

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

- Item G.1.** **Grambling State University's** request for approval to award a posthumous Honorary Bachelor of Arts in Visual and Performing Arts to Ms. Natalie Desselle Reid at the December 2021 Commencement Exercises.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to award a posthumous Honorary Bachelor of Arts in Visual and Performing Arts to Ms. Natalie Desselle Reid at the December 16-17, 2021 commencement exercises. Ms. Reid was a famous comedic actress born in Alexandria, Louisiana. She attended GSU in 1987 and 1999 majoring in Theatre and earning 40 credit hours toward the degree. After her starring role in GSU's production of "Bubbling Brown Sugar," Ms. Reid moved to Los Angeles to pursue a career in acting.

Grambling State University would like to recognize Ms. Reid's support of higher education and Historically Black Colleges and Universities. Sadly, Ms. Reid passed in 2020 after a battle with colon cancer. The University would like to award the posthumous honorary degree to the family of Ms. Reid.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to award a posthumous Honorary Bachelor of Arts in Visual and Performing Arts to Ms. Natalie Desselle Reid at the December 2021 Commencement Exercises.*



August 5, 2021

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

**Subject: REQUEST FOR APPROVAL TO AWARD THE HONORARY DEGREE,
BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS, TO NATALIE
DESSELLE REID, POSTHUMOUSLY**

Grambling State University respectfully requests approval to award the honorary degree, *Bachelor of Arts in Visual and Performing Arts*, to Ms. Natalie Desselle Reid, posthumously at our December 16 – 17, 2021 commencement.

Ms. Natalie Desselle Reid was a famous comedic actress born in Alexandria, Louisiana. Ms. Desselle attended Grambling State University during the years of 1987 and 1999 majoring in Theatre.

Grambling State University wishes to award the family of Ms. Reid the honorary degree for her support of higher education and Historically Black Colleges and Universities.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot", is written over the printed name.

Richard J. Gallot, Jr., JD
President



July 28, 2021

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

Dear Dr. Henderson:

**Subject: REQUEST FOR APPROVAL TO AWARD THE HONORARY DEGREE,
*BACHELOR OF ARTS IN VISUAL AND PERFORMING ARTS, TO NATALIE DESSELLE
REID, POSTHUMOUSLY***

Grambling State University respectfully requests approval to award the honorary degree,
Bachelor of Arts in Visual and Performing Arts, to Ms. Natalie Desselle Reid, posthumously.

Ms. Natalie Desselle Reid was a famous comedic actress born in Alexandria, Louisiana. Ms. Desselle attended Grambling State University during the years of 1987 and 1999 majoring in Theatre earning 40 credit hours.

Grambling State University wishes to award the family of Ms. Reid the honorary degree for her support of higher education and Historically Black Colleges and Universities.

The Provost and Vice President for Academic Affairs along with the College of Arts and Sciences has recommended her for the posthumous degree.

Your favorable consideration of this request would be appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RJ Gallot', is written over a horizontal line.

Richard J. Gallot, Jr., JD
President

Jazmine Cherry

From: Jeannine Kahn <jeannine.kahn@ulsystem.edu>
Sent: Thursday, July 29, 2021 9:22 AM
To: Jazmine Cherry
Subject: FW: [EXT] Request for Honorary Degree |GSU

EXTERNAL EMAIL: Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning. Please see the email string below. In regards to ratification, please submit the request with other items to be considered in August.

Feel free to reach out if you have any questions.

Best,
Jeannine

JEANNINE KAHN, Ph.D.

Provost and Vice President for Academic Affairs

University of Louisiana System

T: 225.219.0274 | E: jeannine.kahn@ulsystem.edu | ULSYSTEM.edu

FOR YOUR FUTURE. FOR OUR FUTURE

*Please note change in email address.



From: Jim Henderson
Sent: Thursday, July 29, 2021 9:17 AM
To: Jeannine Kahn <jeannine.kahn@ulsystem.edu>
Subject: Re: [EXT] Request for Honorary Degree | GSU

Approved. It will be ratified in August.

Dr. Jim Henderson

On Jul 29, 2021, at 9:13 AM, Jeannine Kahn <jeannine.kahn@ulsystem.edu> wrote:

Please let me know the status so that I can inform GSU – the event is Saturday so they are awaiting a response.

JK

<image002.png>

<image003.png>
<image004.png>

From: Jeannine Kahn
Sent: Wednesday, July 28, 2021 2:18 PM
To: Jim Henderson <jim.henderson@ulsystem.edu>
Subject: FW: [EXT] Request for Honorary Degree | GSU

See attached and below. Per [Board Bylaw](#), a request of this nature is subject to Board approval. In addition, honorary degrees awarded at the baccalaureate and masters level are to be reviewed on a case-by-case basis since it is a bit out of the ordinary. Based on information provided by GSU, I have no concerns about the request. How do you wish to handle consideration by the Board since time is of the essence?

Best,
Jeannine

<image002.png>

From: Jazmine Cherry <cherryj@gram.edu>
Sent: Wednesday, July 28, 2021 2:05 PM
To: Jeannine Kahn <jeannine.kahn@ulsystem.edu>
Subject: [EXT] Request for Honorary Degree | GSU

Dr. Kahn,

Please find attached the request to bestow an honorary degree upon Natalie Deselle Reid.

President Gallot's intent to bestow this degree (if approved) to the family is, this Saturday, July 31, 2021, at a memorial services in Alexandria, Louisiana.

Your favorable consideration of this request would be appreciated.

Thank you,

<image005.png>

Jazmine Cherry

President's Office Manager & Student Liaison | Office of the President
Campus Box 4267 | P.O. Box 607 | Grambling, LA
Phone: 318-274-6206 | Fax: 318-274-6172
cherryj@gram.edu | www.gram.edu

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.2. **Louisiana Tech University's** request for approval to terminate the Bachelor of Science in Health and Physical Education (K-12).

EXECUTIVE SUMMARY

Louisiana Tech University requests approval to terminate the Bachelor of Science (BS) in Health and Physical Education (K-12). Enrollment in the program, which was approved in October 2004, has steadily declined due to low demand, low job opportunities, and relatively low pay for Health and Physical Education majors. Based on there being only 12 students currently enrolled and the recent resignation of the primary faculty member, the Department of Kinesiology believes it is best to terminate the BS in Health and Physical Education (K-12) and to focus on enhancing and supporting other program offerings.

Termination of the program will not adversely impact the other undergraduate majors (Exercise and Health Promotion and Kinesiology and Health Sciences) in the Department of Kinesiology. In addition, the Department will continue to offer courses required of the 12 students majoring in Health and Physical Education until degree completion, which should be Spring 2024. Two public universities, McNeese State University and Nicholls State University, offer a BS in Health and Physical Education (K-12) so such an offering will remain available in Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to terminate the Bachelor of Science in Health and Physical Education (K-12).



G.2.

LOUISIANA TECH
UNIVERSITY®

OFFICE OF THE PRESIDENT

July 30, 2021

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

Louisiana Tech University is seeking approval to terminate the Bachelor of Science (BS) in Health and Physical Education (K-12), CIP 13.1314. We propose to suspend and close enrollment to the program in the Fall 2021 Quarter.

Sincerely,

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

Leslie K. Guice
President



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA

Dear Dr. Kahn:

Louisiana Tech University requests approval to terminate the Bachelor of Science (BS) in Health and Physical Education (Grades K-12), CIP 13.1314. We propose to suspend and close enrollment to the program in the Fall 2021 Quarter.

As noted in the attached Request to Terminate an Academic Program, enrollment of majors in this degree program has declined to an unsustainable level, and the primary faculty member in this area has resigned. The Department of Kinesiology will continue to offer the courses required for completion of the degree program for the remaining twelve majors in 2024.

The Department of Kinesiology has proposed to focus on enhancing and supporting current program offerings through intentional recruiting efforts.

Thank you for your consideration of our request.

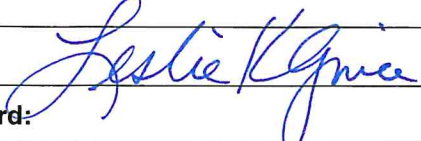
Sincerely,

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

Leslie K. Guice
President



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

| | |
|---|---|
| 1. Institution Louisiana Tech University | |
| 2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6) | |
| 3. Degree Designation. (BA, MS, PhD, etc.) Bachelor of Science (BS) | |
| 4. Title and CIP Code. Health and Physical Education (Grades K-12) CIP code = 131314 | |
| 5. Semester/year at which no new enrollments will be accepted. Fall 2021 | |
| 6. Teach-out plan, including semester/year at which reporting of degrees shall cease. At this time, there are four freshmen, four sophomores, and four juniors in the Health and Physical Education major. The Department of Kinesiology will continue to offer the courses required for these students until the four freshmen Graduate, which should be Spring 2024. | |
| 7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.) Explanation: Unfortunately, there is low demand, low job opportunities, and relatively low pay for Health and Physical Education majors. Recently, the primary faculty member in this area has resigned resulting in the Department of Kinesiology not having the necessary credentialed faculty to support the major. After careful consideration, the Department of Kinesiology has determined not to hire someone in this area, and to focus on adding a faculty Member to support our other programs. Collectively, this has warranted elimination of the program. This will not impact the other undergraduate majors in Kinesiology. <small>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</small> | |
| 8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. N/A | |
| 9. Program/Unit Contact (name, title, email address, telephone number) David J. Szymanski Department Chair – Department of Kinesiology dszyman@latech.edu Scotty Robertson Memorial Gym 318.257.4432 | |
| Campus Head: |  Date: 8/3/21 |
| Management Board: | Date: |

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.3. **Louisiana Tech University's** request for approval to offer Undergraduate Certificates in: Communication and Media Studies, Sport Coaching, Game Design, Industrial/Organizational Psychology, and UTeachTech.

EXECUTIVE SUMMARY

At the February 2019 meeting of the Louisiana Board of Regents (BoR) the need for a university-level undergraduate certificate (UC) that would include a blend of foundation courses and a number of upper-level courses to add depth in a particular focus area was recognized. While the two-year system offers incremental credentials with multiple exit points, students who begin at a university have no options for interim credentials other than completing the full 120-credit bachelor's degree, making it difficult for a university to respond to more immediate needs of students, working adults, and area industry. The demand for focused, incremental university education has been brought to the forefront as universities have coordinated with LA Economic Development and companies such as CenturyLink, DXC, and IBM to provide a pipeline of students with industry-aligned skills regardless of major. Based on this reasoning, the BoR established the UC as an approved academic offering option, to be composed of at least 18 credit hours with at least half of the required hours at the upper level.

In response to workforce needs of North Louisiana, Louisiana Tech University (LA Tech) would like approval to offer the following five (5) undergraduate certificates: UC in Communication and Media Studies; UC in Sport Coaching; UC in Game Design; UC in Industrial/Organizational Psychology; and UC in UTeachTech. Information about each proposed UC is noted below.

UC in Communication and Media Studies

The Department of Communication and Media Studies in the College of Liberal Arts offers a concentration and a minor in Communication in Media Studies which include foundational coursework. The six (6) courses required of the proposed UC offer focused study in specific areas of communication knowledge and skills which are critical to success in any major. All required courses are already being taught, and there are no additional costs associated with implementing the proposed UC.

UC in Sport Coaching

The Department of Kinesiology in the College of Education proposes this 22-credit hour UC to introduce students to techniques and strategies for individual/team sports and activities, to study human movement, and to develop strength training and conditional programming skills. For

students of all majors who wish to add sport coaching to their career prospects, this proposed UC will provide that option. There are no additional resources required for implementation and sustainability.

UC in Game Design (GAME)

LA Tech proposes a unique UC in Game Design (GAME) that will be housed in the Graphic Design and Studio Arts Programs in the School of Design within the College of Liberal Arts. The 20-credit hour certificate provides a pathway for students to complete significant coursework in design and development of video games. The objective of the program is to provide students with a condensed course of study that exposes them to the theory, design, and production of video games. This will allow students to develop design and production skills for the game design industry. All courses required of the proposed UC are taught in the current inventory, and there are no additional costs associated with program implementation.

UC in Industrial/Organizational Psychology

The Department of Psychology and Behavioral Sciences in the College of Education proposes an 18-credit hour UC that will provide a pathway for students and professionals to learn theories and applied techniques related to the culture and development of people in organizations. All required courses are offered on a rotating schedule; no new courses will need to be developed.

UC in UTeachTech

The College of Education proposed a 21-credit hour UC in UTeachTech, which is currently an academic minor (since Fall 2015 in the Department of Curriculum & Instruction) offered to address the shortage of secondary STEM teachers in and beyond Louisiana. The UTeachTech program recruits STEM majors to become teachers, and the proposed UC will provide a credential to recognize program completion. Students interested in teacher certification can complete two additional courses (EDCI 403 and EDCI 434) as electives.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to offer Undergraduate Certificates in: Communication and Media Studies, Sport Coaching, Game Design, Industrial/Organizational Psychology, and UTeachTech.



G.3.

LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

July 30, 2021

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

Louisiana Tech University is seeking approval to offer five (5) new Undergraduate Certificates (UCs), in the following:

- Undergraduate Certificate in Communication and Media Studies, CIP 09.0199
- Undergraduate Certificate in Sport Coaching, CIP 31-0501
- Undergraduate Certificate in Game Design (GAME), CIP 50.0411
- Undergraduate Certificate in Industrial/Organizational Psychology, CIP 42.2804
- Undergraduate Certificate in UteachTech, CIP 13.1316

Sincerely,

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

Leslie K. Guice
President



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA

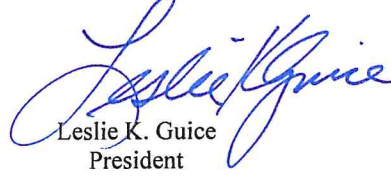
Dear Dr. Kahn

Louisiana Tech University requests approval to offer new Undergraduate Certificates (UCs), following the guidelines providing in Louisiana Board of Regents Academic Affairs Policy 2.15.

1. **Undergraduate Certificate in Communication and Media Studies, CIP 09.0199**
The Department of Communication and Media Studies in the College of Liberal Arts offers a concentration and a minor in Communication in Media Studies which include foundational coursework. The courses required in the certificate program offer focused study in specific areas of communication knowledge and skills which are critical to success in any major. All courses in the proposed UC are already being taught, and there are no additional costs associated with implementing the UC. The proposal is attached.
2. **Undergraduate Certificate in Sport Coaching, CIP 31.0501**
The Department of Kinesiology in the College of Education proposes this 22-hour UC to introduce students to techniques and strategies for individual/team sports and activities, to study human movement, and develop strength training and conditional programming skills. For students of all majors who wish to add sport coaching to their career prospects, this UG Certificate will provide 22 credit hours relating to the coaching profession that is not part of their undergraduate programs. There are no additional resources required. The proposal is attached.
3. **Undergraduate Certificate in Game Design (GAME), CIP 50.0411**
Louisiana Tech proposes a unique UC in Game Design (GAME) that will be housed in the Graphic Design and Studio Art Programs in the School of Design in the College of Liberal Arts. This 20-hour certificate provides a pathway for students to complete significant coursework in the design and development of video games. All courses in the proposed UC are taught in the current inventory, and there are no additional costs associated with implementing the UC. The proposal is attached.
4. **Undergraduate Certificate in Industrial/Organizational Psychology, CIP 42.2804**
The Department of Psychology & Behavioral Sciences in the College of Education proposes an 18-hour Undergraduate Certificate in Industrial/Organizational Psychology. This UC will provide a pathway for students and professionals to learn theories and applied techniques related to the culture and development of people in organizations. No new courses are required for the certificate, and there are no additional costs associated with the UC. The proposal is attached.
5. **Undergraduate Certificate in UTeachTech, CIP 13.1316**
The College of Education proposes a 21-hour Undergraduate Certificate in UTeachTech, which is currently an academic minor (since Fall 2015 in the Department of Curriculum & Instruction) offered to address the shortage of secondary STEM teachers in and beyond Louisiana. The UTeachTech program recruits STEM majors to become teachers, and the UC will provide a credential to recognize program completion. Students interested in teacher certification complete EDCI 403 and EDCI 434 as electives. No additional resources are required. The proposal is attached.

Thank you for your consideration.

Sincerely,



Leslie K. Guice
President

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date: 10-21-19

| | |
|---|---|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> CIP 09.0199, Communication and Media Studies Certificate |
| Institutional Contact Person & Contact Info (if clarification is needed) Brenda Heiman | |

1. Certificate Description

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

The Certificate in Communication and Media studies is designed to provide specialized communication knowledge and skills for undergraduate students in all majors. These courses provide hands-on application, and serve as a foundation for careers/studies in crisis communication, conflict management, organizational communication and the impact of media on society. This certificate will also serve as an indication that the student has completed concentrated coursework in communication prior to applying for graduate programs.

All courses are currently taught on campus. No new course development is needed.

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

COMM 202: Media Literacy: 3 Semester Credit Hours . Introduction to the world of media, arts, and society with emphasis on critical consumption.

COMM 203: Interpersonal Communication: 3 Semester Credit Hours. Study of the verbal and nonverbal dimensions of interpersonal relationships including dialogues, interviews, and dyadic systems.
LCCN:CCOM2213

COMM 300: Argumentation: 3 Semester Credit Hours. A study of the principles of group discussion and debate with practical experience in each. Statewide Transfer Agreement Course.

COMM 303: Intercultural Communication: 3 Semester Credit Hours. Explores communication across cultures with emphasis on nonverbal messages. Examines the current theories and strategies for more effective and culturally aware communication.

COMM 455: Communication Theory: 3 Semester Credit Hours. An examination and synthesis of theoretical approaches to contemporary communication theory with special emphasis on interpersonal contexts.

COMM 466: Group Processes: 3 Semester Credit Hours. Theory and practice of conducting group meetings, group discussions, to include parliamentary procedure.

TOTAL HOURS: 18

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.

This certificate will serve to provide evidence of focused study in the field of communication and media, and will benefit students in any major. Although not directly related to economic development, it will provide instruction in new and current communication technologies. It will also serve as a foundation for any student seeking an MA/MS in virtually any field of study.

The Department of Communication and Media Studies (School of Communication) currently offers a concentration as well as a minor in Communication and Media Studies. These include foundational coursework for a generic degree in communication. The courses required in the certificate program will offer focused study in specific areas of communication knowledge and skills which are critical to success in any major.

3. Students

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

Over the past five years, enrollment in the Communication and Media Studies BA program has increased by 10%. The number of students completing the minor in the program has also increased by 10%. It is projected that by offering this as a separate area of certification, the number of undergraduate students seeking the certificate will increase by another 10%. This certificate provides the foundational coursework pre-requisite to an MA in Communication.

4. Accreditation

Describe plan for achieving program accreditation.

The BA in Communication and Media Studies is currently unaccredited. Although there are professional organizations offering this type of accreditation, it is not a requirement for issuing degrees in this field.

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?

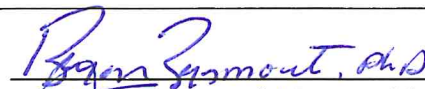
As all of the 18 hours of instruction proposed are already being taught in the undergraduate program, the only resource needed is space allocation. Should the concentration change to a certificate program with an increased enrollment, there will be a need for larger rooms.

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).

There are no additional costs, as the program courses are already offered.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office

19 June 2021

Date

7/30/2021

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University Date: 14 June 2021

Certificate Program, Unit: UC: Communication and Media Studies Certificate

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

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

Date: 2/19/2020

| | |
|---|--|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> CIP: 31.0501 Undergraduate Certificate in Sport Coaching |
| Institutional Contact Person & Contact Info (if clarification is needed) Dr. David J. Szymanski, Department Chair for Kinesiology, Louisiana Tech University P O Box 3176 Ruston, LA 71272 dszyman@latech.edu 1-318-257-4432 | |

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. ****

Louisiana Tech University proposes to introduce an undergraduate certificate in Sport Coaching. The proposed curriculum is based on courses currently offered by the Department of Kinesiology, and will be delivered on-site.

The purpose of this certificate and corresponding courses is to help develop and enhance skill and performance techniques of individual/team sports and group activities; improve health and wellness through exercise, nutrition, and prevention of chronic diseases; understand psychological aspects of exercise and sport with emphasis on mental preparation for athletic performance; gain knowledge of musculoskeletal anatomy as applied to dynamic and sport movement; understand basic human physiology with emphasis on physiological changes and residues of exercise and develop strength training and conditioning programming skills for athletic populations.

Objectives

1. Students will learn skill techniques and strategies for individual/team sports and group activities.
2. Students will study human movement based on a knowledge of musculoskeletal anatomy.
3. Students will develop strength training and conditioning programming skills.

The following 22-hour curriculum will be open to all majors. There are two courses that are for KINE majors/minors only – KINE 255 and KINE 265. Students entering the certification program will need a special signature to take those two courses. All classes are offered on-site; one class is offered online during the summer quarter: KINE 316 – Sport and Exercise Psychology.

| Required Courses | Credit Hours |
|---|--------------|
| KINE 255: Individual Sports & Physical Activity | 3 |
| KINE 265: Team Sports and Group Activities | 3 |
| KINE 292: Preventive Health and Wellness | 3 |
| KINE 316: Sport and Exercise Psychology | 3 |
| KINE 326: Functional Anatomy | 3 |
| KINE 408: Physiology of Exercise | 3 |
| KINE 409: Measurement of Physiology Variables | 1 |
| KINE 418: Strength Training and Conditioning | 3 |
| Total | 22 |

KINE 255: Individual Sports & Physical Activity

Individual sports and physical activities which include skill techniques and strategies of tennis, badminton, racquetball, bowling, archery, and golf are emphasized.

Prerequisites: KINE majors/minors only. Sophomore standing.

KINE 265: Team Sports and Group Activities

This course focuses on skills of performance and teaching, in the areas of team sports and group activities.

Prerequisites: KINE majors/minors only. Sophomore standing.

KINE 292: Preventive Health and Wellness

Emphasis on improving health and wellness through exercise, nutrition, and prevention of chronic diseases.

KINE 316: Sport and Exercise Psychology

Psychological aspects of exercise and sport with emphasis on mental preparation for athletic performance.

Prerequisites: Junior standing.

KINE 326: Functional Anatomy

Analysis of human movement based on knowledge of musculoskeletal anatomy as applied to dynamic and sport movement.

Prerequisites: BISC 225. Junior standing.

KINE 408: Physiology of Exercise

Basic human physiology with emphasis on the physiological changes and residues of exercise. Corequisite with KINE 409.

Prerequisites: BISC 225. Junior standing.

KINE 409: Measurement of Physiology Variables

Exercise physiology laboratory experience providing students with an opportunity to measure and evaluate selected physiological parameters.

Prerequisites: Junior standing.

KINE 418: Strength Training & Conditioning

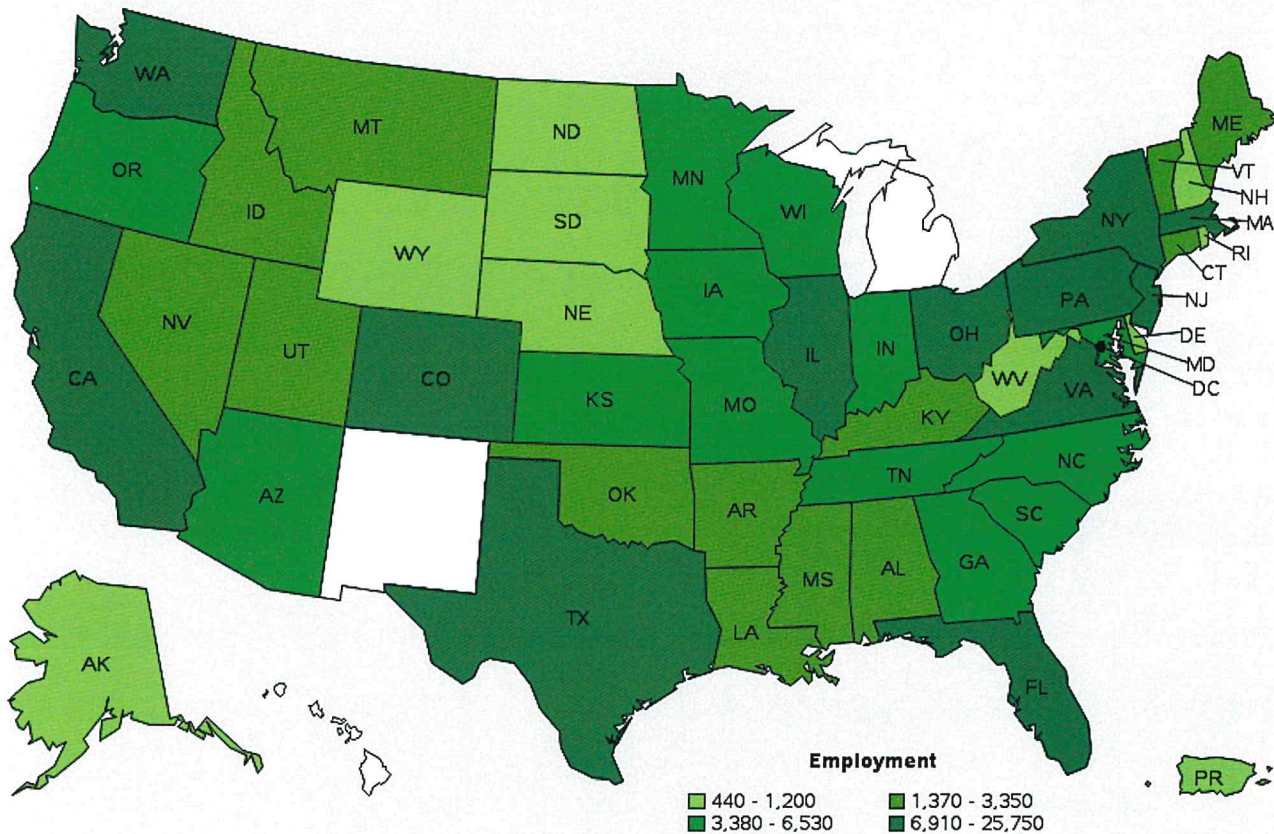
Designed to develop strength training and conditioning programming skills for athletic populations and prepare students for the NSCA's CSCS certification exam.

Prerequisites: KINE 326, 408, and 409. Junior standing.

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.

Employment of coaches and scouts, by state, May 2018

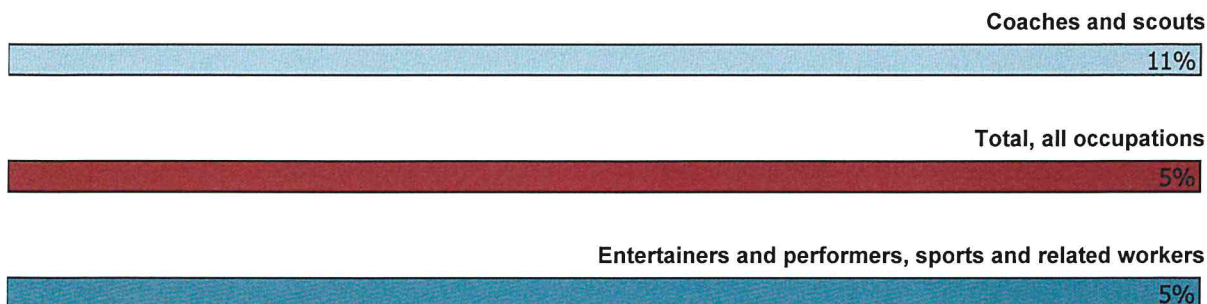


The sports coaching industry is a \$8 billion business, according to the market research group IBISWorld. From 2012 to 2017 this industry, composed of more than 130,000 businesses, experienced 3 percent annual growth. The sports coaching field is expected to continue performing well in the years to come due to increased participation in sports for health benefits as well as to offset the high cost of college tuition through sports scholarships. Sports camps and academies are growing as parents seek sports coaches and programs to help their children stay active and improve their likelihood of receiving sports scholarships.

According to the U.S. Bureau of Labor Statistics, employment of coaches and scouts is projected to grow 11 percent from 2018 to 2028. Much faster than the average for all occupations. Rising participation in high school and college sports should increase demand for coaches and scouts. High school enrollment is projected to increase over the next decade, resulting in a rise in the number of student athletes. As schools offer more athletic programs and as more students participate in sports, the demand for coaches may increase.

Coaches and Scouts

Percent change in employment, projected 2018-28



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Job prospects at the high school level should be good, but coaching jobs typically go to those teaching in the school. Candidates who have a degree or are state certified to teach academic subjects; therefore, should have the best prospects for getting coaching jobs at high schools. The need to replace the number of high school coaches who change occupations or leave the labor force also will provide some jobs.

| Occupational Title | SOC Code | Employment 2018 | Projected Employment, 2028 | <u>Change 2018-28</u> | |
|--------------------|----------|-----------------|----------------------------|-----------------------|---------|
| | | | | Percent | Numeric |
| Coaches and scouts | 27-2022 | 290,100 | 320,600 | 11 | 30,500 |
| | | | | | |

3. Students

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

Students in the Department of Kinesiology programs have expressed interest in coaching a sport at the middle school, high school, or college level. Furthermore, there are students in the College of Education, Department of Curriculum, Instruction & Leadership who desire to be a future teacher and coach.

Those who want to coach would benefit from this certificate because it provides an additional 22 hours that directly relate to the coaching profession and that are not traditionally taught in a teacher preparation program. If a student who wants to teach math, for example, and wanted to coach a sport, there is no required academic coursework that is part of their undergraduate major. Therefore, this certificate should make them more marketable to be a coach.

4. Accreditation

Describe plan for achieving program accreditation.

N/A

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 proposed Sport Coaching certificate will be delivered by the Department of Kinesiology and overseen by the department head and faculty with expertise in sport coaching. If approved, the resource needs for the certificate can be met with current faculty.

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).

Because the department already offers these courses by current faculty, the proposed certificate can be implemented at no additional cost.

CERTIFICATIONS:

David J. Szymanski
Primary Administrator for Proposed Certificate
[Signature]
Provost/Chief Academic Officer

Management Board/System Office

6/22/21
Date
7/30/21
Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: _____

Date: _____

Certificate Program, Unit: _____

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |

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

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date:

| | |
|---|---|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> CIP: 50.0411, Undergraduate Certificate, Game Design (GAME) |
| Institutional Contact Person & Contact Info (if clarification is needed) Jerry Berg (jberg@latech.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 Game Design (GAME) certificate program will provide a pathway for students to receive recognition for completing significant coursework in the design and development of video games. The objectives of the program are to provide students with a condensed course of study that exposes them to the theory, design, and production of video games. This allows students to develop design and production skills for the game design industry. Currently, all courses are offered on-site (face-to-face) at Louisiana Tech University in Ruston, Louisiana.

The required courses (with catalog descriptions) are:

GAME 295: Introduction to Game Studies. (3 Credit Hours) 0-3-3. An introduction to the analysis, study, and appreciation of video games as an artistic medium and cultural artifact.

MIND 324: Music and Sound for Video Games. (2 Credit Hours) 0-2-2 Prerequisite MUGN 200 or permission of instructor. The theory and techniques of creating audio assets for video games and other interactive media, such as music, voice-over, and sound design.

GAME 327: Game Design Logic & Programming. (3 Credit Hours) 0-3-3. Preq., GAME 295 and ART 476. Basics of programming and C# language; introduction to computational logic, data structures, and algorithms; good programming techniques centered around video games using Unity game engine. Credit will not be given for CSC or CYEN majors.

ART 367: Digital Design I. (3 Credit Hours) 6-1-3 Prerequisite ART 362 or permission of instructor. Design communication and problem solving for digital projects and motion.

GAME 475: 2D Game Design Visualization. (3 Credit Hours) 6-1-3(9) Prerequisite ART 367 or Permission of Instructor. Theory and practice in the creation of 2D art for video games. (G)

GAME 476: 3D Game Design Visualization. (3 Credit Hours) 6-1-3(9) Prerequisite GAME 475 or Permission of Instructor. Theory and practice in the creation of 3D art for video games. (G)

GAME 477: Game Design. (3 Credit Hours) 6-1-3 Prerequisite ART 467 and Permission of Instructor Theory and practice of video game design and development. Students form interdisciplinary teams to design and build games or related interactive simulation environments. (G)

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The Game Design industry is growing rapidly. There are many avenues for individuals with the necessary production skills to fit within the industry from independent game developers creating mobile games, to production game designers for small game design studios, as well as other niche markets that utilize game design skills. Those other industries include architecture firms, advertising and marketing agencies, auto market, and many more. The skills students would learn would allow each individual to find and choose a path into the industry that is right for them.

No other university in the ULS system offers Game Design Certificate, Minor or Major. This is needed as it allows Louisiana Tech to excel above the other universities and gives students the opportunity to gain this knowledge they wouldn't otherwise be able to attain within the ULS university system.

3. Students

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

There has been interest in Game Design from both Art/Design students as well as from students across campus including Business, Engineering, and Computer Science as well as outside of our current Louisiana Tech student base to include the students from Ruston High School and Schools within the Shreveport area.

Year 1 we project 4 students will enroll in the certificate program. This is based on current interest and declared minors.

Year 2 we project 6 additional students (10 total) as the interest in minors continues.

Year 3 we project 5 additional students (15 total). As word spreads, we anticipate a gradual increase in enrollment.

Year 4 we project 4 additional students (19 total).

Year 5 we project 6 additional students (24 total (3 students from Year 1 graduate)). From here, we anticipate an annual enrollment of five students in the certificate program.

4. Accreditation

Describe plan for achieving program accreditation.

The Graphic Design and Studio Art programs in the School of Design are accredited by NASAD. Certificate programs do not require separate approval by NASAD, but will be reviewed as an activity of the School of Design.

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?

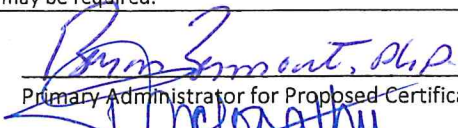
The present schedule of course offerings will meet the needs of program projections. There are currently 1 Game Design faculty in the School of Design, 2 faculty in the School of Music, 1 faculty in the Computer Science program. No additional resources will be required unless the program projections are exceeded. The current cohort is approximately 10 students per classification (Freshman-Senior); the projected certificate enrollment, in addition to the majors would not occupy current courses past their capacities. If the program, combined certificate and degree students, exceeds approximately 20 per cohort, additional resources would be required. The proposed program will be housed in the School of Design, the home School of the BFA degree in Graphic Design, and the Game Design Minor programs.


6. Cost

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

The proposed certificate can be delivered with existing resources initially. When program enrollments warrant additional course sections, additional faculty may be required.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office

14 June 2021
Date

7/30/21
Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University Date: 14 June 2021

Certificate Program, Unit: UC: Game Design (GAME)

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

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

Date: June 1, 2021

| | |
|---|---|
| Campus: Louisiana Tech University-Ruston | Program: CIP – 42.2804, Certificate Designation – Undergraduate Certificate Title - Undergraduate Certificate in Industrial-Organizational Psychology |
| Institutional Contact Person & Contact Info: Dr. Donna Thomas, 318-257-5066 – Department Head, Psychology & Behavioral Sciences; College of Education | |

1. Certificate Description

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

The College of Education at Louisiana Tech University proposes a new Undergraduate Certificate in Industrial-Organizational Psychology. This certificate offers a pathway for students to learn theories and applied techniques related to the culture and development of people in organizations.

To earn the certificate, the following six (6) courses must each be completed with a grade of “C” or higher:

- PSYC 300: Stat Methods in Social Sciences (3 Hours) A course designed to provide an orientation to statistical concepts used in the behavioral science field or equivalent
- PSYC 304: Social Psychology (3 Hours) Prerequisite PSYC 202 or HNRS 202; prerequisite will be waived for those students enrolled in this certificate. A study of the nature of social behavior, social stimulation and response; a psychological analysis of society and social institutions.
- PSYC 315: Research Design and Statistics I (3 Hours) Prerequisite PSYC 300 or STAT 200. A beginning course in the scientific method in psychology including design and statistical analysis.
- PSYC 321: Psychological Testing (3 Hours) Prerequisite PSYC 300. An introduction to the principles and practices of psychological testing and evaluation.
- PSYC 465: Industrial Psychology (3 Hours) The application of psychological findings and concepts to the industrial environment. (G)
- PSYC 466: Intro to Organizational Psychology (3 Hours) Topics covered include the application of psychological theory to organizational phenomena such as motivation, satisfaction, commitment, and wellbeing.

TOTAL HOURS: 18

All required courses are currently offered on a rotating schedule. No new courses will be required to complete the certificate. Half of the required courses (PSYC 300, 465, and 466) are 100% online courses.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy. Identify similar programs in the state and explain why the proposed certificate is needed.

The Undergraduate Certificate in Industrial-Organizational Psychology will contribute to the enhancement of the workforce in North Louisiana. There are many employers along the I-20 corridor who would benefit from the availability of employees credentialed with the certificate. The program is designed to help employers make better hires, increase productivity, reduce turnover, and lower labor costs. The following is a partial list of major employers whose workers may consider the proposed program:

Monroe/West Monroe

- CenturyLink
- Entergy
- Glenwood Medical Center
- Graphics Packaging
- St. Francis Medical Center
- Vantage Health Care

Shreveport Bossier

- Barksdale Airforce Base (Government, Department of Defense)
- General Motors
- Centerpoint Energy
- LSU Medical Center (Health Care)
- General Dynamics Information Technology (GDIT)
- National Cyber Research Park (Technology)
- Willis Knighton Medical Center (Health Care)

Ruston

- Argent Financial (Financial)
- Mortgage Contracting Services (Financial)
- North Louisiana Medical Center (Health Care)
- Origin Bank (Financial)

These and other organizations located along the I-20 corridor need employees with entry-level knowledge and skills in the people-related aspects of business. The certificate will benefit not only the organizations but also the employees themselves with potential increased earnings from completing the Undergraduate Certificate.

In 2012, the U.S. Bureau of Labor Statistics (BLS) named industrial-organizational psychologists as one of the top 20 fastest-growing occupations between then and 2022. While the Undergraduate Certificate does not fully qualify individuals to be industrial-organizational psychologists, it will provide professionals with a milestone accomplishment for career advancement in a rapidly expanding, sought-after field.

Students

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

The Undergraduate Certificate in Industrial-Organizational Psychology will provide students with an introduction to employee recruitment, selection, retention, and development. Thus, the certificate program will contribute to a workforce cognizant of the complexities and nature of modern organizations.

Prerequisites for the core courses will be met as a matter of course as students work toward completion of the certificate or in the instance of PSYC 304, the prerequisite will be waived for those participating in the certificate program, allowing non-psychology majors to enroll in these courses. Therefore, the proposed certificate provides an opportunity for undergraduate students from degree programs such as engineering, nursing, or business to complement their technical expertise with an understanding of people at work; students who are not pursuing a particular major or degree are permitted to enroll in the certificate program. The intention is to motivate students from both within and outside the College of Education to take the core courses. This certificate is also designed to encourage students to pursue a graduate degree in Industrial-Organizational Psychology (MA or PhD) after successfully completing the certificate. This certificate also supports Louisiana Tech's strategic goal of increasing the number of program completers.

3. Accreditation

Describe plan for achieving program accreditation.

None of the proposed courses for the Undergraduate Certificate are assessed through accreditation.

4. Faculty, Administration, & Other Resources

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

Faculty from the Industrial-Organizational Psychology program within the Department of Psychology and Behavioral Sciences will be responsible for teaching all courses. The program will be monitored by the coordinators of the Industrial-Organizational Psychology MA and PhD programs, who report to the Department Chair. The Associate Dean for Academic Affairs in the College of Education will administer the courses and certificate program. There are no baseline data on which base a projected number of enrolled students. However, it is anticipated that approximately 10 students will enroll in the Undergraduate Certificate in Industrial-Organizational Psychology program during the first year, increasing to 30 in the second year, and increasing to 30-35 or higher in subsequent years. If demand increases beyond capacity in the courses that are also required for the BA in psychology, faculty overloads may be needed to teach additional sections.

5. 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 certificate requires six (6) undergraduate courses that currently are taught at least once per year as part of the course sequence for the BA in Psychology degree program. There are no additional costs associated with the addition of certificate students unless the popularity of the program creates a demand beyond the number of students projected to enroll and causes course enrollments to exceed existing maximum enrollment capacities.

If additional sections of the courses are added to accommodate students seeking the Undergraduate Certificate, faculty will be compensated at the university's overload pay rate.

CERTIFICATIONS:



Primary Administrator for Proposed Certificate

6-1-2021

Date



Provost/Chief Academic Officer

7/30/21

Date

Management Board/System Office

Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: November 30, 2020

Certificate Program, Unit: Undergraduate Certificate in Industrial-Organizational Psychology, College of Education

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

| EXPENDITURES | | | | | | | | |
|--|---------------|-----|--------|-----|--------|-----|--------|-----|
| INDICATE ACADEMIC YEAR: | FIRST | | SECOND | | THIRD | | FOURTH | |
| | AMOUNT | FTE | Amount | FTE | AMOUNT | FTE | AMOUNT | FTE |
| Faculty | | | | | | | | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL | \$0 | | \$ 0 | | \$0 | | \$ 0 | |
| REVENUES | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| Other (specify) | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| TOTAL EXPENSES | \$0 | | \$ 0 | | \$0 | | \$ 0 | |
| REVENUES | | | | | | | | |
| Revenue Anticipated From: | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| *State Appropriations | \$ | | \$ | | \$ | | \$ | |
| *Federal Grants/Contracts | | | | | | | | |
| *State Grants/Contracts | | | | | | | | |
| *Private Grants/Contracts | | | | | | | | |
| Expected Enrollment | 10 | | 20 | | 30 | | 35 | |
| Tuition (assuming 1 course per student per term) | Est. \$38,700 | | | | | | | |
| Fees | Est. \$18,550 | | | | | | | |
| *Other (specify) | | | | | | | | |
| TOTAL REVENUES | \$57,250 | | | | | | | |

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

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date:

| | |
|---|--|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> 13.1316, UC, UTeachTech |
| Institutional Contact Person & Contact Info (if clarification is needed) Dustin Hebert, 318-257-4609, hebertd@latech.edu; Laura Bostick, 318-257-2046, lbostick@latech.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. ****

Purpose and Objectives:

The UTeachTech program aims to address the shortage of secondary STEM teachers in Louisiana and across the nation by recruiting STEM majors to become teachers. UTeachTech students receive a Bachelor's degree in a STEM field (e.g., Biology, Chemistry, Physics, Mathematics, Computer Science, or Engineering) along with a minor in UTeachTech.

Proposed Curriculum/Mode of Delivery:

There are no new courses in the proposed UC program.

| <u>Hours</u> | <u>Course</u> | <u>Mode of Delivery</u> |
|------------------|--|-------------------------|
| 1 | UTCH 101 – Inquiry Approaches to Teaching | on-site |
| 1 | UTCH 201 – Inquiry Based Lesson Design | on-site |
| 1 | UTCH 302 – 21st Century Strategies | hybrid |
| 3 | UTCH 301 – Knowing and Learning | on-site |
| 3 | HIST 380 – Perspectives on Mathematics and Science | on-site |
| 3 | UTCH 407 – Classroom Interactions | on-site |
| 3 | UTCH 408 – Project Based Learning | on-site |
| 6 | Approved 300-Level or 400-Level Electives | on-site/hybrid/online |
| Total = 21 hours | | |

Catalog Descriptions of Courses

UTCH 101: Inquiry Approaches to Teaching: 1 Credit Hour. The first course in the UTeachTech program. An exploration of the teaching profession and the theory and practice of inquiry-based science and math instruction, with four hours of field work in an elementary school setting.

UTCH 201: Inquiry-Based Lesson Design: 1 Credit Hour. Prerequisite UTCH 101. A continuation of research-based lesson plan development and implementation, with five hours of fieldwork in a middle school setting.

UTCH 302: 21st Century Strategies: 1 Credit Hour. Introduces instructional technology for teaching and learning in STEM content areas.

UTCH 301: Knowing and Learning: 3 Credit Hours. Prerequisite UTCH 201. Survey of cognitive learning theories specifically related to Science, Technology, Engineering, and Mathematics (STEM) content.

HIST 380: Perspectives on Science and Mathematics: 3 Credit Hours. Examines how scientists and mathematicians have historically developed innovative solutions to outstanding problems, using pedagogy appropriate to future science and mathematics teachers.

UTCH 407: Classroom Interactions: 3 Credit Hours. Prerequisite EDCI 301. Examines multiple models of teaching, evaluating student understanding, equity and diversity issues in classroom teaching, and designing a sequence of secondary math/science lessons.

UTCH 408: Project-Based Instruction: 3 Credit Hours. Prerequisite EDCI 407. Students design full units of connected lessons through an intellectually challenging project-based instructional unit.

Approved 300-Level or 400-Level Elective 1 (3 credit hours)

Approved 300-Level or 400-Level Elective 2 (3 credit hours)

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The UTeachTech program aims to address the shortage of secondary STEM teachers in Louisiana and across the nation by recruiting STEM majors to become teachers. UTeachTech is currently an academic minor; however, most STEM majors are not required to earn a minor, so there is no real incentive to try the program. The UC would distinguish students by recognizing their accumulation of knowledge in an additional focal area (education) outside their STEM major. It would be a stronger incentive to attract STEM majors who might not otherwise have considered a career in teaching, which would help fill the critical need for secondary math and science teachers in the state and across the country.

3. Students

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

The UTeachTech program started at Louisiana Tech University in November of 2015, and enrollment exceeded expectations for the first couple of years; however, numbers have dropped in past couple of years, a phenomenon that appears to be very common in UTeach programs at other universities. We believe wide promotion of the UC could attract more STEM majors to try teaching. Our goal is to offer the UC credential into the current academic minor as an effort to provide students with formal recognition of program completion.

4. Accreditation

Describe plan for achieving program accreditation.

There is no accreditation associated with the academic minor.

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?


No additional faculty, facilities, equipment, or library resources will be required, since the program already exists. The Department of Curriculum, Instruction, and Leadership in the College of Education will deliver and oversee the proposed program.

6. Cost

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

No additional costs will be required to offer the program.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Date


Provost/Chief Academic Officer


Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 3/31/21

Certificate Program, Unit: UC UTeachTech

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.4. **Louisiana Tech University's** request for approval to offer a Post Baccalaureate Certificate in UTeachTech.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer a Post Baccalaureate Certificate (PBC) in UTeachTech. A PBC is an undergraduate, academic offering (12-33 credit hours) that is earned after a student has already completed a recognized baccalaureate degree. The PBC proposed by LA Tech consists of the UTeachTech courses offered in the program minor and the proposed UC in UTeachTech, and adds six (6) hours of internship (EDCI 415) required for preparation for teacher certification.

The UTeachTech PBC is designed for STEM graduates who wish to pursue teacher certification after they have completed their baccalaureate degree. Students complete the requirements for a teacher certification by passing the appropriate Praxis examinations and completing a year-long clinical residency.

No additional resources are required, and program-level accreditation is not required. The proposed PBC will be included in the Council for the Accreditation of Educator Preparation (CAEP) site visits, along with the other teacher preparation programs offered by LA Tech.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to offer a Post Baccalaureate Certificate in UTeachTech.



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

July 30, 2021

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

Louisiana Tech University is seeking approval to offer a new Post-Baccalaureate Certificate (PBC) in UteachTech through the Department of Curriculum and Instruction in the College of Education.

Sincerely,

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

Leslie K. Guice
President



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA

Dear Dr. Kahn

Louisiana Tech University requests approval to offer a new Post-Baccalaureate Certificate (PBC) in UTeachTech through the Department of Curriculum & Instruction in the College of Education. This PBC consists of the UTeachTech courses offered in the program minor and the proposed Undergraduate Certificate in UTeachTech, and adds 6 hours of internship (EDCI 415) required for preparation for teacher certification.

The UTeachTech PBC is designed for STEM graduates who wish to pursue teacher certification after they have completed their baccalaureate program. Students complete the requirements for a teaching certification by passing the appropriate Praxis examinations and completing a year-long clinical residency.

No additional resources are required, and program-level accreditation is not required. The PBC will be included in CAEP site visits, along with the other teacher preparation programs at Louisiana Tech.

Thank you for your consideration.

Sincerely,

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

Leslie K. Guice
President

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

Date:

| | |
|---|---|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> 13.1316, PBC, UTeachTech |
| Institutional Contact Person & Contact Info (if clarification is needed) Dustin Hebert, 318-257-4609, hebertd@latech.edu; Laura Bostick, 318-257-2046, lbostick@latech.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. ****

Purpose and Objectives:

The UTeachTech program aims to address the shortage of secondary STEM teachers in Louisiana and across the nation by recruiting STEM majors to become teachers. UTeachTech students receive a Bachelor's degree in a STEM field (e.g., Biology, Chemistry, Physics, Mathematics, Computer Science, or Engineering) along with a minor in UTeachTech. Students then complete the requirements for a teaching certification by passing the appropriate Praxis exams and completing a year-long clinical residency.

Proposed Curriculum/Mode of Delivery:

The only new course in the proposed PBC program is EDCI 415 Alternate Certification Clinical Internship/Residency.

| <u>Hours</u> | <u>Course</u> | <u>Mode of Delivery</u> |
|--------------|--|-------------------------|
| 1 | UTCH 101 – Inquiry Approaches to Teaching | on-site |
| 1 | UTCH 201 – Inquiry Based Lesson Design | on-site |
| 1 | UTCH 302 – 21st Century Strategies | hybrid |
| 3 | UTCH 301 – Knowing and Learning | on-site |
| 3 | HIST 380 – Perspectives on Mathematics and Science | on-site |
| 3 | UTCH 407 – Classroom Interactions | on-site |
| 3 | UTCH 408 – Project Based Learning | on-site |
| 0 | EDCI 100 -- Admission to Teaching Program | n/a |
| 3 | EDCI 403 – Content Area Literacy | online |
| 3 | EDCI 434 – Diverse Learners | online |
| 6 | EDCI 415 – Alternate Cert. Clinical Internship/Residency | on-site |

Total = 27 hours

Catalog Descriptions of Courses

UTCH 101: Inquiry Approaches to Teaching: 1 Credit Hour. The first course in the UTeachTech program. An exploration of the teaching profession and the theory and practice of inquiry-based science and math instruction, with four hours of field work in an elementary school setting.

UTCH 201: Inquiry-Based Lesson Design: 1 Credit Hour. Prerequisite UTCH 101. A continuation of research-based lesson plan development and implementation, with five hours of fieldwork in a middle school setting.

UTCH 302: 21st Century Strategies: 1 Credit Hour. Introduces instructional technology for teaching and learning in STEM content areas.

UTCH 301: Knowing and Learning: 3 Credit Hours. Prerequisite UTCH 201. Survey of cognitive learning theories specifically related to Science, Technology, Engineering, and Mathematics (STEM) content.

HIST 380: Perspectives on Science and Mathematics: 3 Credit Hours. Examines how scientists and mathematicians have historically developed innovative solutions to outstanding problems, using pedagogy appropriate to future science and mathematics teachers.

UTCH 407: Classroom Interactions: 3 Credit Hours. Prerequisite EDCI 301. Examines multiple models of teaching, evaluating student understanding, equity and diversity issues in classroom teaching, and designing a sequence of secondary math/science lessons.

UTCH 408: Project-Based Instruction: 3 Credit Hours. Prerequisite EDCI 407. Students design full units of connected lessons through an intellectually challenging project-based instructional unit.

EDCI 100: Admission to Teaching Program: 0 Credit Hours. Admission to an undergraduate program leading to teacher certification.

EDCI 403: Content Area Literacy: 3 Hours. Prerequisite EDCI 480 and EDCI 100. Instructional techniques designed to assist the secondary teacher in implementing reading strategies in content courses. (G)

EDCI 434: Diverse Learners: 3 hours. Prerequisite EDCI 100. This course provides P-12 teaching candidates with the awareness, knowledge, skill, and disposition to identify, assess, teach, accommodate, and manage the instructional needs of diverse learners. (G)

EDCI 415: Alternate Certification Clinical Internship/Residency: 2 hours. 35-2-2(6) Semester Credit Hours. Prerequisite: Admission to alternate certificate program, completion of all required teacher certification exams, and permission of instructor. Supervised teaching experience in school setting appropriate for teacher certification being pursued. Must be repeated for a total of 6 credit hours to meet year-long internship/residency requirement.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The UTeachTech program aims to address the shortage of secondary STEM teachers in Louisiana and across the nation by recruiting STEM majors to become teachers. Many STEM majors show interest in teaching but cannot complete the minor and the requirements for a teaching certification in 4 years and do not wish to postpone graduation. A PBC program would allow STEM students to begin the program during their undergraduate studies and complete the program, including the additional requirements for teaching certification, after graduation. The PBC program would also give STEM graduates the opportunity to be hired as a teacher of record in a school district and be paid while completing their clinical residency/internship. It would be a stronger incentive to attract STEM majors who might not otherwise have considered a career in teaching, which would help fill the critical need for secondary math and science teachers in the state and across the country.

3. Students

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

The UTeachTech program started at Louisiana Tech University in November of 2015, and enrollment exceeded expectations for the first couple of years; however, numbers have dropped over the past couple of years, a phenomenon that appears to be very common in UTeach programs at other universities. Many students are completing the UTeachTech minor, but not completing the additional requirements for a teaching certification, and therefore, not addressing the shortage of STEM teachers. We believe wide promotion of the PBC could attract more STEM majors to not only complete the UTeachTech minor, but also to complete the additional requirements for a teaching certification. Our goal is to offer the UTeachTech PBC credential as an additional pathway to teacher certification.

4. Accreditation

Describe plan for achieving program accreditation.

Program-level accreditation is not required. The UTeachTech PBC program will be evaluated during state reviews and will be included in CAEP site visits, along with the other teacher preparation programs at Louisiana Tech.

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?


No additional faculty, facilities, equipment, or library resources will be required, since the program already exists. The Department of Curriculum, Instruction, and Leadership in the College of Education will deliver and oversee the proposed program.

6. Cost

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

No additional costs will be required to offer the program.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate

6/14/21
Date


Provost/Chief Academic Officer

7/30/21
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 3/31/21

Certificate Program, Unit: PBC UTeachTech

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.5. **Louisiana Tech University's** request for approval to offer Graduate Certificates in: Online Teaching and Learning, Computer Science Education, and Data Science.

EXECUTIVE SUMMARY

Graduate Certificates (GCs) provide 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. Graduate Certificates are graduate-level academic offerings addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits.

To address workforce and industry workforce needs, Louisiana Tech University (LA Tech) would like approval to offer the following three (3) graduate certificates: GC in Online Teaching and Learning, GC in Computer Science, and GC in Data Science. Information about each proposed GC is noted below.

GC in Online Teaching and Learning

The Department of Curriculum and Instruction in the College of Education proposes a 12-credit hour GC that will provide completers with conceptual and application experiences in designing and delivering online courses for P12 and higher education environments. The four (4) courses required of the proposed GC are the result of a partnership between LA Tech and Discovery Education, a leader in digital education, and the content of each course is based on the most relevant and requested online learning topics that emerged through Discovery Education's work with educators within and outside of the U.S. Events of 2020 demonstrated an immediate need for P12 teachers and higher education faculty to expand their skill sets to include the capacity to design and deliver high-quality, engaging online courses. The proposed GC will assist in addressing this continued need.

GC in Computer Science Education

The 12-credit hour proposed GC will be offered by the Department of Curriculum and Instruction within the College of Education. The newly developed Noyce Cyber Teach-LA program is a computer science education pathway in the UTeachTech program designed to respond to the critical need for secondary-level STEM teachers focusing on computer science. The proposed GC is a natural upward expansion of the successful undergraduate UTeachTech program in place at LA Tech since 2015. The proposed GC widens the range of STEM majors into computer science and computational thinking concepts. No additional resources are required for implementation.

GC in Data Science

The purpose of the 12-credit hour GC proposed by the Industrial Engineering program in the College of Engineering and Science is to give students the necessary tools and skills to be able to store and access data using current standards, use state of the art tools for data analysis, and apply this knowledge for problem solving of industrial and economic importance. A certified data scientist is a professional who can store, access and analyze both structured and unstructured data to make processes more efficient, or uncover solutions to challenges faced in their business. Many of the skills gained in the required courses have been identified as necessary for a variety of national and regional Tech/IT companies and employers of LA Tech graduates, including IBM, General Dynamics Information Technology (GDIT), Lumen (formerly CenturyLink), Air Force Global Strike Command, PioneerRX, Graphic Packaging, and FenwayGroup.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to offer Graduate Certificates in: Online Teaching and Learning, Computer Science Education, and Data Science.*



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

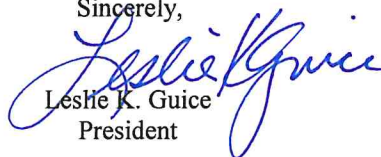
July 30, 2021

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

Louisiana Tech University is seeking approval to offer three (3) new Graduate Certificates in the following:

- Graduate Certificate in Online Teaching and Learning, CIP13.1211
- Graduate Certificate in Computer Science Education, CIP 13-1323
- Graduate Certificate in Data Science, CIP 14.3501

Sincerely,


Leslie K. Guice
President



LOUISIANA TECH UNIVERSITY®

OFFICE OF THE PRESIDENT

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA

Dear Dr. Kahn

Louisiana Tech University requests approval to offer three new Graduate Certificates under the Louisiana Board of Regents Academic Affairs Policy 2.15:

1. Graduate Certificate in Online Teaching and Learning, CIP 13.1211

The Department of Curriculum & Instruction in the College of Education proposes a 12-hour Graduate Certificate in Online Teaching and Learning. Events in 2020 demonstrated an immediate need for P-12 and post-secondary teachers and faculty to expand and refine their skill sets to include the capacity to design and deliver high-quality, engaging online courses. This GC offers credit that can be applied to graduate programs and can serve as an independent credential. No additional resources are needed to implement the program. The proposal is attached.

2. Graduate Certificate in Computer Science Education, CIP 13.1323

The Department of Curriculum & Instruction in the College of Education proposes a 12-hour Graduate Certificate in Computer Science Education. The newly developed Noyce Cyber Teach-LA program is a computer science education pathway in the UTeachTech program designed to respond to the critical need for secondary-level STEM teachers focusing on computer science. This Certificate is a natural upward expansion of the successful undergraduate UTeachTech program in place at Louisiana Tech since 2015. This Certificate widens the range of STEM majors into computer science and computational thinking concepts. No additional resources are needed. The proposal is attached.

3. Graduate Certificate in Data Science, CIP 14.3501

The Industrial Engineering program in the College of Engineering and Science proposes a 12-hour Graduate Certificate in Data Science. This interdisciplinary GC provides students with the tools and skills to store and access data, perform data analysis, and apply those skills to solving problems of industrial and economic importance. All courses are currently offered in the College as part of other graduate degree programs in Computer Science, Industrial Engineering, Mathematics, and Engineering & Technology Management.

Thank you for your consideration.

Sincerely,

Leslie K. Guice
President

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date:

| | |
|---|---|
| Campus: Louisiana Tech University | Program: CIP, Certificate Designation, Title 13.1211, GC, Online Teaching and Learning |
| Institutional Contact Person & Contact Info (if clarification is needed) Dustin Hebert hebertd@latech.edu 318.257.4609 | |

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 12-credit hour (four-course) GC will provide completers with conceptual and application experiences in designing and delivering online courses for P12 and higher education environments. The four courses are the result of a partnership between Louisiana Tech University and Discovery Education, a leader in digital education, and the content of each course is based on the most relevant and requested online learning topics that emerged through Discovery Education's work with educators within and outside the U.S.

The program will be offered completely online. Currently, two courses will be offered during the spring 2021 quarter, and the remaining two will be offered during the summer 2021. This proposed GC will result in completers not only earning 12 hours of graduate credit, which is applicable to certain graduate programs in the College of Education, but also being awarded a credential from Louisiana Tech University. This credential will contribute to a new microcredential/"stacked" credential effort in the College of Education that will allow students to earn multiple GCs (microcredentials) and combine those into a degree program ("stacking" them).

Long-term, the course rotation is anticipated to be one per academic quarter unless demand warrants more frequent offerings.

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.

Events in 2020 demonstrated an immediate need for P12 teachers and higher education faculty to expand their skill sets to include the capacity to design and deliver high-quality, engaging online courses. This program serves to address that need. Currently, no similar programs in Louisiana were identified. Even if other providers offered similar programs, Louisiana Tech University's partnership with Discovery Education is exclusive; therefore, no other provider in Louisiana would be in a position to offer the same courses even if course topics across providers were similar.

3. Students

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

The primary target population is P12 teachers; however, topics in courses are applicable to both P12 and higher education environments. The projected enrollment is not less than 20 students per year. This projection is based on enrollment in other Discovery Education partnership courses and inquiries and demand based on events in 2020.

4. Accreditation

Describe plan for achieving program accreditation.

No program-specific accreditation is required. To meet SACSCOC requirements, student learning and faculty credentialing policies will be followed. This program would not be included in a CAEP accreditation review because it does not lead to a certification issued by the Louisiana Department of Education.

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 Department of Curriculum, Instruction, and Leadership will administer the program. Faculty teaching the courses will be a combination of credentialed adjunct and full-time faculty. No additional facilities, equipment, or library resources will be required.

6. Cost

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

No additional cost beyond the current operating budget will be needed. Internal procedures for ensuring minimum course enrollments will be followed, and these procedures ensure that the course revenue is sufficient for course expenses (faculty compensation, namely).

CERTIFICATIONS:



Primary Administrator for Proposed Certificate



Date

6/14/21



Provost/Chief Academic Officer



Date

7/30/21

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 3/31/21

Certificate Program, Unit: GC Online Teaching and Learning

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date:

| | |
|---|--|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> 13.1323, GC, Computer Science Education |
| Institutional Contact Person & Contact Info (if clarification is needed) Dustin Hebert, 318-257-4609, hebertd@latech.edu ; Laura Bostick, 318-257-2046, lbostick@latech.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. ****

Purpose and Objectives:

The newly-developed Noyce CyberTeach-LA program, a Robert Noyce Teacher Scholarship program funded by the National Science Foundation (NSF), is a computer science education pathway in the UTeachTech program. It aims to respond to the critical need for secondary teachers of science, technology, engineering, mathematics (STEM) by encouraging talented STEM students to pursue teaching careers, with a focus on computer science.

Proposed Curriculum/Mode of Delivery:

EDCI 518 and EDCI 519 are new courses.

| <u>Hours</u> | <u>Course</u> | <u>Mode of Delivery</u> |
|--------------|---|-------------------------|
| 3 | EDUC 507: Cyber-Related Instruction for STEM | online |
| 3 | EDUC 509: STEM Instruction for Cyber Learning | online |
| 3 | EDCI 518: Algorithms and Programming for STEM | online |
| 3 | EDCI 519: Data Structures for STEM | online |
| 0 | EDCI 598: Certificate Completion | n/a |

Total = 12 hours

Catalog Descriptions of Courses

EDUC 507: Cyber-Related Instruction for STEM

3 Semester Credit Hours. 0-3-3 Provides an introduction to the function of unconventional and engaging methodologies of instruction for grades 6-12 STEM practitioners.

EDUC 509: STEM Instruction for Cyber Learning

3 Semester Credit Hours. 0-3-3 Instructional practices related to STEM disciplines and ideas including design, multiple sciences, and mathematics best practices in K-12.

EDCI 518: Algorithms and Programming for STEM

3 Semester Credit Hours. 0-3-3 Students focus on the development of good algorithms as solutions to interesting problems while discovering the importance of understanding problems in order to develop efficient step-by-step solutions and how to translate their algorithms to a language computers can understand.

EDCI 519: Data Structures for STEM

3 Semester Credit Hours. 0-3-3 Students explore and utilize data structures as they design algorithms to solve problems and how computer hardware provides a powerful platform on which to run software.

EDCI 598: Certificate Completion

No Credit Semester Credit Hours. Prerequisite GRADUATE STANDING AND CONSENT OF COLLEGE OF EDUCATION GRADUATE DIRECTOR. Required for all students completing a Graduate Certificate program. (Pass/Fail)

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.

Louisiana is in desperate need of secondary computer science teachers. Only 16% of Louisiana public high schools teach computer science, there is no dedicated state funding for computer science professional development, and no state curriculum standards exist for K-12 computer science. At Louisiana Tech, we aim to address this challenge by more actively recruiting CS/CYEN students who want to impact the next generation through teaching and by developing a new online certificate option for other STEM students in the UTeachTech program to learn computer science and computational thinking concepts to use in their STEM classrooms.

While UTeachTech has always included Computer Science (CS) and Cyber Engineering (CYEN) in its qualifying STEM fields, these majors have been underrepresented in the program. The Computer Science Education Graduate Certificate will allow a wider range of STEM majors to learn computer science and computational thinking concepts they can then teach in their STEM classrooms. It will consist of four online courses, two existing Cyber Education Certificate courses and two new courses.

3. Students

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

The CyberTeach-LA program aims to recruit, prepare, and retain 20 STEM teachers highly trained in computer science principles to teach in rural, high-need North Louisiana schools over the next 5 years. The Computer Science Education Graduate Certificate will be available to CyberTeach-LA students and to practicing teachers, either as a standalone certificate or as part of the Master of Education in Curriculum and Instruction (M.Ed. C&I) – STEM Track degree.

4. Accreditation

Describe plan for achieving program accreditation.

Program-level accreditation is not required. The Computer Science Education Graduate Certificate will be part of a new dedicated computer science education pathway in the UTeachTech program; however, the courses are not required for state teaching certification. The courses are required only for non-CS/CYEN STEM majors to be eligible for a Noyce CyberTeach-LA Scholarship.

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?


No additional faculty, facilities, equipment, or library resources will be required, since the program already exists. The Department of Curriculum, Instruction, and Leadership in the College of Education will deliver and oversee the proposed program.

6. Cost

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

No additional costs will be required to offer the program.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Date


Provost/Chief Academic Officer


Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 3/31/21

Certificate Program, Unit: GC Computer Science 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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | | | | | | | | |
| Fees | | | | | | | | |
| Other (specify) | | | | | | | | |
| TOTAL | \$ | | \$ | | \$ | | \$ | |

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date: June 16, 2021

| | |
|---|---|
| Campus: Louisiana Tech University | Program: <u>CIP, Certificate Designation, Title</u> 14.3501 Industrial Engineering Title: Data Science Graduate Certificate |
| Institutional Contact Person & Contact Info (if clarification is needed) Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.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. ****

We propose to build upon our existing graduate curricula to create a new Graduate Certificate (GC) entitled Data Science. The purpose of this GC is to give students the necessary tools and skills to be able to store and access data using current standards, use state of the art tools for data analysis, and apply this knowledge for solving problems of industrial and economic importance. A certified Data Scientist is a professional who can store, access, and analyze both structured and unstructured data to make processes more efficient, or uncover solutions to challenges faced in their business. They have basic knowledge of how data is stored and accessed, along with the necessary tools, including advanced machine learning, to analyze that data.

The proposed GC consists of four, three-semester hour courses:

1. **CSC 530 - Database Theory:** Prerequisite CSC 430 or consent of instructor. Data models, relational algebra and relational calculus, data dependencies and schema normalization, Datalog, recovery and concurrency control, distributed database environments.
2. **STAT 509 - Statistical Learning:** Machine learning theory and application using the R language, including classification, resampling methods (cross-validation, bootstrap), model selection, and clustering methods.
3. **INEN 514 - Statistical Analysis of Six Sigma:** Application of statistical techniques to industrial problems, relationships between experimental measurements using analysis of variance models.
4. **INEN 521: Intro to Cognitive Systems Engineering:** Modeling, analyzing, and predicting the performance of human-machine systems, along with their visualization. Topics include human-system integration, automation, discrete control modeling, cognitive field research, information processing, decision theory, heuristics and biases, and supervisory control. Students will be exposed to techniques of visualization, focusing on properties of human visual perception to find and draw insight from data, and principles for designing useful visualization tools.
or
CSC 475: Artificial Intelligence: The design and implementation of artificially intelligent programs. Topics include game playing, heuristic search, logic, knowledge representation, and reasoning strategies. Social implications are also discussed.

CSC 530 gives students the ability to design, create, and implement a working database. Furthermore, students will be provided insights into understanding the roles of different users of a database management system, the role of metadata, and the need for optimized queries in a traditional relational database. These skills are important for a student to understand how data is stored and accessed.

STAT 509 gives students an introduction to a variety of machine learning and common statistical methods to analyze data. Students also learn how to choose appropriate machine learning methods to analyze the data and find useful information based on these data analysis methods. These skills are important for students to be able to use state of the art methodologies for exploiting data.

INEN 514 builds good statistics skills, such as distributions, statistical testing, and regression. It is geared towards solving real world problems encountered in the workspace. Students with this course will be able to understand fundamental data analysis.

INEN 521 focuses on applications of human factors, working to improve productivity and enhance safety of human run processes. Additionally, the visualization of data, including how to do so within the context of human visual perception, will be an aim.

or

CSC 475 is a graduate course that covers visualization and Interpretation of models including the implementation of some machine learning algorithms such as neural networks, Markov models, Bayesian Learning, and Natural Language Processing.

All of these courses have both in person or online sections, offering flexibility for students taking them.

Graduate computer scientists are required to have the skills in CSC 530, which is also taken by other MS and advanced undergraduate students. STAT 509 is a newly developed course that is being targeted towards math, computer science, science, and engineering students. It is designed to appeal to scientists, computer scientists, mathematicians, and engineering alike, as machine learning is increasingly being used in these fields. INEN 514 is mostly taken by engineering and engineering management students, and is also required to earn the Six Sigma Black Belt GC, which includes dozens of students every year. INEN 521 is a newly developed course that is being targeted towards engineering and engineering management students. CSC 475 is designed for computer science students.

A new Data Science concentration in the MS Engineering Management degree is in the process of currently being developed, which will build upon this GC. A strategy of developing a GC in line with a new MS concentration was chosen due to finding a way to encourage students to start graduate studies with an opportunity to complete a much shorter GC (12 semester credits) versus a MS degree (30-36 semester credits). This provides an early attainable goal for students interested in a specific field without as long term of a commitment as a MS degree. Moreover, this GC is anticipated to be of interest to all MS students in mathematics, science, computer science, and engineering due to the interdisciplinary skills that will develop for them.

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.

According to the World Economic Forum, a "Fourth Industrial Revolution" is unfolding, which is led by 'advances in technologies such as data science and artificial intelligence'. They also state that data science is "among the most competitive skills of the Fourth Industrial Revolution". Many of the skills in the courses have been identified as necessary for a variety of national and regional Tech/IT companies and employers of our graduates, including IBM, General Dynamics Information Technology (GDIT), Lumen (formerly CenturyLink), Air Force Global Strike Command, PioneerRX, Graphics Packaging, and FenwayGroup .

The courses offered in our Data Science GC program will train students with the skills needed to tackle these challenges. For instance, the documented skills needed for an early career data scientist at GDIT include the topics covered in the Data Science Graduate Certificate (GC) courses presented. This includes knowledge of data architecture principles (CSC 530), experience with metadata and master data management (CSC 530), experience with common data science toolkits (INEN 514 and STAT 509), and good applied statistics skills (INEN 514 or CSC 475). Moreover, the graduate certificate will allow a framework for a student to earn a MS degree to incorporate data science skills in their respect field, such as Engineering, Management, or Computer Science.

No Data Science Graduate Certificate (GC) is offered in Louisiana. The most similar GC is one offered at Louisiana State University in Analytics, which includes business focused analytics courses. This certificate focuses on how to use searches to gather data to do effective marketing, prediction of customer behavior, and effectively present the data in graphs and tables. Our Data Science GC focuses on the more technical aspects of building the databases and searching them to gather data for application. In addition, students will build statistical, economic, and risk analysis techniques, which will complement machine learning methods to find patterns in the data and applications.

3. Students

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

Students are interested in obtaining the skills needed to improve their job performance and to provide additional credentials needed for career advancement. Louisiana Tech currently offers a Six Sigma Black Belt Graduate Certificate, a M.S.E. in Engineering, M.S. in Computer Science, and an M.S. in Engineering Management. The numbers of completers for these programs and certificates are listed in the table below.

| | 2016 | 2017 | 2018 | 2019 | 2020 | annual average | % interested in DS GC | anticipated enrollment in DS GC |
|--|------|------|------|------|------|----------------|-----------------------|---------------------------------|
| Number of Students Completing Six Sigma Black Belt Graduate Certificate | | 10 | 14 | 15 | 14 | 13 | 20% | 3 |
| Number of Graduates from our M.S.E. in Engineering, M.S. in Computer Science, and M.S. in Engineering Management | 85 | 76 | 64 | 68 | 99 | 78 | 15% | 12 |
| Number of Graduates from our Ph.D. Programs | 26 | 19 | 23 | 29 | 20 | 23 | 15% | 3 |
| Anticipated Number of Annual Completers at the End of Five Years from Current Students: | | | | | | | | 18 |

The numbers in the table above are used to estimate the number of Data Science (DS) Graduate Certificate (GC) completers at the end of the first five-year period. We project that we will attract new students using our recruitment efforts, attracted primarily by the DS GC in addition to these students. We project that approximately 20% of Master's students in fields in which the GC is relevant (Engineering, Computer Science, and Engineering Management) will complete the certificate. Additionally, we project that 15% of PhD students will complete it. Adding these up, we anticipate that there will be 23 annual completers by the end of five years. Out of these, we estimate 5 will be outside the University and 13 within the University. Additionally, we anticipate that many of the DS GC students will eventually get Masters degrees at Louisiana Tech University. Also, we anticipate the number of completers to increase by approximately 20% each of the first five years, except the first, with 5 completers among new students after the second year, 6 after the third year, 7 after the fourth, and 9 after the fifth. This would result in a total of 27 completers after five years of students who would not already be enrolled in a MS or PhD program. The number of completers out of students who come to Louisiana Tech University to enroll in MS and PhD programs, we anticipate growth will increase 20% within the first five years, with 6 in the first year, 7 in the second, 10 in the third, 12 in the fourth, and 15 in the fifth, for a total of 50 completers in five years. This will result in an estimated total of 77 total completers after five years.

4. Accreditation

Describe plan for achieving program accreditation.

This certificate will be accredited through the Southern Association of Colleges and Schools, as are all of the undergraduate and graduate programs in the College of Engineering and Science at Louisiana Tech University. There is no international or national accrediting organization at this time for Data Science certifications.

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 Data Science Graduate Certificate will be offered by the existing faculty of Statistics, Computer Science, Industrial Engineering, and Engineering and Technology Management faculty at Louisiana Tech University. All courses for the program are currently offered as graduate courses in the college as part of other graduate degree programs in Computer Science, Industrial Engineering, Mathematics, and Engineering and Technology Management. This certificate program will not require any additional faculty, facilities, equipment, or library resources.

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).

There are no additional costs to offer this certificate program.

Projected revenue on the budget sheet is based on current tuition and fee rates as shown below:

- \$1163 for a student taking a single, 3-hour course
- We estimate 27 total completers after five years from students that are not enrolled in any additional degree programs, who would be required to take four courses: $\$1163/\text{course} \times 4 \text{ courses} \times 27 \text{ completers} = \$125,604$
- We estimate 50 completers after five years from students enrolled in current MSE Engineering, MS Computer Science, MS Engineering Management, or PhD programs, who we estimate will take one single, additional, 3-hour course; $\$1163/\text{course} \times 1 \text{ course} \times 50 \text{ completers} = \$58,150$

Thus, we estimate a total revenue of \$183,754 in the first 5 years.

CERTIFICATIONS:



Primary Administrator for Proposed Certificate

6/16/21

Date



Provost/Chief Academic Officer

7/30/21

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University Date: June 16, 2021

Certificate Program, Unit: Data Science, Industrial Engineering

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 | \$ | | \$ | | \$ | | \$ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| GRAND TOTAL EXPENSES | \$ | | \$ | | \$ | | \$ | |
| REVENUES | | | | | | | | |
| Amount & Percentage of Total Anticipated From: | AMOUNT | % | AMOUNT | % | AMOUNT | % | AMOUNT | % |
| State Appropriations | \$ | | \$ | | \$ | | \$ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Tuition | \$2185 | 20 | \$4369 | 40 | \$6554 | 60 | \$8738 | 80 |
| Fees | \$2061 | 20 | \$4121 | 40 | \$6182 | 60 | \$8243 | 80 |
| Other (specify) | | | | | | | | |
| TOTAL | \$4245 | 20 | \$8491 | 40 | \$12736 | 60 | \$16981 | 80 |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.6. **McNeese State University's** request for approval of a Letter of Intent to offer a Master of Science in Clinical Mental Health Counseling.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval of a Letter of Intent (LoI) to offer a Master of Science (MS) in Clinical Mental Health Counseling. The mission of the proposed graduate program is to provide a core of 44 credit hours focused on rigorous education, experiential practice, and research along with 16 credit hours of discipline specific coursework that will provide education and supervised clinical practice required to develop competent, licensure-prepared, entry-level clinical mental health counselors. Currently MSU offers a Master of Arts (MA) in Psychology with a Counseling Psychology concentration; however, it is not eligible for The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation as counseling psychology is outside of its scope of accreditation. The University would like to terminate this existing offering and add an MS in Clinical Mental Health Counseling that would be eligible for CACREP accreditation. By doing so, MSU would be able to graduate licensure-prepared clinical mental health counselors from a CACREP-accredited program.

In the past 18 months, Southwest Louisiana has been impacted by the Covid-19 pandemic, Hurricane Laura, Hurricane Delta, Winter Storm Urea, and historic flooding. Any of these events alone would have resulted in an increased need for mental health professionals in a region that is currently underserved. These events have exacerbated two impending mental health crises: suicide and substance abuse. The proposed graduate program will include a course dedicated to crisis theory and intervention as well as addictions counseling courses. As a result, completers of the proposed program will be able to address the growing substance use crisis at both the local and state level.

The existing MA in Psychology, Counseling Psychology concentration has maintained healthy enrollment with an eight-year average of 28.4, and a five-year average of 25.4, even though the existing program is not CACREP-accredited. Based on this rationale, the University anticipates an initial enrollment of 15 students with that number increasing to 75 by YR5. Since the proposed MS in Clinical Mental Health Counseling would be CACREP-accredited, the University anticipates enrollment to significantly increase over the next four years. The proposed program only needs one new faculty member with a Ph.D. in Counselor Education since existing faculty associated with the MA in Psychology, Counseling Psychology concentration as well as the M.Ed. in School Counseling are in place and can provide instructional support.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a Letter of Intent to offer a Master of Science in Clinical Mental Health Counseling.



G.6.

August 5, 2021

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

Dear Dr. Henderson:

McNeese State University requests approval for its Letter of Intent to offer the Master of Science in Clinical Mental Health Counseling.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the August 26, 2021 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments

LOUISIANA BOARD of REGENTS
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Oct 2015]

General Information

| | |
|--|---|
| Institution: McNeese State University | Date: Requested CIP, Designation, Subject/Title: 51.1508, Master of Science (MS), Clinical Mental Health Counseling |
| Contact Person & Contact Info: Dr. Kevin Yaudes, Assistant Department Head, Psychology (337) 475-5631 kyaudes@mcneese.edu | |

1. Program Objectives and Content

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

The mission of the new M.S. in Clinical Mental Health Counseling program and the restructured M.S. in School Counseling program is to provide a core of 44 credit hours in counseling with 16 credit hours specific to either Clinical Mental Health Counseling or School Counseling. The program's 44 credit hours provide rigorous education, experiential practice, and research, while the discipline-specific 16 credit hours provide education and supervised clinical practice required to develop competent, licensure-prepared, entry-level clinical mental health counselors or school counselors.

Graduate counseling programs which provide core counseling classes required for both programs and discipline-specific classes which lead to licensure-prepared graduate students in each discipline are standard for counseling programs in the United States.

The proposed curriculum for the M.S. in Clinical Mental Health Counseling program 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.

Currently, McNeese has a M.Ed. in School Counseling and a M.A. in Psychology, Counseling Psychology Concentration. They are separate degree programs. The M.Ed. in School Counseling is housed in the Burton College of Education. The M.A. in Psychology, Counseling Psychology Concentration is housed in the College of Nursing and Health Professions.

The M.Ed. in School Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This program is a 48-hour master's degree. As of July 1, 2023, CACREP will require all counseling programs to be 60-hour master's degrees to maintain or achieve accreditation.

<http://www.cacrep.org/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf>

The M.A. in Psychology, Counseling Psychology Concentration as it currently exists is not eligible for CACREP accreditation as counseling psychology is outside of its scope of accreditation.

<https://www.cacrep.org/manual/mini-manual-1-is-cacrep-right-for-my-program/>

CACREP is the accrediting body for counseling regardless of whether the degree conferred leads to licensure as a clinical mental health counselor or a school counselor. Students are aware of this and seek CACREP-accredited counseling programs when choosing a graduate program in counseling.

McNeese is currently the only university in the University of Louisiana System in which licensure-prepared, entry-level clinical mental health counselors and school counselors are educated by separate degree programs housed within separate colleges within the university.

The M.Ed. in School Counseling will lose its CACREP accreditation status without the addition of 12 credit hours by July 1, 2023. The existing M.A. in Psychology, Counseling Psychology is not eligible for CACREP accreditation which has made the program less desirable to prospective students. In addition, the American Association of State Counseling Boards (AASCB), the Association for Counselor Education and Supervision (ACES), the American Mental Health Counselors Association (AMHCA), and the National Board for Certified Counselors (NBCC) have been working together to develop

LOUISIANA BOARD of REGENTS

standards that would allow for licensure portability, meaning that licensees who graduate from CACREP-accredited counseling programs would be able to practice in any U.S. state or territory. Currently licensees who are graduates of non-CACREP accredited programs are ineligible to work for the Veterans Administration. Regardless of whether a licensee is desired to work for the Veterans Administration or work across state lines through telehealth (a concern since McNeese is located 30 minutes from the Texas border), the ongoing constraints on the licenses of those who graduate from non-CACREP-accredited counseling programs will make those programs obsolete.

The proposed 44 credit hour counseling program with 16 credit hours of discipline-specific coursework will allow for CACREP accreditation for both proposed programs/degrees.

In the past 18 months, SWLA has been impacted by the Covid-19 pandemic, Hurricane Laura, Hurricane Delta, Winter Storm Urea, and historic flooding. Any of these events alone would have resulted in an increased need for mental health professional in a region that is currently underserved (see Section 3. Relevance). These events have exacerbated two impending mental health crises: suicide and substance use. Suicide is the tenth leading cause of death in the United States and has increased in nearly every state from 1999 through 2016 by 30% according to the latest statistics from the Centers for Disease Control (CDC, 2018). According to a June 2018 CDC report, Louisiana saw an increase in suicide rates of 29.3% between 1999 and 2016. Locally, the suicide rate in Calcasieu Parish was 19.9/100,000 in 2017 (Louisiana Health Report Card, Department of Health and Hospitals) which was the second highest in the state. Substance use, specifically opioid use, resulted in 64,000 deaths nationally in 2016. Opioids were responsible for 63.1% of all substance use deaths in 2015. The number of opioid-related deaths increased by 47.5% in Louisiana from 2014-2016.

Core and non-core faculty for the proposed program are addressing these needs through curriculum and content expert-driven experiences. Only 2% of CACREP-accredited programs train graduate student on suicide risk assessment and intervention (Wozny, 2005). The proposed program includes a course dedicated to crisis theory and intervention. This course has been developed by a non-core faculty member who is a content expert in suicide prevention and education and will not only ensure McNeese graduates are competent in suicide prevention but will also address competency for responding to natural disasters. Regarding substance use, faculty are working with content experts employed by the Local Governing Authority, Imperial Calcasieu Human Services Authority, and the Louisiana Office of Behavioral Health to develop the addictions counseling curricula which will ensure that future McNeese graduates will be well prepared to address the growing substance use crisis at both the local and state level.

3. Relevance

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

McNeese is currently the only university in the University of Louisiana System in which licensure-prepared, entry-level clinical mental health counselors and school counselors are educated by separate degree programs housed within separate colleges within the university.

According to the U.S. Bureau of Labor Statistics, employment of mental health counselors is projected to grow 25 percent from 2019 to 2029, much faster than the average for all occupations. <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

According to the Louisiana Workforce Commission, the outlook for mental health counselors in the State of Louisiana is rated four out of five stars (based on wages, job openings, and forecast demand). <https://www2.laworks.net/Stars/default.aspx>

Anecdotally, McNeese receives multiple requests for recommendations each week from agencies and organizations looking to hire a Licensed Professional Counselor or a Provisional Licensed Professional Counselor.

LOUISIANA BOARD of REGENTS

4. Students

Summarize student interest/demand for the proposed program.

Below are eight years of fall enrollment data for the M.A. in Psychology, Counseling Psychology Concentration program. The data show that the program has maintained healthy enrollment with an eight-year average of 28.4 and a five-year average of 25.4, even though the existing program is not CACREP-accredited. Since the new M.S. in Clinical Mental Health Counseling would be CACREP-accredited, we expect enrollment to significantly increase over the next four years as shown on the Summary of Estimated Additional Costs/Income for Intended Program.

Historical Fall Enrollment

| Academic Year | Enrollment |
|---------------|------------|
| 2013-2014 | 40 |
| 2014-2015 | 34 |
| 2015-2016 | 26 |
| 2016-2017 | 22 |
| 2017-2018 | 26 |
| 2018-2019 | 23 |
| 2019-2020 | 29 |
| 2020-2021 | 27 |
| Average | 28.4 |

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.

CACREP requires that accredited counseling programs employ 'three full-time core counselor education program faculty members' (2016 Standards: Section 1, The Learning Environment, The Academic Unit, Part R) <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

As the existing M.Ed. in School Counseling and an M.A. in Psychology, Counseling Psychology Concentration programs would both require three core counselor educator faculty members for accreditation, it is in the financial interest of McNeese and ULS to create an M.S. in Clinical Mental Health Counseling and an M.S. in School Counseling consisting of 44 core credit hours and shared faculty. McNeese has hired two faculty with a Ph.D. in Counselor Education, meaning that only one remains to be hired. Of the three faculty members attached to the existing M.Ed. in School Counseling, one has retired and two are deferring retirement until the new program is created and graduate students in the existing School Counseling program have been taught out.

The proposed program needs one new faculty member with a Ph.D. in Counselor Education. CACREP will also require a counselor educator with expertise in school counseling to teach courses specific to the school counseling program. The dean of the Burton College of Education at McNeese has agreed to transfer a faculty budget line to the Department of Psychology to this end. (This budget line was transferred from the Department of Psychology to the Burton College of Education to create the M.Ed. in School Counseling.)

Given that the ULS has already approved two positions (one position was filled in January 2020 and the second in January 2021), one new Ph.D. in Counselor Education will need to be hired to create this program.

CERTIFICATION:


Chief Academic Officer

7/27/2021
Date

Management Board

Date of Approval by Board

LOUISIANA BOARD of REGENTS
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: McNeese State University

Date: 7/22/2021

Degree Program, Unit: Master of Science in Clinical Mental Health Counseling, Department of Psychology

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

| EXPENDITURES | | | | | | | | |
|------------------------------|---------------------|---------------------|---------------------|---------------------|-----------------|----------|-----------------|----------|
| INDICATE ACADEMIC YEAR: | 2022-2023 | | 2023-2024 | | 2024-2025 | | 2025-2026 | |
| | AMOUNT | FTE | Amount | FTE | AMOUNT | FTE | AMOUNT | FTE |
| Faculty | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 |
| Graduate Assistants | — | — | — | — | — | — | — | — |
| Support Personnel | — | — | — | — | — | — | — | — |
| Fellowships and Scholarships | — | — | — | — | — | — | — | — |
| SUB-TOTAL | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 |
| | AMOUNT | AMOUNT | AMOUNT | AMOUNT | | | | |
| Facilities | — | — | — | — | | | | |
| Equipment | — | — | — | — | | | | |
| Travel | — | — | — | — | | | | |
| Supplies | — | — | — | — | | | | |
| SUB-TOTAL | — | — | — | — | | | | |
| TOTAL EXPENSES | \$60,000 | \$60,000 | \$60,000 | \$60,000 | | | | |
| REVENUES | | | | | | | | |
| Revenue Anticipated From: | AMOUNT | AMOUNT | AMOUNT | AMOUNT | | | | |
| *State Appropriations | — | — | — | — | | | | |
| *Federal Grants/Contracts | — | — | — | — | | | | |
| *State Grants/Contracts | — | — | — | — | | | | |
| *Private Grants/Contracts | — | — | — | — | | | | |
| Expected Enrollment | 15 | 35 | 60 | 75 | | | | |
| Tuition | \$85,541.10 | \$228,103.40 | \$361,150.80 | \$449,853.20 | | | | |
| Fees | \$42,542.10 | \$117,867.90 | \$191,625.30 | \$239,252.70 | | | | |
| *Other (specify) | — | — | — | — | | | | |
| TOTAL REVENUES | \$128,083.20 | \$345,971.30 | \$552,776.10 | \$689,105.90 | | | | |

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

| Core | CMHC | SCHC | Title | Credit | Status | Notes |
|-----------------------------------|------|------|---|--------|--|-----------------------|
| Year One/Term One - Fall | | | | | | |
| 604 | | | Introduction to Counseling | 3 | COUN course equivalent PSYC 604 | |
| 686 | | | Professional Orientation and Ethics | 3 | COUN course equivalent PSYC 685; Mutually exclusive COUN 637 | |
| 668 | | | Counseling Theories | 3 | COUN course equivalent PSYC 668; Mutually exclusive COUN 605 | |
| Year One/Term Two - Spring | | | | | | |
| 628 | | | Social and Cultural Issues in Counseling | 3 | New COUN course (COUN 626 currently used in school counseling); COUN course equivalent PSYC 626; Mutually exclusive COUN 626 | |
| 655 | | | Addictions Counseling | 3 | New COUN course (COUN 651 currently used in school counseling); Mutually exclusive COUN 651 and PSYC 655 | |
| 639 | | | Human Growth and Development | 3 | COUN course equivalent PSYC 639 | |
| Year One/Term Three - Summer | | | | | | |
| 657 | | | Theories of Couples and Family Counseling | 3 | COUN course equivalent PSYC 656 | |
| | | | Elective | 3 | | |
| Year Two/Term Four - Fall | | | | | | |
| 632 | | | Counseling Process, Skills, and Techniques | 3 | New COUN course; Mutually exclusive COUN 600 and PSYC 631 | |
| 652 | | | Group Counseling and Group Work | 4 | New COUN course (3-2 lecture-lab); Mutually exclusive COUN 631 and PSYC 651 | |
| 617 | | | Assessment and Testing | 3 | New COUN course; Mutually exclusive PSYC 617 | |
| Year Two/Term Five - Spring | | | | | | |
| 621 | | | Research and Program Evaluation | 3 | COUN course equivalent PSYC 621 | |
| | 664 | | Advanced Counseling Process, Skills, and Techniques | 3 | New COUN course; Mutually exclusive PSYC 665 | |
| | | 684 | Principles and Administration of School Counseling Programs | 3 | Title change | |
| | | 622 | Psychopathology and Diagnosis | 3 | Title change; COUN course equivalent PSYC 622 | |
| | | 635 | Counseling Children and Adolescents | 3 | No change | |
| | | 688 | Practicum in Clinical Mental Health Counseling | 3 | Title change; COUN course equivalent PSYC 688 | Allow for 2 semesters |
| | | 687 | Practicum in School Counseling | 3 | Title change | Allow for 2 semesters |
| Year Two/Term Six - Summer Online | | | | | | |
| 641 | | | Career and Vocational Guidance | 3 | Title change; Mutually exclusive COUN 640 | |
| | | 633 | Introduction to Professional School Counseling Practice | 1 | New COUN course | |
| | | 623 | Introduction to Clinical Mental Health Counseling Practice | 1 | New COUN course | |
| Year Three/Term Seven - Fall | | | | | | |
| | | 698 | Internship in Clinical Mental Health Counseling | 3 | Title change; COUN course equivalent PSYC 698 | Allow for 3 semesters |
| | | 697 | Internship in School Counseling | 3 | Title change | Allow for 3 semesters |
| 624 | | | Crisis Intervention and Theory | 3 | COUN course equivalent PSYC 624 | |
| Year Three/Term Eight - Spring | | | | | | |
| | | 698 | Internship in Clinical Mental Health Counseling | 3 | Title change; COUN course equivalent PSYC 698 | Allow for 3 semesters |
| | | 697 | Internship in School Counseling | 3 | Title change | Allow for 3 semesters |
| 630 | | | Counseling Seminar | 1 | New COUN course | |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.7. **Nicholls State University's** request for approval to offer a Master of Science in Clinical Nutrition and Dietetics Leadership.

EXECUTIVE SUMMARY

Nicholls State University (Nicholls) requests approval to offer a Master of Science (MS) in Clinical Nutrition and Dietetics Leadership. A Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in April 2020 with approval granted by the Board of Regents in August 2020. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Tracy Bruen, Clinical Professor and Director of the MS Clinical Nutrition and Dietetics Internship, University of Memphis, provided an extensive review of the proposed program concept and shared feedback that would strengthen the program offering.

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 the hiring of one new faculty in Year Two (\$61K 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 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]

G.7.

August 5, 2021

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 August 26, 2021 meeting of the Board of Supervisors for the University of Louisiana System:

*Proposal to Offer a New Degree Program
Master of Science in Clinical Nutrition & Dietetics Leadership – CIP 51.3101.*

Thank you for your assistance in this matter.

Sincerely,

Jay Clune
President

JC/apf

Enclosures

c: Dr. Sue Westbrook, Provost/Vice President for Academic Affairs, Institutional Effectiveness & Enrollment Services
Mr. Terry Braud, Vice President for Finance & Administration
Mr. Jonathan Terrell, Athletic Director
Dr. Michele Caruso, Vice President for Student Affairs
Dr. Todd Keller, Vice Provost & SACSCOC Coordinator
Mr. Steven Kenney, Assistant Vice President for Human Resources, CDIO & Title IX Coordinator
Ms. Paulette Mayon, Internal Auditor
Ms. Claire Bourgeois, Faculty Senate President
Ms. Renee Hicks, Assistant Vice President of Institutional Effectiveness Access & Success
Ms. Monique Crochet, Executive Director of External Affairs



Nicholls State University

Provost/Vice President for Academic Affairs

P.O. Box 2002 | Thibodaux, LA 70310 | 985.448.4011 | 985.448.4026 [F]

To: Dr. Jay Clune, President

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

Date: July 12, 2021

Re: Master of Science in Clinical Nutrition and Dietetics Leadership

The attached document is a Request for Authority to Offer a New Degree Program, the Master of Science in Clinical Nutrition and Dietetics Leadership, to be implemented Fall 2022. The University currently awards both a Bachelor of Science in Dietetics and a Graduate Certificate in Dietetics Internship (DI); the latter prepares candidates to sit for the Registered Dietician (RD) registry exam through the verification process. The Commission on Dietetics Registration has mandated that all candidates seeking to sit for the RD exam by year 2024 must have both the DI and a Masters degree. Therefore, this proposal represents the appropriate actions that must take place for Nicholls to continue to prepare candidates to sit for the RD registry exam.

An outside reviewer, secured by the Board of Regents, has reviewed the proposal and her suggestions have been incorporated in this final proposal. We respectfully ask that this proposal be submitted for the Board of Supervisors August 26th meeting.

Thank you.

Louisiana Board of Regents

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

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

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

Date: 10/13/2020

| | |
|---|---|
| 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 | |
| Date BoR approved the Letter of Intent: 8/13/2020 | |
| Date Governing Board approved this Proposal: | |
| Planned Semester/Term & Year to Begin Offering Program: Fall 2021 | |
| Program Delivery Site (s): Online at Nicholls State University | |

1. Program Description

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

Currently, students complete a Didactic Program in Dietetics (DPD). The Nicholls State University Didactic Program in Dietetics (DPD) is housed within the Department of Allied Health Sciences under the College of Sciences and Technology. Nicholls is the only institution in southeastern Louisiana and the greater New Orleans area to offer a didactic program in dietetics. The DPD program obtained its initial accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in April 2004 and has had continuing accreditation through 2021. The next accreditation review is scheduled for 2022. The program has also experienced successful university program reviews, the last in 2016 and next one due in 2021.

Nicholls State University awards a Bachelor of Science degree in Dietetics. The degree requires 120 hours of coursework to be completed with no grade in any course lower than a "C". The Nicholls DPD program provides a total of 56 hours in Dietetic courses to meet the 2017 Accreditation Standards and Knowledge Requirements. The degree provides the student with a broad base of knowledge in dietetics. The dietetics coursework includes classroom lecture and laboratory experiences such as Applied Nutrition, Applied Nutrition Lab, Introductory Foods Lab, Food Science with lab, Quantity Foods Production with lab, Advanced Nutrition I and II, Medical Nutrition Therapy I and II, Medical Nutrition Therapy Lab, Institutional Planning and Purchasing, and Organization and Management. The majority of DPD classes are traditional but a few are offered online or in a hybrid format. The DPD classes offered online include Diet 111 Introductory Foods, Diet 120 Orientation to the Dietetics Profession and Diet 450 Special Topics in Dietetics. The Diet 400 and 401 Research in Dietetics courses, Diet 113 Introductory Foods Lab and Diet 264 Food Science are a hybrid format with some online and some traditional classroom learning.

Our students serve the community through volunteer efforts on and off campus including but not limited to Nicholls CAN Food Drive, Welcome Back Day, National Nutrition Month, Student Dietetic Association, University Recreation Center seminars, and Colonel Day activities. The majority of the student population is from the surrounding geographic area but increasing numbers of DPD students are from out-of-state and foreign countries thereby enriching the diversity within the learning environment. Dietetic students demonstrate leadership by participating in

student sponsored campus activities and being active members of the district dietetic associations and Academy of Nutrition and Dietetics. The program stresses integrity, respectfulness and responsibility in all situations but is highly visible during community affiliations while the students are actively engaged with community partners, patients, and practitioners. Many of our students work full-time while pursuing their degree in areas that support and enhance their classroom learning.

The accrediting body, ACEND along with the US Department of Education, mandated an enrollment monitoring process in 2014 that caps program enrollment due to the nationwide shortage of dietetic internship openings. As a result, the Nicholls DPD program instituted an application process to limit the number of students in each junior/senior cohort to 30 per year. The application process requires a minimum 2.75 overall GPA to apply to the program. The GPA was established at 2.75 as numerous internships require a 2.80 minimum GPA to apply and Nicholls faculty want dietetics students to be successful in obtaining an internship appointment. The application process has been a successful addition to the program as the student match rate with internships has seen improvements and has maintained match rates of 85-100% in the last 5 years while nationwide averages are 50-61%. The strong curriculum and application process are also contributing factors to the high rates of our graduates in passing the RD exam. The past five years have seen pass rates ranging from 85-100% of students passing the RD credentialing exam within one year of their first attempt. ACEND requires programs to achieve 80% or higher pass rate which Nicholls has been exceeding in the past five years. The number of degrees awarded has been maintained even with the institution of the application process as shown below.

Academic Year and Degrees Awarded

| | |
|-----------|--|
| 2010-2011 | 9 |
| 2011-2012 | 20 |
| 2012-2013 | 12 |
| 2013-2014 | 20 |
| 2014-2015 | 22 (first year of application process) |
| 2015-2016 | 12 |
| 2016-2017 | 16 |
| 2017-2018 | 9 |
| 2018-2019 | 18 |
| 2019-2020 | 11 |
| 2020-2021 | 20 are anticipated |

The DPD mission is consistent with the Scope of Practice in Nutrition and Dietetics by awarding a Bachelor of Science in Dietetics degree enabling students to apply for an accredited supervised practice program. In addition, some of our graduates elect to pursue graduate study prior to an internship experience. Regardless of their route, Nicholls DPD students are prepared through curriculum and educational experiences to be successful in pursuing supervised practice, advanced degrees, and career opportunities.

For those who choose to advance to supervised practice, the verification statement earned from an accredited DPD program, enables them to apply to a dietetic internship affiliation.. The dietetic internship is an opportunity for students to work in the field with the supervision of a registered dietitian. The Accreditation Council for Education in Nutrition and Dietetics requires students to meet competencies in the food service, community, and clinical settings while earning 1200 supervised practice hours. Upon successful completion of the dietetic internship, students receive a verification statement. With this verification statement, they are eligible to take the registration exam for dietitians. The verification statement will still be required with the master's degree requirement and a student will have to have completed both the internship and the master's degree prior to receiving the verification statement.

The purpose of the Masters of Science degree in Clinical Nutrition and Dietetics Leadership is (1) to provide dietetics professionals competency-based training to meet the demand for diet interventions related to diseases affecting the population at-large, such as obesity and comorbidities, (2) to provide currently registered dietitians and dietetic students an opportunity for building and enhancing professional knowledge and skills, and (3) to meet the future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). 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 The Master of Science program in Clinical Nutrition and Dietetics Leadership will improve public health in our region and the state by providing competent dietetics professional to lead nutrition intervention for obesity, diabetes, kidney disease, and other nutrition related diseases.

The basic structure of the program is 36 credit hours that will occupy 18-24 months online. Applicants with graduate credit may be eligible to transfer up to 6 credit hours. 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. Upon approval, the program will begin in Fall 2021 and will offer two degree paths: (1) for dietetics professionals who are already credentialed and (2) for dietetic interns and students who have not yet completed an internship program.

Program coursework is specifically designed to deliver essential skills to graduates. Upon completion of the M.S. in Clinical Nutrition and Dietetics Leadership, the graduate will:

1. Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
 - DIET 5XX: Leadership in Clinical Nutrition
 - DIET 5XX: Food Systems Management
 - DIET 5XX: Current Topics in Advanced Nutrition (Approved Elective)
2. Apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
 - DIET 5XX: Leadership in Clinical Nutrition
 - AHSC 5XX: Interprofessional Communication and Collaboration in Healthcare
 - DIET 5XX: Advanced Counseling and Education Theories
 - DIET 521: Dietetics Pre-Professional Practice II (Restricted Course, DI only)
3. Apply food systems principles and management skills to ensure safe and efficient delivery of food and water.
 - DIET 5XX: Food Systems Management
 - MGMT 502: Managing Human Capital
 - MKTG 501: Market Analysis Planning and Control (Approved Elective)
 - DIET 522: Dietetics Pre-Professional Practice III (Restricted Course, DI only)
4. Apply community and population nutrition health theories when providing support to community or population nutrition programs.
 - DIET 5XX: Public Policy and Advocacy in Dietetics
 - DIET 5XX: Research I
 - DIET 5XX: Research II
 - DIET 5XX: Nutrition in the Older Adult (Approved Elective)
 - DIET 520: Dietetics Pre-Professional Practice I (Restricted Course, DI only)
5. Demonstrate leadership, business, and management principles to guide practice and achieve operational goals.
 - DIET 5XX: Leadership in Clinical Nutrition
 - BSAD 507: Leadership Ethics and Accountability (Approve Elective)
 - DIET 5XX: Nutrition Entrepreneurship (Approved Elective)
6. Integrate evidence-informed practice, research principles and critical thinking into practice.
 - DIET 5XX: Research I
 - DIET 5XX: Research II
 - NURS 505: Applied Statistics for the Health Sciences (Approve Elective)
7. Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions.
 - AHSC 5XX: Interprofessional Communication and Collaboration in Healthcare
 - DIET 5XX: Public Policy and Advocacy in Dietetics

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

Master of Science in Clinical Nutrition and Dietetics Leadership
Curriculum Map (36 credit hours; see Appendix for course list)

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--Research I | 3 |
| DIET 5XX--Food Systems Management | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| | 9 | | 9 |
| Year 2 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Research II | 3 | AHSC 5XX—Interprofessional Comm. & Collab. in Healthcare | 3 |
| DIET 5XX--Public Policy and Advocacy in Dietetics | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| | 9 | | 9 |
| Path 1 RD - Sample Schedule - Full-time (36 Credits) | | | |
| Year 1 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Leadership in Clinical Nutrition | 3 | DIET 5XX-- Nutrition and the Older Adult | 3 |
| DIET 5XX--Food Systems Management | 3 | DIET 5XX--Research I | 3 |
| NURS 505 - Applied Stats for the Health Sciences | 3 | BSAD 507-- Leadership Ethics and Accountability | 3 |
| | 9 | | 9 |
| Year 2 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Functional and Integrative Nutrition | 3 | AHSC 5XX—Interprofessional Comm. & Collab. in Healthcare | 3 |
| DIET 5XX--Public Policy and Advocacy in Dietetics | 3 | DIET 5XX--Nutrition Entrepreneurship | 3 |
| | 3 | DIET 5XX--Current Topics in Advanced Nutrition | |
| | 9 | | 6 |

| Path 2 DI – Sample Curriculum Plan - Full-time (36 Credits) | | | |
|---|---------|----------------------|---------|
| Year 1 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Leadership in Clinical Nutrition | 3 | Elective | 3 |
| DIET 5XX--Food Systems Management | 3 | DIET 5XX--Research I | 3 |
| Elective | 3 | Elective | 3 |
| | 9 | | 9 |
| Summer | Credits | | |
| DIET 520—Diet. Pre-Professional Practice I | 3 | | |

| Year 2 | | | |
|---|---------|--|---------|
| Fall | Credits | Spring | Credits |
| DIET 521--Dietetics Pre-Professional Practice II | 3 | DIET 522--Dietetics Pre-Professional Practice III | 3 |
| DIET 5XX--Research II | 3 | AHSC 5XX—Interprofessional Comm. & Collab. in Healthcare | 3 |
| DIET 5XX--Public Policy and Advocacy in Dietetics | 3 | | |
| | 9 | | 6 |
| Year 1 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Leadership in Clinical Nutrition | 3 | Elective | 3 |
| DIET 5XX--Food Systems Management | 3 | DIET 5XX--Research I | 3 |
| Elective | 3 | Elective | 3 |
| | 9 | | 9 |
| Summer | Credits | | |
| DIET 520—Diet. Pre-Professional Practice I | 3 | | |
| Year 2 | | | |
| Fall | Credits | Spring | Credits |

| | | | |
|---|---------|--|---------|
| DIET 521--Dietetics Pre-Professional Practice II | 3 | DIET 522--Dietetics Pre-Professional Practice III | 3 |
| DIET 5XX--Research II | 3 | AHSC 5XX—Interprofessional Comm. & Collab. in Healthcare | 3 |
| DIET 5XX--Public Policy and Advocacy in Dietetics | 3 | | |
| | 9 | | 6 |
| Path 2 DI – Sample Schedule | | | |
| Year 1 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Leadership in Clinical Nutrition | 3 | DIET 5XX-- Nutrition and the Older Adult | 3 |
| DIET 5XX--Food Systems Management | 3 | DIET 5XX--Research I | 3 |
| NURS 505 - Applied Stats for the Health Sciences | 3 | BSAD 507-- Leadership Ethics and Accountability | 3 |
| | 9 | | 9 |
| Summer | Credits | | |
| DIET 520--Dietetics Pre-Professional Practice I | 3 | | |
| Year 2 | | | |
| Fall | Credits | Spring | Credits |
| DIET 5XX--Research II | 3 | AHSC 5XX—Interprofessional Comm. & Collab. in Healthcare | 3 |
| DIET 5XX--Public Policy and Advocacy in Dietetics | 3 | DIET 522--Dietetics Pre-Professional Practice III | 3 |
| DIET 521--Dietetics Pre-Professional Practice II | 3 | | |
| | 9 | | 6 |

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

There are no embedded certifications. However, beginning January 1, 2024, the proposed M.S. degree will serve as the minimum requirement for those seeking eligibility for the registration examination for dietitians. After that date, Individuals completing a master's degree with a dietetic internship of supervised practice will be eligible to take the credentialing exam for registered dietitians.

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

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

2. Need

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

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 As the BLS states, "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 (CDC), more than one-third of U.S. adults are obese. Many diseases, such as diabetes and heart disease, are associated with obesity. More specifically, Louisiana ranks 2nd in the nation for kidney disease, 5th in the nation for heart disease, 14th in the nation for diabetes, and we have a nearly 40% rate of overweight and obese individuals, according to the CDC. The BLS continues: "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 Registered dietitians with the M.S. in Clinical Nutrition and Dietetics Leadership will find employment as a clinical nutrition manager, food service director, diabetes educator, renal dietitian, weight management dietitian, etc.

With the growing need for telehealth, private practice dietitians must be prepared to address the need. Many private payers as well as Medicaid have embraced coverage for telehealth services, which makes this option typically very cost-effective for patients/clients. This is especially important in Louisiana where, according to the Henry J Kaiser Family Foundation, 28% of Louisiana residents are enrolled in Medicaid. Registered dietitians with the M.S. in Clinical Nutrition and Dietetics Leadership will be well-equipped to pursue private practice through learning in programmatic courses, such as Marketing and Entrepreneurship.

Dietitians who have earned advanced degrees or certification in a specialty area enjoy better job prospects.¹ This data 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 demonstrates 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

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

☐ 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

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

The mission of Nicholls State University is to deliver accredited degree programs and comprehensive learning experiences to prepare students for regional and global professions within a spirited campus environment immersed

in Bayou Region culture. The proposed M.S. degree will add to the accredited master's programs offered at Nicholls State University and provide a comprehensive learning experience in the form of competency based and supervised practice learning experiences.

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

Currently, 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 M.S. proposed at Nicholls is uniquely focused in Clinical Nutrition and Dietetics Leadership, making it the only program of its kind in the University of Louisiana System. 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. The mission of the Academy of Nutrition and Dietetics, the nation's largest organization for registered dietitians/nutritionists, is "Empowering members to be food and nutrition leaders." Being a leader in the field of dietetics is not just about being a leader in a specific role, but about empowering dietitians to be leaders in the field in any role.

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 master's degree with an internship in addition to those who are already credentialed.

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

The requirement for the master's degree in nutrition and dietetics will replace the bachelor's degree for credentialing registered dietitians. However, the bachelor's degree will remain an accredited credential. The credentialing agency, ACEND, has planned for the bachelor's degree to become the education component of the registered dietetic technician. For this reason, as well as preparation for the M.S., Nicholls will retain its B.S. program.

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

ACEND conducted an environmental scan of over 100 research articles indicating a need for a non-traditional practice setting for the nutrition and dietetics field and an importance of working inter-professionally. "There is an increased focus on disease prevention and integrative healthcare and the need for more knowledge in emerging areas such as nutritional genomics, telehealth, nutritional pharmacology, case management, behavioral counseling, prescriptive authority, coding and reimbursement, evidence-based practice and informatics."⁶ ACEND collected data from stakeholders via interviews, questionnaires, and focus groups, resulting in a recommendation for a master's degree as a minimum requirement for the nutrition and dietetics professional. Stakeholders stated, "graduates of the future will need to be able to effectively work in interprofessional and interdisciplinary teams, interpret and apply scientific knowledge and have strong organizational leadership and project management skills."⁶

Some dietetic internship programs are hospital-based. This program would put Nicholls in a position to offer a master's degree program to those students. North Oaks Medical Center in Hammond, LA has a dietetic internship program and will need to collaborate with a school that offers an online master's program. The internship coordinator has expressed interest in sending students to Nicholls to earn their master's degree.

3. Students

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

A survey to assess program needs and interest was distributed to nutrition and dietetics practitioners and students in Louisiana. Eighty nutrition and dietetics students and professionals completed the survey. The following results provide evidence of student interest.

- Over 80% *strongly* agree that a Master of Science degree will be beneficial as a nutrition and dietetics professional.
- Over 80% 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.
- Nearly 90% agree that an online learning environment will be conducive to their needs.
- Over 80% agree that proposed core nutrition course topics are appealing and beneficial to practice.

To assess the source of students for this program, the survey included questions that had respondents project their schooling and/or professional goals at the program's projected start date of Fall 2021.

- Over 50% indicated that they will be an RDN working full-time in Fall 2021, while nearly 30% indicated that they will be a DPD graduate seeking a master's degree and/or Dietetic Internship in Fall 2021.
- Over 65% of respondents did not have plans to enroll in a specific master's program by Fall 2021. This suggests that Louisiana students/professionals are not pursuing current degree options and that the proposed program may be of greater interest/benefit to their individual career goals, according to the results listed above. When given the option to identify programs of interest at time of survey, five respondents indicated that their interest was to enroll in the proposed Nicholls program specifically, even before or beyond Fall 2021.
- 48% expressed interest in a master's and DI combined program track while 44% expressed interest in a master's track only. This suggests that the program will be supported by current and future students as well as RDNs who will be looking to return to school to earn the M.S. following changes to ACEND accreditation requirements.

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

| Projected Enrollment in First Five Years | | | | | | |
|---|--------|--------|--------|--------|--------|-------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
| Intern form Nicholls and other programs | 14 | 14 | 14 | 14 | 14 | 70 |
| DPD Graduates and Registered Dietitians | 10 | 10 | 10 | 10 | 4 | 44 |
| Total New Enrollments | 24 | 24 | 24 | 24 | 18 | 114 |
| Total in Program (Est. 50% annual completion) | 24 | 48 | 48 | 48 | 42 | |

Based on survey responses, we anticipate all Nicholls dietetic interns to enroll in the M.S. program. Only 3% of respondents who indicated that they will be seeking a DI at the program's projected start date reported that they would be seeking a DI only. For this reason, we believe 14 dietetics interns will enroll in the program in years 1-2. This would total 70 students from the Nicholls Dietetic Internship in the first 5 years of the program. These enrollment projections may increase in years 3-5 by the reality of changes to CDR requirements beginning in 2024.

Our survey suggests that the majority of the individuals who will be seeking M.S. programs by year one do not already have a M.S. program in mind. Furthermore, this group showed great interest in the proposed program concentration. For these reasons, we do foresee the possibility of enrolling dietetic interns from other programs both inside and outside of the state, in addition to DPD graduates who are pursuing a master's degree prior to an internship. Our online delivery will facilitate completion of these students. We expect enrollment from this group to rise as other DPD grads hear about the program or encounter peers and classmates who have had positive experiences in the program.

About 50% of survey respondents reported that they will be working professionals seeking only a M.S. degree at the projected program start date. Again, interest in the specific degree proposed by Nicholls is high in this group. In the 2019 Academy of Nutrition and Dietetics Compensation Survey, 50% of the nearly 9,000 RDNs who responded

reported that they have a M.S. degree. Moreover, the BLS projects a 15% rate of growth in the dietetics profession from 2016-2026. For these reasons, we estimate that 50% of the number of survey respondents who will be RDNs at the projected program start date (40 students) will enroll within the first five years, with an additional 10% (4 students) increase in enrollment to match projected professional growth. As more RDNs enter the field with a M.S. due to the aforementioned changes to CDR requirements, we expect recruitment from registered dietitians to decrease over time, while recruitment from DPD graduates and dietetic interns in programs without a master's degree would increase.

The projections above suggest enrollment of about 115 students in the first five years of the program. The students will be given the option to complete the program as a full-time or part-time student. Full-time students can expect to complete the degree in 24 months while part-time students can expect to complete the program in 36-48 months. Since about 50% of individuals who responded to our survey indicated that they will be working as an RDN full-time, we anticipate about 50% of students to enter the program as a part-time student. By year three, we expect about 50% of students who begin the program in year one to complete the degree. We continue to estimate 50% of students continuing in the program will complete the degree the following year.

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

Nicholls State University has developed over 15 rigorous online programs for students to earn undergraduate degrees, graduate degrees, and post-baccalaureate certificates virtually. Nicholls has invested in the professional development of all faculty to develop high-impact learning opportunities for all online course instruction. In addition, Nicholls has developed a pool of resources for online students to ensure success in online learning.

Resources for Faculty to Support Student Success:

- *Quality Matters* training programs: Designing Your Online Course (DYOC) and Implementing Your Online Course (IYOC)
- Moodle-Based and HyFlex Professional Development Programs: Give opportunities for instructors to work with and utilize multiple streams of technology to provide high-impact virtual learning. These programs also provide instruction for enhancing student-instructor and student-student communication.

Resources for Students to Support Success:

- Nicholls Library and Online Research Database
- Student Access Center for those requiring ADA accommodations
- Nicholls Video Tutorial Library: instruction on using Moodle
- Career Services: assistance with leveraging specialized training in clinical dietetics leadership

Retention and Remediation Procedures

The proposed M.S. program will conform to the policy of University Graduate Studies at Nicholls regarding retention and readmission. A graduate student must maintain a minimum 3.0 GPA. If either the cumulative or semester average falls below 3.0, the student will be placed on probation. Probationary status is removed at the end of a subsequent semester in which the cumulative and semester average of 3.0 is achieved. Under this criterion, a probationary student who fails to earn the required minimum average will be suspended for one semester, after which the student may re-enroll. If a re-enrolled student fails to achieve the minimum average, a second suspension will occur for an indefinite period of time. A student who has served a second suspension of at least one semester may appeal to the Graduate Council for readmission following the procedure outlined in the "Application of Appeal for Readmission after Second Suspension" of University Graduate Studies policy. A third suspension, when warranted by failure to achieve minimum average, will result in permanent dismissal from graduate study at Nicholls. For the purpose of determining graduate student eligibility to return to the University, regular semesters and summer sessions are considered equivalent.

Advising

The expected number of new students each year is about 15, and current faculty agree that online advising of such a group of new and existing students is manageable among the program faculty.

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

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.

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

Students are eligible for private loans and financial aid through FAFSA.

4. Faculty

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

In Program Year One, Dr. Sherry Foret (Ed.D, RDN, LDN; assistant professor) and Dr. Brigett Scott (Ph.D., RDN, LDN; associate professor), will each teach one graduate course and two undergraduate courses along with program coordinator duties in the fall and spring semesters. This effort will vacate two courses and a coordinator position from the undergraduate program. The coordinator position for the B.S. program in dietetics will be assumed by a current undergraduate faculty member, and the two courses will be taught by adjunct faculty.

In Program Year Two, Dr. Foret will teach three graduate courses in the fall and spring, and Elizabeth Sloan (MS, RDN, LDN; assistant professor) will each teach two graduate courses and one undergraduate course along with program coordinator duties for both in the fall and spring semester. The classes vacated by these efforts will be assumed by a new full-time faculty member for the undergraduate program, with one class to be taught by adjunct faculty.

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

The program will require 2 full time faculty members and a clinical instructor, who are current on staff, to teach the required course load. In year one the courses taught will be divided among the current faculty. One new faculty member will be needed the second year to assume responsibility for the undergraduate courses traditionally taught by the current faculty members moving into the master's program.

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

Together with teaching, all university faculty are required to conduct research and service as part of contractual academic duty. In addition to fundamental time-effort allotted to all tenure-track faculty for these activities, holders of terminal degrees are generally awarded an additional 20% time-effort (a.k.a. one course release) for research activities. Faculty authoring sponsored projects of sufficient value may petition the university to buy-out additional teaching and service time to conduct such projects. New faculty will be required to be credentialed by the CDR, licensed by the state of Louisiana, hold an appropriate M.S. degree, and have three years of experience in the field. A variety of field experiences would be a strength of a new faculty member. Faculty in both the undergraduate and proposed M.S. program will be required to maintain both licensure and registration which is accomplished through continuing education. M.S. program faculty will also be involved in research, community events, and conference presentations in addition to maintaining continuing education hours required by the credentialing agency and the licensure board.

5. Library and Other Special Resources

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

The proposed master's program will utilize the university's online library holdings, which as part of the LOUIS network has access to peer-reviewed journal articles, books, and datasets—including essential titles like *Nutrition Care Manual* and *Nutrition Care Process Terminology*—that are currently sufficient for the program needs.

What additional resources will be needed?

Each student will be required to purchase a student membership through the Academy of Nutrition and Dietetics, which provides datasets and journal access beyond library holdings.

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

As part of a successful and continuing university-wide initiative, the faculty of the proposed M.S. program will seek OER resources as a savings to students. For local and regional students, the university library has the following books available on reserve for local students: *Nutrition Therapy and Pathophysiology*, *Operations Management: An Integrated Approach*, *Understand Food: Principles and Practices*, and *Nutrition through the Life Cycle, Food and Culture*. The *Evidence Analysis Library* is available through membership in the Academy of Nutrition and Dietetics membership.

6. Facilities and Equipment

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

The proposed M.S. will be completely online. The university has recently increased its computer and internet capabilities for advanced online course delivery in the wake of the COVID -19 pandemic. These upgrades will help to facilitate the online instruction for the M.S. program. All faculty teaching in the program are equipped with needed hardware (computers, cameras, microphones), as well as access to necessary software and applications (Moodle, Zoom, Google Hangouts, ProctorU, and others). No classrooms or laboratories will be needed for this program. Faculty will utilize their current offices.

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

This is a fully online program. No new facilities are needed.

7. Administration

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

The proposed M.S. program will be housed in the Department of Allied Health Sciences, which is a unit of the College of Sciences and Technology. The program will require a new program coordinator position to oversee daily administration of the program. She or he will report directly to the Head of the Department of Allied Health Sciences. The coordinator will be selected from among participating faculty, and any course-load reduction for coordinator services will be assumed by adjunct faculty.

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

The Department of Allied Health Sciences has many strengths. It is the largest department by enrollment in the college. There are currently ten faculty members and one administrative assistant. The faculty comes from a diverse background. Six of them have education and training in Dietetics. The dietetics faculty work well as a team on the current bachelor's degree program and the Graduate Certificate program in Dietetic Internship. The Dietetics faculty have all also taught courses in the Health Sciences curricula. One of the weaknesses of the department has been the number of faculty compared to the number of students, which leads to large advising loads. Recently (Fall 2020) the university has hired an additional faculty member for the department to improve distribution of advising as well as teaching duties. The addition of graduate students in this new program will mean additional students to advise. The Dietetics faculty assigned to teach in the program will be responsible for advising graduate students. The dietetics faculty are also well versed in online education. Their experiences with synchronous and asynchronous online education will be a strength of the program.

8. Accreditation

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

The university offers the B.S. in Dietetics (a Didactic Program in Dietetics; DPD) and a Dietetics Internship Graduate Certificate (DI), both of which are currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The DPD is fully accredited through 6/30/2023, and the DI is a candidate for accreditation through 3/13/21, with a decision for full accreditation expected January 2021.

ACEND currently accredits six types of programs: DPD, DI, Coordinated Programs, Dietetic Technician, foreign dietitian education programs, and international dietitian programs under the 2017 Accreditation Standards.⁸ ACEND reviews and revises standards every five years and will release new standards in 2022. ACEND released the Future Education Model Accreditation Standards in 2017 for all program types including graduate degree programs, and programs were asked to volunteer to become demonstration programs for their future education model. The first demonstration programs were accredited in 2018. ACEND will collect data from these demonstration programs and their graduates before determining type of programs to continue to accredit.⁸

After ACEND determines the types of programs it will accredit in the future, programs will be notified. If ACEND decides to implement the Future Education Model Accreditation Standards, sufficient time would be given for programs to make changes needed for compliance. The timeline, according to ACEND, will be 10 or more years for programs to become compliant. The DPD and DI programs do not have plans to apply as a demonstration program. Therefore, accreditation of the DPD and DI will remain in effect until ACEND makes decisions regarding the Future Education Model. The university will work to achieve accreditation of the M.S. program if ACEND decides to accredit such programs.

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

No consultants were used in the development of this proposal.

9. Related Fields

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

The proposed master's program will include both newly developed and existing courses and services. Dietetics faculty will continue to work in close collaboration with fellow faculty of the College of Science and Technology, College of Business, and College of Nursing to ensure that existing courses in these units continue to meet needs of M.S. student success. Further, resources in the faculty of the Chemistry, Biology, and Sociology Departments will be utilized to support research activities in the proposed M.S. program. Finally, we will open the course entitled "Interprofessional Communication and Collaboration in Healthcare" to students outside of the Dietetics Program. This course will valuably demonstrate the importance of communication within teams in the healthcare system to all our students seeking healthcare careers.

10. Cost & Revenue

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

Two current faculty of the undergraduate dietetics program will lead and teach the proposed M.S. program. Cost estimates are based on utilizing those two faculty at the graduate level and replacing them with one full-time dietetics faculty for undergraduate instruction, as well as adjunct faculty according to needed expertise.

We estimate that in our first year, one current faculty member at the undergraduate level will transition to teaching some graduate-level courses and assume administration as the program coordinator. The cost included in the expenditure table for the first year of the program supports travel for the faculty member to attend a national conference to maintain currency in the field and with accreditation, as well as for program recruitment.

In the second year, as additional coursework is taught at the graduate level, we anticipate the need to replace a faculty member at the undergraduate level as the second current faculty member moves into teaching graduate-level courses. The cost included in the second year for this hire is \$61,600, which includes salary and benefits for a full-time undergraduate faculty. Supplies include a computer for the new faculty member and teaching materials. In addition, we expect that one of the graduate-level faculty members will attend a national conference to maintain currency in the field and with accreditation, as well as for program recruitment

Moving forward, we foresee that courses in this program will be taught between the two graduate faculty, as well as adjunct faculty according to program needs. The undergraduate program will then be covered by the new hire, together with remaining dietetics faculty (currently 1.5 FTE). Administrative support will come from the current administrative assistant in our department, and no further office assistance is anticipated. We anticipate that the supply budget will remain \$500 once the program is established and that at least one faculty will travel to a national or other conference annually to keep current and promote the program.

Revenue funding includes state appropriations from formula funding, as well as a \$20 general university fee for graduate school application required of each new student. It also includes in-state tuition and fees based on enrollment of 9 credit hours for each fall and spring semester (\$4041.72 each) and 6 credit hours for the summer semester (\$2164.33), for a total of \$10,247.77 per student. Fees of \$1,125.20 per student per semester are assessed and included with tuition estimates. Additional specific fees for online courses are \$50 per 3 credit-hour course. In the first year, we anticipate 14 dietetic intern students in this M.S. program in addition to 10 RDNs. In years 2-4, we expect 14 additional interns with 10 additional RDN M.S. students. By year five, we expect a decrease in enrollment as more RDNs enter the practice field with a M.S. due to changes to CDR requirements mentioned above.

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

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

The dietetics faculty, together with their colleagues in the College of Sciences and Technology, are skilled and successful grant writers and experienced sponsored project managers, and we anticipate future grant awards to support student research and travel as well as student learning resources. Further, the university is continually active in grantsmanship focused on improving online course delivery, and these university-wide efforts will incidentally support delivery of the proposed M.S. program.

CERTIFICATIONS:

Sherry Foret
Primary Administrator for Proposed Program

07/07/2021
Date

Sue Westbrook
Provost/Chief Academic Officer

07/12/2021
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Nicholls State University

Date: 8/21/2020

Degree Program, Unit: Master's Degree 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 | \$0 | 0 | \$61,600 | 1.0 | \$61,600 | 1.0 | \$61,600 | 1.0 |
| 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 | \$0 | 0 | \$61,600 | 1.0 | \$61,600 | 1.0 | \$61,600 | 1.0 |

| | AMOUNT | AMOUNT | AMOUNT | AMOUNT |
|-----------------------------|-------------------|--------------------|-----------------|-----------------|
| Facilities | \$0 | \$0 | \$0 | \$0 |
| Equipment/Library Resources | \$0 | \$0 | \$0 | \$0 |
| Travel | \$1000 | \$1000 | \$1000 | \$1000 |
| Supplies | \$500 | \$1137.82 | \$500 | \$500 |
| SUB-TOTAL | \$1,500 | \$ 2137.82 | \$ 1500 | \$ 1500 |
| TOTAL EXPENSES | \$1,500.00 | \$63,737.82 | \$63,100 | \$63,100 |

| REVENUES | | | | |
|---------------------------|-------------|--------------|--------------|--------------|
| Revenue Anticipated From: | AMOUNT | AMOUNT | AMOUNT | AMOUNT |
| *State Appropriations | \$40,356.68 | \$100,891.70 | \$100,891.70 | \$100,891.70 |
| *Federal Grants/Contracts | \$0 | \$0 | \$0 | \$0 |
| *State Grants/Contracts | \$0 | \$0 | \$0 | \$0 |
| *Private Grants/Contracts | \$0 | \$0 | \$0 | \$0 |
| Expected Enrollment | 24 | 48 | 48 | 48 |

| | | | | |
|--|--------------|--------------|--------------|--------------|
| Tuition | \$245,946.48 | \$491,892.96 | \$491,892.96 | \$491,892.96 |
| Fees | \$9,600 | \$19,200 | \$19,200 | \$19,200 |
| *Other (graduate school application fee) | \$480 | \$480 | \$480 | \$480 |
| TOTAL REVENUES | \$256,026.48 | \$511,572.96 | \$511,572.96 | \$511,572.96 |

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

References

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8. Frequently Asked Questions, Future Education Model Accreditation Standards for Programs in Nutrition and Dietetics. March 2018. <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/futureeducationmodel/faq-proposed-education-model.pdf?la=en&hash=6F1F88D99DCB6B19892068ED564AA0E1284C99B3> Accessed September 24, 2020.

Appendix

| <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. (new course) | 3 |
| DIET 5XX. Food Systems Management. 3-3-0. Advanced food systems management including quality control, human resources, budgeting, and procurement. (new course) | 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. (new course) | 3 |
| AHSC 5XX. Interprofessional Communication and Collaboration in Healthcare. 3-3-0. Key concepts in building and leading collaborative healthcare teams. (new course) | 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. (new course) | 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. (new course) | 3 |
| <u>ELECTIVE COURSES:</u> | <u>15 Credits</u> |
| 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. (new course) | 3 |
| DIET 5XX. Nutrition Entrepreneurship. 3-3-0. Explores the theories and practice of entrepreneurship. (new course) | 3 |
| DIET 5XX. Current Topics in Advanced Nutrition. 3-3-0. Selected topics in advanced nutrition. May be repeated for credit if content differs. (new course) | 3 |
| DIET 5XX. Nutrition in the Older Adult. 3-3-0. Review of the health issues and nutritional needs of older adults. (new course) | 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. (new course) | 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 |
| <u>OTHER APPROVED ELECTIVES:</u> | <u>12 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 |
| 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 |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.8. **Southeastern Louisiana University's** request for approval to offer a Bachelor of Arts in Theatre.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval to offer a Bachelor of Arts (BA) in Theatre. In April 2020, the Board of Supervisors for the University of Louisiana System approved the Letter of Intent (LoI) to develop the proposal now submitted. Shortly thereafter (August 2020), approval by the Board of Regents was granted.

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 prepare students for successful entry into careers in theatre and film, as well as advanced academic study. 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. Southeastern Louisiana University's proposed BA in Theatre is a theatre performance degree; it is not a filmmaking or video production degree.

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; the proposed BA in Theatre is an expansion of both. 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 sole 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 65 by Year Five. 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 as well as an additional part-time lecturer (\$77K in total annually). 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 request to offer a Bachelor of Arts in Theatre.

August 5, 2021

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

Re: Proposal for a Bachelor of Arts in Theatre

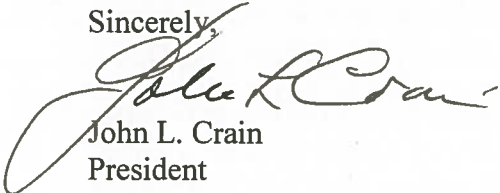
Dear Dr. Henderson:

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

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 prepare students for successful entry into careers in theatre and film, as well as advanced academic study. 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 has a strong foundation for and rich history of the creation of significant theatre and film productions. Both industries are growing in our state, and we are poised to foster this growth by providing a well-trained, knowledgeable and locally cultivated workforce over the long term. Louisiana's robust theatre and film industry was affected by the pandemic in 2020 as was the entertainment industry worldwide. As reported by *The Advocate in August 2020*, Louisiana's film and television industry continues to bolster Louisiana's economy as other hospitality and tourism industries have suffered.

Your consideration of this request is appreciated.

Sincerely,



John L. Crain
President

Attachment

Louisiana Board of Regents

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

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

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

Date:

| | |
|--|---|
| Institution: Southeastern Louisiana University | Requested CIP, Designation, Subject/Title: 50.0501/NAST, Bachelor of Arts in Theatre |
| Contact Person & Contact Info: Dr. Tena L. Golding, Provost and Vice President for Academic Affairs SLU Box 10798 Hammond, LA 70402 provost@southeastern.edu Phone: 985-549-2316 Fax: 985-549-2304 | |
| Date BoR approved the Letter of Intent: December 16, 2020 | |
| Date Governing Board approved this Proposal: | |
| Planned Semester/Term & Year to Begin Offering Program: Summer 2022 | |
| Program Delivery Site (s): Southeastern Louisiana University | |

1. Program Description

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

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 prepare students for successful entry into careers in theatre and film, as well as advanced academic study. 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.

The Southeastern Louisiana University's proposed Bachelor of Arts in Theatre degree is above all a theatre performance degree. It combines courses in stage and film acting, directing, and production management but is not a filmmaking or video production degree.

The vast majority of paid professional work for actors is in film and television work. Giving our students a stronger knowledge base in film acknowledges this and helps to better prepare them for jobs in the industry. We are supplementing the student's educational experience with film history, dramatic literature, acting, and production management courses. Our intention is not to create a filmmaking program. Our students will not be taking courses in editing, cinematography, film production, etc. We believe that providing an emphasis in training both for the stage and film acting techniques as well as in production and stage management not only improves the marketability of the student as they enter the professional world but also helps them to succeed in either professional market.

The film industry has undeniably had a profound effect on the modern theatre. The prominent use of cinematic techniques on the stage has become standard practice. A dual training emphasis in theatre and film is crucial in our ever-growing technological world. What's more, a vast number of professional directors, actors, writers, and personnel, work in both domains and demonstrate that interconnection between the stage and screen.

Theatre and the history of its practice is the foundation for most genres and styles used in contemporary filmmaking. A student having a strong background in theatre, theatre history, and the evolution of performance styles leading up to the film age will ultimately have a larger scope of knowledge to bring to the film industry. These two art forms always have influenced each other. The flow between theatre and film will always be bidirectional.

The proposed BA in Theatre degree is an expansion of the Minor in Theatre, and the General Studies Concentration in Theatre. Students acquire a minor in Theatre by completing 21 hours that include the following courses: THEA 131, THEA 231, THEA 234, THEA 333, THEA 431 and three hours of theatre labs (TLAB). Other theatre courses are available and can be substituted for courses on the same academic level or higher (200, 300, and 400).

List of theatre courses included in the Minor:

THEA 131, Introduction to Theatre. 3cr

THEA 231, Stage Craft, 3cr

THEA 234, Introduction to Acting, 3cr

THEA 333, Design for Stage and Studio, 3cr

THEA 431, Play Production, 3cr

The General Studies Program currently provides students with the opportunity to earn a concentration in theatre. The degree is based on the conditions and requirements listed below:

- A minimum of 120 semester hours of academic work with a minimum degree grade point average (cumulative at Southeastern) of 2.0.
- Completion of the 42 credit hours of General Studies Core Curriculum requirements.
- Major Concentration requires 30 hours of theatre coursework.
- 15 hours of these 30 hours must be at or above the 300-level.
- 15 hours must be completed at Southeastern.
- Theatre students must complete 6 hours of one foreign language either as elective hours or as part of a concentration.

Proposed Bachelor of Arts in Theatre: Learning Outcomes

1. To provide instruction in theatre that balances artistic study within a liberal arts education.

Students will engage in a rigorous course of study that combines 55 credit hours of theatre with 39 credit hours of required General Education courses, and 26 hours of supporting coursework.

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, and 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.
- 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.

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

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

All students seeking the proposed Bachelor of Arts in Theatre will be required to complete 120 credit hours. The Bachelor of Arts of arts in Theatre degree requires a minimum of 55 semester hours of theatre courses, 39 semester hours of general education courses that include: nine (9) hours of English (including six hours of composition and three hours of literature); six (6) hours of mathematics and/or analytical reasoning; three (3) hours of world or American history; three (3) hours in communication; six (6) hours in social sciences; nine (9) hours physical and biological sciences; and three (3) hours of fine arts. Additional course requirements include 26 semester hours of supporting coursework: six (3) hours of humanities electives (200 level and above); six (6) hours of foreign language; three (3) hours of World or American history (200 level and above); three (3) hours of *Film History*; six (6) hours of *Business management*; three (3) hours of *English, Major Periods in Drama*; and two (2) hours of Freshman Academic Success.

To initiate the new degree program three new theatre courses will be created -- THEA 240, Stage Movement (3cr.), THEA 250 Stage Management (3cr.), THEA 340 Acting and Directing Workshop (3cr.).

Bachelor of Art in Theatre Curriculum Chart

| General Education Requirements | | | |
|---|--------------|--|--------------|
| Course Name/# | Credit Hours | Course Name/# | Credit Hours |
| English | | Humanities | |
| ENGLISH 101 /101H | 3 | HISTORY 101 / 201 | 3 |
| ENGLISH 102 / 102H | 3 | COMM 211 | 3 |
| TRAGEDY AND COMEDY, ENGL 291H / LITERATURE AND FILM, ENGL 374/ Film CRITICISM, ENGL 373 | 3 | Social Sciences (6) | |
| Mathematics | | SOCIAL SCIENCE ELECTIVE | 3 |
| MATHEMATICS | 3 | SOCIAL SCIENCE ELECTIVE 200+ | 3 |
| MATHEMATICS OR ANALYTIC REASONING, PHIL 201 | 3 | Fine Arts | |
| Natural Science | | INTRO TO MUSIC, MUS 151 / INTRO TO DANCE, DNC 100 / ART HISTORY, ART 105/106 | 3 |
| PHYSICAL OR BIOLOGICAL SCIENCE (TWO COURSE SEQUENCE) | 6 | | |
| PHYSICAL OR BIOLOGICAL SCIENCE | 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 | 3 |
| HISTORY 102 / 202 | 3 | SOUTHEASTERN 101 | 2 |
| BUSINESS COMMUNICATION MGMT 240 | 3 | MAJOR PERIODS IN DRAMA, ENGL 437 | 3 |
| Film History/ COMM 369 | 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 240* | 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 LAB, TLAB 137-138, TLAB 237-238, TLAB 337-338 AND TLAB 437-438 (4 SEMESTERS) | 4 | SPECIAL TOPICS IN THEATRE, THEA 400 | 3 |

| | | | |
|--|---|-------------------------------------|-----------|
| THEATRE LAB, 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 250* | 3 | THEATRE DIRECTING, THEA 432 | 3 |
| Acting and Directing Workshop, THEA 340* | 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 | | | |
| | | | |

SLU Proposed Bachelors of Art in Theatre: Eight Semester Curriculum

First Year

First Semester

| | |
|---|----------|
| Mathematics | 3 |
| THEA 131, Introduction to Theatre | 3 |
| THEA 234, Introduction to Acting | 3 |
| English 101/101H..... | 3 |
| Southeastern 101 | <u>2</u> |

14

Second Semester

| | |
|---|----------|
| Communications 211 | 3 |
| THEA 201, Voice for the Actor | 3 |
| THEA 231, Stagecraft | 3 |
| English 102/102H..... | 3 |
| Mathematics or Analytical Reasoning | 3 |
| TLAB 137-138 | <u>1</u> |

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Second Year

| | |
|---|----------|
| THEA 217, Script Analysis | 3 |
| ENGL 291H, Tragedy and Comedy / ENGL 373 Film Criticism / ENGL 347 Literature and Film..... | 3 |
| History 101/201/201H | 3 |
| Foreign Language 101 | 3 |
| Physical Science..... | 3 |
| TLAB 237-238 | <u>1</u> |

16

| | |
|----------------------------------|----------|
| History 102/202/202H | 3 |
| THEA 240* Stage Movement | 3 |
| THEA 250* Stage Management | 3 |
| Social Science Elective | 3 |
| Biological Science | 3 |
| TLAB 337-338 | <u>1</u> |

16

Third Year

| | |
|--|----------|
| Science Sequence..... | 3 |
| Social Science Elective 200+ | 3 |
| Foreign Language 102 | 3 |
| THEA 333, Design for Stage and Studio/ THEA 338, Costume Design for Stage and Studio | 3 |
| THEA 332, Acting for the Camera | 3 |
| TLAB 437-438 | <u>1</u> |

16

| | |
|--|----------|
| THEA 337, Makeup Design for Stage and Studio | 3 |
| THEA 335, Advanced Acting | 3 |
| THEA 400, Special Topics in Theatre | 3 |
| MGMT 240, Business Communications | 3 |
| MUS 151, Introduction to Music/ DNC 100, Introduction to Dance/ ART 105/106, Art History | <u>3</u> |

15

Fourth Year

| | |
|--|----------|
| THEA 431, Play Production | 3 |
| MGMT 351, Principles of Management | 3 |
| THEA 433/533, Theatre History | 3 |
| THEA 340*, Acting and Directing Workshop | 3 |
| COMM 369, Film History..... | <u>3</u> |

15

| | |
|---|----------|
| THEA Elective | 3 |
| THEA 432, Theatre Directing | 3 |
| English 437, Major Periods in Drama | 3 |
| Humanities Elective | <u>3</u> |

12

* New Course Offering

(120 Semester Credit Hours Total)

Theatre Course Descriptions

THEA 131 - Introduction to the Theatre. Credit 3 hours. A course designed to impart a deepened appreciation and understanding of today's theatre by surveying both contemporary techniques and the contribution of theatre to world culture. Consideration of the interrelation of all aspects of theatre production and the contributions of various related arts. Open to all students. (Fall, Spring).

Goals and Objectives

1. To gain a better understanding of theatre as an art form.

- Students will be more aware of the origins, development, structure and elements of theatre.
- Students will be able to recognize and analyze significant dramatic texts and theatrical practices.
- Students will attend multiple theatrical productions.
- Students are introduced to how various forms of theatre have affected diverse societies and cultures from ancient Greece to present day.

2. To understand how the various elements of theatre work together to create the art form as a whole.

- Students will gain an understanding of the collaborative process through class discussion and projects.
- Students will be able to identify the role of each creative artist involved in the staging of a production.

3. To become a more informed audience member.

- Students will attend multiple theatrical productions.
- Students will write critiques of the performances they attend.
- Students will participate in classroom discussions based on the plays they've read and/or viewed.
- Students will be introduced to contemporary theatre trends and practices.

THEA 201 -Voice for the Actor. Credit 3 hours. Prerequisite: THEA 234. This course will focus on the development of the actor's voice and speech techniques for stage and film. Emphasis will be placed on how the voice is connected to the mind (impulse), emotion, and body. Linklater voice work, among other techniques, will be explored. Methods such as relaxation, alignment, breathing, phonation, resonance, articulation, vocal range, inflection and rhythm skills will be developed through daily vocal warm-up and workout activities. Students will learn the American sounds of the International Phonetic Alphabet (IPA). IPA will then be applied to learning standard American dialect which dialect, which will serve as a basis for applying IPA to other dialects. Six hours of laboratory per week. (Fall, Spring)

Goals and Objectives

1. To develop coordinated breath support.

- Students will develop an understanding of the vocal mechanism.
- Students will develop and demonstrate improvement in personal vocal techniques.

2. To demonstrate a free tone quality with minimum tension.

- Students will demonstrate an understanding of a proper vocal process including; breath, sound, articulation, vocal dynamics and a synthesis of the entire voice.

- Students will demonstrate proper American pronunciation and dialects.

3. To establish beneficial practice habits for growth and development.

- Students will recognize and demonstrate an aptitude in the use of the International Phonetic Alphabet.
- Students will demonstrate effective use of voice in conversation and performance.

THEA 217 - Script Analysis. Credit 3 hours. Prerequisite: THEA 131. This course provides students with the skills necessary to analyze dramatic texts. Students will be introduced to a wide range of plays spanning various genres throughout theatre history. The basic skills needed to understand a play will be learned through reading, attending productions, discussion and a variety of analytical exercises. Analysis from the perspective of actor, designer and director will be explored. (Summer, Fall, Spring)

New course description to be proposed: THEA 217 - Script Analysis. Credit 3 hours. Prerequisite: THEA 131. A course designed to enhance student proficiency in the study of theatrical texts intended for production and performance. Reading of play scripts while focusing on characters, language, structure, historical context, social significance, themes, design elements and production concerns. Students will demonstrate analytical knowledge through a series of written assignments and in-class presentations. (Summer, Fall, Spring)

Goals and Objectives

1. To analyze a play from the performance perspective.

- Students will study the dramatic structure, character analysis, language investigation within dramatic texts.
- Students will integrate textual analysis within the rehearsal and performance process.

2. To analyze a play from the design perspective.

- Students will study the given circumstances, environmental facts, character analysis, spine and scoring within dramatic texts.
- Students will integrate textual analysis within the rehearsal and performance process.

3. To analyze a play from the directorial perspective.

- Students will study the given circumstances, environmental facts, character analysis, spine and scoring within dramatic texts.
- Students will integrate textual analysis within the conceptual, rehearsal and performance process.

THEA 231 - Stagecraft. Credit 3 hours. A technical study of the construction and painting of stage settings with an emphasis in production organization and stage management: participation in technical work of Southeastern Theatre. (Summer, Fall, Spring)

New course description to be proposed: THEA 231 - Stagecraft. Credit 3 hours. An introduction to technical Theatre, this course will provide the student with a background in the tools, materials, techniques, and processes used in the execution of theatrical designs. Scenery, lighting, stage and scene painting will be discussed along with such specialty areas as properties, woodworking, and construction techniques. This course includes a production/crew component as a means of applying the lecture material in an actual production setting. (Summer, Fall, Spring)

Goals and Objectives

1. To know the basic terminology and personnel in stagecraft.

- Students will demonstrate a working vocabulary of theatrical terms and identify various types and areas of Theatres.
- Students will show a working knowledge of building procedures.
- Identify the jobs and duties needed to organize, manage and produce theatre
- Students will understand basic drafting conventions.
- Function effectively as a backstage crew member through participation on a departmental production

2. To know the basic usage of tool and stage equipment.

- Students can identify and use the tools and materials found in the Scene Shop.
- Students will understand the safety procedures for the Theatres and scene shops.
- Student will understand the basic operations of the stage.

3. To know the concept and practical application of lighting and lighting design.

- Students will be able to hang and focus a lighting instrument.
- Students will be able to draw a basic lighting plot.
- Students will understand the basic operation of a lighting console.

THEA 234 - Introduction to Acting. Credit 3 hours. A course designed to familiarize the student with the history and nature of the techniques of acting-concentrating on understanding and mastering skills associated with body movement and vocal production in character analyses and performances. Refereed performances, attention to television acting; a basic course. (Fall, Spring)

Goals and Objectives

1. To know the basic principles and terminology of the art of acting.

- Students will demonstrate script analysis through a basic application of beats and objectives.
- Students will use journaling as a means to practice articulation of concepts and terminology.
- Students will provide written and oral critiques of acting performances viewed during the semester.
- Students will clearly understand the fundamental concepts of objectives, motivations and actions.

2. To have an awareness of some of the techniques used to create a role.

- Students will explore different methodologies (such as Stanislavski, Meisner, and Strasberg).
- Students will develop characters through physical, vocal and improvisational exercises.
- Students will clearly apply the fundamental concepts of objectives, motivations and actions.

3. To understand the basics of professional audition preparation.

- Students will present a contemporary monologue for the purposes of auditioning at the academic, community or professional level.
- Students will practice "cold reading" audition techniques and strategies.
- Students will demonstrate proper audition etiquette.

THEA 240* - STAGE MOVEMENT. Credit 3 hours. A foundational course on the dynamics of the performer's body as a vital, expressive instrument in theatrical production. Course focus is on building performer awareness of the body, personal physical habits, and efficacy of the body as well as building performer strength, flexibility, endurance, and release of unnecessary body tensions. This preparatory

work enables the student for further development in storytelling and character development using physical approaches in tandem with character analysis; in augmenting performer presence; and in creating ensemble and solo movement compositions through improvisation and crafting. Course activities include investigation of various techniques of physical preparation, improvisation, ensemble development, reading responses, journaling, class discussion, and original compositions. Techniques may include but are not limited to Viewpoints, Grotowski Method, mask improvisation, Eastern and Western conditioning and focus exercises, elements of composition, body language, Laban Movement Analysis, and other techniques of improvisation.

Goals and Objectives:

1. To enhance performer's range of expression

- Students will use physical and vocal techniques for variety in gesture with focus in rhythm, pace, shape/pitch, and dynamic.
- Students will observe and demonstrate fully invested physical actions
- Students will develop a warm-up regimen to strengthen, build flexibility and endurance in the body and protect from misuse and injury

2. To augment performer presence on stage

- Students will engage in individual and group focus activities
- Students will practice exercises designed to connect internal imagination with physical expression
- Students will practice heightening sense of self, partner(s), and space through individual and ensemble exercises

3. To develop performer's connection of body and imagination

- Students will practice individual and group improvisational exercises to free the body and loosen the imagination for character and narrative development
- Students will create solo and ensemble compositions
- Students will use journaling, active observation, and discussion to build awareness of self and group creative process

THEA 250* – Stage Management. Credit 3 hours. Prerequisites: THEA 131, THEA 231. The course is an introduction to stage management techniques and practical application during the pre-production, rehearsal, and performance processes. Students will explore the core functions and responsibilities of stage management including blocking and calling techniques, organizational, communication, and interpersonal skills, and methods for documentation and communication of the process.

Goals and Objectives

1. To identify and model the best practices in the theatre management industry.

- Students will learn how to apply script analysis techniques to stage management.
- Students will learn how to create paperwork using current industry technology.
- Students will practice the latest blocking and show calling techniques.
- Students will research current industry standards for stage management.

2. To understand and apply the successful interpersonal skills required of a stage manager.

- Students will learn how to run design, production and company meetings.
- Students will research industry expectations regarding communications between a diverse group of collaborative artists.
- Students will practice communication and leadership skills.
- Students will research the proper "chain of command" at the various levels of theatrical production.

3. To become a more confident, prepared and organized member of a production team.

- Students will apply critical thinking techniques for addressing challenges in the production process.
- Students will practice effective time management.
- Students will enhance their supervisory skills; including but not limited to disseminating information, delegation of duties/responsibilities, and the ability to adapt to various rehearsal and performance environments and situations.
- Students will research all current industry safety practices.

THEA 332 - Acting for the Camera. Credit 3 hours. Prerequisite: THEA 234. An in-depth study of the techniques required for performing before the camera. Special attention paid to the technical considerations specific to film/television acting. Emphasis on performance. (Spring)

Goals and Objectives

1. To know the basic principles and terminology for film acting.

- Students will demonstrate script analysis through a basic application of beats and objectives.
- Students will use journaling as a means to practice articulation of concepts and terminology.
- Students will provide written and oral critiques of acting performances viewed during the semester.
- Students will clearly understand the fundamental concepts of objectives, motivations and actions.
- Students will clearly understand the basic vocabulary and terminology used on a film set.

2. To be aware of some of the techniques used to create a role for film.

- Students will perform monologues and scenes in front of the camera.
- Students will become familiar with the acting techniques used by at least one great film actor from each decade of film history. Students will also become familiar with these actors' careers and what makes them "greats" in the industry.
- Students will show proficiency in on-camera vocal techniques.
- Students will show proficiency in on-camera improvisational techniques.
- Students will understand the different demands and disciplines required of the film actor (compared to the live theatre performer).

3. To have a basic understanding of how to find work (including agent representation) in the Louisiana film industry.

- Students will demonstrate a working knowledge of how to conduct themselves at film auditions.
- Students will demonstrate a working knowledge of how to conduct themselves while on the set of a film.
- Students will research reputable talent agencies and industry networking tools.
- Students will create a film resume.
- Students will learn how to build a "reel" for representation purposes.

THEA 333. Design for Stage and Studio. Credit 3 hours. Prerequisite: THEA 231. A study of design principles, methods, and techniques relevant to both the theatre and the studio. Emphasis on developing creative and practical skills. (Spring)

New course description to be proposed: THEA 333. Design for Stage and Studio. Credit 3 hours. Prerequisite: THEA 231. To introduce the student to the fundamental elements and principles of design and how they apply to the theatre experience of scenery, and lighting design. To create a

vocabulary for the discussion, appreciation and evaluation of theatrical design, and to develop an appreciation, understanding and respect for the work and contribution of theatre design and designers to the experience of a theatre production. (Spring)

Goals and Objectives

1. To be able to understand the basic skills and theoretical practices involved in scenic design.

- Students will learn to research a production.
- Students will know how to interpret and execute scenic drawings.
- Student will gain a better understanding of the stage and its tools.
- Students will understand the methods of moving scenery.

2. The student will be able to identify and understand the use of scenic design equipment and tools associated with design.

- Students will learn Sketchup, AUTOCAD, Photoshop and hand drafting skills.
- Students will explore different fabrication techniques for scenery.
- Students will understand the basic tenets of good design.

3. The student will be able to practically apply the skills learned in a completed scenic design (conceptual).

- Students will learn to verbally express their design concepts.
- Students will present their drawing to the class
- Student will learn to effectively critique their own work and approach

THEA 335 - Advanced Acting. Credit 3 hours. Prerequisite: THEA 234. A course designed for in-depth study of varied dramatic roles. American and continental theories will be examined and applied to advanced character analyses and performances. Extensive performance coupled with professional critiques. (Fall)

Goals and Objectives

1. To enhance performance skills necessary to sustain scenic moment-to-moment reality.

- Students will explore and develop the self/actor/character roles in the actor's creative process.
- Students will demonstrate comprehensive use of the terminology of the artistic process.
- Students will address physical and vocal blocks to the freedom of expression.

2. To explore different philosophies of acting.

- Students will research two of the great acting teachers of the past one hundred and twenty-five years.
- Students will engage in guided exercises designed to showcase techniques used by various actor-training programs.
- Students will apply newly-learned techniques to scene study work.

3. To apply script analysis skills to scene work.

- Students will submit scored scripts for each performance assignment.
- Students will support in-class performance choices through textual analysis.

THEA 337 - Makeup Design for Stage and Studio. Credit 3 hours. This introductory course will cover the methodologies and concepts of makeup design for stage, screen, and photography. Students will be instructed in products, tools, and techniques of makeup application, basic and character makeup design and application, special effects, and prosthetics, as well as hair and wig styling. Lectures, demonstrations, and laboratory work will be completed in conjunction with Southeastern Theatre productions, and

assigned design projects. Purchase of makeup and drawing materials required. (Fall, Spring)

Goals and Objectives

1. To develop basic skills of a makeup artist.

- Students will understand how to apply basic makeup and character makeup.
- Students will explore basic procedures for the application using a variety of makeup techniques.
- Students will develop sufficient skill in application to solve most makeup design problems on their own.

2. To synthesize basic theatrical makeup design vocabulary and analyze dramatic characters

- Students will understand and utilize the terminology of makeup artists.
- Students will learn to communicate their ideas effectively both visually and orally.
- Students will create specific makeup designs through character analysis and research.
- Students will analyze dramatic characters and apply this to a three-dimensional face.

3. To develop the knowledge of the care and maintenance of makeup tools and equipment.

- Students will become familiar with proper cleaning procedures for makeup tools and equipment.
- Students will understand the importance of basic care for longevity of makeup tools.

4. To appraise theatre productions performed during the semester in relationship to the performers and their makeup.

- Students will understand how to identify makeup techniques.
- Students will learn to positively critique makeup application.
- Students will appreciate and understand the complexity of makeup application.

THEA 338 - Costume Design for Stage and Studio. Credit 3 hours. This comprehensive course will cover the methodologies and concepts of costume design for stage and screen. Students will develop skills in areas such as rendering, costume history, research methods, play and character analysis, and costume crafts. Lectures, demonstrations, and laboratory work will be covered in conjunction with Southeastern Theatre productions and assigned design projects. Purchase of drawing materials required. (Spring)

Goals and Objectives

1. To understand the elements of good design and apply these elements to stage costuming.

- Students will understand and utilize the terminology of good design.
- Students will learn how to apply line, shape, mass, measure, position, color and texture.
- Student will appreciate fashion and costume history.

2. To develop a critical basis for judging costume design and to share that criticism effectively.

- Students will learn how to respond to a proper critique.
- Student will respond to other students work and provide feedback.

3. To develop the skills that will clearly express thoughts and ideas to others

- Students will become familiar with different approaches and techniques to rendering.
- Student will learn to communicate their ideas effectively both visually and orally.

THEA 340* - Acting & Directing Workshop. Credit 3 hours. Prerequisite: THEA 131, THEA 234, THEA 335 and THEA 432. A laboratory course designed to explore the collaborative process in theatre making, drawing on skills of performance, directing, and dramaturgy. Students will examine various scenes and develop short performance pieces to present in class. Various methods for devising performance will be investigated: text based, image based, improvisation, site-specific, object-based, and character-based.

Goals and Objectives

1. To develop a productive, creative working process among all collaborators

- Students will explore roles as collaborative creators in scripted and devised performance pieces as originators, actors, directors
- Students will cultivate a vocabulary used during the creative process
- Students will analyze, rehearse, develop and perform various styles of performance

2. To explore individual and collective creative process

- Students will learn how to adapt and create performance pieces from different artistic prompts
- Students will gain a deeper understanding of how theatre artists connect and find moment-to-moment truth in narrative and non-narrative performance

3. To Deepen and apply Theatrical skills developed in fundamental classes

- Students will learn how to provide effective feedback for the creative process
- Students will create authentic, in-depth characters and develop methods of story-telling and image-making through a collaborative process

THEA 400 - Special Topics in Theatre. Credit 3 hours. Prerequisite: Junior standing or permission of Department Head. A variable content course which treats subjects of special interest. The content will change from semester to semester and will be advertised in advance. May be taken by both majors and non-majors. May be repeated once for a total of 6 hours. (As Needed)

Goals and Objectives

1. To provide students with specialized theatrical training in various topics which are not offered in our general theatre curriculum.

- Students will become familiar with different methodologies in theatrical training.
- Students will become familiar with unique terminologies and vocabularies for specialized forms of training.
- Students will acquire new skill sets to enhance their chosen career paths.

THEA 403-404/503-504. Independent Study in Theatre. Credit 3 hours. Prerequisite: Junior standing and permission of the Department Head and written permission of instructor. Readings, conferences, reports, and/or special projects. Areas of study may include, but are not limited to, the following topics: Stage Combat and Fencing, Musical Comedy, Stage Movement, Arts Administration, Stage Speech, Advanced Performance, Creative Dramatics, Character Makeup and Masque, Refereed Directing, Dialects, Scenic Painting, and Community Theatre. (Spring)

New course description to be proposed: THEA 403-404/503-504. Independent Study in Theatre. Credit 3 hours. Prerequisite: Junior standing and permission of the Department Head and written permission of instructor. Areas of study may include, but are not limited to, the following topics: Stage Combat, Musical Comedy, Playwriting, Arts Administration, Stage Speech, and Advanced Performance. Creative Dramatics, Character Makeup and Masque, Refereed Directing, Dialects, Scenic Painting, and Community Theatre. (Spring)

Goals and Objectives

1. To provide students with enhanced individual training in various topics related to their chosen career paths.

- Students will learn to work independently and separate from the normal parameters of classroom instruction.
- Students will demonstrate enhanced individual research skills.
- Students will develop the ability to formulate, develop, troubleshoot and present a variety of proposals, papers and projects with minimal mentoring.

THEA 431/531 - Play Production. Credit 3 hours. Prerequisites: THEA 231 and 234 and Junior standing or permission of the Department Head. This course is a survey of stage management and theatre administration exploring the relationship between the artistry and the execution of theatre as a fine arts discipline. Topics to be studied include resumes, stage management, theatre administration, professional unions, production management, publicity/marketing, and box office, program design, website development and house management. As a capstone course, students will also build their own resumes and webpages to support their professional development. (Every other Fall Even)

Goals and Objectives

1. To know the basic principles and terminology of play production.

- Student will understand the industry specific jargon of the theatre world.
- Students will understand the daily operation of a professional theatre.
- Student will understand the role and scope of the stage manager's duties.

2. To prepare students for a professional career in the theatre industry.

- Students will understand the inner working of theatre unions and how theatre industry personnel are compensated.
- Students will prepare a professional resume and design a website in their specific discipline.

THEA 432 - Theatre Directing. Credit 3 hours. Prerequisite: THEA 231 and THEA 234 and Junior standing or permission of Department Head. Fundamental theories of directing for the stage. Students select, cast, direct, and present scenes and/or short plays for class and public presentation. (Spring, Summer)

Goals and Objectives

1. To know the basic principles and terminology of the art of directing.

- Students will study important theatre theory texts.
- Students will implement the basic vocabulary used between a director and actors.
- Students will implement the basic vocabulary used between a director and a design team.

2. To demonstrate an improved understanding of how to analyze a script for production purposes.

- Students will submit a completed prompt script for a directed scene study.
- Students will engage in various script-analysis exercises designed to enhance approach to theme, character, tone, subtext and design needs.
- Students will develop techniques for selecting audition materials from the director's vantage point.

3. To have a better awareness of the various skills it requires to choose, cast, rehearse and produce a play for public performance.

- Students will direct a ten-minute play or scene as a final presentation.
- Students will peer-direct short theatrical selections to reinforce directing strategies.
- Students will explore the different steps of the director's rehearsal process.
- Students will demonstrate techniques for stage composition.

THEA 433/533. Theatre History. Credit 3 hours. Prerequisite: Junior standing or permission of the Department Head. The development of the Western Theatre from the time of the ancient Greeks to the present. Emphasis on the physical theatre and production styles. (Fall, Spring)

Goals and Objectives

- 1. To have a thorough understanding of western theatre history and the direct relationship between a society and the dramatic work produced by it.**
 - Students will demonstrate the ability to relate a dramatic text to the period in which it was presented.
 - Students will research and present an oral presentation on select periods of theatre.
- 2. To be able to intelligently discuss and write about the major theatrical movements in the western world, spanning from ancient Greeks to the present.**
 - Students will orally demonstrate an understanding of various theatrical movements through in-class discussions and presentations.
 - Students will demonstrate research skills and contextual understanding through written assignments and examinations.
- 3. To be able to intelligently discuss and write about the origins, influences, practices and impact of at least one contemporary theatre movement.**
 - Students will orally demonstrate an understanding of contemporary theatre practices and trends through in-class discussions and a group presentation.
 - Students will demonstrate research skills and contextual understanding of at least one contemporary theatre movement through written assignments and examinations.

THEA 435/535. Children's Theatre. Credit 3 hours. An introductory course in theatre history as it applies to children. Emphasis will be placed on the criteria for productions with children as the audience and adults as actors and on productions using children as actors. Activities in the use of creative dramatics will also be included. (Every other Fall Odd)

Goals and Objectives

- 1. To explore different methods of producing theatre for children.**
 - Students will demonstrate leadership skills by leading a variety of group exercises and improvisation with their fellow students.
 - Students will adapt fairytales and fables into dramatic skits for a young audience.
 - Students will collaborate together to simply stage the skits for a young audience.
 - Students will explore how to create devised work with high school students.
- 2. To engage students in a creative process that allows them to implement Creative Dramatics in a classroom setting.**
 - Students will research and discuss the use of creative dramatics in the classroom.
 - Students will demonstrate how to implement creative dramatics into a classroom lecture.
- 3. To develop skills that will support students working with young performers in schools, churches and youth organizations.**
 - Students will explore working in a theatrical environment with young children through exercises, improvisations, and creating workshops.
 - Students will lead Theatre workshops at Southeastern's Head Start program.

TLAB 137-138/237-238/337-338/437-438. Theatre Laboratory. Credit 1 or 2 hours each. Practical work for theatre students. Students will assume performance or production responsibilities in one of the following areas: performance, assistant directing, design, stage management, scenic craftwork, lighting, properties, costuming and crew. A contract outlining specific assignments must be filed with the Director of Theatre. Credit will be earned by successful completion of significant work as determined by the Director of Theatre. (138, 238, 338, 438-Fall; 137, 237, 337, 437-Spring) (Fall, Spring)

Goals and Objectives

1. Demonstrate a strong work ethic within a professional framework of collaboration.

- Students will experience live theatre rehearsal and performance
- Students will gain experience working as a performer or backstage.
- Students will learn the different roles of the production team and where their particular position falls within the production hierarchy.

2. Work effectively as a cast or crew member.

- Students will develop and demonstrate cooperation and teamwork skills.
- Students will learn the techniques, procedures, protocols and traditions of working in the theatre environment.
- Reflect upon their contribution to the production process towards evaluating others as well as their own working process and development.

*Indicates a new course to be added as part of the Bachelor of Arts in Theatre curriculum.

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

N/A

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

The majority of the course work will be completed on campus due to the nature if the course content. *Introduction to Theatre* will have online sections and evening sections. Rehearsals and performances will be scheduled in the evenings as to not interfere with classes.

☐ On-site (>50% delivered face-to-face) ☐ Hybrid (51%-99% online) ☐ Online (100% online)

☒ Day courses offered ☒ Evening courses offered ☐ Weekend courses offered

2. Need

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

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 has a strong foundation for and rich history of the creation of significant theatre and film productions. Both industries are growing in our state, and we are poised to foster this growth by providing a well-trained, knowledgeable and locally cultivated workforce over the long term. Louisiana's

robust theatre and film industry was affected by the pandemic in 2020 as was the entertainment industry worldwide. As reported by *The Advocate* in August 2020, Louisiana's film and television industry continues to bolster Louisiana's economy as other hospitality and tourism industries have suffered. Theatres and movie houses are beginning to reopen as we move toward summer and fall of 2021. Artists, actors, designers, and directors are being hired for new projects. In the midst of the pandemic, Louisiana film studios were actually backlogged with projects. Carroll Morton, director of Film New Orleans stated in *The Advocate* that even during the imposed stay-at-home-order in March of 2020 there were about fifteen different active productions in New Orleans. More recently, *The Advocate* published on April 14, 2021, that studios across the State are ramping up production and announced that the Will Smith film *Emancipation*, directed by Antoine Fuqua and produced by Apple Studios, will also be filmed in New Orleans. Our two Spring 2021 Theatre Design graduates have already found positions for next fall, one as a scenic carpenter and the other has been accepted into a Graduate program with full funding. We concur that there will be a backlog of theatre and film projects in Louisiana as we move beyond the pandemic.

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.

There are more paid acting jobs available now than ever before. From cable to streaming to web series (not to mention the enormous amount of commercial advertising linked to all of these platforms) there are more professional opportunities now than what actors could have imagined just twenty years ago. The investment we make now in the development of theatre programs will have long-term financial benefits to the future of the state. According to LouisianaEntertainment.gov, "Louisiana is one of the top destinations in the world for motion picture production, with state-of-the-art facilities, a wealth of talent, skilled crew base, film-friendly communities and competitive incentive programs." This flourishing film and tv industry drives other industries in our state. According to their website, during the height of the pandemic on 10/17/2020, there were thirteen film projects in the State, including six made for television series and seven films and eighteen up and coming TV and film projects. *Full Armor films* has expanded its operation in Louisiana and *Starlight Studios* became the latest Louisiana Entertainment Job creation project in the state.

In order for Louisiana to attract television and film production companies over the long term, we have to continue to train talented actors, directors and production managers. Star talent within major productions are brought into the state, but there are many positions that require skilled, local talent and crew base. President of the Louisiana Film and Entertainment Association, Trey Burvant, stated in *The Advocate* that film productions on average hire at least 85% local talent for cast and crew and have about 1,800 union members who work on Louisiana-made films. Hammond Louisiana has been the location for several large budget films in recent years such as: *Ray* (2004), *Glory Road* (2006), *Swamp People* (2010 – 2013), *Wild Oats* (2016), *Green Book* (2018), and *Unhallowed Ground* (2020) to name a few. Hammond's downtown area has been a continuous draw for film productions. A Google search for film locations in Hammond Louisiana produced 61 films, most of which are from 2004 to the present.

The theatre and film industry was affected by the pandemic in 2020, as were most industries in the state. The Advocate reported in August 9, 2020 that film production has resumed in Louisiana due to the high demand for online streaming during the pandemic. Much of this work was on stage sets and in studios, but location-based work had also resumed. In 2019 Louisiana certified \$538.5 million in spending from film and television production activity, with \$167.5 million going to payroll, according to an Advocate

article by Kristen Mosbrucker, entitled *Film Cameras begin to roll again in Louisiana After Coronavirus shutdown; Restrictions Apply*, August 9, 2020. The article goes on to state film and digital media companies have invested \$7 billion in Louisiana since 2002, with 85% of the resulting jobs going to local talent. As of March 12, 2021, 8 films were in pre-production and 7 were in production according to the Louisiana Entertainment Production Hotline at louisianaentertainment.gov.

According to Leslie Carde' of Nola.com (March 19, 2021, *2021 Might be a Banner Year for Big-Budget Films in the Metro New Orleans, Officials Say*), "New Orleans is now the No. 4 production city in the United States. That puts New Orleans behind only Los Angeles, New York and Atlanta." The article added that, "Going into 2021 the state has been a hotbed of filming activity in the first three months of 2021." \$250.00 million in film production was scheduled in the state of Louisiana in first six weeks of 2021, according to Carroll Morton, director of Film New Orleans.

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 in New Orleans 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 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 concentrations 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 | |

The Theatre Communications Group (tcg) TCG 2020 Salary Survey Report is provided in Appendix A.

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

☐ 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

4 star rating for Art, Drama, and Music Teachers, Postsecondary

Listed in this category, Theatre (BA), Theatre Arts, Art, Art Education, Community Based Film Industry

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

Southeastern Louisiana University Mission

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

This degree will add to the cultural development of the state and region by educating students to work in the theatre and film industry, which contributes to economic growth.

Visual Art + Design: Theatre Unit Mission Statement

The mission of the Southeastern Louisiana University Theatre Program is to educate students in the long-standing traditions and contemporary practices of theatre, film, opera and musical theatre while preparing them for both careers and graduate studies in these fields. Our faculty members are devoted to guiding each student through this intensely collaborative process by providing mentorship and one-on-one training. Throughout the course of their B.A. studies, our students will work collaboratively in all areas of production to create classical, contemporary and original works. Through a combination of cross-curricular academic studies and hands-on practical experience we create sensitive, disciplined and innovative artists.

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 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, direction, and 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.

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 students in directing and stage management, in addition to acting.

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

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.

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

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.

| <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 Musical Theatre | No |
| 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. 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.

In addition, Southeastern's program will offer a more affordable option for students. Southeastern's cost of attendance is lower than the schools mentioned above (see

<https://www.collegetuitioncompare.com/compare/tables/?state=LA°ree=Undergraduate&type=Public&level=4-year-or-high>).

Southeastern graduates have the least student loan debt out of all the universities in the state, according to statistics recently released by LendEDU. The average debt per borrower for Southeastern's graduating class of 2019 was ranked No. 1 for least debt and No. 36 lowest debt nationwide. In Louisiana, the average debt per student borrower is \$23,855, the seventh lowest in the nation. Fifty-one percent of Louisiana students graduated with debt. Southeastern graduates reported an average debt of \$19,356, 1.93 percent less than the previous year. The statistics stem from a voluntary survey conducted annually by Peterson's College Data. The complete study can be found online at <https://lendedu.com/blog/student-loan-debt-by-school-by-state/>.

The table above shows our proposed BA in Theatre would be the only stand-alone Bachelor of Arts in Theatre degree 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.

Unique Campus Experience:

Our focus is on undergraduate education, which allows theatre students multiple opportunities to develop their craft through our production season. 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 the B.A. in Art Theatre Design concentration. Students are often involved in multiple shows over their four years of undergraduate study in both onstage and offstage positions. This is due in part to not having a graduate program. Students do not have to compete for casting roles with graduate students. An active theatre student in our program may have three or more design opportunities; a stage manager may manage more than six shows; and an actor may perform in over eight productions in four years. Our students graduate with an impressive portfolio in addition to training and education through coursework. This direct experience in main stage productions prepares our students for degrees in higher education and enables them to build professional careers in the performing arts. This is a valuable asset as we prepare more students to enter master level programs at LSU and other institutions in and out of our State.

It is a disadvantage and not recommended for a student to earn their BA at the same institution as their MFA. Our program allows students to diversify their mentorship by attending Southeastern for their BA and then completing their MFA at LSU (or another neighboring MFA programs) therefore keeping students in Louisiana for their entire course of graduate/undergraduate study.

Distinct Offering:

The Columbia Theatre in downtown Hammond provides performance, management, design, direction and employment opportunities for students. Students gain valuable experience in a professional

environment while working or interning at this vital community asset. These professional development opportunities have been made available to our students and will be an important part of their education in theatre at SLU. These experiences develop transferable professional skills for corporate events as well as film and television production. Our Letter-of-Intent lists students already working in this growing economy in Louisiana.

Curricular Emphasis:

Our emphasis on production management allows our undergraduate theatre students to gain multiple opportunities to work as stage managers in addition to course education and training. This emphasis on production management differentiates from LSU's undergraduate theatre degree focus on Arts Administration. The curriculum is also unique in its combination of courses, which includes production management, business management, directing and acting courses for stage and studio. Our stage managers earn hands-on experience in leadership and management. These skills are uniquely transferrable to multiple industries including: events management for corporations, festivals, conferences, and film and television.

Stage managers assist with all administrative and preparation tasks of a production as well as ensure production deadlines, and serve as the primary source of communication for all collaborators including actors, designers, the director, and technical and running crew. Stage managers are involved in every aspect of the production from pre-production to the final strike.

Skilled Stage managers develop skills that transfer to multiple industries:

- High standard of organizational and communication skills
- Computer skills and understanding of current technology
- Ability to work well under pressure
- A sharp eye for detail
- Problem-solving skills, ability to think on your feet
- Negotiation skills, confidence and decision-making abilities
- Time management
- Leadership

Demographics:

SLU as a university serves a distinct population. SLU comprises of students primarily from the surrounding parishes: Tangipahoa, St. Tammany and Livingston parishes. A large percentage of our students remain in these parishes while attending SLU. Fifty two percent of the students attending SLU in the Fall of 2020 were from the Northshore as defined by these three parishes. More details can be found at: <https://www2.southeastern.edu/Administration/Inst-Research/Student/data.cgi?homepar.txt>. Based on data from University Advancement, 79% of our alumni continue to live in Louisiana after graduation. This is a high percentage when compared to other universities in the state. (<https://www2.southeastern.edu/Administration/Inst-Research/Resource/data.cgi?alumstate.txt>)

The Northshore demographic has over 3,000 students in the Talented Theatre programs. Southeastern has developed strong ties with local high school talented theatre programs, and our alumni teach in area feeder schools.

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

The minor in Theatre may be terminated after five years if the minor has low enrollment or few completers during that period.

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

N/A

3. Students

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

The Fall 2020 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. In Fall 2020, SLU offered 11 sections of the course, with total enrollment of 1,587 students, additional theatre courses served 240 not including theatre designs students who are in the B.A. in Art degree program. These figures are lower than usual due to the pandemic and the resulting social-distancing restrictions, which decreased class size. In Fall 2020, Theatre courses made up 35% of the total of Student Credit Hours in the Department of Visual Art + Design. There are approximately 35 students currently enrolled in the theatre minor and 12 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.

Students enrolled in theatre courses for the Spring 2018 semester were surveyed on the first day of class regarding their interest in a Bachelor of Arts degree in Theatre if one was offered at Southeastern. Of the 74 students enrolled in 200-level or higher theatre courses, 80% responded “yes” they would consider majoring in theatre if there was a B.A. in Theatre offered at Southeastern.”

Of the 478 students enrolled in *Introduction to Theatre*, 28% answered “yes” they would consider majoring in theatre if there was a B.A. in Theatre offered at Southeastern.” The findings of one out of four students expressing a wish to pursue a B.A. degree in theatre projects a future demand for the degree program, especially considering this course is a general education requirement. 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.

In the Spring semester of 2021 we replicated the 2018 survey in order to update our data. This time the survey was only given to students taking THEA 131, *Introduction in Theatre*. The survey asked the students: 1.) Would you consider a major in theatre if a B.A. degree were offered at Southeastern? Out of the 270 THEA 131 students who responded to the survey, 32.2% of the students said “yes.” Another 4.4% replied “yes” if they could work it out with their other major or as a minor. 2.) Are you interested in taking more theatre courses at Southeastern? 50% of the students who responded to the survey answered “yes.” 3.) Do you know a student(s) who would like to receive a B.A in theatre for SLU if it were offered? 55.19% of the students surveyed answered “yes.” These results indicate not only an increased interest but an enduring trend of strong interest, in the Southeastern student body to have the opportunity to pursue a B.A. in Theatre.

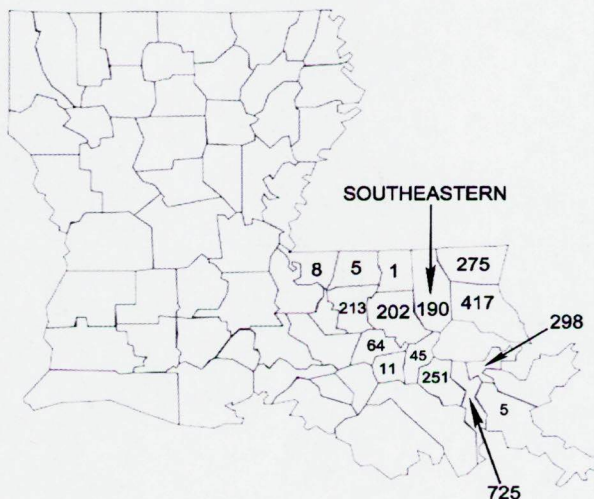
Another major indicator of student interest in Southeastern theatre is reflected in our student involvement in each of our productions. Audition numbers for the past five years are a strong indicator of student interest and involvement in the Southeastern Theatre program. Over the past five years, we average over 40 students auditioning for each of our four annual main stage offerings. These numbers are large for a liberal arts institution our size. 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. Such strong student interest and involvement enables us to provide a full spectrum of student opportunities.

During the pandemic, SLU continued to produce strategically chosen plays, which allowed actors to remain socially distanced, with face shields, to a limited and socially distanced audience. Due to the pandemic, one production was adapted to video entitled *The Play that Never Opened*, which was released to the public and went on to win Best Documentary Short award at the Southern Shorts Film Festival in 2020.

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 has remained constant at 50 - 60 members.

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 2020, 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. These 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.

LOUISIANA PROXIMITY OF HIGH SCHOOL TALENTED THEATRE STUDENTS TO SOUTHEASTERN



TOTAL NUMBER OF LOUISIANA HIGH SCHOOL TALENTED THEATRE STUDENTS

3749

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.

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

Projected enrollments (declared majors) and completers (F+Sp+Su) for the next 5 years *with justification*.

| 2022-23 | | 2023-24 | |
|------------|------------|------------|------------|
| Su/Fall/Sp | Completers | Su/Fall/Sp | Completers |
| 15/25/25 | 00 | 15/30/30 | 5 |

| 2024-2025 | | 2025-26 | | 2026-2027 | |
|------------|------------|------------|------------|------------|------------|
| Su/Fall/Sp | Completers | Su/Fall/Sp | Completers | Su/Fall/Sp | Completers |
| 15/40/40 | 10 | 20/50/50 | 20 | 20/65/65 | 25 |

The projected enrollment numbers represent theatre majors and do not include students taking courses in theatre as non-majors or general education courses. Early enrollment projections are based on the anticipated number (25 students) within the Theatre Minor and concentration who would transfer into the degree program plus incoming freshmen who might declare theater as a major. We are also anticipating enrollment of students from area high school gifted theatre programs that will be joining Southeastern as Freshmen after the degree is available.

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

Columbia Theatre: (<https://www.columbiatheatre.org/>)

Students will have the opportunity to work in close relationship with the Columbia Theatre. A professional self-producing theatre in downtown Hammond in addition to the Vonnie Borden theatre on campus. This gives our students a unique experiential learning experience. The Columbia Theatre is an art deco building 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 with different missions and architecture. Being able to work in a variety of theatrical spaces will give students a rich and varied theatre experience.

The Learning Center:

(https://www.southeastern.edu/acad_research/programs/cse/tutoring/index.html)

The Tinsley Learning Center (TLC) is a university-funded center that provides free tutoring, peer assisted study sessions, speech critiques, and supplemental instruction to currently enrolled Southeastern students. The TLC is a CRLA Level I certified lab where all of our tutors undergo intensive training throughout the semester in order to provide quality service to our clients and professional development for our tutors. The TLC offers a variety of academic resources for all five colleges on Southeastern's campus.

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

| |
|-----------------------------|
| Admission to the university |
|-----------------------------|

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

| |
|-----|
| N/A |
|-----|

4. Faculty

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

Dale Newkirk, Professor of Visual Arts

Department Head, Department of Visual Art + Design

MFA in Sculpture, The Ohio State University, Columbus, Ohio, 1984

BFA Painting, Sculpture, Herron School of Art IUPUI, Indianapolis, Indiana, 1982

(Minor in Theatre Scenic Design)

Chief administrator of the department of Visual Art + Design, and the Theatre Area.

Steve Schepker, Professor of Theatre

Director of Theatre, MFA in Lighting Design and Scenic Design from Western Illinois University, BS from Lindenwood College in Mass Communication and Theatre

Courses taught: *Introduction to Theatre, Stagecraft, Design for Stage and Studio, Theatre Production, and Theatre Lab*

Other assignments include:

- Daily operation of theatre division
- Operation of the Vonnie Borden Theatre and support areas
- Oversee or execute scenic design, lighting design and technical direction for all division productions
- Daily operation of the Vonnie Borden Scene Shop
- Recruitment

James Winter, Associate Professor of Theatre

MFA in Acting from The University of New Orleans, BA in Theatre from Baldwin-Wallace College

Artistic Director of The Columbia Theatre for the Performing Arts & Associate Professor of Theatre

Courses taught: *Introduction to Theatre**, *Script Analysis*, *Acting I*, *Acting for the Camera*, *Advanced Acting*, *Special Topics in Theatre**, *Directing*, *Theatre History**

*Denotes a course Mr. Winter also teaches as study abroad.

Other assignments include:

- Directing for the Southeastern Theatre season
- Advising
- Alpha Psi Omega faculty advisor
- Theatre Study Abroad coordinator
- Theatre scholarships record keeping
- Co-coordinator for the Inkslinger Playwriting Contest
- Judge (final rounds) Inkslinger Playwriting Contest
- Recruitment

Chad Winters, Instructor of Theatre

MFA in Directing from Actors Studio Drama School: BA in Theatre from Baldwin-Wallace College

Instructor of Acting and Directing

Courses taught: *Introduction to Theatre, Voice for the Actor, Acting I, Acting II, Special Topics - Method Acting, Directing, Children's Theatre, Script Analysis, Independent Study*

Other assignments include:

- Serve as Director for Southeastern Theatre productions
- Box Office Manager: Supervisor worker schedules and time keeping. Coordinate Agile Ticketing System
- Webpage Coordinator
- Co-coordinator for the Inkslinger Playwriting Contest
- Judge (Final Round) Inkslinger Playwriting Contest

Anne-Liese Juge Fox, Instructor of Theatre

Ph.D Theatre History/Literature/Theory, Louisiana State University, LA

M.Ed Human Performance and Health Promotion, University of New Orleans, La

BFA Theatre, New York University, Tisch School of the Arts, NY

Courses taught at SLU: *Introduction to Theatre, Introduction to Acting, Theatre History, Stage Movement, Advanced Acting, Voice for the Actor, Theatre Directing, Script Analysis, Play Production, Acting for the Camera, Acting and Directing Workshop.*

Additional Courses taught university level: *Acting IV (Loyola), Acting for Non-majors (Loyola), Stage Movement I (Loyola), Stage Movement II (Loyola), Mask Improvisation (Tulane), Fundamentals of Speech (Loyola), Fundamentals of Acting (Tulane), Creative Process for ESL (Loyola)*

Other assignments include:

- Co-Coordinator of SLU's Inkslinger Playwriting Contest
- Committee for SLU Theatre Division web content
- Scholarship and College Auditions Coordinator and Board Member of the Louisiana Thespian Festival
- Board member of The Columbia Theatre
- Actor's Equity Association Member
- Serve as director for Southeastern Theatre main stage productions

Christine Crook, Assistant Professor Costume Design

MFA Costume Design, University of California, San Diego, 2009

BA in Theatre, Dance and Performance Studies, University of California, Berkeley, 2005

Costume Designer for all main stage theatre productions

Manager of theatre costume shop

Courses Taught: *Introduction to Theatre, Makeup Design for Stage and Studio, Costume Design for Stage and Studio, THEA 400, Special Topics for Theatre*

- Theatre Curriculum Committee
- Fine Art Fashion Show faculty Representative
- Student Advising
- Costume Shop Manager

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

In the first year of the new program the teaching load will be absorbed by current faculty. A new tenure-track position will be needed to teach play production and stage management courses within the new

degree program beginning in year two. This additional position will allow the department to implement the full degree curriculum. Part-time Lecturers will be hired as needed to teach Introduction to Theatre (THEA 131), which will allow full time faculty to teach more specialized theatre courses. We anticipate the addition of one part-time Lecturer teaching two courses per semester.

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

Over the past fifteen years, the full-time Theatre faculty members have remained incredibly active in the professional theatre and film industries, frequently being recognized for outstanding achievements in these fields. These professional activities have allowed our faculty to remain on the cutting-edge of the entertainment industry and have frequently led to jobs for our students and alumni. Since 2000, our faculty members have:

- Published three textbooks
- Edited two textbooks
- Nominated for numerous Big Easy Entertainment Awards (winning two)
- Worked as designers, craftsmen and actors for such major films and televisions shows as: *The Maze Runner*, *American Horror Story*, *Pitch Perfect 2*, *NCIS: New Orleans* and *The Green Lantern*
- Earned two President's Awards for Artistic Excellence
- Held regional and national positions on the KCACTF Regional Committee
- Designed television sets for WYES and WLAE in New Orleans
- Fabricated sets for the Super Bowl, Essence Festival and the National World War II Museum
- Earned Two Endowed Professorships in Music and Dramatic Arts
- Founded an international playwriting competition
- Staged the world premieres of over ten original plays and musicals

Due to faculty involvement and commitment the SLU theatre program is very strong and consistently produces high-caliber productions that have gone on to win state, regional and national honors. Students continue to benefit from our involvement with the Kennedy Center American College Theater Festival (KCACTF), a national organization, which provides opportunities for students to develop their theater skills, insights and professionalism. KCACTF is a powerful connection between students and the professional theatre community that provides significant "real world ready" training for thousands of theatre students each year. Our students have gone on to work in major motion pictures, television productions, regional theatres, Broadway theatres, and at colleges, universities, and Talented Theatre programs in Louisiana. Over the past decade we have produced distinguished productions of over ten new plays, many of which were written by Southeastern Louisiana University students. Each season our program stages professional-quality productions of the classics; revitalized or newly conceived, important modern and contemporary plays, and experimental works. Our balanced seasons and intensive, hands-on approach help to ensure that our students are "real world ready" for the career possibilities awaiting them following graduation. Southeastern is surrounded by new talent that we see coming in with each new freshman class. The faculty continues to passionately recruit new students from the hundreds of Talented Theatre students enrolled in high schools along the I-12 corridor and the greater New Orleans area. 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.

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.

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 Toupes

2019: Southeastern Students participated in the SETC Job Fair:

- Emery Foster signed summer theatre contract as a Carpenter with Cortland Repertory Theatre, Cortland County, New York
- Kaelen Novak signed summer theatre contract as Costume Shop Intern with Cortland Repertory Theatre, Cortland County, New York

2020: Canceled due to COVID-19

2021: Southeastern Students participated in the SETC Virtual Job Fair:

- Emery Foster accepted full time position at Kings Dominion Amusement Park, Doswell, VA, as an In Park Technician
- Taylor Meng accepted position as Resident Production Intern in Education at Lexington Children's Theatre, Lexington, Kentucky

ALPHA PSI OMEGA

Alpha Psi Omega (APO) is a national theatre honorary organization 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; initiating approximately twenty new members annually. APO at Southeastern is committed to enhancing the “real world readiness” of those students interested in theatre by providing them with master classes, production opportunities, performance opportunities and visits to see live theatre productions around the region. Service is also a major component of our chapter. APO students and initiates provide front of house services (ushering, house management, theatre cleaning), for all Southeastern Theatre productions. They also host an annual high school day to assist in our recruitment efforts. Here are a few of the organization’s highlights since 2007:

- 2008: APO stages its first production, an interactive murder mystery dinner theatre.
- 2010: APO stages *Candy Said* by Southeastern Louisiana Student Zachary Boudreaux. The one-act play would go on to be a KCACTF national finalist for the John Cauble One Act Play award.
- 2011-present: APO is a co-producer for the Hammond Horror Festival, now entering its sixth year.
- 2012: APO partners with the Tennessee Williams Festival to present *7 Shards of Glass*.
- 2012: APO stages the world premiere of *So Many Egos* by Stephanie Katz.
- 2012: APO officers travel to London, England to donate funds to the restoration of the Rose Theatre.
- 2013: APO produces the world premiere of Tommy Jamerson’s *Alice the Brave* and tours the show along the I-12 corridor. The play would go on to be published as a result.
- 2013: APO establishes *No Shoes Allowed*, an improvisation troupe for Southeastern Louisiana University.
- 2013-present: APO participates in *Mocktails*. (APO took 2nd place for best drink in 2013.)
- 2014: APO produces the world premiere of Tommy Jamerson’s *Choose Your Own Oz* and tours the show along the I-12 corridor. The play would go on to be published as a result.
- 2014-present: APO hosts an annual “High School Day,” a recruitment effort where theatre students from area high schools visit our campus and participate in master classes conducted by Southeastern students and faculty.

- 2015: APO funds the touring production of *Peter & Tink*. The show tours along the I-12 corridor. The play would go on to be published as a result.
- 2016: APO provides grant money to members of the organization traveling to compete at the KCACTF regional festival in Texas.
- 2016: APO produces the world premiere of Tommy Jamerson's *Once Upon A Pine* and tours the show along the I-12 corridor. The organizations pays for the playwright to fly down from New Jersey for a week and assist the company in the development of his new script.
- 2017: Southeastern's chapter of APO wins the inaugural Frankie Day Chapter Enhancement Grant, a \$1000 grant awarded by the Alpha Psi Omega National Office.
- 2018: Southeastern's chapter of APO uses the Frankie Day Chapter Enhancement Grant to produce the world premiere of Tommy Jamerson's *You Go, Goddess!* and tours the production to Louisiana communities hit hard by the two major floods in 2017.
- 2018: Southeastern's chapter of APO is recognized by the National Alpha Psi Omega Board for their excellence at the Southeastern Theatre Conference.
- 2018: APO Production of *You Go, Goddess* (World Premiere), by Tommy Jamerson, SLU – Student Union Theatre.
- 2019: APO Production of *A Night on the Town: A Dinner Theatre*, Theatrical Review, Hammond Regional Arts Center.
- 2019: *When Sparks Fly*, by Various Playwrights, SLU-Student Union Theatre.
- 2020: *The Laramie Project*, by Moises Kaufman & Stephen Belber, SLU-Student Union Theatre.
- 2020: *Break A Leg* (World Premiere), by DeJuan James, SLU-Student Union Theatre.
- 2021: *Baby With The Bathwater*, by Christopher Durang, First time APO preformed at the Columbia Theatre for the Performing Arts, Hammond, Louisiana.
- 2021: APO Members participated in a performance workshop with visiting performance artist Jose Torres Tamas.

Faculty:

New faculty should be able to teach theatre course at all undergraduate levels, plus specialize in one or more areas of theatre. Faculty must have a terminal degree in Theatre (M.F.A. or PhD depending on the field of study), Theatre, Theatre Design, Theatre Education, or Theatre History, and a demonstrated excellence in college teaching, experience in curriculum design, and research involvement in directing, acting, theatre design, theatre history, production management, and a committee to service.

Current Full time Faculty Research and Creative Activity:

The theatre faculty at SLU are active in research within their chosen discipline. The faculty are committed to teaching, research and service to the department, university and community. Each faculty member is involved in every aspect of the theatre program including, teaching, curriculum development, theatre play production, student mentoring and advising. Faculty work with students and alumni to meet performance goals, and attend national and regional theatre events to promote the university and its degree programs.

Steve Schepker, Professor of Theatre, is the Director of SLU Theatre, a professional scenic designer, lighting designer and technical director. He has designed scenery regionally and nationally, including Le Petit Théâtre Du Vieux Carré, Pensacola Opera, Pine Mountain Music Festival, Shreveport Opera, University of Missouri - Columbia and the University of Nevada-Las Vegas. Recently, he has fabricated scenery or environments for NFL Draft, NBA All Star Game, Super Bowl XLVII through L, Comedy Central, and the National World War II Museum. He has also created television sets for WLAE and WYES in New Orleans and the Southeastern Channel. Most of his current professional activity is designing scenery for New Orleans based theatre companies. A 36-year veteran of the entertainment industry he has worked

in every genre at every level of production.

Chad Winters is currently the coordinator of the Inkslinger Playwriting Competition that produces a new play each year at Southeastern as a way to continually develop new works for the Theatre. He is Regional Judge for the Louisiana Thespian Festival. He has served on several search committee for Visual Arts + Design Faculty – Costume and Acting Faculty. He assisted with planning theatre programming for Oaks Montessori School and directs one or two shows each year. He works professional in films in the greater New Orleans region. He is an active member, Library Committee and Honors Committee.

Dr. Anne-Liese Juge Fox has acted professionally on stage and screen in Paris, France and on stages across the country including The Apollo Theatre, New York City, Houston's Alley Theatre, with Kenny Leon's True Colors Theatre in Atlanta, The Lensic in Santa Fe, The Magic in San Francisco, and Le Petit, Southern Rep, and the CAC in New Orleans. She was an original collaborator with Lisa D'Amour and ArtSpot Productions in the Obie-winning, *Nita & Zita*. She was a co-writer and performer of *Swimming Upstream* with Eve Ensler co-produced by V-Day, International and Ashé Cultural Arts Center. Fox is a published theatre and performance scholar including a featured article in *TDR*. After the Katrina levee breaks disaster, Fox founded and directed the improvisation ensemble, NOLA Playback Theatre which performed in community settings for eight years. Fox is a longtime theater educator and has taught theatre and directed productions at Tulane, Loyola, and Delgado before joining Southeastern. She has served on the board for the International Centre for Playback Theatre and for ArtSpot Productions in New Orleans and is currently on the advisory board for the Columbia Theatre in Hammond and on the Louisiana State Thespian board. Fox continues her research and practice in Applied Theatre in community settings with new play development, Playback Improvisation, Augusto Boal Theatre of the Oppressed Practice and Story Circle Process. She intends to further her practice through continued exploration of adaptation of classic theatre plays and developing new performance works.

James Winter, Associate Professor of Theatre, is the Artistic Director of the Columbia Theatre for the Performing Arts and a professional actor, director, writer and producer. He has published multiple editions of five different academic publications for Macgraw Hill, Kendall/Hunt, and Cognella publishing. He has appeared in several motion pictures, including the Amazon Prime film, *The Beast* and the award-winning short film, *Earworm*. He recently won Best Documentary Short at the Southern Shorts Film Festival for *The Play That Never Opened*, which he co-directed and produced. He is the author of four published plays. During his time at Southeastern he has headed up the Scriptwriting track for the University of New Orleans' Low-Residency MFA in Creative Writing program, chairing a number of MFA thesis committees and teaching abroad in Scotland and Ireland for the program. He is the co-founder of Southeastern Louisiana University's study abroad in England program, has served as Regional Vice Chair and State Chair for the Kennedy Center American College Theatre Festival, is a two-time recipient of the National Endowment for the Humanities Endowed Professorship in Music and Dramatic Art, and founded the Inkslinger Playwriting Competition. James is also a two-time Big Easy Award winner. His direction of Southeastern Louisiana University's world premiere of the student-written *Parking Lot Babies* garnered seven national commendations from The Kennedy Center.

Christine Crook, Assistant Professor of Theatre, works regionally and nationally as a professional Costume Designer in opera, theatre, dance, and performance art. Recent credits include design for the world premiere of experimental opera *Birds On the Moon* NYC, and Elizabeth Cree (West Edge Opera). Other notable design credits include *Gloria*(ACT), *The Threepenny Opera*(West Edge Opera), *Weightless*(BRIC/NYC and ACT SF), *Men On Boats*(ACT), Bernstein's *Mass* (Lincoln Center NYC), *Abraham In Flames*(Z Space), *Quartet*(West Edge Opera), and *Pancho Villa From A Safe Distance* (Ballroom Marfa). Christine has also independently presented design-driven live art and costume installations in Los Angeles, Oakland, San Francisco, and Berkeley California. Her independent costume installations are inspired by blended traditions in folk art, the occult, ceremonial masquerade, and

contemporary pop culture. She was awarded a Bridging the Gap Grant for continued experimentation with costume design funding a gallery residency in Berlin Germany 2016. She also recently participated as an artist in residence with Light Box in Detroit Michigan 2019.

As a Professor of Design at Southeastern Louisiana Christine Crook intends to continue her exploration of costume design through student collaborations in gallery installations and experimental performance workshops. During her first year with the university, Crook directed an experimental performance workshop with SLU students during Fall 2020, and led a Wearable Art Fashion Show during Spring 2021 with a student director and student designers. Teaching students how to become vital members of the performing arts industry and also how to independently fund and produce their own work is at the forefront of her mentorship.

5. Library and Other Special Resources

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

Library and Learning Resources:

The Linus A. Sims Memorial Library is a four-story building of approximately 138,000 square feet, centrally located on the Southeastern campus. In addition to traditional library services, the library, completed in 1986, houses the Center for Southeast Louisiana Studies, the University Archives, a selective Federal and State documents depository, two computer labs, a math lab, and classrooms for bibliographic instruction sessions and face-to-face LS102 classes. Additionally, Sims Library has wireless computer capability throughout the library.

The holdings of Sims Library include over 366,246 print monographs, scores, and serial volumes, 561,957 eBooks, 3,452 print and electronic serial subscriptions, 226,638 government documents, 815,371 microform units, 7,058 audiovisual materials, 91,581 streaming videos, and over 100 electronic databases.

Along with onsite materials, Sims Memorial Library has access to materials at other libraries throughout the world. The Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private college and university libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The library is also a member of the OCLC Interlibrary Loan (ILL) Service, which provides the borrowing and lending of materials throughout the OCLC electronic network of 6,700 libraries worldwide. The library is a member of LOUIS, Louisiana's library consortium, which provides, among other services, many indexes, abstracts, and full-text databases at a much-reduced cost.

The book holdings of Sims Memorial Library include approximately 7,000 Theatre or drama titles. In addition to the traditional print titles, the Library subscribes to an electronic eBook Collection of more than 200,000 titles; 2,616 of the titles in the electronic collection are devoted to Theatre or drama. The library's drama and Theatre journal holdings include access to approximately 150 full-text journal titles through the electronic databases. Access to journal articles and other information resources relevant to theatre and drama is provided through the library's catalog and through 28 electronic indexes or databases. Some 1100 theatre and drama videos are available through the streaming, *BroadwayHD*, *Theatre in Video: Vol 1 & 2* and *Films on Demand* collections providing students access to works of widely studied playwrights and theatre artists from around the globe, including many new performances from Shakespeare's Globe Theatre collection. *The Alexander Street Press' Performance Design Archive* was added to the library's resources in 2017. The archive is a comprehensive and international collection of books, articles, theses and dissertations, photographs, illustrations, and videos that covers all aspects of

theater production design--scenic and set, lighting, sound, costume, and makeup, consists of 19,000 pages of material and growing. The library also owns *The Drama Collection* presented by the L.A. Theatre Works, which is a collection of approximately 500 CDs with sound recordings of 250 plays.

What additional resources will be needed?

No additional library/learning resources are needed at this time. The Sims Memorial Library has adequate holdings and resources in theatre and theatre history. This collection is added to each year at the faculty's request.

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

Southeastern's Text Book Rental program provides the textbooks needed - not using open education resources.

6. Facilities and Equipment

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

Because of our existing theatre minor, we currently have adequate theatre space and facilities with state of the art stage lighting equipment, scene shop, costume shop, and storage. Current facilities are adequate for the implementation of the degree program for the first five years.

The university has an auditorium, scene shop and costume shop which can adequately serve the proposed degree program. We presently have a need for a general, open classroom space. The majority of our courses are currently being taught in the Vonnie Borden Theatre, which interferes with the mounting of new productions. This need has been addressed and will be part of a \$28 million renovation project of D Vickers Hall targeted for completion in 2023.

Facilities – Overview:

The Department of Visual Art + Design occupies four adjacent buildings: Clark Hall, Clark Hall Annex, East Stadium, and East Stadium Annex on the southern edge of campus. These four buildings form a quadrangle with grass and picnic tables for students and faculty. The quad provides a place for the display of student artworks and serves as a meeting and outdoor performance art space. The department main office is in East Stadium. Theater History will be taught in Fayard Hall. The majority of the Theatre courses are taught in D Vickers Hall. There are two lecture halls that seat 125 students in D Vickers, with additional courses taught in the Vonnie Borden Theatre, East Stadium and Clack Hall. The Scene Shop and Costume Shop and ticket booth are located in D Vickers Hall. Theatre faculty offices are in D Vickers Hall and McGehee Hall.

Common use and Specialized Areas:

Wood Shop and Metals Fabrication Studio, Clark Hall Annex in the Department of Visual Art + Design: Wood Shop and Metals Fabrication Studio is used to teach wood and metal fabrication techniques, such as welding, cutting, drilling, and grinding. The building houses MIG, TIG, Oxy/acetylene, and arc welding equipment, as well as a band saw and drill press. Equipment is available and has been utilized for the fabrication of set designs, costume designs, and props.

Theater Facilities (Vonnies Borden Theatre, Scene Shop and Costume Shop):

The Vonnie Borden Theatre is a 456 seat proscenium theatre in D Vickers Hall. Built in 1968, the theatre has a 34' proscenium and a back wall that is 100', creating very large wing spaces. The stage has a full fly space with 34 counterweight line sets, with four permanent electrics, with 15,000 lbs of counterweight. The stage floor is sprung with no traps.

House:

- Seating Capacity: 456 (no balcony)
- Seating is curved and raked.
- Large ADA area in the front row. All seating is flexible.

Stage Floor:

Height of floor from house level: 1' - 6". The floor is made of masonite, then blackboard on top of pine slat resting on 2 x 6 stringers.

Stage Dimensions:

Proscenium Height: 20'-0"

Proscenium Width: 34'-0"

Distance from plaster line to back wall: 39'-0"

Apron edge to plaster line: 6'-8"

Apron edge to back wall: 45'-8"

Proscenium to fly rail: 30'-6"

Proscenium to storage area: 25'-0"

There is no orchestra pit.

The crossover is typically behind the last pipe (eye), but the scene shop can also be used.

The grand valence and grand drape are black. The grand drape can have a vertical or horizontal draw, both of which are manually controlled. The condition of all drapes is excellent and the "remains" of the old drapes are available for additional masking. There are two 20' traveler tracks with black travelers dead hung in tab positions to provide better masking of the wings. All curtains (with the exception of the tab sets) are flown and level.

Stage Rigging:

The rigging is made up of 34 single purchase counterweight line sets.

Height of Grid: 53'-0"

Height of loading gallery: 46' - 0"

Length of pipes: 42'- 0"

Diameter of pipes: 1-1/2" Schedule 40

of pick up points:

Pipes are centered and labeled

Low trim: 3'- 6"

High trim: 49'- 6"

Booth

The booth is located in the back of the house and features a large panoramic window.

There is a full stage monitor system.

Dressing Rooms:

- Two "star" dressing rooms, each with seating for three and a private shower and a bathroom.
- One very large dressing room with seating for 20 (comfortably), it also has private men's and women's restroom with showers.
- Both dressing rooms feature hot and cold running water.

Electrics:

- 240 Dimmers
- Sensor Rack
- There are three house light controls: booth, house left aisle and backstage on the SR wall.

- Light Board: ETC Express 48/96 with a remote focus unit; it is located in the booth
- All connectors are stage pin connectors.
- Six 12' booms are available.

Sound Equipment:

- Allen & Heath 16 Channel Board
- 4 - Power Amps
- 1 - Backstage Monitors
- 2 - EAW Main House Speakers
- 2 - EAW Subs
- 2 - Bag End Monitors
- 1- Tascam Mini Disc Players
- 2 - Denon Compact Disc Players
- 1- Dual Stereo Cassette Decks
- Clear Com 2 - Channel Power Supply
- 12 channel snake located SR. It also has 4 in/outs.

Scene Shop Facilities:

The scene shop is upstage in Vonnie Borden Theatre, with a 12' x 20' roll-up door. The shop has a paint room, prop storage and space for electrics. The shop is fully stocked with hand tools, table saw, and two chop saws. There is a 12' x 20' loading door on the back of the shop with a loading dock.

Scene Shop Major Tools and Equipment:

- 1 Table saw
- 2 Power miter saws
- 2 Air compressors
- Micropress swaging equipment
- An assortment of air powered Nail and staple guns
- 2 Angle grinders
- 1 Circular saw
- 1 Rededicating saw
- A large assortment of hand tools
- A large assortment of fabrication jigs
- PPE cabinet with consumables related to the Lab (dust masks and ear protection, etc.)
- Flammables storage cabinet
- Paint room with 60 + gallons of stock paint
- 48" fan

Costume Shop Facilities:

There is a 400 square foot costume shop with cutting tables, sewing machines, a washing machine, dryer, and fireproof cabinet. Adjacent to the costume shop is a 400 square foot costume storage area and office.

Costume Shop Equipment:

- 1- Industrial sewing machines
- 2 - Embroidery machines
- 16 - Domestic sewing machines
- 1 - Industrial gravity feed iron
- 2 - Industrial irons

- 6 - Domestic sergers
- 1- Industrial blind hem machine
- 3 - Overlock sewing machines
- 2- Cutting table
- Large assortment of hand tools
- Top loading washer and dryer available in Green Room of the theatre for laundry and dyeing
- Hot and cold running water sink with good drainage available in paint room for dyeing and costume craft purposes
- Fire cabinet for flammables

Costume Shop Storage :

- Dimensions - 266 square feet
- Climate controlled

Completed facility projects over the past 10 years have more than accommodated the unit's expansion into its present size and scope, as well as kept the complex up to code.

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

At this time, Southeastern is in the process of planning a major renovation of D Vickers Hall, which houses the theatre and its facilities. The \$28 million project will include the creation of a multiuse production area targeted for teaching theatre courses and presenting student productions. The theater will be fully renovated along with the scene shop, costume shop, theatre lobby and faculty offices. The design will include a computer lab for theatre design. The project is possible through a partnership of State Capital Outlay funds and private funds, which will update the theatre faculties and create new classrooms for theater courses. The renovation is targeted for completion in 2023.

Currently, we have adequate theatre space and facilities with state-of-the-art stage lighting equipment, scene shop, costume shop, and storage. Current facilities are adequate for the implementation of the degree program for the first five years. The renovation of D Vickers will update the Vonnie Borden theatre, allow for growth in enrollment, greater flexibility in teaching, and excellence in theatre production quality in the future.

7. Administration

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

The BA in Theatre will be housed in the College of Arts, Humanities and Social Sciences in the Department of Visual Art + Design, where the theatre area is housed today. Theatre is housed in the Department of Visual Art + Design because of the BA in Art, Theatre Design Concentration, which is in the department. The BA in Theatre will constitute an expansion of course offerings within the existing theatre program. There will be no change to the administrative structure of the University.

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

A strong feature of our department is that our faculty is diverse in skills and collectively hold multiple years of experience in professional settings across the country. Another strength of our proposed program is that we do not have a master's program, thus providing our students with more opportunities in our program. Our curriculum combined with our four-play Main Stage Season in the Vonnie Borden Theatre, opportunities provided by the Columbia Theatre, and the upcoming laboratory black box theatre, offer incredible possibilities for students to develop craft, explore new areas of the field, and the

ability to receive hands-on experience. Through classroom and live production training, we build up our graduates into ready-to-go professionals in the field or ready to pursue advanced theatre studies in competitive programs. Students emerge from our program as undergraduates with a sound education and training and impressive performance histories and extensive portfolios. A degree program will give our students the expertise and experience needed to further professional careers upon graduation and join one of the most dynamic aspects of our State's economy in the entertainment industry.

8. Accreditation

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

Southeastern plans to seek accreditation for the new BA in Theatre degree 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). The department would pursue accreditation for the new BA in Theatre after we have the five required graduates, and preparations have been made for the accreditation process, which would take place within the first five years of the degree program. The writing of the self-study, which is the foundation of the NAST accreditation process, has already been written in part during the preparation for the proposal BA in Theatre process. The projected accreditation date would be 2027 providing that the degree program started in fall 2022.

The criteria for NAST accreditation for a BA in Theatre can be found at:

<https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/>

Southeastern Louisiana University was reaccredited By NASAD (National Association of Schools of art and Design) in 2020. This reaccreditation included the BA in Art, Theatre Design concentration.

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

N/A

9. Related Fields

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

THEA 131, Introduction to theatre, is required to meet the requirements of other degrees and Minors within the University as a general education fine arts requirement. Students in the BA in Art with a concentration in Theatre Design are required to take the following theater courses: Introduction to Theater, Introduction to Acting, Play Production, and Theater History, in addition to the theatre design and art courses. A concentration area in Theatre is currently housed within the General Studies Bachelor's degree program.

10. Cost & Revenue

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

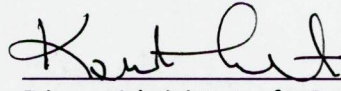
A new tenure-track position will be needed to cover directing and production management courses within the new degree program beginning year two. An additional part-time lecturer will be hired to teach Introduction to Theatre sections in the first year, which will allow full-time faculty to focus on other required BA Theatre courses. Revenue needed to hire full and part-time faculty will come from the increase in the number of students within the degree program over the first two years of the degree.

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

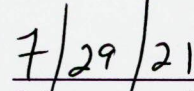
Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

Faculty will apply for external and internal grants to support the acquisition of teaching supplies, funding for travel to professional conferences, and research opportunities.

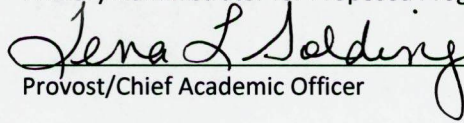
CERTIFICATIONS:



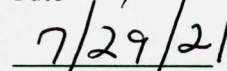
Primary Administrator for Proposed Program



Date



Provost/Chief Academic Officer



Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University

Date: 4-13-2021

Degree Program, Unit: BA Theatre / Department of Visual Art + Design

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 | \$4,700 | | \$77,000 | 1 | \$77,000 | 1 | \$77,000 | 1 |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships and Scholarships | | | | | | | | |
| SUB-TOTAL | \$4,700 | | \$77,000 | | \$77,000 | | \$77,000 | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$ | | \$ | | \$ | | \$ | |
| Equipment/Library Resources | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| SUB-TOTAL | \$ | | \$ | | \$ | | \$ | |
| TOTAL EXPENSES | \$4,700 | | \$77,000 | | \$77,000 | | \$77,000 | |
| REVENUES | | | | | | | | |
| Revenue Anticipated From: | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| *State Appropriations | \$ | | \$ | | \$ | | \$ | |
| *Federal Grants/Contracts | | | | | | | | |
| *State Grants/Contracts | | | | | | | | |
| *Private Grants/Contracts | | | | | | | | |
| Expected Enrollment | 25 | | 30 | | 40 | | 50 | |
| Tuition | 72,215 | | 86,658 | | 115,544 | | 144,430 | |
| Fees | 33,465 | | 40,158 | | 53,544 | | 66,930 | |
| *Other (specify) | | | | | | | | |
| TOTAL REVENUES | \$105,680 | | \$126,816 | | \$169,088 | | \$211,360 | |

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



APPENDIX A

TCG 2020 SALARY SURVEY REPORT

INTRODUCTION

TCG has been conducting the TCG Salary Survey for 25 years. By surveying theatres about compensation levels for a wide range of positions, we have supported managing and artistic leaders in planning, budgeting, and making critical personnel decisions. However, this data has only been accessible to the theatre managers who have participated in the survey.

That changes with the publication you are reading now. **The aggregate data of the Salary Survey reflects salaries for the fiscal year that participating theatres were in on October 1, 2019 and is now publicly available to everyone**, starting with this report and going forward, regardless of institutional role and affiliation.

How did we get here? In 2020, TCG convened our first White Theatre Makers Acting On BIPOC Demands Affinity Space, where we began supporting each other in working through the #WeSeeYouWAT demands. As part of that work, TCG was asked by participants to make the aggregate results of the Salary Survey public in order to support greater transparency around compensation. When we asked how many theatres would support such a shift, there was immediate and robust support. The 2020 Salary Survey has now been published with the aggregate data of 164 theatres, representing a budget range between \$90 thousand and \$58 million.

This shift is part of our renewed mission *to lead for a just and thriving theatre ecology* and aligns with other changes we have enacted, such as making ARTSEARCH free and equitable for all. TCG can no longer support recruitment and hiring processes that exploit theatre-workers, especially BIPOC theatre-workers. As explained in [Vu Le's essential writing](#) in [Nonprofit AF](#), when organizations aren't transparent about salaries, it perpetuates the gender wage-gap; discriminates against BIPOC theatre-makers, and drives away potential candidates.

We extend our gratitude to the 164 theatres and everyone who advocated for and agreed to these changes, and to the BIPOC organizers of the #WeSeeYouWAT demands, whose leadership we continue to follow.

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Some additional context about this report: because the data published represents the aggregate salary for a range of budget sizes, it does not take into consideration location, cost of living variants, and scale of theatre. When examining these numbers and if larger salaries correspond to larger institutions and smaller salaries to smaller institutions, it is important to remember that outliers exist in both directions. In addition, if any title/position is held by more than one person, participants were instructed to report the highest paid salary for that position. We also recommend that people research theatres' annual reports or 990s for more information.

We would also like to note that the salaries listed do not reflect any recommendation of appropriate salaries by TCG -- these are salaries that were reported to us from Member Theatres -- nor would it be appropriate for TCG to do so, given the wide range of theatres and the communities and ecologies those theatres serve, save only to say that we will always advocate for the fundamental need for pay equity and economic justice for arts workers of all kinds.

We hope that this data will be useful, but also want to be honest about what it is and isn't. It represents an aggregate snapshot of the participating theatres, and by extension the wider field, but it isn't the final or complete word on compensation, nor is it intended to be so. That said, we hope it will be a useful tool for jobseekers and applicants as well as those in hiring positions, and a resource for everyone who cares about equity in our field.

Please know that this is just the beginning. As you read over the data, you may find more questions than answers. We want to hear them. Please share your big ideas, [here](#), for how the Salary Survey might better support equitable hiring and compensation practices. Though we cannot accommodate additional requests regarding the 2020 data, we are in the process of shaping future surveys, and your feedback is crucial.

Finally, please note that the data gathered here is just one contribution to our emerging understanding of the intersections of equity, compensation, hiring, and justice.

DATA PRESENTATION

What is Median Salary?

The word "median" literally means the middle and, as it pertains to salaries, it is the one that, if you list in numerical order all the salaries for every individual working in an occupation, falls in the middle of the list. Half the individuals on that list earns less than the median and half earns more.

What is Average Salary?

The average salary of a particular position is the mathematical "mean" of the salaries of all people employed in that position. This number is calculated by adding up all the salaries of people working in the position and then dividing that sum by the number of people working in the position. The number received is the "average" salary.

SECTION A: Salaried Administrative, Artistic, and Production/Technical Personnel Weekly Salary Compilations

This section contains data for **full-time, salaried positions (i.e., employees, not independent contractors)**, both year-round and seasonal, and reflects salaries for the fiscal year that participating theatres were in on October 1, 2019. We define full-time positions as those requiring at least 30 hours per week, regardless of the number of weeks per year that the person is employed. Part-time positions are excluded from the analysis to avoid skewing the data. Full-time positions that paid less than \$300/week and part-time positions that paid less than \$200/week are defined by TCG as volunteer positions and were not collected in this survey.

Included in the survey are four general levels of personnel for most departments. Participants used the descriptions below as a guide to assign staff to the appropriate titles/positions indicated in the survey, even if the individuals' titles are different.

1. Director: Department head. The person who is the supervisor of all personnel in a department.
2. Associate Director/Manager: Reports to the department head (could have the title of director but is not the department head). Manages projects and generally oversees staff.
3. Associate: Mid-level position. Has more experience than an assistant and is responsible for the execution of projects. Does not necessarily oversee staff.
4. Assistant: Entry-level position (even if the person has served in the position for a while). Primarily functions as support to one or more departmental personnel.

Participants were also guided by specific instructions regarding the following positions:

- A salary was reported under Director of Communications only if there is a Marketing Director and/or Press/P.R. Director reporting to that position. If the responsibilities of Marketing and Press/P.R. are assumed by one person, the salary was reported under Marketing Director.
- The Director of Community Engagement/Connectivity and Associate Director/Manager of Community Engagement/Connectivity positions were reported only if Community Engagement/Connectivity is a separate department within the organization—i.e., if the responsibilities fall outside of a department such as education or marketing.
- If the theatre's leadership is held by one individual, that salary was reported under Producing Artistic Director, regardless of the person's actual title. If the theatre's leadership is shared between artistic and managing counterparts, the artistic leader's salary was reported under Artistic Director, regardless of the person's actual title.

If a title/position is held by more than one person, participants reported the highest paid salary for that position. Participants reported the number of years that employees have been in their current positions, not the total number of years that they have been at the organization.

SECTION B: Guest Artists **Per-Production Fee Compilations**

Per-production fees for guest artists are categorized by position. For directors, fee ranges are divided into two categories: Productions and Other Programs (e.g., readings and workshops). For all other guest artists, fee ranges are presented only for Productions. Please note that participants reported average per-production fees (based on all the fees they paid for a given type of guest artist during their fiscal year), in addition to minimum and maximum per-production fees. The averages presented in this section were calculated from those averages, and the medians in this section reflect the midpoint of those averages. There are no minimum dollar-amount restrictions in this category (except for \$0)—all figures are included.



Theatre
Communications
Group

SECTION C: Actors, Stage Managers, and Assistant Stage Managers Weekly Wage Compilations

Weekly wage information for actors, stage managers, and assistant stage managers is reported for both union and non-union positions and presented by budget group. Wages for actors and stage managers are further divided into two categories: Productions and Other Programs (e.g., readings and workshops). Please note that the averages in this section are based on the minimum and maximum weekly wages reported by the participants. There are no minimum dollar-amount restrictions in this category (except for \$0)—all figures are included.

SECTION D: Jobbed-In/Non-Salaried Personnel (Production and Front-of-House) Hourly Wage Compilations

Wage information for jobbed-in/non-salaried production and front-of-house personnel is reported as **HOURLY** wages for both union and non-union personnel and presented by budget group. Information is reported as **minimum hourly wage, maximum hourly wage, average hourly wage** (based on the minimum and maximum wages reported by the participants), **and number of responses**. Although participants were not given a minimum dollar-amount restriction for this category (except for \$0), hourly wages below \$5.00 have been excluded for the purposes of this report.

For feedback about this report and anything related to the creation of future surveys, please complete this form.

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TCG SALARY SURVEY 2020

Please see the report introduction for important information about the data that follow.

Number of Theatres: 164

Annual Operating Expenses Budget Range: \$90,000 and \$58,000,000 | Average Annual Operating Expenses: \$6,070,371

SECTION A: Administrative, Artistic, and Technical Personnel

| | WEEKLY SALARY | | | | AVG. YEARS IN POSITION | # OF RESPONSES |
|--|---------------|--------------|-------------|-------------|------------------------|----------------|
| | MINIMUM | MAXIMUM | AVERAGE | MEDIAN | | |
| Administrative Personnel | | | | | | |
| Managing/Executive Director | \$ 575.00 | \$ 10,686.00 | \$ 2,650.00 | \$ 2,112.00 | 8 | 126 |
| General Manager/Associate Managing Director | \$ 425.00 | \$ 5,308.00 | \$ 1,666.00 | \$ 1,442.00 | 5 | 72 |
| Management Associate | \$ 577.00 | \$ 2,211.00 | \$ 960.00 | \$ 865.00 | 4 | 27 |
| Management Assistant | \$ 575.00 | \$ 1,346.00 | \$ 854.00 | \$ 808.00 | 1 | 7 |
| Finance Director/Controller | \$ 800.00 | \$ 5,202.00 | \$ 1,769.00 | \$ 1,624.00 | 6 | 64 |
| Business Manager/Associate Finance Director | \$ 625.00 | \$ 2,500.00 | \$ 1,178.00 | \$ 1,059.00 | 5 | 47 |
| Human Resources Director/Manager | \$ 717.00 | \$ 3,173.00 | \$ 1,423.00 | \$ 1,154.00 | 3 | 27 |
| Business Associate | \$ 475.00 | \$ 2,115.00 | \$ 923.00 | \$ 925.00 | 4 | 42 |
| Business Assistant | \$ 360.00 | \$ 1,019.00 | \$ 773.00 | \$ 769.00 | 2 | 13 |
| Director of Communications | \$ 687.00 | \$ 3,401.00 | \$ 1,918.00 | \$ 1,885.00 | 7 | 15 |
| Marketing Director/Communications Director | \$ 481.00 | \$ 3,554.00 | \$ 1,416.00 | \$ 1,360.00 | 4 | 108 |
| Press/P.R. Director | \$ 827.00 | \$ 3,145.00 | \$ 1,386.00 | \$ 1,238.00 | 6 | 21 |
| Associate Marketing Director/Manager | \$ 423.00 | \$ 2,165.00 | \$ 1,094.00 | \$ 1,072.00 | 4 | 57 |
| Marketing Associate | \$ 288.00 | \$ 1,250.00 | \$ 796.00 | \$ 792.00 | 2 | 63 |
| Marketing Assistant | \$ 423.00 | \$ 1,163.00 | \$ 693.00 | \$ 687.00 | 1 | 32 |
| Development Director | \$ 745.00 | \$ 7,846.00 | \$ 1,956.00 | \$ 1,649.00 | 3 | 106 |
| Associate Development Director/Manager | \$ 481.00 | \$ 4,602.00 | \$ 1,336.00 | \$ 1,140.00 | 3 | 72 |
| Development Associate | \$ 540.00 | \$ 1,923.00 | \$ 892.00 | \$ 873.00 | 3 | 78 |
| Development Assistant | \$ 394.00 | \$ 1,375.00 | \$ 737.00 | \$ 715.00 | 2 | 55 |
| Education Director | \$ 475.00 | \$ 4,062.00 | \$ 1,228.00 | \$ 1,154.00 | 6 | 91 |
| Associate Education Director/Manager | \$ 538.00 | \$ 2,101.00 | \$ 903.00 | \$ 858.00 | 4 | 49 |
| Education Associate | \$ 315.00 | \$ 1,060.00 | \$ 717.00 | \$ 693.00 | 4 | 47 |
| Education Assistant | \$ 464.00 | \$ 1,120.00 | \$ 684.00 | \$ 652.00 | 2 | 28 |
| Director of Community Engagement/Connectivity | \$ 550.00 | \$ 2,099.00 | \$ 1,161.00 | \$ 1,180.00 | 3 | 24 |
| Assoc. Dir./Mgr. - Comm. Engagement/Connectivity | \$ 485.00 | \$ 1,154.00 | \$ 788.00 | \$ 735.00 | 1 | 11 |
| Director of Ticketing Services/Audience Services | \$ 579.00 | \$ 2,165.00 | \$ 1,079.00 | \$ 1,002.00 | 6 | 46 |
| Telemarketing Manager | \$ 558.00 | \$ 1,289.00 | \$ 890.00 | \$ 876.00 | 3 | 10 |
| Box Office Manager | \$ 500.00 | \$ 1,705.00 | \$ 821.00 | \$ 797.00 | 4 | 88 |
| Box Office/Audience Services Associate | \$ 345.00 | \$ 1,419.00 | \$ 702.00 | \$ 685.00 | 4 | 48 |
| Box Office/Audience Services Assistant | \$ 238.00 | \$ 1,419.00 | \$ 655.00 | \$ 630.00 | 4 | 23 |
| Company Manager | \$ 300.00 | \$ 1,461.00 | \$ 838.00 | \$ 769.00 | 5 | 63 |
| House Manager | \$ 360.00 | \$ 1,442.00 | \$ 811.00 | \$ 808.00 | 5 | 55 |
| Facilities Director/Manager | \$ 250.00 | \$ 3,461.00 | \$ 1,195.00 | \$ 1,110.00 | 5 | 49 |
| Facilities Associate/Assistant | \$ 500.00 | \$ 1,635.00 | \$ 865.00 | \$ 807.00 | 5 | 29 |
| Office Manager | \$ 560.00 | \$ 1,308.00 | \$ 849.00 | \$ 719.00 | 9 | 12 |
| Executive Assistant | \$ 555.00 | \$ 1,498.00 | \$ 939.00 | \$ 882.00 | 5 | 35 |
| Administrative Assistant/Receptionist | \$ 455.00 | \$ 1,193.00 | \$ 673.00 | \$ 633.00 | 4 | 20 |
| Information Systems/Technology Director | \$ 804.00 | \$ 2,884.00 | \$ 1,466.00 | \$ 1,287.00 | 10 | 35 |
| Information Systems/Technology Associate | \$ 865.00 | \$ 1,583.00 | \$ 1,166.00 | \$ 1,010.00 | 4 | 19 |
| Information Systems/Technology Assistant | \$ 615.00 | \$ 1,635.00 | \$ 926.00 | \$ 817.00 | 3 | 11 |
| Digital Media/Web Manager | \$ 721.00 | \$ 1,442.00 | \$ 980.00 | \$ 933.00 | 4 | 28 |
| Graphic Designer/Art Director | \$ 347.00 | \$ 1,668.00 | \$ 935.00 | \$ 888.00 | 6 | 50 |
| Artistic Personnel | | | | | | |
| Producing Artistic Director | \$ 300.00 | \$ 9,210.00 | \$ 2,232.00 | \$ 1,808.00 | 14 | 52 |
| Artistic Director | \$ 100.00 | \$ 14,423.00 | \$ 3,048.00 | \$ 2,359.00 | 11 | 100 |
| Associate Artistic Director | \$ 121.00 | \$ 3,846.00 | \$ 1,441.00 | \$ 1,250.00 | 7 | 65 |
| Artistic Producer | \$ 385.00 | \$ 3,058.00 | \$ 1,312.00 | \$ 1,250.00 | 4 | 45 |
| Artistic Associate | \$ 327.00 | \$ 1,421.00 | \$ 842.00 | \$ 822.00 | 4 | 39 |
| Artistic Assistant | \$ 550.00 | \$ 1,235.00 | \$ 707.00 | \$ 657.00 | 2 | 14 |
| Literary Manager | \$ 575.00 | \$ 2,145.00 | \$ 1,055.00 | \$ 962.00 | 4 | 33 |
| Resident Dramaturg | \$ 600.00 | \$ 1,437.00 | \$ 1,041.00 | \$ 1,082.00 | 7 | 9 |
| Resident Director | \$ 1,154.00 | \$ 1,250.00 | \$ 1,202.00 | \$ 1,202.00 | 9 | 2 |
| Resident Casting Director | \$ 883.00 | \$ 2,844.00 | \$ 1,362.00 | \$ 1,255.00 | 10 | 13 |
| Resident Set Designer | \$ 828.00 | \$ 1,327.00 | \$ 1,007.00 | \$ 867.00 | 13 | 3 |
| Resident Lighting Designer | \$ 525.00 | \$ 1,553.00 | \$ 1,041.00 | \$ 1,043.00 | 9 | 4 |
| Resident Costume Designer | \$ 500.00 | \$ 1,217.00 | \$ 904.00 | \$ 969.00 | 17 | 5 |
| Resident Sound Designer | \$ 500.00 | \$ 957.00 | \$ 694.00 | \$ 692.00 | 4 | 7 |
| Resident Playwright | \$ 785.00 | \$ 1,600.00 | \$ 1,219.00 | \$ 1,366.00 | 3 | 5 |

| | WEEKLY SALARY | | | | AVG. YEARS IN POSITION | # OF RESPONSES |
|------------------------------|---------------|-------------|-------------|-------------|------------------------|----------------|
| | MINIMUM | MAXIMUM | AVERAGE | MEDIAN | | |
| Technical Personnel | | | | | | |
| Production Manager | \$ 350.00 | \$ 3,120.00 | \$ 1,343.00 | \$ 1,255.00 | 5 | 112 |
| Associate Production Manager | \$ 400.00 | \$ 1,569.00 | \$ 932.00 | \$ 960.00 | 3 | 51 |
| Technical Director | \$ 423.00 | \$ 1,781.00 | \$ 1,083.00 | \$ 1,063.00 | 7 | 104 |
| Assistant Technical Director | \$ 450.00 | \$ 1,416.00 | \$ 858.00 | \$ 821.00 | 3 | 62 |
| Scene Shop Supervisor | \$ 481.00 | \$ 1,524.00 | \$ 864.00 | \$ 800.00 | 7 | 25 |
| Costume Shop Supervisor | \$ 525.00 | \$ 1,904.00 | \$ 1,007.00 | \$ 967.00 | 8 | 79 |
| Prop Construction Supervisor | \$ 525.00 | \$ 1,904.00 | \$ 1,016.00 | \$ 990.00 | 9 | 43 |
| Lighting Supervisor | \$ 525.00 | \$ 1,538.00 | \$ 1,065.00 | \$ 1,014.00 | 7 | 38 |
| Master Carpenter | \$ 350.00 | \$ 1,380.00 | \$ 731.00 | \$ 670.00 | 6 | 46 |
| Master Electrician | \$ 10.00 | \$ 1,467.00 | \$ 793.00 | \$ 770.00 | 5 | 53 |
| Prop Manager | \$ 425.00 | \$ 1,469.00 | \$ 843.00 | \$ 798.00 | 5 | 47 |
| Wardrobe Manager | \$ 366.00 | \$ 1,439.00 | \$ 795.00 | \$ 770.00 | 7 | 46 |
| Sound Engineer (head) | \$ 475.00 | \$ 1,689.00 | \$ 951.00 | \$ 944.00 | 7 | 59 |
| Scenic Artist | \$ 433.00 | \$ 1,606.00 | \$ 877.00 | \$ 850.00 | 8 | 53 |

| SECTION B: Guest Artists | PER PRODUCTION FEE | | | | | # OF RESPONSES |
|----------------------------|--------------------|---------------|-------------|-------------|-----|----------------|
| | MINIMUM | MAXIMUM | AVERAGE | MEDIAN | | |
| Guest Artists | | | | | | |
| Directors (productions) | \$ 100.00 | \$ 201,793.00 | \$ 7,133.00 | \$ 5,035.00 | 158 | |
| Directors (other programs) | \$ 25.00 | \$ 16,000.00 | \$ 1,169.00 | \$ 796.00 | 62 | |
| Set Designers | \$ 210.00 | \$ 16,875.00 | \$ 3,301.00 | \$ 2,770.00 | 154 | |
| Lighting Designers | \$ 150.00 | \$ 11,000.00 | \$ 2,932.00 | \$ 2,641.00 | 153 | |
| Costume Designers | \$ 150.00 | \$ 16,875.00 | \$ 3,135.00 | \$ 2,659.00 | 152 | |
| Sound Designers | \$ 150.00 | \$ 13,300.00 | \$ 2,881.00 | \$ 2,658.00 | 146 | |
| Properties Designers | \$ 200.00 | \$ 16,875.00 | \$ 1,494.00 | \$ 1,200.00 | 67 | |
| Video/Projection Designers | \$ 100.00 | \$ 11,000.00 | \$ 2,993.00 | \$ 2,850.00 | 87 | |
| Music Directors | \$ 200.00 | \$ 53,600.00 | \$ 5,124.00 | \$ 4,000.00 | 109 | |
| Choreographers | \$ 100.00 | \$ 24,000.00 | \$ 4,623.00 | \$ 2,667.00 | 111 | |
| Fight Choreographers | \$ 100.00 | \$ 10,500.00 | \$ 1,492.00 | \$ 1,000.00 | 93 | |
| Intimacy Choreographers | \$ 50.00 | \$ 5,500.00 | \$ 1,129.00 | \$ 750.00 | 33 | |
| Dramaturgs | \$ 50.00 | \$ 7,400.00 | \$ 1,658.00 | \$ 1,000.00 | 46 | |
| Casting Directors | \$ 50.00 | \$ 16,000.00 | \$ 3,632.00 | \$ 3,169.00 | 56 | |
| Dialect Coaches | \$ 120.00 | \$ 13,000.00 | \$ 1,646.00 | \$ 1,200.00 | 81 | |

| SECTION C: Actors and Stage Managers | | | | |
|--|---------------|-------------|-----------|----------------|
| | WEEKLY SALARY | | | |
| | MINIMUM | MAXIMUM | AVERAGE | # OF RESPONSES |
| UNION: Actors and Stage Managers | | | | |
| Actors (productions) | \$ 67.00 | \$ 4,000.00 | \$ 765.00 | 141 |
| Actors (other programs) | \$ 25.00 | \$ 2,000.00 | \$ 508.00 | 44 |
| Stage Managers (productions) | \$ 67.00 | \$ 2,563.00 | \$ 889.00 | 117 |
| Stage Managers (other programs) | \$ 50.00 | \$ 1,802.00 | \$ 635.00 | 31 |
| Assistant Stage Managers (productions) | \$ 100.00 | \$ 2,107.00 | \$ 793.00 | 89 |
| NON-UNION: Actors and Stage Managers | | | | |
| Actors (productions) | \$ 15.00 | \$ 1,500.00 | \$ 423.00 | 141 |
| Actors (other programs) | \$ 15.00 | \$ 1,400.00 | \$ 319.00 | 48 |
| Stage Managers (productions) | \$ 25.00 | \$ 1,250.00 | \$ 417.00 | 58 |
| Stage Managers (other programs) | \$ 29.00 | \$ 1,150.00 | \$ 375.00 | 25 |
| Assistant Stage Managers (productions) | \$ 21.00 | \$ 1,248.00 | \$ 362.00 | 61 |

| SECTION D: Non-Jobbed/Non-Salaried Personnel (Production and Front of House) | | | | |
|--|-------------|----------|----------|----------------|
| | HOURLY WAGE | | | |
| | MINIMUM | MAXIMUM | AVERAGE | # OF RESPONSES |
| UNION Personnel | | | | |
| Wardrobe Supervisor | \$ 19.00 | \$ 42.19 | \$ 27.54 | 9 |
| Workroom Supervisor | \$ 26.78 | \$ 31.22 | \$ 29.00 | 2 |
| Dresser / Wardrobe Crew | \$ 18.00 | \$ 36.89 | \$ 24.44 | 11 |
| First Hand / Assistant Cutter / Jr. Cutter | \$ 20.00 | \$ 39.80 | \$ 25.05 | 7 |
| Master Stitcher | \$ 20.00 | \$ 41.00 | \$ 27.62 | 5 |
| Stitcher | \$ 18.93 | \$ 37.52 | \$ 26.03 | 8 |
| Hair and Wig Supervisor | \$ 21.10 | \$ 44.88 | \$ 30.89 | 7 |
| Hair and Wig Assistant | \$ 18.00 | \$ 39.80 | \$ 26.17 | 10 |
| Costume Design Assistant | \$ 20.00 | \$ 30.68 | \$ 25.06 | 3 |
| Costume Properties / Crafts Artisan | \$ 20.00 | \$ 41.00 | \$ 27.96 | 8 |
| Dyer | \$ 20.00 | \$ 39.80 | \$ 26.75 | 6 |
| Cutter | \$ 20.00 | \$ 39.80 | \$ 27.47 | 7 |
| Draper | \$ 20.00 | \$ 41.00 | \$ 29.37 | 7 |
| Master Carpenter | \$ 17.00 | \$ 52.34 | \$ 29.50 | 20 |
| Scenic Carpenter | \$ 16.00 | \$ 43.77 | \$ 27.67 | 17 |
| Scenic Artist | \$ 20.00 | \$ 46.50 | \$ 29.27 | 15 |
| Welder | \$ 21.29 | \$ 32.08 | \$ 26.54 | 8 |
| Construction Supervisor | \$ 21.36 | \$ 34.61 | \$ 27.95 | 7 |
| Properties Artisan | \$ 18.45 | \$ 34.61 | \$ 25.24 | 12 |
| Lighting Technician | \$ 17.00 | \$ 43.77 | \$ 25.56 | 18 |
| Sound Technician | \$ 18.75 | \$ 43.77 | \$ 26.77 | 17 |
| Design Associate | \$ 23.00 | \$ 23.00 | \$ 23.00 | 1 |
| Scenic Design Assistant | \$ 20.00 | \$ 28.50 | \$ 24.25 | 2 |
| Run Crew | \$ 15.00 | \$ 43.77 | \$ 25.55 | 16 |
| Box Office Manager | \$ 42.62 | \$ 42.62 | \$ 42.62 | 1 |
| Box Office Representative | \$ 15.55 | \$ 27.77 | \$ 21.53 | 3 |
| House Manager | \$ 23.59 | \$ 23.59 | \$ 23.59 | 1 |
| NON-UNION Personnel | | | | |
| Wardrobe Supervisor | \$ 10.00 | \$ 32.73 | \$ 18.01 | 58 |
| Workroom Supervisor | \$ 13.75 | \$ 32.73 | \$ 22.57 | 9 |
| Dresser / Wardrobe Crew | \$ 5.00 | \$ 27.00 | \$ 14.74 | 54 |
| First Hand / Assistant Cutter / Jr. Cutter | \$ 9.00 | \$ 27.59 | \$ 17.47 | 39 |
| Master Stitcher | \$ 12.00 | \$ 30.00 | \$ 20.42 | 18 |
| Stitcher | \$ 7.50 | \$ 25.50 | \$ 16.00 | 64 |
| Hair and Wig Supervisor | \$ 10.00 | \$ 35.98 | \$ 20.87 | 25 |
| Hair and Wig Assistant | \$ 7.50 | \$ 25.00 | \$ 16.06 | 19 |
| Costume Design Assistant | \$ 9.00 | \$ 29.77 | \$ 17.44 | 26 |
| Costume Properties / Crafts Artisan | \$ 10.00 | \$ 31.93 | \$ 18.97 | 35 |
| Dyer | \$ 12.00 | \$ 29.77 | \$ 20.29 | 12 |
| Cutter | \$ 11.25 | \$ 32.73 | \$ 20.35 | 20 |
| Draper | \$ 11.37 | \$ 30.14 | \$ 20.57 | 37 |
| Master Carpenter | \$ 7.41 | \$ 40.00 | \$ 21.24 | 43 |
| Scenic Carpenter | \$ 7.50 | \$ 29.00 | \$ 17.13 | 86 |
| Scenic Artist | \$ 6.70 | \$ 65.00 | \$ 19.63 | 76 |
| Welder | \$ 10.00 | \$ 30.00 | \$ 19.57 | 20 |
| Construction Supervisor | \$ 12.00 | \$ 31.02 | \$ 20.09 | 17 |
| Properties Artisan | \$ 8.25 | \$ 29.77 | \$ 16.90 | 55 |
| Lighting Technician | \$ 7.63 | \$ 35.00 | \$ 17.53 | 86 |
| Sound Technician | \$ 7.14 | \$ 34.50 | \$ 17.44 | 81 |
| Design Associate | \$ 10.00 | \$ 33.00 | \$ 19.79 | 8 |
| Scenic Design Assistant | \$ 10.00 | \$ 24.00 | \$ 15.79 | 14 |
| Run Crew | \$ 6.25 | \$ 30.00 | \$ 14.86 | 86 |
| Box Office Manager | \$ 10.00 | \$ 80.00 | \$ 18.88 | 34 |
| Box Office Representative | \$ 7.13 | \$ 80.00 | \$ 14.03 | 86 |
| House Manager | \$ 7.88 | \$ 40.00 | \$ 15.29 | 96 |

Additional Salary Information

As of Jul 25, 2021, the average annual pay for the Film Industry jobs category in Louisiana is \$66,571 a year. While ZipRecruiter is seeing salaries as high as \$155,041 and as low as \$19,209, the majority of salaries within the Film Industry jobs category currently range between \$21,037 (25th percentile) to \$138,575 (75th percentile) with top earners (90th percentile) making \$151,838 annually in Louisiana.

The average pay range for a Film Industry job varies greatly (as much as \$117,538), which suggests there may be many opportunities for advancement and increased pay based on skill level, location and years of experience. Topping the list is Monroe, with New Orleans and Metairie close behind in second and third. Metairie beats the Louisiana average by 8.8%, and Monroe furthers that trend with another \$11,640 (17.5%) above the \$Importantly, Monroe has a moderately active Film Industry job market with only a few companies currently hiring for this type of role.

<https://www.ziprecruiter.com/Salaries/Film-Industry-Salary--in-Louisiana>

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.9. **University of Louisiana at Monroe's** request for approval to convert the existing Associate of Science in Occupational Therapy Assistant to a Bachelor of Science in Occupational Therapy Assistant.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to convert the existing 75-credit hour Associate of Science in Occupational Therapy Assistant (ASOTA) to a 120-credit hour Bachelor of Science in Occupational Therapy Assistant (BSOTA). A Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in April 2020 with subsequent approval granted by the Board of Regents in August 2020.

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. In addition, OTA faculty is dedicated to seeking out additional funding in support of the proposed program (e.g., grants).

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 to convert the existing Associate of Science in Occupational Therapy Assistant to a Bachelor of Science in Occupational Therapy Assistant.



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000

P 318.342.1010 | F 318.342.1019 | ulm.edu

G.9.

August 3, 2021

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

Dear Dr. Henderson:

I am requesting consideration and approval to convert the current Associate of Science in Occupational Therapy Assistant (ASOTA) to a Bachelor of Science in Occupational Therapy Assistant (BSOTA). The BSOTA is an entry-level educational program that would replace the existing ASOTA.

If I may be of further assistance, please let me know.

Sincerely,

Ronald L. Berry, D.B.A.
President

#TAKEFLIGHT

Louisiana Board of Regents

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

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

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

Date:

| | |
|---|--|
| Institution: University of Louisiana Monroe | Requested <u>CIP, Designation, Subject/Title</u> : Bachelor of Science 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 | |
| Date BoR approved the Letter of Intent: August 13, 2020 | |
| Date Governing Board approved this Proposal: | |
| Planned Semester/Term & Year to Begin Offering Program: Spring 2024 | |
| Program Delivery Site (s): University of Louisiana Monroe campus | |

1. Program Description

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

(a) 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. Moving to a bachelor's degree will allow ULM to continue to offer an occupational therapy assistant degree and provide even stronger professional education. Entry-level practice requires OTA practitioners to be more intellectually and socially sophisticated and mature than ever before. The BSOTA program will provide a learning environment that fosters evidence-based practice, critical thinking, leadership and professional responsibility. A BSOTA will also provide academic preparation to students applying to the MOT program at ULM. BSOTA graduates will be prepared to take the National Board for Certification in Occupational Therapy (NBCOT) exam to become Certified Occupational Therapy Assistants (COTA) just as the current ASOTA graduates; however, BSOTA graduates will graduate with a bachelor's degree instead of an associate's degree placing them in a greater position to apply to the ULM Master of Occupational Therapy Program. 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.

(b) The BSOTA curriculum will be designed to meet the standards and required learning outcomes adopted by ACOTE (see Appendix A or link below).
<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>

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

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 total of 4 years/120 hours. Per ACOTE standards, students are required to complete one baccalaureate project and two 8-week fieldwork courses at the completion of the academic coursework. The baccalaureate project will be an integral part of the BSOTA program's curriculum design. It will be an in-depth experience in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. The baccalaureate project and fieldwork courses are included in the 4 years. A semester-by-semester sequence of courses for the BSOTA curriculum is included below.

Proposed BSOTA Pre-professional Curriculum:

| FALL SEMESTER Year 1 | | Credit Hours |
|-----------------------------|--|---------------------|
| 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, or | 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, or | 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 |

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.

All occupational therapy assistant courses, as indicated above by the OCCT prefix, are new courses that will be offered as part of the BSOTA curriculum.

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

N/A

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

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

2. Need

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

Healthcare is a national concern because of the aging population and longer life expectancies. Occupational therapy practitioners are also playing an integral role in the services provided to individuals recovering from COVID-19. The US Department of Labor projects that the need for occupational therapy assistants is expected to increase by 32% from 2019-2029. Healthcare within Louisiana is expected to follow this trend. The demand for occupational therapy assistants 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 degreed 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. Overall, 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>

Pay

The median annual wage for occupational therapy aides was \$30,180 in May 2020.

The median annual wage for occupational therapy assistants was \$62,940 in May 2020.

Job Outlook

Overall employment of occupational therapy assistants and aides is projected to grow 32 percent from 2019 to 2029, 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.

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.

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

☒ 5 Stars ☐ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

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.

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

The University of Louisiana Monroe envisions excellence in teaching, research, and innovation with an emphasis on the health sciences. The BSOTA Program will support the mission of the university. 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, (c) establish and nurture partnerships that are mutually beneficial to ULM and the community, and (d) provide students with a more in-depth education in Occupational Therapy, thus better preparing them for the Master of Occupational Therapy (MOT) degree.

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

There are currently two other ASOTA programs in the state, and they are located on community college campuses (Bossier Parish Community College and Delgado Community College). 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. The students graduating from the BSOTA will continue to become Occupational Therapy Assistants (OTA), so this will not impact the region in regard to numbers of OTAs 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. This is a high-demand program receiving greater than 70 qualified applicants for the 30 seats each year, and 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.

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

The below table provides a description of the phase-out of the ASOTA and phase-in of the BSOTA.

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

as led

cohorts C, D, E, and F). During fall of Year One (2023), ASOTA Cohort A completes off-campus level II fieldwork and graduates December 2023. Cohort B, the last accepted ASOTA cohort, completes off-campus level II fieldwork in fall of Year Two (2024) and graduates December 2024. The first cohort of the BSOTA (Cohort C) begins in spring of Year One (2024) which is the last ASOTA cohort's (Cohort B) last professional semester. Cohort C will graduate spring of Year Three (2026) 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. At this point, enrollment will remain consistent with 60 BSOTA students each fall and 90 students each spring. In conclusion, it is anticipated that the final ASOTA cohort will be accepted for the Summer 2023 start date and graduate Fall 2024, and the first BSOTA cohort will be accepted for the Spring 2024 start date and graduate Spring 2026.

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

N/A

3. Students

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

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. ULM is uniquely positioned to transition to a BSOTA and will be the first university in the state to provide the 4-year OTA degree. It is projected that there will be an increase attraction to BSOTA program for incoming freshman who have been awarded 4 years of TOPS/scholarships to attend ULM. 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. The current ULM ASOTA program receives 70-80 applications and accepts 30 students per year. 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. In addition, per the most recent American Occupational Therapy Association (AOTA) Academic Programs Annual Data Report - Academic Year 2019-2020 (AOTA, 2020), for OTA programs, there were 11,183 applications submitted for 7,407 slots.

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

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 | Prof. Fees | 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 | | (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 | \$134,610 | | \$31,500 | \$435,330 |
| Year 4 | Fall | | | | | 60 | | \$134,610 | \$134,610 | | \$21,000 | \$290,220 |
| | Spring | | | | | 90 | | \$134,610 | \$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.

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

ULM and the BSOTA program will provide a variety of resources to support student success, including but not limited to the following:

Career Connections- Career Day is a regularly scheduled event sponsored by Career Connections and is designed to bring ULM students together with employers. Students and alumni are also invited to take advantage of Career Connections' job attainment skills workshops and individual job skills counseling, including resume writing, interview skills, and social media. Online services include employment and internship listings and applications, online interview practice sessions, job attainment tips and document samples, and schedules of upcoming job fairs and on-campus interviews.

Counseling Center- The Counseling Center is a comprehensive service that provides personal, academic, and substance abuse counseling, educational outreach programs, and crisis intervention for the acute. The Counseling Center acts as the point of entry for individuals who have documented learning disabilities and psychological or physical special needs.

Computer Labs- ULM has a number of Open-Access and Residence Hall Computer Labs available for student use. The Computer Lab on the second floor of Caldwell Hall has adaptations for persons with physical disabilities.

Financial Aid Services- Financial aid programs offered through ULM are scholarships, grants, loans, and employment. For additional information or questions, visit our website at <http://finaid.ulm.edu>. The Financial Aid Office is located in Sandel Hall.

Grievance and Appeal Procedures

Student Health Services- The clinic specializes in Immunization requirements for admission to ULM and those required by the medical programs (such as nursing, pharmacy, radiology, etc.). There are many benefits offered through the Affinity Health Clinic. For more information visit www.ulmhealthclinic.com.

Student Success Center- The advising office is located in the Clarke M. Williams Student Success Center (SSC). Pre-BSOTA students are advised in the SSC. The SSC offers "Success Series Workshops", information on Drop/ADD procedures, and supplemental instruction.

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

The BSOTA program will be divided into two segments, pre-occupational therapy assistant and professional occupational therapy assistant as described in the curriculum above in Section 1. Beginning freshmen who seek admission to the first year of the BSOTA program must meet the general admissions requirements for admission to the University. Applications are submitted to the University Admissions Office. Students transferring from other divisions of the University and from other accredited colleges and universities must additionally have an overall academic record which indicates potential of success in an Occupational Therapy Assistant Program. Advising each semester will be required. Students entering the program with transfer credit must request a transcript review from the BSOTA program to determine what coursework will be credited to the degree plan. A grade of "C" or better is required for all occupational therapy assistant coursework contributing to the Bachelor of Science degree. Completion of the first three semesters of the pre-occupational therapy assistant requirements does not guarantee admission to the professional portion of the BSOTA program.

Admission into the semester 4 of the professional BSOTA program is on a competitive basis with enrollment determined annually based on the availability of resources of the BSOTA program.

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

N/A

4. Faculty

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

Jennifer Perodeau, MAT, MOT, LOTR, COTA; Program Director/Associate Professor; Master of Arts in Teaching/Master of Occupational Therapy.

Kristen Hill, OTD, LOTR; Academic Fieldwork Coordinator (AFWC)/Assistant Professor; Doctor of Occupational Therapy

Mary Margaret Hildebrand, LOTR; Instructor

The following faculty will transition from the ASOTA Program to the BSOTA Program:

| Name | Present Rank | Degrees | Courses Taught | Other Assignments |
|--|---------------------|------------------------------------|--|---|
| Jennifer Perodeau Certified as Registered Occupational Therapist by the National Board for Occupational Therapy Licensed as an Occupational Therapist and Occupational Therapy Assistant by the Louisiana Board of Medical Examiners | Associate Professor | MOT, M.A.T., BS in GS, AS in OT | Kinesiology for OTAs, Group Process, Theory and Practice, Applied Laboratory, Pre-Clinical, Pathology, Psychosocial Laboratory, Theory and Practice Laboratory, Health Care Systems | Program Director – Administrative duties Program, College, and University Committees, and working in OT on-campus clinic |
| Kristen Hill Certified as Registered Occupational Therapist by the National Board for Occupational Therapy Licensed as an Occupational Therapist by the Louisiana Board of Medical Examiners | Assistant Professor | OTD, MA in OT | Introduction to Occupational Therapy, Theory and Practice, Evaluation, Therapeutic Media, Applied Laboratory, Pathology II, Psychosocial Laboratory, Theory and Practice II (Psychosocial) | AFWC – Administrative duties Program, College, and University Committees, and working in OT on-campus clinic |
| Mary Margaret Hildebrand Certified as Registered Occupational Therapist by the National Board for Occupational Therapy Licensed as an Occupational Therapist by the Louisiana Board of Medical Examiners | Instructor | MOT, BA in Psychology, A.S. in OTA | Applied Laboratory, Therapeutic Media, Evaluation, Pathology, Pre-Clinical, Theory and Practice Laboratory, Theory and Practice III (Developmental), Pediatric Laboratory, | Program, College, and University Committees, and working in OT on-campus clinic |

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

The 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.

¹Breakdown of faculty salary and fringe benefits: First year

| Position | # | Salary | Fringe | Total |
|------------------------------------|---|--------------|--------------|---------------|
| Faculty (1 existing/2 new hires) | 3 | \$ 50,000.00 | \$ 20,000.00 | \$ 210,000.00 |
| Program Director (existing) | 1 | \$ 64,300.00 | \$ 25,720.00 | \$ 90,020.00 |
| Academic FW Coordinator (existing) | 1 | \$ 61,800.00 | \$ 24,720.00 | \$ 86,520.00 |
| | | | TOTAL | \$ 386,540.00 |

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

| Position | # | Salary | Fringe | Total |
|---------------------------------|---|--------------|--------------|---------------|
| Faculty (3 existing/1 new hire) | 4 | \$ 50,000.00 | \$ 20,000.00 | \$ 280,000.00 |
| Program Director | 1 | \$ 64,300.00 | \$ 25,720.00 | \$ 90,020.00 |
| Academic FW Coordinator | 1 | \$ 61,800.00 | \$ 24,720.00 | \$ 86,520.00 |
| | | | TOTAL | \$ 456,540.00 |

In Academic Year (AY) 1 (2023-2024), 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 each 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 (2024-2025), 6 FTEs will remain consistent.

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

Faculty responsibilities include teaching occupational therapy assistant courses, mentoring and advising OTA students, actively pursuing scholarly activity, and engaging in service at the departmental, college, university, and community levels. The workload distribution will be 70% teaching, 10% scholarship, and 20% service.

Faculty of the BSOTA Program must be an occupational therapy assistant or an occupational therapist who is certified by NBCOT and is eligible for state license. Candidates must hold a minimum of a master's degree in any field, must have a minimum of five years of professional experience in areas related to clinical practice, administration, and/or teaching. They must demonstrate an understanding of the roles and responsibilities and experience with occupational therapy assistants and have documented expertise in their area(s) of teaching responsibility.

5. Library and Other Special Resources

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

The primary center for learning resources for faculty and students is the ULM Library and Conference Center. Present library holdings are adequate to support the BSOTA program. The ULM Library is a member of LOUIS, the Louisiana Library Network, which provides the Library's automation services and licenses full-text electronic resources from over 40,000 journals and provides access to e-books. As stated in the university catalog, the mission of the Library is "to support the mission of the University of Louisiana Monroe in its teaching, research and learning endeavors for students, faculty and staff through the development of strong collections, integration of information and technology, creation of collaborative learning spaces and facilitation of e-literacy."

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

As a member of the LOUIS, the Library has access to EBSCO which provides access to countless full-text electronic journals and electronic books, as well as many other electronic databases and resources. The Library also provides access to other resources apart from those accessed via LOUIS. The Library also provides Interlibrary Loan (ILL) services whereby the Library borrows materials from partner libraries to lend to users. The Library is also a member of the Trailblazer Library Consortium. Additionally, the Library is a member of AMI-GOS, which enables cataloging and bibliographic verification and interlibrary loan to be done via computer terminals connected on-line to the system headquarters. These electronic resources are through EDS discovery platform. The ULM Library is actively pursuing open education resources as a means of enhancing the services provided

by the library and reducing textbook costs for students.

What additional resources will be needed?

No additional special resources will be needed for this program.

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

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

N/A

6. Facilities and Equipment

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

Program offices, classroom, and laboratory space are located in Caldwell Hall, which also houses the Dental Hygiene Program. One SMART classroom and 4 lab areas are designated by the university for the OTA program. Lab areas include a therapeutic media room, a pediatric clinic, a physical disabilities clinic, and general clinic space. They are utilized primarily for the manipulation and application teaching methods. The classroom and labs are adequate to accommodate the maximum of number of students in the program. Classroom and lab space are comparable to other programs in the College of Health Sciences. Additional classrooms and labs outside of Caldwell Hall are available as needed. All faculty members are assigned individual office space that allows for private advising of students. Both locked and unlocked storage space is spread throughout the OT department area.

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

Currently, Sugar Hall renovations are in the planning phase and construction is scheduled to begin in January 2022. Upon completion, the OTA and MOT programs will be housed in Sugar Hall. The renovation will increase classroom, clinic, laboratory, and administrative spaces that will accommodate the increased number of BSOTA students and faculty, as well as enhance learning through interprofessional education opportunities.

7. Administration

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

The BSOTA program will be housed in the College of Health Sciences/School of Allied Health. The ASOTA program will transition to the BSOTA and follow the present administrative structure of the institution.

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

ULM has provided occupational therapy education through OT (beginning in 1971) and OTA (beginning in 1981) programs for over 46 years. Both the ASOTA and the MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates. The ASOTA Program achieved the highest level of accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 2019.

Current strengths of the program include:

1. Broadly trained faculty, clinic-based services within the program, and opportunities for interprofessional collaboration throughout the university.
2. Location on a general university campus which supports the community-based orientation of the profession and the opportunity to benefit from the interaction with both medical and non-medical future partners in the workplace, i.e., Education, Special Education, Gerontology, Psychology, Sociology and Social Work, etc.
3. The collaborative efforts with community-based sites providing increased student opportunity and service to underserved and non-served populations in the region to support level I and level II fieldwork.
4. ULM currently has memoranda of understanding (MOU) with over 400 clinical sites across the United States. These clinical sites accept both OTA and OT students and have clinical supervisors in place for these duties. These MOUs and contracts are reviewed and updated as needed to ensure that the goals of the program are met.
5. Positioned at a university that promotes an emphasis on health science which will support advising, course development, and teaching.

Current weaknesses include:

1. The current ASOTA program potentially leaves students with unused TOPS and scholarship funds.
2. The ASOTA credit hours (75) are sufficient; however, there is a significant imbalance between credit hours and contact hours (credit hours < contact hours). Transitioning to BSOTA will allow for a more comprehensive curriculum, an even stronger professional education, and improved balance between credit hours and contact hours.

8. Accreditation

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

The Southern Association of College and Schools Commission on Colleges (SACSCOC) substantive change policy and procedures assure the public that all aspects of an institution continue to meet standards. Approved substantive changes must be implemented within two years of the approval date from SACSCOC. If an institution does not implement within two years of approval, then a new prospectus or application must be submitted to SACSCOC and approved prior to implementation. For a spring 2024 BSOTA enrollment date, the Substantive Change prospectus will be submitted to the ULM Accreditation Liaison in fall 2021 and submitted to SACSCOC for review with targeted approval by July 31, 2022.

The Accreditation Council for Occupational Therapy Education (ACOTE) received the ULM OTA Letter of Intent seeking accreditation for the new BSOTA program on May 7, 2021. When eligibility is confirmed by the ACOTE staff, the ULM OTA program director will be granted access to the online Candidacy Application. ULM is scheduled to submit a Candidacy Application on April 17, 2023. Candidacy Review and ACOTE action on Candidacy Status will be announced at the August 2023 ACOTE meeting, at which time students may be notified of acceptance into the BSOTA program. The first class will begin the BSOTA program in January 2024. The Initial Report of Self-Study will be due in July 2024. The pre-accreditation review will occur at the December 2024 ACOTE meeting. On-site evaluation will be late spring early summer 2025 and accreditation action will be August 2025.

| | |
|--|---------------------------|
| Planned Start Date for First Class of Students | Winter (December/January) |
| Latest Date for Completed Candidacy Application and Application Fee NO LATER THAN 5:00 P.M. EASTERN ON: | April 17 |
| Candidacy Review and ACOTE Action on Candidacy Status (ACOTE Meeting) | August |
| <i>IF CANDIDACY STATUS IS AWARDED, THE SCHEDULE WOULD CONTINUE APPROXIMATELY AS FOLLOWS. NOTE THAT THIS SCHEDULE IS ADJUSTED AS NEEDED TO ACCOMMODATE THE LENGTH OF EACH PROGRAM:</i> | |
| Students May be Notified of Acceptance Into the Program | August |
| First Class May be Enrolled | Winter (December/January) |
| Initial Report of Self-Study Due | July 1 |
| Preaccreditation Review (ACOTE Meeting) | December |
| On-site Evaluation | Late Spring/Early Summer |
| Accreditation Action (ACOTE Meeting) | August |

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

N/A

9. Related Fields

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

The BSOTA program will be supported by the following related programs:

- Kinesiology (BS concentration in pre-physical therapy, MS concentration in clinical exercise physiology and applied exercise science)
- Master of Occupational Therapy (MOT)
- Physical Therapy (DPT) – expected start date of Fall 2022
- Speech and Language Pathology (BS and MS)
- Health Studies (BS)

- Radiologic Technology (BS)
- Nursing (BSN, MSN, and NP Program)
- Pharmacy (PharmD, PhD)
- Counseling (MS)
- Marriage and Family Therapy and Counseling (MA, PhD)

Each of the above-named programs will offer opportunities for inter-professional education, collaboration for research, collaboration for grant funding, and innovated collaboration for teaching with the proposed BSOTA program. It is expected that the BSOTA, MOT, and DPT programs would also be able to share clinical educational and anatomy resources.

10. Cost & Revenue

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

The ASOTA Program will be phased out after the first BSOTA cohort is accepted. The current ASOTA Program employs three 9-month faculty including the OTA Program Director (PD) and the OTA Academic Fieldwork Coordinator (AFWC). The Program Director and AFWC are positions required by ACOTE. According to ACOTE, the OTA PD and AFWC must be hired so that they may submit the application for initial accreditation to ACOTE (AY 2022-23) prior to accepting the first cohort of students. These two positions and one faculty will transition from the ASOTA Program to the BSOTA Program.

To meet accreditation standards/requirements, there will need to be four faculty including the Program Director and AFWC in Fall 2023 and two additional faculty members by the Spring 2024 start-date. This is a total addition of three faculty members.

First year (2023-24): Start-up and Initial cohort admission

A program director (\$64,300 + benefits annually), Academic Fieldwork Coordinator (\$61,800 + benefits annually), one faculty member (50,000 + benefits annually), and 0.5 FTE administrative assistant (\$15,400 + benefits annually) will transition from the ASOTA to the BSOTA program. Travel funds of \$2,000 (\$1000 each for PD, AFWC) are estimated to attend the ACOTE Annual Academic Leadership Conference and to establish sites for clinical experiences. Additional travel funds of \$2000 (\$1000 per each faculty member) for travel to continuing education and conferences. One additional faculty will need to be hired Fall 2023 (50,000 + benefits annually) and two additional faculty will need to be hired Spring 2024 (.5 of academic year-total of \$50,000 + benefits annually) to provide a student/faculty ratio 15:1 for lecture courses and 7:1 for lab/fieldwork courses, to meet ACOTE standards.

From the ASOTA budget, salaries of \$176,100 + benefits will transfer to BSOTA to offset the amount of additional funds needed for salaries. Operating expenses such as equipment and supplies, and telephone and copier charges are estimated at \$10,454. Operating funds will transfer from the ASOTA Program to offset the funds for BSOTA.

60 ASOTA students and 30 BSOTA students will be enrolled during this time. State appropriations for the 60 ASOTA students will be generated as well as self-generated revenue from tuition and fees for the 60 ASOTA students and 30 BSOTA students. There will not be state appropriations for BSOTA students this first year since formula funding for SCH lags one year.

Second year (2024-25): Second cohort admission

Beginning Fall 2024, 6 FTEs will remain consistent. Budget for salaries, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living increases. Travel and operating funds of \$10,454 will transfer from ASOTA Program to offset the costs for BSOTA. At this point, enrollment will be 30 BSOTA students in the fall and 60 students in the spring. Revenue from BSOTA students paying tuition and fees and state appropriations will be generated after one complete year of enrollment.

Third year (2025-26): Third cohort admission

At this point, enrollment will remain consistent with 60 BSOTA students each fall and 90 students each spring. (See tables below for specifics on state appropriations and generated tuition).

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

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

There are no additional sources of funding currently. The OTA faculty is dedicated to seeking out additional funding sources (e.g., grants)

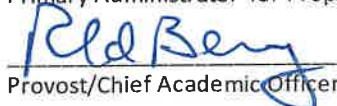
Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

There are no additional sources of funding currently. The OTA faculty is dedicated to seeking out additional funding sources (e.g., grants)

CERTIFICATIONS:



Primary Administrator for Proposed Program



Provost/Chief Academic Officer

Management Board/System Office

08/04/2021

Date

8/4/2021

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana Monroe

Date: 6/28/2021

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 | | SECOND | | THIRD | | FOURTH | |
| | AMOUNT | FTE | Amount | FTE | AMOUNT | FTE | AMOUNT | FTE |
| Faculty | \$385,540 | 5 | \$456,540 ² | 6 | \$456,540 ² | 6 | \$456,540 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 | \$400,940 | | \$471,940 | | \$471,940 | | \$471,940 | |
| | | | | | | | | |
| | AMOUNT | | AMOUNT | | AMOUNT | | AMOUNT | |
| Facilities | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| Equipment/Library Resources | 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 | \$411,394.00 | | \$482,394.00 | | \$482,394.00 | | \$482,394.00 | |
| REVENUES | | | | | | | | |
| Revenue Anticipated From: | AMOUNT 2023-2024 | | AMOUNT 2024-2025 (Amount from 1 st BSOTA cohort/60 students) | | AMOUNT 2025-2026 (Amount from BSOTA/90 students) | | AMOUNT 2026-2027 (Amount from BSOTA/90 students) | |
| *State Appropriations | \$0 | | \$0 | | \$ \$95,778.57 | | \$ \$95,778.57 | |
| *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 | 0 | 10,500 | 10,500 | 21,000 | 21,000 | 31,500 | 21,000 | 31,500 |
| *Other (specify) | | | | | | | | |
| TOTAL REVENUES | \$145,110 | | \$435,330 | | \$821,328.57 | | \$821,328.57 | |

The ASOTA program will continue to receive state appropriations of \$20,992.56 in AY 2023-2024 and AY 2024-2025.

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

Appendix A
2018 Accreditation Council for Occupational Therapy Education (ACOTE®)
Standards and Interpretive Guide (effective July 31, 2020)
August 2020 Interpretive Guide Version
ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE
OCCUPATIONAL THERAPY ASSISTANT

SECTION B: CONTENT REQUIREMENTS

The content requirements are written as expected student outcomes. Faculty are responsible for developing learning activities and evaluation methods to document that students meet these outcomes. Level II Fieldwork, the Baccalaureate Project, or the Doctoral Capstone Experience and Project syllabi may not be used to document compliance with a section B content Standard.

B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS

Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. If the content of the Standard is met through prerequisite coursework, the application of foundational content in the sciences must also be evident in professional coursework. The student will be able to:

B.1.1. Human Body, Development, and Behavior

B.1.1.

Demonstrate knowledge of:

- The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.
- Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.
- Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.

B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices

B.1.2.

Apply knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).

B.1.3. Social Determinants of Health

B.1.3.

Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.

B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES

Current and relevant interprofessional perspectives including rehabilitation, disability, and developmental as well as person/population-environment-occupation models, theories and frameworks of practice. The program must facilitate the development of the performance criteria listed below. The student will be able to:

B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference

B.2.1.

Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

B.2.2. Theory Development

B.2.2.

Define the process of theory development and its importance to occupational therapy.

B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY

Coursework must facilitate development of the performance criteria listed below. The student will be able to:

B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate

B.3.1.

Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.

B.3.2. Interaction of Occupation and Activity

B.3.2.

Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.

B.3.3. Distinct Nature of Occupation

B.3.3.

Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention

B.3.4.

Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.

B.3.5. Effects of Disease Processes

B.3.5.

Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.

B.3.6. Activity Analysis

B.3.6.

Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.

B.3.7. Safety of Self and Others

B.3.7.

Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

B.4.0.

SCREENING, EVALUATION, AND INTERVENTION PLAN

The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations.

INTERVENTION AND IMPLEMENTATION

The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

The program must facilitate development of the performance criteria listed below. The student will be able to

B.4.1. Therapeutic Use of Self

B.4.1.

Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.4.2. Clinical Reasoning

B.4.2.

Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

B.4.3. Occupation-Based Interventions

B.4.3.

Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.

B.4.4. Standardized and Nonstandardized Screening and Assessment Tools

B.4.4.

Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies.

Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.

Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

B.4.6. Reporting Data

B.4.6.

Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

B.4.9. Remediation and Compensation

B.4.9.

Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.

B.4.10. Provide Interventions and Procedures

B.4.10.

Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.

This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

B.4.11. Assistive Technologies and Devices

B.4.11.

Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.

B.4.12. Orthoses and Prosthetic Devices

B.4.12.

Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.

Train in the safe and effective use of prosthetic devices.

B.4.13. Functional Mobility

B.4.13.

Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

B.4.14. Community Mobility

B.4.14.

Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.

B.4.15. Technology in Practice

B.4.15.

Demonstrate knowledge of the use of technology in practice, which must include:

- Telehealth technology

B.4.16. Dysphagia and Feeding Disorders

B.4.16.

Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.

B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices

B.4.17.

Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

B.4.18. Grade and Adapt Processes or Environments

B.4.18.

Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

B.4.19. Consultative Process

B.4.19.

Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.

B.4.20. Care Coordination, Case Management, and Transition Services

B.4.20.

Demonstrate, evaluate, and plan care coordination and case management. Understand and articulate transition services in traditional and emerging practice environments.

B.4.21. Teaching–Learning Process and Health Literacy

B.4.21.

Demonstrate the principles of the teaching– learning process using educational methods and health literacy education approaches:

- To design activities and clinical training for persons, groups, and populations.
- To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

B.4.22. Need for Continued or Modified Intervention

B.4.22.

Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

B.4.23. Effective Communication

B.4.23.

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.

B.4.24. Effective Intraprofessional Collaboration

B.4.24.

Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.

B.4.25. Principles of Interprofessional Team Dynamics

B.4.25.

Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

B.4.26. Referral to Specialists

B.4.26.

Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.

B.4.27. Community and Primary Care Programs

B.4.27.

Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.

B.4.28. Plan for Discharge

B.4.28.

Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

B.4.29. Reimbursement Systems and Documentation

B.4.29.

Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.

Documentation must effectively communicate the need and rationale for occupational therapy services.

B.5.0.

B.5.1. Factors, Policy Issues, and Social Systems

B.5.1.

Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.

B.5.2. Advocacy

B.5.2.

Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.

B.5.3. Business Aspects of Practice

B.5.3.

Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.

B.5.4. Systems and Structures That Create Legislation

B.5.4.

Identify the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.

B.5.5. Requirements for Credentialing and Licensure

B.5.5.

Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.

B.5.6. Market the Delivery of Services

B.5.6.

Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.

B.5.7. Quality Management and Improvement

B.5.7.

Identify the need for and evaluate processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.

B.5.8. Supervision of Personnel

B.5.8.

Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.

B.6.0. SCHOLARSHIP

Promotion of science and scholarly endeavors will serve to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:

B.6.1. Scholarly Study

B.6.1. Professional Literature and Scholarly Activities

B.6.1.

- Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.
- Explain how scholarly activities and literature contribute to the development of the profession.

B.6.2. Quantitative and Qualitative Methods

B.6.2.

Understand the use of quantitative and qualitative methods for data analysis that include:

- Basic descriptive, correlational, and inferential quantitative statistics.
- Analysis and synthesis of qualitative data.

B.6.3. Scholarly Reports

B.6.3.

Demonstrate the skills to understand a scholarly report.

B.6.6. Preparation for Work in an Academic Setting

B.6.6.

Understand the principles of instructional design and teaching and learning in preparation for work in an academic setting.

B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES

Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health. The program must facilitate development of the performance criteria listed below. The student will be able to:

B.7.1 Ethical Decision Making

B.7.1.

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics* and *AOTA Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

B.7.2. Professional Engagement

B.7.2.

Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.

B.7.3. Promote Occupational Therapy

B.7.3.

Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

B.7.4. Ongoing Professional Development

B.7.4.

Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

B.7.5. Personal and Professional Responsibilities

B.7.5.

Demonstrate knowledge of personal and professional responsibilities related to:

- Liability issues under current models of service provision.
- Varied roles of the occupational therapy assistant providing service on a contractual basis.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 26, 2021

Item G.10. **University of Louisiana System's** request for approval of System Universities' 2021-22 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits recommendations for promotions in faculty rank and tenure. This year, 88 faculty members were recommended for promotion in rank, with 64 faculty members recommended for tenure.

With respect to promotion in rank, 35 faculty members across the UL System were recommended for promotion to the rank of Professor and 53 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 64 faculty members across the System were recommended for tenure and rationales were provided for the 9 faculty members to whom "early" tenure was recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

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 System Universities' 2021-22 Promotions in Faculty Rank and Recommendations for Tenure.*

UNIVERSITY OF LOUISIANA SYSTEM

Promotions and Tenure
2021-22

| Institutions | Promotions | | | | Tenure | |
|--------------------------------------|--------------|-----------|--------------|-----------|-----------|-------------|
| | To Associate | | To Professor | | No. | Tenure Rate |
| | No. | % at rank | No. | % at rank | | |
| Grambling State University | 1 | 20.8% | 2 | 19.9% | 1 | 44.6% |
| Louisiana Tech University | 5 | 27.1% | 5 | 20.9% | 6 | 47.5% |
| McNeese State University | 2 | 18.3% | 0 | 19.9% | 5 | 48.0% |
| Nicholls State University | 3 | 18.8% | 2 | 15.1% | 3 | 39.5% |
| Northwestern State University | 8 | 28.0% | 3 | 20.0% | 15 | 47.0% |
| Southeastern Louisiana University | 2 | 16.0% | 4 | 22.0% | 1 | 35.0% |
| University of Louisiana at Lafayette | 22 | 23.3% | 7 | 27.5% | 22 | 50.6% |
| University of Louisiana at Monroe | 6 | 20.4% | 8 | 20.9% | 5 | 46.0% |
| University of New Orleans | 4 | 24.0% | 4 | 31.0% | 6 | 56.0% |
| UL System Totals | 53 | | 35 | | 64 | |