

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

Item E.1. **Grambling State University's** request for approval to enter a Course and Service Agreement with StraighterLine, Inc.

EXECUTIVE SUMMARY

Grambling State University requests approval to enter into a Course and Service Agreement with StraighterLine, Inc. StraighterLine is a provider of student success and college readiness services, including low cost online general education courses for college credit. The University has been in partnership with StraighterLine since 2014 and almost 1,700 GSU students have taken StraighterLine courses that articulate toward a GSU degree. At this time GSU would like to expand the partnership by establishing pathways for specific use cases: (1) applicants and prospective student for which there is concern about academic readiness and student success, including individuals who place below college-level math or English or do not meet admission requirements; (2) students facing financial aid caps, affordability concerns, academic progress issues, etc.; and (3) students who have stopped out of their formal degree programs for one or more years and are interested in returning to pursue a General Studies degree.

The proposed agreement identifies services that will be provided by StraighterLine to include access to sixty (60) student-paced, general education online courses and supporting elements (e-book access, proctoring, etc.). The University has worked with StraighterLine to identify specific courses that will meet the needs of the use cases noted above. Students who would benefit from this agreement will pay a monthly membership fee of \$125, which allows for completion of courses that align with their degree path. This proposed agreement helps GSU expand its bandwidth when it comes to online course offerings as well as provides a focused plan aimed at student success and degree completion.

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 to enter into a Course and Service Agreement with StraighterLine, Inc.



April 2, 2020

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

**SUBJECT: REQUEST FOR APPROVAL TO ENTER INTO A COURSE AND
SERVICES AGREEMENT WITH STRAIGHTERLINE**

Grambling State University respectfully requests approval to enter into a Course and Services Agreement with StraighterLine, effective April 23, 2020.

Your favorable consideration of this request would be greatly appreciated.

Sincerely,

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

Richard J. Gallot, Jr., JD
President

RJG:ks

Attachment

COURSE AND SERVICES AGREEMENT

This Course and Services Agreement (“**Agreement**”) is entered into on the 23rd day of April, 2020 (the “**Effective Date**”) by and between StraighterLine, Inc. (“**StraighterLine**”), a corporation duly organized under the laws of the State of Delaware with a principal place of business at 1201 S. Sharp Street, Suite 110, Baltimore, MD 21230, and Grambling State University (“**College**”), with a principal place of business at 403 Main Street, Grambling, LA 71245. In consideration of the mutual benefits and obligations contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows.

1. BACKGROUND.

StraighterLine is a provider of student success and college readiness services, including low cost on-line general education courses for college credit, for which it has front-end websites and other proprietary applications it uses to implement and deliver (with any updates or upgrades thereto made available, the “**Platform**”).

College desires to use the Platform to create and offer, on a private labeled basis, a “student success/college readiness” pathway offering to serve pre-enrollment individuals and current or former students enrolled in College’s degree or other programs as further described on **Exhibit A**.

2. DEFINITIONS. Certain capitalized terms used in this Agreement, not otherwise defined on the cover page, shall have the meanings set forth below.

2.1 “Academy Offering” shall mean the use of the Platform to provide access to the Services and Courses as a “student success/college readiness” pathway product on a private labeled basis in the United States of America.

2.2 “Access Term” shall mean the period of time during which the Platform will be made available to Students under the terms of this Agreement.

2.3 “Administrative User” shall mean a College employee to whom College has assigned an identification number for access to the Platform for purposes of managing Students and Courses.

2.4 “Affiliate” means, with respect to a specified entity, an entity that controls, is controlled by, or is under common control with a party, but only as long as such control exists. For these purposes, “control” means ownership of fifty percent (50%) or more of the outstanding voting stock or other equity interest in a person or entity, or the power to otherwise direct the affairs of a person or entity.

2.5 “Authorized End Users” shall mean all Administrative Users and Students.

2.6 “Brand” shall mean any trademarks, service marks, trade names, domain names, logos, business and product names, slogans, and registrations and applications for registration thereof owned by the respective party.

2.7 “Commencement Date” shall mean June 15, 2020.¹

2.8 “Confidential Information” shall mean all written or oral information, disclosed by either party to the other (a) that is related to the operations of either party; or (b) that by the nature of the information or the circumstances surrounding disclosure ought reasonably to be treated as confidential. Without limiting the

¹ Target “go live” date

foregoing, for purposes of this Agreement, the Platform Documentation and the StraighterLine Intellectual Property shall be the Confidential Information of StraighterLine and the Student Data shall be the Confidential Information of College.

2.9 “*Courses*” shall mean the StraighterLine Content that is made available to Students through the Platform as part of the Academy Offering under the terms of this Agreement.

2.10 “*Employer Market*” shall mean the market to employers for directed pathways to multiple curated providers as an employment benefit to their employees.

2.11 “*Platform Documentation*” shall mean materials in any form that describe the features, functions and use of the Platform, which materials are designed to facilitate use of the Platform and which are provided by StraighterLine to College in accordance with the terms of this Agreement.

2.12 “*Services*” shall mean the provision of access to the Platform and any other StraighterLine provided access to licensed software, services provided by StraighterLine staff, and all other services outlined on **Exhibit B**.

2.13 “*Student Content*” shall mean any pictures, graphics, text or other content provided through the Platform.

2.14 “*Student Data*” means any data collected by College or StraighterLine under this Agreement and the provision of the Services to that Student under this Agreement, that is personally identifiable to a given Student, including, but not limited to, information supplied by Students and all Student-related data collected or created by a Student’s interaction with the Courses, the Platform and interactions with StraighterLine personnel.

2.15 “*Student*” shall mean any individual who accesses a Course or Courses through the Platform under an End User Agreement that meets the requirements of this Agreement. A “Student” may be a Student under this Agreement and also a customer of either party under other relationships with a party and this Agreement does not change such other relationships.

2.16 “*StraighterLine Content*” shall mean any StraighterLine designed courses, text, files, links, images, graphics, design, photos, video, sound, inventions (whether or not patentable), notes, works of authorship, articles, feedback, or other materials that is either owned, developed or licensed by StraighterLine and that StraighterLine makes available through the Platform.

2.17 “*StraighterLine Intellectual Property*” shall mean: (i) the Platform; (ii) any system owned, licensed, or developed by StraighterLine; (iii) any analysis, compilation, aggregation, derivative work, analytics or work of authorship created by StraighterLine; and (iv) data and content independently developed or created by StraighterLine.

2.18 “*StraighterLine Terms of Use*” shall mean any applicable StraighterLine terms of service for the Platform, including, but not limited, to the StraighterLine privacy policy and the StraighterLine security policy, if any, which StraighterLine may amend from time to time.

2.19 “*Third Party Content*” shall mean any data, results, ideas, plans, sketches, texts, files, links, images, photos, video, sound, inventions (whether or not patentable), notes, works of authorship, articles, feedback, or other materials, and any similar information that is either (i) received by StraighterLine from a Third Party Provider; or (ii) made available by a Third Party Provider through the Services.

2.20 “*Third Party Provider*” shall mean an individual or organization that provides and/or licenses Third Party Content to StraighterLine under the terms of a separate agreement.

3. ACCESS AND USE.

3.1 Distribution Rights. Subject to the terms and conditions of this Agreement, College shall be permitted to make available the Academy Offering outside the Employer Market to Students through the Platform in the United States of America, provided that (a) College may not distribute, sublicense, or otherwise convey any other rights in the Platform; (b) College shall require any Authorized End User to enter into a contractual arrangement with College, which agreement shall be reasonably satisfactory in form to both parties, and which arrangement in any event provides no less protections for StraighterLine's Confidential Information, the Platform, the Platform Documentation and the StraighterLine Brand as are provided by the terms hereof and the StraighterLine Terms of Use (the "**Academy End User Agreement**"). College acknowledges and agrees that any act or omission of any Authorized End User in connection with use of, or access to the, the Platform, which act or omission would constitute a breach of this Agreement if undertaken by College, shall enable StraighterLine to terminate all access to the breaching Authorized End User immediately. Except as provided in this Section 3.1, College shall not distribute, market, sublicense, assign, sell, lease, rent, convey or otherwise transfer, or pledge as security or otherwise encumber, the rights and licenses granted hereunder with respect to the Platform.

3.2 Platform Access. In accordance with the terms of this Agreement, StraighterLine will host and operate its Platform to enable College to make the Courses and Platform available to Students enrolled in the Academy Offering. On or as reasonably practicable after the beginning of the Access Term, StraighterLine will specify to College procedures according to which College may establish and obtain access to and use the features and functions of the Platform, including, without limitation, provision of any access codes, passwords, technical specifications, connectivity standards or protocols, or any other relevant procedures, to the limited extent any of the foregoing may be necessary to enable Administrative Users to obtain access to relevant portions of the Platform (together with relevant portions of the Platform Documentation, the "**Access Protocols**").

3.3 Provision of Access to Students. On or as reasonably practicable after the beginning of the Access Term, StraighterLine shall provide College the Access Protocols required to allow Students, to access the Courses through the Platform, provided that StraighterLine may deny access to any Authorized End User until the same have agreed to comply with the Academy End User Agreement.

3.4 Usage Restrictions. Neither College nor any Administrative User shall use the Platform for any purposes other than the provision of Courses to Students, except with the prior written consent of StraighterLine. Neither College nor any Administrative User shall (a) decompile, disassemble, reverse engineer or otherwise attempt to obtain or perceive the source code from which any software component of the Platform is compiled or interpreted; (b) modify the Platform, StraighterLine Content, Third Party Content, Platform Documentation or create any derivative product from any of the foregoing, except with the prior written consent of StraighterLine; or (c) assign, sublicense, sell, resell, lease, rent or otherwise transfer or convey, or pledge as security or otherwise encumber, College's and/or an Administrative User's rights under this Section 3, except as provided therein. College will ensure that its use of the Platform and the provision of the Academy Offering complies with all applicable laws, statutes, regulations or rules. College shall notify StraighterLine immediately of any unauthorized use of any password or account or any other known or suspected breach of security.

3.5 Third Party Content. StraighterLine makes no representations or warranties regarding any Third Party Content found on or through the Services or that is otherwise available using the Services. StraighterLine is not responsible, and College will not hold StraighterLine responsible, for the accuracy, reliability, legality or validity of any Third Party Content.

3.6 Use Cases. The parties intend to collaborate on a phased approach in which the Academy Offering will be launched. **Exhibit A** sets forth the anticipated use cases, which the parties shall use all commercially reasonable efforts to implement and launch. It is also anticipated that further additional features, services and components may be identified and implemented from time to time in the future as well, subject to agreement by the parties.

3.7 Non-Compete. During the term of the Agreement and for the 18-month period following, College will not establish, market or provide a competing service to the Academy Offering or the Platform.

4. ADDITIONAL STRAIGHTERLINE OBLIGATIONS.

4.1 Performance of Services. StraighterLine will provide the Services to Authorized End Users in accordance with the requirements of this Agreement. StraighterLine shall provide the Services in a professional manner consistent with industry standards.

4.2 Compliance with Laws. StraighterLine shall comply with applicable state, national and foreign laws and regulations in connection with the delivery of the Services, including those related to data protection, data privacy and the transmission of personal data (including but not limited to Student Data).

4.3 Responsibility for Hosting of Service. As between the parties, StraighterLine will, at its expense, bear sole responsibility for the design, development, hosting, operation, maintenance and management of the Platform, including, without limitation, development of its features, functions and technology, and any adaptation and/or reconfiguration thereof as may be necessary for purposes of providing access to, and use of, the content therein.

4.4 Subcontractors. StraighterLine shall be permitted to enter into an arrangement with one (1) or more subcontractors to fulfill any of StraighterLine's obligations hereunder.

4.5 Communication with Students. As part of the provision of the Services, StraighterLine may need to communicate with Authorized End Users from time-to-time. College hereby acknowledges that StraighterLine has the limited right to communicate with Authorized End Users as may be necessary as part of the provision of the Services and support as may be agreed to by the parties.

4.6 Training. StraighterLine shall provide appropriate training to College as the parties may agree in writing.

4.7 Support. StraighterLine will provide the support and maintenance services for the Platform and Services as forth in the Service Level Agreement attached as **Exhibit D.**

4.8 Access to Student Data. Provided College's agreement with each Student gives College the right to access Student Data, StraighterLine will make available to College the Student Data. College shall own all Student Data. College grants StraighterLine a limited, irrevocable, perpetual, license to: (a) store, copy, use and analyze the Student Data to perform its responsibilities under this Agreement; and (b) store, copy, use and analyze the Student Data to create de-identified data sets which and store, use, copy and modify such de-identified data sets to improve, develop and commercially exploit the Platform and other StraighterLine products and services. StraighterLine will refrain from presenting offers, requests or advertisements to Students through the use of Student Data, or contacting Students using Student Data for any purpose unrelated to the Agreement.

4.9 Access to Other Data. StraighterLine shall make such other information available as College may reasonably request relating to a Student's use of the Platform in connection with the Academy Offering. Upon request, StraighterLine shall use all reasonable efforts to provide College such information and data on the frequency as the parties may mutually agree.

4.10 Other Uses of the Platform. StraighterLine may use the Platform for its own business purposes and nothing in this Agreement shall prevent StraighterLine from developing these offerings or uses of the Platform.

4.11 Adherence to Standards. College has and will continue to have exclusive control over its academic programs, including oversight of the Courses and the Academy Offering. College will engage its academic

departments in the evaluation of the Courses and their assessments, and StraighterLine agrees to provide adequate access to College staff for initial and ongoing evaluations. College will, to the extent applicable to the performance of this Agreement, adhere to the standard provisions of its accreditation.

In the event College seeks to offer federal financial aid to Students, the parties agree to engage in good faith discussions on amending the Agreement to accommodate the academic governance provisions that may be required by College's accrediting bodies and the U.S. Department of Education along with any corresponding cost/price changes associated with those changes.

In the event that Title IV financial aid becomes available to Students, College, as the responsible institution, will apply its established policies and procedures to the protection and release of student information, including without limitation, requiring StraighterLine to agree that it will not use or re-disclose Confidential Student Data except in compliance with the Family Education Rights and Privacy Act ("**FERPA**") (20 U.S.C. § 1232g; 34 C.F.R. Part 99) and all applicable state and federal laws.

StraighterLine agrees to: (i) accept, assign and evaluate Students regardless of race, sex, sexual orientation, color, religion, creed, national origin or ancestry, age, military or veteran status, and (ii) ensure that the Courses and Platform may be accessed by students with disabilities as defined in the Americans with Disabilities Act.

4.12 Data Security. StraighterLine will use industry standard means designed to protect the security and confidentiality of any Confidential Information provided to or possessed by StraighterLine. In the event that StraighterLine causes (a) the actual unauthorized access to or use of unencrypted personally identifying Student Data by an unaffiliated third party in breach of StraighterLine's obligations under the Agreement, or (b) the loss, theft, or the unauthorized access or use of Confidential Information that is likely to cause harm to Students or employees (i.e., potential breach) due to a breach of StraighterLine's obligations under the Agreement (collectively, a "**data breach**"), StraighterLine will reimburse College's reasonable costs and expenses in connection with: (1) notifying affected individuals, government agencies, credit bureaus, and/or other required entities, as may be required by law; (2) providing periodic reporting from credit bureaus and other reporting agencies, as may be required by law, for a specific period not to exceed twelve (12) months; and (3) providing reasonable identity restoration services for affected individuals who suffered proven cases of identity theft, as may be required by law. Promptly upon becoming aware of a security breach, StraighterLine will implement reasonable measures to mitigate any further damage, notify College and cooperate fully with College's investigation of and response to the incident.

4.13 Minimum Insurance. Throughout the Term, StraighterLine shall procure and maintain the following minimum insurance coverages:

(a) Commercial general liability insurance with combined single limits for bodily injury and property damage of not less than \$2,000,000 each occurrence and \$4,000,000 in the aggregate in a policy year.

(b) Professional liability insurance of not less than \$1,000,000 each occurrence and \$2,000,000 in the aggregate in a policy year.

(c) Cyber Liability, including network security and privacy liability response services (including credit monitoring), in the amount of \$2,000,000.

5. COLLEGE OBLIGATIONS.

5.1 Professional Standards. College shall not make: (i) any false or misleading representations about the Academy Offering or Platform to Students or others or (ii) any representations, warranties or guarantees with respect to the Platform that are not consistent with the terms of this Agreement. College will undertake all measures necessary to ensure that its marketing and promotional activities hereunder conform to all applicable laws and industry standards of professionalism and fair practices.

5.2 Assistance to StraighterLine. College shall, at its own expense, provide assistance to StraighterLine, including, without limitation, by means of access to, and use of, College's facilities, equipment, and information, as well as by means of assistance from College personnel, to the limited extent any of the foregoing may be reasonably necessary to enable StraighterLine to perform its obligations under this Agreement.

5.3 Academic Standards. College has sole control over the Courses and retains the right to review the curriculum and content of all Courses to ensure that the Courses comply with its academic standards. College recognizes that the Courses are online classes that are designed to be self-paced and, while supported by on-demand tutoring and additional support services, are not intended to be taught by faculty in the traditional sense. Additional academic oversight and evaluation of the Courses and of Students may be conducted by College and its faculty using standards and methods of their own choosing at their sole discretion and expense.

5.4 Education Regulatory Authorities. College will design all Courses in accordance with all rules and regulations of all of its applicable education regulatory including accrediting agency requirements, if any. StraighterLine shall cooperate in providing information and data needed for College to comply with these requirements. However, StraighterLine will not be responsible for such compliance. College acknowledges that StraighterLine is neither accredited nor an institution of higher learning and that College is solely responsible for complying with all such requirements.

5.5 Branding. College shall co-brand and label the Academy Offering and any bundle of products of which the Platform or the courses are a principal component, with "powered by StraighterLine" or as otherwise agreed by the parties.

6. COMPLIANCE WITH PRIVACY LAWS.

6.1 FERPA. Both parties shall comply in all material respects with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99, commonly known as FERPA) and any other state privacy laws to the extent applicable.

6.2 Educational Records. To the extent StraighterLine has access under and during the term of this Agreement to "Education Records" and "Personally Identifiable Information", it is deemed a "School Official" as each of these terms are defined under FERPA at 34 CFR § 99.3. StraighterLine will use commercially reasonable efforts to maintain the security of Education Records and Personally Identifiable Information, as such terms are defined at 34 CFR § 99.3 in accordance with the FERPA requirements as generally set forth at 34 CFR Part 99, and to otherwise ensure its compliance with FERPA and applicable regulations. Except as required by law or as directed by College, StraighterLine shall not disclose or share Education Records containing un-redacted Personally Identifiable Information with any third party, except to StraighterLine's subcontractors who have agreed in writing to maintain the confidentiality of the Education Records to the same extent required of StraighterLine under this Agreement.

7. OWNERSHIP.

7.1 Ownership. The parties agree that all right, title and interest in the copyrights, trade secrets, patents and other intellectual property rights related to (a) the Courses and Platform and all derivative works thereof and improvements thereto, (b) any new feature or functionality added thereto independently of this Agreement (e.g., new functionality added as part of the Platform roadmap); and (c) all other materials provided by StraighterLine for use in connection with the Courses or the Platform, shall be owned solely by StraighterLine or its licensors and College has no license to use such items for any purpose not contemplated in this Agreement.

7.2 Ownership of Refinements. In the event that College provides StraighterLine in writing with (a) any Course Content for inclusion within Courses or the Platform, (b) any modifications, comments, suggestions, requests for a specific new feature or functionality (that is not otherwise on the Platform roadmap at the time the

request is made) or other feedback with respect to the use of content of the Courses or features and functionality of the Platform (collectively, “**Refinements**”), College and StraighterLine shall be co-owners of all related intellectual property rights (if any) embodied in such Refinements, and each shall have the independent right to use and license the Refinements without restriction or an obligation to account to the other party. Either party may freely sublicense such Refinements without the permission of the other party. For purposes of clarity neither party shall have the right to access or possess the implementation of a Refinement by the other party absent a separate written agreement (e.g., if College creates new course materials based on a Refinement they also provided to StraighterLine, StraighterLine will not be entitled to receive that content from College absent a separate written agreement). StraighterLine will have sole control over the registration of any intellectual property rights (if any) in any Refinements.

7.3 Retained Rights. StraighterLine retains all right, title and interest in and to the Platform, the StraighterLine Content and the StraighterLine intellectual property, including all copies thereof in any form or medium, whether now known or existing or hereafter developed, and further including all copyrights, patents, trade secrets, trademarks or trade names therein and all rights not expressly granted in this Agreement are reserved by StraighterLine. All goodwill arising in or from the StraighterLine Brand shall inure solely to StraighterLine’s benefit. College further acknowledges that StraighterLine retains the right to use the foregoing for any purpose in StraighterLine’s sole discretion.

8. FEES AND EXPENSES; PAYMENTS.

8.1 Fees. In consideration for the access rights granted to College and its Authorized End Users and the Services performed by StraighterLine under this Agreement, College will pay to StraighterLine, without offset or deduction, all fees set forth on **Exhibit B**. StraighterLine will retain its portion of the fees from the total amount collected and will submit an accounting to College on a monthly basis.

8.2 Taxes. College will be responsible for payment of any applicable sales, use and other taxes and all applicable export and import fees, customs duties and similar charges (other than taxes based on StraighterLine’s income), and any related penalties and interest for the grant of license rights hereunder, or the delivery of related services. College will make all required payments to StraighterLine free and clear of, and without reduction for, any withholding taxes. Any such taxes imposed on payments to StraighterLine will be College’s sole responsibility, and College will, upon StraighterLine’s request, provide StraighterLine with official receipts issued by the appropriate taxing authorities, or such other evidence as StraighterLine may reasonably request, to establish that such taxes have been paid.

8.3 Late Payments; Interest; Payment in Dollars. Any portion of any amount payable hereunder that is not paid when due will accrue interest at one half percent (1/2%) per month or the maximum rate permitted by applicable law, whichever is more, from the due date until paid. All payments to be made under this Agreement shall be made in U.S. dollars.

8.4 Invoice Disputes. If College disputes in good faith any portion of an invoice or any other amount due under this Agreement, College shall notify StraighterLine within ninety (90) days after receipt of the invoice or from the payment due date with an explanation of the nature of the dispute. Unless a written notice of a dispute as to invoiced or due amounts is received by StraighterLine within such ninety (90) day period, the invoice or amount due shall be deemed correct and payable in full by College.

9. CONFIDENTIAL INFORMATION.

9.1 Ownership of Confidential Information. The parties acknowledge that during the performance of this Agreement, each party will have access to certain of the other party’s Confidential Information or Confidential Information of third parties that the disclosing party is required to maintain as confidential. Both parties agree that

all items of Confidential Information are proprietary to the disclosing party or such third party, as applicable, and will remain the Confidential Information of the disclosing party or such third party.

9.2 Mutual Confidentiality Obligations. Each party agrees as follows: (a) to use Confidential Information disclosed by the other party only as described herein; (b) that such party will hold in confidence and protect such Confidential Information from dissemination to, and use by, any unauthorized third party; (c) to restrict access to the Confidential Information disclosed by the other party to such of its Affiliates, personnel, agents, and/or consultants, if any, who have a need to have access and who have been advised of and have agreed in writing to treat such information as confidential in compliance with the terms of this Agreement; and (d) notify the other party of any suspected breach of this Section 9.

9.3 Confidentiality Exceptions. Notwithstanding the foregoing, the provisions of Sections 9.1 and 9.2 will not apply to Confidential Information that: (a) is publicly available or in the public domain at the time disclosed; (b) is or becomes publicly available or enters the public domain through no fault of the recipient; (c) is rightfully communicated to the recipient by persons not bound by confidentiality obligations with respect thereto; (d) is already in the recipient's possession free of any confidentiality obligations with respect thereto at the time of disclosure; (e) is independently developed by the recipient; or (f) is approved for release or disclosure by the disclosing party without restriction. g) or is defined per Louisiana public record law 44:1-41. Notwithstanding the foregoing, each party may disclose Confidential Information to the limited extent required (a) in order to comply with the order of a court or other governmental body, or as otherwise necessary to comply with applicable law, provided that the party making the disclosure pursuant to the order shall first have given written notice to the other party and made a reasonable effort to obtain a protective order; (b) to establish a party's rights under this Agreement, including to make such court filings as it may be required to do; or (c) to its counsel, accountants or other similar representatives and in connection with an actual or proposed merger, acquisition, or initial public offering or similar transaction of such party.

9.4 Terms of Agreement. Each party shall be entitled to disclose the existence of this Agreement, but agrees that the specific terms and conditions of this Agreement (including, without limitation, the fees) shall be the Confidential Information of StraighterLine and shall not be disclosed by College to any third party.

10. REPRESENTATIONS AND WARRANTIES.

10.1 General Representations. Each party hereby represents and warrants (a) that it is duly organized, validly existing and in good standing under the laws of its jurisdiction of incorporation or organization; (b) that the execution and performance of this Agreement will not conflict with or violate any provision of any law having applicability to such party; and (c) that this Agreement, when executed and delivered, will constitute a valid and binding obligation of such party and will be enforceable against such party in accordance with its terms.

10.2 Service Warranty. StraighterLine hereby represents and warrants that the Platform will conform in all material respects to Platform Documentation provided by StraighterLine regarding the use of the Platform when accessed and used in strict accordance with the Platform Documentation and the Access Protocols; provided, however, that StraighterLine does not warrant any software underlying the Services will be error free or will operate without interruption.

10.3 Platform Warranty. StraighterLine represents and warrants that to the best of its knowledge and belief, neither the Platform or any Course (apart from the Third Party Content) infringe the intellectual property rights of any third party.

10.4 Student Data Warranty. College represents and warrants that it has sufficient rights to collect the Student Data, share the Student Data with StraighterLine and the use of such as contemplated with this Agreement complies with all applicable laws.

10.5 Not a Third-Party Servicer. College understands and agrees that the Agreement will not purport to render StraighterLine a Third-Party Servicer as that term is defined at 34 C.F.R. §§ 668.2, 668.25 and StraighterLine will agree that it shall not undertake any work pursuant to the Agreement inconsistent with this provision.

11. DISCLAIMERS, EXCLUSIONS AND LIMITATIONS OF LIABILITY.

11.1 Disclaimer. EXCEPT AS EXPRESSLY REPRESENTED OR WARRANTED IN SECTION 10, THE SERVICES, PLATFORM, THE STRAIGHTERLINE CONTENT, THE THIRD PARTY CONTENT AND ALL OTHER DATA, MATERIALS, OR INFORMATION PROVIDED BY STRAIGHTERLINE ARE PROVIDED “AS IS,” AND STRAIGHTERLINE DISCLAIMS ANY AND ALL OTHER PROMISES, REPRESENTATIONS AND WARRANTIES, WHETHER EXPRESS OR IMPLIED. STRAIGHTERLINE DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL ERRORS WILL BE CORRECTED.

11.2 Exclusions of Remedies; Limitation of Liability. IN NO EVENT WILL STRAIGHTERLINE BE LIABLE TO COLLEGE OR ANY AUTHORIZED USER FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM. THE CUMULATIVE LIABILITY OF STRAIGHTERLINE TO COLLEGE FOR ALL CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT WILL NOT EXCEED THE FEES PAID TO STRAIGHTERLINE BY COLLEGE DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT GIVING RISE TO SUCH CLAIM. THIS LIMITATION SHALL APPLY TO ANY INDEMNIFICATION OBLIGATIONS OF THE PARTIES SET FORTH SECTION 12. THIS LIMITATION OF LIABILITY IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE.

11.3 Essential Basis of the Agreement. College acknowledges and understands that the disclaimers, exclusions and limitations of liability set forth in this Section 11 form an essential basis of the agreement between the parties, that the parties have relied upon such disclaimers, exclusions and limitations of liability in negotiating the terms and conditions in this Agreement, and that absent such disclaimers, exclusions and limitations of liability, the terms and conditions of this Agreement would be substantially different.

12. INDEMNIFICATION.

12.1 Indemnification of College. StraighterLine agrees to indemnify, defend and hold harmless College from and against any claim by any third party and all losses, liabilities, costs (including reasonable attorneys’ fees) or damages resulting from awarded to such third party to the extent based on a claim that the Platform or StraighterLine Content infringes a third party’s U.S. patents issued as of the effective date of this Agreement, or infringe or misappropriate, as applicable, a third party’s copyrights or trade secret rights under applicable laws of any jurisdiction within the United States of America. This indemnity obligation shall only apply if College promptly notifies StraighterLine in writing of the claim, cooperates with StraighterLine, and allows StraighterLine sole authority to control the defense and settlement of such claim. In the event that these indemnity obligations apply, StraighterLine will not settle any third-party claim against College unless such settlement completely and forever releases College from all liability with respect to such claim or unless College consents to such settlement, and further provided that College will have the right, at its option, to defend itself against any such claim or to participate in the defense thereof by counsel of its own choice. If an infringement claim is made or appears possible, College agrees to permit StraighterLine, at StraighterLine’s sole discretion, to enable it to continue to use the Services, as applicable, or to modify or replace any such infringing material to make it non-infringing. If StraighterLine determines that none of these alternatives is reasonably available, College shall, upon written request from StraighterLine, cease use of, and, if applicable, return, such materials as are the subject of the infringement claim. This Section 12.1 shall not apply to any claims arising, in whole or in part, from an College Indemnity Responsibility.

12.2 Additional Indemnity. StraighterLine agrees to indemnify, defend and hold harmless College from and against any claim by any third party and all losses, liabilities, costs (including reasonable attorneys' fees) or damages resulting from awarded to such third party to the extent based on a claim that: (a) StraighterLine's gross negligence or willful misconduct, or (b) StraighterLine's violation of applicable laws or regulations, including without limitation, laws regarding data privacy and telephone communications in the performance of its obligations under this Agreement. This indemnity obligation shall only apply if College promptly notifies StraighterLine in writing of the claim, cooperates with StraighterLine, and allows StraighterLine sole authority to control the defense and settlement of such claim. This Section 12.2 shall not apply to any claims arising, in whole or in part, from: (i) College's or a Student's negligence or willful misconduct, (ii) College's violation of applicable laws or regulations, including without limitation, laws regarding data privacy and telephone communications, (iii) any Student Content, or (iv) College's breach of this Agreement.

12.3 College's Indemnity Obligations. College agrees to hold, harmless, indemnify, and, at StraighterLine's option, defend StraighterLine from and against any losses, liabilities, costs (including reasonable attorneys' fees) or damages resulting from intellectual property infringements arising from: (a) a combination, operation or use of the Platform or Services with other software, hardware or technology not provided by StraighterLine, and (b) College's material breach of its obligations under this Agreement (each a ***"College Indemnity Responsibility"***), provided that StraighterLine promptly notifies College in writing of the claim, cooperates with College, and allows College sole authority to control the defense and settlement of such claim. In the event that these indemnity obligations apply, College will not settle any third party claim against StraighterLine unless such settlement completely and forever releases StraighterLine from all liability with respect to such claim or unless StraighterLine consents to such settlement, and further provided that StraighterLine will have the right, at its option, to defend itself against any such claim or to participate in the defense thereof by counsel of its own choice.

13. TERM AND TERMINATION.

13.1 Term. The initial term of this Agreement shall commence on the Effective Date and continue for a period of five (5) years from the Commencement Date (the initial Term, together with any extension or renewal thereof, the **"Term"**).

13.2 Termination for Breach. Either party may, at its option, terminate this Agreement in the event of a material breach by the other party. Such termination may be effected only through a written notice to the breaching party, specifically identifying the breach or breaches on which such notice of termination is based. The breaching party will have a right to cure such breach or breaches within sixty (60) business days of receipt of such notice, and this Agreement will terminate in the event that such cure is not made within such sixty (60) business-day period.

13.3 Suspension of Access. StraighterLine may suspend access to any or all of the Services, including the Services, in the event any amount due under this Agreement is not received by StraighterLine within thirty (30) days after it was due.

13.4 Termination Upon Bankruptcy or Insolvency. Either party may, at its option, terminate this Agreement immediately upon written notice to the other party, in the event: (a) that the other party becomes insolvent or unable to pay its debts when due; (b) the other party files a petition in bankruptcy, reorganization or similar proceeding, or, if filed against, such petition is not removed within sixty (60) days after such filing; (c) the other party discontinues its business; or (d) a receiver is appointed or there is an assignment for the benefit of such other party's creditors.

13.5 Effect of Termination. Upon any termination of this Agreement: (a) College and each Authorized End User will immediately discontinue all use of the Services and any StraighterLine Confidential Information; (b) College will delete any StraighterLine Confidential Information from College's computer storage or any other media including, but not limited to, online and off-line libraries; (c) StraighterLine will delete any College

Confidential Information from StraighterLine's computer storage or any other media including, but not limited to, online and off-line libraries; (d) College will return to StraighterLine or, at StraighterLine's option, destroy, all copies of the Platform Documentation and any StraighterLine Confidential Information then in College's possession; (e) each party will discontinue use of the other party's Brand; and (f) College will promptly pay to StraighterLine all amounts due and payable hereunder. Following the permanent removal of all personally identifying information, StraighterLine may retain and use a copy of the Student Data for its internal research purposes, but shall defend, indemnify and hold College harmless from any third party claims relating to StraighterLine's use, maintenance, or handling of such Student Data.

13.6 Survival. The provisions of Sections 3.4, 3.7, 7.1, 7.2, 7.3, 8, 9, 11, 13.5 and 14 will survive the termination of this Agreement.

14. MISCELLANEOUS.

14.1 Entire Agreement. This Agreement, including all Exhibits attached hereto, set forth the entire agreement and understanding between the parties hereto with respect to the subject matter hereof and, except as specifically provided herein, supersedes and merges all prior oral and written agreements, discussions and understandings between the parties with respect to the subject matter hereof, and neither of the parties will be bound by any conditions, inducements or representations other than as expressly provided for herein.

14.2 Independent Contractors. In making and performing this Agreement, College and StraighterLine act and will act at all times as independent contractors, and, except as expressly set forth herein, nothing contained in this Agreement will be construed or implied to create an agency, partnership or employer and employee relationship between them. Except as expressly set forth herein, at no time will either party make commitments or incur any charges or expenses for, or in the name of, the other party.

14.3 Notices. All notices required by or relating to this Agreement shall be in writing and shall be sent by means of certified mail, postage prepaid, to the parties to the Agreement as follows:

with a copy to:

Office of the Provost and Vice President for Academic Affairs
Grambling State University
403 Main Street Grambling, LA 71245

or addressed to such other address as that party may have given by written notice in accordance with this provision. All notices required by or relating to this Agreement may also be communicated by facsimile, provided that the sender receives and retains confirmation of successful transmittal to the recipient. Such notices shall be effective on the date indicated in such confirmation. In the event that either party delivers any notice hereunder by means of facsimile transmission in accordance with the preceding sentence, such party will promptly thereafter send a duplicate of such notice in writing by means of certified mail, postage prepaid, to the receiving party, addressed as set forth above or to such other address as the receiving party may have previously substituted by written notice to the sender.

14.4 Amendments; Modifications. This Agreement may not be amended or modified except in a writing duly executed by authorized representatives of both parties.

14.5 Assignment. Neither party may assign this Agreement or the rights and obligations hereunder, including without limitation by operation of law, without the prior written consent of the other party, such consent not to be unreasonably withheld; provided, however, that StraighterLine, and its successors and assigns, may assign this

Agreement and the rights and obligations hereunder without the consent of College in the event of an Acquisition. "Acquisition" is hereby defined as (a) any merger, business combination, consolidation or purchase of outstanding equity of StraighterLine, or its successors or assigns, in a business combination after which the voting securities of StraighterLine, or such successor or assign, outstanding immediately prior thereto represent (either by remaining outstanding or by being converted into voting securities of the surviving or acquiring entity) less than 50% of the combined voting power of the voting securities of StraighterLine, or such successor or assign, or such surviving or acquiring entity outstanding immediately after such event (other than as a result of a financing transaction); (b) any sale of all or substantially all of the equity or assets of StraighterLine, or its successors or assigns (other than in a spin-off or similar transaction); (c) any other form of business combination or acquisition of the business of StraighterLine, or its successors or assigns, in which StraighterLine, or its successors or assigns, is the target of the acquisition; or (d) a conversion into a corporation, or a merger to effectuate the same.

14.6 No Third-Party Beneficiaries. The parties acknowledge that the covenants set forth in this Agreement are intended solely for the benefit of the parties, their successors and permitted assigns. Nothing herein, whether express or implied, will confer upon any person or entity, other than the parties, their successors and permitted assigns, any legal or equitable right whatsoever to enforce any provision of this Agreement.

14.7 Severability. If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision will be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement will not have the effect of rendering any such provision invalid or unenforceable in any other case, circumstance or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever.

14.8 Waiver. No waiver under this Agreement will be valid or binding unless set forth in writing and duly executed by the party against whom enforcement of such waiver is sought. Any such waiver will constitute a waiver only with respect to the specific matter described therein and will in no way impair the rights of the party granting such waiver in any other respect or at any other time. Any delay or forbearance by either party in exercising any right hereunder will not be deemed a waiver of that right.

14.9 Force Majeure. Except with respect to payment obligations hereunder, if a party is prevented or delayed in performance of its obligations hereunder as a result of circumstances beyond such party's reasonable control, including, by way of example, Internet access outside of StraighterLine's control, war, terror, riot, fires, floods, epidemics, or failure of public utilities or public transportation systems, such failure or delay will not be deemed to constitute a material breach of this Agreement, but such obligation will remain in full force and effect, and will be performed or satisfied as soon as reasonably practicable after the termination of the relevant circumstances causing such failure or delay, provided that if such party is prevented or delayed from performing for more than ninety (90) days, the other party may terminate this Agreement upon thirty (30) days' written notice.

14.10 Governing Law. Any dispute with respect to the Agreement shall be brought and heard in the state court of Louisiana.

14.11 Counterparts. This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement.

14.12 Headings. The headings in this Agreement are inserted merely for the purpose of convenience and will not affect the meaning or interpretation of this Agreement.

[REMAINDER OF PAGE LEFT BLANK - SIGNATURE PAGE FOLLOWS]

The parties agree to the above terms and have executed this Agreement as of the date(s) set forth below.

School Name

StraighterLine, Inc.

By (Signature): _____

By (Signature): _____

Name (Printed): _____

Name (Printed): _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
Use Cases

Use Case #1 - Applicants and prospects for which there are concerns about academic readiness and student success, including individuals who place below college-level math or writing or do not meet College's admissions requirements. As of the Effective Date, College estimates there are approximately 1000 such individuals annually.

Use Case #2 - Students facing financial aid caps, affordability concerns, term break, academic progress issues, scheduling misses and/or unmet GenEd requirements. As of the Effective Date, College estimates there are approximately 200 such individuals annually.

Use Case #3 - Students who have stopped out of their formal degree program with College for 1 academic semester or more. As of the Effective Date, College estimates there are approximately 200 such individuals annually.

Exhibit B

Services

Services: StraighterLine delivers via the Platform a student success and college readiness program that “stacks” (within a tightly integrated user experience) into degree programs offered by College. These services include access to approximately sixty (60) student-paced general education courses that are recognized for credit within College’s degree programs.

Features:

- Branded web-based platform and student portal
- Subscription management and payment processing
- Enrollment management services, except where declined as a service by College
- Dynamic course mapping
- Student success resources, including a self-service topic center
- Up to 10 hours of tutoring per Student
- Guided admissions checklist
- Student cohort progress and performance reporting
- Access to approximately sixty (60) student-paced, general education online courses that are recommended for credit by the American Council on Education’s Credit Recommendation Service (ACE Credit), including all necessary learning management system access
 - Business
 - English
 - Health Science
 - Humanities
 - Mathematics
 - Science
 - Languages
 - College Prep
 - Technology
 - Social Science
- E-book access provided to students at no additional cost
- Assessments and grading, except where declined as a service by College, and subject to academic oversight of College as provided in the Agreement.
- Courses have available reference resources, practice resources and homework assignments necessary to prepare for assessments.
- Web-based proctoring for final exams and plagiarism detection software, except where declined as a service by College
- Participant support services for non-academic questions such as technical support, credit transfer questions, proctoring questions, academic challenges or any concern, will be available via phone or chat Monday - Friday, 8:00am-8:00pm, Saturday - Sunday, 9:30am - 5:00pm EST.
- Online ticketing system for written and off-hour support requests

Exhibit C
Fees

The Courses and Platform are offered by StraighterLine to College at \$125.00 per month per active Student, inclusive save for pricing related to further enhancements that may be developed over time. Students will be charged directly out-of-pocket for the Academy Offering, which StraighterLine will collect directly and from which StraighterLine will retain its associated fee(s).

Exhibit D

Service Level Agreement

- 1) **Availability.** StraighterLine agrees to maintain 99.9% monthly Availability of the Platform, excluding Scheduled Downtime.

“**Scheduled Downtime**” means the total amount of time during any calendar month, measured in minutes, during which the StraighterLine Services’ core features and functions are unavailable for the majority of active Students according to the Access Protocols, due to planned system maintenance performed by or on behalf of StraighterLine, as set forth in Exhibit C. StraighterLine will exercise reasonable efforts to perform scheduled system maintenance Thursday nights/Friday mornings between the hours of 10:00 PM (Thursday) and 4:00 AM (Friday) Eastern Standard Time. StraighterLine reserves the right to change the scheduled downtime, provided that StraighterLine provides reasonable prior notice prior to modifying such Scheduled Downtime.

“**Unscheduled Downtime**” means the total amount of time during any calendar month, measured in minutes, during which the StraighterLine Services’ core features and functions are unavailable for access by a majority of active Students, other than Scheduled Downtime and the exceptions otherwise stated in the Agreement.

“**Disaster**” means a catastrophic event (or series of events that are collectively catastrophic) that results in significant or potentially significant downtime or disruption of the production environment and requires StraighterLine to invoke its disaster recovery plan. StraighterLine has the sole and exclusive right to declare a disaster in its discretion.

“**Availability**” means, with respect to any particular calendar month, the ratio obtained by subtracting Unscheduled Downtime during such month from the total time during such month, and thereafter dividing the difference so obtained by the total time during such month. Represented algebraically, Availability for any particular calendar month is determined as follows:

$$\text{Availability} = \frac{(\text{Total Monthly Time} - \text{Unscheduled Downtime})}{\text{Total Monthly Time}}$$

NOTE: “**Total Monthly Time**” is deemed to include all minutes in the relevant calendar month excluding scheduled downtime as described above.

- 2) **Severity Levels.** During the Term of the Agreement StraighterLine will provide support for the Platform and Courses according to the severity levels described below.

Severity Description	Response
Severity 1 (“Critical”) Critical impact on operations due to: <ul style="list-style-type: none">• inoperability or intermittently operability (restorations of the Platform or a Course lasting less than 1 hour) of one or more major functions;• substantial degradation of performance	<ul style="list-style-type: none">• Initial response within 60 minutes;• Promptly post a banner notification on each affected Service website informing Students that the Platform or Course, as applicable, is unavailable;• Provide a fix or work-around as soon as possible;• StraighterLine shall work around the clock

including page load times (within the Platform) exceeding 30 seconds (e.g., excluding internet connectivity issues); <ul style="list-style-type: none"> serious loss and/or corruption of data; or identification of security vulnerabilities which expose Student Data. 	until fixed <ul style="list-style-type: none"> Update College every 30 minutes of the corrective actions taken and status; Provide a determination of root cause within 24 hours (if available).
Severity 2 (“High”) Severe impact on Academy operations due to: <ul style="list-style-type: none"> limited use of one or more major functions of the Platform; or data corruption rendering Student Data unavailable. 	<ul style="list-style-type: none"> Initial response within 60 minutes; Fix or work-around as soon as possible; StraighterLine shall work during normal business hours until fixed Update College every hour of the corrective actions taken and status; Provide a determination of root cause within 72 hours (if available).
Severity 3 (“Medium”) Moderate impact on Academy operations due to non-disabling functional limitations of the Platform.	<ul style="list-style-type: none"> Initial response within 3 business days; Provide a fix or work-around in the next service update or as soon as reasonably practicable.
Severity 4 (“Low”) Low impact on Academy operations due to content or cosmetic errors of the Platform.	<ul style="list-style-type: none"> Initial response within 5 business days; Fix or work-around in the next service update or as soon as reasonably practicable.

- 3) **Support Obligation.** College will be permitted to designate in writing to StraighterLine up to two (2) College personnel for purposes of obtaining Technical Support from StraighterLine (“**Eligible College Personnel**”). StraighterLine will provide Technical Support to such Eligible College Personnel by means set forth in the following table, subject to the conditions regarding availability with respect to each such form of access as set forth in the table. “**Technical Support**” means the provision of responses by qualified StraighterLine personnel to questions from Eligible College Personnel related to use and operation of the Platform, including basic instruction or assistance related to functional errors in the Platform. Technical Support shall not include response to Severity 1 or 2 outages described in Section 2.

FORM OF SUPPORT	AVAILABILITY
Telephone Support*	8 x 5 x 365
Email Support**	8 x 5 x 365

* At such phone number as StraighterLine may provide from time to time. From 9AM ET to 5PM ET.

** At such email address as StraighterLine may provide from time to time. From 9AM ET to 5PM ET.

- 4) **StraighterLine Access.** College shall provide such information and/or access to StraighterLine resources as

StraighterLine may reasonably require in order to provide Technical Support under this Agreement, including, without limitation, access via the Internet or via direct modem connection to relevant College servers, access to College facilities, and/or access to, and assistance of, College personnel who possess information required by StraighterLine for purposes of performing its obligations hereunder. StraighterLine shall be excused from any non-performance of its obligations hereunder to the extent any such non-performance is attributable to College's failure to perform its obligations under this Section.

5) **Outages.**

- a) For the purposes of this Section, "Unplanned Outage" or "Outage" means any Severity 1 disruption of the Platform or Courses.
- b) If an Unplanned Outage lasts: (i) longer than 48 hours; or (ii) more than 8 hours on 4 or more occasions during a 60-day period, College will have the right to terminate this Agreement within 60 days upon written notice to StraighterLine, and will be entitled to a refund of the unused portion of any prepaid fees and unused credits on the termination date.

6) **Limitations to Technical Assistance.**

- a) **Eligible Recipients.** StraighterLine shall have no obligation to provide Technical Support, by any means, to any entity or individual other than Eligible Recipients.
- b) **StraighterLine Corporate Holidays.** StraighterLine shall have no obligation to provide Technical Support during any StraighterLine Corporate Holiday.
- c) **Technical Support Exemptions.** Unless otherwise agreed by the Parties, StraighterLine shall have no obligation to provide Technical Support with respect to any Platform error resulting from (i) use of the Platform in violation of the Agreement; or (ii) any combination or integration of the Platform with hardware, software and/or technology not provided by StraighterLine, regardless of whether such combination or integration is permitted under the terms of the Agreement.

7) **Scheduled Maintenance.** Not less than 5 days before scheduled maintenance StraighterLine will notify College, by sending an email to _____ of the purpose of the update and, if the update will make the Platform or a Course temporarily unavailable to College, the date, time, and duration of each such planned outage along with phone and email contact information. Additionally, StraighterLine will notify College not less than 1 days in advance of any hot-fixes, security updates or any patch requested by College.

8) **SLA Reporting.** Within five (5) business days following the resolution of an Outage of StraighterLine's Platform lasting sixty (60) or more minutes, StraighterLine agrees to provide College a "post-mortem" report on the Outage. Such report will include, at a minimum: a reasonable summary of the circumstances surrounding the Outage; the cause(s) and resolution; and preventative measures being taken to prevent a similar Outage in the future. For Outages caused by third parties, StraighterLine shall promptly provide the updates they receive from such third parties and any reports "post-mortem" StraighterLine receives thereafter.

9) **Web Accessibility.** StraighterLine represents that it is committed to serving the needs of Students with qualified disabilities and agrees to provide the Platform and Courses compliant with the standards set forth in the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. StraighterLine further agrees to: (i) use commercially reasonable efforts to remediate WCAG non-compliance in the Platform or any Course, as applicable; and (ii) make any accessibility enhancements of the Platform and Courses available to College on the same basis and timeline as to any of its other customers.

10) **Information Security.** StraighterLine represents and warrants that: (i) it has implemented reasonable processes and systems for the protection and security of the Confidential Information; (ii) it will cooperate with

College's reasonable requests to assess the security measures of StraighterLine's systems; and (iii) any information provided to College in a security assessment is or will be accurate and complete to the best of its knowledge. StraighterLine agrees to cooperate with College's requests for additional information and updates on those security items that StraighterLine indicated are in process.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

Item E.2. **Nicholls State University's** request for approval to offer the following Graduate Certificates: Educational Technology Facilitator and Educational Technology Leader.

EXECUTIVE SUMMARY

Nicholls State University (Nicholls) requests approval to offer two new Graduate Certificates in Educational Technology Facilitator and Educational Technology Leader. A Graduate Certificate (GC) provides a shortened, condensed, and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School. The GC is a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits. The GCs proposed by Nicholls will utilize existing courses and will lead to existing, approved state certifications. Currently, no universities in Louisiana offer GCs in these focus areas.

The objectives of the proposed **GC in Educational Technology Facilitator** are: (1) to increase the availability of high-quality Educational Technology Facilitators to schools and school districts and (2) to create a fully online GC that will culminate with candidates not only earning the GC, but also qualifying for the Louisiana State Teacher Add-On Endorsements of Educational Technology Facilitator. The proposed GC consists of 12 credit hours and includes courses in: Design & Development of Multimedia Instructional Units; Educational Telecommunications, Networks & the Internet; Technology Leadership in Schools; and Professional Development of K-12 Technology Integration. Completers of the GC in Educational Technology Facilitator will be well versed in the International Society of Technology in Education (ISTE) standards for teachers and students. They will also be well versed in technology tools to enhance learning through assessment, collaboration, and the tools to become lifelong learners in the area of education technology. Furthermore, GC completers will be knowledgeable in technology budgeting and acquisitions, grant writing, and technology professional development.

The objectives of the proposed **GC in Educational Technology Leader** are: (1) to increase the availability of high-quality educational technology leaders to school and school districts; (2) to provide districts and schools with technology coaches; and (3) to create a fully online GC program that will culminate with candidates not only gaining the GC, but also qualifying for the Louisiana State Teacher Add-On Endorsement of Educational Technology Leader. The 24-credit hour curriculum requires completion of the following courses: Design & Development of

Multimedia Instructional Units; Educational Telecommunications, Networks & the Internet; Technology Leadership in Schools; Professional Development of K-12 Technology Integration; Technology Planning & Administration; Educational Technology Research, Evaluation & Assessment; Advanced Telecommunications & Distance Learning; and a Capstone Internship in Educational Technology Leadership. Upon completion of the proposed GC, an individual will be able to promote the integration of technology in a school system with the moral imperative of improving the learning of students. Completers will be well versed in modeling and facilitating digital citizenship. They will also have the ideas and resources to assist teachers and students to improve practice and discover new ways to utilize educational technology in the classroom and to enhance the teaching and learning processes.

The proposed GCs will be of interest to students pursuing Nicholls' Master of Education (M.Ed.) in Educational Leadership who wish to earn a state add-on certification. The proposed GCs will also be of interest to educational professionals who desire to acquire their "30 plus" status past the master's degree for principal licensure. The University plans to enroll 20 students in both GCs annually for the first five (5) years of implementation, which aligns with the number of faculty who are qualified to teach the required courses. Since students pursuing either GC will be placed in existing courses, there will be no additional expense associated with the offering of these programs. If demand increases to over 20 candidates, adjunct or overload pay may be required; revenue from additional tuition would offset this cost.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to offer the following Graduate Certificates: *Educational Technology Facilitator and Educational Technology Leader.*



Nicholls State University

Office of the President

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

E.2.

April 2, 2020

Via Electronic Transmittal Only

Dr. Jim Henderson
University of Louisiana System President
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 23, 2020 meeting of the Board of Supervisors for the University of Louisiana System:

Proposal to Develop a New Academic Certificate Program -Educational Technology Facilitator - CIP 13.050.

Thank you for your assistance in this matter.

Sincerely,

Dr. John Clune
President

JC/apf
Enclosure

c: Mr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, Provost and Vice President for Academic Affairs
Mr. Terry Braud, Vice President for Finance and Administration
Ms. Lindsey McKaskle, Interim Athletic Director
Dr. Todd Keller, Vice Provost
Dr. Michele Caruso, Interim Vice President for Student Affairs
Mr. Steven Kenney, Assistant Vice President for Human Resources and CDIO
Mrs. Paulette Mayon, Internal Auditor
Dr. James Stewart, Faculty Senate President/ Faculty Association Representative
Mrs. Renee Hicks, Assistant VP of Strategic Initiatives, Effectiveness and Planning
Ms. Monique Crochet, Executive Director of Alumni & External Affairs

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

Date: 4/1/2020

Campus: Nicholls State University	Program: <u>CIP, Certificate Designation, Title:</u> 13.050; Graduate Certificate; Educational Technology Facilitator
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Cynthia Vavas seur cynthia.vavas seur@nicholls.edu	

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.

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

The purpose of this is to create a Graduate Certificate program with **existing courses** and **existing, approved state certification** as an educational technology facilitator (catalog description are attached to the end of this document).

Objectives for the **Educational Technology Facilitator** Graduate Certificate program are:

- To increase the availability of high-quality Educational Technology Facilitators to schools and school districts.
- To create a fully online Graduate Certificate program that will culminate with candidates not only gaining the Graduate Certificate, but also qualifying for the Louisiana State Teacher Add On Endorsement of Educational Technology Facilitator.

The proposed curriculum for the **Educational Technology Facilitator** Graduate Certificate program will include:

EDTL 501: Design and Development of Multimedia Instructional Units (3 hours)
EDTL 503: Educational Telecommunications, Networks and the Internet (3 hours)
EDTL 505: Technology Leadership in Schools (3 hours)
EDTL 506: Professional Development of K-12 Technology Integration (3 hours)

All courses are **existing courses** delivered **fully online (WWW)**. No new courses will be needed.

The program will be 12 hours in total.

The following is a description of the potential outcomes for individuals enrolled in the **Educational Technology Facilitator Graduate Certificate Program**:

Completers of the **Educational Technology Facilitator Graduate Certificate Program** in the College of Education and Behavioral Sciences will qualify for the state add on certification of educational technology facilitator. These completers will be well versed in the International Society of Technology in Education (ISTE) standards for teachers and students. They will be well versed in technology tools to enhance learning through assessment, collaboration and the tools to become **lifelong learners** in the area of educational technology. They will be well versed in telecommunications, digital citizenship and networking. They will furthermore be well versed in technology budgeting and acquisitions, grant writing and technology professional development.

When this Graduate Certificate is comported to the *Educational Technology Leader Graduate Certificate* program, there are some distinct differences mainly related to the key word of leader versus facilitator. However, both will be held to the ISTE standards and state standards related to the certification processes in each area. These differences are demonstrated by the comparison of these two descriptions.

Completers of the Educational Technology Leader Graduate Certificate Program will meet all International Society for Technology in Education (ISTE) standards for teachers. They will be taught how to continually improve their practice by learning with and from others based on current trends of educational technology research. They will be well versed as technology leaders who can support teachers and students to improve the teaching and learning process. Completers will be well versed in modeling and facilitating digital citizenship, and have the ideas and resources to assist teachers and students to improve practice and discover new ways to utilize educational technology in the classroom to enhance the teaching and learning process.

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.

Currently, no University in Louisiana offers a Graduate Certificate program for the state certification of **Educational Technology Facilitator**. As K12 schools become more digital in nature, often with students and teachers being one to one with electronic devices, a school leader must be well versed in educational technology facilitation and leadership. The Graduate Certificate program coursework will mirror the coursework required for the state add on certification and will ensure that this next generation of school leaders will have technology skills that enhance teaching and learning, technology leadership that ensures telecommunication integrity, and professional development skills to lead their teachers to digitally enhanced lessons.

3. Students

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

We feel that candidates already enrolled in education master's degree programs will be enticed to gain these state add on certifications through this Graduate Certificate program of **Educational Technology Facilitator**. Furthermore, education professionals who wish to acquire their "plus 30" status past master's degree would be able to do this while acquiring this Graduate Certificate while completing their coursework toward principalship licensure. We project at minimum 25 completers within the next 5 years. This is based on the number of students accepted over the past 5 years in what is now our Educational Technology Leadership Program (depicted in the table below).

The anticipated number of completers is based on the trends in the number of students who have enrolled in our Educational Technology Leadership Program over the past five academic years. Given average retention rates of around 70% and graduation rate of around 40% (based on national averages, not our program averages), if we take the number of students enrolled as 88 over the last five years, we would expect to retain approximately 62 of those students and thus graduate 25 of those students. Again, this is based on national trends and not those of the program currently at Nicholls State University. This was done to come up with a conservative estimate. Also, considering that this is a Graduate Certificate and not a full program (and would not require students to officially "graduate"), we would expect the 25 completers to be the very minimum. Additionally, local parishes supporting their faculty in completing Graduate Certificates also have stipulations for completion and salary incentives. We project that the numbers in this area will continue the trends over the next five years and have a strong likelihood of increasing based on national trends provided by ISTE.

Year	Spring (Applied/accepted)	Summer (Applied/accepted)	Fall (Applied/accepted)	Total Number of Students Enrolled
2015	0/0	24/22	0/0	22
2016	9/9	5/5	4/3	17
2017	0/0	14/14	3/3	17
2018	2/2	8/8	5/3	13
2019	5/5	14/13	1/1	19
2020	5/3	<i>In process</i>	<i>In process</i>	<i>In process</i>
Total Accepted	16 (Does not include 2020 data)	62	10	88 (Does not include 2020 data)
Total Average per academic year				18

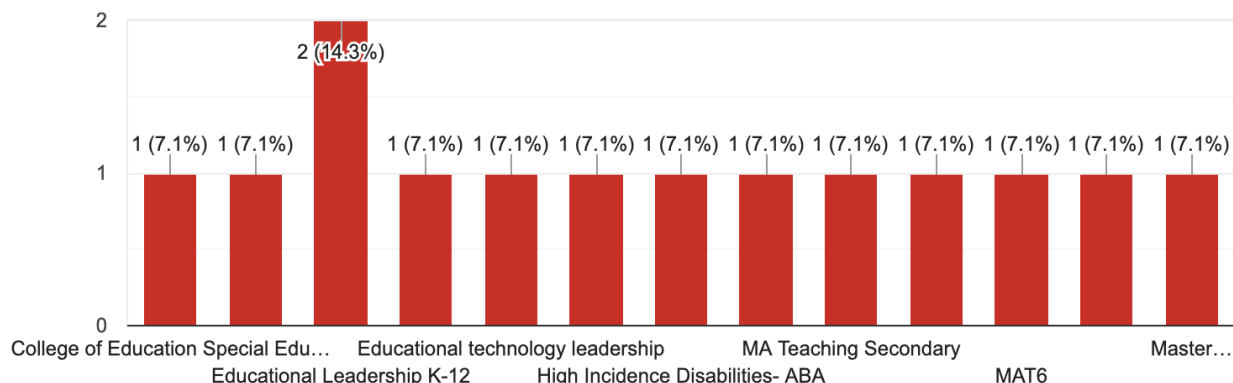
In terms of the timing of recruitment, traditionally cohorts in this program begin each summer. We would expect our recruitment trends to follow a similar pattern to those listed in the table above. We would hope to recruit approximately 20 students in our first year and then hold that recruitment level up until and past the 2025 academic year. This would allow for a total enrollment of around 100 students (similar to the 88 students recruited over the last 5 years). Because of the limited number of faculty who are qualified to teach the associated courses, this practice will continue for the time being. As faculty members in the College of Education and Behavioral Sciences work towards becoming an ISTE certification provider, it is anticipated that numbers will rise. If this happens,

faculty and administration will consider running multiple cohorts at once, possibly beginning at different times throughout the academic year. Adjunct instructors have already been identified.

In order to gauge interest in the Graduate Certificates, current graduate students in the College of Education and Behavioral Sciences were surveyed about interest in the programs. 100% of all respondents indicated that they would be interested or might be interested in the educational technology leadership Graduate Certificate program in addition to the program that they are in.

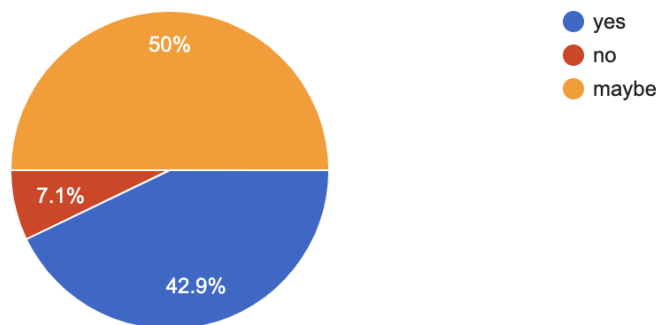
Current program

14 responses



I would be interested in an add on certification in educational technology facilitation

14 responses



4. Accreditation

Describe plan for achieving program accreditation.

As the Graduate Certificate program is based on two existing programs with individual accreditations up to date, no additional certifications will be needed. All programs within the College of Education and Behavioral Sciences are accredited through CAEP. Program reviews are submitted to the state for additional recognition.

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 teacher education department within the College of Education and Behavioral Sciences will oversee the proposed Graduate Certificate program. As all courses are online, no additional facilities, equipment or library resources will be needed. All expected needs will be met by existing access to Moodle, Banner, and Nicholls library databases. One full time Educational Technology faculty member currently teaches EDTL coursework. However, another faculty member is completing her Doctorate in educational technology leadership within the year. As demand for coursework grows, the program chair has identified adjunct faculty available to teach coursework and will contact those individuals as necessary.

6. Cost

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

The courses offered associated with this Graduate Certificate in the College of Education and Behavioral Sciences currently reach capacity and have faculty members covering courses as part of their course workload. Currently, Dr. Vavasseur teaches all EDTL courses except EDTL 501 taught by Ms. Sara Dempster. No additional faculty will be required for this Graduate Certificate program. Students will be placed in existing courses, making the return on investment of those courses increase without additional expenses. If demand increases to over 20 candidates per course offering, adjunct or overload pay may be required, but would be substantiated by the increase in tuition dollars from the increase in enrollment.

CERTIFICATIONS:



Dr. Scot Rademaker
Dean of the College of Education & Behavioral Sciences
Primary Administrator for Proposed Certificate

April 1, 2020

Date



Dr. Sue Westbrook
Provost and Vice President for Academic and Student Affairs

April 1, 2020

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Nicholls State University

Date: 4/1/2020

Certificate Program, Unit: Educational Technology Leadership; Teacher Education

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$		\$		\$		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$	
Equipment								
Travel								
Supplies								

SUB-TOTAL	\$0		\$0		\$0		\$0	
GRAND TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	\$0		\$0		\$0		\$0	

Catalogue Description of Courses:

EDTL 501. Design and Development of Multimedia Instructional Units. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will research, plan, design, implement, and evaluate multi-sensory instructional units. Hands-on class activities will be developed that result in an integrated instructional approach to teaching and learning. (13.0401)

EDTL 503. Educational Telecommunications, Networks, and the Internet. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will exhibit extensive familiarity with the World Wide Web. Students will develop skills in the use of planning, development, implementation and management of distance learning, networking, and Internet use for teaching and learning. They will be engaged in hands-on activities that demonstrate the required skills. (13.0401)

EDTL 505. Technology Leadership in Schools. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will demonstrate understanding of foundation skills for managing technology for teaching and learning at the school site. These skills will include school wide planning that incorporates instructional design, curriculum integration with the standards, and logistics of technology implementation within the local site, training, and evaluation. Students will implement projects for local site improvement. (13.0401)

EDTL 506. Professional Development of K-12 Technology Integration. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will exhibit skill in the following: Instructional program development, curriculum design; state and national standards; and planning, design, implementation, and evaluation of technology staff development activities. (13.0401)



Nicholls State University

Office of the President

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

April 2, 2020

Via Electronic Transmittal Only

Dr. Jim Henderson
University of Louisiana System President
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 23, 2020 meeting of the Board of Supervisors for the University of Louisiana System:

Proposal to to Develop a New Academic Certificate Program - Educational Technology Leader- CIP 13.050.

Thank you for your assistance in this matter.

Sincerely,

Dr. John Clune
President

JC/apf
Enclosure

c: Mr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, Provost and Vice President for Academic Affairs
Mr. Terry Braud, Vice President for Finance and Administration
Ms. Lindsey McKaskle, Interim Athletic Director
Dr. Todd Keller, Vice Provost
Dr. Michele Caruso, Interim Vice President for Student Affairs
Mr. Steven Kenney, Assistant Vice President for Human Resources and CDIO
Mrs. Paulette Mayon, Internal Auditor
Dr. James Stewart, Faculty Senate President/ Faculty Association Representative
Mrs. Renee Hicks, Assistant VP of Strategic Initiatives, Effectiveness and Planning
Ms. Monique Crochet, Executive Director of Alumni & External Affairs

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date: 4/1/2020

Campus: Nicholls State University	CIP, Certificate Designation, Title: <u>13.050; Graduate Certificate; Educational Technology Leader</u> OR Education Leadership (13.0401) <u>Educational Leadership and Administration, General</u> . A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Cynthia Vavasaur cynthia.vavasaur@nicholls.edu	

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.

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

The purpose of this is to create a Graduate Certificate program with **existing courses** and **existing, approved state certification** as an Educational Technology Leader.

Objectives for the **Educational Technology Leader** Graduate Certificate program are:

- To increase the availability of high-quality educational technology leaders to schools and school districts.
- To provide districts and schools with technology coaches.
- To create a fully online Graduate Certificate program that will culminate with candidates not only gaining the Graduate Certificate, but also qualifying for the Louisiana State Teacher Add On Endorsement of Educational Technology Facilitator.

Courses in the **Educational Technology Leader** Graduate Certificate program will include:

EDTL 501: Design and Development of Multimedia Instructional Units (3 hours)
 EDTL 503: Educational Telecommunications, Networks and the Internet (3 hours)
 EDTL 505: Technology Leadership in Schools (3 hours)
 EDTL 506: Professional Development of K-12 Technology Integration (3 hours)
 EDTL 507: Technology Planning and Administration (3 hours)
 EDTL 509: Educational Technology Research, Evaluation and Assessment (3 hours)
 EDTL 511: Advanced Telecommunications and Distance Learning (3 hours)
 EDTL 594. Capstone: Internship in Educational Technology Leadership. (3 hours)

24 hours total

All courses are **existing courses** delivered **fully online (WWW)**. No new courses will be needed.

The following is a description of the potential outcomes for individuals enrolled in the **Educational Technology Leader Graduate Certificate Program**.

Completers of the **Educational Technology Leader Graduate Certificate Program** will meet all International Society for Technology in Education (ISTE) standards for teachers. They will be taught how to continually improve their practice by learning with and from others based on current trends of educational technology research. They will be well versed as technology **leaders** who can support teachers and students to improve the teaching and learning process. Completers will be well versed in modeling and facilitating digital citizenship, and have the ideas and resources to assist teachers and students to improve practice and discover new ways to utilize educational technology in the classroom to enhance the teaching and learning process.

When this Graduate Certificate is compared to the *Educational Technology Facilitator Graduate Certificate* program, there are some distinct differences mainly related to the key word of leader versus facilitator. However, both will be held to the ISTE standards and state standards related to the certification processes in each area. These differences are demonstrated by the comparison of these two descriptions.

Completers of the Educational Technology Facilitator Graduate Certificate program in the College of Education and Behavioral Sciences will qualify for the state add on certification of educational technology facilitator. These completers will be well versed in the International Society of Technology in Education (ISTE) standards for teachers and students. They will be well versed in technology tools to enhance learning through

assessment, collaboration and the tools to become **lifelong learners** in the area of educational technology. They will be well versed in telecommunications, digital citizenship and networking. They will furthermore be well versed in technology budgeting and acquisitions, grant writing and technology professional development.

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.

Currently, no University in Louisiana offers a Graduate Certificate program for the state certification of **Educational Technology Leader**. As K12 schools become more digital in nature, often with students and teachers being one to one with electronic devices, a school leader must be well versed in educational technology facilitation and leadership. The Graduate Certificate program coursework will mirror the coursework required for the state add on certification and will ensure that this next generation of school leaders will have technology skills that enhance teaching and learning, technology leadership that ensures telecommunication integrity, and professional development skills to lead their teachers to digitally enhanced lessons.

3. Students

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

We feel that candidates already enrolled in education master's degree programs will be enticed to gain these state add on certifications through this Graduate Certificate program of **Educational Technology Leader**. Furthermore, education professionals who wish to acquire their "plus 30" status past master's degree would be able to do this while acquiring this Graduate Certificate while completing their coursework toward principalship licensure. We project at minimum 25 completers within the next 5 years. This is based on the number of students accepted over the past 5 years in what is now our Educational Technology Leadership Program (depicted in the table below).

The anticipated number of completers is based on the trends in the number of students who have enrolled in our Educational Technology Leadership Program over the past five academic years. Given average retention rates of around 70% and graduation rate of around 40% (based on national averages, not our program averages), if we take the number of students enrolled as 88 over the last five years, we would expect to retain approximately 62 of those students and thus graduate 25 of those students. Again, this is based on national trends and not those of the program currently at Nicholls State University. This was done to come up with a conservative estimate. Also, considering that this is a Graduate Certificate and not a full program (and would not require students to officially "graduate"), we would expect the 25 completers to be the very minimum. Additionally, local parishes supporting their faculty in completing Graduate Certificates also have stipulations for completion and salary incentives. We project that the numbers in this area will continue the trends over the next five years and have a strong likelihood of increasing based on national trends provided by ISTE.

Year	Spring (Applied/accepted)	Summer (Applied/accepted)	Fall (Applied/accepted)	Total Number of Students Enrolled
2015	0/0	24/22	0/0	22
2016	9/9	5/5	4/3	17
2017	0/0	14/14	3/3	17
2018	2/2	8/8	5/3	13
2019	5/5	14/13	1/1	19
2020	5/3	<i>In process</i>	<i>In process</i>	<i>In process</i>
Total Accepted	16 (Does not include 2020 data)	62	10	88 (Does not include 2020 data)
Total Average per academic year				18

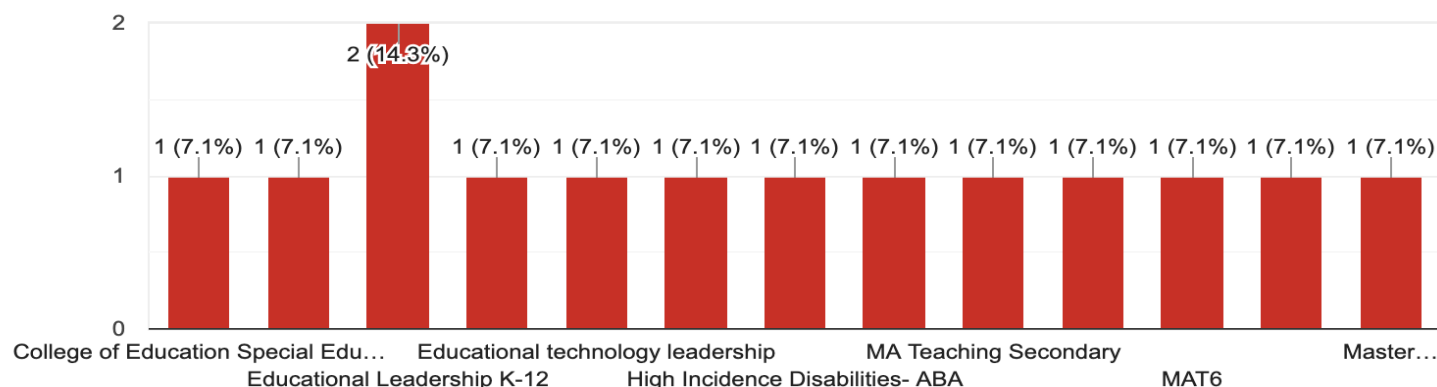
In terms of the timing of recruitment, traditionally cohorts in this program begin each summer. We would hope to recruit approximately 20 students in our first year and then hold that recruitment level up until and past the 2025 academic year. This would allow for a total enrollment of around 100 students (similar to the 88 students recruited over the last 5 years). Because of the limited number of faculty who are qualified to teach

the courses, this practice will continue for the time being. As faculty members in the College of Education and Behavioral Sciences work towards becoming an ISTE certification provider, it is anticipated that numbers will rise. If this happens, faculty and administration will consider running multiple cohorts at once, possibly beginning at different times throughout the academic year. Adjunct instructors have already been identified.

In order to gauge interest in the Graduate Certificates, current graduate students in the College of Education and Behavioral Sciences were surveyed about interest in the programs. 100% of all respondents indicated that they would be interested or might be interested in the educational technology leadership Graduate Certificate program in addition to the program that they are currently enrolled in.

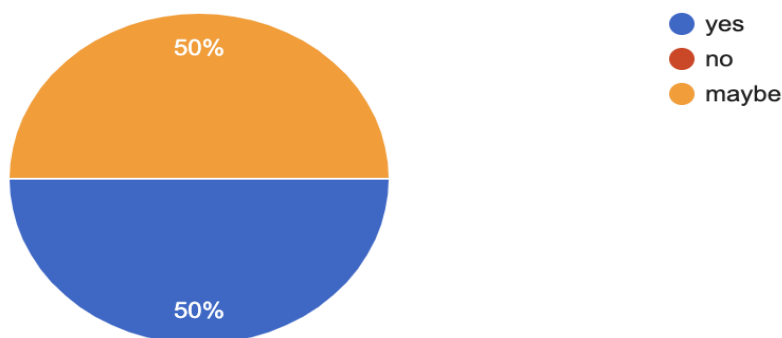
Current program

14 responses



I would be interested in an add on certification in educational technology leadership

14 responses



4. Accreditation

Describe plan for achieving program accreditation.

As the Graduate Certificate program is based on two existing programs with individual accreditations up to date, no additional certifications will be needed. All programs within the College of Education and Behavioral Sciences are accredited through CAEP. Program reviews are submitted to the state for additional recognition.

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 teacher education department within the College of Education and Behavioral Sciences will oversee the proposed Graduate Certificate program. As all courses are online, no additional facilities, equipment, or library resources will be needed. All expected needs will be met by existing access to Moodle, Banner, and Nicholls library databases. One full time EDTL faculty member currently teaches EDTL coursework. However, another faculty member is completing her Doctorate in educational technology leadership within the year. As demand for coursework grows, the program chair has identified adjunct faculty available to teach coursework and will contact those individuals as necessary.

6. Cost

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

The courses offered associated with this Graduate Certificate in the College of Education and Behavioral Sciences currently reach capacity and have faculty members covering courses as part of their course workload. Currently, Dr. Vavasseur teaches all EDTL courses except EDTL 501 taught by Ms. Sara Dempster. No additional faculty will be required for this Graduate Certificate program. Students will be placed in existing courses, making the return on investment of those courses increase without additional expenses. If demand increases to over 20 candidates per course offering, adjunct or overload pay may be required, but would be substantiated by the increase in tuition dollars from the increase in enrollment.

CERTIFICATIONS:



Dr. Scot Rademaker
Dean of the College of Education & Behavioral Sciences
Primary Administrator for Proposed Certificate

April 1, 2020

Date



Dr. Sue Westbrook
Provost and Vice President for Academic and Student Affairs

April 1, 2020

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED GRADUATE CERTIFICATE

Institution: Nicholls State University

Date: 4/1/2020

Graduate Certificate Program, Unit: Educational Technology Leadership; Teacher Education

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$0		\$0		\$0		\$0	
	AMOUNT	AMOUNT		AMOUNT		AMOUNT		
Facilities	\$0	\$0		\$0		\$0		
Equipment								
Travel								
Supplies								

SUB-TOTAL	\$0		\$0		\$0		\$0	
GRAND TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	\$0		\$0		\$0		\$0	

Catalogue Description of Courses:

EDTL 501. Design and Development of Multimedia Instructional Units. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will research, plan, design, implement, and evaluate multi-sensory instructional units. Hands-on class activities will be developed that result in an integrated instructional approach to teaching and learning. (13.0401)

EDTL 503. Educational Telecommunications, Networks, and the Internet. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will exhibit extensive familiarity with the World Wide Web. Students will develop skills in the use of planning, development, implementation and management of distance learning, networking, and Internet use for teaching and learning. They will be engaged in hands-on activities that demonstrate the required skills. (13.0401)

EDTL 505. Technology Leadership in Schools. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will demonstrate understanding of foundation skills for managing technology for teaching and learning at the school site. These skills will include school wide planning that incorporates instructional design, curriculum integration with the standards, and logistics of technology implementation within the local site, training, and evaluation. Students will implement projects for local site improvement. (13.0401)

EDTL 506. Professional Development of K-12 Technology Integration. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will exhibit skill in the following: Instructional program development, curriculum design; state and national standards; and planning, design, implementation, and evaluation of technology staff development activities. (13.0401)

EDTL 507. Technology Planning and Administration. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. The management and development of skills in the following: Technology planning, management of facilities, resource management, technology staff and personnel management, funding and budgetary issues, technology policies, procedures and purchasing practices. (13.0401)

EDTL 509. Educational Technology Research, Evaluation, and Assessment. 3-3-0. Prerequisite: Completion of foundations core or permission of department head. Students will exhibit skill in the following: Identification and application of educational and technology-related research, the psychology of learning, and instructional design principles guiding the use of computers and related technologies in education. (13.0401)

EDTL 511. Advanced Telecommunications and Distance Learning. 3-3-0. Prerequisites: EDTL 503 and completion of foundations core or permission of department head. Students will develop Internet/Web-based learning materials and resources; overview distance learning technologies for learning; research national curriculum standards; demonstrate advanced Internet applications; research applications of telecommunication and other distance technologies in education; describe emerging telecommunications and distance learning technologies; and apply methodologies for distance/on-line instruction and student support. (13.0501)

EDTL 594. Capstone: Internship in Educational Technology Leadership. 3-1-10. Prerequisite: Successful completion of EDTL courses. This course provides supervised experiences in educational technology leadership by the educational technology leadership faculty.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

Item E.3. **Nicholls State University's** request for approval of a Letter of Intent to offer a Master of Science in Clinical Nutrition and Dietetics Leadership.

EXECUTIVE SUMMARY

Nicholls State University (Nicholls) requests approval of a Letter of Intent to offer a Master of Science (MS) in Clinical Nutrition and Dietetics Leadership. Currently, Nicholls offers a Bachelor of Science (BS) in Dietetics that graduates 15 students annually; the University also offers a Dietetics Internship (DI) that accepts 10-14 interns annually. Completion of the BS and DI allow for a student to sit for the national Registration Examination for Dietitians at this time. The purpose of the proposed MS in Clinical Nutrition and Dietetics Leadership is to meet the future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). The Commission has mandated that in order to earn the credentials of Registered Dietician (RD) a student must earn a master's degree in addition to completion of a dietetic internship program, effective January 2024. The proposed graduate program will also provide current RDs and dietetic students an opportunity for building upon and enhancing professional knowledge and skills.

The proposed 36 credit hour graduate program will have a core focused on leadership in primary aspects of nutrition and dietetics including clinical nutrition, food service management, public policy and advocacy, and research. The curriculum of the proposed graduate degree is designed to prepare graduates with the critical thinking and problem-solving skills required to be competent leaders in the nutrition and dietetics profession. Didactic courses will be offered online and the proposed graduate program will offer two (2) degree paths. The first path will serve dietetics professionals who are already credentialed, while the second path will serve dietetic interns and students who have not yet completed an internship program. Because the proposed program will be offered in an online format, students completing dietetic internships elsewhere will be eligible to complete the graduate degree.

Employment of dietitians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. The Bureau of Labor Statistics (BLS) states that, "In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings." More dietitians and nutritionists will be needed to provide care for people with diabetes and heart disease which is typically associated with obesity. In addition, as the baby-boomer generation grows older and looks for ways to stay healthy, the demand for dietetic and nutrition services will increase. The program will increase the quality of life of the people of Louisiana by preparing competent nutrition healthcare practitioners to serve in leadership positions in acute and long-term healthcare,

public health nutrition, food service management, and community programs in the greater Bayou Region. The proposed program will assist in meeting this demand as well as the need to address the elevation in entry-level RD education to the graduate level.

The main cost associated with program implementation and sustainability is hiring two new faculty (\$123K in total annually). This additional cost will be offset by state appropriations from formula funding, a university application fee, and 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 Nicholls State University's request for approval of a Letter of Intent to offer a Master of Science in Clinical Nutrition and Dietetics Leadership.



Nicholls State University

Office of the President

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

E.3.

April 9, 2020

Via Electronic Transmittal Only

Dr. Jim Henderson
University of Louisiana System
President 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 23, 2020 meeting of the Board of Supervisors for the University of Louisiana System:

*Letter of Intent to Develop a New Academic Program – Master of Science in Clinical Nutrition & Dietetics
Leadership- CIP 51.3101.*

Thank you for your assistance in this matter.

Sincerely,

Dr. John Clune
President

JC/apf

Enclosure

c: Mr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, Provost and Vice President for Academic Affairs
Mr. Terry Braud, Vice President for Finance and Administration
Ms. Lindsey McKaskle, Interim Athletic Director
Dr. Todd Keller, Vice Provost
Dr. Michele Caruso, Interim Vice President for Student Affairs
Mr. Steven Kenney, Assistant Vice President for Human Resources and CDIO
Mrs. Paulette Mayon, Internal Auditor
Dr. James Stewart, Faculty Senate President/Faculty Association Representative
Mrs. Renee Hicks, Assistant VP of Strategic Initiatives, Effectiveness and Planning
Ms. Monique Crochet, Executive Director of Alumni & External Affairs



PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

P.O. Box 2002 Thibodaux, LA 70310 985-448-4011 985-448-4026 (F)

April 8, 2020

Jeannine Kahn, Ph.D.
Provost and Vice President for Academic Affairs
University of Louisiana System

Dear Dr. Kahn,

Attached you will find a Letter of Intent to offer the Master of Science in Clinical Nutrition and Dietetics Leadership degree program at Nicholls State University. Nicholls is currently approved to offer the Dietetic Internship Graduate Certificate program, which prepares candidates to sit for the National Registration Exam for Registered Dietitian Nutritionists. However, the Commission on Dietetics Registration has mandated that by 2024, in order to earn the credential of Registered Dietitian, students must earn a masters degree in addition to completing the dietetics internship program. Essentially, this means that our current program must transition from Graduate Certificate Program into a full-fledged masters program prior to the 2024 mandate.

We respectfully request review and approval of this Letter of Intent to offer the Master of Science in Clinical Nutrition and Dietetics Leadership.

Respectfully,

Dr. Sue Westbrook,
Provost and Vice President for Academic Affairs

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

General Information

Date: 4/5/2020

Institution: Nicholls State University	Requested <u>CIP, Designation, Subject/Title</u> : Master of Science in Clinical Nutrition and Dietetics Leadership. CIP: 51.3101.
Contact Person & Contact Info: Sherry Foret, Ed.D, RDN, LDN, Assistant Professor, Program Coordinator of the Dietetic Internship sherry.foret@nicholls.edu 985-448-4732 Elizabeth Sloan, MS, RDN, LDN, Assistant Professor, Program Coordinator of Didactic Program in Dietetics elizabeth.sloan@nicholls.edu 985-493-2613	

1. Program Objectives and Content

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

The purpose of the Master of Science degree in Clinical Nutrition and Dietetics Leadership is to meet the future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). Also, it will provide currently registered dietitians and dietetic students an opportunity for building upon and enhancing professional knowledge and skills. CDR has mandated that in order to earn the credentials of Registered Dietitian a student must earn a master's degree in addition to completion of a dietetic internship program by 2024.¹ A master of science program in clinical nutrition and dietetics leadership would impact our region and state.

The basic structure of the program would be eighteen to 24 months online providing 36 credit hours. Applicants with graduate credit may be eligible to transfer up to 6 credits. The core courses focus on leadership in primary aspects of nutrition and dietetics including clinical nutrition, food service management, public policy and advocacy, and research. We aim to begin the program in the fall semester of 2021 and will offer two degree paths. The first path will serve dietetics professionals who are already credentialed, while the second path will serve our dietetic interns and students who have not yet completed an internship program.

**Master of Science in Clinical Nutrition and Dietetics Leadership
 Curriculum Guide (36 credit hours)**

<u>CORE COURSES:</u>	<u>18 Credits</u>
DIET 5XX. Leadership in Clinical Nutrition. 3-3-0. Essential elements in developing leadership skills, strategic planning, and team performance to support career development and professional leadership activity in clinical nutrition.	3
DIET 5XX. Food Systems Management. 3-3-0. Advanced food systems management including quality control, human resources, budgeting, and procurement.	3
DIET 5XX. Public Policy and Advocacy in Dietetics. 3-3-0. Examines selected issues and focuses on in-depth analysis of vital public policy issues and their integration of economic, political, and administrative perspectives.	3

LOUISIANA BOARD of REGENTS

NURS 505. Applied Statistics for the Health Sciences. 3-3-0. Review of research techniques and statistical concepts. Application and interpretation of commonly used statistical tests and analysis utilized in health sciences research.	3
DIET 5XX. Research I. 3-3-0. Selected research topics under faculty supervision to develop a hypothesis, design a research project, and write a research proposal.	3
DIET 5XX. Research II. 3-3-0. Selected research topics under faculty supervision to collect and analyze data and write a research report of findings.	3
<u>ELECTIVE COURSES:</u>	<u>18 Credits</u>
AHSC 5XX. Interprofessional Collaboration in Healthcare. 3-3-0. Key concepts in building and leading collaborative healthcare teams.	3
DIET 5XX. Functional and Integrative Nutrition. 3-3-0. Evidence-based approach to patient care that focuses on modern nutrition therapies to significantly improve patient health outcomes.	3
DIET 5XX. Nutrition Entrepreneurship. 3-3-0. Explores the theories and practice of entrepreneurship.	3
DIET 5XX. Current Topics in Advanced Nutrition. 3-3-0. Selected topics in advanced nutrition. May be repeated for credit if content differs.	3
DIET 5XX. Nutrition in the Older Adult. 3-3-0. Review of the health issues and nutritional needs of older adults.	3
DIET 5XX. Advanced Counseling and Education Theories. 3-3-0. An in-depth review of theory, practices, and research associated with commonly used clinical theories of counseling.	3
<u>RESTRICTED COURSES (DI only):</u>	<u>9 Credits</u>
DIET 520. Dietetics Pre-Professional Practice I 3-0-20. Prerequisite: Acceptance into the Dietetic Internship Program. Pre-professional field experience in clinical dietetics, food systems management, and community nutrition which meets the registration requirements of the Accreditation Council for Education in Nutrition and Dietetics.	3
DIET 521. Dietetics Pre-Professional Practice II - 6-0-40. Prerequisite: Acceptance into the Dietetic Internship Program. Pre-professional field experience in clinical dietetics, food systems management, and community nutrition which meets the registration requirements of the Accreditation Council for Education in Nutrition and Dietetics.	3
DIET 522. Dietetics Pre-Professional Practice III 6-0-40. Prerequisite: Acceptance into the Dietetic Internship Program. Pre-professional field experience in clinical dietetics, food systems management, and community nutrition which meets the registration requirements of the Accreditation Council for Education in Nutrition and Dietetics.	3

LOUISIANA BOARD of REGENTS

<u>OTHER APPROVED ELECTIVES:</u>	<u>9 Credits</u>
MKTG 501. Market Analysis Planning and Control 3-3-0. Prerequisite: MKTG 300 or equivalent. A study of value creation for the firm, as well as external and internal constituents that drive business growth, through analyzing the market for opportunities to create competitive advantages while avoiding competitive and environmental threats. Special emphasis is placed on the marketing plan to achieve these advantages, including a results-oriented method for monitoring results and making adjustments.	3
MGMT 502. Managing Human Capital. 3-3-0. Prerequisite: MNGT 301 or equivalent. An analysis of theories addressing human behavior in work settings and formal processes involved in the management of employees. Special emphasis is placed on the application of theories with respect to interpersonal work interactions and human resources key functions.	3
BSAD 507. Leadership Ethics and Accountability. 3-3-0. Examines leadership as the integrating force in the functional areas of a business enterprise. Key areas of study are (a) developing organizational goals and strategic plans and (b) guiding, developing, and motivating the people within the organization. Contemporary leadership studies blend strategic thinking and psychological/behavioral aspects to achieve organizational goals within ethical frameworks.	3

Path 1 RD - Sample Curriculum Plan - Full-time (36 Credits)

Year 1			
Fall	Credits	Spring	Credits
DIET 5XX--Leadership in Clinical Nutrition	3	DIET 5XX--Public Policy and Advocacy in Dietetics	3
DIET 5XX--Food Systems Management	3	DIET 5XX--Research I	3
NURS 505--Applied Statistics for the Health Sciences	3	Elective	3
	9		9
Summer	Credits		
Elective	3		
	3		
Year 2			
Fall	Credits	Spring	Credits
DIET 5XX--Research II	3	Elective if needed	3
Elective	3	Elective if needed	3
Elective	3		
	9		6

LOUISIANA BOARD of REGENTS

Path 2 DI – Sample Curriculum Plan

Year 1			
Fall	Credits	Spring	Credits
DIET 5XX--Leadership in Clinical Nutrition	3	DIET 5XX--Public Policy and Advocacy in Dietetics	3
DIET 5XX--Food Systems Management	3	NURS 505--Applied Statistics for the Health Sciences	3
Elective	3	Elective	3
	9		9
Summer	Credits		
DIET 520--Dietetics Pre-Professional Practice I	3		
	3		
Year 2			
Fall	Credits	Spring	Credits
DIET 5XX--Research I	3	DIET 5XX--Research II	3
DIET 521--Dietetics Pre-Professional Practice II	3	DIET 522--Dietetics Pre-Professional Practice III	3
Elective	3		
	9		6

Path 1 RD - Sample Schedule - Full-time (36 Credits)

Year 1			
Fall	Credits	Spring	Credits
DIET 5XX--Leadership in Clinical Nutrition	3	DIET 5XX--Public Policy and Advocacy in Dietetics	3
DIET 5XX--Food Systems Management	3	DIET 5XX--Research I	3
NURS 505--Applied Statistics for the Health Sciences	3	DIET 5XX--Functional and Integrative Nutrition	3
	9		9

LOUISIANA BOARD of REGENTS

Summer	Credits		
AHSC 5XX--Interprofessional Collaboration in Healthcare	3		
	3		
Year 2			
Fall	Credits	Spring	Credits
DIET 5XX--Research II	3	Elective if needed	3
DIET 5XX--Nutrition Entrepreneurship	3	Elective if needed	3
DIET 5XX--Current Topics in Advanced Nutrition	3		
	9		6

Path 2 DI – Sample Schedule

Year 1			
Fall	Credits	Spring	Credits
DIET 5XX--Leadership in Clinical Nutrition	3	DIET 5XX--Public Policy and Advocacy in Dietetics	3
DIET 5XX--Food Systems Management	3	NURS 505--Applied Statistics for the Health Sciences	3
AHSC 5XX--Interprofessional Collaboration in Healthcare	3	DIET 5XX--Functional and Integrative Nutrition	3
	9		9
Summer	Credits		
DIET 520--Dietetics Pre-Professional Practice I	3		
	3		
Year 2			
Fall	Credits	Spring	Credits
DIET 5XX--Research I	3	DIET 5XX--Research II	3
DIET 5XX--Nutrition Entrepreneurship	3	DIET 522--Dietetics Pre-Professional Practice III	3
DIET 521--Dietetics Pre-Professional Practice II	3		
	9		6

LOUISIANA BOARD of REGENTS

Admission requirements into the master's program includes acceptance into Dietetic Internship Program or the following:

- Verification statement from an accredited Didactic Program in Dietetics, Dietetic Internship Program, or confirmation of registered dietitian credentials.
- GRE score: minimum of 280
- Undergraduate GPA: minimum of 2.8
- Conditional admissions with the approval of the program coordinator.

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.

According to the Bureau of Labor Statistics (BLS), the median annual wage for dietitians was \$59,410 in May 2017. Employment of Dietitians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations.² The BLS states that, "In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings." According to the Centers for Disease Control, more than one-third of U.S. adults are obese. Many diseases, such as diabetes and heart disease, are associated with obesity. "The importance of diet in preventing and treating illnesses is now well known. More dietitians and nutritionists will be needed to provide care for people with these conditions, as well as those at risk. Moreover, as the baby-boom generation grows older and looks for ways to stay healthy, the demand for dietetic and nutrition services will increase. In addition, there will be demand for dietitians and nutritionists in grocery stores and work places to help consumers make healthy food choices."²

Dietitians who have earned advanced degrees or certification in a specialty area enjoy better job prospects.¹ This is supported by the results of the 2017 Compensation and Benefits Survey of the Dietetics Profession conducted by the Academy of Nutrition and Dietetics (AND). This survey found that, among respondents, the difference in compensation between a baccalaureate degree and a graduate degree for all Registered Dietitian Nutritionists (RDNs) was a \$2.60 increase in hourly wage (+8.6%) across all compensation percentiles and a \$6,320 increase in total cash compensation per year (9.7%) across all compensation percentiles.³

The Commission on Dietetic Registration (CDR) has announced plans to institute a change for the entry-level registration eligibility education requirements for Dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree. Their Visioning Report states "the need to elevate entry-level RD education to a graduate level is consistent with the knowledge, skills, and research base required in the field of nutrition and dietetics and is necessary to protect the public, remain competitive, and increase recognition and respect."¹ CDR feels that, "Demands for knowledge and skills in today's healthcare environment far exceed those required in the past, and we must expand the current entry-level education preparation model."¹ Their decision is supported by evidence from Georgetown University's Center on Education and the Workforce, which states "Healthcare will continue to grow fastest and provide some of the best paying jobs in the nation—but the people in these jobs will increasingly require higher levels of education to enter the field and continuous certification once they are in."⁴ Further evidence of this support is exemplified in findings from the Phase 2 Future Practice and Education Task Force of AND, which observed that "healthcare professionals with advanced degrees tend to have higher self-esteem and attain a higher profile within the profession as writers, researchers, and leaders."⁵

Currently, only two programs in the University of Louisiana System offer a master's degree to dietetic professionals. McNeese offers a master's degree in wellness and Louisiana Tech University offers a master's degree in nutrition and dietetics. The master's program being proposed here is one in Clinical Nutrition and Dietetics Leadership, making it the only program of its kind in the University of Louisiana System. In addition, the course offerings in this proposed program are designed to prepare graduates with the critical thinking and problem solving skills required to be competent leaders in the nutrition and dietetics profession.

LOUISIANA BOARD of REGENTS

Two programs exist outside of the University of Louisiana System, both at Tulane University. One program is a Master of Public Health in Public Health Nutrition. This is a 45-credit program with a generalist approach to public health nutrition. The other program is The Nutrition Leadership Training Program. This is a 45-credit Master of Public Health (MPH) Program in public health nutrition with a specific focus on women, children, and their families. This leadership program differs from our proposed program in that it focuses on leadership in public health geared toward women, infants, and children and is for registered dietitians only. Our program would offer a more general approach to leadership in clinical nutrition and dietetics and would be offered to students seeking a masters degree with an internship in addition to those who are already credentialed.

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 Master of Science (M.S.) degree in Clinical Nutrition and Dietetics Leadership is proposed due to the change in the entry-level registration eligibility education requirements for dietitians from a baccalaureate degree to a minimum of a graduate degree beginning January 1, 2024. The Commission on Dietetic Registration (CDR) who has the sole and independent authority in all matters pertaining to certification for dietetic practice voted and approved this change during its April 2013 meeting. The additional entry-level dietitian registration requirement of 1200 hours of supervised practice has not changed and is currently offered through the Dietetic Internship program at Nicholls. CDR approved the new entry-level registration eligibility requirement based on the Academy of Nutrition and Dietetics Council on Future Practice Visioning Report released in the fall of 2012. The Academy of Nutrition and Dietetics along with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) worked together through professional assessment and data from key stakeholders to develop new accreditation standards for the future education model for graduate degree programs in nutrition and dietetics. The proposed Master's in Clinical Nutrition and Dietetics Leadership Degree is designed to integrate the accreditation competencies and performance indicators which are currently being studied in pilot future education model programs.

We are primed to offer the proposed master's degree, as it will allow current students to complete the graduate degree with the existing dietetic internship. Because it will be delivered in an online format, students completing dietetic internships elsewhere will be eligible to complete the graduate degree. The degree plan will further the mission and vision of our university by providing a comprehensive degree focused on preparing entry-level professionals for caring for the health of the Bayou Region community and beyond. The graduate degree will increase the quality of life of the people of Louisiana by preparing competent nutrition healthcare practitioners to serve in leadership positions in acute and long-term healthcare, public health nutrition, food service management, and community programs in the greater Bayou Region. It will be the only graduate degree focused on leadership in clinical nutrition and dietetics, thus preparing students for the changing healthcare environment, delivering quality healthcare, project management, as well as enhancing vocational opportunities.

LOUISIANA BOARD of REGENTS

4. Students

Summarize student interest/demand for the proposed program.

Eighty local nutrition and dietetics students and professionals completed a survey to determine interest and need for the proposed program. Over 80% of individuals *strongly* agree that a Master of Science degree will be beneficial as a nutrition and dietetics professional. Over 80% of surveyed individuals report specific interest in clinical nutrition and dietetics leadership and feel the proposed core curriculum and electives will be advantageous to their current and future career. Furthermore, nearly 90% of survey respondents agree that an online learning environment will be conducive to their needs. Based on survey data, we expect enrollment to be ten students in the first year and a total of 25 students in the second year (including the initial 10 students in their second year of the program). This data also shows that the proposed curriculum and approach are preferred among current students and working professionals.

With the change in ACEND requirements that mandate a graduate degree to sit for the RD credentialing examination, an increased enrollment in masters programs among those wishing to become registered dietitians is expected. Our survey results support this claim; however, we see interest from those who are not impacted by this new ruling—those who are or will be credentialed as RDNs prior to 2021. Nearly 60% of survey respondents anticipate already being credentialed as RDNs and 50% project to be working full-time as RDNs by fall 2021. However, over 65% of individuals report they will *not* enroll in a master's program prior to fall 2021. The desire for currently credentialed RDN to pursue a master's degree stems from the fact that new RDNs will already possess a graduate degree and present competition for jobs. This not only shows the desire for current dietitians to pursue the proposed program, but also the need to provide this program in a format for working individuals to successfully complete it.

The Nicholls Dietetic Internship Graduate Certificate Program currently accepts 10-14 dietetic interns annually. These students also provide an opportunity for enrollment in the proposed curriculum. Fifty percent of survey respondents reported interest in enrolling in the proposed MS degree while simultaneously completing the dietetic internship program at Nicholls.

Employment of Dietitians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations.² The BLS states that, "In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings."² This projected growth in job demand for RDNs is a contributing factor in the need for this proposed Master's in Clinical Nutrition and Dietetic Leadership program.

5. Cost

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

Two of our faculty in the current undergraduate dietetics didactic program have an interest in leading and teaching in this program. We estimate that in our first year, we will need to replace one faculty at the undergraduate level as one of them transitions to graduate teaching and program administration as the program coordinator. The cost included in the expenditure table for faculty of \$61,600 includes salary and benefits for a full-time undergraduate faculty. In the second year, there would also be a need to replace a second faculty member at the undergraduate level as that faculty member moves into graduate level teaching. The cost included in the second year for a two full-time undergraduate faculty of \$123,200 includes salary and benefits. Therefore, we anticipate that the start-up cost for the program will be one undergraduate faculty salary plus supplies and travel for the first year. Supplies include a computer for the faculty member and office and teaching materials. In addition, we expect and anticipate that the faculty member will travel to a national conference to keep current in the field and on accreditation matters, as well as promote the program. In the second year, another undergraduate faculty member will be required to replace the faculty member that moves to the

LOUISIANA BOARD of REGENTS

graduate level. The cost for year two includes both faculty members in addition to supplies, such as a computer for the new faculty member, and travel for a faculty member. After that, we foresee that courses in this program will be taught between these graduate faculty, and adjuncts already on faculty within the department or in other departments around campus. We anticipate that the supply budget will remain \$500 once the program is established and that at least one faculty will travel to the national or other conference annually to keep current and promote the program. Revenue funding includes state appropriations from formula funding, a \$20 university application fee for every student, and in-state tuition and fees based on 9 hours for fall and spring semester (\$4043.97 each) and 6 hours for the summer semester (\$2177.83) for a total of \$10,290.77 per student annually. Student fees are included in tuition.

CERTIFICATION:

Chief Academic Officer

Date

Management Board

Date of Approval by Board

LOUISIANA BOARD of REGENTS

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: Nicholls State University Date: 10/28/2019Degree Program, Unit: Master of Science in Clinical Nutrition and Dietetics Leadership

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$61,600	1.0	\$ 123,200	2.0	\$123,200	2.0	\$123,200	2.0
Graduate Assistants	\$0	0	\$0	0	\$0	0	\$0	0
Support Personnel	\$0	0	\$0	0	\$0	0	\$0	0
Fellowships and Scholarships	\$0	0	\$0	0	\$0	0	\$0	0
SUB-TOTAL	\$61,600	1.0	\$123,200	2.0	\$123,200	2.0	\$123,200	2.0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	\$0		\$0		\$0		\$0	
Travel	\$1000		\$1000		\$1000		\$1000	
Supplies	\$1137.82		\$1137.82		\$500		\$500	
SUB-TOTAL	\$ 2137.82		\$ 2137.82		\$ 1500		\$ 1500	
TOTAL EXPENSES	\$63,737.82		\$125,337.82		\$124,700		\$124,700	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$40,356.68		\$100,891.70		\$100,891.70		\$100,891.70	

LOUISIANA BOARD of REGENTS

*Federal Grants/Contracts	\$0	\$0	\$0	\$0
*State Grants/Contracts	\$0	\$0	\$0	\$0
*Private Grants/Contracts	\$0	\$0	\$0	\$0
Expected Enrollment	10	25	25	25
Tuition & Fees	\$102,657.70	\$256,664.25	\$256,664.25	\$256,664.25
*Other (specify) (\$20 per student university application fee)	\$200	\$300	\$300	\$300
TOTAL REVENUES	\$102,457.70	\$256,344.25	\$256,344.25	\$256,344.25

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

LOUISIANA BOARD of REGENTS

References

1. Commission on Dietetic Registration the Credentialing Agency for the Academy of Nutrition and Dietetics." RSS,
www.cdrnet.org/pub/file.cfm?item_type=xm_file&id=10369.
2. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dietitians and Nutritionists*, on the Internet at
<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> Visited March 15, 2019.
3. Rogers, Dick. "Compensation and Benefits Survey 2017." *Journal of the Academy of Nutrition and Dietetics*, vol. 118, no. 3, 2018, pp. 499–511.,
doi:10.1016/j.jand.2017.11.016.
4. Phase 2 Future Practice and Education Task Force. Final Report of the Phase 2 Future Practice & Education Task Force. July 15, 2008. Academy of Nutrition and Dietetics Website. www.eatright.org/futurepractice/
5. Carnevale AP, Smith N, Gulish A, Beach BH. Healthcare: Executive Summary. Washington, DC: Georgetown University Center on Education and the Workforce, June, 2012.
<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Healthcare.ExecutiveSummary.081412.pdf>. Accessed June 27, 2012.
6. Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (Future Education Model). January 24, 2019. Academy of Nutrition and Dietetics website
<https://www.eatrightpro.org/-/media/eatrightpro-files/acend/futureeducationmodel/fem-graduatefinal.pdf?la=en&hash=2FB752C3D44E0D91E060EBCCEA5FE5851B5F2D42>

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

- Item E.4.** **Southeastern Louisiana University's** request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Arts in Theatre.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval of a Letter of Intent to offer a Bachelor of Arts (BA) in Theatre. The proposed program will offer the study of theatre and film with a focus on acting, stage management, and directing within a liberal arts environment. The 120-credit hour program will be comprised of 39 credit hours of General Education requirements; 26 credits hours of Supporting Requirements; and 55 credit hours of Major Course Requirements in Theatre. The curriculum will prepare students for successful entrance into careers in theatre and film, as well as advanced academic study. The proposed program will emphasize instruction in acting and direction/production management. Through mentorship, practical training, and academic rigor, the proposed program will produce graduates with a unique artistic vision, an appreciation for theatre, and the skills applicable to the craft.

The University currently offers a Bachelors of General Studies (BGS) with a minor in Theatre as well as a BA in Art with a concentration in Theatre Design. There are approximately 35 students currently enrolled in the minor and the Theatre Design concentration is the fastest growing concentration in Art, with 14 students currently enrolled. The proposed BA in Theatre would build upon the existing minor and concentration as well as build upon the reputation of the students and productions which have been recognized among the region's finest through the Kennedy Center American College Theatre Festival. The proposed program is being created to train and matriculate a specialized workforce with the skills needed to contribute to Louisiana's rapidly growing theatre and film industries. Our state government, along with Louisiana Economic Development (LED), Greater New Orleans, Inc. (GNO), and the Baton Rouge Area Chamber (BRAC) have combined forces to make Louisiana a top-ten location for theatre and film production. Louisiana has the infrastructure, history, and drawing power to become the elite entertainment destination in the Gulf South. To do so, it is imperative that we remain competitive by providing these industries with a skilled and knowledgeable workforce. Six (6) public universities (LSU, LA Tech, McNeese, Northwestern, UL Lafayette, and UNO) offer theatre programs, but many focus on other aspects of theatre and none are offered in the region served by SLU. In addition, SLU would be the only university offering Theatre at the undergraduate level only which means students will not be competing with graduate students for significant performance, directing, design, and production opportunities.

Anticipated enrollment in the proposed program is 25 students in Year One with that number growing to 55 by Year Three. Enrollment projections are based on the growth of the minor and concentration previously noted as well as the high enrollment in *Introduction to Theatre* and the number of students who audition for the four annual main stage offerings (over 100 students auditioned for 40 roles in spring 2018). The University also surveyed students enrolled in theatre courses during the spring 2018 semester regarding their opinion of a BA in Theatre and their interest in a possible degree in Theatre. Survey results indicated high interest in a BA in Theatre if offered at SLU.

Program implementation for the first two (2) years will not require additional funds since the majority of the courses are already offered by SLU and current faculty can provide sufficient academic support. In Year Two, the University anticipates that one additional tenure-track faculty member will need to be hired (average salary range of \$45-\$55K). There is adequate theatre space and facilities with state-of-the-art stage lightening equipment, a scene shop, and a costume shop. Current facilities will meet the needs of the proposed program for the first five (5) years.

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 Letter of Intent to Develop a New Academic Program leading to a Bachelor of Arts in Theatre.

SOUTHEASTERN | Office of the President
LOUISIANA UNIVERSITY

April 1, 2020

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

Re: Letter of Intent for a Bachelor of Arts in Theatre

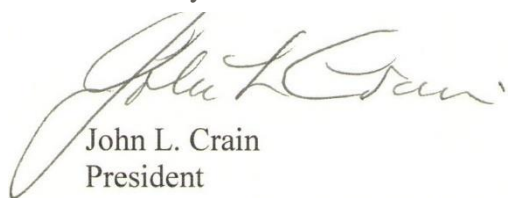
Dear Dr. Henderson:

Southeastern Louisiana University respectfully requests that its Letter of Intent to develop a new academic program leading to a Bachelor of Arts in Theatre be placed on the agenda for the April 2020 meeting of the University of Louisiana System Board of Supervisors.

The proposed Bachelor of Arts in Theatre degree will offer the study of theatre and film with a focus on acting, stage management and directing within a liberal arts environment. This degree will build on the successful existing concentration in theatre design, which is the fastest growing concentration in the Department of Visual Art + Design. It will prepare students for successful entrance into careers in theatre and film, as well as advanced academic study. The proposed degree will emphasize instruction in acting and direction/production management. Through mentorship, practical training, and academic rigor, the program will produce graduates with a unique artistic vision, an appreciation for theatre, and the skills applicable to the craft. The program will offer courses at the basic, intermediate and advanced levels of practice.

Your consideration of this request is appreciated.

Sincerely



John L. Crain
President

Attachment

LOUISIANA BOARD of REGENTS
INTENT TO DEVELOP A NEW ACADEMIC PROGRAM

General Information

Date: 8/29/19

Institution: Southeastern Louisiana University	Requested <u>CIP, Designation, Subject/Title</u> : 50.0501/NAST, Bachelor of Arts in Theatre
Tena L. Golding, Provost and Vice President for Academic Affairs provost@southeastern.edu Phone: 985-549-2316 Fax: 985-549-2304 SLU Box 10798 Hammond, LA 70402	

1. Program Objectives and Content

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

Statement of Purpose: Bachelor of Arts in Theatre

The proposed Bachelor of Arts in Theatre degree will offer the study of theatre and film with a focus on acting, stage management and directing within a liberal arts environment. This degree will build on the successful existing concentration in theatre design, which is the fastest growing concentration in the Department of Visual Art + Design. It will prepare students for successful entrance into careers in theatre and film, as well as advanced academic study. The proposed degree will emphasize instruction in acting and direction/production management. Through mentorship, practical training, and academic rigor, the program will produce graduates with a unique artistic vision, an appreciation for theatre, and the skills applicable to the craft. The program will offer courses at the basic, intermediate and advanced levels of practice.

Bachelor of Arts in Theatre: Goals and Objectives:

- 1. To provide instruction in theatre that balances artistic study within a liberal arts education.**
- 2. To develop students' individual theatre and film practices within an educational environment that teaches analytical, performance and technical skills through hands-on training.**
 - 2.1. Students will develop a solid framework in theatre and film through a comprehensive foundation program that includes script analysis, vocal training, acting, production design, stagecraft, theatre and film literature, and theatre and film history.
 - 2.2. Students will further enhance their knowledge base and training through interactive design, performance, directing and production management.
- 3. To produce graduates with a fundamental understanding of past, present and emerging production concepts, cultural perspectives and ideas.**
 - 3.1. Students will study the history of theatre and film (9 credit hours), and learn about artists, traditions and influential historical movements.
 - 3.2. Students will gain a further understanding of culture and world history through Liberal Arts studies.
 - 3.3. Students will design, write, build, perform, manage, direct and create works of theatre that integrate diverse historical and cultural traditions, technical and conceptual skills with an individual vision based on personal and collaborative exploration and discovery.
- 4. To develop students' skills to solve artistic and practical problems as well as engage in critical dialogues extending beyond the classroom.**
 - 4.1. Students will learn about classical, modern, and contemporary works of theatre and the professional theatre world through interactions with theatre faculty and artists.

LOUISIANA BOARD of REGENTS

- 4.2. Students will learn to produce fully staged productions for a live audience as a practical application of their coursework and foundations.
- 4.3. Students will learn to analyze and evaluate works for stage and screen through classroom critiques, peer and faculty-led discussions and professional adjudication.
- 5. To prepare students to be educated viewers, to function as artists and scholars in contemporary society and to pursue advanced studies in theatre and film.**
 - 5.1. Students will develop technical expertise in performance and design through hands-on interaction with contemporary theatre practices and technology.
 - 5.2. Students will demonstrate their skills through classroom presentations, staging studio works, and the production of four annual main stage productions.
 - 5.3. Students will be immersed in theatre through direct involvement in productions throughout the four years of their liberal arts education.
- 6. Students will be prepared for professional opportunities, auditions, and interviews.**
 - 6.1. Students will create a professional, industry-standard portfolio and résumé to gain employment in theatre and film.
 - 6.2. Students will be prepared to audition for professional theatre productions and film work.
 - 6.3. Students will gain valuable experience in casting practices for theatre and film.
- 7. Students will learn the fundamentals of production management.**
 - 7.1. Students will explore the basic principles of business and demonstrate their knowledge through classroom presentations and critical analysis.
 - 7.2. Students will develop technical skills in stage management through practical application in their coursework, hands-on training with professionals, and participation in our main stage productions.

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Degree Requirements: Bachelor of Art in Theatre, (BA)

General Education Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
English		Humanities	
ENGLISH 101 /121H/123H	3	HISTORY 101 / 201	3
ENGLISH 102 / 122H/ 124H	3	COMM 211	3
TRAGEDY AND COMEDY, ENGL 2XX*/ 291H	3	Social Sciences (6)	
Mathematics		SOCIAL SCIENCE ELECTIVE	3
MATHEMATICS	3	SOCIAL SCIENCE ELECTIVE 200+	3
MATHEMATICS OR ANALYTIC REASONING	3	Fine Arts	
Natural Science		INTRO TO MUSIC, MUS 151 / INTRO TO DANCE, DNC 100 / ART HISTORY, ART 105/106	3
NATURAL SCIENCE ELECTIVE SEQUENCE	6		
NATURAL SCIENCE ELECTIVE	3	Total	39

Supporting Requirements			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
FOREIGN LANGUAGE 101	3	PRINCIPLES OF MANAGEMENT MGMT 351	3
FOREIGN LANGUAGE 102	3	HUMANITIES ELECTIVE 200+Level	6
HISTORY 102 / 202	3	SOUTHEASTERN 101	2
BUSINESS COMMUNICATION MGMT 240	3	MAJOR PERIODS IN DRAMA, ENGL 437	3
		Total	26

Major Courses Requirements in Theatre			
Course Name/#	Credit Hours	Course Name/#	Credit Hours
INTRODUCTION TO THEATRE, THEA 131	3	STAGE MOVEMENT, THEA 2XX*	3
VOICE FOR THE ACTOR, THEA 201*	3	ADVANCED ACTING, THEA 335	3
SCRIPT ANALYSIS, THEA 217	3	MAKEUP DESIGN FOR STAGE AND STUDIO, THEA 337	3
STAGECRAFT, THEA 231	3	DESIGN FOR STAGE AND STUDIO, THEA 333 OR COSTUME DESIGN FOR STAGE AND STUDIO, THEA 338	3
THEATRE TLAB, TLAB 137-138, TLAB 237-238, TLAB 337-338 AND TLAB 437-438 (4 SEMESTERS)	4	SPECIAL TOPICS IN THEATRE, THEA 400	3
INTRODUCTION TO ACTING, THEA 234	3	PLAY PRODUCTION, THEA 431	3
STAGE MANAGEMENT, THEA 2XX*	3	THEATRE DIRECTING, THEA 432	3

LOUISIANA BOARD of REGENTS

Acting and Directing Workshop, THEA 3XX*	3	THEATRE HISTORY, THEA 433/533	3
ACTING FOR THE CAMERA, THEA 332^	3	THEATRE ELECTIVE	3
		Total	55
DEGREE TOTAL = 120 HOURS			

* New Course Offering

^ Potential Real World Ready Course

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.

Theatre is a vital part of the study of the humanities; as such Southeastern Louisiana University proposes to create a B.A. in Theater that will focus on directing, stage management and acting for stage and screen. This degree program is being created to train and matriculate a specialized workforce with the skills needed to contribute to Louisiana's rapidly growing theatre and film industries. By providing the hundreds of annual Louisiana theatre and film productions with skilled labor and talent, we are ensuring our state's industrial economy and outstanding worldwide cultural reputation.

Louisiana already has a strong foundation for and rich history of the creation of significant theatre and film production. Both industries are growing and we are poised to foster this growth by providing a well-trained, knowledgeable and locally cultivated workforce.

Our state government, along with Louisiana Economic Development (LED), Greater New Orleans, Inc. (GNO) and the Baton Rouge Area Chamber (BRAC) have combined forces to make Louisiana a top-ten location for theatre and film production. According to a March 27, 2018 article in the Baton Rouge Advocate, recent changes to the state's entertainment tax credit program have revitalized these industries. The film industry alone spent \$893 million on productions shot in Louisiana during 2016, which led to \$2.4 billion in spending statewide.

According to the LED, while film production garners much of the spotlight, Louisiana is fast becoming a major live-theatre hub as well. In an American Theatre, May 17, 2018 article, Southern Rep, the leading non-profit professional theatre in New Orleans, announced that this season's productions were performed at their new permanent location in the former St. Rose de Lima Church building on Bayou Road, which is part of the Rose Collaborative development project in New Orleans. Artistic Director Aimee Hayes stated in the article, "A community is only as strong as its art." We intend to prepare students for making contributions to the art community of the state.

LOUISIANA BOARD of REGENTS

Within a fifty-mile radius of our campus there are over twenty-five (25) active talent agencies. The fact that these agencies continue to actively seek new talent is a sign that they are pursuing capable actors and models for the industries that utilize their services. The International Alliance of Theatrical Stage Employees (IATSE) Local 478 has 1,106 active members in the state of Louisiana, over 1,000 of which are in the greater New Orleans area. The IATSE Local 478 is constantly looking for new qualified members due to the increasing number of jobs in Louisiana. In the Actors Equity 2018 Regional Theatre Report, the largest theatrical actors' union in the nation reported that the greater New Orleans area is the fastest growing city in the nation when it comes to Equity jobs. The report states:

"New Orleans reported 771 work weeks in the most recent season—a 68 percent increase compared to the 458 work weeks reported during the 2014–2015 season. That means New Orleans has the largest percentage increase in work weeks over the last three theatre seasons."

The statistics provided by these professional organizations are indicative of just how many Louisiana workers these industries are eager to employ.

New Orleans is a home of a vibrant acting community. It has the distinction of being the fastest-growing of the 28 markets that make up the 2018 regional theatre report. Last year, Louisiana actors found work with various companies for professional acting, including:

Le Petit
Southern Rep
Tulane Shakespeare
Tulane Summer Lyric
Jefferson Performing Arts Society
BB's Stage for the Canteen
Swine Palace
New Orleans Opera
The Saenger Theatre
Cripple Creek Theatre Co
Goat in the Road Productions
NOLA Project

The city of Hammond is a popular destination for film production. The Academy Award-winning *Ray*, Will Ferrell's *The Campaign*, and Justin Timberlake's *The Open Road* were all shot on location in Hammond. Portions of the *Highwaymen* starring Woody Harrelson and Kevin Costner, and *The Green Book* starring Viggo Mortensen and Mahershala Ali were also filmed in Hammond.

These productions, and many more, have provided our graduates and current students with jobs and high-level, real world experience. Major theatrical productions in the area, including Jimmy Buffett's *Escape to Margaritaville* (which played at the Saenger Theatre en route to its Broadway premiere) and the world-renowned Tennessee Williams Festival have also employed Southeastern students and alumni. Our proposed program would enable us to provide a greater number of skilled workers for the increasing number of Louisiana-based productions.

Louisiana is not the only state in the region reaping the benefits of entertainment projects drawn in by tax incentives. Other neighboring states, most notably Georgia, have succeeded in enticing productions. Most of our region, however, lacks the cultural diversity and universal appeal of Louisiana. We have the infrastructure, history and drawing power to become the elite entertainment

LOUISIANA BOARD of REGENTS

destination in the Gulf South. To do so, it is imperative that we remain competitive by providing these industries with a skilled and knowledgeable workforce.

The proposed B.A. in Theatre coupled with Southeastern's B.A. in Art, Concentration in Theatre Design, will position Southeastern to provide Louisiana theatre and film industry with trained and disciplined artists and technicians. These programs will provide our graduates with a myriad of career paths within the industry, including (but not limited to):

Actor (for stage and/or screen)	Acting Coach	Artistic Director
Box Office Manager	Casting Agent	Choreographer
Company Manager	Costume Designer	Dancer
Director	Drama Critic	Dramaturge
Hair Designer/Stylist	House Manager	Lighting Designer
Literary Manager	Make up Designer	Managing Director
Master Carpenter	Master Electrician	Master Painter
Music Director	Properties Master	Production Manager
Producer	Production Assistant	Pyrotechnic Technician
Promoter	Publicist	Scenic Painter
Scenic Artist	Scenic Designer	Sound Designer
Seamstress	Set Decorator	Technical Director
Stagehand	Stage Manager	Theatre Manager
Sound Engineer	Talent Agent	
Theatre Educator	Theatre Historian	
Tour Guide	Wardrobe Supervisor	

Theatre Degree Programs in Louisiana:

The Proposed Bachelor of Arts in Theatre degree at Southeastern Louisiana University will serve the greater Hammond area, and the Northshore of southern Louisiana. A review of the respective universities' websites shows the following:

<u>School</u>	<u>Degree</u>	<u>Concentration</u>	<u>Graduate Program</u>
Louisiana State University	B.A. in Theatre	Arts Administration Film and Television Design and Technology Performance Physical Theatre Theatre Studies	Yes
Louisiana Tech	B.A. in Communications	Theatre	No
McNeese State University	B.A. in Liberal Arts	Theatre	No
Northwestern Louisiana University	B.S. in Theatre	Design and Technology Performance/Directing	No

LOUISIANA BOARD of REGENTS

		Musical Theatre	
University of Louisiana Lafayette	B.F.A.	Theatre Performance	No
University of Louisiana at Monroe	None	NA	No
University of New Orleans	B.A. in Theatre	Film Arts Theatre Arts Writing for Production	Yes

Southeastern Louisiana University currently offers a four-year General Studies degree with a concentration in Theatre as well as a Bachelor of Arts in Art with a concentration in Theatre Design. The Theatre Design concentration is the fastest growing concentration in Art, with 14 students currently enrolled. A Bachelor of Arts in Theatre would allow us to provide a more complete four-year degree program. The B.A. in Theatre at Southeastern will serve a different region of the state than other theatre degree programs. Southeastern students are primarily from the greater Northshore area.

As one can see from the above table, our proposed program would be the only stand-alone Bachelor of Arts in Theatre program in the state. This means every other public institution in the state offering a Bachelor of Arts in Theatre also has a graduate program in theatre. Not having a graduate degree program allows our faculty to focus on undergraduate education within the context of a Bachelor of Arts degree environment. It also means our students will not be competing with graduate students for significant performance, directing, design, and production opportunities. This allows Southeastern to provide undergraduate students with four-years of hands-on experience working on main-stage theatre productions before entering into the professional world or advanced studies.

Students will have the opportunity to work in close relationship with a professional touring theatre in addition to the theatre on campus, giving students unique experiential learning experiences. The Columbia Theatre is an art deco building located in downtown Hammond. It was constructed in 1928 and restored for reopening as a professional theatre 2002. This theatre is managed by a theatre faculty member and is available for university theatre productions. Students will have the opportunity to work in two architecturally distinct theatre houses, which have different missions. Being able to work in a variety of theatrical spaces will give students a rich and varied theatre experience.

After the B.A. in theatre degree is established and we are able to provide the necessary transcripts from students who have graduated from the program we would pursue accreditation through NAST (National Association of Schools of Theatre.) Southeastern's theatre design concentration is currently accredited through NASAD (National Association of Schools of Art and Design).

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.

Theatre has historically been a core degree offered within the framework of nearly all American liberal arts institutions. It is one of the oldest art forms. It is also arguably the most collaborative of all the arts. The crafts and artistry of musicians, dancers, actors, creative writers, visual artists and technicians are all required to bring theatre to life. To study the history of theatre is to study the history of the world. A four-year liberal arts theatre degree enhances students' analytical reasoning,

LOUISIANA BOARD of REGENTS

public speaking and communication skills, knowledge of world history and literature, collaborative skills, physical conditioning and research capabilities.

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana. Within the College of Arts, Humanities and Social Sciences at Southeastern the Bachelor of Arts in Theatre would widen the humanities offerings within the liberal arts. The degree would enhance the number of Louisiana college graduates who are “real world ready”, by offering curricular opportunities for student in directing and stage management, in addition to acting.

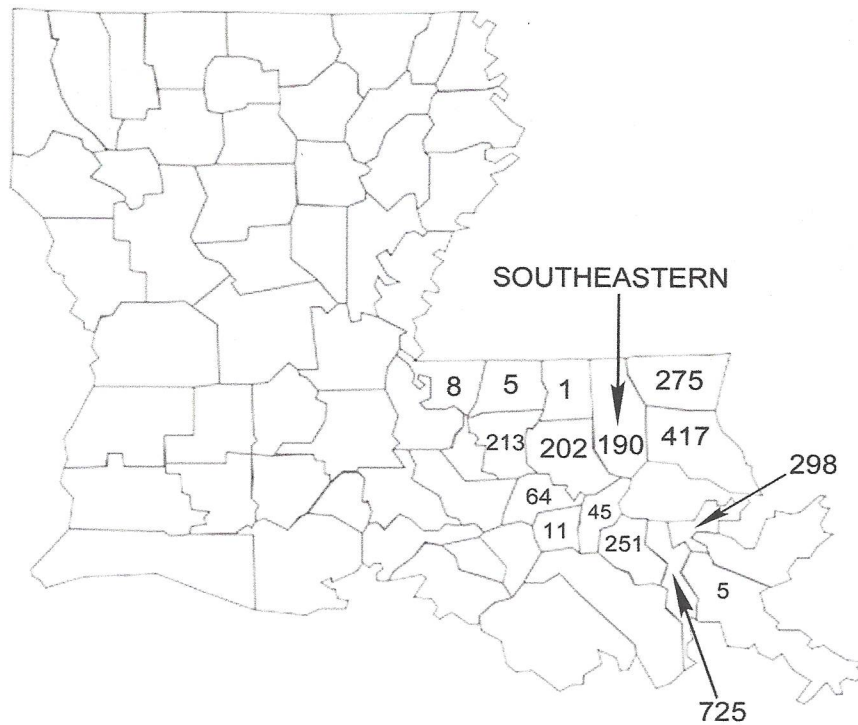
There are a number of contributing factors to support making a Bachelor of Arts in Theatre a degree offering at Southeastern Louisiana University. The greater New Orleans area boasts a high number of theatres in relation to the size of its population. The film industry continues to be an important employment source for skilled workers. There is a great demand for the degree from high school talented theatre students in the area and from the current students enrolled at our university. These factors, along with the growth of the theatre program over the past fourteen years, the desire to increase student retention and the success of our Theatre Design concentration in Visual Arts, are the primary contributing reasons for making this a priority.

The proposed Bachelor of Arts in Theatre would be buttressed by our Theatre Design Concentration, a co-curricular Bachelor of Arts in Art degree in the Department of Visual Arts + Design. The Theatre Design Concentration in art is designed to prepare students for careers as scenic, lighting, costume, properties and makeup design in theatre and film.

A Bachelor of Arts in Theatre will improve the quality of our students’ education by better preparing them for the real world and advancement into graduate programs and by providing a more complete four-year training program than our current degree programs can offer. In the past three years, six alumni from our program have advanced to graduate programs in theatre while seven immediately found long-term work in the professional theatre and film industries.

LOUISIANA PROXIMITY OF HIGH SCHOOL TALENTED THEATRE STUDENTS TO SOUTHEASTERN

LOUISIANA BOARD of REGENTS



TOTAL NUMBER OF LOUISIANA HIGH SCHOOL TALENTED THEATRE STUDENTS **3749**

There is a strong demand for a B.A. in Theatre reflected in our student involvement in each of our productions. Our fall 2017 production of *She Kills Monsters* involved over 50 students working as actors, assistant directors, stage managers, assistant stage managers, designers, publicists, operators, crew and technicians. A four-year theatre degree program will all but guarantee higher student retention as we have lost many enrolled and potential students who chose to transfer to, or enroll in, universities that do provide such a degree. If granted a Bachelor of Arts in Theatre, our program will graduate students prepared to use their education and training in the numerous Louisiana-based job opportunities in the theatre and film industries.

Over the past five years, our theatre students have continued to garner an impressive array of regional and national awards from some of the best-recognized theatre organizations in the country.

THE KENNEDY CENTER AMERICAN COLLEGE THEATRE FESTIVAL

Since 2005, Southeastern Theatre has demonstrated an impressive and exemplary record with the Kennedy Center American College Theatre Festival (KCACTF). This is the largest theatrical educational festival and network in the country, awarding thousands of scholarships, fellowships, internships, jobs and grants each year to theatre students and faculty nationwide. Over the past twelve years, our KCACTF accolades include:

2017: Southeastern Theatre's *She Kills Monsters* won the following awards and honors from KCACTF:

- Irene Ryan Nominations for Gabrielle Nixon and Ally Holloway

LOUISIANA BOARD of REGENTS

- Meritorious Achievement in Sound Design – Matthew Doyle and Miranda Miller
- Meritorious Achievement in Ensemble Performance – Entire Cast
- National Finalist in Sound Design – Matthew Doyle
- Stagecraft institute of Las Vegas Sound Design Internship Award – Matthew Doyle and Miranda Miller

2017: Southeastern Theatre's *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuff* won the following awards and honors from KCACTF:

- Irene Ryan Nominations for Jordin Jones and Taylor Bennett
- Irene Ryan Regional Finalist – Jordin Jones
- Meritorious Achievement in Directing – Sarah Balli
- Meritorious Achievement in Choreography – Ashley Barbarin
- Meritorious Achievement in Lighting Design – Nic Touns

2016: Southeastern Theatre's *Distracted* won the following awards and honors from KCACTF:

- Irene Ryan Nominations for Payton Core, Judah Fabre and Colin Ross
- Irene Ryan Regional Semi-Finalist - Judah Fabre
- Meritorious Achievement in Stage Management - Madison Paulus
- Meritorious Achievement in Costume Design - Rebecca Miller
- Meritorious Achievement in Video/Projection Design - Grace Jovanovic
- The production was held for Regional consideration

2015: Southeastern Theatre's *High and Mighty* won the following awards and honors from KCACTF:

- Irene Ryan nominations Michelle Guillot, Neal Eli, Jaimee Rome
- Musical Theatre Initiative nominations for Kalee Broussard, Rachel Davis, Provence Hatfield
- Excellence in Production of an Original Musical: Department of Art + Design
- Excellence in Scenic Design: Steve Schepker
- Excellence in Ensemble Performance: Cast of *High and Mighty*
- Provence Hatfield was a finalist for the Musical Theatre Initiative and offered a scholarship to attend the Open Jar Institute in New York City

2014: Southeastern Theatre's *Fat Pig* won the following awards and honors from KCACTF:

- Irene Ryan Acting nominations for Lydia Caballero and Kayla Hill

SOUTHEASTERN THEATRE CONFERENCE (SETC)

2018 marked the first time Southeastern Louisiana University has participated in the Southeastern Theatre Conference (SETC). SETC is the strongest and broadest network of theatre practitioners in the United States. Thousands of theatre professionals, students and educators attend their annual conference to present work, audition for academic and professional programs, and to compete for scholarships, awards and internships.

2019: Southeastern Theatre students won the following awards and honors from SETC:

- Winner of the Costume Crafts competition – Ashley Sercovich

LOUISIANA BOARD of REGENTS

2018: Southeastern Theatre students won the following awards and honors from SETC:

- Winner of the inaugural SETC Ready to Direct Competition – Sarah Balli
- Third Place in Electronic Theatre Controls Lighting Design Competition - Nic Toups

This partial list of accolades is a strong indicator that our program is ready to provide our students with a more rigorous and comprehensive academic program that can better hone and support their impressive talents.

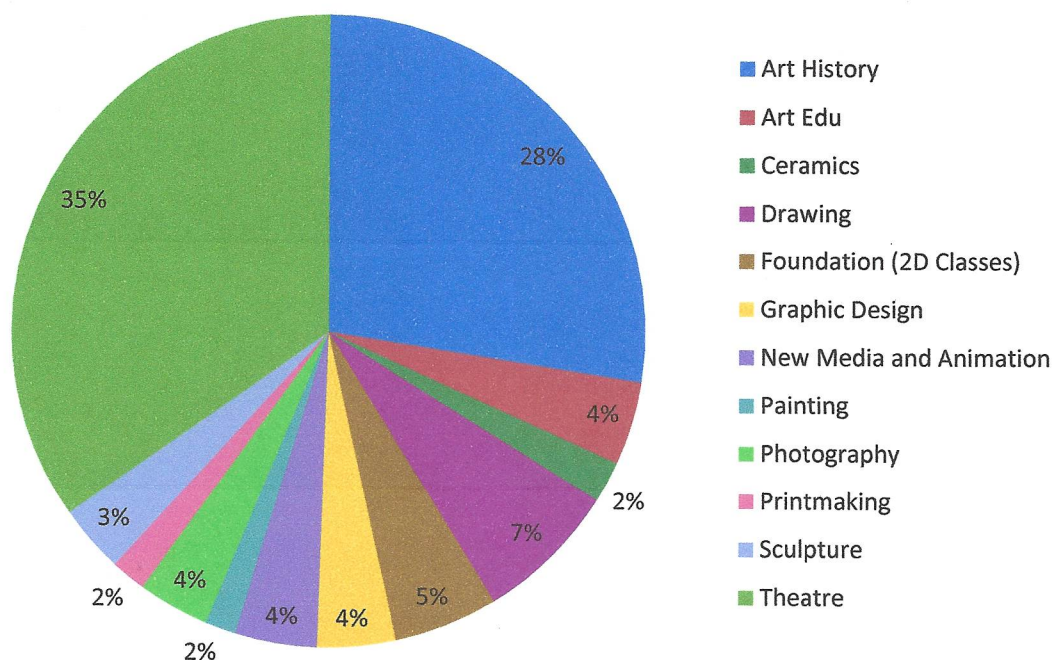
4. Students

Summarize student interest/demand for the proposed program, and provide evidence (e.g., enrl/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.

The Fall 2018 Enrollment in *Introduction to Theatre* shows strong student interest in the subject at Southeastern. *Introduction to Theatre* is the highest enrolled course among the general education courses in the arts that Southeastern students choose from to meet the fine arts general education requirement. The chart below shows student enrollment by student credit hours in the Department of Visual Art + Design, in which the Theatre Area resides. In Fall 2018, Theatre courses made up 35% of the total of Student Credit Hours in the department. There are approximately 35 students currently enrolled in the theatre minor and 14 students in the Theatre Design Concentration in the Department of Visual Art + Design. The Theatre Design Concentration is the fastest growing concentration in the department.

The growing population and significant tax base along the I-12 corridor, a geographic area from which Southeastern Louisiana University draws the majority of its students, provides a large base of potential students who would be eager to pursue a four-year degree in Theatre. As of January 2016, there were well over three thousand Talented Theatre students enrolled in Louisiana high schools. Over eight hundred of those three thousand are attending high schools along the I-12 corridor. St. Tammany Parish boasts four hundred and seventeen Talented Theatre students, Livingston Parish currently serves two hundred and two Talented Theatre students and Tangipahoa Parish has a current Talented Theatre enrollment of one hundred and ninety. With six Southeastern alumni teaching Talented Theatre in this area, we already receive a number of new theatre students with each new freshman class. Those high school teachers and their students have repeatedly stated that many more of the area's Talented Theatre high school graduates would enroll in Southeastern if we offered a four-year degree in Theatre. The faculty continues to passionately recruit new students from the hundreds of Talented Theatre students enrolled in area high schools.

Total Department Enrollment by Student Credit Hours Fall 2018



Audition numbers for the past five years are a strong indicator of student interest and involvement in the Southeastern Theatre program. Over the past five years, we average over 40 students auditioning for each of our four annual main stage offerings. This average also holds true for productions produced by our campus chapter of Alpha Psi Omega. Over 100 students auditioned for 40 roles in our spring, 2018 productions. Over 80 students auditioned for the 22 roles available in our fall, 2017 offerings. These numbers are large for a liberal arts institution our size. Such strong student interest and involvement enables us to provide a full spectrum of student opportunities and the ability to produce almost anything in the canon of dramatic literature.

What follows are enrollment projections over the first three years of the proposed Bachelor of Arts in Theatre degree at Southeastern.

Projected enrollment of the B.A. in Theatre:

First year – 25 students

Second year – 35 students

Third year – 55 students

Students enrolled in theatre courses for the Spring, 2018 semester were surveyed on the first day of class regarding their opinion on a Bachelor of Arts in Theatre at Southeastern, and their interest in a possible degree in theatre.

Of the 74 students enrolled in 200-level or higher theatre courses, 80% said they would consider majoring in theatre if there was a B.A. in Theatre offered at Southeastern.

LOUISIANA BOARD of REGENTS

Of the 478 students enrolled in *Introduction to Theatre*, 28% said they would consider majoring in theatre if there was a B.A. in Theatre offered at Southeastern. We feel that one in four showing interest points to the potential demand of the degree program given that this course is a general education requirement.

Students had the following comments to add regarding the proposed Bachelor of Arts in Theatre:

"I am currently a General Studies major concentrating in Theatre. Switching to a B.A. would be instrumental in my life and others."

"This is my first and only Theatre class and I'm looking forward to it as I've heard great things about the Theatre classes at Southeastern. I think it says a lot that people speak so highly of Theatre at SLU and I think that should be taken into consideration if the possibility of adding a Bachelor of Arts in Theatre degree program was to be offered."

Even among those students who said they would not consider pursuing a theatre degree if one were offered, dozens commented that they knew many current students who wished they could receive a four-year Theatre degree from this university.

The Southeastern theatre program currently produces four plays a year and our students work on every production we bring to the stage. Each production brings between thirty and sixty undergraduate students together with the support and collaboration of students pursuing our new Visual Arts Theatre Design concentration.

Alpha Psi Omega (APO) is a national theatre honorary that has been in existence since 1925. In 2007, the students of Southeastern Louisiana University petitioned for and were granted a charter by the APO national office; officially becoming the Alpha Epsilon Psi cast (chapter).

Over the past several years, our chapter of APO is roughly fifty to sixty members strong. We initiate approximately twenty new members annually.

5. Cost

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

The Theatre Area is supported by the Department of Visual Art + Design's operating budget, the College of Arts Humanities and Social Sciences development funds, as well as ticket sales, and additional funding from the university budget for maintenance, equipment, and faculty and staff salaries. Current revenue for theatre productions is funded through a student-assessed fee, paid by all Southeastern students. The current funding levels that the department and university has available will adequately support the B.A. in Theatre Degrees for the first two years. We project that in the second year of the degree program the Theatre Area will need one additional tenure-track faculty member at a salary range of \$45,000 – \$55,000. This additional position will allow the department to implement the full degree curriculum. Currently, we have adequate theatre space and facilities with state of the art stage lighting equipment, a scene shop and costume shop. Current facilities are adequate for the implementation of the degree program for the first five years.

Year 1: 0

LOUISIANA BOARD of REGENTS

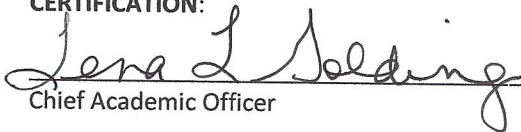
Year 2: Additional Tenure-Track Faculty Salary \$45,000 - \$55,000

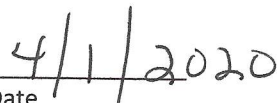
Year 3: 0

Year 4: 0

Year 5: 0

CERTIFICATION:


Chief Academic Officer


Date

Management Board

Date of Approval by Board

SLU Proposed Bachelors of Arts In Theatre
Eight Semester Curriculum
(120 Semester Credit Hours Total)

LOUISIANA BOARD of REGENTS

* New Course Offering

First Year

First Semester		Second Semester	
Mathematics	3	Communications 211	3
THEA 131 Introduction to Theatre	3	THEA 201* Voice for the Actor	3
THEA 234 Introduction to Acting	3	THEA 231 Stagecraft	3
English 101/121H/123H	3	English 102/122H/124H	3
Southeastern 101	<u>2</u>	Mathematics or Analytical Reasoning	3
		TLAB 137-138	<u>1</u>
	14		16

Second Year

THEA 217 Script Analysis	3	History 102/202/202H	3
ENGL 2XX*/291H, Tragedy and Comedy	3	THEA 2XX* Stage Management	3
History 101/201/201H	3	THEA 2XX* Stage Movement	3
Foreign Language 101	3	Social Science Elective	3
Natural Science	3	Natural Science	3
TLAB 237-238	<u>1</u>	TLAB 337-338	<u>1</u>
	16		16

Third Year

Natural Science	3	THEA 337, Makeup Design for Stage and Studio	3
Social Science Elective 200+	3	THEA 335, Advanced Acting	3
Foreign Language 102	3	THEA 400, Special Topics in Theatre	3
THEA 333 Design for Stage and Studio/	3	MGMT 240, Business Communications	3
THEA 338 Costume Design for Stage and Studio ...			
THEA 332, Acting for the Camera	3	MUS 151, Introduction to Music/ DNC 100, Introduction to Dance/ ART 105/106, Art History	<u>3</u>
TLAB 437-438	<u>1</u>		
	16		15

Fourth Year

THEA 431, Play Production	3	THEA Elective	3
MGMT 351, Principles of Management	3	THEA 432, Theatre Directing	3
THEA 433/533, Theatre History	3	English 347, Major Periods in Drama	3
THEA 3XX*, Acting and Directing Workshop	3	Humanities Elective	<u>3</u>
Humanities Elective	<u>3</u>		
	15		12

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

- Item E.5.** **University of Louisiana at Monroe's** request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Occupational Therapy Assistant.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval of a Letter of Intent (LOI) to develop a new academic program leading to a Bachelor of Science in Occupational Therapy Assistant (BSOTA). The University would like to convert the existing 75-credit hour Associate of Science in Occupational Therapy (ASOTA) to a 120-credit hour BSOTA. In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE) adopted a policy of dual entry-level degrees at both the associate level and baccalaureate level for OTAs. The proposed BSOTA will: (1) support ULM's mission to "prepare student to compete, succeed, and contribute in an ever-changing global society through a transformative education"; (2) align with the institution's four-year degree offering tradition; and (3) provide students with a more in-depth education in Occupational Therapy, thus better preparing them for the Master of Occupational Therapy (MOT) degree also offered by ULM.

The purpose of the proposed BSOTA will be to prepare students to achieve the educational outcomes required for initial practice as an OTA and for lifelong learning necessary for functioning within an ever-changing health care environment. Entry-level practice requires OTA practitioners to be more intellectually and socially sophisticated and mature than ever before. In addition, a BSOTA will also provide academic preparation to students applying to an MOT program. Currently there are two other ASOTA programs in the state that are offered by Bossier Parish Community College (BPCC) and Delgado Community College (DCC). The ASOTA program at ULM is the only one in the state offered by a four-year university and, therefore, the only one able to offer a BSOTA. Although the transition from an ASOTA to BSOTA is optional at this time, entry-level practice requirements along with past trends in occupational therapy education strongly suggest a possible bachelor's degree mandate from ACOTE in the future. With this in mind, ULM would like to pursue the transition from an ASOTA to a BSOTA now, especially in light of the fact that ACOTE limits the number of new and transitioning programs that will be considered on an annual basis to a maximum of six. Therefore, spaces are limited and it is imperative that ULM apply for a slot to transition from an ASOTA to a BSOTA degree as soon as possible.

The University has provided occupational therapy education through OT (beginning in 1971) and OTA (beginning in 1981) programs for over 46 years. Prior to 2006, ULM offered a bachelor's degree in OT and an associate's degree in OTA. The bachelor's degree in OT was

terminated in 2006 when ACOTE mandated that all entry-level OT programs transition to a master's degree; however, the ASOTA program remained viable and valuable. At that time, ULM received approval to offer the MOT Bridge Program designed for OTAs to earn the MOT after they complete a baccalaureate degree. Both the ASOTA and MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates. Transitioning the ASOTA to a BSOTA will allow ULM to continue to offer an OTA degree and provide even stronger professional education that prepares students to pursue the MOT. In addition, as previously stated, the proposed BSOTA will position graduates for admission into the ULM MOT program as MOT students are required to be baccalaureate-prepared practicing Certified Occupational Therapy Assistants (COTAs). A BSOTA would be an excellent complement to the MOT program and the other baccalaureate and graduate clinical programs in the College of Health Sciences at ULM.

The proposed BSOTA will accept 30 students per year; transitioning from an ASOTA to a BSOTA will result in an increased total student enrollment for a period of time as ASOTA students are phased out and BSOTA students are phased in. Transitioning the program to the baccalaureate level will require three additional faculty members (2 in YR1 and 1 in YR2). Tuition and fees will be sufficient to cover the cost of program implementation and sustainability.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Letter of Intent to Develop a New Academic Program leading to a Bachelor of Science in Occupational Therapy Assistant.



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209
P 318.342.1010 | F 318.342.1019

E.5.

March 30, 2020

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

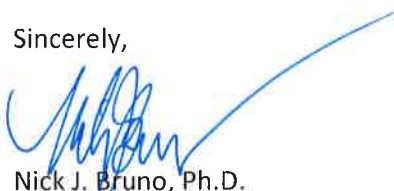
Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposal for development of a Bachelor of Science (BS) in Occupational Therapy Assistant (OTA). Workforce demands, feedback from healthcare related employers, and accreditation all drove the development of this proposal. ULM currently has an Associate of Science (AS) in OTA. Should the request for a Bachelor of Science be approved, the plan is to transition from an AS degree to a BS degree.

A BS in OTA is part of the university's overall vision of focusing on Health Sciences and supplying qualified and well-trained graduates to meet workforce demands. As such, this new program will positively impact the university's mission as well as the health needs of the community.

After approval, I ask that you forward this proposal to the Louisiana Board of Regents for their consideration.

Sincerely,



Nick J. Bruno, Ph.D.
President

Enclosure

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EOE

Bachelor of Science in Occupational Therapy Assistant
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [June 2019]

General Information

Date:

Institution:
University of Louisiana Monroe

Requested CIP, Designation, Subject/Title:
CIP: 51.0803
Designation: Bachelor of Science (BS)
Title: Occupational Therapy Assistant

Contact Person & Contact Info:

Jennifer Perodeau, MOT, MAT, LOTR; Program Director of Occupational Therapy Assistant Program
perodeau@ulm.edu; Office# 139 Caldwell Hall; Phone: 318-342-1769

1. Program Objectives and Content

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

The Occupational Therapy Assistant (OTA) Program is seeking approval to convert the current 75-credit hour Associate of Science in Occupational Therapy Assistant degree (ASOTA) to a 120-credit hour Bachelor of Science in OTA (BSOTA) degree. The BSOTA is an entry-level educational program that would replace the existing ASOTA. In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE®) adopted the policy of dual entry-level degrees at both the associate level and bachelor level for OTAs. The BSOTA will: (a) support the University of Louisiana Monroe's (ULM) mission to "prepare students to compete, succeed, and contribute in an ever-changing global society through a transformative education;" (b) align with the institution's 4-year degree offering tradition, and (c) provide students with a more in-depth education in Occupational Therapy, thus better preparing them for the Master of Occupational Therapy (MOT) degree also offered at ULM.

The purpose of the BSOTA degree will be to prepare students to achieve the educational outcomes required for initial practice as an OTA and for lifelong learning necessary for functioning within an ever-changing health care environment. Entry-level practice requires OTA practitioners to be more intellectually and socially sophisticated and mature than ever before. A BSOTA will also provide academic preparation to students applying to the Master of Occupational Therapy (MOT) program at the University of Louisiana at Monroe (ULM). BSOTA graduates will be Certified Occupational Therapy Assistants (COTA) the same as the current ASOTA graduates. The difference is that BSOTA graduates will graduate with a bachelor's degree instead of an associate's degree allowing them to apply to the ULM graduate MOT program after working as a COTA for one year or completing 1000 hours of direct patient contact. The BSOTA curriculum is designed to meet the ACOTE standards and required elements.

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>

The current ASOTA program at ULM is six semesters long (4 semesters of pre-professional and professional OTA coursework, followed by 2 semesters of clinical fieldwork). The proposed BSOTA program will be eight semesters long (7 semesters of pre-professional and professional BSOTA coursework, followed by 1 semester of clinical fieldwork). A semester-by-semester sequence of courses for the BSOTA curriculum is attached.

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.

According to the U.S. Bureau of Labor Statistics, overall employment of OTAs is projected to grow 31 percent from 2018 to 2028, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities. <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>

Bachelor of Science in Occupational Therapy Assistant

Pay

The median annual wage for occupational therapy aides was \$28,160 in May 2018.

The median annual wage for occupational therapy assistants was \$60,220 in May 2018.

Job Outlook

Overall employment of occupational therapy assistants and aides is projected to grow 31 percent from 2018 to 2028, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities.

State & Area Data

Explore resources for employment and wages by state and area for occupational therapy assistants and aides.

[1](#) [2](#) [3](#) [4](#) [5](#)

The Louisiana Workforce Commission lists occupational therapy assistant as a 5-star job and one of the fastest growing occupations in the Northeast Regional Labor Market through 2024.

<http://www.laworks.net/SearchResults.asp?cof=FORID%3A11&cx=001112488788842458017%3Aeesforslyqu&sa=Search&q=+occupational+therapy+assistant&x=0&y=0>

Statewide

www.laworks.net/Downloads/aml/20142024Occ_TopGrowthState.xls

File Format: Microsoft Excel

5 Star Rating: Stars Occ Code: Occupational Title 3 10 Year Growth 10 Year

4 31-2011 Occupational Therapy Assistants 110 34 4% \$54 050

There are currently two other ASOTA programs in the state and they are located on community college campuses [Bossier Parish Community College (BPCC) and Delgado Community College (DCC)]. The ASOTA program at ULM is the only one in the state located on a 4-year university campus and therefore, the only one with the opportunity to offer a BSOTA. No unnecessary duplication of programs will exist as graduates from either community colleges or ULM will be Certified Occupational Therapy Assistants (COTA). The students graduating from the BSOTA will continue to become COTAs just as do those who graduate from BPCC or DCC. Therefore, offering the BSOTA as a four-year degree will not impact the region with regard to numbers of COTAs eligible to practice in the state. Current pre-ASOTA students complete 2 semesters of prerequisite/core courses before applying and being accepted into the professional ASOTA program which is 4 semesters long (total of 6 semesters). This is a high-demand program receiving greater than 70 qualified applicants for the 30 seats each year; that trend is predicted to continue with the BSOTA.

Currently, approximately 85% of the ASOTA graduates pursue a bachelor's degree in preparation for application to the ULM MOT program. The BSOTA would provide graduates with a workforce advantage since the BSOTA degree is discipline-specific and more closely meets the criteria for the ULM MOT application.

In addition, although the transition from an ASOTA to BSOTA is optional at this time, entry-level practice requirements along with past trends in occupational therapy education (as well as similar discipline's educational changes) strongly suggest a possible bachelor's degree mandate from ACOTE in the future. Furthermore, the recently implemented changes in the ACOTE accreditation mandates (allowing for the entry level degree to be either an ASOTA or BSOTA) have drastically increased the number of programs nationwide that are seeking new/advanced program candidacy. Additionally, ACOTE limits the number of new and transitioning programs that will be considered on an annual basis to a maximum of six. Spaces are therefore limited and it is imperative that ULM apply for a slot to transition from an ASOTA degree to a BSOTA degree. Therefore, the absolute earliest the program could be considered by ACOTE (as of January 27, 2020) is December 16, 2024.

<https://www.aota.org/Education-Careers/Accreditation/Policies/Remaining-slots.aspx>

Fall 2024 (August/September)	December 15, 2023	April 2024	Cycle full
Winter 2025 (January)	April 15, 2024	August 2024	Cycle full (1 program on waiting list)
Spring/Summer 2025 (May/June)	August 15, 2024	December 2024	Cycle Full
Fall 2025 (August/September)	December 16, 2024	April 2025	1 slot remaining
Winter 2026 (January)	April 15, 2025	August 2025	6 slots remaining

Bachelor of Science in Occupational Therapy Assistant

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.

(a) ULM has provided occupational therapy education through OT (beginning in 1971) and OTA (beginning in 1981) programs for over 46 years. Prior to 2006, ULM offered a bachelor's degree in OT and an associate's degree in OTA. The bachelor's degree in OT was terminated in 2006 when ACOTE mandated that all entry-level OT programs transition to a master's degree level, however the ASOTA program remained viable. In 2018, the University of Louisiana Systems Board of Supervisors and Louisiana Board of Regents approved ULM to offer an occupational therapy doctorate (OTD) program. After the Accreditation Council for Occupational Therapy Education (ACOTE) changed their mandate to allow either the master's or doctoral level of entry for the occupational therapist, ULM decided to discontinue the development of the OTD program. Currently, ULM offers two degrees: the ASOTA prepares graduates to become Certified Occupational Therapy Assistants; the MOT Bridge Program designed for OTAs to earn the MOT after they complete a bachelor's degree.

Both the ASOTA and the MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates. The BSOTA program will provide a learning environment that fosters evidence-based practice, critical thinking, leadership, and professional responsibility. The BSOTA program will strengthen ULM's future commitment to the health sciences. Moving to a bachelor's degree will allow ULM to continue to offer an occupational therapy assistant degree, and provide even stronger professional education that prepares students to pursue the MOT. In addition, as stated previously, the four-year long BSOTA will position graduates for admission into the ULM MOT program as MOT students are required to be baccalaureate-prepared practicing Certified Occupational Therapy Assistants (COTAs). Therefore, a BSOTA would be an excellent complement to the MOT program and the other baccalaureate and graduate clinical programs in the College of Health Sciences.

ULM is a dynamic, diverse, and technologically modern campus that is conducive to learning. Students are nurtured and encouraged to broaden their values, intellect, interests, talents, and abilities as they become thoughtful and productive citizens. The university's vision is to be "recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences. The BSOTA program will help to fulfill this vision while addressing critical educational and health care needs for the state and positioning ULM graduates for more leadership opportunities in health care organizations.

(b) Healthcare is a national concern because of the aging population and longer life expectancies. As mentioned in Section 2 (Need), the US Department of Labor projects that the need for occupational therapists is expected to increase by 31% from 2018-2028. Healthcare within Louisiana is expected to follow this trend. The demand for OTAs should continue to rise as a result of the increasing number of individuals with disabilities, relative to the aging population and survival of premature infants. Hospitals and nursing homes will continue to employ a large number of OTAs to provide services to acutely ill and long-term rehabilitation patients. In addition, employment growth in home health, outpatient clinics, and school systems will expand as OTAs will be needed to help children with disabilities be successful in their various environments. Bachelor degree OTAs will graduate with the skills for administrative leadership and supervision while continuing to provide evidence-based occupational therapy, and improving the quality of care for their clients.

Bachelor of Science in Occupational Therapy Assistant

4. Students

Summarize student interest/demand for the proposed program.

ULM is uniquely positioned to transition to a BSOTA. Currently, many of the ASOTA graduates seek bachelor's degrees at ULM in Health Studies, Kinesiology, Psychology, and General Studies in preparation to meet the requirements for application into the MOT program. At present, 85% of ULM ASOTA graduates/alumni return to obtain a bachelor's degree. In addition, the current ULM ASOTA program receives 70-80 applications and accepts 30 students per year; that number is expected to continue to increase. Per the most recent American Occupational Therapy Association (AOTA) Academic Programs Annual Data Report - Academic Year 2017-2018 (AOTA, 2018), for OTA programs, there were 13,793 applications submitted for 7,301 slots. AOTA (2018) also reported that there has been a 73% growth over the last 10 years and an 8% growth over the last 5 years in applications to OTA programs in the US. The proposed BSOTA program will accept 30 students per year; transitioning from the ASOTA to the BSOTA will ultimately increase total student enrollment to 90 in the spring and 60 in the fall.

Table 1

		After Admission to Professional Program						
		Associates of Science		Bachelor of Science				
		Cohort A	Cohort B	Cohort C	Cohort D	Cohort E	Cohort F	Students
Year 1	Summer	Fieldwork 1	Prof. Semester 1					60
	Fall	Fieldwork 2	Prof. Semester 2					60
	Spring		Prof. Semester 3	Prof. Semester 1				60
Year 2	Summer		Fieldwork 1					30
	Fall		Fieldwork 2	Prof. Semester 2				60
	Spring			Prof. Semester 3	Prof. Semester 1			60
Year 3	Fall			Prof. Semester 4	Prof. Semester 2			60
	Spring			Fieldwork 1&2	Prof. Semester 3	Prof. Semester 1		90
Year 4	Fall				Prof. Semester 4	Prof. Semester 2		60
	Spring				Fieldwork 1&2	Prof. Semester 3	Prof. Semester 1	90

*30 Students to every cohort.

*Prof. Semester = Coursework

*Cohort Graduates in Fieldwork 2.

Please note that for purposes of simplifying the phase-in/phase-out plan (table 1), an academic year for ASOTA is defined as summer, fall, and spring (Semesters 1, 2, and 3 respectively). Table 1 is reflective of the teach-out plan for the ASOTA, as well as the phase-in plan of the BSOTA. The table shows the last two ASOTA cohorts (labeled cohorts A and B), and the first four BSOTA cohorts (labeled cohorts C, D, E, and F). During fall of Year One, ASOTA Cohort A completes off-campus Level II fieldwork and graduates in December of Year One. Cohort B, the last accepted ASOTA cohort, completes off-campus level II fieldwork in fall of Year Two and graduates in December of Year Two. The first cohort of the BSOTA (Cohort C) begins in spring of Year One which is the last ASOTA cohort's (Cohort B) last professional semester (followed by two semesters of fieldwork; to graduate in December). Cohort C will graduate spring of Year Three after completing four semesters of Professional courses and one semester (two eight week sessions) of clinical fieldwork. Cohorts D, E, F and all others will follow the pattern of Cohort C in each subsequent year. After this point, enrollment will remain consistent with 60 BSOTA students each fall (60 returning) and 90 students each spring (30 new and 60 returning). In conclusion and contingent on BOR and SACSCOC approval, it is anticipated that the last ASOTA cohort will be accepted for the Summer 2024 start date and graduate Fall 2025, and the first BSOTA cohort will be accepted for the Spring 2024 start date and graduate Spring 2026.

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.

Bachelor of Science in Occupational Therapy Assistant

The current ASOTA program employs three 9-month faculty which includes the ASOTA Program Director, the ASOTA Academic Fieldwork Coordinator, and one faculty. The Program Director and Academic Fieldwork Coordinator are both required positions by ACOTE. All current ASOTA faculty (3) will transition to the BSOTA. To meet accreditation standards/requirements, three additional faculty members will be required in the BSOTA program due to the increase in students. The faculty to student ratio approved by ACOTE for the ASOTA (as well as the potential BSOTA) program is 1:15 for lecture courses and 1:7 for laboratory courses. Based on those ratios, two sections of 15 students for each lecture course and five sections of 6-7 students for each laboratory course will be needed. The three additional faculty will allow us to meet those required ratios.

The following projections are based on current revenues and expenses of the ASOTA Program (2018-2019 Academic Year), an expected BSOTA Program cohort admission of 30 students for each year, and added expenses due to the transition from ASOTA to BSOTA. As listed in the REVENUES section in the budget below, during the First Year, state appropriations will be incurred for the ASOTA students who will be completing the program.

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: University of Louisiana Monroe

Date: 1/30/2020

Degree Program, Unit: Bachelor of Science in Occupational Therapy Assistant, College of Health Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST Year		SECOND Year		THIRD Year		FOURTH Year	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$404,600 ¹	5	\$481,600 ²	6	\$481,600 ²	6	\$481,600 ²	6
Graduate Assistants								
Support Personnel	15,400	0.5	15,400	0.5	15,400	0.5	15,400	0.5
Fellowships and Scholarships								
SUB-TOTAL	\$420,000		\$497,000		\$497,000		\$497,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$	0.00	\$	0.00	\$	0.00	\$	0.00
Equipment		2000.00		2000.00		2000.00		2000.00
Travel		2000.00		2000.00		2000.00		2000.00
Supplies		6454.00		6454.00		6454.00		6454.00
SUB-TOTAL	\$10,454.00		\$10,454.00		\$10,454.00		\$10,454.00	
TOTAL EXPENSES	\$	430,454	\$	507,454	\$	507,454	\$	507,454
REVENUES								
INDICATE ACADEMIC YEAR:	FIRST Year		SECOND Year		THIRD Year		FOURTH Year	

Bachelor of Science in Occupational Therapy Assistant

	(Amount from final year – 2 nd - of ASOTA)		(Amount from first BSOTA cohort calculated for 60 students)		(Amount from BSOTA calculated for 90 students)		(Amount from BSOTA calculated for 90 students)	
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$	40,660	\$	58,449	\$	92,757	\$	92,757
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	Fall (0)	Spring (30)	Fall (30)	Spring (60)	Fall (60)	Spring (90)	Fall (60)	Spring (90)
Tuition	0	134,610	134,610	269,220	269,220	403,830	269,220	403,830
Fees (Professional Fees)	0	10,500	10,500	21,000	21,000	31,500	21,000	31,500
*Other (specify)								
TOTAL REVENUE (state appropriations, tuition, fees)	\$ 185,770		\$ 493,779		\$ 818,307		\$ 818,307	

¹Breakdown of faculty salary and fringe benefits: First year

Position	#	Salary	Fringe	Total
Faculty (1 existing/2 new hires)	3	\$ 55,000.00	\$ 22,000.00	\$ 231,000.00
Program Director (existing)	1	\$ 62,000.00	\$ 24,800.00	\$ 86,800.00
Academic FW Coordinator (existing)	1	\$ 62,000.00	\$ 24,800.00	\$ 86,800.00
			TOTAL	\$ 404,600.00

²Breakdown of faculty salary and fringe benefits: Second year forward

Position	#	Salary	Fringe	Total
Faculty (3 existing/1 new hire)	4	\$ 55,000.00	\$ 22,000.00	\$ 308,000.00
Program Director	1	\$ 62,000.00	\$ 24,800.00	\$ 86,800.00
Academic FW Coordinator	1	\$ 62,000.00	\$ 24,800.00	\$ 86,800.00
			TOTAL	\$ 481,600.00

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

In AY 1, one new FTE will begin in the fall to allow for course development for the program. The other two new hires will begin in spring of AY 1. Therefore, there will be four full-time FTEs beginning fall of AY 1; two new hires in spring of AY 1 will be half FTE as they will only work the second half of the academic year for a total of five FTEs for AY 1. Beginning Fall AY 2, 6 FTEs will remain consistent.

Bachelor of Science in Occupational Therapy Assistant

The table below indicates expected sources of funds generated by tuition, university fees, and professional fees at the AY 2019-2020 amounts.

After Admission to Professional Program											
Associates of Science						Bachelor of Science					
	Students	Cohort A	Cohort B	Prof. Fees	Total	Students	Cohort C	Cohort D	Cohort E	Cohort F	Total
Year 1	Summer	60	\$35,911 (3 CR hrs.)	\$82,210 (7 CR hrs.)	\$21,000	\$139,121					
	Fall	60	\$38,681 (3 CR hrs.)	\$134,610	\$21,000	\$194,291					
	Spring	30		\$134,610	\$10,500	\$145,110	30	\$134,610			\$10,500 \$145,110
Year 2	Summer	30		\$35,911 (3 CR hrs.)	\$10,500	\$46,411					
	Fall	30		\$38,681 (3 CR hrs.)	\$10,500	\$49,181	30	\$134,610			\$10,500 \$145,110
	Spring						60	\$134,610	\$134,610		\$21,000 \$290,220
Year 3	Fall						60	\$134,610	\$134,610		\$21,000 \$290,220
	Spring						90	\$134,610	\$134,610		\$31,500 \$435,330
Year 4	Fall						60	\$134,610	\$134,610		\$21,000 \$290,220
	Spring						90	\$134,610	\$134,610	\$31,500	\$435,330
Tuition and Fees= \$4,487 (Based on 2019-20 Amounts)						Professional fees= \$350/ student					
30 (# of Students) x \$4,487= \$134,610						350(30)= \$10,500/ semester					
60(# of Students) x \$4,487= \$269,220						350(60)= \$21,000/ semester					
90 (# of Students) x \$4,487= \$403,830						350(90)= \$31,500/ semester					

Source of tuition and fees noted in table above. The number of students and tuition dollars will remain the same beginning Spring of Year 3. During Year 1 and Year 2, there will be 60 students in the program as some students will be completing the ASOTA while others are enrolled in the BSOTA. The last ASOTA cohort will graduate in Fall of Year 2.

CERTIFICATION:

Chief Academic Officer

Date

Management Board

Date of Approval by Board

Bachelor of Science in Occupational Therapy Assistant

Proposed BSOTA Pre-professional Curriculum:

FALL SEMESTER Year 1

English 1001	Composition	3
Math 1011	College Algebra	3
Psychology 2001	Introduction	3
Biology 1014*	Fundamentals Of Anatomy And Physiology I	3
Biology 1016*	Fundamentals Of Anatomy And Physiology Lab I	1
Sociology 1001	Introduction	3
UNIV 1001	University Seminar	(1)
		17

SPRING SEMESTER Year 1

English 1002	Composition & Introduction in Literature	3
Math 1016	Elementary Statistics	3
Humanities Elective	May be taken from Foreign Language, Communications, History, Literature or	3
Biology 1015*	Fundamentals Of Anatomy And Physiology II	3
Biology 1017*	Fundamentals Of Anatomy And Physiology Lab II	1
Fine Arts Elective	(Music, Visual Arts, Applied Arts, Dance, or Theater)	3
		16

FALL SEMESTER Year 2

English Literature	May be taken from ENGL 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2016, 2019,	3
Psychology 3039	Introduction to Research Methods	3
Psychology 2078*	Developmental Psychology	3
Physical Science Elective	May be taken from Atmospheric Sciences, Chemistry, Geology, Geosciences,	3
Sociology 2026	Perspectives on Aging (or approved substitute)	3
		15

Proposed BSOTA Professional Curriculum:

SPRING SEMESTER Year 2- Students admitted here Professional Year 1

OCCT 3XXX	Introduction to Occupational Therapy	3
OCCT 3XXX	Group Process	1
OCCT 3XXX	Pathology I	3
Humanities Elective	May be taken from Foreign Language, Communications, History, Literature or	3
Psychology 4001*	Abnormal Psychology	3
OCCT 3XXX	Kinesiology for OTA	3
		16

FALL SEMESTER

OCCT 3XXX	Pathology II	3
OCCT 3XXX	Therapeutic Media	3
OCCT 3XXX	Evaluation	3
OCCT 3XXX	Theory & Practice I – General and Adults	3
OCCT 3XXX	Applied Laboratory – General and Adults	3
		15

SPRING SEMESTER

OCCT 4XXX	Health Care Systems	3
OCCT 4XXX	Level I Fieldwork-Adult	3
OCCT 4XXX	Level I Fieldwork- Pediatric	3
OCCT 4XXX	Pediatric Applied Lab	3
OCCT 4XXX	Theory and Practice III - Pediatric	3
		15

Bachelor of Science in Occupational Therapy Assistant

FALL SEMESTER

OCCT 4XXX	Theory & Practice - Psychosocial	3
OCCT 4XXX	Psychosocial Lab	3
OCCT 4XXX	Level I Fieldwork – Psychosocial	3
OCCT 4XXX	Baccalaureate Project	6
		15

SPRING SEMESTER

OCCT 4XXX	Level II Fieldwork Practicum (first 8-weeks)	6
OCCT 4XXX	Level II Fieldwork Practicum (second 8-weeks)	6
		12

TOTAL HOURS FOR DEGREE 120.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 23, 2020

Item E.6. **University of Louisiana at Monroe's** request on behalf of the Edward Via College of Osteopathic Medicine (VCOM) for approval of an Agreement between VCOM and the University of Louisiana System.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval on behalf of the Edward Via College of Osteopathic Medicine (VCOM) for approval of an agreement between VCOM and the University of Louisiana System (ULS). The Edward Via College of Osteopathic Medicine is a private, non-profit osteopathic medical school on the campus of Virginia Tech in Blacksburg, Virginia, with three branch campuses located in Spartanburg, South Carolina; Auburn, Alabama; and Monroe, Louisiana. Currently VCOM receives over 13,000 applications annually from high achieving candidates for approximate 625 seats across the four VCOM campuses; over 25% of applicants may designate the Louisiana campus. The Louisiana campus is slated to begin its first cohort of 150 students on July 13, 2020. The proposed agreement is set forth to acknowledge that students from the ULS are valued by VCOM as having challenging undergraduate programs and as more likely to enter medical practice within Louisiana; they will meet the needs of rural and medically underserved areas. With that in mind, VCOM agrees to interview a minimum of ten (10) students annually from each of the ULS nine-member institutions who meet standards outlined in the proposed agreement through a Guaranteed Interview for Admissions program.

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 on behalf of the Edward Via College of Osteopathic Medicine (VCOM) for approval of an Agreement between VCOM and the University of Louisiana System.*



Office of the President

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P 318.342.1010 | F 318.342.1019

April 2, 2020

E.6.

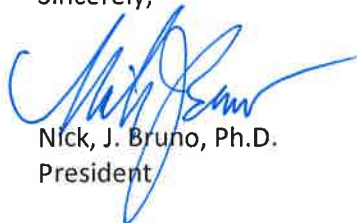
Dr. James B. Henderson, President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson,

Through the University of Louisiana Monroe, The Edward Via College of Osteopathic Medicine (VCOM) is requesting an agreement with the University of Louisiana System, which would include all System universities. Please include VCOM's request via ULM for approval on the April 23, 2020, Board meeting agenda.

Thank you for your consideration in this matter.

Sincerely,



Nick, J. Bruno, Ph.D.
President

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EOE

**AGREEMENT
GUARANTEED ADMISSIONS INTERVIEW PROGRAM**

THIS AGREEMENT is made this ___ day of ____, 2020, by and between the **University of Louisiana System** ("INSTITUTION") and the **EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE** ("VCOM").

RECITALS

- A. Whereas INSTITUTION is a four-year college offering bachelor's and/or master's degrees, which prepare the student in areas appropriate for pre-medical studies; and
- B. Whereas VCOM is a doctoral-level osteopathic medical college requiring a minimum of four years of bachelor's level education for entry, including specified pre-requisite courses; and
- C. Whereas VCOM is a doctoral-level osteopathic medical college providing four years of doctoral level education, including biomedical and clinical courses completion and clinical training, to award the doctor of osteopathic medicine degree ("D.O."); and
- D. Whereas due to the diminished opportunities for medical training in the United States; the chronic shortage of physicians in the rural areas of the Southern Appalachian and Delta regions; and for medically underserved rural and minority populations throughout the United States; the INSTITUTION and VCOM desire to create and to cooperate on a program by which qualified candidates committed to primary care and care for rural and medically underserved populations; and
- E. Whereas VCOM receives over 13,000 applications annually from high achieving candidates from across the campus for an approximate 625 seats across the four VCOM campuses, and over 25% of applicants may designate the Louisiana campus; this agreement is set forth to acknowledge students from the INSTITUTION are valued by VCOM as having challenging undergraduate programs and as more likely to enter medical practice within Louisiana and meet the needs of rural and medically underserved areas and in primary care; and
- F. Whereas the University of Louisiana System includes the University of Louisiana at Monroe; Grambling State University, McNeese State University, Louisiana Tech University, Northwestern State University, Nicholls State University, Southeastern Louisiana University, University of Louisiana at Lafayette, and University of New Orleans;
- G. Whereas VCOM seeks to enroll candidates from these INSTITUTIONS who perform well at the undergraduate level and who are well-prepared to succeed in the rigorous medical curriculum at VCOM;

THEREFORE

In consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

SECTION 1

1.0 GUARANTEED INTERVIEW FOR ADMISSION PROGRAM

The Guaranteed Interview for Admissions program shall be for students from an institution within the University of Louisiana System and designates VCOM will interview a minimum of ten students from each institution annually who meet the following standards:

- 1.1 Receives a positive endorsement from the University's designated pre-medical committee (or advisor if the committee does not exist)
- 1.2 Holds a minimum GPA of 3.4 science and 3.4 overall at the time of recommendation (and must be made aware he or she will be required to maintain that GPA or higher through graduation)
- 1.3 Has completed 90 hours of required coursework toward a degree to graduate from the INSTITUTION and is aware of the requirement to complete the degree by time of enrollment;
- 1.4 Has completed the majority of required science coursework for admission including Biology (or equivalent course) for a minimum of 4 to 5 credit hours, General Chemistry 6 credit hours or greater, Organic Chemistry 1 and 2 for 6 credit hours or greater, Physics 1 and 2 for 6 credit hours or greater, and at least six additional credit hours of 300 or above science coursework pertinent to a career in medicine;
- 1.5 Has performed a minimum of 80 hours of health care shadowing or experience
- 1.6 Has performed a minimum of 80 hours of community or national volunteer experience assisting in an area or community of need
- 1.7 Has not been the recipient of any significant conduct violation by the INSTITUTION and has not been arrested for any felony or summary charge prior that would impact future licensing as a physician,
- 1.8 Holds the designation of a U.S. citizen or permanent resident of the United States
- 1.9 Complies with all other requirements as set forth in the VCOM student catalog and handbook as requirements for admission,
- 1.10 Demonstrates professional and ethical behaviors and characteristics consistent with those expected of a future professional;
- 1.11 Meets the technical standards for admission and continued enrollment as posted in the current student handbook on the VCOM website.

Students who qualify for the guaranteed interview program will be recommended by the pre-medical officer or committee from the University of Louisiana System institution and will be interviewed on the VCOM campus with by members of the faculty and administration.

SECTION 2: INSTITUTION RESPONSIBILITIES

The University of Louisiana INSTITUTION covenants and represents that each campus of the INSTITUTION will appoint a premedical committee from the science faculty to review applicants annually and make recommendations to VCOM as to the candidate's preparedness for the program based upon VCOM's requirements and the candidate's academic performance and ethical behaviors while a student; and will:

- 2.1 Designate a faculty member from the biology or science department to serve as the premedical program advisor or coordinator for this agreement and who will also convene the premedical committee to review applicants and make recommendations regarding an applicant's readiness for admission to the program;
- 2.2 Recommend to students preparing for VCOM a schedule whereby the majority of the required coursework will be completed by the applicant at the time of application;
- 2.3 Recommend for admission to VCOM, only those candidates reasonably prepared and qualified by GPA and other characteristics to enter the medical curriculum and be successful;
- 2.4 Prepare and make available for candidates all materials published by VCOM whereby to prepare for and declare the candidate's intent to apply to the VCOM program;
- 2.5 Require each candidate to execute a consent form for disclosure of academic and personal information necessary for recommendation by the INSTITUTION to review a candidate and to include all information as required by VCOM for admission;
- 2.6 Advise each candidate in writing of the VCOM student handbook and catalog and advise the student the most recent copy is on the VCOM website which contains all materials specified by VCOM for admission and that this information must be read and followed when submitting an application to VCOM;
- 2.7 Inform students early in the College years of the need to demonstrates professional and ethical behaviors and characteristics consistent with those expected of any applicant to enter a medical field;

- 2.8 Deny a recommendation for admission to any candidate who does not meet the academic performance for minimum requirements for admission as set forth by VCOM;
- 2.9 Deny to provide a recommendation for admission any candidate who does not meet the ethical standards expected of a future professional in the medical profession, to include but not be limited to any prior legal or violations while a student within the INSTITUTION that include significant conduct violations or legal charges at the felony level, or other charges considered significant by the INSTITUTION;
- 2.9.1 Inform candidates of the rolling admissions process and the need to apply early in the interview cycle and by September 1 of the year prior to the year for which the candidate is applying to enroll.
- 2.9.2 Host VCOM on each campus annually to meet with the premedical clubs and potential candidates for the VCOM program and inform potential candidates of the date in advance where VCOM will conduct a presentation on VCOM and the program.
- 2.9.3 Inform candidates of the AACOMAS application process and need to contact VCOM admissions regarding process.

SECTION 3: VCOM RESPONSIBILITIES

- 3.1 Interview a minimum of 10 candidates from each institution who meet the qualifications listed in SECTION 2: through a guaranteed interview program who are deemed to be qualified by the INSTITUTION and by VCOM;
- 3.2 Designate through the VCOM Director for Admissions to present the program to each campus within the INSTITUTION annually and to serve as a liaison between VCOM and each campus within the INSTITUTION;
- 3.3 Provide early interviews to all candidates who apply early in the application cycle through the guaranteed interview program and who the meet minimum requirements for admission;
- 3.4 Provide an annual open house solely for the students from the INSTITUTION (University of Louisiana System) students to visit the VCOM campus and to learn more about the VCOM program;
- 3.5 Provide a presentation on VCOM and the medical program on each of the University of Louisiana System campuses annually scheduled through the designated Program Coordinator on that campus;
- 3.6 Make available to the INSTITUTION current copies of VCOM's catalog and handbook on line and all other materials relevant for distribution to applicants; and a copy of the VCOM annual report and outcomes.

SECTION 4: GENERAL PROVISIONS

- 4.1 The INSTITUTION Program Coordinator and the VCOM Director of Admissions will cooperate closely to annually inform each other of: candidates entering the application process, of any changes to the standards for admission to the programs, any policies or procedures impacting the program in a timely manner;
- 4.2 It is understood that candidates for admission must apply early in the application process to assure interviews as VCOM utilizes a rolling admissions process.
- 4.3 It is also understood VCOM seeks to enroll students according to the VCOM mission and will seek to interview and secure qualified University of Louisiana students who are committed to practicing within Louisiana, and in particular those committed to rural areas and areas of need.
- 4.4 The INSTITUTION is solely responsible for academic programs and matters pertaining to the conferral of the Bachelor's degree or other degrees pursued by the student while within the INSTITUTION,
- 4.5 The INSTITUTION and VCOM shall not unlawfully discriminate against any candidate on the basis of race, ethnicity, disability, religion, sexual orientation, gender, color, age, or national origin;
- 4.6 Students will not be considered employees of VCOM and will not be entitled to employee benefits; all student benefits are described in the student handbook and catalog;
- 4.7 This Agreement will be reviewed on an annual basis by both VCOM and University of Louisiana and any problems or changes required in the Agreement will be brought to both parties for revision.

4.8 Each University of Louisiana System Program Coordinator and the VCOM Director of Admissions shall keep each other informed annually of those students accepted by VCOM and may be shared as a part of public directory information.

4.9 VCOM shall inform any applicant who is not chosen for interview or who does not receive admission of methods to improve the application to VCOM.

4.10 VCOM and the INSTITUTION shall discuss any incident or occurrence that could result in liability to VCOM or to the INSTITUTION as a result of this agreement;

4.1.1 The Agreement shall become effective upon its execution and shall continue for a period of one year, and automatically renew unless terminated by written notice from VCOM or the INSTITUTION to the other party.

4.1.2 Either party may terminate this Agreement without cause with ninety (90)-days-notice or immediately if any term of this agreement is found to be unlawful.

4.1.3 The laws of Louisiana shall govern the validity and interpretation of this Agreement.

4.1.4 The parties agree and covenant that with respect to any claim or action arising out of this Agreement; each party shall only be liable only for the portion of any and all liability, expenses, costs, demands, settlements, or judgments resulting from any negligence or omission of its own employees, officers, or agents.

IN WITNESS HEREOF, THE UNDERSIGNED HAVE EXECUTED THIS AGREEMENT AS OF THE DAY AND YEAR SIGNED ABOVE.

UNIVERSITY OF LOUISIANA

Signature

Date

Printed Name of Designated Official Signing Above

EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE (VCOM)

Signature

Date

Printed Name of Designated Official Signing Above

VCOM MANDATORY PREREQUISITE COURSES

(To be completed by the time of application)

1. Biological Sciences: Six (6) to Eight (8) semester hours or Twelve (12) quarter hours.
2. General and Inorganic Chemistry courses or equivalent: Six (6) to Eight (8) semester hours or Twelve (12) quarter hours.
3. Organic Chemistry I and II: Six (6) to Eight (8) total semester hours or Twelve (12) quarter hours.
4. Physics I and II: Six (6) total semester hours or more, or Eight (8) quarter hours.
5. Additional Science: Six (6) semester hours or Eight (8) quarter hours of biomedical science courses at the 300 level or above to be chosen from the following courses or like courses: Anatomy, Physiology, Immunology, Microbiology/Virology, Biochemistry, or Genetics.
6. English: Six (6) semester hours or Eight (8) quarter hours.

and must have developed basic computer skills to use at a minimum the Microsoft Office applications and be able to enter medical data at a reasonable computer typing speed or successfully complete a course in use of the computer.