursing Home Dwelling Individuals*  
MOT student research group mentor  
Summer 2016 – Spring 2017

## Research

*Effective Treatment for Pediatric Feeding Difficulties: Multimodal Approach in Comparison to Sensory Integration Intervention*  
MOT student research group mentor  
Summer 2016 – Spring 2017

*The Impact of Varying Practice Setting and Contexts on Therapy Practitioners Perceptions of the Quality of Services Provided*  
MOT student research group mentor  
Summer 2015 – Spring 2016

*Special Education Teachers' Views on the Effectiveness of Occupational Therapists in the School System*  
MOT student research group mentor  
Summer 2015 – Spring 2016

*Effectiveness of a Fall Prevention Program in Three Long-Term Care Facilities: A Quasi-Experimental Design Study*  
MOT student research group mentor  
Summer 2014 – Spring 2015

*Are Home Health Occupational Therapy Clients More Likely to Use Self-Created or Therapist-Provided Adaptive Equipment/Strategies?*  
MOT student research group mentor  
Summer 2014 – Spring 2015

*Effectiveness of Integrating a 4-week Fine Motor Program for 4-year-old Students in a Regular Education Preschool Classroom*  
MOT student research group mentor  
Summer 2014 – Spring 2015

*The Use of Group Activity and/or Gross Motor Exercise with Adults with Dementia to Reduce Functional Decline*  
Spring 2011

*I am Not Falling For That! Know the Signs: Prevent Falls Before They Happen*  
December 2010

*Prevention and Health Promotion Programs in Occupational Therapy*  
June 2010

*Effect of Environmental Modifications on the Quality of Life of Elderly with Low Vision*

OT student research group co-mentor  
Fall 2005

**Research (Continued)**

*The Perceptions of Caring Behaviors in Assisted Living Facilities*  
OT student research group co-mentor  
Fall 2004

*Perceptions of Spirituality in Occupational Therapy Practice*  
OT student research group mentor  
Fall 2004

*The Effects of Client Centered Care on the Functional Outcomes of Elderly Clients in an Inpatient Rehabilitation Program*  
2003

*Attitudes of Occupational Therapy Clinicians toward Assessment and Intervention Practices*

OT student research group mentor  
Fall 2003

*Maintaining Autonomy of Elderly Healthcare Consumers across the Continuum of Care*  
2003

*Retention of Nurse Aides in Long Term Care Settings*  
2002

*When Can I Have My Driver's License?*  
2002

*Does Engagement in Meaningful Activity have a Positive Effect on Life Satisfaction for Aging Adults?*  
2001

*Elderly Drivers: A Societal Issue*  
2001

<b>Barbara Johnson, OTD, LOTR</b>
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**Education:**

College- University of Louisiana at Monroe

Graduated: December 2003                      Degree: Bachelor of Science in Occupational Therapy

Post-Secondary- Rocky Mountain University of Health Professions

Graduated: December 18, 2015              Degree: Post-Professional Clinical Doctorate in Occupational Therapy

**Presentations:**

Ouachita Parish School System Continuing Education for Paraprofessionals 2015

Meeting Sensory needs with Occupational Therapy in the Classroom

Louisiana Special Education Superconference 2017

RTI: A Focus on Interventions Before Referral to Related Services

Inclusion: Making Multidisciplinary Support Work in the Classroom

2017 American Occupational Therapy Association Centennial Conference

Oral Motor Stimulation to Improve Oral Feeding in Preterm Infants: What the Evidence Suggests (Poster Presentation)

**Publication:**

Duncan, E., Barrios, C., Champagna, M., & Johnson, B. (2015). Louisiana believes. Occupational therapy and physical therapy: Reference handbook for special education administrators and therapists [Revision team of the *Reference handbook for special education administrators and therapists*, by Coudrain et al.] Retrieved from <https://www.louisianabelieves.com/docs/default-source/public-school/occupational-physical-therapy-reference-handbook.pdf?sfvrsn=2>

**Research:**

"Occupational Therapy Group Services for Women with Addictions" (On-Going)

"Utilizing a group approach, the effectiveness of sensory-based play on social skills and sensory processing with young children diagnosed with ASD: A Pilot Study" (On-Going)

**Emily Mike, OTD, LOTR****Education:**

College- University of Louisiana at Monroe

Graduated: December 2006                      Degree: Bachelor of Science in Occupational Therapy

Post-Secondary- Rocky Mountain University of Health Professions

Graduated: December 18, 2015              Degree: Post-Professional Clinical Doctorate in Occupational Therapy

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**Presentations:**

Society of Urologic Nurses & Associates Conference 2010

    Hands-On Biofeedback Lab for Beginners

    Hands-On Biofeedback for Complex Cases- An Advanced Course

Louisiana Special Education Superconference 2017

    RtI: A Focus on Interventions Before Referral to Related Services

    Inclusion: Making Multidisciplinary Support Work in the Classroom

2017 American Occupational Therapy Association Centennial Conference

    Blue University: A Support Program for Students with Autism (Poster Presentation)

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**Publication:**

Mike, E. N., Murphy, C. Y. (2018). *Juvenile Detention: A Community Based Fieldwork Experience* (pp. 16-18). Bethesda, Maryland: OT Practice.

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**Research:**

"Sensory Processing in Juvenile Offenders" (On-Going)

"The Effects of Activity-Based Interventions and Parent-Involvement on Social Interaction Skills: A Case Study" (On-Going)



West Monroe: 107 Summer Lane West Monroe, LA 71291 PH: 318.396.1969 F: 318.396.1970

Ruston: 2309 S. Service Rd. W. Ruston, LA 71270 PH: 318.232.1969 F: 318.232.1970

Monroe: 4401 Sterlington Rd. Monroe, LA 71203 PH: 318.388.1989 F: 318.388.1992

Shreveport: 1800 Buckner Square -Ste C249 Shreveport, LA 71101 PH: 318.934.1969 F: 318.934.1960

**Our mission:** To joyfully use our gifts to brighten the lives of others.

October 3, 2018

Dear Board of Regents:

I would like to submit this letter of recommendation on behalf of the Occupational Therapy program at the University of Louisiana at Monroe. As a business owner and a physical therapist with clinics across the northern region of the state, I know firsthand that occupational therapy is an asset to the community and quality practitioners must be available. Occupational therapy is an important part of the team when providing quality rehabilitative care.

I very much support the Occupational Therapy program at the University of Louisiana at Monroe's desire to transition to a doctorate program. I also encourage the Board of Regents to support the proposal.

Without an occupational therapy program in Northeast Louisiana, not only the region but the state would suffer an inadequate number of occupational therapists to serve the community. I own clinics in Shreveport, Ruston, West Monroe, and Monroe, LA and even now I find it difficult to find quality occupational therapy practitioners because the demand is so high. A reduction in the number of occupational therapy graduates would be a detriment to the Louisiana workforce and the rehabilitative community.

Thank you for your attention to this matter. Again, I give my support and recommendation for the Occupational Therapy program at the University of Louisiana at Monroe to transition to a doctorate program.

Sincerely,

Melanie Massey Groves, PT

Melanie Massey Physical Therapy, Inc.





## *AlphaCare Home Health, Inc.*

1859 Avenue of America • Suite A, Bldg. 5 • Monroe, Louisiana 71201  
318.323.7097 • 800.259.7097 • Fax 318.323.6833

October 1, 2018

Dear Board of Regents:

It is with great satisfaction that I submit this letter of recommendation on behalf of the Occupational Therapy Program of the University of Louisiana at Monroe. As a part of the medical community that specializes in home health which offers Occupational Therapy to the community in the privacy of their home. I firmly believe that Occupational Therapy is a great asset to the medical community and must be available at the highest level possible.

I very much support the Occupational Therapy Program of the University of Louisiana at Monroe's desire to transition to a doctorate program. I also encourage the Board of Regents to support the proposal for the development of an Occupational Therapy doctorate program at the University of Louisiana at Monroe.

Sincerely,

Carie Harris  
Chief Operations Officer

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*"Everyday is a Miracle"*

---

October 1, 2018

To The Louisiana Board of Regents

I am writing to show my support for the University of Louisiana at Monroe's Occupational Therapy Program's proposal to transition into a Doctorate of Occupational Therapy Program.

I believe that this program will greatly benefit the community and am writing to express my full support of the program. ULM's Occupational Therapy program is one of only three in the state. Without this program, students will likely leave the state to pursue their educational needs.

I graduated from ULM's Occupational Therapy Assistant Program in 2012 and from their Bridge to MOT program in 2015. I have worked closely with the faculty and feel confident expressing my full support of their proposal.

The goals of the Doctorate of Occupational Therapy Program is to provide the community with high quality practioners so that the people of our community are receiving the best care possible. The ULM Occupational Therapy Program has repeatedly demonstrated a commitment to developing a high quality program based on research and need of the community. The result has been a continuous improvement in the academic achievement of students as well as helping Louisiana to increase its retention of graduated practioners.

As a previous ULM graduate and current, practicing Occupational Therapist, I highly support the ULM program and believe the implementation of this program will provide high quality practioners who are ready and able to enter the workforce upon graduation.

Respectfully,

Brittany Keen, MOT, LOTR

# Cain Neurosurgery Clinic

(A Medical Corporation)

Marshall A. Cain, M. D.

---

October 3, 2018

Dear Board of Regents:

It is with great satisfaction that I submit this letter of recommendation on behalf of the Occupational Therapy Program at the University of Louisiana Monroe. As part of the medical community that specializes in neurological surgery which offers occupational therapy to the community in the privacy of their home, I firmly believe that occupational therapy is a great asset to the medical community.

I strongly support the Occupational Therapy Program at the University of Louisiana Monroe and the desire to transition to a doctorate program.

Most Sincerely,



Marshall A. Cain, M.D.

MAC/jlc



# OUR LADY OF THE LAKE CHILDREN'S HOSPITAL

## Pediatric Specialty Clinic

### Allergy and Immunology Suite 408

*Theron McCormick, MD*  
*Sandhya Mami, MD*  
*Caroline Kline, CPNP-PC*

### Pediatric Endocrinology Suite 409

*Chantal Iutfallah, MD*  
*James (Jay) Gardner, MD*

### Pediatric Gastroenterology Suite 502

*J. Brannon Alberty, MD*  
*Patrice Tyson, MD*  
*Ghannim Aljomah, MD*  
*Meredith Hutch, MD*  
*Elizabeth McDonough, MD*

### Pediatric Infectious Disease Suite 502

*Michael Bolton, MD*  
*Adara Uzodi, MD*

### Pediatric Nephrology Suite 502

*Scott Williams, MD*  
*Stephanie C. Weselak, MSN, RN, CPNP*

October 1, 2018

Dear Board of Regents:

It is with great satisfaction that I submit this letter of recommendation again on behalf of the Occupational Therapy Program of the University of Louisiana at Monroe. As a member of the medical community who specializes in Pediatric Gastroenterology, I firmly believe that Occupational Therapy is a great asset to the medical community and must be available at the highest level possible. I refer patients from the surrounding community frequently and Occupational Therapy then becomes an integral part of their care.

With the educational expectations on the horizon for Occupational Therapy programs, I very much support the Occupational Therapy Program of the University of Louisiana at Monroe's desire to transition to a doctorate program. I encourage the Board of Regents to support the proposal for the development of an Occupational Therapy doctorate program at the University of Louisiana at Monroe.

It is my understanding that without a University of Louisiana at Monroe program transition to doctorate level that Louisiana is headed toward having an inadequate number of occupational therapists to service the medical community because of the amount of future graduates this program would then eliminate from the workforce. This would be a great disservice to the medical community locally as well as stressing surrounding medical communities.

Thank you for your attention is the matter again this year. And again, I give my support and recommendation to the transition of the Occupational Therapy Program of the University of Louisiana at Monroe to a doctorate program.

Sincerely,

Elizabeth McDonough, MD



Children's  
Miracle Network  
Hospital



**Haven**  
NURSING CENTER  
REHAB CENTER

7726 US HWY 165  
Columbia, LA 71418-3322  
(318) 649-9800 fax: (318) 649-9825

**October 1, 2018**

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

**RE: ULM - Occupational Therapy Doctorate (OTD) Program**

**As a nursing home owner and administrator, I wholeheartedly support ULM's proposal to transition their current Masters Occupational Therapy (MOT) degree to an Occupational Therapy Doctorate (OTD) degree program.**

**Louisiana, like other states, must be prepared to provide healthcare resources to our rapidly growing elder population. Our state has numerous post-acute and long-term providers that will be challenged to keep up with the growing demand for healthcare services:**

- **Skilled nursing facilities**
- **Long-term acute care hospitals**
- **Home health agencies**
- **Hospice agencies**
- **Adult day health care centers**
- **Home and community based agencies**
- **Outpatient rehab therapy centers**

**Each of these providers will be eagerly seeking healthcare professionals that are knowledgeable in aging related services and supports. The role of the occupational therapist is, and will continue to be, one of the most pivotal roles within the post-acute and long-term care continuum of services.**

**Older adults experience a greater frequency of physical and occupational therapy needs. Haven Nursing Center has served Caldwell Parish and the surrounding area for over 50 years. We recognize the value of high quality, well trained therapists. The current need and expected demand for occupational therapist is great, however, the supply of qualified occupational therapists in our area is limited. With the new accreditation mandates for Occupational Therapists, it is imperative that ULM continue to provide occupational therapy professionals to fill the current and growing demands for our region's medical community. Therefore, we enthusiastically welcome and support ULM's intent to transition their current MOT program to the doctorate level (OTD).**

**Respectfully,**

  
**Karale Causey, MA, NEA, CPA (inactive)  
CFO/COO/Owner**



North Louisiana  
**Orthopaedic &  
Sports Medicine Clinic**

Experience You Can Trust Since 1951

October 1, 2018

Louisiana Board of Regents  
1201 N. Third St., Suite 6-200  
Baton Rouge, LA 80802

**RE: Letter of Support – Development of OT Doctorate Program at ULM**

To Whom It May Concern:

On behalf of the physicians and staff of North Louisiana Orthopaedic & Sports Medicine Clinic, I ask that you please accept this letter as our expression of support for the development of an OT doctorate program at ULM.

Our orthopedic surgeons routinely experience how integral Occupational Therapists are to the health management and post-operative rehabilitation processes. In fact, we employ several highly-trained and well-compensated OTs who work closely with our surgeons in providing quality of life improvements to patients coping with orthopedic-related disabilities, impairments, and injuries. We foresee the demand for said OT services to only increase as our population ages and the baby boomer generation continues to reach Medicare age en masse over the next several years.

Developing an OT doctorate program at ULM is not only critical to addressing the growing demand for OT services in our community and throughout Louisiana, but will also help confront OT supply/demand gaps we are certain to face in the future, especially since board certification and licensure to practice as an OT will require doctoral-level training beginning in 2027. Having the state's only Doctor of Pharmacy program, in addition to eighteen well-recognized undergraduate programs related to health-science, ULM is a proven leader for providing quality undergraduate education to aspiring therapists, and also represents a natural pipeline of students interested in pursuing Occupational Therapy as a career.

For these reasons, and because of ULM's existing masters-level OT program's proven record of success, North Louisiana Orthopaedic & Sports Medicine endorses the establishment of a doctorate-level OT program at ULM. For the sake of Louisiana's citizens and our healthcare community, I sincerely hope that the Board of Regents will also support ULM's proposal to develop this doctoral program.

Sincerely,

Kevin Goldman, CPA, MBA  
CEO



**October 1, 2018**

**University of Louisiana System Board of Supervisors**

**and**

**Louisiana Board of Regents**

**I am writing a letter of support for the Occupational Therapy Program at ULM in Monroe, LA be considered for transition to a doctorate level.**

**This program has been in existence for a considerable time- initially as a BS Occupational Therapy degree in the late 1970's.**

**ULM's program has graduated LOTRs, many of whom have remained either within the state of Louisiana or in the Southern Region.**

**It is important with our aging population that we have highly skilled and successful therapists to provide the care required.**

**Sincerely,**

**Carla Saulsbery LOTR, CHT**

**Occupational Therapy Manager**

**University Health Shreveport**

**318-626-1096**

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.8. University of Louisiana at Monroe's request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Arts in Music.**

**EXECUTIVE SUMMARY**

The University of Louisiana at Monroe (ULM) requests approval of a Letter of Intent for a Bachelor of Arts (BA) in Music. The purpose of the proposed program is to develop knowledgeable, skillful, and creative individuals who emerge from the college experience with a well-rounded education and prepared for productive futures. It aims to reach students with an interest in having music be a part of their career but do not necessarily want to teach music in the classroom or pursue a performance career. To achieve this goal, candidates for the proposed BA will develop knowledge in at least one additional area beyond music. Thus, the proposed program differs from ULM's existing BM in Music and other institutions' BA in Music programs in its intent and flexibility.

What is being proposed is a Liberal Arts degree consisting of 120 credit hours. Degree requirements are organized into four components: (1) 39 hours of a General Education Core; (2) 36 hours of a Music Core; (3) 27 hours in a concentration area designed to address what the student plans on doing with the degree upon completion; and (4) 18 hours of Free Electives which will allow the student to spend additional time in their primary area of interest. As a result of studying the curriculum for this proposed program, the completer will possess advanced knowledge in areas fundamental to the art and practice of music, including music theory, music history, and performance technique on their chosen instrument or voice. The student will also be able to demonstrate fundamental understanding in areas related to the art and practice of music, including piano, music technology, ensemble performance, and an area of particular interest to the student as delineated by the senior capstone project. In addition, completers will be able to demonstrate knowledge in an area peripheral to music, an area that is constructive of what the student wishes to do with the degree upon completion.

The proposed BA in Music will allow students to further their knowledge and love of music while giving them ancillary skills with which to pursue a career. It will develop creative individuals ready for employment in a variety of industries consistent with the Ouachita Business Alliance's plan for economic development in northeastern Louisiana. Completers of the proposed program will also be skilled to address the workforce needs in several arts-related professions that have projections for growth through 2024. Furthermore, skills in music composing and arranging could enhance the film and television industry in the State as well as greatly contribute to the tourism industry through advertising and other marketing strategies. This proposed degree will contribute to ULM's effort to offer programs that are innovative and contribute to an emphasis in the health sciences by preparing students to continue pursuit of a degree in music therapy or counseling.



The BM in Music offered by ULM has five concentrations: Music Education K-12 (vocal or instrumental), Vocal Performance, Instrumental Performance, Music Theory and Composition, and Piano Pedagogy. The current concentrations do not have the flexibility designed into the proposed BA degree. What is being proposed will be attractive to musically talented students who have additional academic interests and desire a flexible career trajectory. The University anticipates an initial enrollment of 20 students with incremental growth in enrollment over time. The proposed BA can be implemented utilizing existing faculty, courses and infrastructure. The only anticipated cost to the University is in the form of talent-based scholarships, Out-of-State Waivers and updated resource materials. Such costs will be offset by tuition and fees.

### RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Letter of Intent to develop a New Academic Program leading to a Bachelor of Arts in Music.*

University of  
**LOUISIANA**  
Monroe

F 8

**Office of the President**

700 University Avenue • Monroe, LA 71209-3000  
Phone: 318.342.1010 • Fax: 318.342.1019

September 26, 2017

**RECEIVED**

OCT 04 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:


The University of Louisiana Monroe (ULM) respectfully requests approval of its letter of intent to offer a program leading to the Bachelor of Arts in Music (BA in Music, CIP 50.0999).

I would like to bring the following points regarding the program to your attention. The program:

- will blend music and other studies into a degree that is more well-rounded and flexible than other BA in Music programs in the state, making it unique in Louisiana;
- will complement our existing BM in Music and the proposed Masters of Music Education;
- will develop creative individuals ready for employment in a variety of industries consistent with the Ouachita Business Alliance's plan for economic develop in northeastern Louisiana;
- is consistent with ULM's Role, Scope, and Mission statement as specified by the Louisiana Board of Regents:
  - Audience: ULM is responsible for serving residents of the northeast region of Louisiana who have completed high school and are seeking either a college degree or continuing professional education. Because the program will be run on-campus, we anticipate that it will enroll students primarily from northeastern Louisiana who are seeking a career involving music without being professional musicians (e.g., operating a music store or using music therapy when counseling).
  - Array of Programs and Services: a. Arts and sciences programs appropriate to a university with a predominately undergraduate student body;
- will require only minimal new supplies and no new faculty to operate; and
- will generate sufficient revenue to meet these needs.

Thank you for consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.  
President

Enclosure

## LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

### General Information

Date: September 26, 2018

Campus: University of Louisiana at Monroe

Program: Bachelor of Arts in Music, CIP 50.0999, BA

Institutional Contact Person & Access Info (if clarification is needed):

Derle R. Long, School of Visual and Performing Arts, 318-342-3811, long@ulm.edu

### 1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

ULM proposes a Bachelor of Arts in Music (BA) whose purpose is to develop knowledgeable, skillful, and creative individuals who emerge from the college experience with a well-rounded education and prepared for productive futures. It aims to reach students with an interest in having music be a part of their career without being a professional musician. To achieve this goal, candidates for this BA will develop knowledge in at least one additional area beyond music. Thus, it differs from the BM program and other institutions' BA in Music programs in its intent and flexibility. CIP Code 50.0999 is appropriate because the proposed ULM BA degree could contain elements of 50.0901 through 50.0916 depending on the concentration design. However, the flexibility of the degree could involve elements of dozens of other CIP Codes including 09, 10, 22, 26, and 51.

This will be a Liberal Arts degree consisting of 120 credit hours delineated as follows:

- 39 hours - General Education Core (English, Humanities, Mathematics, Social/Behavioral Sciences, Natural Sciences, Fine Arts-Music History Survey 1, 3 cr)
- 36 hours Music Core Curriculum; Theory 1 & Aural Skills 1 (4 cr), Theory 2 & Aural Skills 2 (4 cr), Theory 3 & Aural Skills 3 (4 cr), Theory 4 & Aural Skills 4 (4 cr), Music History Survey 2 (3 cr), Piano 1 & 2 (2 cr), Music Technology (2 cr), Major Applied (12 cr), Senior Capstone (1 cr)
- 27 hours – Student must declare a concentration. The concentration will be designed to address what the student plans on doing with the degree upon completion. Some possible concentrations include business, health studies (including pre-medicine), kinesiology, pre-law studies, pre-creative arts therapy, communication, computer information systems, professional writing, international studies, sociology, world languages, or any of the other programs available at ULM.
- 18 hours – Free Electives

Other program requirements:

- An audition on the student's primary instrument or voice is required for admission to the program. Prospective students are also required to complete a Music Theory Placement Exam.
- BA students are required to perform in a major ensemble, related to their major instrument or voice, each semester of attendance.
- BA students are required to enroll in the Student Recital course (MUSC 1000/2000/3000/4000) for zero credit each semester of attendance.
- BA students cannot receive a grade lower than "C" in any MUSC or MSED course and must follow the minimum grade requirements of the University General Education Core.
- In their final semester, BA students are required to complete a capstone project constructive of their intended career path. The capstone could be a recital, research project, or other scholarly activity as approved by their advisor. The senior project could also be an internship with a local music organization such as the Monroe Symphony Orchestra, local recording studio, music store, or at the blues education center in Bastrop being planned by Dr. Mable John.

The concentration declaration is critical to the program design in that it will allow the student to develop knowledge in an area that will enhance the degree upon completion.

As a result of studying the curriculum for this degree, the completer will:

- Possess advanced knowledge in areas fundamental to the art and practice of music, including music theory, music history, and performance technique on their chosen instrument or voice.
- Demonstrate fundamental understanding in areas related to the art and practice of music, including piano, music technology, ensemble performance, and an area of particular interest to the student as delineated by the senior capstone project.
- Demonstrate knowledge in an area peripheral to music, an area that is constructive of what the student wishes to do with the degree upon completion.

The free electives will allow the student to spend additional time in their primary area of interest, perhaps leading to the development of new minors in sacred music, music technology, music business, or jazz studies. Selection of electives will be

guided by an academic adviser with the primary objective being to prepare the student for a productive career after graduation.

## 2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/ demand data appropriate to the discipline and degree level, etc.

The flexibility of the proposed degree will allow graduates from the program at ULM to immediately contribute to the community and economy in several ways:

- In 2014, the Ouachita Business Alliance (OBA) established a Long-Range Planning Committee to conduct research on recruits for employment in this area (including those who accepted positions and those who turned them down). Their study found that most recruits were "Millennials," whom they defined as people concerned about "education for their children and themselves" and "cultural enrichment," as well as the environment, health care, and a safe community. Based on this study, the OBA identified five Core Issues or Categories of Concern, each of which became the focus of a Leadership Team. Two of these core issues include promotion of the arts: (1) Education and (5) Quality of Life.

In its mission statement, the Education Leadership Team, chaired by Dr. Nick Bruno, pledged "to engage all stakeholders in building educational pathways, PK-16," by which the region "commits to building and cultivating an environment that will sustain economic growth and development by building, attracting and retaining a world-class workforce in this region." One of the five goals of the Education Team focuses on increasing awareness of extracurricular activities— academic and non-academic, athletic and non-athletic—which "provide students opportunities to participate in programs that enhance the learning experience."

As a result of work of the various committees, the OBA published in 2015 their strategic master plan, *The Future is Now: Building a Coalition for Progress in Ouachita Parish: A Proposal Developed for Government, Business, and Civic Leaders in Ouachita Parish In Response to the Need for Strategic Action To Address Unprecedented Community Growth*. In the strategic plan's final section, Benefits from Project, the arts figure prominently in the rationale behind an economic development plan and ULM's School of Visual and Performing Arts (VAPA) is specifically mentioned: "Certainly having the Poverty Point UNESCO World Heritage Site less than an hour away is a remarkable attraction. The G. B. Cooley House, the Masur Museum of Art, the Northeast Louisiana Delta African American Heritage Museum, the Chennault Aviation and Military Museum, the Biedenharn Museum and Gardens, the ULM Museum of Natural History, the Black Bayou Lake National Wildlife Refuge, the Liew Family International Student Center at ULM, the Monroe Symphony, the Twin City Ballet Company, Louisiana Delta Ballet Company, **ULM's School of Visual and Performing Arts**, the Northeast Louisiana Children's Museum, Art Alley, Antique Alley, and extensive parks and recreation --- all of these offer cultural enrichment opportunities to newcomers as well as the general population. They are among the region's "best kept secrets" that should be emphasized." (p. 18)

- The U.S. Department of Education, Office of Postsecondary Education, in Teacher Shortage Areas Nationwide Listing, 1990-1991 through 2017, has pointed to a national shortage of teachers. The Arts are listed as an area of teacher shortage in Louisiana on the website [teach.com](http://teach.com). An article from the Learning Policy Institute identifies sources of shortages, including decline in teacher preparation enrollments, an effort to return to pre-recession course offerings and class sizes, increasing student enrollment, and high teacher attrition: Sutchter, L., Darling-Hammond, L., Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute. That article is available at: <https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf>.
- The degree will allow a student to further their knowledge and love of music while giving them ancillary skills with which to pursue a career. Career options with this degree include music composer, arranger, orchestrator, conductor, lyricist, personnel manager, music director, performer, songwriter, music publisher, music store owner, music journalist, pre-music therapist, pre-medicine, and pre-law.
- Skills in music composing and arranging could enhance the film and television industry in the State as well as contribute greatly to the State tourism industry through advertising jingles, documentary or film scoring and orchestration, or other advertising campaigns utilizing music.
- The Louisiana Workforce Commission predicts growth in several arts-related professions through the year 2024 including audio and video equipment technicians (10.78%), commercial and industrial designers (4.24%), film and video editors (13.98%), translators (41.43%), media and communication workers (3.28%), producers and directors (6.95%), public relations specialist (7.96%), sound engineer technicians (1.18%), and technical writers (15%). All of these professions can be developed through the proposed BA in Music degree.
- In a 2017 guest post on the blog *CitiesSpeak* (hosted by the National League of Cities) Jay Dick wrote, "The arts and culture generate tax revenue far beyond any government investment, adding dollars to city coffers and helping city budgets. For example, the arts constitute a bigger share of America's GDP than construction or agriculture. And on average, for every dollar invested into the nonprofit arts, six dollars in taxes are generated."

- Music is a much-loved recreational and cultural activity in Louisiana. Graduates can become immersed immediately in the music culture of Louisiana by performing, composing, conducting, orchestrating, or otherwise promoting music of the State.
- This degree conforms to the guidelines for Liberal Arts degrees in music established by the National Association of Schools of Music (30% – 45% music content, NASM Handbook, page 78). The ULM music program is fully accredited by NASM.

### 3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

#### *Furthering University Mission*

ULM's Strategic Plan 2016-2021 states that "ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education."

- This degree will contribute to ULM's effort to offer programs that are innovative and contribute to an emphasis on the health sciences by preparing students to continue pursuit of a degree in music therapy, counseling, and a concentration designed to prepare a student for the MCAT and subsequent medical school. This is considered extremely important in consideration of the medical school set to begin operations on the ULM campus in 2020.
- Additional concentrations could be designed that would help a student prepare for the LSAT, music journalism, music business, music technology, and almost any additional area of study available at ULM.
- A recent development in education nation-wide is the addition of an "A" into the acronym used for STEM initiatives, creating the updated acronym STEAM (<https://steamedu.com/about-us/faqs/>). Research has shown music to be a strong contributor to the development of problem solving and higher order thinking skills in all academic areas. In addition to the aesthetic joys of music study and performance, students can transfer these skills directly into non-arts courses and careers.
- A 2014 study published by the American Association for Engineering Education (Glancy, et al, June 2014) found that essential components of a successful STEM curriculum included teamwork and communications. "Students should have the freedom to think critically, creatively, and innovatively, as well as opportunities to fail and try again in safe environments." While the context of that statement refers to students in secondary education, these are precisely skills that can be further developed through studies of music in higher education.
- In a 2016 article, Forbes Magazine listed traits employers look for in hiring new employees. These traits describe people who can problem solve, are pro-active, have ambition, are willing to learn new things, are goal oriented, are responsible, and most importantly who know how to work as a team. These are traits learned and refined through study in music.
- This degree would create multiple opportunities for cross-disciplinary studies across the university and possible collaborative efforts with other institutions of higher education in Louisiana.
- BA majors will serve as important contributors for ULM and regional music performances, recitals, and productions.
- The strength of the Visual and Performing Arts faculty at ULM makes this degree extremely relevant for the growth and continued development of the arts culture in Northeast Louisiana. ULM serves as the cultural hub for the Northeast part of Louisiana, hosting over 350 arts events and drawing approximately 45,000 arts patrons to campus each year.

#### *Increasing Educational Attainment or Quality of Life for Louisianians*

- Louisiana is revered throughout the world for its food, politics, people, and music. A strong musical culture helps draw new citizens to the state, retains those citizens, and enhances the overall cultural environment of Louisiana. According to a study entitled *Spatial Economics: The Declining Cost of Distance* (February 10, 2016) by Bain and Company, and authored by Karen Harris, Andrew Schwedel and Austin Kilson, the authors write: "Cities and suburbs will have to contend not only with more attractive exurban and rural developments outside the traditional commuter belts, but also with other cities offering better quality of living. Some urban features are fixed, like climate and natural geography. But other features can be shaped by development initiatives and policy, including *civic arts and culture*, universities and centers of intellectual capital development, and government regulations and tax policy. These features may become the basis on which cities compete."
- The Louisiana Workforce Commission's employment projections do not differentiate Music as a measured category. However, there is data on Performing Arts and Spectator Sports in the Arts, Entertainment and Recreation Sector. The Short-Term Industry Employment Projections – 2019 for Region 8 (Monroe-West Monroe) predict 36.4% growth in this specific area, while the long-term projections in the same area show 33.3% growth. These reports can be accessed at: [http://www.laworks.net/labormarketinfo/lmi\\_employmentprojections.asp](http://www.laworks.net/labormarketinfo/lmi_employmentprojections.asp).
- Design of the proposed Bachelor of Arts in Music degree would contribute immediately to the quality of life in Louisiana, not only with graduates who are prepared to begin careers in music or music-related professions, but also

by imbuing new ideas and influences into the already rich musical culture of the State.

#### 4. Students

Summarize student interest/demand for the proposed program.

- The ULM Music Program currently has a professional degree in the Bachelor of Music which is available in five concentrations; Music Education K-12 (vocal or instrumental), Vocal Performance, Instrumental Performance, Music Theory and Composition, and Piano Pedagogy. The current concentrations do not have the flexibility designed into the proposed liberal arts BA degree.
- ULM Opera Theater and Spring Musicals are fully staged productions that perform to capacity crowds each semester. Student interest and participation in these productions is very strong for singers, actors, and dancers. There is also great interest in the technical side of these productions with lighting design, costumes, sound design, set construction, and stage management. ULM has courses in these areas that have not been offered in several years. The flexibility of the proposed BA degree would allow students interested in opera and musical theater to explore all of these areas more completely.
- The proposed BA degree could serve as a preparatory program for entrance into a masters program in music or into a health studies field such as counseling, music therapy, or as a preparatory program for admission into medical school.
- ULM is on-track to welcome a medical school to campus in 2020. The Health Studies concentration of the proposed BA in Music degree could be designed to specifically prepare a student for the MCAT and admission to medical school.

#### 5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

The proposed BA curriculum can be implemented utilizing existing faculty and staff. No additional instructional cost is anticipated. Our current faculty will be able to support the classes required with the frequency necessary to move a student through the academic process readily in eight semesters. It is anticipated that this will be a very popular program and growth will be rapid, possibly necessitating additional faculty in the future.

The only expense to the University is in the form of talent-based scholarships, Out-of-State Talent Waivers, and updated resource materials and online subscriptions to accommodate the needs of students. Scholarships are planned for 10% of the students at a rate of \$5,000 per student.

Self-generated revenue is calculated based on current tuition and fees for full-time, in-state undergraduate students. State appropriations are based on current BoR funding formula parameters assuming a 40% state share of calculated costs and a 40% appropriation of the resulting amount.

#### CERTIFICATION:



Chief Academic Officer



Date

Management Board

Date

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

Institution: University of Louisiana at Monroe Date: \_\_\_\_\_

Degree Program, Unit: Bachelor of Arts in Music

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	\$10,000		\$15,000		\$15,000		\$20,000	
<b>SUB-TOTAL</b>	\$10,000		\$15,000		\$15,000		\$20,000	
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$	\$	\$	\$				
Equipment								
Travel								
Supplies	\$5,000	\$5,000	\$5,000	\$5,000				
<b>SUB-TOTAL</b>	\$5,000	\$5,000	\$5,000	\$5,000	\$			
<b>TOTAL EXPENSES</b>	\$15,000	\$20,000	\$20,000	\$25,000				
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations	\$	\$22,896	\$51,517	\$100,534				
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	20	25	30	35				
Tuition	84,700	105,875	127,050	148,225				
Fees								
*Other (specify)								
<b>TOTAL REVENUES</b>	\$84,700	\$128,771	\$178,567	\$248,759				

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.9. University of Louisiana at Monroe's request for approval of a Proposal to offer a Post Baccalaureate Certificate in Autism Spectrum Disorder.**

**EXECUTIVE SUMMARY**

The University of Louisiana at Monroe (ULM) requests approval to offer a Post Baccalaureate Certificate (PBC) in Autism Spectrum Disorder (ASD). The concept of the proposed PBC, which would be unique in the state, is to provide more specific training to a variety of providers regarding effective and efficient strategies to support individuals with ASD and their families. The objectives of the proposed PBC include: (1) providing education regarding understanding ASD in young children; (2) focusing on screening of ASD and the next steps in the referral for further evaluation when needed; (3) utilizing evidence-based interventions when working with children and youth with ASD; (4) transitioning to adulthood with ASD and what providers can do to support the process and why employment is essential; and (5) establishing family and professional partnerships to create a successful support system and team. The curriculum consists of 15 credit hours with all courses being delivered via distance learning technologies. Students will be able to enroll full-time and complete the proposed PBC in one semester or pursue the certificate on a part-time basis until completion of the five (5) required courses.

Autism spectrum disorder (ASD) is a developmental disability defined by diagnostic criteria that include deficits in social communication and social interaction, and the presence of restricted, repetitive patterns of behavior, interest or activities that can persist throughout life. The prevalence in the United States (US) for autism is estimated at 1 in 59 births and has increased among US children by 119.4 percent from 2000 (1 in 500) to 2010 (1 in 68) according to the Center for Disease Control and Prevention. Autism is a lifelong condition and is the fastest growing developmental disability. It is a complex disability which requires a variety of professionals to have specific training and education to improve treatment outcomes. With the prevalence of ASD increasing it is necessary to have individuals with specialized training in order to service clients and their families. As the proposed PBC is rolled out with the entire curriculum being delivered on-line, students within and outside of Louisiana will have the ability to pursue this needed additional training and education.

In the last three (3) years the Autism Center at ULM (AC-ULM) has provided various activities and programming which has drawn participation from students in speech language pathology, occupational therapy, nursing, health studies, dental hygiene, psychology, counseling and regular and special education. Based on this student interest the University projects an initial enrollment of 25 students in the proposed PBC with that number growing to 100 in year five. To implement the proposed PBC additional part-time faculty and current full-time faculty (paid



overload) will be needed to teach the online courses; no other costs are anticipated. Tuition and fees will offset the minimal resources required of the proposed PBC in Autism Spectrum Disorder.

### RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Proposal to offer a Post Baccalaureate Certificate in Autism Spectrum Disorder.*

University of  
**LOUISIANA**  
Monroe

**Office of the President**

700 University Avenue • Monroe, LA 71209-3000  
Phone: 318.342.1010 • Fax: 318.342.1019

F 9

September 25, 2017

**RECEIVED**

OCT 04 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

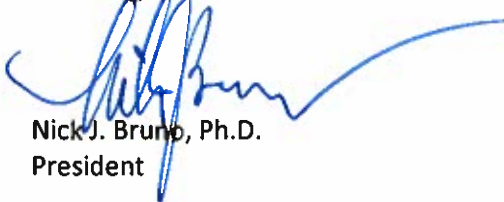
The University of Louisiana Monroe (ULM) respectfully requests approval of its proposal to offer a program leading to the Post-Baccalaureate Certificate in Autism Spectrum Disorder (PBC in Autism Spectrum Disorder, CIP 13.1013).

I would like to bring the following points regarding the program to your attention. The program:

- would be unique in Louisiana and will be offered online so that it can reach individuals anywhere in the state;
- would provide training to individuals about effective and efficient strategies to support people who have the fastest-growing development disability in the United States;
- is consistent with ULM's Role, Scope, and Mission statement as specified in the Louisiana Board of Regents Response to HCR 30 of the 2011 Regular Session of the Louisiana Legislature as follows:
  - Audience: ULM is responsible for serving residents of the northeast region of Louisiana who have are seeking to continue their professional education.
  - Array of Programs and Services: b. Baccalaureate programs in the professional fields of allied health;
- will require only minimal new resources to operate; and
- will generate sufficient revenue to meet these needs.

Thank you for consideration of our request.

Sincerely,



Nick J. Bruno, Ph.D.  
President

Enclosure

**PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM**  
(CAS, PAC, PBC, GC, PMC, PPC)

**Date:**

Campus: University of Louisiana-Monroe	Program: <u>CIP, Certificate Designation, Title</u> CIP 13.1013, Education/Teaching of Individuals with Autism, Post-Baccalaureate in Autism Spectrum Disorder
Institutional Contact Person & Contact Info (if clarification is needed) Dr. David Irwin, CCC-SLP, Professor and Program Director for Speech-Language Pathology and Director of the Autism Center at University of Louisiana-Monroe, Sugar Hall Room 104, 700 University Avenue, Monroe, LA 71209-0321. Email: <a href="mailto:irwin@ulm.edu">irwin@ulm.edu</a> Phone 318.342.3190 Fax: 318.342.1230.	

**1. Certificate Description**

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

The prevalence in the United States for autism is estimated at 1 in 59 births ([CDC, 2018](#)) and increased among U.S. children by 119.4 percent from 2000 (1 in 150) to 2010 (1 in 68) ([CDC, 2014](#)). Autism is a lifelong condition and is the fastest-growing developmental disability ([CDC, 2008](#)). Autism services cost U.S. citizens \$236-262 billion annually ([Buescher et al., 2014](#)). The issues of a child/adult diagnosed with Autism Spectrum Disorder (ASD) are varied and complex.

The concept of the program at ULM, which would be unique in the state, is to provide more specific training to a variety of providers regarding effective and efficient strategies to support individuals with ASD and their families. Its purpose is to provide post-baccalaureate education to a variety of professionals who might serve individuals with ASD and their families. The objectives of the program include 1) providing education regarding understanding ASD in young children, 2) focusing on screening for ASD and the next steps in the referral for further evaluation when needed, 3) utilizing evidence-based interventions when working with children and youth with ASD, 4) transitioning to adulthood with ASD and what providers can do to support the process and why employment is essential, 5) family and professional partnerships to create a successful support system and team.

The proposed curriculum includes the following course offerings for a Post-Baccalaureate (PBC) in Autism Spectrum Disorders: SPLP 4501 Understanding Autism in Young Children (3 cr.), SPLP 4502 Screening and Referral for Individuals with ASD (3 cr.), SPLP 4503 Evidence-Based Interventions for Children and Youth with ASD (3 cr.), 4) SPLP 4504 Transitioning to Adulthood for Individuals with ASD (3 cr.), 5) SPLP 4505 Family and Professional Partnerships for Individuals with ASD (3 cr.).

Mode of Delivery: on-line for a total of 15 semester credit hours. All courses are new at ULM.

Plan for rolling out courses: Fall 2019 offer SPLP 4501 SPLP 4502 SPLP 4503, SPLP 4504, and SPLP 4504 so students may be enrolled full-time and complete all requirements for PBC in one semester or take them part-time until completion of the 15 SCHs.

**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). Identify similar programs in the state and explain why the proposed certificate is needed.

- I. Deemed Essential for Wellbeing of State, Region or Academy
  - A. The prevalence of children and adults diagnosed with ASD is increasing to 1 in 59.
  - B. Cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention.
  - C. 35 percent of young adults (ages 19-23) with autism have not had a job or received postgraduate education after leaving high school.
  - D. The U.S. cost of autism over the lifespan is about \$2.4 million for a person with an intellectual disability, or \$1.4 million for a person without intellectual disability. ([Buescher et al., 2014](#))
- II. How Does the PBC in Autism Spectrum Disorder Contribute to Economic Development/Evolving Needs
  - A. Senators Casey (D-PA), Hatch (R-UT), and Cassidy (R-LA) introduced the Respond, Innovate, Succeed, and Empower (RISE) Act (S.1295/H.R. 2782). This bipartisan bill authorizes increased funding for a

technical assistance center that provides students and family's information on disability services available in college and how to access them and offers college faculty training and resources on best practices to support students with disabilities.

- B. The Autism Society of America states: Advocating for the expansion of federal, state and local initiatives that provide a comprehensive family caregiving support system. Increase funding for respite and other critical family support programs that provide a safety net for family caregivers across the lifespan.
  - C. The Autism Society of America states: Training and education for professionals and personnel caring for children and adults with autism are essential to achieve focused and positive outcomes.
- III. Identify Similar Programs in the State and Explain Why the Proposed Certificate is Needed
- A. There are no similar programs in the State according to the Inventory of Degree and Certificate Programs according to the Board of Regents.
  - B. The proposed certificate is to distinguish students who complete specialized education and training to support individuals with ASD and their families. ASD is a life-long and complex disability which requires a variety of professionals to have specific training and education to improve treatment outcomes.

### 3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

Students from a variety of health and education programs have indicated a strong interest in receiving additional training and education about ASD. In the last 3 years the Autism Center at ULM (AC-ULM) has had several different activities to indicate a strong amount of student and professional interest. First, the AC-ULM has had 5 professional workshops/conferences about specialized topics from nationally recognized speakers. Students from speech-language pathology, occupational therapy, nursing, health studies, dental hygiene, nursing, psychology, counseling, and regular and special education have attended these workshops in addition to their major program requirements. Second, the AC-ULM, in conjunction with different community organizations, have sponsored autism training scholarships for students from speech-language pathology, occupational therapy, dental hygiene, nursing, radiologic technology, health studies, and occupational therapy assisting. Each student completes assignments specifically related to supporting individuals with ASD and their families. Students in speech-language pathology and occupational therapy have completed clinical practicum assignments in the AC-ULM to learn more about effective treatment strategies. Third, by offering the courses on-line will allow many different students within and outside of Louisiana the opportunity to complete the 5 courses for the PBC in Autism Spectrum Disorders.

Projected enrollment: Year 1=25 students Year 2=30 students Year 3=60 students Year 4=80 students Year 5=100 students

Justify Projections: Student interest is justified because of the large number of health professions and education who do serve individuals with ASD and their families. The prevalence of ASD is increasing so more post-baccalaureate students will be serving clients and their families. As the PBC program is rolled out and the entire curriculum will be delivered on-line, students within and outside of Louisiana will want additional training and education. There are no other on-line programs in the State of Louisiana that offer the PBC in ASD so enrollment is projected to grow quickly. All five (5) courses will be offered each semester. All students who meet the minimum cumulative of GPA of 2.75 will be admitted in conjunction with ULM guidelines. Students will be accepted two times per year. There is a possibility of summer course offerings to include Maymester, Summer 1 and Summer 2 depending upon enrollment.

### 4. Accreditation

Describe plan for achieving program accreditation.

There is a not an organization which accredits PBC in ASD at this time.

### 5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Additional part-time adjunct faculty and current full-time faculty (paid overload) will need to be hired to teach the on-line course. These faculty currently exist at ULM in a variety of health professions. Facilities will not be required since they will access the courses in the ULM Online program to teach the courses. No additional equipment will be required. Additional library resources will not be required since ULM has a very comprehensive library to address current literature and evidence-based practices.

### 6. Cost

LA BoR – AA 2.05 - Oct 2015

Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

Additional costs= Faculty teaching a 3 credit hour course currently paid \$3502.00. This will be done by hiring adjunct instructors and/or full-time faculty (overload). Per course cost = \$3502 x 33% Fringe Benefits=\$4,685. Total of 5 courses x \$4,685=\$23,290. As the program grows, additional sections will be added. There are no other costs associated with this program.  
Sources of Revenue: Each course will be taught on-line through the ULM Online program. The cost of tuition and fees for 15 SCHs will be the total source of revenue. According to the current tuition and fee schedule: 15 SCHs tuition=\$6,000 and fees=\$800. Total revenue generated per student=\$6,800.

**CERTIFICATIONS:**

  
\_\_\_\_\_  
Primary Administrator for Proposed Certificate

9-25-18  
Date

  
\_\_\_\_\_  
Provost/Chief Academic Officer

9/25/18  
Date

\_\_\_\_\_  
Management Board/System Office

\_\_\_\_\_  
Date Approved

## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of Louisiana-Monroe

Date: September 25, 2018

Certificate Program, Unit: Post-Baccalaureate Certification in Autism Spectrum Disorders

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2019-20		SECOND 2020-21		THIRD 2021-22		FOURTH 2022-23	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 23,290	1.0	\$ 23,290	1.0	\$ 46,580	2.0	\$ 46,580	2.0
Graduate Assistants	0	0	0	0	0	0	0	0
Support Personnel	0	0	0	0	0	0	0	0
Fellowships and Scholarships	0	0	0	0	0	0	0	0
<b>SUB-TOTAL</b>	<b>\$ 23,290</b>	<b>1.0</b>	<b>\$ 23,290</b>	<b>1.0</b>	<b>\$ 46,580</b>	<b>2.0</b>	<b>\$ 46,580</b>	<b>0</b>
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ 0		0		0		0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0		0		0	
Other (specify)	0		0		0		0	
<b>SUB-TOTAL</b>	<b>\$ 23,290</b>		<b>\$ 23,290</b>		<b>\$ 46,580</b>		<b>\$ 46,580</b>	
<b>TOTAL EXPENSES</b>	<b>\$ 23,290</b>		<b>\$ 23,290</b>		<b>\$ 46,580</b>		<b>\$ 46,580</b>	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		0		0		0	
*Federal Grants/Contracts	0		0		0		0	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	25		30		60		80	
Tuition	\$ 150,000		\$ 180,000		\$ 360,000		\$ 480,000	
Fees	\$ 20,000		\$ 24,000		\$ 48,000		\$ 64,000	
*Other (specify)	0		0		0		0	
<b>TOTAL REVENUES</b>	<b>\$ 170,000</b>		<b>\$ 204,000</b>		<b>\$ 408,000</b>		<b>\$ 544,000</b>	

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

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.10. University of Louisiana at Monroe's** request for approval of a Cooperative Endeavor Agreement with the Edward Via College of Osteopathic Medicine (VCOM).

**EXECUTIVE SUMMARY**

Last month ground was broken for the construction of a location of the Edward Via College of Osteopathic Medicine (VCOM) to be built on the campus of the University of Louisiana at Monroe (ULM). VCOM is a nonprofit, private (501c3) four-year osteopathic medical school offering the Doctor of Osteopathic Medicine (DO) degree. The groundbreaking was the last phase in the three-step process the state of Louisiana required to establish a partnership between the two universities. VCOM is now in the process of seeking national accreditation from the Commission on Osteopathic College Accreditation (COCA) and, if all of the steps go as planned, the anticipated campus could open to its first class as early as Fall 2020.

In August 2018 approval was granted by the Board of Regents for ULM to offer a Doctor of Physical Therapy (DPT). It is anticipated that the first cohort of students will begin courses in Summer 2019. Students in the ULM DPT program are required to take six (6) credit hours of human anatomy and instruction using cadaver remains, which is the standard method for conducting such courses.

The proposed endeavor agreement between the two universities will allow for ULM to use the anatomy laboratory at VCOM's Monroe campus and contract for the services of its anatomy faculty to teach courses in ULM's DPT program. ULM will benefit from this relationship by:

- saving as much as \$0.5-1 million since it will not have to build its own anatomy laboratory and cadaver storage;
- having to hire only a part-time anatomy faculty member to teach the necessary courses; and
- using cadavers acquired by VCOM, avoiding the creation of processes needed to acquire the bodies.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Cooperative Endeavor Agreement with the Edward Via College of Osteopathic Medicine (VCOM).

University of  
**LOUISIANA**  
Monroe

**Office of the President**

700 University Avenue • Monroe, LA 71209-3000  
Phone: 318.342.1010 • Fax: 318.342.1019

F 10

September 25, 2017

**RECEIVED**

OCT 04 2018

**UNIVERSITY OF  
LOUISIANA SYSTEM**

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests approval of the attached Memorandum of Understanding with the Edward Via College of Osteopathic Medicine (VCOM).

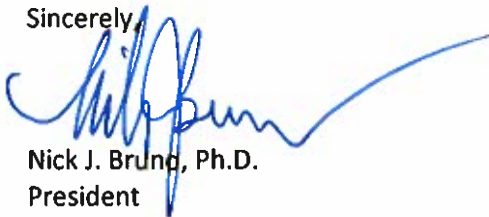
ULM will use the anatomy laboratory at VCOM's Monroe campus and contract for the services of its anatomy faculty member to teach courses in ULM's Doctor of Physical Therapy (DPT) program. ULM will benefit from this relationship by

- saving as much as \$0.5-1 million since it will not have to build its own anatomy laboratory and cadaver storage facility,
- having to hire only a part-time anatomy faculty member to teach the necessary courses, and
- using cadavers acquired by VCOM, avoiding the creation of processes needed to acquire the bodies.

Students in ULM's DPT program are required to take 6 credit hours of human anatomy and instruction using cadavers remains the standard method for conducting such courses.

Thank you for consideration of our request.

Sincerely,



Nick J. Brung, Ph.D.  
President

Enclosure



**STATE OF LOUISIANA**  
**COOPERATIVE ENDEAVOR AGREEMENT**

THIS COOPERATIVE ENDEAVOR, made and entered into this \_\_\_ day of \_\_\_\_\_, 2018 by and between **University of Louisiana Monroe** of the State of Louisiana, hereinafter referred to as the "State" or "ULM", and **Edward Via College of Osteopathic Medicine** officially domiciled at 2265 Kraft Drive, Blacksburg, VA 24060 hereinafter referred to as the "Contracting Party" or "VCOM."

**WITNESSETH:**

WHEREAS, Article VII, Section 14(c) of the Constitution of the State of Louisiana provides that "for a public purpose, the state and its political subdivisions ... may engage in cooperative endeavors with each other, with the United States or its agencies, or with any public or private association, corporation, or individual;" and

WHEREAS, the agency desires to cooperate with the Contracting Party in the implementation of the Project as hereinafter provided; and

WHEREAS, the public purpose is described as: contributing to workforce needs in health care by the efficient and cost-effective offering of a program of higher education leading to earning the Doctor of Physical Therapy; and

NOW THEREFORE, in consideration of the mutual covenants herein contained, the parties hereto agree as follows:

**Scope of Services**

Contractor hereby agrees to furnish the following services:

- Provide students enrolled in ULM's Doctor of Physical Therapy (DPT) program use of VCOM at Monroe's anatomy laboratory and associated equipment/supplies beginning in June 2020, this use continuing during summer semesters at times mutually agreed upon by State and Contracting Party for the duration of this Agreement;
- Acquire, store, and provide access to a sufficient number of cadavers to be used by ULM DPT students for learning human anatomy, with a ratio of one cadaver to each five students enrolled in ULM's PHYT 6XXX Human Anatomy course; and
- Provide a faculty member to hold a joint appointment between ULM and VCOM for the purpose of teaching PHYT 6XXX and meeting, as mutually agreed upon by ULM and VCOM, other faculty expectations associated with ULM's DPT program.

The following conditions apply to the faculty member's joint appointment.

- Goals and objectives for ULM's human anatomy course will be established by the faculty member and approved by ULM's DPT program director such that students who successfully complete the course acquire the program competencies associated with human anatomy. Acquisition of these competencies will be assessed through a plan jointly developed and implemented by the faculty member and the DPT program director.
- The ULM portion of the faculty member's total appointment is 2/12 (17%).
- The faculty member's credentials must satisfy all minimum faculty requirements for the position as recommended by the Southern Association of Colleges and Schools Commission on Colleges. ULM will be consulted by VCOM whenever the latter hires a faculty member to teach its anatomy courses.

- The faculty member is subject to and expected to follow all policies and procedures published by ULM, except that the person's tenure status will be determined by VCOM and that person will hold tenure only through VCOM.
- The faculty member's rank at ULM will be equivalent to that person's rank at VCOM.
- The faculty member will be evaluated annually following ULM's faculty evaluation procedures. Unsatisfactory evaluations will be resolved by mutual agreement between ULM and VCOM and may include disciplinary actions up to and including termination of the joint appointment.

**Payment Terms**

In consideration of the services described above, state hereby agrees to pay the Contractor a maximum fee of \$70,000 per year.

Salary and benefits for faculty member	2 mo @ \$17,250/mo	\$34,500
Cadaver acquisition, handling, and storage	6 @ \$1,750	\$10,500
Gross anatomy laboratory rental and supplies	2 mo @ \$7,150/mo	\$14,300
Overhead (40% of non-personnel costs)		\$9,920
Total		\$69,220

Payment will be made only on approval of ULM Vice President for Business Affairs.

If progress and/or completion to the reasonable satisfaction of the agency is obtained, payments are scheduled as follows:

Invoice payment once per year at end of ULM summer semester

**Taxes**

Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this Contract and/or legislative appropriation shall be contractor's obligation and identified under Federal tax identification number (*tax id number*).

**Termination Clause**

The State may terminate this Contract for cause based upon the failure of the Contractor to comply with the terms and/or conditions of the Contract; provided that the State shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice, the Contractor shall not have either corrected such failure or, in the case of failure which cannot be corrected in thirty (30) days, begun in good faith and thereafter proceeded diligently to complete such correction, then the State may, at its option, place the Contractor in default and the Contract shall terminate on the date specified in such notice. The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the State to comply with the terms and conditions of this contract; provided that the Contractor shall give the State written notice specifying the State's failure and a reasonable opportunity for the state to cure the defect.

**Termination for Convenience**

The State may terminate the Contract at any time by giving thirty (30) days written notice to the Contractor. The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

**Ownership**

All records, reports, documents and other material delivered or transmitted to Contractor by State shall remain the property of State, and shall be returned by Contractor to State, at Contractor's expense, at termination or expiration of this contract. All records, reports, documents, or other material related to this contract and/or obtained or prepared by Contractor in connection with the performance of the services contracted for herein shall become the property of State, and shall, upon request, be returned by Contractor to State, at Contractors expense, at termination or expiration of this contract.

**Nonassignability**

No contractor shall assign any interest in this contract by assignment, transfer, or novation, without prior written consent of the State. This provision shall not be construed to prohibit the contractor from assigning his bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the State and the Office of Contractual Review.

**Auditors Clause**

It is hereby agreed that the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all accounts of contractor which relate to this contract.

**Term of Contract**

This contract shall begin on 28 September 2018 and shall terminate on 31 August 2023.

**Fiscal Funding**

The continuation of this contract is contingent upon the appropriation of funds to fulfill the requirements of the contract by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

**Discrimination Clause**

The contractor agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, disabilities.

Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

THUS DONE AND SIGNED AT Monroe, Louisiana on the day, month and year first written above.

IN WITNESS WHEREOF, the parties have executed this Agreement as of this day of *(enter date)*.

WITNESSES SIGNATURES:

STATE AGENCY SIGNATURE:

\_\_\_\_\_  
Witness

Signature: \_\_\_\_\_

\_\_\_\_\_  
Witness

Name: Nick J. Bruno

Title: President

WITNESSES SIGNATURES:

CONTRACTOR SIGNATURE:

\_\_\_\_\_  
Witness

Signature: \_\_\_\_\_

\_\_\_\_\_  
Witness

Name: Dixie J. Tooke-Rawlins

Title: President and Provost

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.11. University of New Orleans' request for approval of a Proposal to offer a Graduate Certificate in Data Analytics.**

**EXECUTIVE SUMMARY**

The University of New Orleans requests approval of a Graduate Certificate (GC) in Data Analytics. The purpose of the proposed online GC is to prepare students with the tools to meet the increased demand for professionals who can interpret, explain and present large quantities of data for decision-making. The proposed certificate will require four (4) courses to include a core of two Mathematics courses providing a foundation in statistical analysis and modeling; and two additional options that focus on the application of data analytics methods in different fields including data science, management and urban research. Students will be able to select the applied courses based on their specific interest and need. Courses will be available sequentially in the Fall and Spring semesters. Entry into the proposed GC will be open to graduate students in current programs as well as to students who only want to pursue the certificate.

Increased access to data means that organizations have a greater need to turn data into valuable information for decision-making. According to the Bureau of Labor Statistics Occupational Outlook Handbook, employment of research analysts is projected to grow 27% from 2016 to 2026. The May 2017 Occupational Employment Statistics study found 450 positions in the State of Louisiana for data analysts, of which 310 were in the greater New Orleans area which is the region served by UNO. Due to the interdisciplinary nature of the field and the emphasis on applied options, the proposed GC could be easily adapted to serve the needs in the five sectors identified by GNO, Inc., as key industries: Digital Media, Health Sciences, Advanced Manufacturing, Water Management Industry, and Energy Industry. While LSU offers an MS in Analytics and a GC in Analytics, the GC proposed by UNO emphasizes application of data analytics in fields specific to workforce demand for the greater New Orleans region.

The proposed GC will provide an opportunity to prepare local working professionals with a credential that enhances their ability to interpret and use data in their workplace. It will open a pathway to advancement for potential students who are currently employed but need to expand their skillset to meet the increased need for data analysis and visualization. In addition, the flexibility of the online format of the certificate specifically targets the working professional. The University anticipates an initial enrollment of 10 students and, after a year of marketing and awareness in the community, the expectation is that enrollment will double. Additional costs would be minimal for immediate implementation. Only the core courses in Mathematics would be new courses and a small marketing budget is the greatest anticipated expense.

## RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a Proposal to offer a Graduate Certificate in Data Analytics.*



F 1 1

THE UNIVERSITY *of*  
**NEW ORLEANS**  

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**OFFICE OF THE PRESIDENT**

September 19, 2018

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

Dear Dr. Henderson,

The University of New Orleans requests approval for the attached Letter of Intent for a Graduate Certificate in Data Analytics. The purpose of the certificate program is to prepare students with the tools to meet the increased demand for professionals who can interpret, explain and present large quantities of data for decision-making.

Thank you for your consideration of this request. Please do not hesitate to contact me should you have any questions.

Sincerely,

John W. Nicklow  
President

## LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Jan2018]

**General Information**

**Date:**

Institution: <i>University of New Orleans</i>	Requested <b>CIP, Designation, Subject/Title:</b> <u>52.1301, Graduate Certificate in Data Analytics</u>
Contact Person & Contact Info: <i>Amanda Athey, Director of the Graduate School</i> <i>University of New Orleans</i> <i>2000 Lakeshore Drive</i> <i>New Orleans, LA 70148</i> <i>504-280-1155</i> <a href="mailto:aathey@uno.edu">aathey@uno.edu</a>  <i>Dr. Tumulesh Solanky, Department Chair, Mathematics</i> <a href="mailto:tsolanky@uno.edu">tsolanky@uno.edu</a>  <i>Dr. Mahdi Abdelguerfi, Department Chair, Computer Science</i> <a href="mailto:mahdi@cs.uno.edu">mahdi@cs.uno.edu</a>  <i>Dr. Cherie Trumbach, Associate Professor, Marketing and Management</i> <a href="mailto:ctrumbac@uno.edu">ctrumbac@uno.edu</a>  <i>Dr. Bethany Stich, Department Chair, Planning and Urban Studies</i> <a href="mailto:bstich@uno.edu">bstich@uno.edu</a>	

**1. Program Objectives and Content**

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc. Include the draft curriculum.

The University of New Orleans proposes to introduce an online graduate certificate in Data Analytics. The proposed curriculum has been designed to provide students with the tools to meet the increased demand for professionals who can interpret, explain and present large quantities of data for decision-making.

The certificate will require 4 courses to include a core of 2 Mathematics courses providing a foundation in statistical analysis and modeling; and 2 additional courses in options that focus on the application of data analytics methods in different fields including data science, management and urban research. Students will be able to select the applied courses based on their specific interest and need. Courses will be available sequentially in the Fall and Spring terms. Entry into the program will be open to graduate students in current programs as well as to students who only want to pursue the certificate.

Requirement	Hours
MATH Data Analytics I	3
MATH Data Analytics II	3
<b>Option I (Data Science)</b>	<b>Hours</b>
CSCI Data Models and Database Systems	3
CSCI Big Data Analytics and Systems	3
<b>Option II (Management)</b>	<b>Hours</b>
MANG Business Intelligence OR MKT Marketing Analytics	3
ENMG Project Management	3
<b>Option III (Urban Research)</b>	<b>Hours</b>
MURP Analytic Methods for Planners	3
MURP Methods of Urban & Regional Analysis	3



Option IV (Statistical Learning)	Hours
MATH Statistical Learning I	3
MATH Statistical Learning II	3

The core courses have been designed for sequential progression through the requirements. The first course provides an introduction both to the concept of data analytics and to the statistical principles required to successfully collect, review, organize and visualize data. Coursework will involve examples and applications in the fields of business, computer science, statistics and economics.

The second course will build upon the framework provided in the first course and advance their understanding towards the development of statistical modeling and its application in large-scale data analytics. Each course has previously been offered as a special topics course to students in Master's programs in Sciences. Based on input from a federal organization in the city, this course has been reconceived as an entry point for students from non-Science backgrounds. Students will only need to have completed one undergraduate statistics course to enroll in the first course.

Applied courses will be drawn from current course offerings across three different academic colleges in Data Science, Management, Statistical Learning, and in Urban Research.

- The Data Science option provides an overview of the design and implementation of database management systems as well as data mining, warehousing and supporting tools in distributed systems including HADOOP, Map Reduce, Hive and HBase as well as Sal OLAP extensions.
- The Management option engages students in the theories, methodologies, and technologies to develop, store, share and apply actionable information in information management and business settings as well as performance analysis.
- The Statistical Learning option engages students in application of statistical methods in science and industry. This option provides a deeper statistical skillset. Specific techniques will include multiple linear regression, classification, resampling methods, model selection and regularization, non-linear models, tree methods, support vector machines, and unsupervised learning.
- The Urban Research option provides an opportunity to apply analytical methods to topics including population estimation and forecasting, economic forecasting, locational analysis, forecasting for transportation, housing, as well as project evaluation and monitoring.

Each option corresponds to an area of anticipated workforce demand in the metropolitan New Orleans area.

## 2. Need

Outline how this program is essential for the wellbeing of the state/region/academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

Increased access to data means that organizations have a greater need to turn data into valuable information for decision-making. According to the Bureau of Labor Statistics Occupational Outlook Handbook, employment of research analysts is projected to grow 27 percent from 2016 to 2026, much faster than the average for all occupations, with a median annual wage of \$81,390. The May 2017 Occupational Employment Statistics study found 450 positions in the state of Louisiana for data analysts, of which 310 were in the greater New Orleans area.

For Louisiana, the Labor Market Information projects a 30% increase in job openings for analysts from 2014-2024. Due to the interdisciplinary nature of the field and the emphasis on applied options, the certificate could be easily adapted to serve the needs in the 5 sectors identified by GNO, Inc. as key industries: Digital Media, Health Sciences, Advanced Manufacturing, Water Management Industry, and Energy Industry. Noteworthy to the University of New Orleans is the anticipated growth in occupations requiring advanced training in GIS. A combination of coursework in our new GIS certificate and the Data Analytics certificate will give students a competitive advantage locally.

Based on BLS and McKinsey Global Institute projections the demand for “deep analytical positions” will exceed supply nationally.

Current programs offered in the state include:

- M.S. in Analytics in the College of Business at Louisiana State University – Baton Rouge
- Online Graduate Certificate in Analytics in the College of Business at Louisiana State University-Baton Rouge

These programs offer broad preparation in the field of business analytics but not for application in disciplines beyond finance. The proposed certificate emphasizes application of data analytics in fields specific to workforce demand for the greater New Orleans region as befits the mission of the University of New Orleans.

An assessment of demand for employees with a graduate certificate in Data Analytics and related skills (analysis, teamwork, project management) in the metropolitan New Orleans area in Burning Glass Labor Insights projects growth through 2020 with a salary above average for the area. Highest demand for these skills locally is expected in occupations associated with healthcare management, K-12 education, marketing, IT management and civil engineering. Each of these are areas in which the University is currently providing education and training for local students and the proposed certificate will offer an enhancement for students to advance in their field.

In addition, each of the courses offered in the proposed certificate will provide exposure to current applications and tools that are in high demand for employment. For example, the Data Analytics courses will provide students with training in open-access statistical software, such as R, as well as Power BI and SAS. Through the Data Sciences option, students will learn programming in current database systems. An assessment of the current labor market demand in Burning Glass Labor Insights indicates that the demand for employees with programming skills in R is expected to grow by 22%, in SAS by 10%, and in Python by 27%.

### 3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment or quality of life of the people of Louisiana.

The development of an interdisciplinary certificate in Data Analytics is in alignment with the goals outlined in the UNO 2020 Strategic Plan.

*Goal 1. Ensure high-quality academic programs that will prepare students for success in globally competitive, multicultural, and changing environment.*

*Outcome 9. Program growth (including interdisciplinary and cross-disciplinary programs) in areas that meet local workforce development needs, as well as those program areas that foster the intellectual and cultural development of the community and region (supporting the “cultural economy”). Leverage UNO faculty expertise to reach this outcome.*

This program will provide an opportunity to prepare local working professionals with a credential that enhances their ability to interpret and use data in their workplace. Based on projected demand for the state and for the greater New Orleans region, certificate completers would have an advantage either for employment or promotion within their field.

- It opens up a pathway to advancement for potential students who are currently employed but need to expand their skillset to meet the increased need for data analysis and visualization.
- The flexibility of the online format of the certificate specifically targets the working professional.
- The sequential format of the courses opens the point of entry to students with undergraduate degrees beyond Sciences.
- Current UNO students will have an opportunity to expand a skillset specifically geared to their career path.
- In addition, the interdisciplinary nature of the certificate means that students will be exposed to faculty and to fellow students outside of their current program, department and college. Surveys of employers emphasize the increased need for employees who can communicate effectively as well as participate in teamwork across different units and disciplines.
- The format of the certificate (core + option) makes it highly adaptive to meet ever-changing future workforce demand.

**4. Students**

Summarize student interest/demand for the proposed program, and provide evidence (e.g., enr/completers of component courses or closely related minors, concentrations; details of program requests or interest surveys). Estimate expected enrollment (majors) in first three years, and justify expectations.

Enrollment in the currently offered courses in Computer Science, Management and Urban & Regional Planning is provided below:

Term	Subject	Students
Spring/Fall 2018	Computer Science	51
Fall 2018	Management	27
Spring 2018	Engineering Management	16
Spring/Fall 2018	Urban & Regional Planning	31

If one-third of current students enrolling in the applied courses will also choose to complete the certificate, enrollment in the new course, Data Analytics I, would be expected to start with 10 in the first year. After one full year of marketing and awareness in the community we would expect to double the number of enrollments from working professionals to 20, with 30% annual increases thereafter.

**5. Cost**

Estimate new/additional costs of the projected program for the first five years, particularly for: faculty, equipment, software, facilities. Describe and explain expected funding sources, including needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.


Additional costs would be minimal for immediate implementation. Only the core courses in Mathematics would be new courses, based on courses previously taught as special topics. All of the courses for the proposed applied options are existing courses.

A small initial budget of \$15-20,000 to market the program for the first year to potential students in the greater New Orleans region would be the greatest anticipated expense.

In the next five years, we hope to grow the applied course options based on anticipated cluster hires.

Revenue from the distance-learning fee (\$20 per course) should offset any equipment and software costs that may arise in making this a fully online program.

**CERTIFICATION:**

  
\_\_\_\_\_  
Chief Academic Officer

9/16/18  
Date

\_\_\_\_\_  
Management Board

\_\_\_\_\_  
Date of Approval by Board

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.12.**     **University of New Orleans'** request for approval to develop an Institute for Urban Entrepreneurship.

**EXECUTIVE SUMMARY**

The University of New Orleans requests approval to establish the Institute for Urban Entrepreneurship. The proposed Institute would provide a formal structure for research and academic programming that can (1) support activities connected to issues relevant to entrepreneurship within urban communities; (2) coordinate interdisciplinary research efforts in this area on the UNO campus; and (3) execute interdisciplinary academic programs (degree, certificate, etc.) on the campus. Not only would the proposed Institute draw together existing faculty members from a wide variety of colleges and departments on campus, but it would also leverage grant funding awarded by the John Templeton Foundation in support of academic scholarship and community programming focusing on the topic of "urban entrepreneurship" in order to hire new faculty members, offer new courses, and provide additional opportunities to UNO students.

The proposed Institute is a natural extension of the Alexis de Tocqueville Project in Law, Liberty and Morality, an interdisciplinary research and programming project focusing on topics at the intersection of philosophy, politics and economics. Over the past six (6) years over \$1.2M has been raised to support Tocqueville Project activities which include, but are not limited to, the following: public lectures; academic conferences for undergraduate students; paid summer fellowships and internships for UNO students; and an entrepreneurial service project ("The Well-Being Project") that provides startup funding to students in New Orleans looking to undertake a project that would improve well-being in the New Orleans community. Through this, work relationships with non-profit organizations, businesses, and entrepreneurs throughout New Orleans have been established. The proposed Institute would be the conduit to which the University could further tap into these local resources and increase the profile of UNO in the community by becoming the place people should look for answers to relevant public policy questions. Beyond generating additional avenues for development and opportunities for UNO students, the proposed Institute would strive toward bringing scholars to New Orleans who would specifically work on public policy issues related directly to the intersections of ethics and entrepreneurship.

Although UNO has existing degree programs in philosophy, political science, and economics (along with course offerings in ethics and entrepreneurship) none of these programs have an interdisciplinary focus, none focus directly on public policy implications, and none

address the specific issues that the proposed Institute aims to address, either with their course offerings or research. The proposed Institute would allow for better collaboration between these existing programs, both in terms of teaching and academic research. Eight (8) faculty from various units will work in support of the proposed Institute. All efforts of the proposed Institute will be entirely financed by private funds; no state funds are necessary. Revenue generated from various grants and projects will exceed anticipated costs of the proposed Institute for Urban Entrepreneurship.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval to develop an Institute for Urban Entrepreneurship.*



THE UNIVERSITY *of*  
**NEW ORLEANS**  

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**OFFICE OF THE PRESIDENT**

October 1, 2018

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

Re: Institute for Urban Entrepreneurship

Dear Dr. Henderson,

I am requesting approval to develop a new Institute for Urban Entrepreneurship at the University of New Orleans. The purpose of this Institute for Urban Entrepreneurship is to provide a formal structure for research and academic programming that can (1) support activities connected these important issues relevant to entrepreneurship within urban communities, (2) coordinate interdisciplinary research efforts in this area, and (3) execute interdisciplinary academic programs (degree, certificate, etc.) on the UNO campus.

Thank you for your consideration.

Sincerely,

John W. Nicklow  
President



## **Form A**

### *Request for Conditional (One-Year) Approval of a New Academic/Research Unit*

PLEASE SUBMIT ONE PRINTED AND ONE ELECTRONIC COPY (Email attachment, Word/Word Perfect Document – no PDFs please) including:

1. **University of New Orleans**
2. **Institute for Urban Entrepreneurship**
3. **Chris Surprenant**  
**Associate Professor of Philosophy & Director of the University Honors Program**  
**csurpren@uno.edu**  
**504-280-7008**
4. **Academic Affairs**
5. **January 1, 2019**
6. **[Date Approved to be Entered Here.]**

#### **Part I – Description**

The University of New Orleans is an “urban research university” with a mission to serve the diverse population of the city of New Orleans and surrounding region. Perhaps our greatest challenge in fulfilling this mission is that members of historically underrepresented communities often approach familiar topics in ways that are not familiar to individuals outside of those communities. One such area is entrepreneurship, how entrepreneurial virtues get developed, and the connection between business and ethics in the public sphere.

Social scientists frequently observe important differences in entrepreneurial outcomes between members of different racial or ethnic groups. For black Americans, not only are there fewer individuals engaged in entrepreneurial activity (as a percentage basis), but there is a negative divergence in outcomes for these individuals as compared to the entrepreneurial outcomes for white Americans or members of other minority groups. Suggestions for the cause of this two-fold problem—fewer entrepreneurs and less-successful entrepreneurs—run the gamut from structural racism, to defects in primary and secondary education that make it less likely to develop entrepreneurial skills, to a fundamentally different approach to wealth accumulation and management within certain communities.

Thus far little qualitative or quantitative research has been done to try to identify the primary cause or causes of this phenomenon, and what has been done generally has failed to accurately capture the amount and kind of informal economic activity happening in these communities, or that most entrepreneurial activity in these communities will not look the same as what we might see in more familiar communities. As a result, programs to encourage entrepreneurship in these communities have failed for the most part because they have not gathered the relevant information needed to understand what motivates entrepreneurial activity, and, as a result, how resources can be used appropriate to help encourage it.

In summer 2018, Dr. Surprenant received a grant of just under \$1,800,000 from the John Templeton Foundation to support academic scholarship and community programming focusing on the topic of “urban entrepreneurship.” This project and its associated community work has already generated significant interest locally, throughout the state, and throughout the country.

The Institute for Urban Entrepreneurship would provide a formal structure for research and academic programming that can (1) support activities connected to these important issues relevant to entrepreneurship within urban communities, (2) coordinate interdisciplinary research efforts in this area on the UNO campus, and (3) execute interdisciplinary academic programs (degree, certificate, etc.) on the UNO campus. Not only would the Institute draw together existing faculty members from a variety of different colleges and departments on campus, but it would also leverage Dr. Surprenant’s existing grant funds (both from his recent grant and the funding supporting the Tocqueville Project, which will be rolled into this new entity) to hire new faculty members, offer news courses, and provide additional opportunities to UNO students.

These projects are a natural extension of Dr. Surprenant’s existing work. In fall 2012, Dr. Surprenant joined the philosophy faculty at the University of New Orleans and established the Alexis de Tocqueville Project in Law, Liberty, and Morality, an interdisciplinary research and programming project focusing on topics at the intersection of philosophy, politics, and economics. Over the past 6 years, Dr. Surprenant has raised approximately \$1,200,000 to support Tocqueville Project activities:

- a. public lectures, debates, and panel discussions on UNO’s campus;
- b. academic conferences for undergraduates;
- c. academic conferences for scholars and professionals working in relevant public policy areas (e.g., criminal justice reform);
- d. awards to help cover conference travel and defray the cost of graduate applications for UNO undergraduates;
- e. “The Well-Being Project,” an entrepreneurial service project that provides startup funding to students in New Orleans looking to undertake a project that will improve well-being in the New Orleans community;
- f. paid summer fellowships and internships for UNO students;
- g. a summer seminar program in philosophy and political economy;
- h. a high school dual-enrollment program in philosophy;
- i. academic travel for faculty members affiliated with the project;
- j. an undergraduate fellows program for high-achieving UNO students.

Through Dr. Surprenant’s work with the Tocqueville Project and the excitement over his recent entrepreneurship grant, he has already formed relationships with non-profit organizations, businesses, and entrepreneurs throughout New Orleans, all of whom have provided financial support to the project, internship opportunities for affiliated students, and other benefits to the organization and UNO. These organizations and people include the Urban League, New Orleans Business Alliance, Small Business Association, New Orleans Regional Black Chamber of Commerce, and New Orleans Angel Network. This institute would allow us to further tap into these local resources. We would leverage this academic component to further partnerships with relevant community organizations and private businesses, as well as to increase the profile of UNO in the community by becoming the place people should look for answers to relevant public policy questions.



Beyond generating additional avenues for development and opportunities for our students, the Institute would leverage unique public policy opportunities present in New Orleans. Our city continues to draw the national spotlight on many public policy issues related directly to the intersections of ethics and entrepreneurship (addressing wealth inequality, how to fund public education, mass incarceration and criminal justice reform, etc.). UNO should be where people look first in New Orleans for experts who are doing work in these areas at the intersection of philosophy, politics, and economics. This institute aims to serve that function by bringing scholars to New Orleans who will work specifically on these issues that affect our community and whose work can attract national attention for the university. That these scholars would offer classes to UNO students would further raise the profile of the university and would attract more public policy oriented students to UNO.

### **Part II – Need**

Although UNO has existing BA programs in philosophy, political science, and economics, and some courses are offered in ethics (philosophy department) and entrepreneurship (management department), none of these programs have an interdisciplinary focus, none focus directly on public policy implications, and none address the specific issues that this unit aims to address, either with their course offerings or research. This Institute would allow for better collaboration between these existing programs, both in terms of teaching and academic research.

No similar units exist at any other state colleges or universities. There are two units that have some overlap: Louisiana Tech's "Center for Entrepreneurship and Information Technology" and LSU A&M's "Stephenson Entrepreneurship Institute." The "Center for Entrepreneurship and Information Technology" focuses on commercializing products and technologies developed primarily by Louisiana Tech students and faculty. It does not offer courses or play central role in traditional academic programming or interdisciplinary research into the public policy areas at the intersection of ethics and entrepreneurship. The "Stephenson Entrepreneurship Institute" operates inside of the Ourso College of Business and focuses primarily on entrepreneurship as a business enterprise. Most important, none of these entities focus on (or are strategically located to focus on) the specific issues related to minority entrepreneurs that we see in urban areas throughout the Southeastern United States.

This entity at the University of New Orleans understands entrepreneurship more holistically and as a mindset by which we can approach the creation of things that advance human flourishing. In some cases, those things may be businesses or business enterprises, but they can also be churches, civic organizations, and, more generally, an entrepreneurial approach to the world. Our entity would not only work with our entrepreneurship program within our business school, but also with relevant faculty in philosophy, urban planning, psychology, and other departments to construct a more interdisciplinary understanding of entrepreneurship and how ethical entrepreneurship advances human flourishing.

### **Part III – Faculty**

1. Chris W. Surprenant, Associate Professor of Philosophy (Director)
2. Mahyar Amouzegar, Provost and Freeport McMoRan Professor of Logistics
3. Walter Lane, Professor of Economics
4. Michelle Thompson, Associate Professor of Planning and Urban Studies
5. Cherie Trumbach, Associate Professor of Management
6. Kim Williams, Associate Professor and Chair of Hotel, Restaurant, and Tourism
7. Nicole Fuller, Assistant Professor of Management
8. Additional faculty to be hired with incoming and existing grant funds.

#### **Part IV – Facilities and Equipment**

There are a number of physical spaces currently available at the University of New Orleans to house this new unit. Ideally, space would be found in the Long Library in proximity to the University Honors Program. President Nicklow and Provost Amouzegar have assured that an appropriate space will be made available to house this entity.

#### **Part V – Administration**

Chris W. Surprenant will serve as the director of the institute. He will report to the Vice President for Research and Economic Development within the Office of Research and Sponsored Programs. Other faculty or staff members affiliated with the institute will report to Dr. Surprenant.

This proposed unit would not affect the administrative structure on campus.

#### **Part VI – Budget**

See attached. The institute will be funded entirely by private funds. No state funds are necessary.



**LOUISIANA BOARD OF REGENTS**  
**Center/Institute Budget Form**

<b>REVENUE</b> (Example: State/Institutional Appropriations, State Grants, Federal Grants, etc.)	<b>Year 1</b> <b>AY</b> <b>(2019-2020)</b>	<b>Year 2</b> <b>AY</b> <b>(2020-2021)</b>	<b>Year 3</b> <b>AY</b> <b>(2021-2022)</b>		
John Templeton Foundation	554,122	724,723	519,124		
Charles Koch Foundation	115,000	115,000	115,000		
Tocqueville Project Funds Transfer	45,000	0	0		
<b>Total Revenue</b>	714,122	839,723	634,124		



**LOUISIANA BOARD OF REGENTS**  
**Center/Institute Budget Form**

<b>PENDING REVENUE</b> (Example: Monies from outstanding proposals submitted for funding)	<b>Year 1 AY (2019-2020)</b>	<b>Year 2 AY (2020-2021)</b>	<b>Year 3 AY (2021-2022)</b>		
Charles Koch Foundation	500,000	500,000	500,000		
Local Donor	500,000	500,000	500,000		
<b>Total Pending Revenue</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>		



**LOUISIANA BOARD OF REGENTS**  
**Center/Institute Budget Form**

<b>ESTIMATED COSTS</b> (Example: Administration, Faculty, and Support Salaries, Supplies, Other, etc.)	<b>Year 1 AY (2019-2020)</b>	<b>Year 2 AY (2020-2021)</b>	<b>Year 3 AY (2021-2022)</b>		
Director (stipend + fringe)	100,000	100,000	100,000		
Associate Director (salary + fringe)	80,000	80,000	80,000		
New Faculty Hire 1 (salary + fringe) 3-Year Period of Appointment	80,000	80,000	80,000		
New Faculty Hire 2 (salary + fringe) 3-Year Period of Appointment	80,000	80,000	80,000		
Adjunct Faculty (Buyouts)	72,000	72,000	72,000		
Research Support (including travel)	50,000	100,000	100,000		
Campus Programming	20,000	20,000	20,000		
Supplies, Equipment, Misc.	5,000	5,000	5,000		
<b>Total Costs</b>	487,000	537,000	537,000		

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 25, 2018**

**Item F.13.** University of New Orleans' request for approval of a Cooperative Endeavor Agreement with University Claude Bernard Lyon 1.

**EXECUTIVE SUMMARY**

The purpose of the proposed cooperative endeavor between the University of New Orleans (UNO) and the University Claude Lyon 1 (UCBL) is to establish an exchange program that will enable students to obtain a Master "Science Technologie, Santé (STS), mention Chimie, parcours Synthesis, Catalysis and Sustainable Chemistry from UCBL and a Master of Science in Chemistry from UNO. University Claude Bernard Lyon 1 is one of the three public universities in Lyon, France and has an enrollment of nearly 45,000 students with dominant areas of study in science and medicine. The cooperative endeavor outlines specifics relevant to the dual degree partnership including admission requirements, registration procedures and tuition, and courses required of both programs.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a Cooperative Endeavor Agreement with University Claude Bernard Lyon 1.



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

September 19, 2018

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

Re: University Claude Bernard Lyon 1 and UNO

Dear Dr. Henderson,

I am requesting approval of a Cooperation Agreement between University Claude Bernard Lyon 1 and the University of New Orleans to establish a dual degree program enabling students to obtain the Master of Science in Chemistry from the University of New Orleans. Thank you for your consideration.

Sincerely,

John W. Nicklow  
President



Université Claude Bernard Lyon 1


**THE UNIVERSITY of  
NEW ORLEANS**
**COOPERATION AGREEMENT**

between

**the University of New Orleans**

and

**the University Claude Bernard Lyon 1**

for the establishment of a dual degree program

The University of New Orleans (UNO), represented by John W. Nicklow, President and the University Claude Bernard Lyon 1 (UCBL), represented by its President, Frédéric FLEURY, hereinafter "the Parties", agree to the following in order to strengthen relations between the two institutions via the introduction of a high-level international partnership dual degree program.

Concerning the French component, considering Decree no. 85-1124 of the 21<sup>st</sup> of October 1985 regarding international cooperation of public higher education institutions under the responsibility of the Ministry for National Education.

Considering articles D613-17 et seq. of the Education Code regarding the issuing of degrees under international partnerships,

Whereas this agreement is concluded within the framework of the cooperation agreement between the University Claude Bernard Lyon 1 and the University of New Orleans, it is agreed as follows:

**Article 1: Purpose**

The University of New Orleans and University Claude Bernard Lyon 1, via an exchange program of students and teachers, as well as participation of administrative staff, shall work together to establish a dual degree program enabling students to obtain the Master "Science, Technologie, Santé (STS), mention Chimie, parcours Synthesis, Catalysis and Sustainable Chemistry" of University Claude Bernard Lyon 1 and the Master of Science in Chemistry from the University of New Orleans.

**Article 2: General scheme**

The UNO and UCBL students enrolled in the double degree program will spend two years as follows:

- Year 1 : At the University of New Orleans, New Orleans, (Master 1)
- Year 2 : At the Université Claude Bernard Lyon 1 (Master 2)

The language of the courses: all courses are in English.

The number of credits obtained per university year corresponds to 60 ECTS and to 30 US credits.



The course content, the number of credits awarded per university year and the principal of alternating between the two institutions are specified in the **technical annex** appended to the agreement in **annex 1**.

The technical annex may be amended annually by the coordination committee or by the director of studies mentioned in article 4. Any amendments to the annex must be drawn up and approved in writing by both institutions. Acceptance of the technical annex is a prerequisite for commencing the student exchange program.

### **Article 3: Student selection and admission**

#### **For UCBL students:**

The students enter into the double degree program at the M1 Level.

The Prerequisites for admission are the following:

- Students holding BS/BA or Licence.
- if applicable, students holding other qualifications : Equivalent diplomas
- Additional criteria include 3 letters of recommendation from faculty, grades, and letter of motivation
- Level B2 in ENGLISH and FRENCH of the CEFRL (Common European Framework of Reference for Languages) and score 79 (internet) or 550 (computer-based) or above on the TOEFL.

The students are selected at the end of the Bachelor degree (L3), following the normal admission process at both UNO and UCBL. Application online: [www.uno.edu/admissions/apply/index.aspx](http://www.uno.edu/admissions/apply/index.aspx). They will then be also selected to enter in the first year of M1 Chimie at Lyon1.

For advancement to the Master 2, students registered in the M1 Chimie at UCBL, must complete the first year with a GPA 3.0 at UNO, in keeping with the rules for French M1-M2 progression.

#### **For UNO students :**

The students are admitted to UNO in the first year (M1) and enter in the double degree program at the M2 Level.

The Prerequisites for admission are the following:

- Students holding BS/BA or Licence.
- if applicable, students holding other qualifications : Equivalent diplomas
- Addition criteria include 3 letters of recommendation, grades and letter of motivation
- Students must score 79 (internet) or 550 (computer-based) or above on the TOEFL.
- Have completed 30 US credits for the first year of Master at UNO following the annex 1.
- As all courses are taught in English, there is no French language requirement.

UNO students are selected for the double degree program by April 1 of the first year of Master (M1), to enter in the second year of Master at UCBL (M2), contingent on completing the first year at UNO with a GPA of 3.3 or above. They will then be also selected to enter in the M2 SCSC at Lyon1.

Students completing the double diploma are automatically accepted to PhD candidacy at UNO. The Master defense at Lyon 1, with appropriate participation by UNO faculty members, will serve as the UNO General Exam as required for PhD candidacy.

**Article 4: Program management and coordination**

Both parties undertake to regularly exchange information and educational supports related to this exchange program, as well as interacting as regards the organization and type of teaching involved in the ongoing partnership.

The Parties shall each appoint a director of studies and an administration coordinator for the program, the names of whom are to be specified in annex 2 of this agreement. Any party wishing to replace its representatives must inform the other in writing, supplying the name and contact details of the new representative(s).

A program coordination committee, comprising two (2) people from Lyon 1 and two (2) people from University of New Orleans, shall be responsible for the following tasks:

- Coordinating the issuing of marks in each of the institutions;
- Checking and approving the students' course program;
- Preparing and, if necessary, updating the annex. Any amendment to the annex must be joined to this agreement and validated by both signatories.
- Assessing the teaching in order to evaluate student satisfaction.

These members are appointed by the studies coordinator of the program. The names of these committee members are provided in annex 2 of this agreement. Program managers must inform the institutions of any amendment to the committee members.

**Article 5: Registration procedure and tuition fees**

**For UCBL Students:**

The students enter in the double degree program at the Master 1 Level.

For the Master 1, they are enrolled at UCBL and UNO. The students pay the tuition fees at both institutions.

For the Master 2, the students are enrolled at UCBL and transfer credit from UCBL courses to complete the MS degree requirements at UNO. No UNO tuition is required in the second year of the program. The students pay their tuition fees only at UCBL. The students will stay administratively attached to both institutions.

**For UNO Students:**

The students enroll at UNO in their first year and pay normal tuition and fees. Students who enter in the double degree program at the Master 2 Level at UCBL utilize transfer credit from UCBL courses to complete the MS degree requirements at UNO. No UNO tuition is required in the second year of the program. The students pay their tuition and fees only at UCBL. The students will stay administratively attached to both institutions.

**Article 6: Teaching staff team**

This comprises teachers-researchers and/or researchers taking part in the teaching in each of the universities. In addition, faculty or researchers from each of the partner Universities may participate in teaching short courses in the other university.

**Article 7: Material, educational and linguistic support for the students**

Students entering UNO are expected to have reasonable English language competency. However, English language courses are available at UNO in order to improve language skills. Non-US citizens entering the program at UNO will participate in an international student orientation.

Students at the UCBL Master 2 will take French as foreign language (FLE) as part of the curriculum. Assistance for obtaining housing will be providing by the international office.

**Article 8: Knowledge assessment, jury and validating the studies**

Knowledge assessment

At UNO: midterm and final exam or as specified in syllabus for each course. The UNO students must have completed the first year at UNO with GPA of 3.3 or above to enter in the double degree program.

At UCBL: final exam, first and second session, experimental training, written report and oral defense. Two (2) faculty members from the UNO will participate in the defense of the students in the double degree program.

Constitution of the Jury

For the second year, each jury of each university will deliberate regarding the awarding of the degree from their institution.

Validating the studies

The degree will be validated according to methods set out for each of the courses. Passing the joint UNO-UCBL Master degree requires that the classes attended and the exams passed in the partner institution are recognized by the home University prior to the student's departure.

Partner universities must also issue the students with a statement of marks obtained (transcript) for all the validated courses at the university.

A certificate called "*supplement au diplome*", drawn up by the two exchange program managers and validated by both institutions, shall also be issued. This document shall include detailed information on the courses followed, the training program, average marks obtained, and the knowledge assessment methods adopted. The certificate shall be issued in English.

Repeating the university year:

The conditions for re-sits or repeating the year are those of the institution providing the course and, in the event of non-validation, neither of the degrees is obtained.

For UNO Students, if average > 9 on the first semester (after second session exams) AND >10 (equiv 3.0) overall at UCBL (regardless of eliminatory marks), they may receive the MS degree from UNO upon completing all requirements, but not UCBL. The jury may decide to readmit them into the M2 of Lyon in order to obtain both diplomas.

Below these averages, students will receive credits for the individual courses that they passed. Readmission to the second year program at UCBL will be decided on case by case basis. At UNO, according to UNO rules, they are on probation for one semester and must bring GPA>3.0.

For students registered at UCBL for the first year, a 3.0 average is required, in keeping with the standards at UNO. If they score below that average, they receive credit for the individual courses that they passed, according to UNO rules, they are on probation for one semester and must bring GPA>3.0 at UNO. Otherwise, they must complete the M1 at UCBL and receive eventually the M2 from UCBL.

#### **Article 9: Award of diplomas**

The two institutions will each issue their diploma according to the rules of the institution. The student will obtain at the same time, the Master "Science, Technologie, Santé (STS), mention Chimie, parcours Synthesis, Catalysis and Sustainable Chemistry" of University Claude Bernard Lyon 1 and the Master of Science in Chemistry from the University of New Orleans.

#### **Article 10: Financing the program**

In compliance with the regulations governing the two institutions, both parties undertake to find all the resources necessary for conducting this exchange program, including European, national and regional financing. Efforts will be made to help find scholarships, financial aid, or waivers for students. Should difficulties arise in obtaining this type of funding, the two parties undertake to seek all other possible solutions before suspending the exchange program.

#### **Article 11: Validity of the agreement and amendments**

This agreement takes effect once it has been signed by both parties. Its validity is limited to the date of the end of the cooperation and exchange agreement between the Parties and to the length of the accreditation of the degrees. It shall become null and void if one of the courses is no longer accredited during the five-year period.

Any proposal to amend this agreement must be approved by the written consent of the two institutions and then attached to this agreement.

The agreement may be terminated at the request of either party by means of a registered letter with acknowledgement of receipt. Cancellation is subject to a six-month notice period, providing however that the rights of students following courses are maintained and without prejudice to any ongoing proceedings.

#### **Article 12: Renewal of the agreement**

The two universities may renew this agreement at least three times before the expiry date, subject to the validity of the framework agreement to which it is attached.

#### **Article 13: Disputes**

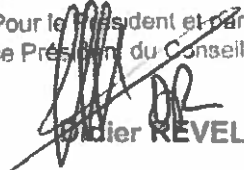
An out-of-court solution shall be sought to resolve any disputes between the parties. If no such solution can be found, the dispute shall be brought before the relevant courts.

**Article 14: Copies of the agreement**

Four (4) copies, two (2) copies drawn up in French and two (2) copies drawn up in English are to be signed, with one copy kept by each of the institutions.

University President  
Claude Bernard LYON 1


F. FLEURY Pour le Président et par Délégation  
Le Vice Président du Conseil d'Administration

  
Didier REVEL

Date \_\_\_\_\_  
26 Jun. 2018



President  
University of New Orleans  
John W. NICKLOW

  
Date 9/19/18

## Annex 1: Technical annex

The UNO and UCBL students enrolled in the program will spend two years as follow:

Year 1 : At University of New Orleans, New Orleans, (Master 1)

Year 2 : At Université Claude Bernard Lyon 1 (Master 2)

Classes are taught in the English language.

### The course for UCBL students at the University of New Orleans (M1)

A full time schedule is defined by the US Federal government at the Master level as 9 credit hours. UNO typically requires 10 credit hours per semester.

For this program 1 credit hour corresponds to 2 ECTS, and students will therefore take 15 credit hours per semester at UNO selected from the list below.

The correspondence between the Masters courses are listed below. These can be modified in individual cases by agreement of the Coordination Committee indicated in annex 2.

Semester	Classes offered at the University of New Orleans	Credit Hours	Correlation with the original UCBL course	ECTS	
S1					
	CHEM 5310 Physical Chemistry CHEM 6310 Advanced Thermodynamics and Kinetics	3	CINETIQUES CHIMIQUES	6	25/23/12
	CHEM 5410 Advanced Physical Inorganic Chemistry CHEM 6410 Advanced Comprehensive Inorganic Chemistry	3	REACTIVITE ET ASSEMBLAGE SUPRAMOLECULAIRE DES COMPLEXES INORGANIQUES	6	27/18/15
	CHEM 5210 Intermediate Organic Chemistry CHEM 6210 Advanced Organic Chemistry	3	FONCTIONNALISATION EN SYNTHESE ORGANIQUE	6	22/20/18
	CHEM 6112 Physical Methods in Analytical Chemistry	3	SPECTROSCOPIES RMN ET MASSE	3	18/7.5/6
	Language course (1000 level)	3	TRIP : Anglais (technique)	3	0/30/0
	CHEM 6090 Specialized Readings in Advanced Chemistry	2	Recherches documentaires	4	
	Seminar	1	insertion professionnelle/libre	2	
<b>TOTAL</b>		15 to be selected out of 18.		30	92/100/51

S2						
				PChem / Inorg / Org / Formulations		
	CHEM 6310 Advanced Thermodynamics and Kinetics	3		BASES DES PHENOMENES DE TRANSPORT	6	30/30/0
21 ECTS	CHEM 6316 Special Topics in Physical Chemistry	3		APPRENTISSAGE PAR PROBLEMES POUR LA CHIMIE-PHYSIQUE AVANCEE	3	15/15/0
	CHEM 6311 Statistical Mechanics	3		THERMODYNAMIQUE STATISTIQUE	3	15/15/0
	CHEM 6312 Chemical Bonding and Molecular Spectroscopy	3		INTRODUCTION A LA MODELISATION MOLECULAIRE	3	15/0/15
	CHEM 6090 Specialized Readings in Advanced Chemistry	1		ELEMENTS DE MODELISATION ET SIMULATION	3	10/12/8
		1		CINETIQUE PHYSIQUE ET CHIMIQUE DE MILIEUX HETEROGENES	3	15/15/0
	CHEM 6496 Special Topics in Advanced Inorganic Chemistry	3		TECHNIQUES EXPERIMENTALES EN CHIMIE INORGANIQUE	6	0/0/60
21/24 ECTS	CHEM 6410/11 Advanced Comprehensive Inorganic Chemistry	3		Systèmes polyphasés	3	15/15/0
	CHEM 6611 Materials Processing	3		CHIMIE DU SOLIDE, ELABORATION, PROPRIETES ET MISE EN ŒUVRE	3	30/0/0
	CHEM 6112 Physical Methods in Analytical Chemistry CHEM 6610 Characterization of Materials CHEM 6620 Introduction to Electron Microscopy for Materials Characterization	3		METHODES DE CARACTERISATION POUR LA CHIMIE INORGANIQUE	3	15/15/0
				CHIMIE ORGANOMETALLIQUE ET CATALYSE HOMOGENE	6	36/24/0
	Language course Seminar	3 or 1		TRIP Anglais	3	0/30/0
21/24 ECTS	CHEM 6214 Advances in Organic Chemistry	3		TECHNIQUES EXPERIMENTALES EN CHIMIE ORGANIQUE	6	0/0/60
	CHEM 6710 Medicinal Chemistry	3		CHIMIE HETEROCYCLIQUE	3	15/15/0
	CHEM 6210 Advanced Organic Chemistry CHEM 6211 Synthetic Organic	3 3		RETROSYNTHESE ET STRATEGIE EN SYNTHSE	3	15/15/0

	Chemistry				
			MOLECULES CHIRALES : SYNTHESE ET ANALYSE STRUCTURALE	3	15/15/0
			CHIMIE ORGANOMETALLIQUE ET CATALYSE HOMOGENE	6	36/24/0
			METHODOLOGIE DES PLANS D'EXPERIENCES	3	12/14/4
			FORMULATION ET CARACTERISATIONS DES MILIEUX DISPERSES	6	24/30/6
			LES SURFACES : PROCEDES DE TRAITEMENT ET CARACTERISATIONS	3	12.5/12.5/3
			METHODES SEPARATIVES ET EXTRACTIVES APPLIQUEES A LA FORMULATION ET LA DEFORMULATION	3	8/10/16
	6092 Research Internship	1	CONNAISSANCE DU MILIEU		
	6093 Research Internship	1	PROFESSIONNEL ET INSERTION	6	internship
<b>TOTAL</b>		<b>15 to be selected</b>	<b>TOTAL</b>		<b>30 to be selected</b>



The course for University of New Orleans students at the UCBL

Semesters	Classes offered at the UCBL	ECTS	Correlation with the original University of New Orleans course	Credit Hours
<b>S3</b>				
	SC1 : Principles of Green Chemistry	3	CHEM 6214 Advances in Organic Chemistry	1.5
	SC-2 : Optimizing Catalytic Processes: a multi-scale approach	3	CHEM 6316 Special Topics in Physical Chemistry	1.5
	SC-3 : From Catalyst to Industrial Application	3	CHEM 6316 Special Topics in Physical Chemistry	1.5
	SC-4 : Adv. & Green Methods for FG Manipulation	3	CHEM 6211 Synthetic Organic Chemistry CHEM 6214 Advances in Organic Chemistry	1.5
	SC-5 : Adv. & Green Methods in Chem. of CC Pi Bonds	3	CHEM 6211 Synthetic Organic Chemistry CHEM 6214 Advances in Organic Chemistry	1.5
	SC-6 : Adv. & Green Methods in Carbonyl Chemistry	3	CHEM 6211 Synthetic Organic Chemistry CHEM 6214 Advances in Organic Chemistry	1.5
	SC-7 : Structure Determination	3	CHEM 6113 Physical Methods in Analytical Chemistry	1.5
	SC-8 : Inorganic Nanomaterials Chemistry.	3	CHEM 6496 Special Topics in Advanced Inorganic Chemistry	1.5
	SC-9 : Self-Evolving Molecular Systems	3	CHEM 6513 Physical Biochemistry	1.5
	SC-10 : Sustainable Industrial Chemistry	3	CHEM 6511 Industrial Chemistry Principles	1.5
<b>TOTAL</b>		<b>30</b>		<b>15</b>
<b>S4</b>				
	Experimental training	27	7000 Thesis research	13.5
	FLE	3	Language	1.5
<b>TOTAL</b>		<b>30</b>		<b>15</b>

Grade conversion:

3.0 = 10

3.3 = 12

3.7 = 14

4.0 = 16

**Annex 2: Program managers**

**Managers of the program:**

**Université Claude Bernard Lyon 1**

Domaine Scientifique de la Doua  
43 boulevard du 11 novembre 1918  
F - 69622 Villeurbanne Cedex -France

**Director of studies:**

Mr. Peter GOEKJIAN  
Coordinator of the Master M2 Chimie, parcours SCSC  
[peter.goekjian@univ-lyon1.fr](mailto:peter.goekjian@univ-lyon1.fr)

**Administration coordinator :**

Ms. Geneviève DELORE  
Responsable administrative du Département de Chimie-Biochimie  
Bâtiment Chevreul, 43 boulevard du 11 novembre 1918  
F - 69622 Villeurbanne Cedex - France  
[genevieve.delore@univ-lyon1.fr](mailto:genevieve.delore@univ-lyon1.fr)  
Tél. : 04 72 44 85 33

**International mobility assistant**

From the faculty of Technology and Science (FST)  
[international.fst@univ-lyon1.fr](mailto:international.fst@univ-lyon1.fr)

**University of New Orleans:**

University of New Orleans  
2000 Lakeshore Dr. New Orleans, LA 70148 USA

**Director of studies:**

Mme Amanda ATHEY  
Director of Graduate School  
[aathey@uno.edu](mailto:aathey@uno.edu)

**Administration coordinator :**

Mark TRUDELL  
Chair, Department of Chemistry  
[mtrudell@uno.edu](mailto:mtrudell@uno.edu)

The academic course directors shall report on the cooperation at least six months before the end of this agreement.

**Members of the Coordination Committee :**

**University Lyon 1:**

**Peter GOEKJIAN**

Coordinator Master M2 Chimie, parcours SCSC  
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**Pierre STRAZEWSKI**

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**University of New Orleans:**

**Matthew TARR**

Vice President for Research and Economic Development  
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**Viktor POLTAVETS**

Chair, Chemistry Graduate Selection Committee  
vpoltave@uno.edu