

**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**BOARD OF SUPERVISORS FOR THE**  
**UNIVERSITY OF LOUISIANA SYSTEM**  
**12:30 p.m., Thursday, April 12, 2018\*\***  
**Southeastern Nursing School – Room 119**  
**4849 Essen Lane, Baton Rouge, Louisiana**

**MEMBERS:**

Dr. Pamela Egan, Chair  
Ms. Lola Dunahoe, Vice Chair  
Mr. Edward Crawford III  
Mr. Johnny McFerren  
Mr. Benjamin Rice  
Mr. Mark Romero  
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 renewal to the Memorandum of Understanding with Meharry Medical College.

**Board Agenda Item F.2.**

**Grambling State University's** request for approval of a Memorandum of Understanding between the University and the United States Environmental Protection Agency, Region 6.

**Board Agenda Item F.3.**

**Grambling State University's** request for approval to award an Honorary Doctorate of Humane Letters to Mr. Louis S. Reine.

**Board Agenda Item F.4.**

**Louisiana Tech University's** request for approval of a Proposal for a Graduate Certificate in Business Administration.

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

**Board Agenda Item F.5.**

**Louisiana Tech University's** request for approval to award an Honorary Doctorate of Science to Mr. Craig C. Spohn at Spring Commencement Exercises.

**Board Agenda Item F.6.**

**McNeese State University's** request for approval to award a posthumous Honorary Doctorate of Humane Letters to Mr. Billy Navarre.

**Board Agenda Item F.7.**

**McNeese State University's** request for approval of a Memorandum of Understanding between the University and Shenyang Aerospace University.

**Board Agenda Item F.8.**

**Nicholls State University's** request for approval to award an Honorary Doctorate of Letters to Ms. Cory Tolbert Haik at the Spring Commencement Exercises.

**Board Agenda Item F.9.**

**Northwestern State University's** request for approval to create the School of Education within the Gallaspy College of Education and Human Development.

**Board Agenda Item F.10.**

**Northwestern State University's** request for approval of a Proposal for a Bachelor of Fine Arts in Dance.

**Board Agenda Item F.11.**

**Southeastern Louisiana University's** request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training (MSAT).

**Board Agenda Item F.12.**

**University of Louisiana at Monroe's** request for approval to restructure the College of Health Sciences into two schools: (1) Kitty DeGree School of Nursing and (2) School of Allied Health.

**Board Agenda Item F.13.**

**University of New Orleans' request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Construction Management.**

**Board Agenda Item F.14.**

**University of New Orleans' request for approval of a Memorandum of Understanding between the University and Chang'an University Xi'an, Shaanxi, People's Republic of China (PRC).**

- D. Other Business
- E. Adjournment

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.1.** Grambling State University's request for approval of a renewal to the Memorandum of Understanding with Meharry Medical College.

**EXECUTIVE SUMMARY**

Grambling State University (GSU) is requesting approval to renew an existing Memorandum of Understanding (MOU) with Meharry Medical College (MMC). Located in Nashville, Tennessee, MMC is one of the nation's oldest and largest historically black academic health science centers dedicated to educating physicians, dentists, researchers and health policy experts. The MOU, first established in 2003, allows for up to three GSU students to be selected to participate in the Bachelor of Science - Doctor of Medicine (BS/MD) Program each year, with two students selected as alternates in ranked order. The MOU establishes admission criteria and student participation requirements as well as clarifies what support will be provided by GSU and MMC to ensure success.

The purpose of the relationship between the two institutions is to increase the number of African-American physicians. To continue such efforts, Grambling would like to renew the existing MOU with MMC effective July 1, 2018 through July 31, 2023.

**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 renewal to the Memorandum of Understanding with Meharry Medical College.***



March 22, 2018

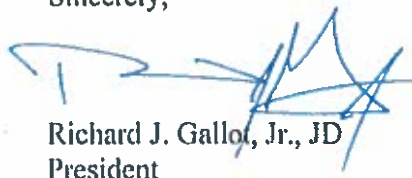
**MEMORANDUM TO THE BOARD OF SUPERVISORS  
OF THE UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL TO RENEW MEMORANDUM OF  
UNDERSTANDING WITH MEHARRY MEDICAL COLLEGE**

Grambling State University respectfully requests approval to renew the Memorandum of Understanding with Meharry Medical College (MMC) for the period of July 1, 2018 through July 31, 2023. Originally established in 2003, this partnership serves to increase the number of African American physicians through the GSU-MMC Bachelor of Science/Doctor of Medicine (BS/MD) program.

Your favorable consideration of this request is greatly appreciated.

Sincerely,



Richard J. Gallot, Jr., JD  
President

RJG:jj

Attachment

## MEMORANDUM OF UNDERSTANDING

### BACHELOR OF SCIENCE/DOCTOR OF MEDICINE PROGRAM

This Memorandum of Understanding [MOU] is executed by and between Meharry Medical College [MMC], and the following universities [the “universities” or singularly “university” individually]: Alabama A & M University [AAMU], Albany State University [ASU-GA], Alcorn State University [ASU-MS], Fisk University [FU], Grambling State University [GSU], Hampton University [HU], Jackson State University [JSU], Southern University [SU], Tennessee State University [TSU] Virginia Union University [VUU]. This MOU is contingent upon HRSA grant funding and is to be effective July 1, 2018 through July 31, 2023.

WHEREAS, the Parties desire to work together to increase the number of African American physicians;

WHEREAS, to accomplish this goal, the Parties previously created a Bachelor of Science/Doctor of Medicine Program [the “Program” or collectively “Programs”] between each University and MMC;

WHEREAS, MMC and each University desire to continue their respective Programs and their participation thereto;

THEREFORE, the Parties hereto agree as follows:

- Each Program is an eight-year Program beginning with the participating student’s acceptance to the Program as an undergraduate at one of the universities and concluding with the participating student’s graduation from MMC. Thus, each Program consists of four years of undergraduate scholarship and four years of medical scholarship.
- Upon matriculation in the Program, students receive conditional acceptance to MMC School of Medicine.
- Freshmen students applying for the Program must have a minimum overall and science GPA of 3.25 on a 4.0 system. Each Program has a prescribed premedical school curriculum that is agreed upon by the respective university and MMC. Each of these courses must be completed with a grade of “C” or better. Participants are also required to earn a minimum total Medical College Admissions Test [MCAT] score of 500 with no section score [Chemical and Physical Foundations of Biological Systems, Critical Analysis and Reasoning Skills, Biological and Biochemical Foundations of Living Systems, Psychological, Social, and Biological Foundations of Behavior] lower than 123. Matriculation in a Program at MMC also is contingent upon maintaining professional and personal behavioral standards that comply with those required of all medical students, as provided in the MMC Student Handbook.
- Up to three students may be selected to participate in each Program each year, with two students selected as alternates for each Program in rank order.

## MEMORANDUM OF UNDERSTANDING

- Each student selected to participate in a Program must agree to the following:
  - To attend a six-week summer academic and clinical enrichment program at MMC each summer beginning the summer following the first, second and third year of college.
  - To participate in the BS-MD Academic Societies on campus activities
  - To participate in the third year intense formal MCAT Review, complete and submit the MCAT application, and complete and submit the Meharry Medical School application during the third summer of the program.
  - To sit for the MCAT examination in the third summer immediately following the third summer MCAT review.
  - To release the MCAT scores to Meharry Medical College Admissions Office

### **The Meharry School of Medicine will provide the following:**

- Coordination of annual BS-MD Site Coordinators meeting at MMC
- A six-week summer academic enrichment program for BS-MD participants
- Educational equipment, materials, and supplies during the summer enrichment
- Clinical exposure to BS-MD participants on the MMC campus
- BS-MD application forms
- Dissemination of financial aid information to students accepted to MMC
- Faculty to participate in the interview process and selection of BS-MD Program participants
- Quarterly distance learning teleconferencing/webinar
- Payment for ten percent time [up to \$5,000] for BS-MD Site Coordinators
- Stipends for BS-MD Program participants during the summer program
- Medical school application workshop
- BS-MD Academic Enrichment Faculty
- Medical School Student Mentors
- Recruitment materials—posters and brochures
- Provide partial or complete tuition scholarships and financial aid to students satisfactorily completing this program and entering Meharry Medical College School of Medicine

### **Each university will do or provide the following:**

- Identify a Site Coordinator [premedical advisor] to assist with academic advising, mentoring, counseling, and Program coordination [ten percent time and effort]. The BS-MD Site Coordinator is responsible for the following:
  - Pre-medical advisor (as site coordinator) participate in annual Conferences for Pre-Med Advisors
  - Recruit and enroll up to three student in the program each year of the grant
  - Recruit two alternates for the program each of the year of the grant
  - Maintain and keep in contact with the full complement of students enrolled in the program each year of the grant (year 1 = 3, year 2 = 6, year 3 = 9, year 4 = 12 and year 5 = 15)

## MEMORANDUM OF UNDERSTANDING

- Assure that students understand and honor the commitment and participate each of the activities and complete the program
  - Distribute and receive BS-MD applications
  - Coordinate the quarterly teleconferencing/webinar
  - Take the lead role in ensuring that the Academic Society for the campus is organized and track the academic and activities of all BS-MD participants
  - Provide mentoring, counseling, and academic support for the BS-MD students.
  - Provide MMC with academic progress reports for BS-MD students
  - Assist with the transition of BS-MD students to the MMC campus
  - Coordinate interviews for BS-MD applicants
  - Recruit students to the BS-MD Program
  - Design and Implement a BS-MD Premedical Curriculum with the assistance of Meharry Medical College
- Include the Meharry BS-MD program as a part of your university recruitment materials
  - Provide suitable space and the install and maintain teleconference/webinar equipment provided by the grant
  - Provide the space for the teleconference/webinars
  - Disseminate institutional financial aid information to students accepted to AAMU, ASU-GA, ASU-MS, FU, GSU, HU, JSU, SU, TSU, and VUU
  - Give special consideration to students in this program for institutional scholarships

**Entire Agreement:** This MOU constitutes the entire agreement of the Parties with respect to the subject matter hereof, unless amended by written agreement of each party.

**No Third Parties:** This MOU is solely between the Parties hereto. No third party is intended to, nor will be entitled to, rely upon, enforce, or assert that is a third party beneficiary of the provisions of the MOU.

**Governing Law:** This MOU will be governed by and construed in accordance with the laws of the State of Tennessee. Any law suit arising from a dispute under this MOU or related to it shall be brought in a federal or state court having competent jurisdiction located in Nashville, Davidson County, Tennessee.



MEMORANDUM OF UNDERSTANDING

**Certification of Authority to sign MOU:** The persons signing this MOU on behalf of the participating institutions as Parties hereto certify by said signatures that they are duly authorized to sign this document.

\_\_\_\_\_  
James E. Hildreth, Ph.D., M.D.  
President & CEO  
Meharry Medical College

\_\_\_\_\_  
Date



\_\_\_\_\_  
Veronica T. Mallett, M.D., MMM  
Senior Vice President of Health Affairs  
Dean School of Medicine  
Meharry Medical College

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Alabama A&M University**  
Andrew Hugine, Ph.D., President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Albany State University**  
Marion Fedrick, Interim President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Alcorn State University**  
Dr. Alfred Rankins, Jr., President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Fisk University**  
Dr. Kevin D. Rome, Sr., President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Grambling State University**  
Mr. Richard Gallot, Jr., President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Hampton University**  
Dr. William R. Harvey, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Jackson State University**  
Dr. William Bynum Jr., President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Southern University – Baton Rouge, LA**  
Dr. Ray L. Belton  
President-Chancellor of Southern  
University and A&M College

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Tennessee State University**  
Dr. Glenda Glover, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Virginia Union University**  
Dr. Hakim J. Lucas, PhD  
President and CEO

\_\_\_\_\_  
Date

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

- Item F.2.** Grambling State University's request for approval of a Memorandum of Understanding between the University and the United States Environmental Protection Agency, Region 6.

**EXECUTIVE SUMMARY**

Grambling State University is requesting approval to enter into a Memorandum of Understanding (MOU) with the United States (US) Environmental Protection Agency (EPA), Region 6. The purpose of the proposed MOU is to increase cooperation between GSU and the EPA in areas of mutual interest. GSU is committed to becoming a state and national leader in providing exemplary undergraduate education through innovative teaching and a commitment to community engagement. The EPA was established to focus on the protection of human health and the environment and recognizes the need for all citizens to participate in environmental policy-making, problem solving and sustainable practices. Therefore, the EPA would like to partner with GSU in this MOU to support the University's efforts to build community with local partners and provide experiential learning opportunities via their College Underserved Community Partnership Program (CUPP).

The goal of the proposed MOU is to establish a partnership between the EPA and GSU with the intent to build a cooperative working relationship in the areas of: infrastructure issues, sustainability, energy efficiency, health disparities, environmental monitoring and remediation, socioeconomic issues, environmental justice, and community development. Through this cooperative endeavor the following hopes to be achieved:

- Foster student recruitment, internships, service learning and internship opportunities that promote interdisciplinary approaches to environmental issues and concerns;
- Develop potential joint projects between the EPA and GSU STEM and Social Science Faculty that create opportunities for GSU employees and students to collaborate with surrounding communities via the CUPP initiative; and
- Promote community development, engagement opportunities for GSU students, partnerships with regional communities and potential career opportunities.

**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 Memorandum of Understanding between the University and the United States Environmental Protection Agency, Region 6.*



March 20, 2018

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

**SUBJECT: REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING  
BETWEEN GRAMBLING STATE UNIVERSITY AND THE UNITED STATES  
ENVIRONMENTAL PROTECTION AGENCY, REGION 6**

Grambling State University respectfully requests approval of a Memorandum of Understanding (MOU) between Grambling State University (GSU) and the United States Environmental Protection Agency (EPA), Region 6. The goal of this MOU is to establish a relationship between the EPA and GSU which provides students with experiential learning opportunities via the College Underserved Community Partnership Program (CUPP), while building a cooperative working relationship in the following areas: infrastructure issues, sustainability, energy efficiency, health disparities, environmental monitoring and remediation, socioeconomic issues, environmental justice and community development.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD  
President

RJG:jj

Attachment

**MEMORANDUM OF UNDERSTANDING**  
**Between the**  
**United States Environmental Protection Agency, Region 6**  
**And**  
**Grambling State University**

**I. Purpose**

The purpose of this Memorandum of Understanding (MOU) is to increase cooperation between Grambling State University (GSU) and the United States Environmental Protection Agency, Region 6 (EPA) (the Parties), in areas of mutual interest. GSU is committed to becoming a state and national leader in providing exemplary undergraduate education through innovative teaching and a commitment to community engagement. The EPA was established to focus on the protection of human health and the environment and recognizes the need for all citizens to participate in environmental policy-making, problem solving and sustainable practices. Therefore, the EPA is partnering with GSU in this MOU to support the college's efforts to build community with local partners, provide experiential learning opportunities via the College Underserved Community Partnership Program (CUPP) for students in a professional setting and provide opportunities of benefit to students, faculty and community partners.

This MOU is a voluntary agreement that expresses the good-faith intentions of the Parties, is not intended to be legally binding, does not create any contractual obligations, and is not enforceable by any party.

**II. Authorities**

The EPA has regulatory and enforcement powers and conducts research on the environment as well as provides technical assistance and support. EPA enters into this MOU under the authority of section 102(2)(G) of the National Environmental Policy Act, 42 U.S.C. § 4332(2)(G), which authorizes EPA to "make available to States, counties, municipalities, institutions, and individuals, advice and information useful in restoring, maintaining, and enhancing the quality of the environment." EPA is also authorized to cooperate with outside entities, provide advice, information, technical assistance, training support, and participate in collaborative efforts useful in restoring, maintaining and enhancing the quality of the environment pursuant to: section 103(a) of the Clean Air Act, 42 U.S.C. § 7403(a); sections 104(a) and (b) of the Clean Water Act, 33 U.S.C. §§ 1254(a) and (b); section 8001(a) of the Solid Waste Disposal Act, 42 U.S.C. § 6981(a); section 104(k)(6) of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. § 9604(k)(6). In addition, Presidential Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, directs federal agencies to make achieving environmental justice a part of their respective missions to address the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

**III. Goals & Objectives**

The goal of this MOU is to establish a relationship between the EPA and GSU with the intent to build a cooperative working relationship in the areas of: infrastructure issues, sustainability, energy efficiency, health disparities, environmental monitoring and remediation, socioeconomic issues, environmental justice and

community development. The partnership between GSU and EPA agrees to promote several areas of cooperation including but not limited to:

- analyzing the condition of infrastructure issues and developing options to address an increase in the understanding of environmental issues and their impact on local communities;
- promotion of examining the development of alternative energy sources;
- the opportunity for the assistance of EPA technical support for GSU research in environmental issues;
- EPA technical support for educational efforts at GSU;
- the advancement of faculty and student research efforts;
- a greater awareness of environmental policy within the region and how it influences local communities;
- EPA support for an interdisciplinary curriculum that fosters community-based engaged learning;
- addressing the social and behavioral needs of communities that are directly linked to environmental issues by directing GSU Social Science and STEM faculty to resources that will support expansion of collaborative research projects that focus on change and social transformation;
- the opportunity for EPA to assist with training, educational opportunities and outreach programs facilitated by GSU in EPA mission areas; and,
- facilitation of student internships, service learning opportunities and faculty exchange opportunities with the EPA and other agencies via the CUPP Initiative, and other opportunities as available.

The objectives of this MOU are to:

1. Foster student recruitment, internships, service learning and internship opportunities that promote interdisciplinary approaches to environmental issues and concerns.
2. Develop potential joint projects between the EPA and GSU STEM and Social Science Faculty that create opportunities for GSU employees and students to collaborate with surrounding communities via the CUPP Initiative.
3. Promote community development, engagement opportunities for GSU students, partnerships with regional communities and potential career opportunities.

#### **IV. Implementation Process:**

1. **Objective 1: Develop and promote student, internships and service-learning opportunities, as well as interdisciplinary approaches to environmental issues and concerns.**
  - GSU seeks to develop internship opportunities with EPA.
  - GSU seeks to develop service-learning opportunities with EPA.
  - GSU plans to develop internal marketing strategies to advertise EPA internship opportunities.
  - Subject to applicable laws, policies, availability and budgetary restraints, the EPA may participate in GSU professional development opportunities and outreach activities such as:
    - Providing student, faculty and staff information and training services
    - Assisting with classroom discussions
    - Attending GSU career fairs

2. **Objective 2: Collaborate with (College Programs and Departments) to create cooperative opportunities for GSU students and surrounding communities.**

- EPA and GSU plan to foster interdisciplinary learning opportunities for GSU students within geographically proximate communities via the CUPP Program.
- EPA plans to assist GSU with placement of students in community based engaged learning initiatives via the CUPP Initiative.
- EPA can assist GSU in developing relationships with other federal agencies and communicate internship, service learning, work and community based engaged learning opportunities for GSU students, faculty, and staff as available.

3. **Objective 3: Promote community development and engagement opportunities and partnerships for environmental programs and student learning and career opportunities.**

- GSU plans to foster opportunities for faculty and students to develop relationships with surrounding schools.
- GSU plans to provide teacher professional development opportunities for teachers in local communities around EPA/GSU programs.
- GSU plans to develop and support community outreach programs provided under this MOU.
- GSU plans to develop community-based engaged learning opportunities within local communities.

V. **General Provisions**

1. **No Private Right of Action:** This MOU does not create any right or benefit, substantive or procedural, enforceable by law or equity, by persons who are not party to this MOU against GSU or the EPA, their officers or employers, or any other person. This MOU does not direct or apply to any person outside of GSU and the EPA.
2. **Endorsement:** Under federal ethics rules, the EPA may not endorse products or services provided by private entities. There is no endorsement within this MOU by either party of products, services and/or fundraising activities. GSU will not make statements to the public during meetings or trainings, within promotional literature on its website or other media that the EPA endorses GSU or any services or products offered by GSU. In addition, GSU will not make statements that suggest the EPA supports GSU fundraising efforts. Any statements or materials about this MOU prepared by GSU must be approved by the EPA in advance.
3. **Financial Limitations:** As required by the Anti-Deficiency Act, 31 USC §§ 1341 and 1342, all commitments made by the EPA in this MOU are subject to the availability of appropriated funds. This MOU does not obligate the EPA to expend appropriations or enter into any contract, assistance agreement and/or interagency agreement or to incur other financial obligations that would be inconsistent with the EPA budget priorities. GSU agrees not to submit a claim for compensation for services rendered to the EPA in connection with any activities IT carries out in the implementation of this MOU. This MOU does not exempt GSU from EPA policies governing competition for assistance agreements and contracts. Transactions for reimbursement or contribution of funds as a result of this MOU will be handled in accordance with applicable laws, regulations and procedures under separate written agreements. In the event the EPA awards a contract, assistance agreement, interagency

agreement or personnel assignment to further the purposes of this MOU but which contains inconsistencies with the terms of this MOU; the terms of the contract, assistance agreement, interagency agreement or personnel agreement will control.

4. **Media:** GSU and the EPA plan to work together on media releases and messages for social media. Each partner plans to identify a contact person for the MOU to work on media relations. GSU will be responsible for providing information to university constituents, local and regional media. The EPA will be responsible for providing information for national and international media. Both plan to work with social media sources.
5. **Copyright:** The Parties agree that any copyrightable subject matter, including but not limited to, journal articles, training, educational or informational material or software, created jointly by the parties from the activities conducted under the MOU may be copyrighted by GSU. GSU hereby grants to the government a royalty-free, nonexclusive, irrevocable right to reproduce, distribute and/or make derivative the work(s) and/or publish/perform the work(s) publicly, or to authorize others to do the same on its behalf. The Parties agree that any patented inventions created by GSU pursuant to the terms of the MOU will be jointly owned by the parties regardless of inventor ship, unless an alternative agreement indicates otherwise.
6. **Compliance:** The Parties agree to comply with all the federal, state, local and institutional laws, ordinances and rules applicable to each party, and specifically agree not to unlawfully discriminate against any individual on the basis of race, creed, color, sex, religion, age, disability, genetic information or national origin.
7. **Savings:** Nothing in this MOU exempts GSU or the EPA from complying with any applicable federal or state environmental laws or regulations.
8. **Commencement, Modification, and Termination:** This MOU becomes effective when signed by both Parties. It may be extended or modified only through the written agreement of both Parties. Either party may withdraw from and terminate the MOU at any time without cause by providing 60 days' written notice from the desired termination date to the other party. This MOU will terminate three years from the date of execution below.
9. **Confidentiality:** Agree that all internal working draft documents, proprietary information, or pre-decisional information used to carry out the joint activities described in the MOU, will not be available for review to individuals or entities other than the Parties and their designates prior to being released to the public, subject to the requirements under the Freedom of Information Act (FOIA), 5 USC § 552, and EPA regulations under 40 CFR Part 2.
10. This MOU is a voluntary agreement that expresses the good-faith intentions of the Parties, is not intended to be legally binding, does not create any contractual obligations, and is not enforceable by any party.

VI. **Signatures:**

**FOR THE UNITED STATES ENVIRONMENTAL PROTECTION AGENCY, REGION 6**

\_\_\_\_\_  
Anne L. Idsal  
Regional Administrator  
EPA Region 6

\_\_\_\_\_  
Date

**FOR GRAMBLING STATE UNIVERSITY**

\_\_\_\_\_  
Richard Gallot, Jr., J.D.  
President

\_\_\_\_\_  
Date



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.3. Grambling State University's request for approval to award an Honorary Doctorate of Humane Letters to Mr. Louis S. Reine.**

**EXECUTIVE SUMMARY**

Grambling State University is requesting approval to confer an Honorary Doctorate of Humane Letters to Mr. Louis S. Reine. A native of Louisiana, Mr. Reine graduated from the public school system and Louisiana Technical College. He began his career as an apprentice and became an active member in his local union, serving as an Apprenticeship Instructor and later as an Apprenticeship Director. After brief employment with the U.S. Department of Labor, Mr. Reine returned to Carpenters Local 1098 to be the Administrator of its Health and Welfare and Pension Benefits Fund.

In 1997 Mr. Reine became Assistant to the President of the Louisiana AFL-CIO and, in 2002, he gained the responsibilities of being the Director of Legislative Activities and the Statewide Political Director for the Louisiana AFL-CIO. In October 2004 Mr. Reine was appointed Secretary-Treasurer by the Executive Board and was elected to that position by the delegates at the 2005 Annual Convention. Mr. Reine was elected to serve as President of the Louisiana AFL-CIO in 2006 and has continued to function in this capacity through unanimous vote of the delegation.

Mr. Reine serves on numerous boards and commissions on behalf of working men and women of organized labor. He was appointed by Governor John Bel Edwards to serve on the Louisiana State Racing Commission as the representative from the 6<sup>th</sup> Congressional District. Grambling State University wishes to recognize Mr. Reine for his support of, and contributions to, the Louisiana workforce by bestowing upon him an Honorary Doctorate of Humane Letters.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to award an Honorary Doctorate of Humane Letters to Mr. Louis S. Reine.***



March 1, 2018

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

**Subject: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE,  
*DOCTOR OF HUMANE LETTERS ON MR. LOUIS S. REINE***

Grambling State University respectfully requests approval to confer the honorary degree, *Doctor of Humane Letters*, on Mr. Louis S. Reine.

Mr. Reine currently serves as President of the Louisiana AFL-CIO and was appointed by Governor John Bel Edwards to serve on the Louisiana State Racing Commission as the representative from the 6<sup>th</sup> Congressional District.

Grambling State University wishes to recognize Mr. Reine for his support of, and contributions to, the Louisiana workforce by bestowing upon him the honorary degree, *Doctor of Humane Letters*.

Your favorable consideration of this request would be appreciated.

Sincerely,

Richard J. Gallot, Jr., JD  
President

RJG:jpb

**MR. LOUIS S. REINE**  
POST OFFICE BOX 3477  
BATON ROUGE, LOUISIANA 70821  
Phone: (504) 383-5741

**PERSONAL INFORMATION**

Louis Reine was born July 9, 1955, in Baton Rouge, Louisiana, where he graduated from the public school system and Louisiana Technical College. He is married to Sharon Flory and together they have five children and six grandchildren.

Mr. Reine began his career as an apprentice, graduating from the apprenticeship program as the outstanding apprentice. As an active member in his local union, he served as an Apprenticeship Instructor, and later as an Apprenticeship Director. After brief employment with the U. S. Department of Labor, he returned to Carpenters Local 1098 to be the Administrator of their Health and Welfare and Pension Benefits Funds. In 1997 he became Assistant to the President of the Louisiana AFL-CIO and in 2002 he gained the responsibilities of being the Director of Legislative Activities and the Statewide Political Director for the Louisiana AFL-CIO. In October 2004, Mr. Reine was appointed Secretary-Treasurer by the Executive Board and in 2005 he was elected to that position by the delegates at the 2005 Annual Convention. In 2006 he was elected to serve as President of the Louisiana AFL-CIO, and has continued to be unanimously elected as President of the Louisiana AFL-CIO. Mr. Reine serves on numerous boards and commissions on behalf of working men and women of organized labor.

**LOUISIANA STATE GOVERNMENTAL SERVICE**

Louisiana Complete Count Committee, member  
Louisiana Technical College Advisory Board, District 1  
Louisiana Department of Education, Baton Rouge Vocational-Technical School  
Certified Technical Instructor  
Louisiana State Job Training Coordinating Council  
Louisiana State School to Work  
Louisiana Statewide Apprenticeship Association  
Louisiana Housing Assistance Corporation, Board of Directors  
Louisiana Apprenticeship Administrators Association  
Louisiana State Council of Carpenters  
Louisiana Workforce Commission  
Louisiana Board of Elementary and Secondary Education, Perkins III Plan  
Louisiana Health Care Commission  
Louisiana Economic Development Council  
Louisiana Commission on the Working Uninsured  
Louisiana High School Re-Design  
Louisiana Indigent Defense Board  
Louisiana Occupational Forecasting Conference  
Louisiana Health Works Commission  
Louisiana Recovery Authority  
Workforce and Economic Development Sub Committee  
Louisiana State Racing Commission  
Task Force on Structural Changes in Budget and Tax Policy

## CIVIC ACTIVITIES

Council on Occupational Education, National Board Member  
East Baton Rouge Youth Council  
East Baton Rouge Parish Vocational Advisory Council  
East Baton Rouge Parish School Board Workforce Development Board  
Gateway Regional Partnership, School to Work  
Southern States Apprenticeship Council, Steering Committee and Past Chair  
Youth Apprenticeship  
Young Emerging Leaders of Louisiana, Board of Directors

## PERSONAL MEMBERSHIPS

Member, Sheet Metal Workers International Association, Local #21  
Mayor's Green Light Committee

## EMPLOYMENT HISTORY

2007- present	Louisiana AFL-CIO, President
2006 – 2007	Louisiana AFL-CIO, Secretary-Treasurer Director of Legislative and Political Activities
1997 - 2005:	Louisiana AFL-CIO, Assistant to the President Director of Legislative and Political Activities
1986-1997	Administrator Carpenters Local 1098 Fringe Benefit Funds Pension Health & Welfare Supplemental Retirement Apprenticeship Director
1985 - 1986	U. S. Department of Labor BAT - ATR
1981 - 1985	Assistant Director Carpenters Local 1098 Education Fund Apprenticeship Instructor
1979 - 1980	State of Louisiana, Dept. of Health & Human Resources Baton Rouge Carpenters JAC Joint Venture for Bureau for Women
1974 - 1979	Carpenter Carpenters Local 1098

### *Statement of Policy:*

*Mr. Louis Reine does not accept a salary or per diem for services performed for the U. S. Government, Louisiana State Government, any local government or civic membership. Rev. 04/2016*

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

- Item F.4. Louisiana Tech University's request for approval of a Proposal for a Graduate Certificate in Business Administration.**

**EXECUTIVE SUMMARY**

Louisiana Tech University (LA Tech) is requesting approval of a Proposal for a Graduate Certificate in Business Administration (GCBA). The proposed GCBA will be accessible to those individuals who have earned a baccalaureate degree from a regionally accredited institution and meet University graduate school admission criteria. Curriculum of the proposed GCBA requires successful completion of any four (4) of the seven (7) core MBA courses. The seven (7) core MBA courses from which a student can select, as long as course prerequisites have been met, are as follows: Accounting Analysis for Decision Making; Global Perspectives in Management; Information Resource Management; Managerial Economics; Financial Management; Organizational Behavior; and Marketing Management.

There are two primary factors that justify and support the need for the proposed GCBA at LA Tech. First, the GCBA is designed to provide a pathway into the MBA program. Students who pursue the GCBA and achieve a 3.2 or higher GPA after completing their first 12 graduate hours may have the GMAT waived upon applying to the MBA Program. It is anticipated that this waiver accompanying the GCBA will motivate and encourage students to pursue the MBA. In addition, the proposed GCBA will contribute to enhancement of the managerial workforce in North Louisiana. There are many employers along the I-20 corridor (Entergy, CenturyLink, EATEL Data Center, CSRA, etc.) who would benefit from employees with advanced knowledge and skills in business. A graduate certificate like the one proposed will help employees meet those organizations' needs while they continue working in their jobs. Not only will the GCBA benefit organizations but also the employees themselves with potential increased earnings from completing the graduate certificate. While UL Lafayette and McNeese State University currently offer graduate certificates in the same discipline, the one proposed by LA Tech is significantly different. The GCBA proposed by LA Tech is flexible and may include any four of the seven MBA core courses, which allows an individual to select those courses that would benefit specific career aspirations/interests. Graduate certificates offered by UL Lafayette and McNeese have a set curriculum with no such flexibility.

LA Tech anticipates an initial enrollment of 50 students in YR1 with enrollment increasing to 125 by YR4. These projections are based on the number of lifelong learners in the College of Business (CoB). In the Fall 2017 Quarter, there were 50 students in lifelong learning. These lifelong learners are individuals who are allowed to take up to 12 hours of MBA courses but are not yet admitted to the MBA program. Instead of applying to graduate school as a lifelong learner, these students will be able to apply to the GCBA. Graduate faculty across the five academic

departments within the CoB will provide instructional support. As demand increases, overload sections will be required in order to meet the needs of the GCBA. Costs associated with overload sections 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 Louisiana Tech University's request for approval of a Proposal for a Graduate Certificate in Business Administration.*



LOUISIANA TECH  
UNIVERSITY

OFFICE OF THE PRESIDENT

March 20, 2018

Dr. Jim Henderson  
President  
University of Louisiana System  
1201 N. 3<sup>rd</sup> St., Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Henderson:

Louisiana Tech University requests approval to offer the Graduate Certificate in Business Administration. The full proposal is attached.

This program offers a pathway for students to earn a graduation certificate in business administration, thereby contributing to the enhancement of the managerial workforce in North Louisiana. Completing the Graduate Certificate in Business administration provides the professional with a milestone accomplishment for career advancement and an incentive to seek enrollment in the MBA. Successful applicants will take any four (4) of the seven (7) MBA courses to improve their skill set, advance their careers, expand their job market prospects, and meet foundation requirements for the MBA while earning an academic credential.

Please contact us if you need additional information.

Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice".

Leslie K. Guice  
President

attachment  
tmm

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

**Date:**

Campus: Louisiana Tech University-Ruston	Program: CIP – 521201, Certificate Designation – Graduate Certificate, Title - Graduate Certificate in Business Administration
Institutional Contact Person & Contact Info	
Dr. Douglas Amyx, 318-257-2494 – Associate Dean/Director of Graduate Programs, College of Business	

**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 College of Business at Louisiana Tech University proposes a new graduate certificate in Business Administration. This certificate offers a pathway for students to earn a graduate certificate and may lower the barrier to enroll in the MBA program. Specifically, this certificate allows anyone with a baccalaureate degree from a regionally accredited institution and meets the University's admission criteria to take any four (4) of the seven (7) core MBA courses as long as course prerequisites have been met. To earn the certificate, the cumulative GPA for the core MBA courses must be 3.0 or higher. In addition, if the participating student earns a cumulative GPA of 3.2 or higher, the GMAT requirement may be waived if the student applies for admission to the MBA program.

**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.

The Graduate Certificate in Business Administration will contribute to enhancement of the managerial workforce in North Louisiana. There are many employers along the I-20 corridor who would benefit from the availability of employees credentialed with the certificate. The following is a partial list of major employers whose workers may consider the proposed program:

Monroe/West Monroe

- CenturyLink (Technology)
- Entergy (Energy)
- Glenwood Medical Center (Health Care)
- Graphics Packaging (Paper)
- St. Francis (Health Care)
- Vantage Health Care (Insurance)



### Shreveport Bossier

- Barksdale Airforce Base (Government, Department of Defense)
- CSRA (Government Contractor)
- Centerpoint Energy (Energy)
- EATEL Data Center (Technology)
- LSU Medical Center (Health Care)
- National Cyber Research Park (Technology)
- Willis Knighten Medical Center (Health Care)

### Ruston

- Argent Financial (Financial)
- Mortgage Contracting Services (Financial)
- North Louisiana Medical Center (Health Care)
- Origin Bank (Financial)
- Pierry Software (Marketing and Technology)

These organizations along the I-20 corridor all need employees with advanced knowledge and skills in business. A Graduate Certificate in Business Administration will help employees meet those organizations' needs while they continue working in their jobs. The certificate will benefit not only the organizations but also the employees themselves with potential increased earnings from completing the graduate certificate.

Completing the Graduate Certificate in Business Administration provides the professional with a milestone accomplishment for career advancement, and, with a 3.2 GPA, provides a waiver of the GMAT requirement as an incentive to enroll in the MBA. An MBA typically increases one's salary by \$15,000 upon completion of the degree.

### 3. Students

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

The certificate in Business Administration represents emerging knowledge/new directions by offering a set of four (4) courses from the seven (7) that make up the core of the MBA curriculum at Louisiana Tech University. Students with a business or non-business background may enter the program. A set of self-paced online courses are available (see below) for those without a business background to meet the prerequisites for the graduate-level business courses that make up the Graduate Certificate curriculum and to acquire the necessary background and foundational knowledge. For those students coming from a non-business background, these graduate business courses will be highly beneficial to their understanding and appreciation for the business side of working within an organization. For example, engineers may understand how to create products or processes but not understand the business side of how to market, manage, and maintain their creations with the business skills that such courses in the Business Administration Graduate Certificate offer. These courses will offer insight into the skills needed by managers and may encourage some to continue and complete their MBA. In summary, people from a non-business background will gain highly valuable insight, knowledge, and skills related to business operations through the certificate curriculum while advancing along the path to the MBA.

Students must meet the prerequisites of the core MBA courses before taking those classes. Among the seven core MBA courses offered, three courses have prerequisites: ACCT 505, ECON 510, and FINC 515. This Graduate Certificate in Business Administration aligns well with the existing *Certificate in Business Foundations*. The Certificate in Business Foundations is a post-baccalaureate certificate designed to provide individuals with convenient access to foundational business skills essential in the modern economy. The certificate is entirely online, and courses are offered on a self-paced, pass/fail basis. The study of Business Foundations provides valuable knowledge that is relevant to a large cross-section of the population and is especially useful to 1) recent college graduates with non-business degrees who wish to acquire business knowledge to improve their skill set and expand their job market prospects, 2) current professionals needing basic business knowledge to advance their careers, and 3) those wishing to pursue an MBA, as select courses in the certificate meet foundation requirements for the MBA degree at Louisiana Tech University. Anyone who holds a non-business undergraduate degree from an accredited university and is admitted to Louisiana Tech University as a post-baccalaureate student may pursue the Business Foundations Certificate. There are no prerequisite courses for the Business Foundations Certificate. The Business Foundations Certificate requires 12 credit hours to be earned by completing any four of the following courses: **ACCT 494** Foundations in Accounting, **BLAW 494** Business Law, **CIS 494** Principles of Information Systems, **ECON 494** Principles of Microeconomics, **FINC 494** Foundations of Business Finance, **MGMT 494** Management Principles, **MKTG 494** Principles of Marketing, and **QA 494** Principles of Quantitative Analysis. The bolded courses are the four classes required as prerequisites for taking three of the MBA core courses (ACCT 505, ECON 510, and FINC 515).

The Graduate Certificate in Business Administration is being proposed to motivate students from both within and outside the College of Business (COB) to take core MBA courses. This certificate is also designed to encourage students to enter the MBA program after successfully completing four MBA core courses and receiving the Business Administration Graduate Certificate. This certificate supports Louisiana Tech's 2020 strategic goal of reaching 15,000 enrollment at the University by helping to increase graduate enrollment. Students who achieve a 3.2+ graduate GPA after completing their first 12 graduate hours may have the GMAT waived upon applying to the MBA program. It is anticipated that this waiver accompanying the Graduate Certificate in Business Administration will increase enrollment in the MBA program. Students may still enter the MBA program through established criteria based on a sufficient GMAT score and undergraduate GPA.

As of fall 2017, there were 95 MBA COB graduate students, and five lifelong learners (i.e., students not

enrolled in the MBA program, but who are eligible to complete 12 hours of MBA coursework). Anyone who seeks to take the core MBA classes may apply for the Graduate Certificate in Business Administration. Some applicants for the Graduate Certificate in Business Administration may also be seeking another degree from another discipline. If non-business degree students meet the MBA course prerequisites, they may enroll in the graduate certificate program.

#### 4. Accreditation

Describe plan for achieving program accreditation.

A number of the core MBA courses are currently assessed through AACSB accreditation processes in the COB. Depending on which core MBA graduate courses the student selects, he/she may be involved in the Assurance of Learning (AOL) outcomes assessment process. For example, BUSN 501, FINC 515, MGMT 571, and MKTG 530 are each used to test such outcome assessments as written and oral communication, the ability to use technology to problem solve, and the ability to assess the environment ethically.

#### 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?

The COB Graduate faculty across the five academic departments will be responsible for teaching all courses. The Associate Dean of Graduate Programs and Research in the COB will administer the courses/certificate program. Additional faculty will be needed based on increased demand. It is anticipated that approximately 50 students will enroll in the Graduate Certificate in Business Administration program during the first year. The graduate certificate requires four (4) graduate business courses to complete. For estimating costs, each student could take six hours over two quarters to complete the certificate. If 50 new students were added in the first year, two (2) new course overload sections would be required for each quarter. Thus, a total of eight overload classes (i.e., 2 extra courses per quarter X 2 classes taken by each student X 2 quarters of taking classes) at \$4,500/overload class would be needed to accommodate the additional 50 new students. In the following four years, an additional 25 new students are anticipated each year to enroll in the graduate certificate program. Therefore, one additional course overload valued at \$4,500 will need to be added each subsequent year. The expected sources of revenue will come from the additional tuition and fees paid by the new students who enroll in core MBA courses and apply for the Graduate Certificate in Business Administration. Please refer to the document titled "Summary of Estimated Additional Costs/Income for Proposed Certificate" for detailed expenses and income.

#### 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).

Extra costs will be incurred in order to offer additional core MBA course sections given the anticipated increased demand created by the Graduate Certificate in Business Administration. Additional costs are expected to be \$36,000 in the first year, \$54,000 in the second year, \$72,000 in the third year, \$90,000 in the fourth year, and \$108,000 in the fifth year. Costs are expected to remain flat at the fifth year level for future years. Refer to the document titled "Summary of Estimated Additional Costs/Income for Proposed Certificate."

**CERTIFICATIONS:**

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

3-6-18  
Date

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

3/6/18  
Date

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

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

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

Institution: Louisiana Tech University

Date: October 11, 2017

Certificate Program, Unit: Graduate Certificate in Business Administration, Graduate Programs College of Business

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

<b>EXPENDITURES</b>								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$36,000	^50	\$ 54,000	^75	\$72,000	^100	\$ 90,000	^125
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	\$36,000		\$ 54,000		\$72,000		\$ 90,000	
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (specify)								
<b>SUB-TOTAL</b>	\$		\$		\$		\$	
<b>TOTAL EXPENSES</b>	\$36,000		\$ 54,000		\$72,000		\$ 90,000	
<b>REVENUES</b>								
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	50		75		100		125	
Tuition	Est. \$247,300		Est. \$370,950		Est. \$494,600		Est. \$618,250	
Fees	Est. 21,500		Est. 32,250		Est. 43,000		Est. 53,750	
*Other (specify)								
<b>TOTAL REVENUES</b>	\$268,800		\$403,200		\$537,600		\$672,000	

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

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.5.** Louisiana Tech University's request for approval to award an Honorary Doctorate of Science to Mr. Craig C. Spohn at Spring Commencement Exercises.

**EXECUTIVE SUMMARY**

Louisiana Tech University (LA Tech) is requesting approval to award an Honorary Doctorate of Science to Mr. Craig C. Spohn, Executive Director of the Cyber Innovation Center (CIC) in Bossier City, Louisiana. The CIC is a 501(c)3 organization created to facilitate the collaboration and strategic alliance of government, academia, and industry directed at advancing technology for the benefit of U.S. interests in cyberspace. The CIC supports research, education, and technology advancement for the cyber domain.

Mr. Spohn has approximately 40 years of business experience in the Information Technology field, working in international, commercial, and federal government markets, and holds a Bachelor of Science degree in Finance from Louisiana State University Shreveport. Mr. Spohn provided visionary leadership in developing the plans for facilities and programs that would make up what is now known as the National Cyber Research Park (NCRP) which includes the CIC facility, a STEM academic building, and the Integrated Technology Center for CSRA (the first cyber company to establish a major part of its operations in Bossier City). Mr. Spohn and the CIC Board had envisioned that strategic infrastructure investments could leverage Barksdale Air Force Base's mission and other regional investments to build a technology-based economy for Northwest Louisiana. And, over the past decade, that vision has progressed well along the path of becoming a reality.

Mr. Spohn recognized that an educated workforce was crucial for achieving these goals and, in partnership with LA Tech and other academic institutions, began to develop partnerships, programs, curricula, and activities that would accelerate the growth of a highly skilled workforce to support the growth of the cyber and defense-related companies that were being recruited to the region. Mr. Spohn secured funding to support the development of the National Integrated Cyber Education Research Center that ultimately led to cyber science and STEM-based curricula that are now being delivered by K-12 schools in all 50 states. He also worked with LA Tech and other institutions to establish new curricula, including the nation's first cyber engineering program, to further develop the talent base that is needed by this technology sector.

For the past decade, Mr. Spohn has relentlessly pursued what he saw to be a unique chance to create a different future for many of the citizens in North Louisiana. He saw an opportunity for the region to capitalize upon what he knew would be a huge demand for cyber talent and jobs. Despite many obstacles along the way, Mr. Spohn provided the leadership to engage the public and private sectors in establishing the workforce and infrastructure that is bringing new technology companies and jobs to North Louisiana. In recognition of his professional achievement and his

continuing support of university education and research programs, LA Tech would like to award an Honorary Doctorate of Science to Mr. Craig C. Spohn at the Spring Commencement Exercises in May 2018.

### 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 Louisiana Tech University's request for approval to award an Honorary Doctorate of Science to Mr. Craig C. Spohn at Spring Commencement Exercises.*



# LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

March 1, 2018

LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM:

Louisiana Tech University requests permission to award an honorary Doctor of Science degree to Craig C. Spohn, Executive Director of the Cyber Innovation Center (CIC), in Bossier City, Louisiana. The CIC is a 501(c)3 organization created to facilitate the collaboration and strategic alliance of government, academia, and industry directed at advancing technology for the benefit of U.S. interests in cyberspace. The CIC supports research, education, and technology advancement for the cyber domain.

Mr. Spohn has approximately 40 years of business experience in the Information Technology field, working in international, commercial and federal government markets and holds a Bachelor of Science degree in Finance from Louisiana State University-Shreveport in 1987.

Mr. Spohn served from 1987 to 2000 with Science Applications International Corporation (SAIC), a large defense contractor. At SAIC, Mr. Spohn served as Vice President for Middle East Business and coordinated SAIC's Saudi Arabian business activities as General Manager of the Saudi Joint Venture. He returned to the Shreveport-Bossier community as Director of Information Technology Consulting for Praeses Corporation from 2000 to 2007.

Mr. Spohn provided visionary leadership in developing the plans for facilities and programs that would make up what is now known as the National Cyber Research Park (NCRP) that includes the CIC facility, a STEM academic building, and the Integrated Technology Center for CSRA, the first cyber company to establish a major part of its operations in Bossier City. Mr. Spohn and the CIC Board had envisioned that strategic infrastructure investments could leverage Barksdale Air Force Base's mission and other regional investments to build a technology-based economy for Northwest Louisiana. And, over the past decade, that vision has progressed well along the path of becoming a reality.

Mr. Spohn recognized that an educated workforce was crucial for achieving these goals, and, in partnership with Louisiana Tech University and other academic institutions, began to develop partnerships, programs, curricula, and activities that would accelerate the growth of a highly skilled workforce to support the growth of the cyber and defense-related companies that were being recruited to the region. Mr. Spohn secured funding to support the development of the National Integrated Cyber Education Research Center that ultimately led to cyber science and



STEM-based curricula that are now being delivered by K-12 schools in all fifty states. He also worked with Louisiana Tech and other institutions to establish new curricula, including the nation's first cyber engineering program, to further develop the talent base that is needed by the technology sector.

Mr. Spohn has supported the development of innovative internship, apprenticeship, and professional development programs which have served to enhance the readiness of the cyber workforce. These experiential programs have also significantly impacted enrollments in computer science and other cyber programs as students understand that they will have opportunities for work experience while getting their college education.

Mr. Spohn has also supported the growth of the research enterprise at Louisiana Tech University. He has been involved in complex discussions of cyber and technology research with major government agencies, private organizations, and academic institutions. His depth of understanding in these highly technical areas is comparable to those who have extensive doctoral research credentials, and he has played an important role in connecting funding organizations to our faculty.

Mr. Spohn has been actively involved in various higher education advisory boards for two decades including the Consortium for Education, Research, and Technology Board; the Biomedical Research Foundation Board; the Louisiana Tech Computer Science Advisory Board; the LSU-Shreveport Science and Technology Council; and others. Mr. Spohn was recently selected by Governor Edwards to chair the Louisiana Cyber Commission.

Mr. Spohn also provides extensive support of Barksdale Air Force Base's 8th Air Force and Global Strike Command and has worked extensively with many government and corporate entities in the national defense and intelligence sector.

For the past decade, Mr. Spohn has relentlessly pursued what he saw to be a unique opportunity to create a different future for many of our citizens in North Louisiana. He saw an opportunity for our region to capitalize upon what he knew would be a huge demand for cyber talent and jobs. He knew that the key would be to have a readily available and highly skilled workforce. Despite many obstacles along the way, Mr. Spohn provided the leadership to engage the public and private sectors in establishing the workforce and infrastructure that is bringing new technology companies and jobs to our region.

In recognition of his professional achievement and his continuing support of university education and research programs, I respectfully request permission to award an honorary Doctor of Science degree to Craig C. Spohn at the spring commencement exercises on May 19, 2018.

Sincerely,



Leslie K. Guice  
President

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.6. McNeese State University's request for approval to award a posthumous Honorary Doctorate of Humane Letters to Mr. Billy Navarre.**

**EXECUTIVE SUMMARY**

McNeese State University requests approval to posthumously award an Honorary Doctorate of Humane Letters to Mr. Billy Navarre. The Welsh, Louisiana native began his career as a sales manager at a small dealership and, in 1982, he purchased a struggling Chevrolet dealership in Sulphur, Louisiana. In 1988 Mr. Navarre built a second Chevrolet dealership in Lake Charles. Upon his death in 2016, Billy Navarre Chevrolet, Cadillac, Honda, Hyundai and Equus was the third largest local business in Southwest Louisiana with more than 300 employees. In addition to his success as a business owner, Mr. Navarre made serving his community one of his top priorities. In recognition of such dedication, he is one of the few individuals to be named Citizen of the Year by both the West Calcasieu Chamber of Commerce (1990) and the Southwest Louisiana Chamber-Economic Alliance (2008).

Mr. Navarre greatly valued educational attainment and lifelong learning, and he was an exceptionally generous individual who supported education at all levels in Southwest Louisiana. He was an ardent supporter of McNeese Athletics and the Cowgirl Kickers and was a member of the McNeese Athletic Hall of Honor. Mr. Navarre was one of the founders of the Golden Saddle Club that supports the McNeese Rodeo Team and was instrumental in establishing the McNeese Rotaract Club to develop young adults into community leaders through Rotary International.

Mr. Navarre instilled the passion for community service in his six children, who are carrying out his legacy in Southwest Louisiana. His oldest son, Ryan, serves on the McNeese Foundation Board of Directors. McNeese State University would like to recognize Mr. Navarre's substantial career achievements, service to the community, and invaluable support of the University by granting him a posthumous Honorary Doctorate of Humane Letters. Mr. Navarre's three sons will be in attendance at the May 2018 commencement exercises to accept the honorary doctorate on behalf of their father.

**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 to award a posthumous Honorary Doctorate of Humane Letters to Mr. Billy Navarre.*



F 6

March 21, 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 to grant an Honorary Doctorate of Humane Letters to Mr. Billy Navarre, to be awarded posthumously during the May 2018 commencement exercises.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 12, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel  
President

Enclosures



March 21, 2018

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

Dear Dr. Henderson,

I request approval for McNeese State University to grant an Honorary Doctorate of Humane Letters degree to Mr. Billy Navarre, to be awarded posthumously during the May 12, 2018, Commencement Exercises. As indicated below, Mr. Navarre greatly valued educational attainment and lifelong learning and he was an exceptionally generous individual who strived to improve our community.

Mr. Navarre instilled this passion for community service in his children who are carrying on his legacy in Southwest Louisiana. His eldest son, Ryan, serves on the McNeese Foundation Board of Directors.

Following is a summary of Mr. Navarre's accomplishments and contributions to McNeese State University and Southwest Louisiana:

Mr. Billy Navarre was a prominent local businessman, philanthropist, community leader, and volunteer.

Mr. Navarre supported education at all levels and was a generous donor to McNeese State University, Calcasieu Parish public and private schools and SOWELA Technical Community College.

The Welsh, Louisiana, native, began his career as a sales manager at a small dealership in Louisiana, and in 1982, he purchased a struggling Chevrolet dealership in Sulphur, Louisiana. In 1988, Mr. Navarre built a second Chevrolet dealership in Lake Charles.

Upon his death in 2016, Billy Navarre Chevrolet, Cadillac, Honda, Hyundai, and Equus was the third largest local business in Southwest Louisiana with more than 300 employees.

Mr. Navarre was an ardent supporter of McNeese Athletics and the Cowgirl Kickers and is a member of the McNeese Athletics Hall of Honor. He was one of the founders of the Golden Saddle Club that supports the McNeese Rodeo Team and Mr. Navarre was instrumental in establishing the McNeese Rotaract Club to develop young adults into community leaders through Rotary International.

Mr. Navarre was a sponsor and supporter of many area organizations including Calcasieu Head Start, Boy Scouts of America, Family and Youth Counseling, the Children's Miracle Network, Calcasieu Kiwanis Club, YMCA Youth Scholarship Fund, Cajun French Music Association, Junior League of Lake Charles, Boys and Girls Village, the American Heart Association, and United Way.

Mr. Navarre devoted time to helping to develop youth through sports, and for more than 30 years, he served as a volunteer baseball, basketball, football, soccer, and softball coach.

Through the years, Mr. Navarre received numerous awards and accolades including Friend of Education for Calcasieu Parish, Louisiana Education Association President's Award, the Blue Cross Blue Shield Angel Award, Rotary Distinguished Service Award, Jaycees Outstanding Young Businessman of the Year for Calcasieu Parish and Louisiana, Ernst and Young Entrepreneur of the Year, United Way Silver Award, and the Torch Award presented by the Better Business Bureau for having the highest ethical business practices in the five parishes in Southwest Louisiana.

He is one of the few individuals to be named Citizen of the Year by both the West Calcasieu Chamber of Commerce in 1990 and the Southwest Louisiana Chamber-Economic Alliance in 2008.

He was known to say that of all his achievements in life his greatest were coaching and teaching children in sports or helping young business people grow to reach their maximum potential. He enjoyed passing on his Secret to Life "If you are willing to do your best, learn all you can, out-work everyone around you, great things can happen!"

His five sons Ryan, Jareth, Barrett, Grant, and Bryce, and daughter, Kaitlyn, survive Mr. Navarre.

I have attached a letter to me from the Honorary Degree Nominating Committee, representing academic administration, faculty, and alumni support for this degree. Thank you for your approval of this request to honor Mr. Billy Navarre posthumously for his many contributions to McNeese State University and Southwest Louisiana.

Sincerely,



Dr. Daryl V. Burckel  
President



McNEESE ALUMNI ASSOCIATION

March 8, 2018

Dr. Daryl Burckel, President  
McNeese State University  
Lake Charles, LA 70609

RE: Nomination of Mr. Billy Navarre for the Honorary Doctorate Degree

Dear Dr. Burckel:

The ad hoc committee on Honorary Degrees met on March 8, 2018 to consider the nomination of Mr. Billy Navarre as a candidate for an Honorary Doctorate Degree which would be awarded posthumously.

Upon thorough review and discussion of Mr. Navarre's resume and biography, the committee noted that Mr. Navarre's life and works truly exemplify the mission and vision of McNeese State University. He greatly valued educational attainment and lifelong learning and he was an exceptionally generous individual who strived to improve our community.

Mr. Navarre instilled this passion for community service in his children who are carrying on his legacy in Southwest Louisiana. His eldest son, Ryan, serves on the McNeese Foundation Board of Directors. Attached you will find just some of the many accomplishments and acts of generosity that Mr. Navarre was well-known for.

Given his many career accomplishments, his long standing service to the community, and his invaluable support of McNeese, the committee voted unanimously to submit this recommendation that Mr. Billy Navarre be posthumously awarded the Honorary Doctorate Degree of Humane Letters from McNeese State University.

Respectfully,

Joyce D. Patterson, M.S.  
Committee Chairperson  
Director of Alumni Affairs

Lonnie Phelps, Ph.D.  
Dean, College of Business  
Business

Frederick "Chip" Lemieux, Ph.D.  
Associated Dean, College of  
Science and Agriculture

Following is a summary of Mr. Navarre's accomplishments and contributions to McNeese State University and Southwest Louisiana:

Mr. Billy Navarre was a prominent local businessman, philanthropist, community leader, and volunteer.

Mr. Navarre supported education at all levels and was a generous donor to McNeese State University, Calcasieu Parish public and private schools and SOWELA Technical Community College.

The Welsh, Louisiana, native, began his career as a sales manager at a small dealership in Louisiana, and in 1982, he purchased a struggling Chevrolet dealership in Sulphur, Louisiana. In 1988, Mr. Navarre built a second Chevrolet dealership in Lake Charles.

Upon his death in 2016, Billy Navarre Chevrolet, Cadillac, Honda, Hyundai, and Equus was the third largest local business in Southwest Louisiana with more than 300 employees.

Mr. Navarre was an ardent supporter of McNeese Athletics and the Cowgirl Kickers and is a member of the McNeese Athletics Hall of Honor. He was one of the founders of the Golden Saddle Club that supports the McNeese Rodeo Team and Mr. Navarre was instrumental in establishing the McNeese Rotaract Club to develop young adults into community leaders through Rotary International.

Mr. Navarre was a sponsor and supporter of many area organizations including Calcasieu Head Start, Boy Scouts of America, Family and Youth Counseling, the Children's Miracle Network, Calcasieu Kiwanis Club, YMCA Youth Scholarship Fund, Cajun French Music Association, Junior League of Lake Charles, Boys and Girls Village, the American Heart Association, and United Way.

Mr. Navarre devoted time to helping to develop youth through sports, and for more than 30 years, he served as a volunteer baseball, basketball, football, soccer, and softball coach.

Through the years, Mr. Navarre received numerous awards and accolades including Friend of Education for Calcasieu Parish, Louisiana Education Association President's Award, the Blue Cross Blue Shield Angel Award, Rotary Distinguished Service Award, Jaycees Outstanding Young Businessman of the Year for Calcasieu Parish and Louisiana, Ernst and Young Entrepreneur of the Year, United Way Silver Award, and the Torch Award presented by the Better Business Bureau for having the highest ethical business practices in the five parishes in Southwest Louisiana.

He is one of the few individuals to be named Citizen of the Year by both the West Calcasieu Chamber of Commerce in 1990 and the Southwest Louisiana Chamber-Economic Alliance in 2008.

He was known to say that of all his achievements in life his greatest were coaching and teaching children in sports or helping young business people grow to reach their maximum potential. He enjoyed passing on his Secret to Life "If you are willing to do your best, learn all you can, out-work everyone around you, great things can happen!"

## Bio for Mr. Billy Navarre (2015)

Billy Navarre, of Billy Navarre Chevrolet, Honda, Hyundai, has been in business in Southwest Louisiana for 27 years. He started out as a sales manager for a small dealership in Louisiana. He went on to purchase a struggling Chevy dealership in Sulphur, Louisiana in 1982, which dominated the market under his ownership. In 1988, Navarre constructed another Chevy dealership in the neighboring city of Lake Charles. Both locations have succeeded in maintaining the top spot in sales among all competitors in their market year after year.

In addition to his success as a business owner, Navarre has made serving his community one of his top priorities. Navarre is a two time winner of the Citizen of the Year award – it was awarded to him in 1980 by the West Calcasieu Chamber and again in 2008 by the Chamber of Southwest Louisiana. This is a huge honor, considering only 80 community members have received this award from his five-parish area thus far. Navarre has received many other awards throughout the years including: The Marine Corps' Citizen of the Year; Southwest Daily's Man of the Year; Ernst and Young's Entrepreneur of the Year; Young Businessman's Club Citizen of the Year; Blue Cross/Blue Shield Angel Award; Louisiana Association of Education President's Award; Literacy Hero Award; Rotary Distinguished Service Award; Four-time Friend of Education Award for Calcasieu Parish; Friend of Education Award for the Entire State; Heart of Gold Award in Southwest Louisiana; Lake Charles Jaycee Outstanding Young Man; Delta Sigma Theta Outstanding Public Service Award; United Way Silver Award; Honda President's Award; GM Mark of Excellence Award; BBB Torch Award for Highest Standard of Ethics; and the Family Foundation Outstanding Community Philanthropist. Navarre's commitment to his community is demonstrated through his generosity and involvement.

Navarre also dedicates much of his time to public service. He serves on the Boys and Girls Village Board of Directors and the Sowela Technical Community College Foundation Board.

His respect for local educators and athletic programs within the five-parish area is shown through his assistance and recognition of them. Nearly 75 percent of high school athletic programs have scoreboards donated by Billy Navarre. Billy Navarre Chevrolet items are donated each year for school athletic fundraisers. McNeese State University Athletics and the Cowgirl



Kickers are also sponsored by Billy Navarre Chevrolet. Navarre also participates in all local school fundraisers, while also recognizing more than 2500 educators with tokens of appreciation during Teacher's Appreciation Week. Billy Navarre Chevrolet has become a staple for promoting excellence in Southwest Louisiana's education system.

Navarre also sponsors area organizations such as Calcasieu Head Start, Boy Scouts of America, Family & Youth Counseling, Children's Miracle Network, Calcasieu Kiwanis Club, YMCA Youth Scholarship Fund, Cajun French Music Association, Junior League of Lake Charles, the American Heart Association, and United Way among countless others.

Not only does Navarre support many organizations, he has also played an active roll in getting them established. He founded McNeese State University's Rotaract Club, and the Golden Saddle Club.

Navarre has a beautiful wife and 5 sons and one daughter.

Residents of the area see Navarre as a successful businessman and a first rate philanthropist.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.7. McNeese State University's request for approval of a Memorandum of Understanding between the University and Shenyang Aerospace University.**

**EXECUTIVE SUMMARY**

McNeese State University requests approval to enter into a Memorandum of Understanding (MOU) with Shenyang Aerospace University (SAU). Founded in 1952, SAU is a comprehensive research university located in Shenyang, the capital of Liaoning province in Northeast China. It educates students for supporting the military and civil aviation industries of China. The purpose of the proposed MOU is to strengthen mutual understanding, foster friendly cooperation and promote academic excellence, collaboration and exchange between McNeese and SAU.

Through this endeavor, the two universities will: (1) engage in joint research and educational activities; (2) promote international experience through exchange of faculty for research, lectures and discussions; (3) encourage the exchange of graduate and undergraduate students for learning, research and internship; (4) organize joint conferences, symposia and seminars; and (5) link website onto the partner university's website to enhance information exchange. Both institutions will appoint one or more representatives to the Planning and Assessment Team. Members of the team will provide oversight of the MOU to ensure success as well as to sustain and strengthen the institutional relationship. The proposed MOU, should it be approved, will remain in effect for up to five years, unless terminated by either institution.

**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 Memorandum of Understanding between the University and Shenyang Aerospace University.*



F 7

March 21, 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 the enclosed Memorandum of Understanding between McNeese State University and Shenyang Aerospace University.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 12, 2018 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel  
President

Enclosures



**Memorandum of Understanding  
Between  
McNeese State University  
And  
Shenyang Aerospace University**

In order to advance friendly relations between the United States of America and the People's Republic of China and in the pursuit of excellence in scholarship for the purpose of advancing and disseminating knowledge, McNeese State University, a university within the University of Louisiana System, a State Agency of the State of Louisiana, and Shenyang Aerospace University sign this Memorandum of Understanding on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ (Effective Date) to strengthen mutual understanding, foster friendly cooperation and promote academic excellence, collaboration, and exchange in all fields of academic endeavor.

The Parties shall explore collaboration:

- a. Engage in joint research and educational activities
- b. Promote international experience through exchange of faculty for research, lectures, and discussions.
- c. Encourage the exchange of graduate and undergraduate students for learning, research, and internship.
- d. Organize joint conferences, symposia, and seminars.
- e. Link website onto the partner university's website to enhance information exchange.

Both institutions agree to appoint one or more representatives to the Planning and Assessment Team in order to undertake the following responsibilities:

- a. Serve as liaison and maintain communication and accountability for this Memorandum of Understanding.
- b. Initiate an annual Action Plan to undertake tangible activities within this Memorandum of Understanding, including:
  1. The location of implementation and the participants.
  2. The duration of execution of the suggested activity.
  3. A financial plan, detailing the financial resources necessary for implementation.
- c. Monitor progress and report on the outcome and evaluate the success of these activities in an annual evaluation.
- d. Determine new courses of action to sustain and strengthen the institutional relationship.

The name and contact information of the respective liaison persons are:

*Name*  
*Title*  
*Department*  
McNeese State University  
*Address*  
*Phone*  
*email* \_\_\_\_\_

*Name*  
*Title*  
*Department*  
Shenyang Aerospace University  
*Address*  
*Phone*  
*email*

And

And

*Name*  
*Title*  
*Department*  
McNeese State University  
*Address*  
*Phone*  
*Email* \_\_\_\_\_

*Name*  
*Title*  
*Department*  
Shenyang Aerospace University  
*Address*  
*Phone*  
*email*

This Memorandum of Understanding shall commence on the Effective Date and shall remain in effect, up to and not exceeding five years, unless and until terminated by either Party. Either Party may terminate this Memorandum of Understanding, with or without cause, upon 180 days advance written notice to the other Party. The termination of this Memorandum of Understanding shall terminate any and all other agreements entered pursuant hereto.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding by their duly authorized, respective officers, and by doing so, hereby affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the Effective Date.

Approved:

**MCNEESE STATE UNIVERSITY**

**SHENYANG AEROSPACE UNIVERSITY**

\_\_\_\_\_  
Daryl Burckel, President  
McNeese State University

\_\_\_\_\_  
Sun Xiaoping, President  
Shenyang Aerospace University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **Action Plan**

1. **Admission Requirements:** J-1 Non Degree Exchange students from Shenyang Aerospace University will follow the current model of undergraduate admission requirements of international students at McNeese State University with the exception of the language requirement.
2. **Language requirement:** Per the Federal Code of Regulations 22 CFR 62.10(a), Shenyang Aerospace University students shall be considered to have met the language requirement for admission at McNeese State University when Shenyang Aerospace University provide a signed official documentation attesting to each student's English language proficiency. McNeese State University will administer a placement test upon arrival for the purpose of course placement.
3. **Tuition fee:** All Shenyang Aerospace University Non Degree Exchange student shall pay a semester tuition of \$9,500. This covers all expenses related to tuition, mandatory fees, meals, and semi-private lodging expenses. Student housing will be provided by McNeese State University to the extent beds are available. Students shall be individually responsible for costs associated with books. Final tuition and fee amounts are subject to University of Louisiana Board of Supervisor approval.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.8.**      **Nicholls State University's request for approval to award an Honorary Doctorate Letters to Ms. Cory Tolbert Haik at the Spring Commencement Exercises.**

**EXECUTIVE SUMMARY**

Nicholls State University requests approval to award an Honorary Doctorate of Letters to Ms. Cory Tolbert Haik at the University's Spring Commencement Exercises on May 19, 2018. Ms. Haik, a 2000 Nicholls graduate in Mass Communication, is a pioneer in two historically male-dominated industries: journalism and technology. In less than 13 years Ms. Haik has served on three Pulitzer-Prize winning teams, in each case working as a digital journalist. Her impact on the field of journalism is such that in 2013 an international organization based in London named her one of 50 women innovators in digital journalism "who are changing the face of journalism in the 21<sup>st</sup> century."

Ms. Haik has worked in leadership positions for *The Times-Picayune*, *The Seattle Times* and *The Washington Post*. Today, she is the publisher of Mic, an on-line digital platform for millennials founded in 2011. Mic is headquartered in New York City and reaches more than 70 million people monthly. The December 2015 article announcing Ms. Haik's hiring by MIC from *The Washington Post* reported that a month earlier *Washingtonian* magazine had named her "one of the most powerful women in Washington," citing her predilection for "shaking things up at the Post's emerging platform." In April 2017 *The Digiday Podcast* reported that Mic had raised \$21 million in venture capital funding from investors including Time Warner, bringing its total funding to \$52 million. The organization is using the funding to launch nine new enterprises to cover pop culture, women, and finance.

Ms. Haik's success comes as little surprise to the Nicholls' Mass Communication faculty, which selected her as the outstanding graduate of 2000. While pursuing her degree at Nicholls, Ms. Haik free lanced for *The Houma Courier*, worked on *La Pirogue* yearbook staff, the student newspaper, radio and TV stations, and waitressed. She received five scholarships, including two competitive ones provided by New Orleans professional organizations. Ms. Haik recognized the value of education and worked hard to achieve her goals. It is evident by her impressive career that Ms. Haik continues to strive for excellence and that the education provided to her by Nicholls has served her well.

Nicholls State University believes it is a tremendous opportunity to recognize an alumna who is illustrating on the world stage that someone need not be a graduate of a more famous endowed institution to achieve phenomenal success. Her selection would be particularly timely,

as she has and continues to excel in male-dominated professions and that she would be only the second woman to receive an honorary doctorate from Nicholls. In acknowledgment of her outstanding career accomplishments, Nicholls State University would like to award an Honorary Doctorate of Letters to Ms. Cory Tolbert Haik at the May 2018 Spring Commencement Exercises.

### **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 award an Honorary Doctorate of Letters to Ms. Cory Tolbert Haik at the Spring Commencement Exercises.*





**Office of the President**

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

F 8

March 19, 2018

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 April 12, 2018 meeting of the Board of Supervisors for the University of Louisiana System:

*To award an honorary Doctorate of Letters to Cory Tolbert Haik at the Spring Commencement Ceremony on May 19, 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

**MEMORANDUM**

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

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

**DATE:** March 2, 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 February 27, 2018, and they voted unanimously to recommend Cory Tolbert Haik for an Honorary Doctor of Letters (D.Litt.).

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.

SW/sa  
enclosure

**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, <sup>RV</sup>Chair, Honorary Degree Committee  
DATE: March 1, 2018  
SUBJECT: Honorary Degree Committee Spring 2018 Nomination

The Honorary Degree Committee met on February 27, 2018, and unanimously recommends Cory Tolbert Haik to receive an Honorary Doctorate of Letters (D.Litt.) from Nicholls State University at the May, 2018, graduation ceremony.

### Comments from Committee:

The selection committee strongly endorses the naming of Cory Haik as this semester's recipient of an honorary doctorate. Ms. Haik, a 2000 Nicholls State University graduate in Mass Communication, has had an impressive career (serving a leadership role on three Pulitzer-Prize-winning digital news teams), thereby illustrating the value of a Nicholls education. Her selection would be particularly timely, as she is a respected pioneer in two professions that have traditionally been male dominated (journalism and technology) and she would be only the second woman to receive an honorary doctorate from Nicholls.

**Department of Mass Communication**

P.O. Box 2031  
Thibodaux, LA 70310  
985.448.4586  
Fax: 448.4577

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

Feb. 20, 2018

Dear Members of the Selection Committee for Honorary Doctorate,

Cory Tolbert Haik is an ideal candidate for this prestigious recognition as she is a pioneer in two historically male-dominated industries—journalism and technology. In less than 13 years following her 2000 graduation from Nicholls State University in Mass Communication, Ms. Haik had served on three Pulitzer-Prize winning teams, in each case working as a digital journalist. Her impact on the field of journalism is such that in 2013 an international organization based in London named her one of 50 women innovators in digital journalism “who are changing the face of journalism in the 21st century.”

Ms. Haik has worked for *The Times-Picayune*, *The Seattle Times* and *The Washington Post*. Today, Haik is the publisher of Mic, an on-line digital platform for millennials founded in 2011. Mic is headquartered in New York City and reaches more than 70 million people monthly.

The December 2015 article announcing Ms. Haik’s hiring by MIC from the *Washington Post* reported that a month earlier *Washingtonian* magazine had named her “one of the most powerful women in Washington,” citing her predilection for “shaking things up at the Post’s emerging platforms.”

In April 2017 *The Digiday Podcast* reported that Mic had raised \$21 million in venture capital funding from investors including Time Warner, bringing its total funding to \$52 million. The organization is using the funding to launch nine new enterprises to cover pop culture, women and finance.

Ms. Haik’s success comes as little surprise to the MACO faculty, which, selected her as the outstanding graduate of 2000.

Ms. Haik, a 1995 Thibodaux High School graduate, free lanced for four years for *The Houma Courier* and even worked as a waitress, which she says sharpened her listening skills. She was a mom who worked on La Pirogue yearbook staff, the student newspaper and the radio and TV

stations. While at Nicholls she received five scholarships, including two competitive provided by New Orleans professional organizations.

While completing an M.A. degree at UNO in communication theory, Ms. Haik worked part-time at NOLA.com. During Hurricane Katrina, she became official acting manager of all NOLA.com producers, of which she was one.

"I was nursing my 6-month-old and trying to help my 9-year-old cope," she told a Forbes interviewer.

Though the Haik family was forced to live in Baton Rouge for five months and tragedy struck many of her colleagues, "our site never went down," she says.

When the *Picayune* submitted its Pulitzer entries for 2006, Haik was delighted because for the first time entrants were permitted to submit online as well as print content.

"Web was now a first-class citizen," she thought, and Katrina "showed what the Internet could do."

When *The Picayune* won two Pulitzers – one for breaking news, a second for community service – Haik found that a humbling experience. Out of respect for the many Katrina victims, she says, there was not the customary champagne celebration.

The Pulitzers, combined with an Online News Association public-service award Ms. Haik received, caused her to receive many jobs offers.

So in 2007 she left her NOLA.com managing editorship to join *The Seattle Times*. As an assistant managing editor there, she became responsible for the day-to-day operations of [seattletimes.com](http://seattletimes.com).

When the paper won a Pulitzer for its "distinguished local reporting with speed and accuracy," the 2010 citation praised the paper's "comprehensive coverage, in print and online, of the shooting death of four police officers in a coffee house and the 40-hour manhunt for the suspect."

Once again the Pulitzer resulted in a chance for her to move up, although she says a presentation she made in Los Angeles also caught the attention of *The Washington Post*.

Upon joining *The Post* in fall 2010, Ms. Haik found herself running a large desk – close to 150 people – though that number was later reduced.

Ms. Haik has been an invited speaker in venues ranging from London to Mexico City on topics such as product development, management and tactical digital journalism.

In 2009 she served in New York as a fellow with the Neiman Foundation and the Harvard Business School. As such, she attended the Salzberg Global Seminar in Austria.

This is a tremendous opportunity for Nicholls to recognize an alumna who is illustrating on the world stage that someone need not be a graduate of a more famous endowed institution to achieve phenomenal success. And this moment in history calls for greater recognition of female leaders in their chosen professions.

Sincerely,



Ms. Nicki Boudreaux,  
Instructor of Mass Communication



Dr. Lloyd Chiasson,  
Distinguished Service Professor of Mass Communication



Dr. Al Delahaye,  
Professor Emeritus of Mass Communication

**CORY TOLBERT HAIK**

NYC :: 206-914-4305 :: coryhaik@gmail.com :: @coryhaik

## **EXPERIENCE**

### ***MIC***

***Publisher***

***Dec 2015 - Current***

Executive leader responsible for newsroom, audience, analytics, product, engineering and branded content functions. Helped to grow Mic's audience by over 50 percent in just two years and have shaped Mic's journalism report into an important and substantive daily product for the 'change maker' audience. Have successfully developed Mic's newsroom into one united team, whereby written journalists, video and audience staffers work in an embedded model to create breakthrough work that reaches over 70M people monthly. Developed key strategic relationships with platform partners, allowing Mic to create and grow meaningful new audiences across these new platforms. Pushed innovation within story format and developed new ways to create video and video storytelling across social platforms for mass impact.

### ***THE WASHINGTON POST***

***Executive Director, Emerging News Products***

***Sept 2010 - Dec 2015***

Senior leadership role responsible for key digital initiatives, including creating and executing a new editorial strategy and consumer product line, for growing a large national & international audience across Washington Post digital products. Head of strategic newsroom partnerships and innovation toward the goal of building new audiences and creating new, native editorial experiences on partner platforms. Head the newsroom mobile and innovations editorial teams that produce digital experiences across all platforms.

### ***THE SEATTLE TIMES***

***Assistant Managing Editor***

***2007 - Sept 2010***

Responsible for day-to-day operations of seattletimes.com and digital staff. Managed a team of producers as well as operated with tacit management for various departments and their assets as it related to web content and production. Evaluated site content and worked to fill or improve the editorial gaps by creating new products, using new tools or reaching inside the newsroom and out to find solutions to tell the stories. Liaised with the advertising side on editorial content and new site products. Managed an evolving workflow and training process for video and multimedia production

*NOLA.COM, THE TIMES-PICAYUNE -- New Orleans, La.*  
*Managing Editor*

*2000 - 2007*

Managed a staff of web producers and daily production. Held daily budget meetings deciding play of stories and coverage plans. Worked with producers helping decide news value, content packaging and how to build out projects. Liaison to the Times-Picayune attending daily budget meetings and working with their managing editor on initiatives for convergence and collaboration. Part of the news team that covered Hurricane Katrina from its arrival on the charts to its decimation on land -- worked and managed staff around the clock telling the story through all outlets.

*THE HOUMA COURIER -- Southeastern Louisiana*  
*Freelance reporter*

*1996 - 2000*

Freelance reporter for this daily NYT-owned newspaper -- originated most story ideas, worked with various editors and wrote news for them for a combined four years. Often covered the local oil industry and its infrastructure.

#### HONORS

- GLAAD Award, Unerased, Counting Transgender lives, 2016
- Deadline Award, Unerased, Counting Transgender lives, 2016
- 40 Under 40, Ad age, media, 2016
- Most Powerful Women in Washington, Washingtonian Magazine, 2015
- Pulitzer Prize, Breaking News with The Seattle Times staff, 2010
- National Press Club Online Journalism Award with The Seattle Times staff, 2010
- Maynard Media Academy fellow, Neiman Foundation and the Harvard Business School, 2009
- Salzburg Global Seminar, Knight fellow; Salzburg, Austria, 2009
- Knight fellow, Knight Digital Media Center, USC, 2007
- Pulitzer Prizes, Breaking News and Public Service with The Times-Picayune staff, 2006
- Knight-Batten Award for Public Service, Online Journalism Awards, Online News Association with NOLA.com and The Times-Picayune staff, 2006

#### EDUCATION

- M.A. Communication Theory, University of New Orleans
- B.A. Mass Communication, Journalism, Nicholls State University



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.9.**      **Northwestern State University's request for approval to create the School of Education within the Gallaspy College of Education and Human Development.**

**EXECUTIVE SUMMARY**

Northwestern State University requests approval to create the School of Education within the Gallaspy College of Education and Human Development. The new School would replace the current Department of Teaching, Leadership and Counseling. Faculty and staff in the Department voted in 2017 in support of this proposed change. The rationale for establishing the School includes both historical and operational objectives.

Historically, the faculty and staff believe that this rebranding of sorts would serve as a constant reminder of Northwestern's first mission – to prepare educators. The University believes that the School of Education title is not only more inclusive of the current programs of study that are offered but also a tribute to the Louisiana State Normal School and Louisiana Normal College legacies that have been entrusted to Northwestern.

Operationally, "school" connotes an academic unit different from "department," and the current Department of Teaching, Leadership and Human Development is structurally and operationally different than other departments in a number of ways. The current unit's structure, presence within the College, and services are more comparable to schools than to other departments. The creation of the school will highlight the size and breadth of the 25 bachelor, master, specialist, and doctoral programs offered within the current Department. As of Spring 2018, the Department included 1,199 students, or 52% of the Gallaspy College of Education and Human Development.

This proposed change will not impact academic programs, faculty, or staff. Northwestern believes that renaming the current Department to the School of Education is timely and appropriate within the University's organizational structure and in representing the history and operations of the academic unit.

**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 to create the School of Education within the Gallaspy College of Education and Human Development.***



F 9

**March 14, 2018**

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

**Re: Creation of the School of Education**

**Dear Dr. Henderson:**

**Northwestern State University is submitting the attached *Creation of the School of Education* to be placed on the agenda for approval at the April 2018 Board meeting.**

**Thank you very much for your consideration.**

**Sincerely,**

**Dr. Chris Maggio  
President**

**Attachment**



**NORTHWESTERN STATE**  
*Gallaspy College of Education and Human Development*

February 7, 2018

Dr. Chris Maggio  
President  
Northwestern State University

RE: Creation of the School of Education

Dear Dr. Maggio,

Please consider our request to create a School of Education within the Gallaspy College of Education and Human Development. This change would both honor our legacy as a normal school as well as acknowledge the breadth of programs currently offered within the Department of Teaching, Leadership, and Counseling.

Dr. Dustin Hebert would serve as director of the school. The School of Education would house 24 programs leading to degrees at the bachelor, master, specialist and doctoral levels. Multiple concentrations are available within programs as well as post baccalaureate and post master certificates. On the Council for the Accreditation of Educator Preparation (CAEP) program list, NSU currently offers coursework leading to 66 certification options.

The creation of this school will highlight the size and breadth of the programs offered within the current department. As of spring 2018, the department of Teaching, Leadership, and Counseling included 1199 students, or 52% of the Gallaspy College of Education and Human Development.

Additionally, the School would allow for a more consistent marketing and promotion plan as we compete regionally and nationally. This reorganization requires no additional funding.

Please see the attached letter of justification from Dr. Dustin Hebert for additional information.

Sincerely,

Kimberly McAlister  
Dean

DEDICATED TO ONE GOAL. **YOURS.**

Phone: 318-357-6273 | Fax: 318-357-6275 | Teacher Education Center | Natchitoches, LA 71497




# NORTHWESTERN STATE

Department of Teaching, Leadership, and Counseling

150 Tarlton Drive  
Teacher Education Center  
Natchitoches, LA 71497  
(O) 318-357-6278  
(F) 318-357-6275  
tlc.nsula.edu

**TO:** Kimberly McAlister, Dean  
Gallaspys College of Education and Human Development

**FROM:** Dustin Hebert, Interim Head   
Department of Teaching, Leadership, and Counseling

**DATE:** February 15, 2018

**SUBJECT:** Justification for the School of Education

Faculty and staff in the Department of Teaching, Leadership, and Counseling voted in 2017 in support of establishing the School of Education within the Gallaspys College of Education and Human Development. The new School would replace the current Department of Teaching, Leadership, and Counseling. My vote was—and remains—in favor of the establishment, and the rationale for establishing the School includes both historical and operational objectives.

Historically, we, the faculty and staff, believe that this rebranding of sorts would serve as a constant reminder of our institution's first mission—to prepare educators. We believe that the School of Education title is not only more inclusive of the current programs of study we offer but also a tribute to the Louisiana State Normal School and Louisiana Normal College legacies that have been entrusted to us.

Operationally, "school" connotes an academic unit different from "department," and our current Department is structurally and operationally different from others in a number of ways. Our Department comprises greater than 50% of the College's academic programs and enrollment based on spring 2017 data. Additionally, our faculty and staff include full-time faculty, professional staff holding dual administrative and faculty appointments, and one professional, non-Civil Service staff member holding an administrative appointment only.

At Northwestern, most, if not all, academic departments are comprised of exclusively full-time faculty, excluding the department head and Civil Service support staff. In recent years, a number of former departments have been renamed as schools, and the faculty, staff, and I believe that our current academic unit's structure, presence within the College, and services are more comparable to these schools than to other departments. These schools (namely Allied Health and Creative and Performing Arts), like our current Department, 1) represent large academic units within their colleges, 2) include not only full-time faculty but also professional staff serving in administrative and/or support roles, and 3) coordinate services with external entities for accreditation and professional licensure. These are only three characteristics of many that distinguish units like these and like ours from their peers.

Thus, the Department of Teaching, Leadership, and Counseling faculty, staff, and I believe that renaming our current Department to the School of Education is timely and appropriate within the Northwestern organizational structure and in representing the history and operations of the academic unit.

DEDICATED TO ONE GOAL. **YOURS.™**



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.10.**     **Northwestern State University's request for approval of a Proposal for a Bachelor of Fine Arts in Dance.**

**EXECUTIVE SUMMARY**

Northwestern State University requests approval of a Proposal for a Bachelor of Fine Arts (BFA) in Dance. The Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in December 2017 and, subsequently, by the Board of Regents in February 2018. The overall goal of the proposed program is to produce graduates with a well-developed skill set for both performance and composition of dance. The degree emphasis is on performance and choreography as well as the theoretical aspects of dance (pedagogical, historic, and aesthetic). It has been designed to prepare students professionally as performers, choreographers, educators, and active leaders in the dance community. Specific objectives for the proposed program are:

- To develop technical mastery in dance techniques within both professional practice and performance.
- To become knowledgeable of the historical and cultural dimensions of dance; and apply these principles in choreographic and pedagogical environments to support the student's work.
- To articulate critical thinking and creative problem-solving skills in theoretical and practical application in dance.
- To demonstrate an integral understanding in the principles of dance training as it applies in self-practice, pedagogy, anatomy, and kinesiology.
- To understand and apply techniques and principles of choreography; producing and creating work, directing dancers, and producing a concert.
- To cultivate an appreciation for the technical side of performing arts; working in the lighting, scene, and costume shops.

The 120-credit-hour curriculum required of the proposed program consists of a 40-credit-hour university core, 32 credit hours in dance technique, a 40-credit-hour dance core, and eight (8) credit hours of dance electives. While Northwestern currently offers a Bachelor of Science (B.S.) in Theatre with a concentration in Dance as well as a Dance Minor, the curriculum required of the proposed BFA in Dance will allow for a student to focus solely on the dance discipline, which will result in graduates being better equipped to enter the industry. Northwestern's Department of Theatre and Dance is designated as a *Center for Excellence in the Arts* by the Board of Supervisors for the University of Louisiana System and has a stellar reputation for producing high quality

performances for the citizens of Natchitoches and surrounding parishes. As such, the proposed program complements existing programs in the arts and is a natural progression for the University.

Employment projections provided by the U.S. Bureau of Labor Statistics indicate a growth in the employment of dancers and dance-related jobs, fueled by pop culture interest in music and dance. Currently there is no public postsecondary institution in Louisiana offering a baccalaureate degree in dance. Northwestern's proposed program is unique in that it will provide specialized coursework and professional training to strengthen job opportunities for Louisiana students, as well as students in neighboring states who complete this degree. By offering a new degree with a curriculum that is current for the demands of the industry, students will graduate with the knowledge and skills necessary to pursue employment opportunities in the areas of performing arts, teaching, arts administration, media, etc. as well as being prepared for enrollment in a graduate program.

Dance educators and alumni were surveyed to gather input regarding interest and opinion about a BFA in Dance if offered at Northwestern. The majority of Northwestern graduates with a concentration in dance who responded to the survey indicated that they would have preferred a BFA in Dance; such a degree would have been a better fit and made them more marketable. Dance educators surveyed shared that many of their former students have left Louisiana to attend colleges with noted dance programs (i.e., University of North Texas, University of Alabama, Oklahoma State University). An overwhelming majority of dance educators (84%) who responded to the survey stated that they would encourage their students to apply for the BFA in Dance if offered by Northwestern.

The University projects an initial enrollment of 20 students in YR1 with that number growing to 35 by YR4. These projections are based on feedback from a survey distributed to high school students interested in majoring in dance. As well, 17 students were enrolled in the Dance Performance Concentration in AY 2015-16 and ten (10) were pursuing the Dance Minor. It is anticipated that students pursuing the concentration and minor would switch to the BFA in Dance if offered. The proposed program could be offered at no additional cost for the first two years since faculty and many of the courses are already in place. The University anticipates that a full-time faculty member will need to be hired in YR3. Revenue generated from student tuition and fees will be sufficient to offset salary and benefits associated with such a hire.

## 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 for a Bachelor of Fine Arts in Dance.***



F 10

**March 15, 2018**

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

**Re: Proposal: Bachelor of Fine Arts in Dance, CIP Code 50.0301, BFA**

**Dear Dr. Henderson:**

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

***Northwestern is seeking approval of the attached Proposal: Bachelor of Fine Arts in Dance CIP 50.0301, BFA.***

**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: Bachelor of Fine Arts in Dance, 50.0301, BFA
Contact Person & Contact Info Kirstin Riehl, Director of Dance, Theatre & Dance Department, (318) 357-6783, riehlk@nsula.edu	
Date Letter of Intent was approved by Board of Regents: February 21, 2018	
Date this Proposal was approved by Governing Board: ULS Board of Supervisors, December 1, 2017	
Planned Semester/Term & Year to Begin Offering Program: Fall 2018	

**1. Program Description**

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

The purpose of the Bachelor of Fine Arts in Dance (BFA) is to prepare students for a professional career in dance. The overall goal is to produce well-rounded students who will be able to enter any area of the dance profession whether performance, teaching, or choreography. Objectives for the Bachelor of Fine Arts in Dance are:

- 1 – To develop technical mastery in dance techniques within both professional practice and performance.
- 2 – To become knowledgeable with the historical and cultural dimensions of dance; and apply these principles in choreographic and pedagogical environments to support the student’s work.
- 3 – To articulate critical thinking and creative problem-solving skills in theoretical and practical application in dance.
- 4 – To demonstrate an integral understanding in the principles of dance training as it applies in self-practice, pedagogy, anatomy and kinesiology.
- 5 – To understand and apply techniques and principles of choreography; producing and creating work, directing dancers and producing a concert.
- 6 – To cultivate an appreciation for the technical side of performing arts; working in the lighting, scene and costume shops.

The Bachelor of Fine Arts in Dance will be a traditional degree with all classes offered on-site. Most classes for the degree were developed specifically for this curriculum. If approved, the new courses will begin at the same time the first students enroll-- fall 2018 semester.

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.).

Bachelor of Fine Arts in Dance, 4-year Curriculum, 120 Total Semester Hours

- University Core - 39 Semester Hours
- Dance Technique - 32 Semester Hours
- Dance Core - 40 Semester Hours
- Dance Electives - 8 Semester Hours

\*New Course Offerings

FIRST YEAR	SEM. HRS.
Communication 1010 .....	3
*DAN 1020 .....	4
*DAN 1030 .....	4
*DAN 1000 .....	1
*DAN 1710 .....	3
*DAN 1660 .....	2
*DAN 1720 .....	3
*DAN 1800 .....	1
English 1010, 1020 .....	6
Fine Arts 1040 .....	3
Mathematics <sup>1</sup> .....	6
University Studies 1000 .....	<u>1</u>

37



SECOND YEAR	SEM. HRS.
*DAN 2020 .....	4
*DAN 2030 .....	4
*DAN 3180 or 3280 .....	2
DAN 2590 .....	2
DAN 1800 .....	1
English 2110 .....	3
History 1010 .....	3
Natural Sciences <sup>1</sup> .....	6
THEA 3340 or 3350 .....	3
Social/Behavioral Science <sup>1</sup> .....	6
	34

THIRD YEAR	SEM. HRS.
*DAN 3020 .....	4
*DAN 3030 .....	4
*DAN 3560 .....	3
*DAN 3570 .....	3
*DAN 4180 or 4280 .....	2
DAN 2050 .....	3
DAN 3590 .....	3
Natural Sciences <sup>1</sup> .....	3
	25

FOURTH YEAR	SEM. HRS.
*DAN 4020 .....	4
*DAN 4030 .....	4
*DAN 4400 .....	2
DAN 3800 .....	3
DAN 4100 .....	3
Dance Electives .....	8
	24
Total Semester Hours for Degree:.....	120

Footnotes:

<sup>1</sup> Refer to University Core Requirements

Dance Electives:

- \*DAN 1040, 2040, 3040, 4040 (2 Semester Hours)
- \*DAN 1190, 2190, 3190, 4190 (2 Semester Hours)
- \*DAN 1400 (2 Semester Hours)
- \*DAN 1600 (2 Semester Hours)
- \*DAN 2450, 2460 (2 Semester Hours)
- \*DAN 2760, 3760 (2 Semester Hours)
- \*DAN 2800 (1-3 Semester Hours)
- \*DAN 1900, 2900, 3900 (1-3 Semester Hours)
- \*DAN 3750, 3770 (2 Semester Hours)
- \*DAN 2060 (2 Semester Hours)
- \*DAN 4660 (3 Semester Hours)
- \*DAN 4800 (3 Semester Hours)
- \*DAN 2200 (2 Semester Hours)
- \*DAN 4590 (2 Semester Hours)
- \*DAN 3660 (2 Semester Hours)
- \*DAN 4700 (2 Semester Hours)
- \*DAN 4810 (3 Semester Hours)
- \*DAN 4900 (1-3 Semester Hours)
- DAN 2410, 2440 (2 Semester Hours)
- DAN 3070 (2 Semester Hours)

Course Descriptions

**DAN 1000. FRESHMAN SEMINAR.** (1 Semester Hour) Freshmen dance majors are given an orientation to the campus and its services, such as health, counselling, and the library, and to the professional dance world.

**DAN 1020. BALLET I.** (2 Semester Hours) Study and practice in classical ballet technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 1030. MODERN I.** (2 Semester Hours) Study and practice in modern dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 1040. JAZZ I.** (2 Semester Hours) - Study and practice in jazz dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 1190. TAP I.** (2 Semester Hours) Study and practice in tap dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 1400. CONTEMPORARY DANCE.** (2 Semester Hours) Intensive training in contemporary dance techniques aimed at the ongoing development of movement skills, kinetic perceptions, center strength, creativity, intellectual understanding and versatility.

**DAN 1600. HIP HOP DANCE.** (2 Semester Hours) This course gives students practice in forms of hip hop dancing.

**DAN 1660. DANCE IMPROVISATION.** (2 Semester Hours) This course explores free form body movement with the purpose of increasing body and spatial awareness, movement invention, performance applications and movement creativity.

**DAN 1710. DANCE THEATRE TECHNOLOGY.** (3 Semester Hours) This introductory level course geared to first year dance majors. This course provides exposure to standard technological theater practices from the historical roots to the present-day. Students will learn a basic overview of theatrical design, tools, and equipment as well as basic theatrical building techniques.

**DAN 1720. ANATOMY FOR DANCERS.** (3 Semester Hours) A lecture course, required for freshman dance majors, in which students study the skeletal structure, muscles, tendons, and ligaments; movement range in joints; and injury care and prevention.

**DAN 1800. DANCE PRODUCTION.** (1-3 Semester Hour(s)) This is a practical workshop in support of Dance Program concerts and activities. Duties include backstage and front of house support.

**DAN 1900. DANCE PERFORMANCE.** (1-3 Semester Hour(s)) Semester Hour given for rehearsal and performance of choreographic works in the mainstage productions.

**DAN 2020. BALLET II.** (2 Semester Hours) Study and practice in classical ballet technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 2030. MODERN II.** (2 Semester Hours) Study and practice in modern dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 2040. JAZZ II.** (2 Semester Hours) Study and practice in jazz dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 2050. RHYTHMIC ANALYSIS AND DANCE ACCOMPANIMENT.** (3 Semester Hours). Rhythm and music structure in relation to dance. Practical application of percussion instrument for dance accompaniment; selection of music for dance.

**DAN 2060. MENS CLASS.** (2 Semester Hours) Classical ballet class focusing on pirouettes, jumps, tour en l'air, petit allegro, grand allegro, virtuoso steps, and the musical quality of male variations in dance.

**DAN 2190. TAP II.** (2 Semester Hours) Study and practice in tap dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 2200. WORLD DANCE.** (2 Semester Hours) In this course, students are immersed in the dances of the world. The primary objective of the course is to expose the student to different dance styles and to use dance analysis to identify and study cultural characteristics.

**DAN 2410. JAZZ ENSEMBLE.** (2 Semester Hours). Performance ensemble for dance majors and minors, and other students by audition.

**DAN 2440. MODERN ENSEMBLE.** (2 Semester Hours). Performance ensemble for dance majors and minors, and other students by audition.

**DAN 2450. BALLET ENSEMBLE.** (2 Semester Hours). Performance ensemble for dance majors and minors, and other students by audition.

**DAN 2460. TAP ENSEMBLE.** (2 Semester Hours). Performance ensemble for dance majors and minors, and other students by audition.

**DAN 2590. COMPOSITION I** (2 Semester Hours) Introductory course in dance composition. Practice in choreography in preparation for performance of works created by student.

**DAN 2760. POINTE I.** (2 Semester Hours) Proper use of ballet technique while on pointe. Includes ballet barre warm-up and strengthening exercises at the barre and in the center, followed by classical phrases and/or variations.

**DAN 2800. DANCE PRODUCTION.** (1-3 Semester Hour(s)) This is a practical workshop in support of Dance Program concerts and activities. Duties include backstage and front of house support.

**DAN 2900. DANCE PERFORMANCE.** (1-3 Semester Hour(s)) Semester Hour given for rehearsal and performance of choreographic works in the mainstage productions.

**DAN 3020. BALLET III.** (2 Semester Hours) Study and practice in classical ballet technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 3030. MODERN III.** (2 Semester Hours) Study and practice in modern dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 3040. JAZZ III.** (2 Semester Hours) Study and practice in jazz dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 3070. THEATRICAL DANCE.** (2 Semester Hours). Excerpts of dance choreography from Broadway musicals, television and/or motion pictures.

**DAN 3180. SOMATIC PRACTICE: PILATES – MAT I.** (2 Semester Hours) Students learn the methodology of Joseph Pilates. The six major principles of the Pilates method of body conditioning, the five ultimate goals, the powerhouse, and core stabilization are explained and discussed. Applying these concepts, students perform the basic Pilates mat exercises.

**DAN 3190. TAP III.** (2 Semester Hours) Study and practice in tap dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 3280. SOMATIC PRACTICE: YOGA.** (2 Semester Hours) Students learn the principles of yoga, including meditation, pranayama (breathing techniques), and asana (postures). The focus is on awareness of breath and the body as a means toward self-awareness, both on and off the mat. In calming tensions of the body and busyness of the mind, overall well-being is enhanced.

**DAN 3560. DANCE HISTORY & CRITICISM I.** (3 Semester Hours) Chronological study of the history and evolution of dance from ancient times to dance in the United States at the end of the 19th Century. A semester of interactive approaches to understand how dance is not only interconnected with other art forms but also to historical, political, economic and social events throughout the various periods of time.

**DAN 3570. DANCE HISTORY & CRITICISM II** (3 Semester Hours) The study of significant concepts in dance from the beginning of the 20<sup>th</sup> Century to the present. Various functions of dance as art, ritual, and social activity, and its developments as spectacle and entertainment and the effects of dance on cultures.

**DAN 3590. DANCE COMPOSITION II.** (2 Semester Hours). Intermediate course for dance composition. Practice in choreography in preparation for performance of works created by students.

**DAN 3660. CONTACT IMPROVISATION.** (2 Semester Hours) Introduces dancers to the fundamentals of contact improvisation technique and explores contact improvisation as a dance and performance practice in duet, group, and solo form.

**DAN 3750. BALLET PARTNERING.** (2 Semester Hours) The art of classical ballet partnering is studied and practiced increasing each dancer's knowledge of the skills required to perform *pas de deux*. Focuses on reinforcing the basics of classical partnering (adagio, pirouettes, lifts, and grand allegro) and partnerships.

**DAN 3760. POINTE II.** (2 Semester Hours) Provides intermediate and advanced-level training in ballet technique emphasis on pointe. Includes ballet barre warm-up and strengthening exercises at the barre and in the center, followed by classical phrases and/or variations.

**DAN 3770. MODERN PARTNERING.** (2 Semester Hours) Explores the movement ranges of modern partnering, trust, and the physical expertise required through choreographed combinations mastered weekly in class.

**DAN 3800. DANCE PEDAGOGY** (3 Semester Hours) Strategies and clinical experiences in teaching dance to public school, private studio and selected special populations; evaluation of materials and instructional strategies for these groups.

**DAN 3900. DANCE PERFORMANCE.** (1-3 Semester Hour(s)) Semester Hour given for rehearsal and performance of choreographic works in the mainstage productions.

**DAN 4020. BALLET IV.** (2 Semester Hours) Study and practice in classical ballet technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 4030. MODERN IV.** (2 Semester Hours) Study and practice in modern dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 4040. JAZZ IV.** (2 Semester Hours) Study and practice in jazz dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 4100. SENIOR CONCERT.** (3 Semester Hours) Major performance project to be staged for public presentation. Creative work, designed and choreographed by the student.

**DAN 4180. SOMATIC PRACTICE: PILATES - MAT II.** (2 Semester Hours) Students learn the methodology of Joseph Pilates. The six major principles of the Pilates method of body conditioning, the five ultimate goals, the powerhouse, and core stabilization are explained and discussed. Applying these concepts, students perform intermediate to advanced level Pilates mat exercises.

**DAN 4190. TAP IV.** (2 Semester Hours) Study and practice in tap dance technique, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience.

**DAN 4280. SOMATIC PRACTICE: GYROKINESIS®.** (2 Semester Hours) Students learn the methodology of Juliu Horvath. The GYROKINESIS® Method is a movement method that addresses the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences. It is a method, which coordinates movement, breath and mental focus.

**DAN 4400. SENIOR SEMINAR.** (2 Semester Hours) A seminar for dancers in preparation for their transition into the professional field. Lectures include relevant issues in career building.

**DAN 4590. DANCE COMPOSITION III.** (2 Semester Hours) Advanced study of dance composition with emphasis on the interaction of form and content in the creative purpose. Individual projects are required.

**DAN 4660. DANCE & TECHNOLOGY.** (3 Semester Hours) Dance and Technology introduces methods of integrating media technologies into the dancer's experience in the areas of dance graphics, sound design for dance, and dance video. Students learn camera, computer and software skills that will facilitate their ability to expand creative expression, as well as enhance their ability to package and promote themselves as artists in a variety of media.

**DAN 4700. LABAN MOVEMENT ANALYSIS** (2 Semester Hours) This course provides an overview of Laban Movement Analysis emphasizing the areas of Body, Effort, Shape, Space, and components necessary to understand and support nonverbal communication. Theory, supported by experiential activities, provides the student the opportunity to better understand human movement as well as a means of acquiring efficient, expressive movement. A brief history/application of Laban Movement Analysis is included in the curriculum.

**DAN 4800. PRACTICUM IN DANCE.** (3 Semester Hours). Apprentice teaching in children's and beginning dance classes. To be assigned as needed.

**DAN 4810. DANCE PEDAGOGY II.** (3 Semester Hours) An in-depth study of pedagogical skills, principles and ideas. This course focuses more on practical application, anatomical knowledge, form and structuring of technique classes as well as the ability to critically analyze the dancer's body through execution.

**DAN 4900. DANCE PERFORMANCE.** (1-3 Semester Hour(s)) Semester Hour given for rehearsal and performance of choreographic works in the mainstage productions.

**THEA 3340. COSTUMING CONSTRUCTION** (3 Semester Hours) Basic costume construction skills; hand sewing, alterations, reading commercial patterns. Construction of costumes for University and lab productions.

**THEA 3350. MAKE-UP FOR STAGE** (3 Semester Hours) Theory and practice of make-up for the stage and television. Character analysis make-up design and use of prosthetics. Participation in performance productions.

A special requirement for all dance majors include performance juries. Juries will take place at the end of each semester. Juries provide the opportunity for dance students to demonstrate to the faculty their progress on technical skills and knowledge, performance skills, disposition, and professionalism. Juries are required for advancement to each higher level of study, for example 1000 level to the 2000 level.

Core Dance and Elective Dance classes will be maintained on the current, two-year rotation; the rotation will be accessible to students for advising and degree completion planning. Students pursuing the Bachelor of Fine Arts in Dance are required to work on their technical training in both foundational genres--Ballet & Modern--throughout all four years of the degree program. The level of technique is equivalent to the students' year of study: Freshmen dance majors will register for DAN 1020 and DAN 1030 both semesters; sophomores dance majors for DAN 2020 and DAN 2030; junior dance majors for DAN 3020 and DAN 3030; and all senior dance majors for DAN 4020 and 4030, regardless of their technical ability.

## 2. Need

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

The Bachelor of Fine Arts in Dance will assist in recruiting and retaining students in Louisiana, especially those eligible for the TOPS program. If approved, Northwestern will be the first public institution in Louisiana to offer this degree.

By offering a new degree with a curriculum current for the demands of the industry, students will graduate with the knowledge and skills to be successful. Graduating students may choose to stay in Louisiana and use their degree in numerous ways, improving the quality of life of the people of Louisiana. Students earning a Bachelor of Fine Arts in Dance specializing in performance and choreography have many employment opportunities in the areas of performing arts companies, Broadway, Off-Broadway, television and motion picture industries and studios, amusement and recreational venues, and self-employed/freelance work. Students earning the degree with a specialization in education have employment opportunities in teaching at public and private K-12 schools, colleges and universities, private dance studios, conservatories, performing art camps, community agencies, and adult education and physical fitness centers. Students may also consider arts administration jobs such as arts management, company management, artistic direction, promotion, tour management, facilities management, event planning, booking and public relations. Students may work in media, writing about dance, dance criticism and history for periodicals, newspapers and online sources. Lastly, a Bachelor of Fine Arts in Dance will provide the knowledge in anatomy, kinesiology and somatic practices laying the groundwork for a student to continue their education at the master's level in dance science/movement therapy.

During the reaccreditation process (spring 2016), The National Association of Schools of Theatre (NAST) recommended that Northwestern proceed to establish its own major degree program in Dance (*see APPENDIX I*). The recommendation was made after observing classes and meeting with students in focus groups. Students expressed the need for more classes to facilitate their dance training as the current curriculum focuses heavily on core requirements in Theatre classes.

In April 2018, Northwestern will host the Southern Regional Conference of the American College Dance Association (ACDA). The American College Dance Association's primary focus is to support and promote the wealth of talent and creativity that is prominent throughout college and university dance departments. ACDA's sponsorship of regional conferences and the national dance festival provides the venue for students and faculty to engage in four days of performances, workshops, panels, and master classes taught by instructors from around the region and country. The conferences also provide the unique opportunity for students and faculty to have their dance works adjudicated by a panel of nationally recognized dance professionals in an open and constructive forum. The conferences are the primary means for college and university dance programs to perform outside their own academic setting and to be exposed to the diversity of the national college dance world. Many conferences culminate with the presentation of pieces selected for their exemplary artistic quality. By hosting the southern regional conference, Northwestern will influence 500 dance students, faculty, and musicians; thus, making Northwestern more visible within the dance world in higher education. (*see APPENDIX II*)

The state of Louisiana offers dance certification in grades K-12; however, a Louisiana public university does not offer a degree in dance or fully prepare K-12 students to meet the Louisiana Arts Content Standards.

(<https://www.louisianabelieves.com/docs/default-source/academic-standards/standards---k--12-arts.pdf?sfvrsn=8>)

According to the Occupational Outlook Handbook, the U.S. Bureau of Labor Statistics states that “employment of dancers is projected to grow 5% from 2016-2026, about as fast as the average for all occupations.”

(<https://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm#tab-6>)

Additionally, “A quarter of the dance-related jobs out there is in choreography, an area that the U. S. Bureau of Labor Statistics expects to see grow by 7% in the coming years, fueled by pop culture interest in music and dance. Some dancers go into a specialized field of choreography and become dance notators, recording and preserving choreography and repertoire for the future, using Benesh or Laban notation methods, which take special training.”

(<https://www.thespruce.com/jobs-for-dance-majors-3569981>)

The National Dance Education website reports statistics on dance education in the U.S.: According to Luke Kahlich’s dissertation (1990), “90% of students graduating with MFA degrees will eventually teach in postsecondary education.” Based upon the Advancing Dance Education in the Arts database, “there may be 6,000 K-12 schools in the United States that offer dance as part of the K-12 curriculum and 3.5 million children receive dance instruction from dance specialists.” In private dance studios and schools, “there are approximately 32,000 studios in the United States.”

([http://www.ndeo.org/content.aspx?page\\_id=22&club\\_id=893257&module\\_id=55774](http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=55774))

“The popularization of dance-inspired television shows and rising interest in dance as an alternative form of exercise has positively impacted the Dance Studios industry over the past five years. In the five years to 2021, Dance Studios industry revenue is expected to increase.” This quote further supports the need to educate students to become professional educators for the future.

(<https://www.ibisworld.com/industry/dance-studios.html>)

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

The Bachelor of Fine Arts in Dance will bring further relevance to the School of Creative and Performing Arts’ designation by the University of Louisiana System Board of Supervisors as a ‘Center of Excellence.’ The degree supports the mission of Northwestern State University by furthering this part of its mission: “Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.” Students receiving a Bachelor of Fine Arts in Dance will have more opportunities to establish and create new schools of dance in their communities, and work with students in grades K-12. Furthermore, choreographers and performers will be creative contributors in an historic and cultural network in Louisiana and across the nation.

The Department of Theatre and Dance presents a season of six different performances each academic year. The fall semester includes a musical, straight play, and the NSU Christmas Gala. In the spring semester, there is a musical, straight play, and the spring dance concert. The NSU Christmas Gala is the most well attended show of the year. Nine shows are performed over three days, reaching an audience of more than 12,600 including elementary and high school students from surrounding parishes, Natchitoches residents, and visitors from all over the country. In 2015 and 2017, the NSU Christmas Gala toured to Shreveport’s historic Strand Theatre. In addition to the regularly scheduled Theatre and Dance season, dancers also perform in an educational outreach performance known as *Modern in Motion*. This performance takes place in different historical places throughout the Natchitoches community. Students can be seen at other community events including the historical tour of the American Cemetery, Christmas on Poete, *Lady of the Bracelet* Pageant, the Christmas Festival Parade, Mardi Gras Balls, church services, community centers and nursing homes, and special events.

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 baccalaureate degree in dance; one private university (Tulane) offers a Bachelor of Fine Arts in Dance. The University of Louisiana at Lafayette (ULL) offers a Bachelor of Fine Arts in Performing Arts with a concentration in Dance or Theatre. ULL’s degree contains a theatre component which does not allow the students to receive exclusive classes focusing on dance study. Northwestern’s proposed degree program is unique in that it will provide specialized coursework and professional training to strengthen job opportunities for Louisiana students, as well as students in our neighboring states who complete this degree. Northwestern’s School of Creative and Performing Arts and its Department of Theatre and Dance is well-noted as a Center of Excellence. Ninety percent of current majors in Theatre and Dance register and successfully complete dance classes each semester. Sixteen dance classes are offered each semester, generally serving 20 students each. Thus, 320 students are actively participating in a dance class each semester. This audience of dancers would likely have interest in the Bachelor of Fine Arts in Dance, if offered by Northwestern.

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

If the Bachelor of Fine Arts in Dance is approved, the dance concentration within the Bachelor of Science in Theatre would be phased out. Second-year students in the Bachelor of Science in Theatre degree program would have the option of matriculating into the Bachelor of Fine Arts in Dance program, but would require advising to ensure course duplication does not occur and that no additional semesters would be required. Junior and senior students would continue and complete the Bachelor of Science in Theatre with a concentration in dance. The concentration in dance within the Bachelor of Science degree would be

terminated in the Academic Year 2020-21. Students in the Bachelor of Science in Theatre will have the ability to continue their dance training in the dance classes being offered.

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).

### 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).

High school student dancers in Louisiana (N=33) were recently surveyed about their interest in pursuing dance as a college major in Louisiana. From the data collected:

- 88% were interested in studying dance in college.
- 61% were interested in pursuing a Bachelor of Fine Arts degree.
- 18% were interested in pursuing a minor in dance.
- 91% would consider applying to Northwestern, if the Bachelor of Fine Arts in Dance was offered. Some respondents offered an explanation for why they would consider applying to Northwestern. 1) "I think it's important that our State offers a program that allows dancers to pursue their careers without having to travel too far and still receive an excellent education." 2) "Northwestern already is known for being such a great school that delivers a lot of opportunities for aspiring performers, but it does not have a BFA for those wanting to be a dancer. I feel that if Northwestern had a BFA program, your school would grow and push you to become the first school in Louisiana who offers that degree. It is beneficial for in-state students as well, because it is closer to home and we would not have to pay out-of-state tuition." 3) "Northwestern's theatre and dance faculty have a lot to offer to their students. The arts play an important role in society and has done so for hundreds of years. To study these arts, whether it is dance, theatre, music, visual art, etc... to study this craft is no walk in the park. It would be nice to be able to earn a bachelor of fine arts degree... A BFA validates our hard work even more."
- See *APPENDIX III* for additional student comments and survey statistics.

Alumni have been surveyed in regard to their professional work in the industry, as well as their opinion about a Bachelor of Fine Arts degree in Dance if offered at Northwestern. Of the 36 alumni responses, 61% of those that graduated with a concentration in dance agreed they would have preferred a Bachelor of Fine Arts degree in Dance. Students interested in teaching in higher education would need a significant number of prerequisite courses in order to further their education at the masters' level. A Bachelor of Fine Arts in Dance is largely pursued due to the prestigious and rigorous nature of the degree. Alumni had the following comments to add regarding the Bachelor of Fine Arts in Dance:

- "As a professional dancer, I find credentials incredibly important. Unfortunately, the word "dance" is absent from the degree that I received at NSU. While the faculty at NSU have taught me well enough to sustain a career in the dance industry, I feel that I am misrepresented to companies and other dancers when I admit that I don't have a BFA in dance." ~Logan Terrell
- "The most common degree among the most successful dancers I have encountered in the industry was a BFA in dance. This allows for a more concentrated area of study and a well-developed skill set for both performance and composition of dance. A BFA program comes few and far in the south, so a program at an affordable college would help spread the arts to the region, allowing more students to further pursue their passion without going into extreme debt upon graduation. With a BFA comes great responsibility for recruiting, so the university and the program itself would need to make a solid and marketable name for itself, which is already being done through the success of alumni. Recruit great dancers for this amazing opportunity and I cannot wait to see my alma mater grow." ~Taylor Smith
- "I would have applied to receive any extra possible training to the furthest extent I could. I know that if a BFA would have been available to earn, it could have prepared me even more for a career in the theatre industry." ~Marlee Roberts
- "The Dance Faculty did a phenomenal job of identifying the strengths and weakness of any dancer, at any level. They would often leverage both to aid in the further growth of any individual with an interest and passion for dance/performance. I did have formal dance training until I attend NSU. Within the 4 years, I was given more than enough training to prep me for the professional world. It was in my last two years with Brett Garfinkel and Kirstin Riehl that the dance training really began to make sense. If I could have done a few more years with them, I would do it without a second thought." ~Kwame Lilly
- "As of now, there is No Public College in the state of Louisiana that offers a BFA in dance... there are some private or Elite schools that do but for the everyday kid who has to pay or earn their way through school, that's not an option! I believe the state would benefit hugely from offering this! And the amount of student we could keep in state for Dance would grow tremendously!" ~Kristi-Ann Lyons
- "If NSU had offered a BFA in dance, I would have applied for it. A BFA in Dance was not an option for me, but it can be for the upcoming students that wish to study dance. I decided to major in General Studies and minor in Dance, so that

I could be able to study dance and receive my degree. I believe if I was given the choice of having a BFA in Dance I would have only had to focus on my degree instead I had to spread the focus throughout a degree I had to have because the one I truly wanted was not available. I understand how dance can tie into theatre, but I also feel that dance can stand alone and be a success for the university and the individuals in pursuit of this degree." ~Crystal Brooks

The current degree program, a Bachelor of Science in Theatre with a concentration in Dance, requires students to take 36 semester hours in Theatre courses, which may not be applicable to a career in dance. For example, a student in the dance concentration must take Theatre History and Literature I, II and III as well as Script Analysis. It would be more beneficial for them to learn more about dance history and criticism, dance improvisation, partnering, and dance technique classes. Thus, students are choosing to minor in dance so their course requirements are relevant to their dance education. Several students have written letters in support for the Bachelor of Fine Arts in Dance (see APPENDIX IV - VII).

The projected source for dance students include dance studios within the state of Louisiana, Texas, Alabama, Arkansas, Mississippi, and Oklahoma. Performing Arts high schools will be a great resource for recruiting which includes New Orleans Center for Creative Arts (NOCCA), The Baton Rouge Center for Visual and Performing Arts, The High School of Visual and Performing Arts (Houston, TX) and Booker T. Washington (Dallas, TX).

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

Projected enrollment for the Bachelor of Fine Arts in Dance for the first four years are 20 students for the first year, 35 students for the second year, 50 students for the third year, and 65 students for the fourth year. These numbers were derived from a survey distributed to high school students interested in majoring in dance in the state of Louisiana (APPENDIX III). However, it is possible given this is the only public university offering a major in dance, student enrollment could be much higher than projected. Once the degree is offered, recruiting efforts will be enhanced, with attention given to lower tuition and fees than that offered by our neighboring institutions offering this degree.

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

Northwestern's Office of Institutional Research provided the following graduation and enrollment data for students in the dance concentration and students with a minor in dance. Table 1 represents yearly graduation rates from 2011 to 2016.

Table 1. Graduates for the B. S. in Theatre with a Concentration in Dance Performance and Graduates with a Minor in Dance

	<u>Dance Performance Concentration</u>	<u>Dance Minor</u>
2011-2012	2	N/A
2012-2013	8	4
2013-2014	4	1
2014-2015	3	4
2015-2016	5	1

Source: Completer Files

Although the numbers documented above do not represent a strong necessity for the Bachelor of Fine Arts in Dance degree, the data are deceiving, because many Northwestern Theatre and Dance students pursue a double concentration in Musical Theatre and Dance. By the senior year, many students drop one of their concentrations due to added degree requirements and wanting to graduate within four years. These numbers also do not show the number of students enrolled in dance classes each year.

Table 2 represents yearly enrollment data (2012-2016) for students in the dance concentration area and students seeking to minor in dance.

Table 2. Enrollment for the B.S. in Theatre with a Concentration in Dance Performance and Enrollment for a Dance Minor

	<u>Dance Performance Concentration</u>	<u>Dance Minor</u>
2012-2013	9	18
2013-2014	8	11
2014-2015	13	10
2015-2016	17	10

Source: Expanded Enrolled Census Files (Fall, Spring, Summer of Each Year)

Enrollment numbers are also deceiving, because most students do not declare a concentration or minor until their sophomore year. Recruiting students for a Bachelor of Science in Theatre with a concentration in Dance is challenging and leads to low enrollment numbers, because students want dance as a major in their degree program and often seek to major in another field and minor in dance.

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

The proposed Northwestern State University Bachelor of Fine Arts in Dance degree program seeks to develop the knowledge and skills that will enable graduates to excel and innovate in their chosen field. The admission criteria help ensure that students are able to maximize growth and realize their potential in their chosen field of work and study. Entry into the Bachelor of Fine



Arts in Dance will be in accordance with Northwestern State University undergraduate admission requirements; program admission requirements include the following:

- Departmental Application
- Headshot and Resume
- Attend an audition and interview on campus
- Submit two letters of recommendation

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; degrees; courses taught; other assignments.

Faculty	Degrees	Certifications	Current Faculty Assignment	Credit Hours/ Contact Hours/ Student Credit Hours Produced	Additional Assignments
Kirstin Riehl Rank: Associate Professor joined NSU: 2010	2007: BFA, Sam Houston State University 2010: MFA, University of Utah	Pilates Certification, CPR and AED Certified, Introduction to Bartenieff Fundamentals	Director of Dance  Courses: Workshop in Dance, Beginning Ballet, Intermediate Ballet, Advanced Ballet, Dance Pedagogy, Ballet Company, Dance Staging, Senior Concert, Beginning Modern for Non- majors, Introduction to Fine Arts, Composition I	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Teach Pilates at the WRAC
Brett Garfinkel Rank: Assistant Professor joined NSU: 2012	2008: BFA, Adelphi University 2012: MFA Purchase College, SUNY	GYROKINESIS®, CPR and AED Certified	Professor of Dance  Courses: Workshop in Dance, Beginning Modern, Intermediate Modern, Advanced Modern, Intermediate Jazz, Advanced Jazz, Dance History, Composition I Composition II, Jazz Ensemble, Modern Ensemble, Beginning Modern for Non- Majors	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Teach Yoga at the WRAC, Faculty Senator
Rebecca Morgan	2011: BS, NSU		Instructor of Dance	Credit Hrs: 15 Contact Hrs: 15	Teach Pilates and Eccentrics at the WRAC

Rank: Adjunct Professor joined NSU: 2007			Courses: Beginning Tap, Intermediate Tap, Advanced Tap, Rhythmic Analysis, Tap Repertory, Beginning Jazz for Non-Majors, Workshop in Dance, Dance Production	Student Credit Hrs Produced: 225	
TBA Rank: Assistant Professor at NSU (shared Faculty with LSMSA)	TBA	TBA	Professor of Dance  Courses: Dependent upon curriculum needs and professor's specialty	TBA	Director of Dance at LSMSA

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.

No new faculty will be needed during the first two years of the degree implementation. As the projected growth in enrollment is realized (number in excess of 40 students), additional faculty will be needed to facilitate required classes, and to assist with advising. Adjunct faculty will be utilized first before seeking additional full-time faculty.

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 will be involved in creative activities, research, scholarly work, and service to the university in addition to their course load. Currently, the teaching load is 15 credit hours a semester. When the faculty member is producing creative/scholarly work for the department, they are given a 3-credit hour course release. For any additional course load over the 15 credit hours faculty qualify for an overload stipend with an extra service contract. Having earned a minimum of a terminal degree in Dance will be required for all new faculty.

## 5. Library and Other Special Resources

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

The library currently has an adequate collection of materials in dance to initiate this program. Below is a selected list, by type, of what is currently available in the print and electronic library collection.

### Electronic Resources and Databases: (9 databases)

Academic Search Complete  
Biography in Context  
Credo  
Dance in Video  
Gale Virtual Reference Library  
JSTOR  
Music Index  
Project Muse  
WorldCat

### Reference Books: (6 titles)

Oxford Dictionary of Dance (2000)  
International Dictionary of Modern Dance (1998)  
International Encyclopedia of Dance (1998)  
International Dictionary of Ballet (1993)  
Encyclopedia of Dance & Ballet (1977)  
A Dictionary of Ballet (1974)

**Circulating Books: (374 titles)**

Salsa with me (2008)  
Dancing from Past to Present: Nation, Culture, Identities (2006)  
National rhythms, African roots: The deep history of Latin American popular dance (2004)  
No fixed points: Dance in the twentieth century (2003)  
The dance experience: Insights into history, culture, and creativity The all new second edition. (2003)  
Modern bodies: Dance and American modernism from Martha Graham to Alvin Ailey (2002)  
Choreographic politics: State folk dance companies, representation, and power (2002)  
Physics and the art of dance: Understanding movement (2002)  
Dancing desires: Choreographing sexualities on and off the stage (2001)

**Biographies: (112 titles)**

**Examples:**

Before the parade passes by: Gower Champion and the glorious American musical (2005)  
Dancing revelations [electronic resource]: Alvin Ailey's embodiment of African American culture (ebook 2004)  
Jerome Robbins: His life, his theater, his dance (2004)  
Balanchine: Celebrating a life in dance (2003)  
Isadora: A sensational life 1st ed. (2001)  
I, Maya Plisetskaya (2001)  
Martha Graham, a dancer's life (1998)

**AV /DVDs**

Band Wagon  
Cats  
Company  
Footloose  
Godspell  
Les Miserables  
The Best of Riverdance

**Serials:**

Dance Chronicle (JSTOR)  
Dance Magazine (Academic Search Complete)  
Dance Research Journal (JSTOR 1974-2011)  
Dance Spirit (Academic Search Complete)  
Folk Music Journal (Academic Search Complete)  
Journal of Physical Education, Recreation, & Dance (Serials Shelves and CINAHL database (1988-2016)  
Journal of the English Folk Dance and Song Society (JSTOR 1932-1964)

The biggest need of the dance holdings is to make sure that all types of dancing are represented. The collection should be updated with items available since 2000. This can be done gradually with titles requested by faculty. For those items not receiving heavy use and until gaps can be determined and rectified, interlibrary loan will fill the need for books, journal articles, and videos. Interlibrary loan is free to all students, faculty and staff. See the following LibGuide for more information on Interlibrary Loan: <http://libguides.nsula.edu/policies/ILL>

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. She can also create instruction materials such as LibGuides to help students and faculty effectively use library resources.

Interlibrary Loan will fill this need for other institutions that have library resources being used or available to faculty and students for the proposed program. Materials from the state, region, country, and even internationally can be located and requested.

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

2015-2016 Creative and Performing Arts \$531.58  
2016-2017 Creative and Performing Arts \$2598.15

The last time the library purchased titles or DVDs for Dance was 2006

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

Estimated total of \$10,000 or \$2,000 a year for books and DVDs. The library has a collection development librarian, Deborah Huntington, who can assist with locating and purchasing appropriate materials.

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

At this time there is no need for additional resources.

## 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.

### Existing Facilities Available for Program

This program will be housed within the Theatre and Dance Department, which is in the A.A. Fredericks Creative and Performing Arts Center on Northwestern's main campus in Natchitoches. The Fine Arts building provides space for instruction, offices, conferences, computer lab and performance spaces. All administrative and faculty offices are located in the same building. Classroom and computer laboratories are located on the first and second floors.

Outside of the A.A. Fredericks Creative and Performing Arts Center other facilities that have studios for technique classes include the Wellness, Recreation and Activities Center (WRAC), The Louisiana School for Math, Science and the Arts (LSMSA) as well as the Human and Health Performance Building (HHP).

### Present Utilization of Facilities

All program faculty members have private offices. Each office is equipped with a computer with Internet access and loaded with a variety of programs, such as the current Microsoft Office and Windows. All faculty members have access to a secure file server that is accessible from any university computer on any campus or via the Internet. This file server permits the faculty to access files and databases and to share files at any time. The server is backed up on a daily basis to ensure the integrity of the system.

- Lecture classrooms include rooms 122 and 228, both rooms are smart classrooms with computer and projection capabilities.
- Room 112 is equipped with a specialized sprung floor specifically for Tap dance as well as other genres of dance. The studio has a mirrored wall, dry erase board, benches, portable barres and a sound system.
- Room 132 is also equipped with specialized sprung floor specifically for ballet and modern dance as well as other genres of dance except for tap. The studio has a mirrored wall, dry erase board, ballet barres attached to the wall, portable barres, and a sound system.
- The Wann theatre is a multipurpose space. It is used for all different kinds of classes. It has mirrored wall, sprung marley flooring and sound system. It is also used as a performance space so there is a track system for lighting a production needs.
- Theatre West is a black box theatre that seats 98-125 people, it is a fully functioning performance space.
- A.A. Fredericks is the main stage proscenium theatre space that seats 1400 people, it is a fully functioning performance space with dressing rooms, bathrooms, orchestra pit, trapped door and light, sound and scenic shops.
- The blue/green room is a conference room used for production and faculty meetings.
- Theatre computer lab has 15 iMac desktop computers, drafting tables, Flat screen TV with Apple TV and a dry erase board.
- Costume Shop has 8 sewing machines, 4 work tables and a large storage room in the basement.

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. Space within the A.A. Fredericks Creative and Performing Arts Center, the Wellness, Recreation and Activities Center (WRAC), the Louisiana School for Math, Science and the Arts (LSMSA) as well as the Human and Health Performance Building (HHP) meets the needs for the new proposed program. All buildings listed above have space designated for dance classes and training.

## 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 Bachelor of Fine Arts in Dance will be administered through the Department of Theatre and Dance in the School of Creative and Performing Arts. The proposed program will not affect the present administrative structure of the University.

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

Partially due to the high level of dance training students receive, Northwestern State University Theatre and Dance Department is well known throughout the state as the leading Musical Theatre program. The Bachelor of Fine Arts in Dance will increase the visibility of Northwestern as the state's premier university with a major in dance.

A weakness within the dance concentration falls on recruiting efforts. Technically skilled and proficient high school dancers seek a Bachelor of Fine Arts in Dance degree to continue their high level of training. Without the proposed degree, it is hard to recruit. These brilliantly talented dancers are leaving the state of Louisiana to seek education to further their dance careers.

## 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 National Association of Schools of Dance (NASD) is the accrediting agency for the Bachelor of Fine Arts in Dance. The project vision for the program is to begin the self-study for the accreditation process in the fall of 2023. This will allow the program to develop and build a strong reputation in the dance field. The accreditation requirements can be found at the following link: <https://nasd.arts-accredit.org/>

According to the National Association of Schools of Dance policies and procedures, Northwestern State University must first be a member of the National Association of Schools of Dance, in order to apply for accreditation. The National Association of Schools of Dance Membership includes self-study, an on-site visit, Commission action, and public notice of accredited institutional membership. It provides more than the immediate benefits and improvements that usually occur during and after this process. Participation in the National Association of Schools of Dance also means shouldering important institutional responsibilities for dance, and particularly for its place and role in higher education.

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.

## 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 Bachelor of Fine Arts in Dance would have no additional costs for the first two years. CAPA Performance Scholarships would continue to be allocated from the Scholarship Fund to offer incoming students a talent-based scholarship.

Currently, there are two full-time dance faculty, one shared faculty position with the Louisiana School for Math, Science and the Arts (LSMSA) and one adjunct faculty in the Department of Theatre and Dance. With growth in enrollment, a third full-time dance faculty member will need to be hired by August 2020. By definition, one full-time faculty member will be expected to teach 12-to 15-hours per semester. Revenue generated from student tuition and fees will cover salary and benefits for the new faculty member.

### 2017-2018 Departmental Costs

- Operational Expenditures (including scholarships, student wages, faculty travel, printing, technical services, etc.): \$220,000.00
- Operational Expenditures (including faculty salaries/benefits): \$1,336,088.00
- Departmental Expenditures (including theatre/dance production costs, publicity, royalties, etc.): \$53,500.00

### 2016-2017 Departmental Costs

- Operational Expenditures (including scholarships, student wages, faculty travel, printing, technical services, etc.): \$195,000.00
- Operational Expenditures (including faculty salaries/benefits): \$905,391.00
- Departmental Expenditures (including theatre/dance production costs, publicity, royalties, etc.): \$49,000.00

With the approval of the Bachelor of Fine Arts in Dance and the increased enrollment/retention of dance majors, funds will be allocated to support the needs of the new degree program. As such, funds are distributed equally depending upon departmental needs.

\*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.

The Theatre and Dance Department will continue its success in finding alternative funding sources. If approved, the Bachelor of Fine Arts in Dance will explore alternative funding through –

- University Grants
- Student Technology Grants
- Faculty Travel Grants
- NSU Student Government "Organizational Relief Grants"
- National/State/Local Grants
- Natchitoches Historic District Development Commission
- Board of Regents Support Funds
- National Endowment for the Arts
- American College Dance Association
- Patron/Donor/Subscribers List
- Fundraisers
- Endowed Scholarships
- Endowed Professorships

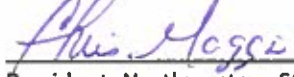
**CERTIFICATIONS:**

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

3/15/2018  
Date

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

3/15/2018  
Date

  
\_\_\_\_\_  
President, Northwestern State University

3/15/18  
Date

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

\_\_\_\_\_  
Date

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

Institution: Northwestern State University

Date: \_\_\_\_\_

Degree Program, Unit: Bachelor of Fine Arts in Dance

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

<b>EXPENDITURES</b>								
<b>INDICATE ACADEMIC YEAR:</b>	<b>FIRST 2018-2019</b>		<b>SECOND 2019-2020</b>		<b>THIRD 2020-2021</b>		<b>FOURTH 2021-2022</b>	
	<b>AMOUNT</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>AMOUNT</b>	<b>FTE</b>	<b>AMOUNT</b>	<b>FTE</b>
Faculty	\$		\$		\$50,000	1	\$	
Faculty Benefits					\$26,598			
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	<b>\$</b>		<b>\$</b>		<b>\$76,598</b>		<b>\$</b>	
	<b>AMOUNT</b>	<b>AMOUNT</b>	<b>AMOUNT</b>	<b>AMOUNT</b>				
Facilities	\$	\$	\$	\$				
Equipment								
Travel								
Supplies								
<b>SUB-TOTAL</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>				
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>				
<b>REVENUES</b>								
<b>Revenue Anticipated From:</b>	<b>AMOUNT</b>	<b>AMOUNT</b>	<b>AMOUNT</b>	<b>AMOUNT</b>				
*State Appropriations	\$	\$	\$	\$				
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
<b>Expected Enrollment</b>	<b>20</b>	<b>35</b>	<b>50</b>	<b>65</b>				
Tuition	\$5,180	\$5,180	\$5,180	\$5,180				
Fees	\$3,106	\$3,106	\$3,106	\$3,106				
*Other (specify)								
<b>TOTAL REVENUES</b>	<b>\$165,720</b>	<b>\$290,010</b>	<b>\$414,300</b>	<b>\$538,590</b>				

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

**APPENDIX II**

**LETTER OF SUPPORT FROM**

**DIANE DEFRIES, EXECUTIVE DIRECTOR OF ACDA**





April 3, 2017

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

Dear Dr. Henderson:

Please accept this letter of support from the American College Dance Association (ACDA) for Northwestern State University's Theatre & Dance Department's proposed Bachelor in Fine Arts dance degree. As the only national organization devoted solely to dance in higher education, ACDA is uniquely positioned to assess the continued growth and strength of dance in the academic arena throughout the country. Most of our current 399 institutional members offer at least one dance major degree (BA, BS, BFA, MA, MFA, ED, and/or PhD).

Dance is a well-established discipline in higher education. From the first dance major established 90 years ago to the hundreds of dance degrees offered today by universities and colleges throughout the country, the discipline of dance has continued to evolve and grow. A BFA curriculum engages students in creative and artistic processes—particularly creating, performing and analyzing dance founded in problem solving techniques; critical thinking skills; critical analysis, comparative and evaluative analyses; as well as in cultural, historical, social, and artistic contexts of dance. A BFA in Dance prepares future professional choreographers, performers, critics, scholars, and teachers.

We hope you will consider implementation of the proposed Northwestern State University BFA in Dance to give access to students throughout the State of Louisiana who are committed to seriously pursuing this discipline. The NSU BFA in dance would be the only BFA offered in Louisiana and would provide access to a high-quality, demanding program of study for Louisiana students dedicated to in-depth pursuit of the discipline. As a longtime, active member of ACDA, the NSU dance program has demonstrated commitment to providing its students with rich and demanding educational experiences. The BFA would deepen significantly the work already being carried out by the dance program faculty.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Diane DeFries'.

Diane DeFries  
Executive Director

326 N. Stonestreet Ave., Suite 204 ▲ Rockville, Maryland 20850  
(240) 428-1736 ▲ [info@acda.dance](mailto:info@acda.dance)  
[www.ACDA.dance](http://www.ACDA.dance)

APPENDIX I  
NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE  
VISTOR'S REPORT

**NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE**

**Visitors' Report**

**Northwestern State University**

150 Central Avenue  
Natchitoches, LA 71497  
Scott Burrell, Chair  
Department of Theatre/Dance  
April 21-22, 2016

Marc Powers, University of South Florida  
Mark Dean, University of Montana

**Programs or degrees for which Renewal of Plan Approval and Final Approval for Listing  
is sought.**

Bachelor of Science: 4 years – Theatre (Design/Technology; Performance/Directing; Musical  
Theatre Performance; Dance Performance)

## DISCLAIMER

The following report and any statements therein regarding compliance with NAST accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

## OPTIONAL RESPONSE

It is strongly recommended that each institution submit an Optional Response to the Visitors' Report, which may be used to correct (1) errors of fact, (2) conclusions based on such errors, and (3) any documented changes made in the program since the on-site review. In particular, information in the Optional Response should address noted issues of apparent noncompliance, such as those included in Section P. of this report, and any areas where the provision of further information has been deemed advisable by the institution.

## ACKNOWLEDGMENTS

The visitors wish to acknowledge the hospitality and courtesy of the host institution, and in particular: Theatre Chair Scott Burrell, who prepared and organized the visit; School of Creative and Performing Arts Director Greg Handel, who made himself available for all questions; and President Jim Henderson, whose enthusiastic support of the Department of Theatre and Dance was infectious.

### A. Purposes

The purposes of the theatre unit are clearly stated in the Self-Study (p. 4) and are clearly in accord with the university's mission. "Northwestern State University is a responsive, student-oriented institution committed to the creation, dissemination and acquisition of knowledge through teaching, research, and service." The theatre unit "seeks to assist students with the acquisition of skills and knowledge in theatrical arts necessary to meet their professional, social and personal needs." Everything that the visitors observed affirmed the accuracy of these statements.

### B. Size and Scope

Key to the assessment of size and scope is the theatre unit's focus on serving the students' professional needs. While the degree programs are liberal arts, they are quite close to being professional degrees, and in many ways appear to function as such. If the degrees were structured as true liberal arts degrees, there would clearly be sufficient faculty, staff, and facilities to serve that purpose. However, the level of professionalism required of and by the students through the curriculum as well as the production program stretches all human and physical resources to an extreme. The extensive required curriculum with four concentrations requires more instructors and instructional spaces than can be provided, and as a result, the percentage of students requiring course substitutions in their degree program is significant. It was made clear to the visitors that the university expected the enrollments in theatre to grow substantially – in large part because the theatre program is highly valued by the university – however, due to state constraints on budget over the past few years it was not certain when additional faculty, staff and instructional spaces could be anticipated. While the theatre program marginally meets the standards for size and scope, it appears to be overextended in terms of the guidelines for size and scope in not demonstrating a positive relationship among size and scope, goals and objectives, and resources available (NAST *Handbook 2016-17*, II.B.2.a.).

## **C. Finances**

Given the state of current higher education funding in Louisiana, the budgets available to the theatre unit appear to meet the current needs of the program. While production budgets are not lavish, conversations with faculty and staff indicate that the combination of General Fund allocations, box office income, and Foundation accounts are adequate to meet the administrative, academic and production needs of the program.

As stated in the Self-Study (p. 10), the University Administration continues to provide the theatre unit with as much financial assistance as possible given the State's current funding model. The theatre unit has benefited with new faculty lines and facility repair.

The State of Louisiana's higher education budgetary quandary has affected directly the theatre unit's faculty and staff morale. The lack of salary increases, faculty development, faculty travel, cuts to foundational university services, and increased workloads have affected their sense of value and a means to address faculty development.

Should additional degree options be added in the future, the current financial model will need to be adjusted accordingly.

## **D. Governance and Administration**

### **1. Overall Effectiveness**

Governance and administrative structures and activities support the unit's mission of teaching and learning. The unit's faculty is integral in the strategic planning and ensuring the standards of instruction, creative work, and research. The theatre unit functions well in its own governance and administration, is well-represented on university and college committees, and is highly respected and enjoys strong support from the School's Director, Dean and President.

### **2. Policy-Making**

Procedures for policy-making are clear on all levels – department, school, college, and university – and there appears to be ample opportunity for the faculty and staff individually as well as collectively to have input and impact on policy-making.

### **3. Theatre Executive's Load and Responsibilities**

The theatre executive is well supported by the faculty, staff and upper-administrators, and appears to have a load and responsibilities commensurate with theatre executives at similar institutions. The faculty expressed a desire to assist the Chair with any task on which he needs assistance and a desire to be more involved directly with departmental governance.

### **4. Communication**

The Chair seems to be an excellent advocate for the Department. It appears as if the Chair and the School's Director have an open, honest, and respectful relationship and that the needs of the program are being communicated effectively to the upper administration.

## **E. Faculty and Staff**

The visitors had the opportunity to observe a number of classes and to meet with faculty multiple times and found that the Northwestern State University theatre and dance faculty is highly qualified, competent and dedicated. Given the specific requirements of curriculum and production, it is the visitors' opinion that their numbers do not sufficiently meet their needs. The composition of the faculty includes one member focused on history and literature, one on musical theatre, two on performance, three on design/technical theatre and two on dance. A limited number of adjuncts, primarily in dance, are also engaged. The standards for qualifications, appointment, evaluation and advancement all appear to be met, based on the faculty manual and the vita of the faculty. Given the number of course substitutions regularly approved for students to graduate in a timely manner, it does not appear that all courses that should be offered on a regular basis are offered, and this suggests that either additional faculty or curricular revision are necessary. In the current structure, it is not clear that the institution meets the standard that "The number and ratio of full- and part-time faculty positions and their distribution among the specializations must be (a) Sufficient to achieve the theatre unit's purposes, (b) Appropriate to the size and scope of the theatre unit's programs, and (c) Consistent with the nature and requirements of specific programs offered" (NAST Handbook 2016-17, II.E.2.a.(1)).

Theatre faculty loads are consistent with those in other disciplines and theatre faculty are given appropriate course releases for production assignments. However, the basic load of five courses per semester is high, and there is an expectation for additional production activity/involvement that for which course release is not given, and therefore it is not clear that the institution meets the standard: "Faculty loads shall be such that faculty members are able to carry out their responsibilities effectively" (NAST Handbook 2016-17, II.E.4.a.(1)).

NAST standards for student/faculty ratio, class size, and faculty development all appear to be met.

The support staff of one administrative assistant, one part-time costume shop assistant and one part-time scene shop assistant appears to be marginally adequate. The scene shop assistant is a new position and clearly much welcomed by the faculty. The costume shop assistant is highly valued, but as there is only one faculty member in the costume area, the need to cover the number of courses and productions as well as maintaining the costume shop for the other half of each day is excessive with regards to the full-time faculty member's workload. It is not clear, therefore, that the institution meets the standard that "Support staff shall be provided commensurate with the theatre unit's purposes, size, and scope, and its degrees and programs" (NAST Handbook 2016-17, II.E.9.a.).

## **F. Facilities, Equipment, Technology, Health, and Safety**

The theatre department at Northwestern Louisiana State University occupies most of the A. A. Fredericks Fine Arts Building. The A. A. Fredericks Fine Arts Building houses the department's administrative offices that include the Chair, Administrative Associates, faculty and staff offices; and three performance venues: the A. A. Fredericks Auditorium, a 1,480-seat proscenium theatre; Theatre West, a 95- to 125-seat modified thrust venue; and, the Wann Theatre, a 25- to 50-seat black box venue, used primarily as a performance laboratory. In addition to the theatres, the building has dedicated dance studios, a CAD/drafting studio, and a smart classroom. The facility also houses the scenery, costume, and lighting production shops. The building has incorporated dressing rooms, a make-up room, and serves as the main storage repository for scenic, properties, furniture, and costumes. The Unit shares three classrooms with the Department of Music and four classrooms with the Department of Art.

The University and the College of Creative and Performing Arts (CAPA) are engaged in implementing renovations to Varnado Residence Hall, currently under-utilized and non-ADA

compliant. The renovated building demonstrates the University's commitment to students in all Arts disciplines. This structure will incorporate residence facilities, dedicated studio/rehearsal spaces, and serve as a cross-disciplinary incubator for all CAPA students. The facility is scheduled to be operational at the beginning of the fall semester 2017.

The Self-Study provides an excellent review of the improvements that have been made to facilities used by the theatre department since the time of the last review/consultation.

The visitors do have concerns regarding some of the facilities housed within the A. A. Fredericks Fine Arts Building. At the time of the visitation, the safety concerns associated with the lighting grid located in the Theatre West venue had not been remedied and faculty expressed the proposed remedy would severely limit the lighting capabilities within the space. Additionally, the dance studios appear to be undersized with regard to enrollment and lack the height necessary for the effective teaching and training of students. Both of these situations appear in conflict with the standards, "Facilities, equipment, and technology must be adequate to support faculty needs, all curricular offerings, and all students enrolled in them, and be appropriately specialized for advanced work," and "Space, equipment, and technology allotted to any theatre unit function must be adequate for the effective conduct of that function" (NAST *Handbook 2016-17*, II.F.1.a. and b.).

The visitors noticed the smell of mildew, and received statements from the faculty and staff that all spaces within the building were cold during winter months, which requires students to wear heavy coats and gloves to be comfortable when in the building, and inordinately hot during the summer months. These factors indicate to the visitors that the building's air-handling systems do not appear to circulate adequately fresh air to all parts of the facility. It was also reported to the visitor that the ventilation hood over the dye vat in the costume shop and the designated paint/properties construction area have ventilation systems that do not function properly. These problems appear to be in conflict with the standard that "Ventilation and safety treatments appropriate to theatre facilities shall be provided" (NAST *Handbook 2016-17*, II.F.1.g.). The visitors recommend that the Department and Facilities Services investigate and remedy any HVAC and ventilation problems associated with the A.A. Fredericks Fine Arts Building.

The visitors observed missing ceiling tiles in the A. A. Fredericks Auditorium that had fallen, and missing floor tiles in the storage and dressing room areas resulting in exposed adhesive mastic. Given the age of the building, the Department, the Dean's office and Facility services are encouraged to work together to arrive at a solution to alleviate permanently the health and safety issues of tiles inadvertently falling on students, faculty, staff, or the public. The visitors recommend further that the exposed mastic be tested to ensure asbestos is not present. This situation appears to be in conflict with the standard that "The institution shall have a plan by which it addresses health and safety issues on a continuing basis" (NAST *Handbook 2016-17*, II.F.1.i.).

As outlined in the Self-Study (p. 21) and further reported to the visitors, cleaning of the performance venues and the dressing rooms has been severely curtailed due to university budget rescissions. This situation impacts directly on the health and safety of faculty, staff, students, and patrons. This appears to be in conflict with the standards that "Budget provisions shall be made for adequate maintenance of the physical plant and equipment," and "Theatre program policies, protocols, and operations must reflect attention to maintenance of health and injury prevention and to the relationships among: the health and safety of theatre artists, designers, and technicians; suitable choices of equipment and technology for various specific purposes; appropriate and safe operation of equipment and technology; and other conditions associated with health and safety in studio, shop, lab, rehearsal, and performance facilities" (NAST *Handbook 2016-17* II.F.1.d. and f.).

## **G. Library and Learning Resources**

The visitors toured the library, examined the holdings including both print and database, and met with the librarian most directly involved with the theatre program. The Northwestern library appears to be in line with and comparable to other universities of its size and purpose in the migration from predominantly print to predominantly electronic holdings, and those holdings appear to be adequate to serve the needs of the theatre program. Faculty requests for additional print materials appear to be regularly honored. The librarian has provided instructional services when requested by the theatre faculty, and appears to be more than willing and able to expand that should the faculty and students desire. At the time of the visit, further renovation was in progress, including the addition of a coffee shop. The whole of the environment was welcoming and clearly conducive to study. The library appears to meet all NAST standards.

## **H. Recruitment, Admission-Retention, Record Keeping, Advisement, and Student Complaints**

### **1. Recruitment, Admission, Retention**

As stated in the Self-Study (pp. 25-26), the Theatre Department is seen as the preeminent academic program within the State of Louisiana for musical theatre training and draws many students from within Louisiana and many neighboring States.

The Theatre and Dance Department recruits actively in many regional high school recruiting events, participates in the Arkansas Thespian conference, and hosts the Louisiana State Thespian Conference. All of these activities demonstrate a strong connection with the State and region.

The Self-Study (p. 26) lists the Admission-Retention policies employed by the University and the Theatre Department. The visitors found no derivation from the stated Recruitment, Admissions, Retention activities. The Unit has kept pace with the University's demand for increased enrollment and retention of students, but the faculty stated that they are currently at their limit as far as the extra faculty time expectations and the A. A. Fredericks Fine Arts Building needed classroom/studio spaces required for additional student enrollment.

### **2. Record Keeping**

The visitors found that the unit's record keeping and student tracking was significant and substantial. The student files had meticulous detail about the individual student's progress and cogent information about their matriculation through the program including semester-by-semester curricular progression, production shop assignments, run crew assignments, and performance opportunities. Included in each student's file were copies of programs from every production on which the student worked.

### **3. Advisement**

Theatre faculty are assigned to academically advise students based on the student's area of interest. Faculty advise and mentor students, honing their acting, dance, design/technology, and/or musical theatre skills in rehearsal and performance. Faculty members engage actively with students to identify future career opportunities, develop strategies for success after graduation, and engage aggressively in their future ambitions.

### **4. Student Complaint Policy and Its Effectiveness**



As stated in the Self-Study (p. 28), faculty members are required to maintain a minimum of eight office hours per week. Additionally, the faculty operate with an "open door" policy to discuss individual student complaints/issues. If students need further remedy, they have the opportunity to meet with the Department Chair to try and find resolution. If the matter is not resolved after that meeting, the student then meets with the Schools Director and/or the Dean of Liberal Arts. If the complaint is still not resolved to the student's satisfaction, she/he may pursue a formal appeal process with the University Appeal Committee.

When the visitors met with the students, many expressed a desire for more discipline-specific course offerings, and individual program admission standards. The visitors suggest that the faculty, staff and students investigate mechanisms that ensure a safe learning environment and that allow students more exploration and experimentation to hone their skills and further develop their instrument. Students expressed a desire for a student handbook outlining the Unit's policies and procedures. The visitors recommend that the faculty create a departmental student handbook to address this desire and outline individual responsibilities and expectations.

### **I. Published Materials and Websites**

The University appears to meet the NAST standard for Published Materials and Web Sites. As stated in the Self-Study (p. 31), the Unit is responsible for the maintenance/content of the department's website. This has proven challenging because of the difficulty in using the university prescribed software, lack of a dedicated person, other than the Chair, responsible for updating the site-data, and financial resources for improving the existing website. This situation has led to outdated information included on the website and difficulty navigating to pertinent information. The visitors recommend that the School's Director, the Department's Chair and the Unit's faculty look for personnel and financial resources to remedy this dilemma.

### **J. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program (if applicable)**

NA

### **K. Community Involvement; Articulation with Other Schools**

As outlined in the Self-Study (pp. 31-33), the Department of Theatre and Dance is very active in the community of Natchitoches, the State of Louisiana, and the South Central region of the United States each year. The A. A. Fredericks Auditorium is used by many University and community groups. The Theatre West venue is used for theatre unit events and Music Unit productions. Each of these events requires that the faculty and venue resources be available for these various groups. Additionally, students and faculty are engaged actively both locally and regionally by offering conducting workshop presentations, staged musical and dramatic readings, and providing design, technical, and/or directorial support for various organizations.

Each summer, the Unit produces a two-show Summer Dinner Theatre season providing faculty and students with performance opportunities outside of the normal academic year. The Department also conducts a Summer Theatre Camp for children ages 7-13. This provides local public school students with an immersive theatre experience and enables NSU students teaching and managerial experiences.

The theatre unit often creates touring productions (acting, dance, and musical theatre) that perform for regional high schools and community theatres, and continues its two-decades of hosting the Louisiana State Thespian Educational Theatre Conference.

The Department is also an integral component of the School's annual *Christmas Gala* showcase event. This past year, the *Christmas Gala* was performed in both Natchitoches and Shreveport to great acclaim and continued to serve as a unique community outreach opportunity.

The Unit has 2+2 matriculation agreements with nearby Community Colleges that allow students to begin their higher education studies in one location then complete their undergraduate degrees at Northwestern Louisiana State.

The Department also has an articulation agreement with the Louisiana School of Math, Science and the Arts. This is an honors high school located on the NSU campus. Students enrolled in the School are given NSU college credit for completed courses and can easily matriculate into the theatre program.

#### **L. Non-Degree-Granting Programs for the Community (if applicable)**

NA

#### **M. Review of Specific Operational Standards for (1) Free-Standing Theatre Institutions of Higher Education and/or (2) Proprietary Institutions (if applicable)**

NA

#### **N. Programs, Degrees, and Curricula**

##### **1. Credit Hours**

###### **a. Definitions and Procedures**

###### **(1) Definition of Credit and Methods of Assigning Credit**

(a) The institution's definition of a credit hour is found on p. 7 of the *University Catalog*: "Semester hour – the numerical value of a course usually based on the number of hours spent in the class per week in a regular session. A credit or semester hour generally represents one hour of class work a week." (*Northwestern State University of Louisiana University Catalog 2016-17*, p. 7) It is further clarified in the Self-Study as "representing at least three hours of work each week, on the average, for a period of fifteen to sixteen weeks," and also, "In lecture –discussion courses requiring outside preparation, one hour of credit shall be given for one period of recitation (50 minutes) plus two hours of preparation each week of the term. In laboratory courses where little outside preparation is required, one hour of credit shall be given for two 50-minute recitation periods per week" (Self-Study, p. 29).

(b) The policies for granting course credit for transfer students is clearly articulated on p. 32 of the *University Catalog*.

**(2) Publication of Definitions and Policies**

Noted above in 1.a.

**(3) Procedures Used to Make Credit Hour Assignments**

The procedures used to make credit hour assignments are noted in the charge of the Registration, Credits and Graduation Council, which can be found on the website of the Office of the Registrar – <http://registrar.nsula.edu/registration-credits-and-graduation/>

**(4) Means Employed to Ensure Accurate and Reliable Application**

The means employed to ensure accurate and reliable application are found on the same website noted above in 1.a.(3).

**(5) Procedures of Free-Standing Institutions**

NA

**b. Evaluation of Compliance**

It appears to the visitors that the institution is in compliance with NAST standards regarding credit hours.

**c. New, Experimental, Atypical Formats or Methods**

NA

**2. Specific Curricula**

**a. General Content and Competency Standards**

The curriculum for the Bachelor of Science in Theatre with four concentrations (Design/Technology, Musical Theatre Performance, Performance and Directing, and Dance) offered by Northwestern State University of Louisiana is comprised of a common theatre core of 33-36 hours (one of the optional courses is a Dance History course) and a concentration core of 34-35 hours. At 51% within the major, this is a “heavy” Bachelor of Science degree. The range of courses required appears to be well within the norm for theatre degrees, and what the visitors observed both through syllabi reviewed and classes visited indicate that competency standards have been met, however, no analysis of competencies was provided in the Self-Study, only the curricular tables and an assessment of strengths and areas for improvement. Additionally, the curricular tables do not list which courses are considered Theatre Studies and which are considered Performance, but rather list courses by Theatre Core and Concentration Core, and the numbers for Theatre Studies/Theatre Core and Performance/Concentration Core do not correlate.

**b. Individual Curricula**

**Baccalaureate Programs**

**Bachelor of Science: 4 years – Theatre (Design/Technology)**

**(1) Status – Renewal of Plan Approval and Final Approval for Listing**

- (2) **Curriculum** – The curriculum includes appropriate courses within both a theatre core (22.5%) and a design/technology core (29.1%). No analysis of content or competencies addressed (NAST *Handbook 2016-17*, VII.D.) was provided in the Self-Study.
- (3) **Title/Content Consistency** – The title appears to accurately reflect the course content.
- (4) **Student Work** – Student work observed included both scenic and costume designs for the mainstage production as well as class projects and were reflective of the quality expected from a liberal arts theatre program with a design and technology emphasis.
- (5) **Development of Competencies** – No evaluation of competencies as required (NAST *Procedures for the Self-Study Document: Format A*, section II.B.3) was provided by the institution. Discussions with students and observations of both classes and a production suggest that competencies are being appropriately and successfully developed, however the demonstration of evaluation by the institution is absent.
- (6) **Overall Effectiveness** – The degree program appears to be effective based upon the observed results and anecdotally the success of graduates, but without completion of an assessment of compliance with NAST standards or accurate curricular tables, it was not possible for the visitors to accurately assess this, and it is unclear that the degree program meets the standards for essential content and competencies (NAST *Handbook 2016-17*, VII.D.1.-3.).

**Bachelor of Science: 4 years – Theatre (Musical Theatre Performance)**

- (1) **Status** – Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum** – The curriculum includes appropriate courses within both a theatre core (22.5%) and a musical theatre performance core (29.1%). However, the percentage in the musical theatre core may be slightly higher or lower as the requirement includes 3 hours of electives in voice or dance from a list of thirteen courses each of which are 2 credits. No analysis of content or competencies addressed (NAST *Handbook 2016-17*, VII.D. and also, Appendix I.B.) was provided in the Self-Study.
- (3) **Title/Content Consistency** – The title appears to accurately reflect the course content.
- (4) **Student Work** – Student work observed included class observations of singing, dancing and acting as well as performance in the production of *Oklahoma!* The work observed was reflective of the quality of work expected from a liberal arts theatre program with an emphasis on musical theatre performance.
- (5) **Development of Competencies** – No evaluation of competencies as required (NAST *Procedures for the Self-Study Document: Format A*, section II.B.3) was provided by the institution. Discussions with students and observations of both classes and a production suggest that competencies are being appropriately and successfully developed, however the demonstration of evaluation by the institution is absent.
- (6) **Overall Effectiveness** – The degree program appears to be effective based upon the observed results and anecdotally the success of graduates, but without completion of an assessment of compliance with NAST standards or accurate curricular tables, it was not possible for the visitors to accurately assess this, and it is unclear that the degree program meets the standards

for essential content and competencies (NAST *Handbook 2016-17*, VII.D.1.-3.), nor for liberal arts programs in musical theatre (NAST *Handbook 2016-17*, VII.E.).

**Bachelor of Science: 4 years – Theatre (Performance/ Directing)**

- (1) **Status** – Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum** – The curriculum includes appropriate courses within both a theatre core (22.5%) and a performance and directing core (28.3%). No analysis of content or competencies addressed (NAST *Handbook 2016-17*, VII.D.) was provided in the Self-Study.
- (3) **Title/Content Consistency** – The title appears to accurately reflect the course content.
- (4) **Student Work** – Student work observed included class observations of acting as well as performance in the production of *Oklahoma!* The work observed was reflective of the quality of work expected from a liberal arts theatre program with an emphasis on performance and directing.
- (5) **Development of Competencies** – No evaluation of competencies as required (NAST *Procedures for the Self-Study Document: Format A*, section II.B.3) was provided by the institution. Discussions with students and observations of both classes and a production suggest that competencies are being appropriately and successfully developed, however the demonstration of evaluation by the institution is absent.
- (6) **Overall Effectiveness** – The degree program appears to be effective based upon the observed results and anecdotally the success of graduates, but without completion of an assessment of compliance with NAST standards or accurate curricular tables, it was not possible for the visitors to accurately assess this, and it is unclear that the degree program meets the standards for essential content and competencies (NAST *Handbook 2016-17*, VII.D.1.-3.).

**Bachelor of Science: 4 years – Theatre (Dance Performance)**

- (1) **Status** – Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum** – The curriculum includes appropriate courses within both a theatre core (22.5%) and a dance core (29.1%). However, the percentage in the dance core may be slightly higher or lower as the requirement includes 3 hours of electives in dance from a list of nine courses each of which are 2 credits. No analysis of content or competencies addressed (NAST *Handbook 2016-17*, VII.D.) was provided in the Self-Study. The total number of theatre course credits require (33) constitutes 27.5% theatre, with the remaining courses in the major having a Dance designator. It is not clear that this concentration meets the standard that “in order to be designated a major in a liberal arts program, a comprehensive field such as theatre or theatre history must be accorded no less than 30% of the total credits required for the liberal arts degree” (NAST *Handbook 2016-17*, IV.C.2.a.).
- (3) **Title/Content Consistency** – The title does not appear to accurately reflect the course content, as the number of credits in theatre do not constitute a major and as the intent is to accommodate students who desire a dance major.
- (4) **Student Work** – Student work observed included class observations of dance as well as dance performance in the production of *Oklahoma!* However, the evaluation of student work in dance is outside the purview of NAST.

(5) **Development of Competencies** – No evaluation of competencies as required (NAST *Procedures for the Self-Study Document: Format A*, section II.B.3) was provided by the institution. Should the institution wish to maintain this concentration as a theatre degree, this analysis should focus on the theatre competencies. The institution may wish to consider similar competency evaluation based on National Association of School of Dance standards as a means of assessing the appropriateness of the degree.

(6) **Overall Effectiveness** – It was not possible for the visitors to assess the overall effectiveness of this concentration as either a theatre or a dance degree, and it is unclear that the degree program meets the standards for essential content and competencies (NAST *Handbook 2016-17*, VII.D.1.-3.).

### **3. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements**

#### **Baccalaureate Programs**

The visitors reviewed two transcripts from each of the four concentrations of the Bachelor of Science in Theatre. All eight transcripts indicated that the students had completed at least the required 120 credits for the degree, and typically substantially more, and that they had completed at least the number of credits required in the theatre core as well as the concentration core. Evident in all transcripts was the substitution of at least one and typically more courses from the required lists.

### **4. Performance**

The unit has stated the conundrum of process vs. product and classroom vs. production quite succinctly and accurately in the Self-Study (p. 50, section II.C.). What was observed in classes was faculty and students focused on the process with the objective to achieve the product, and what was observed in the production of *Okluhoma!* was a commitment to the presentation of a strong performance. The work demonstrated was of a caliber to be expected from a liberal arts program and perhaps a bit more. Students were given the opportunity to grow as performers, designers, choreographers and technicians. This approach appears to be consistent with all productions done by the unit. The commitment to ensuring that all theatre students have the opportunity to participate in performance was also quite evident.

### **5. Theatre Studies in General Education**

No courses in Theatre are a part of General Education at the institution, nor is there a minor in Theatre offered. Most if not all courses appear to be restricted to majors, with a very few exceptions. The restrictiveness is appropriate insofar as the available seats in most courses appear to be limited as does the ability to provide additional sections of entry level courses. Non-major students are eligible to participate in Theatre productions, however indication of the frequency of this occurring was not presented in the Self-Study nor mentioned or discussed during the visit. The unit considers its primary contribution to the general education of the institution's students to be cultural development through the presentation of high quality theatre productions.

## **O. Theatre Unit Evaluation, Planning, and Projections**

### **1. Evaluation, Planning, and Projections Development**

The unit has clearly identified a number of critical issues listed as Compliance Concerns throughout Part I of the Self-Study, and these are, for the most part quite frank and correct. In some instances, such as the section on Finances, it has "established goals in which to ease the financial burden placed on the Unit and the University" (Self-Study, p. 10). However, only two of the nine bulleted goals actually would reduce financial burden. The remainder would, indeed, increase the financial burden on the university, particularly as several will require the addition of new faculty and staff lines and several will require significant renovations and/or new building of facilities. Nowhere has clear indication of any planning and projections or progress on these been indicated.

The unit has also presented in the Self-Study section on Evaluation, Planning and Projections a list of university objectives relative to the SACS reaffirmation, which consists of four goals and three-to-five projected outcomes for each (Self-Study, p. 33), however, no indication of what is being planned to achieve those outcomes or what part the theatre unit will be expected to play in that process is presented.

In that same section, it is stated that "The university has developed a detailed plan for assessment of student performance. As part of the student assessment plan, the theatre unit is required to develop its own 'learning outcomes.' The outcomes can be found in Appendix 4" (Self-Study, p. 34). No outcomes were included in Appendix 4.

The visitors' impression was that lack of substance in evaluation, planning, and projections is a clear indication that the concerns regarding the number and distribution of faculty and staff and the issues of load and proper compensation related to them, the issues of facilities in terms of size and condition relative to programmatic needs, and the expectations of growth are very real issues that require significant effort to respond to reactively and thus, the luxury of time to be proactive has been lacking.

It is clear that the faculty and the chair need the time to clearly consider prioritizing concerns, establish goals and objectives, and develop a means to assess their progress. They will also need the time to engage in carrying out those actions. Currently, it is not clear that the unit meets the standard that "Evaluation, planning and projection must be pursued with sufficient intellectual rigor and resource allocations to accomplish established purposes" (NAST Handbook 2016-17, II.L.1.a.(6)).

## **2. Completeness and Effectiveness of Self-Study**

The Visitors were very impressed with the frank honesty of the Self-Study, particularly in the statements of compliance concerns, and the overall impression was quite positive. As noted in the body of this report, there appear to be areas of the Self-Study that did not include sufficient information and documentation. Therefore, the visitors recommend that the institution review these areas, such as the content and development of competencies with regard to degree programs noted above, and to submit further and more detailed information in its Optional Response which clearly addresses the issues and demonstrates the institution's compliance with applicable standards.

## **P. Standards Summary**

There are three standards related to **Faculty and Staff** to which the institution does not appear to comply:

- “The number and ratio of full- and part-time faculty positions and their distribution among the specializations must be (a) Sufficient to achieve the theatre unit’s purposes, (b) Appropriate to the size and scope of the theatre unit’s programs, and (c) Consistent with the nature and requirements of specific programs offered” (NAST *Handbook 2016-17*, II.E.2.a.(1)).
- “Faculty loads shall be such that faculty members are able to carry out their responsibilities effectively” (NAST *Handbook 2016-17*, II.E.4.a.).
- “Support staff shall be provided commensurate with the theatre unit’s purposes, size, and scope, and its degrees and programs” (NAST *Handbook 2016-17*, II.E.9.a.).

There are four standards related to **Facilities, Equipment, Technology, Health, and Safety** to which the institution does not appear to comply:

- Regarding the lighting grid in Theatre West and the size of the dance studios, “Facilities, equipment, and technology must be adequate to support faculty needs, all curricular offerings, and all students enrolled in them, and be appropriately specialized for advanced work,” and “Space, equipment, and technology allotted to any theatre unit function must be adequate for the effective conduct of that function” (NAST *Handbook 2016-17*, II.F.1.a. and b.).
- Regarding HVAC throughout the facilities, the ventilation hood in the costume dye vat area, and the lack of ventilation in the paint/prop construction shop, “Ventilation and safety treatments appropriate to theatre facilities shall be provided” (NAST *Handbook 2016-17*, II.F.1.g.).
- Regarding the issue of falling ceiling tiles and broken/missing floor and wall tiles with exposed mastic, “The institution shall have a plan by which it addresses health and safety issues on a continuing basis” (NAST *Handbook 2016-17*, II.F.1.i.).
- Regarding the cleaning of performance venues and dressing rooms, “Budget provisions shall be made for adequate maintenance of the physical plant and equipment,” and “Theatre program policies, protocols, and operations must reflect attention to maintenance of health and injury prevention and to the relationships among: the health and safety of theatre artists, designers, and technicians; suitable choices of equipment and technology for various specific purposes; appropriate and safe operation of equipment and technology; and other conditions associated with health and safety in studio, shop, lab, rehearsal, and performance facilities” (NAST *Handbook 2016-17*, II.F.1.d. and f.).

There are three standards related to **Programs, Degrees, and Curricula** to which the institution does not appear to comply:

- For all four concentrations of the Bachelor of Science in Theatre, it is unclear that the degree programs meet the standards for essential content and competencies (NAST *Handbook 2016-17*, VII.D.1.-3.).
- For the concentration in Musical Theatre Performance, it is unclear that the program meets the standards for liberal arts programs in musical theatre (NAST *Handbook 2016-17*, VII.E.).
- For the concentration in Dance, it is not clear that this degree program meets the standard that “in order to be designated a major in a liberal arts program, a comprehensive field such as theatre or



theatre history must be accorded no less than 30% of the total credits required for the liberal arts degree" (NAST Handbook 2016-17, IV.C.2.a.).

There is one standard related to Theatre Unit Evaluation, Planning, and Projections to which the institution does not appear to comply:

- "Evaluation, planning and projection must be pursued with sufficient intellectual rigor and resource allocations to accomplish established purposes." (NAST Handbook 2016-17, II.L.1.a.(6)).

## Q. Overview, Summary Assessment, and Recommendations for the Program

### 1. Strengths

- A very talented, dedicated and hard-working faculty
- Enthusiastic, hard-working and talented students
- A highly supportive administration on all levels
- A commitment by all stakeholders to high quality theatre instruction and performance
- A well-deserved reputation in the region for high quality work

### 2. Recommendations for Short-Term Improvement

- Develop a realistic plan to address issues of facility needs and faculty workloads in conjunction with the administration. This may require significant changes in course offerings and degree programs.
- Make a clear decision on the future of dance program with clear benchmarks towards achieving that.
- Use the academic outcomes assessment process mentioned in the Self-Study as a basis to begin consideration of curricular changes.
- Create time to meet extensively in a retreat to prioritize goals and objectives and to establish a strategic plan.
- Develop a student handbook that details policies and procedures.

### 3. Primary Futures Issues

The status of the dance concentration and the decision to either maintain it as a concentration under a theatre major – which does not appear to be the preference of the dance faculty or the dance students - or to make it a stand-alone major either within a liberal arts or professional degree will be critical to all considerations regarding facilities and faculty. It is strongly recommended that the institution examine the standards of the National Association of Schools of Dance as a guideline for considerations.

Similarly, the institution appears to consider the theatre degree to be pre-professional rather than liberal arts in purpose, and should be reassessing the degree(s) offered. How these may positively or negatively affect finance, faculty and facility issues should clearly be considered.

The issues of facilities and of faculty and staff are heavily reliant on finances, and improvement in the financial picture is very unclear. There is also considerable pressure to increase enrollments, but this is currently problematic in theatre due to limitations of space and instructors to handle additional sections of courses. The stress, to a very large degree, is caused by the size and scope of the curriculum and the production program; because more courses must be offered

than there are sufficient facilities or faculty to accommodate, and more productions than there are adequate resources to accommodate. The theatre unit should, with input from the administration, carefully assess the guidelines for size and scope, focusing on demonstrating a positive relationship among size and scope, goals and objectives, and resources available (NAST Handbook 2016-17, II.B.2.a.).

#### **4. Suggestions for Long-Term Development**

The Self-Study mentions the possibility of developing a Master of Fine Arts degree program in Design/Tech (Self-Study, p. 10), and this was repeated by several faculty as a means of addressing the shortage of faculty in the design and technology area. Given the significant issues of faculty loads and facility shortcomings that must be addressed, the visitors' suggestion is that the implementation of a graduate program should be viewed as long- rather than short-term. It would appear to be in the best interest of the program to carefully devise such a degree program but to do so with an extremely clear sense of both the costs and the benefits. For example:

- Would the benefit of graduate students providing a significant portion of the design work for mainstage productions require significantly less mentoring than for undergraduate designers, and would they also preclude undergraduate designers from gaining mainstage experience – a current program strength?
- To what degree will the university be able and willing to provide graduate assistantships and tuition remission, and at what cost to the theatre unit?
- What gaps in the current faculty expertise would need to be filled to provide an appropriate graduate degree program?
- How would the structure of the degree program – particularly curriculum – be accommodated, and what effect would that have on the undergraduate program?

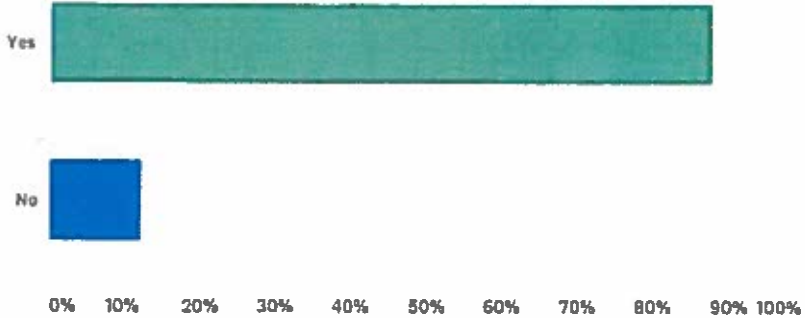
**APPENDIX III**

**DANCE SURVEY FOR STUDENT DANCERS**

Dance Survey for Student Dancers Summer 2017

Q3 Are you interested in majoring in dance at college?

Answered: 33 Skipped: 0



ANSWER CHOICES

Yes

No

TOTAL

RESPONSES

87.88%

12.12%

29

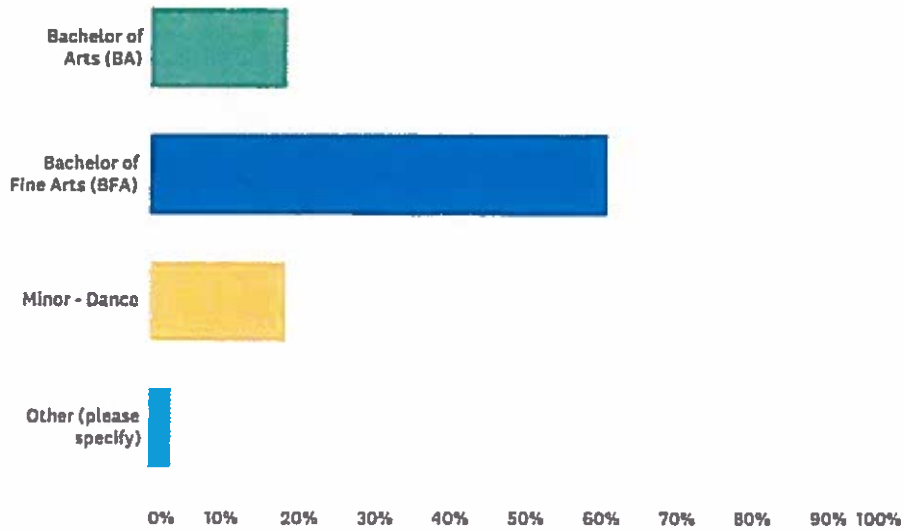
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33

Dance Survey for Student Dancers Summer 2017

Q4 If you are interested in earning a degree in dance while in college, please indicate the degree type.

Answered 33 Skipped 0



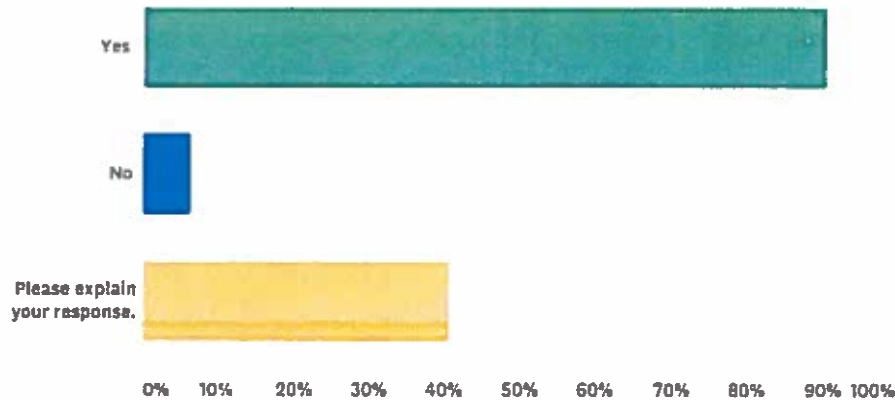
ANSWER CHOICES	RESPONSES	
Bachelor of Arts (BA)	18.18%	6
Bachelor of Fine Arts (BFA)	60.61%	20
Minor - Dance	18.18%	6
Other (please specify)	3.03%	1
TOTAL		33

#	OTHER (PLEASE SPECIFY)	DATE
1	not sure yet	9/25/2017 11:23 AM

Dance Survey for Student Dancers Summer 2017

Q6 If Northwestern State University offered a BFA degree in dance, would you consider applying?

Answered 32 Skipped 1



ANSWER CHOICES	RESPONSES	
Yes	90.63%	29
No	6.25%	2
Please explain your response.	40.63%	13
Total Respondents: 32		

#	PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	I think it's important that our states offers a program that allows dancers to pursue their careers without having to travel to far, and still receive an excellent education.	9/26/2017 3:21 PM
2	Northwestern already is known for being such a great school that delivers a lot of opportunities for aspiring performers, but it does not have a BFA for those only wanting to be a dancer. I feel that if Northwestern had a BFA program your school would grow and push you to become the first school in Louisiana who offers that degree. It is beneficial for in state students as well, because it is closer to home and we would not have to pay out of state tuition.	9/26/2017 11:51 AM
3	Yes I would consider applying because I would like to have more experience with this university after taking one of their classes.	9/25/2017 12:27 PM
4	Only because I want to go to an out of state university.	9/25/2017 11:23 AM
5	Northwestern State University would be the only Louisiana school that offers a BFA in dance.	9/23/2017 8:23 AM
6	yeah	9/22/2017 9:13 PM
7	If I were looking to major in dance, then I would certainly look into NSU's BFA program.	9/22/2017 7:48 PM
8	I would consider applying because I would like to apply to as many colleges as I can. It's always good to have choices. But, I do think I would like to attend a college that is more known for producing stars.	8/27/2017 5:32 PM
9	Maybe. It would depend on what undergraduate curriculum is best suited along with attributes beyond a post-undergraduate degree and in accordance to a comparative of NSU's program among other colleges that offer a dance major.	8/25/2017 1:06 PM
10	I always hear about the amazing theatre program with a dance concentration and I feel it would be a great dance program	8/24/2017 8:15 PM

## Dance Survey for Student Dancers Summer 2017

- |    |   |                   |
|----|---|-------------------|
| 11 | As of right now, the only opportunity is to attend an out of state college. I also would like to have a double major in business. My goal is to open my own studio.   | 8/24/2017 5 58 PM |
| 12 | Yes I would consider furthering my education there.   | 8/24/2017 5 25 PM |
| 13 | Northwestern's theatre and dance faculty have a lot to offer to their students. The arts play an important role in society and has done so for hundreds of years. To study these arts, whether it is dance, theatre, music, visual art, etc... To study this craft is no walk in the park. It would be nice to be able to earn a bachelor of fine arts degree... A BFA validates our hard work even more. | 7/7/2017 11.24 AM |

**APPENDIX IV – VII**

**LETTERS OF SUPPORT FROM STUDENTS**



*APPENDIX IV*

March 24, 2017

To whom it may concern,

My name is Rachel Taylor, and I am currently a graduating senior at Northwestern State University. When I first came to this school as a freshman, I was a Theatre Major with a concentration in Dance. Dance has always been a passion of mine, but soon after I started attending class, I realized that this program was not a good fit for me. I am neither an actor, nor a singer, and I did not wish to become one of those. I found that if I were to major in what I had chosen, I would be taking many classes that were of no interest to me. Because I did not wish to be unhappy, I switched my major and made dance my minor. Luckily for me, the fact that I am a minor has not been an issue with me participating in dance performances. Though I could accept having dance only as my minor, others did/do not feel the same; in my opinion, a BFA degree in Dance is needed at NSU. Though I am still able to dance and do what I love, I would have jumped at the opportunity to turn that into my major without having to add the extra theatre classes. Forgive me if I'm wrong, I have not done research on this topic for some time now, but I do not believe there are many schools in Louisiana that offer a BFA degree in Dance. I believe if this degree program is added at Northwestern, the Dance Department would start to grow immensely. In fact, if it is indeed added, I will be jealous of incoming freshmen for having an opportunity that I unfortunately was not able to receive. There are some dancers who do not mind the extra acting/musical theatre courses that they must take, but most, like myself, wish to only dance. I know that I am not alone in this feeling when I say that many of us find the curriculum that dancers have at NSU now inadequate. We need more courses on dance history, choreographing, technique classes, and so many more. It is a shame how many dancers have left the program over the years because there is not actually a dance major. I think a BFA degree in dance is needed at Northwestern State University, because without it the dance department will slowly start to disappear. So much talent walks through the halls of NSU, it would be a shame for that to go away from the lack of a BFA degree in Dance.

Thank you for your time and consideration in reading this letter.

Sincerely,

Rachel Taylor

rachel.lauren\_95@yahoo.com

Cel # (318) 218-3959

## *APPENDIX V*

March 23, 2017

To Whom It May Concern:

I am a student at Northwestern State University Theatre & Dance. The title of the degree that I am working towards is a Bachelor of Science in Theatre with a concentration in dance. I am currently a senior preparing to graduate in May. After graduation, I will pursue a career in company dancing in the styles of modern, ballet, and contemporary. This was my intention when initially enrolling at NSU.

I have spent nearly four years in this department, and I cannot say that it was not an uncommon occurrence to experience complications due to my specific concentration. Most any difficulty came from the difference between the needs of dance versus the needs of theatre. Just as there is a difference between music and musical theatre, there is a difference in dance and theatrical dancing. Sharing a major has resulted in a number of "speed bumps" for anyone in my department who is strictly a dance concentrator. I feel that there is too much confinement in staying within a major in theatre. As dance is an athletic art form, there are specific training requirements that dancers have in order to maintain and progress our bodies. For instance, a dancer should have access to a ballet class every single day in a variety of levels. This is just not supported under a theatre department's schedule. A collegiate dancer's workload is often incredibly heavy. One must balance training and technique classes, academic class, dance history classes, artistic classes in choreography, homework from these classes, and a rehearsal schedule that often take up 4pm to 10pm on weeknights. At NSU we must be on top of this, take the additional Theatre Core required classes such as script analysis and various theatre history and literature courses due to the title of my major. My theatre major also requires an unrealistic amount of shop hours to work on building shows that dancers have nothing to do with. I believe that had I underwent a BFA or a BA in dance, I might have been able to sustain a part time job throughout college.

In comparison to universities that offer a true major in dance, I find myself often fighting the system of a department that does not fully support the education necessary to prepare myself for my chosen career. I believe that Northwestern State University has the facility and the faculty to produce talented dancers and to prepare them for company work. Though to accomplish this at NSU's fullest potential, many standing complications like course requirement, course rotation, and scheduling need to be compromised. This can be achieved with the development of a Bachelor of Fine Arts in Dance.

Sincerely,

Logan Terrell

*APPENDIX VI*

March 27, 2017

To Whom It May Concern,

My name is Elaina Guerrero, and I am a sophomore studying at Northwestern State University. I am currently a Secondary Education Major with a Concentration in English and a Minor in Dance. I am also part of the official dance line, the Demon Dazzlers, and will rise to the rank of Captain next year. I have been trained in ballet and jazz for fifteen years, contemporary for ten years, and pointe for eight. After college, my goal is to dance with a company for a while and ultimately start a dance ministry program for children.

I chose Northwestern State University because it was affordable due to multiple scholarships, it was close to my hometown of Shreveport, and multiple family members have attended Northwestern State University. If given the opportunity I would choose to attend NSU again. The faculty clearly care about the students and most of the students work hard to achieve their academic and artistic goals. If the school offered a BFA in Dance, I believe that it would not only make the Theatre and Dance department stronger, but it would also offer more opportunity to those who wish to pursue dance as a career.

By pursuing a Theatre Major with a Concentration in Dance, I would have to mostly take classes that are not relevant to what I need to study. Such as analyzing a script or how to audition with a monologue. While our theatre department is fantastic and truly prepares its students for the future, it is not what I am passionate about. For the year I was a theatre major, I was miserable. If I am to study dance at a university, I don't want to have to half-heartily push through my theatre classes.

I am a Secondary Education Major now so that I can be certified to teach kids not only in English, but in Dance. However, because Education is my major, I will not be able to take any classes regarding my dance minor or perform my senior year since I will be student teaching. While I enjoy studying English, I am nowhere near as passionate about it as I am about dance.

If I was able to earn a BFA in Dance during my time at NSU, I would feel more equipped to enter the industry. Though having a minor in dance is valuable, having a major would allow students to study in depth what to expect outside of school. Having a Theatre Major with a Concentration in Dance simply doesn't do that.

I hope that adding this program to Northwestern State University is in the very near future for our future Demons. This is a wonderful school with amazing faculty, and I believe our department would flourish by offering a BFA for Dance.

Sincerely,

Elaina Guerrero

eguerrero052399@nsula.edu

## *APPENDIX VII*

September 27, 2017

To Whom It May Concern:

A Bachelor of Fine Art's degree in dance would be beneficial at Northwestern State University because the dancers at the school are not getting the attention that is needed for their future endeavors. The dance concentrators at Northwestern State University are overlooked in comparison to the technical theatre and the musical theatre concentrators within the department. The student technique levels in dance classes alters a dance concentrators' experience. For example, dance concentrators are grouped with students who have never taken a dance class before which restricts the skills that we could be learning in a class that is designated for dance concentrators only.

Personally, I would much rather a BFA degree in Dance over a BS degree in Theatre with a Dance Concentration because I would be able to focus solely on bettering my future career in dance. On top of my dance classes, rehearsals for shows, and core classes I'm having to complete theatre classes such as; Applied Theatre, Script Analysis, and multiple Theatre History classes. Some of the classes require all theatre majors, no matter the concentration, to complete a certain number of hours in a shop throughout the semester. Other schools who offer a BFA degree in dance require their dancers to take multiple dance histories rather than just one and multiple dance specialty classes to further training. I think this would be extremely beneficial at Northwestern State University. I think a Bachelor of Fine Art's degree in dance is exactly what this school needs to help make it have not only the best theatre program in the state of Louisiana but the best dance program in the state.

Thank you in advance,

Taylor Young

**LA Board of Regents**  
**NOTES for PROGRAM PROPOSALS (AA Policy 2.05)**  
(Please do not include this page with proposal submission.)

Neither a new program nor elimination/major revision of an existing program can be publicized or implemented prior to approval by the Board of Regents. A new program is a new Major which leads to a certificate or degree at a level or in a field not heretofore offered by the institution. It may involve the addition of courses to an existing degree program (e.g., expansion of a concentration or minor), or it may consist entirely of existing courses packaged in a manner which constitutes a new major. Upon approval, it will be added to the Curriculum Inventory (CRIN)

To expedite review, institutions are urged to discuss planned curricular additions with Academic Affairs staff *prior* to completion of a Letter of Intent or program proposal.

**PROPOSAL CONTENT**

**DESCRIPTION** should include the purpose of the program as well as the curriculum plus any prerequisite courses. Identify any incremental credentials that might be incorporated within the curriculum, concentrations, and/or approved electives. A reader should be able to describe what the program will accomplish for the completer and how it will do it.

**NEED/RELEVANCE** is the argument for program approval. Address duplication or similarities with existing programs elsewhere, and explain why the proposed program is different and/or necessary.

**STUDENTS** should include a justification for projected enrollments and completers. If the new program is the expansion of an existing, successful concentration or minor, provide the existing curriculum and recent enrollment/completer data.

**FACULTY** should demonstrate preparation or a plan to offer the program, explaining how the program would be offered, whether/how existing faculty can absorb the new courses and students, and expected sources of additional faculty that would be needed.

**LIBRARY, SPECIAL RESOURCES, FACILITIES & EQUIPMENT** describe what will be needed and how & when the institution will acquire it. Costs for additional resources should be reflected in the budget.

**ADMINISTRATION** includes new directors and anticipated timing of the administrative additions or changes.

**ACCREDITATION** should address any impact on and plans to protect the institutions status with SACSCOC as well as any relevant program requirements or recommendations in AcAf 2.13. If the institution will seek new or expanded accreditation, include an anticipated schedule of actions to be taken.

**RELATED FIELDS** summarizes how the proposed program 'fits into' the institution's existing offerings and strengths.

**COSTS & REVENUE (BUDGET)** should include new/additional costs referenced in the preceding text to show what new commitments the program would bring to the institution and how they would be covered.

Factors that will be considered in assessing a proposed program include, but are not limited to the following:

- a. Relevance to the existing role, scope and mission of the institution;
- b. Contribution to the wellbeing of the state, region, or academy;
- c. Program duplication (existing/related programs at other institutions);
- d. Institutional commitment to appropriately fund proposed program.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

- Item F.11. Southeastern Louisiana University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training (MSAT).**

**EXECUTIVE SUMMARY**

Southeastern Louisiana University (SLU) requests approval of a Letter of Intent (LoI) to develop a new academic program leading to a Master of Science in Athletic Training (MSAT). Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, primarily those with patients who are physically active. Currently, Southeastern offers an accredited professional-level athletic training program at the baccalaureate level which averages 15 graduates annually. Recently, the profession voted to change the entry-level requirement to the master's degree level. The Commission on Accreditation of Athletic Training Education (CAATE), which accredits such programs, has mandated that athletic training education at the undergraduate level be discontinued by 2022. If the MSAT program proposed by Southeastern is approved, the University will seek termination of the Bachelor of Science (BS) in Athletic Training and implement a phase-out plan.

The need for adequate numbers of healthcare providers in our state and in the region served by Southeastern continues to be a concern, and the future job market for healthcare professionals is expected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations (US Department of Labor, Bureau of Labor Statistics). More specifically, employment of athletic trainers is projected to grow 22% with over 6,000 jobs expected. The market for athletic trainers has expanded in recent years as a function of several factors including the recognition of athletic training services as vital for safety in school-based and youth sport by public and professional organizations; an increase in the number of Louisiana high schools offering a Sports Medicine curriculum; and legislation including SB 189 (Louisiana Youth Concussion Act) and HB 364 (Comprehensive Sports Injury Management Program for Student Athletes). These two bills resulted in increased employment opportunities for athletic trainers for required coverage of high school football games and to manage and treat concussions.

As a result of interest in healthcare professions, contact with athletic trainers during high school and taking courses in Sports Medicine, many high school graduates are aware of the athletic training profession and declare it a major upon existing high school. SLU anticipates attracting high school students interested in athletic training and funneling them into a related undergraduate degree (Kinesiology, Sport Management, Health & Physical Education) before applying for the proposed MSAT. Expected enrollment, based on the existing BS in Athletic Training, is 12 in YR1 with that number increasing to 16 in YR3. In addition to SLU, LSU and UL Lafayette offer the BS in Athletic Training. LSU's MSAT LoI was approved by the Board of Regents in August

2017 and UL Lafayette is considering the transition. Since all three universities have been able to successfully offer undergraduate programs in athletic training, the vitality of such programs at the master's level is not at question. This is especially the case as the need for athletic trainers continues to increase at the same time as CAATE projects a reduction in athletic training programs as a result of the master's level requirement.

Because SLU currently offers the BS in Athletic Training, adequate facilities, equipment, and number of faculty lines are present. Of the three (3) full-time faculty with certification and expertise in athletic training at SLU one is an Assistant Professor with a doctoral degree and two (2) are instructors. Since the proposed program is a master's degree, all faculty would have to possess a doctoral degree. Anticipated additional cost of the proposed MSAT, therefore, is the expected salary cost of replacing two instructors with doctoral faculty. Projected tuition and fee revenue would offset this additional expense. In addition, many of the courses needed for the proposed program exist; however, they are at the undergraduate level and will require changes to the course rubric, description, and content.

### **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Master of Science in Athletic Training.***



March 22, 2018

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

Re: Letter of Intent for a Master of Science in Athletic Training

Dear Dr. Henderson:

Southeastern Louisiana University respectfully requests that its Letter of Intent to develop a new academic program leading to a Master of Science in Athletic Training (MSAT) be placed on the agenda for the April 2018 meeting of the University of Louisiana System Board of Supervisors.

The Commission on Accreditation of Athletic Training Education (CAATE) has determined that a master's degree in athletic training is necessary to best prepare the athletic trainer for an integral role in the evolving health care system. Southeastern has an accredited undergraduate degree in athletic training and would like to continue to serve students interested in this growing field. Universities with existing undergraduate programs may not admit, enroll, or matriculate students into the baccalaureate athletic training program after the start of fall 2022. Therefore, Southeastern submits its Letter of Intent to develop the new program to meet the CAATE accreditation requirements.

Your consideration of this request is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read 'John L. Crain', written over a large, stylized flourish.

John L. Crain  
President

Attachment



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

### General Information

Date:

Institution: Southeastern Louisiana University	Requested <u>CIP, Designation, Subject/Title</u> : 510913, Master of Science, Athletic Training
Contact Person & Contact Info: Dr. Tena Golding Provost and Vice President for Academic Affairs Southeastern Louisiana University SLU Box 10798 Hammond, LA 7042 Phone: 985-549-2316 Fax: 985-549-2304 Email: provost@southeastern.edu	

### 1. Program Objectives and Content

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

The Master of Science in Athletic Training (MSAT) will provide prerequisite knowledge and skills and the degree required to gain national certification and state licensure to work as a certified athletic trainer. Graduates will be eligible to take the certification exam given by the Board of Certification for the Athletic Trainer (BOCATC). Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, primarily those with patients who are physically active. Athletic training is recognized as an allied healthcare profession by bodies including the American Medical Association, and Department of Health and Human Services.

Since the late 1990s, those seeking certification and licensure were required to complete an accredited entry-level athletic training degree program (undergraduate or master's). Recently, the profession voted to change the entry-level requirement to the master's degree level. The accrediting agency (CAATE – Commission on Accreditation of Athletic Training Education) outlined a timeline for the change, indicating that existing undergraduate programs may admit students until 2022, and provided a process for universities with existing accredited undergraduate programs to transition to the master's degree. SLU has an accredited undergraduate degree in athletic training and meets all requirements for this transition option.

The program will be delivered on the SLU campus in Hammond, housed in the Department of Kinesiology and Health Studies, College of Nursing and Health Sciences. Clinical experiences will be delivered at established sites on campus and surrounding communities. Coursework and clinical experiences will address the CAATE standards and prepare graduates to take the certification exam during the final semester.

#### Anticipated Curriculum

In developing the curriculum, CAATE standards and similar master's degrees at other institutions were reviewed. Consideration was also given to characteristics of anticipated students, the institution, department, and the existing undergraduate program. Consistent with current practice at other institutions, the curriculum would cover two academic years and include one summer session, and accepted students would matriculate through the program as a cohort. To apply for admission, students would have to meet the university's graduate school admission criteria (e.g., completion of an undergraduate degree, minimum GPA and GRE score), as well as complete specified undergraduate courses (e.g., nutrition, human anatomy & physiology, biomechanics, exercise physiology). Each semester would include didactic content, and skills-based laboratory and clinical experiences.

To complete the degree, students must take and achieve a passing score on the national credentialing exam for athletic trainers during the last semester of the program prior to the deadlines required for Spring graduation. Should the student not pass the BOCATC exam, the student must successfully pass a written comprehensive exam administered by the program to graduate.

Year 1 (30 credit hours)					
Summer Focus: Clinical Preparation	Cr	Fall Focus: Anatomy & Assessment	Cr	Spring Focus: Prevention, Treatment, & Rehabilitation	Cr
AT 6110. Foundations of Athletic Training	3	AT 6210. Upper Body Pathology and Assessment	3	AT 6310. Strength and Conditioning	3
AT 6120. Emergency Care in Athletic Training	4	AT 6220. Lower Body Pathology and Assessment	4	AT 6320. Therapeutic Modalities	4
AT 6130. Clinical Experiences I	1	AT 6230. Clinical Experiences II and Nutrition for Athletics and Fitness	4	AT 6330. Clinical Experiences III and Therapeutic Exercise	4
<b>Total</b>	<b>8</b>		<b>11</b>		<b>11</b>
Year 2 (20 credit hours)					
Summer		Fall Focus: Scientific Basis of Athletic Training Practice	Cr	Spring Focus: Application of Clinical Practice	Cr
		AT 6410. Evidence-Based Practice and Clinical Decision Making	3	AT 6510. Organization and Administrative Issues in Athletic Training	3
		AT 6420. Pathophysiology and Pharmacology for the Athletic Trainer	4	AT 6520. Integration of Athletic Training Knowledge and Skills	3
		AT 6430. Clinical Experiences IV and Psychological Assessment and Intervention	4	AT 6530. Clinical Experiences V	3
<b>Total</b>			<b>11</b>		<b>9</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.

The need for adequate numbers of healthcare providers in our state and region continues to be a concern, and the future job market for healthcare professionals is expected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations (US Department of Labor, Bureau of Labor Statistics). The job market for athletic trainers has expanded in recent years as a function of several factors including the recognition of athletic training services as vital for safety in school-based and youth sport by the public and professional organizations (e.g., American Academy of Family Physicians); an increase in the number of Louisiana high schools offering a Sports Medicine curriculum; and legislation including SB 189 (Louisiana Youth Concussion Act) and HB 364 (Comprehensive Sports Injury Management Program for Student Athletes). These two bills resulted in increased employment opportunities for athletic trainers for required coverage of high school football games, and to manage and treat concussions. Sports Medicine is taught in several Louisiana high schools under the Career and Technical Trade and Industrial Education (CTTIE) program, which requires the courses be taught by licensed athletic trainers.

According to the US Department of Labor/Bureau of Labor Statistics, employment of athletic trainers is projected to grow 22% from 2016-2026, faster than average for all occupations, with over 6,000 more jobs expected. Demand is expected to increase as people become more aware of the effects of sports-related injuries, and as adults remain active. In addition, increased concern for concussions is expected to positively impact attention to the needs for athletic training. Because athletic trainers are usually onsite with athletes and the first responders to injury, the demand for athletic trainers in school-based and youth sport settings should continue to increase.

The location of SLU (Hammond) places the university in close proximity to major population areas of the state including New Orleans and the Northshore region, the New Orleans medical corridor (Biodistrict New Orleans), and rural areas needing healthcare and athletic training services. Upon graduation, students who completed the existing BS in Athletic Training at SLU have found ample opportunities for employment as an athletic trainer, or pursued advanced training in healthcare professions, and/or graduate school to further advance their careers. A large percentage of these graduates work in Louisiana. It is expected that graduates of the proposed MS in Athletic Training will also find a desirable job market, and most will work in-state.

This list indicates the status of a sample of students who recently completed the BS in Athletic Training at SLU:

AA	2016 graduate	Athletic Trainer, Deridder High School, Deridder, LA
RA	2016 graduate	Pursuing master's degree, NW Oklahoma State Univ, Graduate Assistant Athletic Trainer
AD	2016 graduate	Athletic Trainer, Ochsner Sports Medicine, New Orleans
GF	2016 graduate	Athletic Trainer, LCMC Health, New Orleans
AM	2016 graduate	Pursuing DPT (Doctorate in Physical Therapy), LSU HSC New Orleans
JP	2016 graduate	Athletic Trainer, Merit Health, Natchez MS
TV	2016 graduate	Athletic Trainer, Ochsner Sports Medicine, New Orleans
DW	2016 graduate	Pursuing master's degree, Minot State Univ, Graduate Assistant Athletic Trainer
JG	2015 graduate	Athletic Trainer, Chalmette High School
BG	2015 graduate	Pursuing master's degree, Dallas Baptist Univ, Graduate Assistant Athletic Trainer
TH	2015 graduate	Athletic Trainer, Merit Health, Natchez MS
DL	2015 graduate	Athletic Trainer, LCMC Health, New Orleans
JL	2015 graduate	Completed master's degree, Illinois State Univ; Working as athletic trainer in Indiana

As of 2016, six Louisiana universities offered undergraduate programs in athletic training (SLU, LSU-BR, McNeese, Nicholls State, UL Lafayette, and Louisiana College). Three are no longer admitting students, leaving three current undergraduate programs (SLU, LSU-BR, and UL Lafayette). It is our understanding that LSU-BR will pursue the master's degree in athletic training, and ULL is considering whether to also do so. Thus, SLU may be the only UL System institution with this program, and would be the only university in close proximity to the New Orleans metro and region. In keeping with our university's characteristics and the absence of other comparable programs, we expect to draw students from the New Orleans region, Northshore, and parishes from which many SLU student reside (e.g., St Tammany, Washington, Tangipahoa, St John, St Charles, Livingston). Since both SLU and LSU have been able to successfully offer undergraduate programs in athletic training, we hold that the two universities can also offer master's programs. Also, demand is expected to meet the program's needs due to the reduction in the number of athletic training programs in Louisiana, and the presence of healthy feeder degrees at SLU (e.g., Kinesiology, Health and Physical Education, etc.)

### 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 mission of SLU is to lead the educational, economic, and cultural development of southeast Louisiana, and the institution has a history of programs that provide healthcare professionals to the state and region. SLU's programs in nursing, communication sciences and disorders, health education and promotion, and athletic training are well recognized by professionals in their fields. SLU has long been a university where athletic training has been studied. Prior to the initiation of a degree in athletic training, students interested in the career studied at SLU and apprenticed under Grady Morgan and Bob Goodwin, both long-term athletic trainers at SLU and Louisiana Athletic Trainer's Association Hall of Fame inductees. When an accredited degree in athletic training was mandated for certification and licensure, SLU was the first Louisiana university to offer the program. Thus, the university seeks to continue serving as a training ground for athletic training in the state and region. The presence of this degree will provide students in the region an opportunity to pursue the career and provide needed athletic trainers to schools, youth sports programs, universities, professional sports programs, the medical community, and industry.

#### 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.

As a result of interest in healthcare professions, contact with athletic trainers during high school, and taking courses in Sports Medicine, many high school graduates are aware of the athletic training profession and career, and declare it as a major upon exiting high school. The number of students indicating a major in athletic training at SLU were 141 in 2012, 165 in 2013, 145 in 2014, 141 in 2015, and 123 in 2016. The reduction in the number of programs in the state associated with the mandate of a master's degree is expected to funnel students interested in this career into the 2 (or few) master's level programs. CAATE has projected that the master's degree mandate will result in a reduction of universities offering athletic training as a major by 50 to 75. Thus, the potential to also attract students from other states is present.

We anticipate attracting high school students interested in athletic training to SLU, who would now have to complete an undergraduate degree before applying for the MSAT. The program would also be attractive to students who are interested in healthcare professions (e.g. physical therapy), sports and fitness, and teaching physical education and coaching. These students are likely candidates for the MSAT due to its healthcare focus and convenience. Several SLU undergraduate programs are likely potential feeders for the MSAT, including the following (avg enrollment per year 2013-2107, avg number of completers per year 2013-2017):

- BS in Athletic Training (143, 14)
- BS in Health and Physical Education (83, 12)
- BS in Kinesiology (648, 83)
- BS in Biological Sciences (775, 79)
- BS in Sport Management (113, 16)

Expected enrollment – based on existing BS in Athletic Training with some increase as a function of attracting additional students: 12 in Year 1, 14 in Year 2, 16 in Year 3.

#### 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.

Since SLU currently offers the BS in Athletic Training, adequate facilities, equipment, and number of faculty lines are present. The university will put into place a phase in/phase out timeline to discontinue the BS degree and initiate the MS degree.

Currently, SLU employs 3 full-time faculty with certification and expertise in athletic training. They teach the majority of professional courses, and are supplemented by part-time/adjunct faculty (e.g., physician, physical therapist), and supported by the department's administrative assistant and graduate assistants. It is expected that the MSAT program can be sustained by the existing faculty lines and part-time faculty and staff.

Of the 3 employed faculty, 1 is an Assistant Professor with the doctorate degree required for graduate faculty status, and 2 are instructors. Since this program is a master's degree, all faculty would have to possess a doctoral degree. Anticipated additional costs of the projected program, therefore, include the expected salary cost of replacing 2 instructors with doctoral faculty. Additional program costs include (a) those associated with annual accreditation, (b) fees for submitting a substantive change to CAATE, and (c) professional development funding for program faculty (CAATE program standards for master's programs include expectations that faculty engage in professional development to advance as content experts in specific areas).

	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Year 4 (2024)	Year 5 (2025)
Faculty salary cost	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Travel/Prof Development	\$4500	\$4500	\$4500	\$4500	\$4500
Annual CAATE fees	\$4500	\$4500	\$4500	\$4500	\$4500
CAATE substantive change fee	\$3000				
CAATE accreditation costs		\$5000			

**CERTIFICATION:**

Jana L Solding  
 Chief Academic Officer

2/19/18  
 Date

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

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

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

- Item F.12.** University of Louisiana at Monroe's request for approval to restructure the College of Health Sciences into two schools: (1) Kitty DeGree School of Nursing and (2) School of Allied Health.

**EXECUTIVE SUMMARY**

In December 2017 the University of Louisiana at Monroe (ULM) received approval to split its College of Health and Pharmaceutical Studies into the College of Health Sciences (CHS) and the College of Pharmacy (COP) effective July 1, 2018. CHS was organized into three schools: Kitty DeGree School of Nursing, School of Undergraduate Allied Health, and School of Graduate Allied Health. Discussions since then have concluded that a more streamlined organizational structure within CHS would result if there were two schools: Kitty DeGree School of Nursing and School of Allied Health. ULM requests approval to adjust the structure of CHS so that the College can function more efficiently and effectively.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request to restructure the College of Health Sciences into two schools: (1) Kitty DeGree School of Nursing and (2) School of Allied Health.*

March 20, 2018

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

Dear Dr. Henderson:

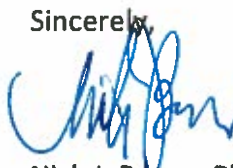
In December 2017, the University of Louisiana Monroe (ULM) received approval to split its College of Health and Pharmaceutical Sciences into the College of Health Sciences (CHS) and the College of Pharmacy (COP) effective July 1, 2018. CHS was organized into three schools: Kitty DeGree School of Nursing, School of Undergraduate Allied Health, and School of Graduate Allied Health. Discussions since then have concluded that a more effective organizational structure within the College would have two schools (Kitty DeGree School of Nursing and School of Allied Health). We request permission to institute this change effective July 1, 2018.

Additionally, we request permission to rename the Office of Extended Learning and Quality Enhancement (ELQE) to the Office of Extended Learning (EL). ELQE previously oversaw operation of ULM's continuing education, dual enrollment, and Quality Enhancement Plan (QEP). With the QEP now concluded and the next one likely to be overseen in a different office, it makes sense to rename the office as indicated above to reflect its responsibilities more accurately.

The attached charts show the effect these requests would have on ULM's organizational structure within the Division of Academic Affairs.

Thank you for considering our requests.

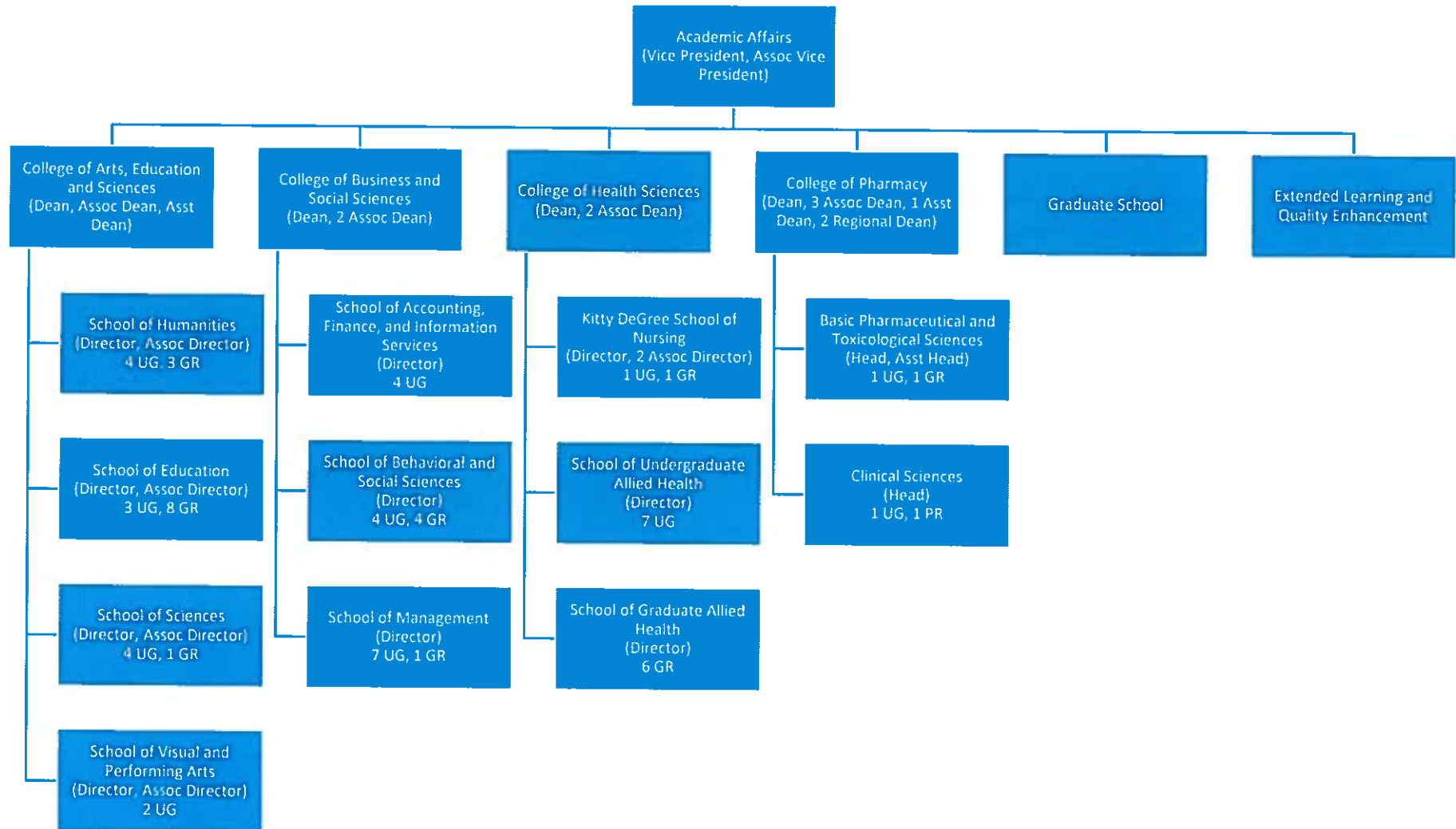
Sincerely,



Nick J. Bruno, Ph.D.  
President

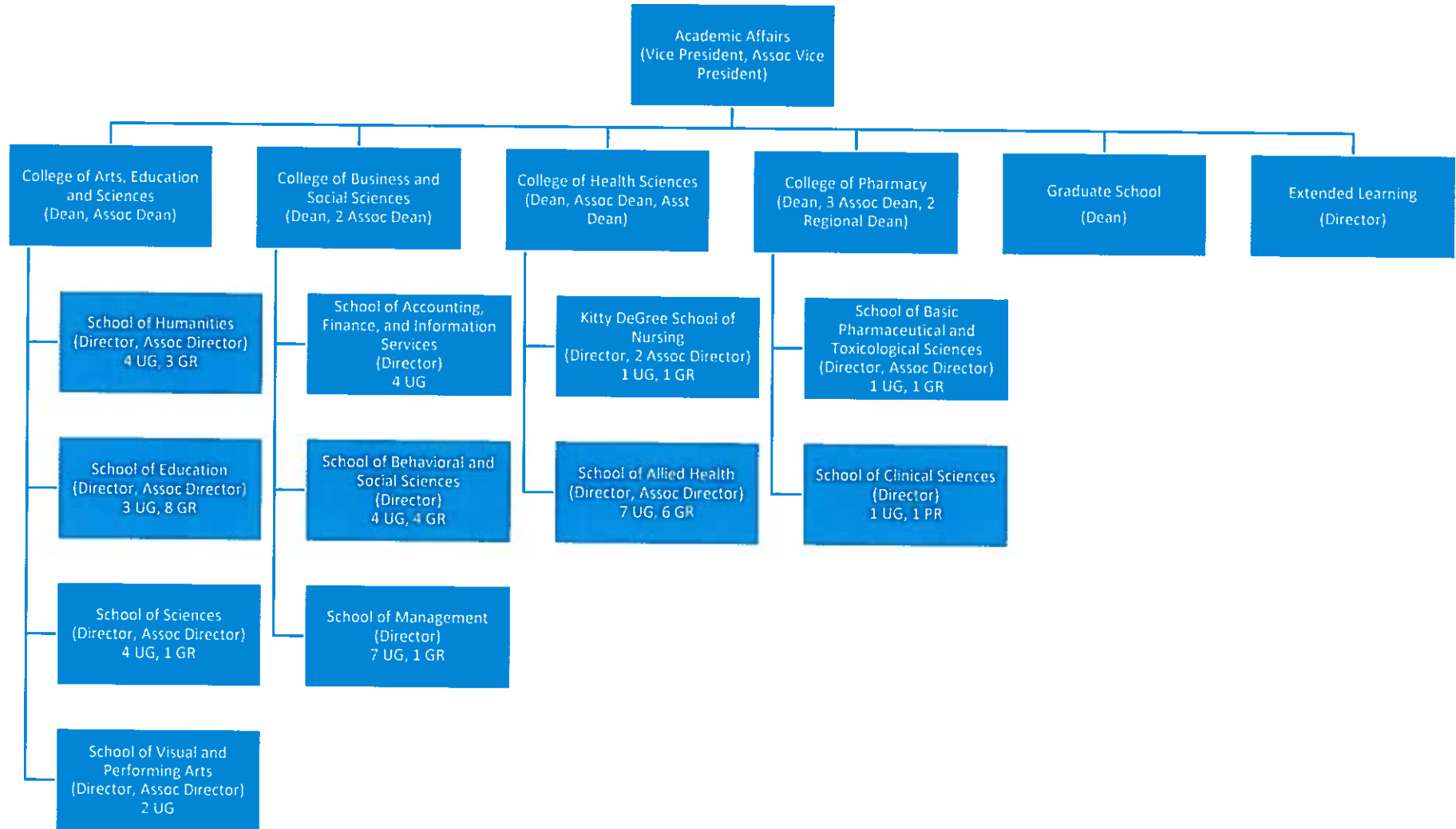
Enclosures (2)

**Approved Organizational Chart of Academic Affairs Colleges, Graduate School, and Extended Learning and Quality Enhancement  
(leadership and number of degree programs by level)**





**Proposed Organizational Chart of Academic Affairs Colleges, Graduate School, and Extended Learning  
(leadership and number of degree programs by level)**



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

**Item F.13.**     **University of New Orleans'** request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Construction Management.

**EXECUTIVE SUMMARY**

The University of New Orleans (UNO) requests approval of a Letter of Intent to develop a new academic program leading to a Bachelor of Science in Construction Management (BSCM). Construction Management (CM) is the management of the development and improvement of the built environment from both an engineering and business point of view. It is exercised at a variety of levels from the site and the project, through the corporate organizations of industry and its clients, to society as a whole. CM embraces the entire construction value stream from inception to recycling, focusing upon a commitment to sustainable construction and incorporates a wide range of specialist services. The proposed CM program will complement and enhance existing curricula in the College of Engineering, while fulfilling the needs of the region's construction industry and desires of many students interested in construction as a career.

The 120-credit-hour proposed program will span eight (8) semesters with one required summer internship. The curriculum takes advantage of many existing courses in Engineering and Business and has been designed to comply with expectations set forth by the American Council for Construction Education (ACCE). Courses specific to the discipline (Intro to Construction Management, Construction Materials and Methods, Construction Scheduling, Construction Safety, etc.) will need to be developed. Currently, Construction Management baccalaureate degrees are offered by LSU and the University of Louisiana at Monroe (ULM). These two programs are thriving; their completion rates (three-year average) are 111 and 25, respectively. In discussions with a variety of local construction industry leaders in the Greater New Orleans area, all indicated the need for a local program.

CM has grown to become a complex industry. The construction manager of the past began his or her career in the trades, moving up and finally getting into management after a long multi-decade career. That career path is becoming obsolete and, with the retirement bubble on the horizon combined with increasing technical innovation, the need for a higher education construction manager who can begin managing earlier in a career is crucial for today's construction needs. The employment of construction managers is expected to grow 11% faster than the average for all occupations from 2016 to 2026 (Bureau of Labor) with about 46,100 new jobs created nationwide with a median pay of \$89K. The outlook for employment of construction managers is high in Louisiana, with the most growth projected in the lower third of the State (metropolitan New Orleans and Baton Rouge and the entire Louisiana coast), with current employment levels high but the median age of these professionals also high. The program proposed by UNO will fill the needs of the region's construction industry in ways that cannot be met by nonlocal programs.

Letters of Support provided by organizations such as GNO, Inc., Palmisano and Woodward Design & Build express a strong desire for UNO to offer a CM degree in order for local workforce needs to be met.

The University anticipates an initial enrollment of 15 in YR1 with the expectation that enrollment will grow to 40 by YR4. In order to reach out to potential students already working in the construction industry, UNO will include coursework responding to current trends in the construction industry related to project delivery methods. The University has already collaborated with fourteen industry partners via GNO, Inc. in order to ascertain local construction industry interest in the proposed program. Their response has been overwhelmingly positive. While smaller construction firms may provide 1 to 2 students per year, larger companies such as Boh Bros., Core Construction, and governmental agencies (USACE and CPRA) will provide 3 to 4 students per year.

As previously mentioned, many courses required by the proposed degree program are already offered at UNO and need no or minimal change. Currently there are several UNO faculty members in Civil Engineering who possess the academic background to provide instructional support; however, the addition of a full-time instructor and a tenure-track position will be necessary. No additional facilities are needed. Overall, the required resources and university investment are minimal. In turn, UNO will be able to offer a high-quality program that will produce graduates who will have access to high earning potential career paths.

### **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 Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Construction Management.***



F 13

THE UNIVERSITY *of*  
**NEW ORLEANS**  

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**OFFICE OF THE PRESIDENT**

March 8, 2018

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

Re: B.S. in Construction Management

Dear Dr. Henderson,

I am requesting approval to develop a new B.S. degree in Construction Management at the University of New Orleans. The purpose of this Construction Management program is to complement and enhance the existing curricula in the College of Engineering, while fulfilling the needs of the regions' construction industry and desires of many students interested in the construction as a career.

Thank you for your consideration.

Sincerely,

John W. Nicklow  
President

**LOUISIANA BOARD of REGENTS**  
**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM**

**General Information**

**Date: February 2018**

<p>Institution: University of New Orleans</p>	<p>Requested <u>CIP, Designation, Subject/Title:</u> 52.2001. Construction Management Bachelor of Science in Construction Management– Traditional Instruction</p>
<p>Contact Person &amp; Contact Info: Norma Jean Mattei, Dean and Professor of Engineering Engineering Building, Suite 910 University of New Orleans 2000 Lakeshore Dr. New Orleans, LA 70148</p>	

**1. Program Objectives and Content**

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

**Objectives of Construction Management Initiative:** The purpose of this document is to outline the justification for establishing a new B.S. degree in Construction Management at the University of New Orleans. The proposed Construction Management program will complement and enhance the existing curricula in the College of Engineering, while fulfilling the needs of the region’s construction industry and desires of many students interested in the construction as a career. Key points:

- The B.S. in Construction Management is not an engineering degree
- Will seek accreditation by American Council for Construction Education (ACCE)
- Curriculum takes advantage of some existing courses in Engineering and Business
- Supported by:
  - Faculty of UNO Civil & Environmental Engineering
  - UNO College of Engineering
  - Many Industry Partners

The proposed Construction Management program will focus on both vertical and horizontal construction to include industries and techniques that are crucial to State’s economy such as coastal restoration, alternate project delivery (such as design/build and public-private-partnerships) and heavy/highway. A degree in construction management can lead to rewarding careers for Louisiana citizens and opportunities for employment growth for communities throughout the State. Implementing this program is a pragmatic way to help UNO and the State to grow in a field, which will support the future development of the State of Louisiana.

**Defining Construction Management:** Construction Management is the management of the development and improvement of the built environment from both an engineering and business point of view. It is exercised at a variety of levels from the site and the project, through the corporate organizations of the industry and its clients, to society as a whole. It embraces the entire construction value stream from inception to recycling, focusing upon a commitment to sustainable construction and incorporates a wide range of specialist services.

**Sample curriculum:** The construction management program spans eight (8) semesters and one required summer internship. It may be possible to complete the program in less than four (4) years by taking courses in the fall, spring, and summer semesters. NOTE: an “\*” denotes an already existing course that is taught regularly and an “\*\*\*” indicates a course that can be modified from an existing course(s).

**Fall Semester – Freshman**

- Pre-calculus Algebra\*
- English Comp 1\*
- CE Surveying\*
- Biology Elective\*
- Program Graphic/Lab\*

## LOUISIANA BOARD of REGENTS

Spring semester-Freshman  
English comp II\*  
Intro to Entrepreneurship\*  
Pre-calculus Trig\*  
Fine Arts Elective\*  
Intro to Construction Management

Fall Semester – Sophomore  
English Literature \*  
Construction Materials and Methods  
Calculus I\*  
Physics I\*  
Principles of Accounting\*

Spring Semester – Sophomore  
Management Accounting\*  
Statistics\*  
Legal Environment of Business\*  
Structures  
MEP Systems

Fall Semester – Junior  
Engineering Economics \*  
Construction Scheduling  
Soils and Concrete\*\*  
Humanities elective\*  
CE Construction Management\*

Spring Semester – Junior  
CE Materials\*\*  
Construction Estimating  
Heavy Construction  
Engineering Ethics\*  
Technical Writing\*

Fall Semester – Senior  
Construction Law and Contracts\*\*  
Construction Safety  
Management and Organization\*  
Business Communication Oral\*  
Elective (summer internship)

Spring Semester – Senior  
Business Communication\*  
Capstone Design Project\*\*  
Building Information Technology  
CM Elective  
CM Elective

### 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. Also, identify similar programs in the state and explain why the intended one should not be perceived as unnecessary duplication.

## LOUISIANA BOARD of REGENTS

### The Need for Offering Construction Management Program:

Construction management is changing. The construction manager of the past began his or her (most often his) career in the trades, moving up and finally getting into management after a long multi-decade career. That career path is becoming obsolete and with the retirement bubble on the horizon, combined with increasing technical innovation, the need for a higher educated construction manager who can begin managing earlier in a career is crucial for today's construction needs.

With the increasing complexity of the building industry via computing and alternate project delivery methods, graduates with cross-disciplinary educational backgrounds in design and construction are becoming more valuable to industry. Developing construction management education at UNO not only provides a gateway for students looking to join the Louisiana workforce, but it will also provide opportunities to improve the skills and employability of our existing engineering and business students as well as local employees of construction forms desiring to improve their career opportunities.

Students interested in the construction industry may begin their educational careers as a major in civil engineering. However, some of these students may not aspire to become professional engineers and thus do not require an engineering degree. In this event, UNO offers no alternative path into the construction industry. Many business majors may be interested in pursuing careers in the construction industry but currently must get a general business degree that does not sufficiently train them and necessitates a heavy amount of on the job training by their employers. Through implementation of a construction management degree, UNO can attract new students and retain those we have by offering this technical, management-focused path into the construction industry. More importantly, this degree will appeal to a different type of student, and will strengthen rather than undermine our existing programs in engineering and business.

Currently, Construction Management baccalaureate degrees are offered by LSU and UL-Monroe. These two programs are thriving; their completion rates (three-year average) are 111 and 25, respectively. In discussions with a variety of local construction industry leaders, all indicated the need for a local program. In fact, many companies expressed interest in providing one of their employees to act as adjunct instructors in teaching some of the higher-level courses so that our courses can best provide a direct connection with the industry and its needs. In New Orleans, many early and midcareer managers currently employed in the industry, as well as younger employees desiring to move into management, cannot take classes in Baton Rouge or Monroe due to constraints on their time. They simply cannot make it to class and maintain their jobs. The needs of the local industry are different from the industries surrounding Baton Rouge and Monroe, and as more coastal work is done, those differing needs will continue to change.

The proposed degree program here at the University of New Orleans will fill the needs of the region's construction industry in ways that cannot be met by nonlocal programs. The University of New Orleans has always had strong ties to the local region. That reputation, and the connection that UNO faculty already have with local stakeholders in the communities served by UNO, will inform how this program will develop and change over time in order to serve those local needs. In addition, UNO will explore ways to work with area 2-year colleges in developing an associate degree program that will allow those graduates to further their education at UNO with a baccalaureate degree.

Statistical data also indicates that the demand for Construction Management professionals is strong and forecasted to grow:

- Employment of construction managers is expected to grow 11% faster than the average for all occupations from 2016 to 2026 (Bureau of Labor) with about 46,100 new jobs created nationwide and a median pay of \$89,300/year.
- In Louisiana, salaries for construction managers in 2016 ranged from \$90,410 (heavy and civil construction firms) to \$78,010 (residential), with the mean wage range of \$84,760-\$94,300.
- The outlook for employment of construction managers is high in Louisiana, with the most growth projected in the lower third of the State (metropolitan New Orleans and Baton Rouge and the entire Louisiana coast), with current employment levels high but the median age of these professionals also high.
- A search using a top job search app for jobs in New Orleans for Construction Managers resulted in 231 job openings (search date: March 16, 2016) within a fifty mile radius of the city center.
- CNN Money lists Estimators at #5 and Project Managers as #6 in a recent Top Ten Jobs: Big Demand, Good Pay article. These two occupations are related to Construction Management.
- *US News and World Report* ranks Construction Management as #62 out of the 100 best jobs.

## LOUISIANA BOARD of REGENTS

Appendix A includes Letters of Support received from construction industries.

### 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.

#### Relationship of BSCM to the UNO Mission and Vision:

The UNO Mission Statement commits the University to enhancing the quality of life for New Orleanians as well as advancing the region's economy. The University's Vision more boldly states that the institution will be an engine of the economic development of the region. The proposed Construction Management program contributes to achieving that mission and vision by enabling students and those already employed in construction to further develop their skills to become the managers and leaders in the construction industry. The key industries in the State of Louisiana are growing and expanding and that growth is the key to our economic health as a region. Industry relies on infrastructure and that infrastructure is facilitated by the construction industry. As already mentioned, the University of New Orleans has collaborated with many leaders in the region's construction industry to ensure that the industry has the workforce that it needs to grow the economy. This proposal is the result of that collaboration as the University of New Orleans pledges to provide the workforce of the future by graduating knowledgeable construction managers from the traditional pool of students while also enhancing the capacity of current construction employees, enabling their promotion into management positions.

### 4. Students

Summarize student interest/demand for the proposed program.

We anticipate 15 to 20 students per year in Construction Management in its first 4 years, although revenues have been based on the 15-student figure. The number of students per year will increase once the program's reputation grows. In order to reach out to potential students already working in the construction industry, we will include coursework responding to current trends in the construction industry related to project delivery methods. Many owners, especially in the development of large-scale projects, are utilizing non-traditional delivery methods such as construction manager-at-risk, design/build, integrated project delivery and public-private-partnerships. More importantly, we have already collaborated with fourteen industry partners via GNO, Inc. in order to ascertain local construction industry interest in this program. Their response has been overwhelmingly positive. We are also in initial discussions with the USACE New Orleans District to make sure their needs for construction managers are met with this program and plan future discussions with CPRA. While smaller construction firms may provide 1 to 2 students per year, larger companies such as Boh Bros, Core Construction, and governmental agencies such as USACE and CPRA will probably provide 3 to 4 students each year.

### 5. Cost

Estimate new/additional costs of the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program. On the separate budget form, estimate new costs and revenues for the first four years.

**Resources for offering Construction Management Program:** It is anticipated that many courses required by the proposed degree program are already offered at UNO and need no or minimal change. We currently have several UNO faculty members in Civil Engineering who could participate in teaching course offerings in Construction Management. In addition to the proposed added faculty member (initially as a full-time instructor and later as tenure-track as the program grows), we currently have several adjunct CEE instructors who have decades of project management experience with degrees in engineering or related fields who could participate and contribute to the program. Current staff will cover technician, advising and secretarial help. No additional facilities are needed. Overall, the required resources and university investment are minimal for the potential high-quality program offerings while generating additional revenue for the university.



LOUISIANA BOARD of REGENTS

CERTIFICATION:

Mahya Amaza  
Chief Academic Officer

3/8/14  
Date

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

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

**LOUISIANA BOARD of REGENTS**

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

**Institution:** University of New Orleans

**Date:** March 2, 2018

**Degree Program, Unit:** Bachelor of Science in Construction Management, Dept Civil & Environmental Engineering  
 FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

<b>EXPENDITURES</b>								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$75,000	1.0	\$75,000	1.0	\$75,000	1.0	\$150,000	2.0
Graduate Assistants	\$28,000	2.0	\$28,000	2.0	\$28,000	2.0	\$28,000	2.0
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	<b>\$103,000</b>		<b>\$103,000</b>		<b>\$103,000</b>		<b>\$178,000</b>	
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
Facilities								
Equipment								
Travel								
Supplies (computer, software)	\$10,000		\$10,000		\$10,000		\$10,000	
<b>SUB-TOTAL</b>	<b>\$10,000</b>		<b>\$10,000</b>		<b>\$10,000</b>		<b>\$10,000</b>	
<b>TOTAL EXPENSES</b>	<b>\$113,000</b>		<b>\$113,000</b>		<b>\$113,000</b>		<b>\$188,000</b>	
<b>REVENUES</b>								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
<b>Expected Enrollment</b>	<b>15</b>		<b>20</b>		<b>30</b>		<b>40</b>	
Tuition	\$107,255		\$148,686		\$223,029		\$297,373	
Fees	\$28,104		\$38,971		\$58,457		\$77,942	
*Other (specify)								
<b>TOTAL REVENUES</b>	<b>\$135,330</b>		<b>\$187,657</b>		<b>\$281,486</b>		<b>\$375,315</b>	

\* Describe/explain expected sources of funds in proposal text.  
 There is a differential fee per credit hour for all College of Engineering courses; this is a conservative estimate that each student will take two COE courses each semester.



**GREATER NEW ORLEANS**  
INC  
REGIONAL ECONOMIC DEVELOPMENT

10 PARISHES  
Jefferson  
Orleans  
Plaquemines  
St. Bernard  
St. Charles  
St. James  
St. John the Baptist  
St. Tammany  
Tangipahoa  
Washington

February 28, 2018

To Whom It May Concern:

On behalf of Greater New Orleans, Inc., I am writing this letter as a show of support for University of New Orleans' proposal to establish a Construction Management program in their College of Engineering. Greater New Orleans, Inc. (GNO, Inc.) is the regional economic development alliance for 10 parishes including Orleans, Jefferson, St. Tammany, Washington, Tangipahoa, St. Charles, St. James, St. John the Baptist, St. Bernard and Plaquemines Parishes.

In order to fulfil our mission to create jobs and wealth in the Greater New Orleans region, we have instituted a demand-driven approach to workforce development as it supports business retention and attraction. As such, we facilitate roundtable discussions, one-on-one stakeholder interviews, focus groups and other research to determine what jobs and occupations are most in demand.

Thus far, GNO, Inc. has hosted two roundtables discussions on the Construction Management program with over 14 industry partners working in construction in attendance. The meetings have included insights from Ryan Gootee General Contractors, Durr Heavy Construction, Kent Design + Build, The Lemoine Company, Woodward Design+Build, Associated Builders and Contractors (ABC), Barriere Construction, F.H. Myers Construction Corporation, Palmisano, Boh Bros. Construction, MAPP, CORE Construction, Gibbs Construction and DonahueFavret Contractors. The response at both roundtable discussions were overwhelmingly positive and in favor of this program's creation.

I strongly recommend and support approval of the Construction Management program at the University of New Orleans.

Sincerely,

Robin Barnes

Executive Vice President & COO

# **PALMISANO.**

**WORK SMARTER. BUILD BETTER:**

1730 Tchoupitoulas Street  
New Orleans, LA 70130  
Office: 504.620.8022  
wjpalmisano.com

February 28, 2018

To Whom It May Concern,

On behalf of WJ Palmisano, LLC which includes Palmisano Contractors, LLC, Palmisano Construction, LLC, & Cajun Construction Services, we are writing to express our strong support of the proposed Construction Management degree at the University of New Orleans (UNO). A local college specializing in the construction management field is well overdue.

I have been hiring construction professionals for over twenty (20) years and I have personally asked UNO in the past to investigate bringing a construction management curriculum to greater New Orleans. It is a perfect fit; UNO is known for intelligent and thinking students, our marketplace is the largest construction region in the State, and the contractors have a need for people who are primarily from our City and who want to help New Orleans excel. Having a CM school locally will allow for the numerous construction firms to employ the students as both school interns and professionally upon graduation.

At present, finding the CM interns to grow with our firms is very difficult since there is no CM school locally. We are stuck only getting limited talent over holiday or summer breaks. But the need is year-round and this creates the best opportunity for the students to gain the important experience while still completing a professional degree. It is a win-win for our region, the students, and the State.

Construction has grown to become a complex industry. The changing technology, materials, and labor/craftsmen challenges create a situation whereas the builders must have specialized talent to address the issues. A CM school will help create the educated and specialized candidate we need. But having this in our home city will offer many benefits to the firms locally and the students too.

Palmisano is highly impressed with the UNO staff, educators and professionals. They understand how the people of New Orleans think and do business. At Palmisano, we greatly care about making our community better. We are believers that UNO shares the same philosophy. We have other UNO graduates employed in staff positions and truly hope to be able to expand that list to construction management professionals.

Again, please note that Palmisano fully supports UNO in their endeavor to bring the construction management school to New Orleans. It would be a home run for all of us.

Sincerely,



William LeCorgne, Jr., P.E.  
Senior Vice President



March 15, 2018

Norma Jean Mattei  
University of New Orleans  
2000 Lakeshore Dr.  
New Orleans, LA 70148

Dear Dr. Mattei,

I am pleased to write to you today to express my and Woodward Design+Build's support of the proposed Construction Management Degree at the University of New Orleans.

Woodward is a one of the largest general contractors in the Greater New Orleans area and has been involved in a significant number of construction and design/build projects along the Gulf Coast since the company's inception in 1923. Woodward provides a wide array of commercial construction management services, typically designing and executing complex building projects for industries ranging from healthcare to hospitality to advanced manufacturing. Over the past 95 years, our company experienced tremendous growth and emerged as a market leader by constantly improving and refining our innovative approach to construction management and design. Woodward's past and continued success rests entirely on its ability to attract and retain exceptionally talented people who not only share our values but also share our deep love of New Orleans and the entire Gulf Coast region.

Once a core group of seasoned architects, builders, and engineers, as the company grew, we found the need to look outside of our region to hire young talent. We recruited, of course, from LSU but also ventured outside the state to schools like Texas A&M, Auburn, and the University of Southern Mississippi. These universities each have dedicated schools of construction science/management that train students in the complexities and the terminology of the construction process. Graduates of these programs, who also possess the drive and willingness to learn from their mentors here at Woodward, very quickly add substantial value to our company and the projects to which they are assigned.

As our projects and the industry become more complex through the speedy adoption of technology and innovative methodologies, the need for formally trained construction management professionals is clear. We strongly support the proposed Construction Management Degree at UNO and believe we will quickly benefit from access to this homegrown talent pipeline.

I further support the proposed Construction Management Degree at UNO because I believe adult students in our city and region should have access to this high earning potential career path. There are talented and willing individuals in our city who simply lack the resources to attend college outside of their home city. This degree program will open doors to many of those citizens and could profoundly change the course of their lives.

Again, I offer my support of the Construction Management degree program on behalf of Woodward Design+Build, and I thank you for considering it.

Kind regards,



Paul H. Flower

Chief Executive Officer

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 12, 2018**

- Item F.14.** University of New Orleans' request for approval of a Memorandum of Understanding between the University and Chang'an University Xi'an, Shaanxi, People's Republic of China (PRC).

**EXECUTIVE SUMMARY**

The University of New Orleans requests approval to enter into a Memorandum of Understanding with Chang'an University Xi'an, Shaanxi, People's Republic of China (PRC). Chang'an University is one of the State "211 Project" key development universities and is directly under the administration of the Ministry of Education. Through its 60 years of development, it has evolved into an influential comprehensive higher institution in China, with engineering as its main discipline focus, combining engineering with sciences, and with multidisciplinary development in economy, management and humanities. The proposed MOU is a joint study initiative intended to create a framework for consideration of future faculty and student exchange, collaborative endeavors, and expansion of scholarly ties and cooperation between the two universities.

**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 Memorandum of Understanding between the University and Chang'an University Xi'an, Shaanxi, People's Republic of China (PRC).*



THE UNIVERSITY of  
**NEW ORLEANS**  
OFFICE OF THE PRESIDENT

February 27, 2018

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

Re: MOU between Chang'an University Xi'an, Shaanxi, PRC and UNO

Dear Dr. Henderson,

I am requesting approval of a joint study collaboration agreement between Chang'an University Xi'an, Shaanxi, PRC and the University of New Orleans. This collaboration is intended to create a framework for consideration of future faculty and student exchange, collaborative endeavors, and expansion of scholarly ties and cooperation.

Thank you for your consideration.

Sincerely,

John W. Nicklow  
President

# **MEMORANDUM OF UNDERSTANDING**

Between

**University of New Orleans  
New Orleans, Louisiana, USA**

And

**Chang'an University  
Xi'an, Shaanxi, PRC**

Concerning

## **Cooperation in Higher Education**

**THIS MEMORANDUM OF UNDERSTANDING** (“MOU” or “Agreement”), dated effective March 1, 2018 (“Effective Date”), is entered into by and between the University of New Orleans and the Chang’an University, hereinafter the “Partners.”

**WHEREAS**, the students and faculty members of both Partners wish to benefit from the furtherance of the exchange of individuals in the field of education;

**WHEREAS**, the Partners desire to expand scholarly ties, facilitate academic cooperation, and promote mutual understanding between their respective academic communities;

**WHEREAS**, the Partners agree to promote the establishment of a program of student and scholarly exchange with the aim of enhancing educational cooperation between the Chang’an University and the University of New Orleans;

**NOW, THEREFORE**, for the consideration hereinafter named, the Partners agree to the following framework for affiliation:

### **Article 1**

The objective of the Partners shall be to create a framework for student exchange, to encourage faculty and administrative contacts, and to promote the mutual discovery of knowledge.

### **Article 2**

The intention is to promote exchange in a wide variety of fields and courses of study and/or to consider articulation and/or friendship agreements. It is anticipated that each partner may reserve the right to determine the number of students it will be able to host in a given year as well as fields of study that will be eligible. Methods for determining balance of reciprocity in an exchange shall be negotiated by the Partners in a subsequent agreement.



**Article 3**

Students shall be bona fide students of the home institution and be engaged in a degree-orientated course of study. Selection for, or participation in, an exchange shall not confer the right to pursue a degree at the host institution unless otherwise specified.

**Article 4**

Both Partners agree that all financial arrangements will have to be negotiated and will depend on the availability of funds.

**Article 5**

The Partners shall nominate program administrators who shall be responsible for facilitating discussions and arrangements.

**Article 6**

With the signing of the Memorandum, the Partners agree to discuss the concrete terms and provisions necessary to implement specific programs within the general framework of cooperation. Such terms and provisions as may be agreed upon shall be embodied in an articulation or friendship agreement to be signed by the participating institutions prior to the initiation of a program.

**Article 7**

This agreement will take effect at the time it is signed by both Partners and it will last for a period of three (3) years from the effective date. The Partners will confer concerning the renewal of the MOU six (6) months prior to its expiration. This MOU may be terminated at any time upon the written notice of either party no less than six (6) months prior to the termination date wished, with the understanding that any existing commitments to students will be honored.

**Article 8**

Additional projects to enhance educational cooperation between the Partners may be agreed upon at any time.


**Article 9**

This document is executed in English and will consist of two originals.



John W. Nicklow  
President  
University of New Orleans

Date 02/27/18



Zhao Junhai  
Vice President  
Chang'an University

Date