

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.1. **Grambling State University's** request for approval of a Memorandum of Understanding (MOU) with ProTrain, LLC.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding with ProTrain, LLC, a licensed proprietary school based in North Carolina. The purpose of the partnership is to allow for GSU to expand continuing education course offerings. Currently, through GSU's Office of Continuing Education and Service-Learning, there are four certifications and over 53 workshop or courses available. The proposed partnership with ProTrain includes approximately 150 courses (i.e., GRE Exam Prep I, Introduction to Sigma Six, etc.) that will be taught via various modalities.

The proposed MOU clearly outlines the business aspects and expectations of the partnership. Upon approval and signature, the partnership shall remain in place unless terminated by either party upon sixty (60) days of written notice of such intent. Should the partnership be terminated, ProTrain will ensure all learners under active enrollment are fully supported through the entire learning period of the course to include technical support, progress reports, certificate upon completion, and exam coordination.

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 enter into a Memorandum of Understanding with ProTrain, LLC.



March 31, 2021

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF
UNDERSTANDING BETWEEN GRAMBLING STATE UNIVERSITY AND
PROTRAIN, LLC**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding (MOU) between GSU and ProTrain, LLC, a North Carolina limited liability company, to establish a partnership. This partnership will support the university being able to expand the continuing education courses that are available.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot", with a stylized flourish at the end.

Richard J. Gallot, Jr., JD
President

RJG:ks

Attachment



Memorandum of Understanding

This Memorandum of Understanding (the “Agreement”) is made on **DATE, 2021** between Grambling State University (herein after “Partner”) located at 403 Main Street, and ProTrain, LLC, a North Carolina limited liability company, with its principal office at 2621 Bradford Grove Place, Raleigh, NC 27606 (hereinafter “The Company” or “Company”).

Services to Partner: The Company shall provide Online, In Classroom, and Live Online Instructor Led Synchronous selected programs for educational courses/certificates/certifications, applicable course material, course instructors/mentors, learner access/support, course hosting/evaluation, and marketing support to Partner to offer continuing education training to its community. The Company will assign a Training Assessment Manager (TAM) for the Partner. Written notification in changes to personnel should be made by both parties in an expeditious manner.

Should the Partner deem appropriate, the Company would assist with market research, scheduling, supplying instructors and materials for delivery of In Classroom and Live Online Instructor Led Synchronous offerings of certificate and certification programs.

Selection of Courses: The Partner shall market selected programs in a prominent location on its website and in catalogs. The Partner will select courses from the Company’s list of courses/programs using the Company-provided Partner Data Worksheet (PDW). On the PDW the Partner can select all the programs they wish to activate/offer for enrollment. The parties acknowledge that the Partner’s failure to select courses in this manner may delay delivery to registered learners; in which the Partner assumes responsibility for all consequences of such delay. The Partner will also identify a lead and alternate Point of Contact (POC). Written notification in changes to personnel should be made by both parties in an expeditious manner.

No Minimum Enrollment: There shall be no minimum enrollment for any online self-paced courses offered by the Company. However, if the Partner fails to make reasonable efforts to promote the Company’s online programs or fails to demonstrate reasonable growth, the Company retains the right to terminate this agreement after the Partner has been given a reasonable time to demonstrate improvement.

Pricing & Material Confidentiality: The cost of each course offered by The Company for the online current pricing and cost to the Partner can be found in the attached **Exhibit A Open Enrollment** which is our Online Self-Paced programs. Partner will notify the Company if they wish to participate in the My Career Advancement Account (MyCAA) Military Spouse Program. All pricing for courses under the MyCAA Spouse Program is attached as **Exhibit B –MyCAA** which is our Online MyCAA and Live Online Instructor Led Synchronous programs. The pricing for sample In Classroom courses is found in **Exhibit C – Sample In Classroom** and Live Online Instructor Led Synchronous samples are listed in **Exhibit D – Live Online Synch**. Any **In Classroom and/or Live Online Instructor Led Synchronous** programs will be jointly agreed upon before offering. **Exhibit E – Loan Program** - discusses programs that ProTrain can provide to leads thru our loan assistance program should the Partner wish the Company to handle for those leads/students to gain access to financial assistance. The Company and the Partner agree that all internal pricing and course material information will remain confidential and will not be disclosed to anyone not a party to this MOU during the term of this Agreement and for a period of two years after termination of this Agreement.

In Classroom and Live Online Instructor Led Synchronous Pricing: The Company will, in coordination with the Partner, provide instructor led course instruction at a competitive price. Typical In Classroom and **Live Online Instructor Led Synchronous** courses demand a minimum of 7 learners depending upon course, duration, textbook costs, instructor costs and cost to learner. Maximums also depend upon the type of course; whether it is a seminar, hands on with a computer or a lecture only course.

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Typical maximum number of learners for intense hands-on learning with exercises cap out at about 20-25 learners, while more theory-based classes such as Project Management Exam Prep can go as high as 30 learners.

Factors such as classroom size, location, etc. will also play a part in pricing. If the same or similar classroom is used, then a definite price to learner can be determined as this is when Partner and the Company can analyze like courses in service area, and make sure that a competitive price is being offered. Should a public schedule be made with dedicated classrooms and timeframes, a schedule can be easily developed based on a matrix of room availability with consistent dates and times.

Price Changes: Prices are subject to change with 120 days written notice to the Partner.

Payment and Collection: Partner will coordinate with the Company regarding who will collect tuition.

- **If the Partner collects** - The Partner collects the tuition and fees from learners and pays the Company. The Company will invoice the Partner for its share of the revenue. Dated invoices are sent within 30 days after the course enrollment has commenced. Partner agrees to pay the Company on a net 30 days' basis for all invoiced registrations that occurred during the previous month. Whenever possible, the method of payment should be by check or direct deposit. This helps reduce additional admin fees to process a payment made by credit card that can result in a loss of up to 2-3% of invoice payment due to the Company.
- **If the Company collects** - The Company collects the tuition and fees from learners and pays the Partner. The Company can also offer an e-commerce process to speed and simplify tuition and fee payments. If the Company collects in an e-commerce business relationship, the Company will send a check to the Partner on a net 30 days' basis from date of enrollment.
- **If the Partner uses a 3rd party registration system, the Partner will agree to the payment terms listed** - If the 3rd party registration provider system is set up to receive payment on behalf of the Partner or the Partner collects fees directly from the system, the Company will invoice the Partner for its share of the revenue. Dated invoices are sent within 30 days after the course enrollment has commenced. Partner agrees to pay the Company on a net 30 days' basis for all invoiced registrations that occurred during the previous month. Whenever possible, the method of payment should be by check or direct deposit. This helps reduce additional admin fees to process a payment made by credit card that can result in a loss of up to 2-3% of invoice payment due to the Company.
- Any change in the collection process must be agreed to by Partner and Company in writing.

Refund /Extension Policies:

Self-Paced Online Courses - The Company's refund policy for online courses is fair and consistent with all of its partners. A learner has 3 business days from the enrollment date to request a refund in writing via email, given that all shipped course materials (books, study guides, CDs, Self-Study Kits, Videos, etc.) are returned, unopened/unused at the learner's own expense if the learner accepts the delivery of the package. However, if the online course material has been accessed, and the reference materials have been opened, the Company will be unable to get relief from various well-known publication distributors and there will be no refund granted.



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The Company's Training Assessment Manager (TAM) will make sure that every learner who enrolls for an online course has been briefed on this refund policy, and signs a Registration Form acknowledging the refund policy, that is kept on file with the Company.

The refund policy is additionally stated on the Welcome Letter sent out on behalf of the Partner with every online enrollment.

If a learner does not complete their course by the end-date on their welcome letter, there will be additional fees for extended access. Extensions must be requested within thirty (30) days after the original end date of the program. Extension requests made past this date cannot be honored.

In Classroom & Live Online Instructor Led Synchronous Courses - There can be no refund for the course, once the first class has been concluded; or if any course material, including the eBook, has been accessed. If extenuating circumstances exist, case by case situations will be reviewed by The Company. If a refund is issued, the refunded amount (minus a \$25 processing fee deduction) will be dependent upon books being returned in excellent condition (i.e. no writing, missing pages; ripped or damage to pages and/or binding).

Waiver of Fee: The Company agrees to waive or reimburse its fee for any learner who drops a Company online course after enrollment but before completion, and gives a valid/reasonable explanation in writing of his or her dissatisfaction with the course. The learner dropping the online course shall do so in compliance with the Partner's stated add/drop policies. Failure of the learner to drop the Company's online course in compliance with these policies shall nullify the Company's waiver of its fee as set forth by this paragraph. The Partner agrees to provide the Company with a copy of its stated add/drop and refund policies. In no event shall a learner request a drop/refund from either the Partner or the Company if the Company certifies or provides proof of the learner's successful completion of the online course.

Learner Payment Plan Options:

In Classroom and Live Online Instructor Led Synchronous Programs: The Company will offer the Partner a payment plan option with 60% of retail price in down payment that allows learners the ability to spread payments over a pre-set period of time, as opposed to paying the full amount up-front. The Company is providing this payment plan to learners to help make their training goals more affordable and attainable. This payment plan will allow the Partner's learner to make affordable payments for In Classroom programs prior to enrolling in class and full payment prior to the class ending date. Should the Partner wish to allow the Company to provide payment plans, the Company will pay the Partner upon final payment, Net 30 days. If the learner defaults and is removed from class, the Company and the Partner will work on a case by case basis to share in tuition received to date. It is the Company and the Partner's desire to receive full payment prior to the start of the class if possible.

Should the Partner use a 3rd Party registration system and the Partner wants to utilize the payment plan options for their In Classroom and Live Online Instructor Led Synchronous Programs, then the Partner has the option to use the ProTrain Registration System (PRS) at no charge for those students for proper tracking of the learners; otherwise the Partner will need to manually enter this data into their 3rd Party registration system.

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Online Self-Paced: The Company will offer the Partner a payment plan option with 40% of retail price in down payment that allows learners the ability to spread payments over a pre-set period of time, as opposed to paying the full amount up-front. The Company is providing this plan to learners to help make their training goals more affordable and attainable. This payment plan will allow the Partner's learner to make affordable payments for Online Self-Paced programs prior to being enrolled in the course. Should the Partner wish to allow the Company to provide payment plans, the Company will pay Partner upon final payment, Net 30 days.

Should the Partner use a 3rd Party registration system and the Partner wants to utilize the payment plan options for their online self-paced learners, then the Partner will need to use the ProTrain Registration System (PRS) at no charge for those students for proper tracking of the learners.

Payment Plan Refund Policy: Learners may withdraw from their learning program for any reason up to 1 week prior to the start of program. In this case, the learner's payment plan agreement shall be rescinded. If the payment plan has begun, a non-refundable administrative fee of \$25.00 will be assessed and remaining funds will be returned to payer in check form by mail. The Partner will receive no money in this case as none was received by the Company.

Course Changes: The Company will notify the Partner of any changes to their online course offerings (added/deleted) to include the new course offering price information. If the Partner has a learner enrolled in the course named for deletion, the learner will be given the choice to stay/complete that course, ask for a refund, or be placed in a similar or updated course. Any refund in this instance would be made within 30 days of a course cancellation. The Company will continue to offer "best of breed" courses and will continually work with content providers to offer the best/current learning content. Please be advised that upgrades and new versions periodically occur for most content. The Partner may offer all or any portion of the total online courses the Company offers. Should Partner house the Company course outlines on their own website or registration system other than ones that support the Company course content, the Partner is responsible for updating course outlines upon notification of course changes via company newsletter and communications with the Partners assigned TAM and Company Business Development Manager. The Company cannot be held responsible for outdated material housed by the Partner.

Ownership of Intellectual Property and License: The parties agree that all intellectual property which comprise a part of all programs to include all copyrightable material, marks, logos and trade names used by the Company and provided to Partner under this agreement shall be deemed a "work for hire" as defined by the Copyright Act, 17 U.S.C. § 101, and all copyrights thereto shall be owned by the Company. Programs or any portion thereof cannot be reproduced, duplicated, copied, sold, resold, or otherwise exploited for any commercial purpose without prior written consent of the Company.

Registration Process:

- The Company will create an internal website for the Partner:
<https://schoolname.theknowledgebase.org/> to track Online and Live Online Instructor Led Synchronous and In Classroom learner enrollments from the Partner. Through the customized and branded Partner website, Partner administrators will have access to the Company's ProTrain Registration System (PRS). This website (PRS) can be made private or public with the Partner's approval. The Company can support third party registration systems should the Partner require.

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- The functionality allows Partner administrators, with appropriate privileges, the ability to log into the Partner management portal and generate their learners' and course enrollment information themselves for the courses the Company offers. The Company will provide learner progress reports on a monthly basis. Company checks learners' progress monthly against certain key trigger points for the learners' success. Progress Reports (PRs) are sent to the Partner, to the learner and any other designated official monthly. Should the learner be falling behind in their studies, they are sent an email inquiring why and motivating them. The Company registrar calls any month that the learner is falling behind.
- Alternatively, learners and Partner administrators could also request that a learner progress report be generated for them by the Student Services team (registrar@protrainedu.org) and provided to them as needed. The estimated turn-around for such request is normally twenty-four to forty-eight business hours or less.
- The Company TAM will answer any questions the Partner's potential learner might have before registration. Partner may have the option for Company not to contact their learner leads.
- The Company will provide learner enrollment / course access within 24 - 48 business hours or less in most cases. In each enrollment process, the Company will verify the method of payment/ tuition assistance/ payment voucher prior to enrollment and Welcome Letter being sent to learner.
- The Company TAM will brief the prospective learner on the Refund Policy and have learner acknowledge/ sign the School/Partner Registration Form. Please note, School/Partner Registration form can be customized to meet the Partner's requirements of additional needed data such as date of birth (DOB) and other such necessary items that need to be added or deleted. It is crucial for the Company and Partner to have a signed acknowledgement and commitment from the learner to avoid any potential future misunderstandings of policy. This form ensures that the Partner supports, and that learner fully understands and agrees to the policy.

Marketing: The Company will provide the Partner with program descriptions and marketing collateral to use in social media, catalogs and flyers. The Company has already designed several marketing flyers, brochures and ads for the Partner's use. These marketing materials include several editable flyers and ads that can reduce marketing costs. The Company can provide the marketing materials in the Partner PRS website, provided by the Company, and be found at an Admin tab area, so that the Partner's authorized personnel can access these editable files, add contact info, update, and publish. The Company grants the Partner permission, if the Partner chooses to use the Company's name, qualifications, and course descriptions in its advertising or promotion of Online Self-Paced, In Classroom, or Live Online Instructor Led Synchronous courses that the Partner has chosen to offer their learners.

The Partner agrees to dedicate at least one-half page or more for an ad dedicated to the Company's programs in their catalog or similar publication each quarter or semester. The Company will assist the effort by providing templates if the Partner requires help. If the Partner does not use a catalog or publication as part of the Partner's normal marketing procedures, the Partner agrees to ensure that the Company's programs are listed in a prominent place on their website.

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The Company Business Development Manager and TAM will work with Partner to assist with ways to help gain approval and market tuition assistance (TA) programs like the Workforce Investment Opportunity Act (WIOA) for unemployed, MyCAA for military spouses, various means of TA for military and corporate, as well as, Veterans benefits (VA), etc. for courses offered.

If the Partner wants to market programs with the MyCAA program, the Partner will be required to identify the Point of Contact (POC). The POC would act as the Universal Account Controller (UAC) for administrative coordination with the DoD AI Portal. The Partner can retain the UAC rights or can delegate those administrative rights to the Company. Administrative rights that the UAC has responsibility for include: getting approval for the Partner to be in the MyCAA program; adding courses to be offered into the AI Portal; keeping the UAC password updated in the AI Portal; billing DoD for courses approved for Military Spouses; and posting final course grades in the AI Portal when the spouse completes a course.

Certificates of Completion: The parties of this MOU agree and understand that any learner that successfully completes a program (Online, In Classroom or Live Online Instructor Led Synchronous) is to receive a Certificate of Completion issued by the Partner or the Company if desired by the Partner. The Partner will decide if the Company will use only the Partners certificate or a co-branded Certificate of Completion. The Partner and/or Company will deliver a Certificate of Completion to any learner completing a program in a timely manner via a PDF in an email.

Remedies: In the event that the Partner does not perform any of its obligations under this Agreement properly or in a timely manner, the Company shall have any remedy available at law or equity.

Independent Contractor: The parties shall at all times be independent contractors and shall so represent themselves to all third parties. Nothing in this Agreement or the parties' performance hereunder shall be deemed to establish an employment relationship or joint venture or partnership relationship between the Partner and the Company or employees of the Company.

Terms of Confidentiality and Non-Competition: The Partner understands, supports and fully acknowledges that all of the Company's Employees have agreed that they shall not, during the term of their Employment Agreement and for a one-year period subsequent to termination of their Employment Agreement regardless of the party that terminates,

(i) compete with the Company in the rendering of adult continued educational courses (ii) shall not solicit any then current or former customer of the Company with respect to contracts and services of the same nature as those performed by the Company for such customer, or (iii) attempt to directly or indirectly disrupt, divert or interfere with any of the Company's business relationships with its current or former customers, or with any potential customer to whom the Company has submitted a proposal to perform services within the twelve-month period preceding the termination of their Employment Agreement.

Furthermore, during the term of the Employment Agreement and for the one-year period following termination of the Employment Agreement, the Company Employee shall refrain from inducing, encouraging or supporting any employer or agent of the Company to terminate employment or their relationship with the Company or to violate or fail to honor any of the terms of such employee's employment relationship with the Company.

Company and Partner both acknowledge that by the nature of this Agreement, confidential information will be shared between them, including but not limited to, the products, and all related materials and instructions, as well as information related to the content providers, that are the intellectual property and confidential business information of Company. In consideration of the nature of these shared confidences, Company and Partner agree that neither shall use nor attempt to use any of the confidential business information of the other without the express written consent of the other party. Partner understands that the overall intent of this confidential business information is safeguarded in order to prevent any current content provider of the Company from going directly to the Partner, in a manner which is clearly meant to bypass the original Company – Partner business arrangement for continuing education course material except for any existing content providers.

Company and Partner further agree that Company and the Partner could be irreparably harmed by any breach of these provisions and that damages alone will be an inadequate remedy for any such breach and that Company and Partner shall be entitled to injunctive relief in addition to any other available remedies for a breach hereof.

Representations/Counterparts: Each person executing this Agreement on behalf of a party hereto represents and warrants that such person is duly authorized to do so, on behalf of such party, with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder.

Entire Agreement-Survival: This Agreement, including any Exhibits, states the entire Agreement between the parties and supersedes all previous contracts respecting the subject matter hereof. This Agreement may only be amended by an agreement in writing executed by the parties hereto.

Term and Termination: This Agreement shall commence upon the Effective Date and shall remain in place unless terminated by either party upon sixty (60) days written notice of such intent delivered to the other party. Upon the termination of this Agreement, Partner shall immediately cease using any materials generated or produced by the Company. The termination of this Contract shall not affect any amounts owed by Partner to the Company or by the Company to Partner pursuant to this Agreement. The Company will continue to ensure all responsibilities to the learners under active enrollment are fully supported through the entire learning period of the course to include technical support, progress reports, certificate upon completion and exam coordination (in part of that learner's course package).



Memorandum of Understanding

In witness thereof, the parties hereto have executed this Agreement as of the day and year first written, as demonstrated by the signatures and date below.

[Partner Name]: **Grambling State University**

By: Printed Name **Signature Authority Name**

Signature: _____

Title: _____

Date: _____

[Company] **ProTrain, LLC**

By: **Betty L. Gardner**

Signature: _____

Title: **Chief Executive Officer**

Date: _____

PT Code	Course Name	School Cost	Suggested Retail	School Profit	School Profit %	Hours	Length	Course Materials	Support Type	Start Type	Course Type	Created On	Categories
PTBUS1001	Introduction to Six Sigma	\$175.00	\$225.00	\$50.00	22%	8	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS1002	Basic Management Skills	\$295.00	\$395.00	\$100.00	25%	32	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS1005	Business Writing for Busy Professionals	\$350.00	\$450.00	\$100.00	22%	24	180 Days	Textbook	Self-Paced	Online	Certificate	10/6/2016	Business and Leadership
PTBUS1009	Editing and Proofreading for Business Writers	\$350.00	\$450.00	\$100.00	22%	24	180 Days	Textbook	Self-Paced	Online	Certificate	12/7/2016	Business and Leadership
PTBUS1014	Grant Writing Fundamentals	\$210.00	\$275.00	\$65.00	24%	16	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS1019	Personality Types Among Us	\$180.00	\$225.00	\$45.00	20%	8	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS1023	Principles of Time Management	\$210.00	\$275.00	\$65.00	24%	16	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS1024	Professional Communication	\$180.00	\$225.00	\$45.00	20%	8	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Business and Leadership
PTBUS2005	Sales and Marketing Professional	\$1,745.00	\$2,165.00	\$420.00	19%	250	12 Months	E-Resources	Self-Paced	Online	Certificate	11/24/2010	Business and Leadership
PTBUS2008	Grant Writing	\$1,799.00	\$2,295.00	\$496.00	22%	180	12 Months	Included	Mentor Supported	Online	Certificate	3/11/2011	Business and Leadership
PTBUS3021	Consulting - Managing Your Own Business	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	8/23/2016	Business and Leadership
PTBUS3023	Fundamental Employment Laws	\$161.45	\$189.95	\$28.50	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/25/2016	Business and Leadership
PTBUS3026	Real Estate Investing	\$119.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Business and Leadership
PTBUS3029	Effectively Handling Supplier Nonconformances	\$340.00	\$400.00	\$60.00	15%	16	180 Days	None required	Self-Paced	Online	Course	4/20/2017	Business and Leadership
PTBUS3031	Introduction to Supply Chain Management	\$750.00	\$999.00	\$249.00	25%	180	12 Months	E-Resources	Self-Paced	Online	Certificate	2/12/2018	Business and Leadership
PTCAR2008	Become an Entrepreneur	\$1,125.00	\$1,545.00	\$420.00	27%	130	12 months	E-Resources	Self-Paced	Online	Certificate	5/25/2014	Career and Hospitality
PTEDU1004	Fundamentals of Instructional Design	\$210.00	\$270.00	\$60.00	22%	24	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Education and Personal Development
PTEDU1012	Learning Styles in the Classroom	\$215.00	\$305.00	\$90.00	30%	24	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Education and Personal Development
PTEDU1013	Moving a Course from the Classroom to Cyberspace	\$170.00	\$225.00	\$55.00	24%	8	180 Days	None required	Self-Paced	Online	Course	11/24/2010	Education and Personal Development
PTEDU1014	Multiple Intelligences in the Classroom	\$215.00	\$305.00	\$90.00	30%	24	180 Days	Textbook	Self-Paced	Online	Course	11/24/2010	Education and Personal Development
PTEDU3003	Teaching Math	\$295.00	\$375.00	\$80.00	21%	24	180 Days	Textbook	Self-Paced	Online	Course	7/30/2015	Education and Personal Development
PTEDU3004	Teaching Writing	\$295.00	\$375.00	\$80.00	21%	24	180 Days	Textbook	Self-Paced	Online	Course	7/30/2015	Education and Personal Development
PTEDU3005	Teaching Reading	\$295.00	\$375.00	\$80.00	21%	24	180 Days	Textbook	Self-Paced	Online	Course	7/30/2015	Education and Personal Development
PTEDU3006	Grammar Essentials	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	2/15/2016	Education and Personal Development
PTEDU3007	Ultimate Resume Building	\$223.00	\$279.00	\$56.00	20%	25	12 Months	None required	Self-Paced	Online	Certificate	3/21/2016	Education and Personal Development
PTEDU3008	Introduction to Writing	\$118.96	\$139.95	\$20.99	15%	24	180 Days	Textbook	Self-Paced	Online	Course	5/10/2016	Education and Personal Development
PTEDU3009	Typing Essentials	\$118.96	\$139.95	\$20.99	15%	24	180 Days	Textbook	Self-Paced	Online	Course	5/10/2016	Education and Personal Development
PTEDU3010	GMAT Exam Prep	\$118.96	\$139.95	\$20.99	15%	24	180 Days	Textbook	Self-Paced	Online	Course	5/10/2016	Education and Personal Development
PTEDU3011	SAT and ACT Exam Prep Part I	\$186.95	\$219.95	\$33.00	15%	24	180 Days	Textbook	Self-Paced	Online	Course	5/10/2016	Education and Personal Development
PTEDU3012	Understanding and Preventing Cyber Bullying	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	5/19/2016	Education and Personal Development
PTEDU3013	Emerging Technology for Teachers	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	5/19/2016	Education and Personal Development
PTEDU3014	Using Web Resources in the Classroom	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	5/19/2016	Education and Personal Development
PTEDU3015	Creating a Global Classroom	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/23/2016	Education and Personal Development
PTEDU3016	Project Based Learning Strategies and Tools	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/23/2016	Education and Personal Development
PTEDU3017	Using Universal Design in Rapid Prototyping Instructional Design	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3018	Teaching Strategies for Students with ADHD	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3019	Teaching Science to Children in Grades 4 - 6	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3020	Teaching Students in High School	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3021	GRE Exam Prep Part I	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3022	GRE Exam Prep Part II	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3023	SAT and ACT Exam Prep Part II	\$186.95	\$219.95	\$33.00	15%	24	180 Days	Textbook	Self-Paced	Online	Course	8/25/2016	Education and Personal Development
PTEDU3024	Managing Conflict for Teachers and Educational Support Personnel	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3025	Online Safety for Teachers and Students	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3026	Effective Parent-Teacher Meetings	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3027	Grant Writing for Teachers and Educational Support Personnel	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3028	Students as Content Creators	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3029	Effective and Engaging Use of Interactive Whiteboards in the Classroom	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	10/19/2016	Education and Personal Development
PTEDU3030	Advanced Writing	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/20/2016	Education and Personal Development
PTEDU3031	Essentials for Magazine Writing	\$118.96	\$139.95	\$20.99	15%	24	180 Days	Textbook	Self-Paced	Online	Course	10/20/2016	Education and Personal Development
PTEDU3033	Child Development	\$295.00	\$375.00	\$80.00	21%	24	180 Days	E-Resources	Self-Paced	Online	Course	8/15/2018	Education and Personal Development
PTEDU3035	Basic Math for the Workplace	\$127.00	\$149.00	\$22.00	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	5/13/2020	Education and Personal Development
PTEDU3036	Advanced Math for the Workplace	\$127.00	\$149.00	\$22.00	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	5/13/2020	Education and Personal Development
PTEDU3037	Math for the Workplace Complete	\$160.00	\$189.00	\$29.00	15%	48	12 Months	E-Resources	Self-Paced	Online	Course	5/13/2020	Education and Personal Development
PTFIN1001	Advanced Income Tax Preparation Level 1	\$399.00	\$499.00	\$100.00	20%	30	3 Months	Textbook	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1002	Asset Securitization Training	\$350.00	\$425.00	\$75.00	18%	60	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1003	Asset and Liability Management for Insurance Companies	\$475.00	\$600.00	\$125.00	21%	62	12 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1005	Corporate Governance Training	\$225.00	\$295.00	\$70.00	24%	20	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1006	Credit Derivatives Training	\$450.00	\$585.00	\$135.00	23%	60	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1007	Financial Mathematics	\$190.00	\$250.00	\$60.00	24%	16	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1008	Market Risk - Basic Intermediate Advanced	\$475.00	\$600.00	\$125.00	21%	40	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1009	Operational Risk Management	\$350.00	\$450.00	\$100.00	22%	60	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1012	Right On the Money - Personal and Practical Personal Finance	\$195.00	\$245.00	\$50.00	20%	8	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Accounting and Finance
PTFIN1013	Sarbanes-Oxley Act Training	\$249.00	\$325.00	\$76.00	23%	24	3 Months	None required	Mentor Supported	Online	Course	11/24/2010	Accounting and Finance
PTFIN1014	Advanced Income Tax Preparation Level 2	\$399.00	\$499.00	\$100.00	20%	30	3 Months	Textbook	Mentor Supported	Online	Course	5/25/2012	Accounting and Finance
PTFIN1015	Small Business Income Tax Course Level 1	\$399.00	\$499.00	\$100.00	20%	30	3 Months	Textbook	Mentor Supported	Online	Course	5/25/2012	Accounting and Finance
PTFIN1016	Small Business Income Tax Course Level 2	\$399.00	\$499.00	\$100.00	20%	30	3 Months	Textbook	Mentor Supported	Online	Course	5/25/2012	Accounting and Finance
PTFIN2002	Corporate Treasury Management	\$450.00	\$575.00	\$125.00	22%	100	12 Months	None required	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN2003	Financial Planning and Wealth Management	\$475.00	\$575.00	\$100.00	17%	100	12 Months	None required	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN2004	Global Capital Markets	\$475.00	\$575.00	\$100.00	17%	100	12 Months	None required	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN2005	Retail Banking	\$475.00	\$575.00	\$100.00	17%	100	12 Months	None required	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN2006	Banking Management Operations	\$475.00	\$575.00	\$100.00	17%	100	12 Months	None required	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN2009	Comprehensive Tax Course with Business Guide	\$675.00	\$965.00	\$290.00	20%	60	6 Months	Online	Mentor Supported	Online	Certificate	4/24/2012	Accounting and Finance
PTFIN2010	Comprehensive Tax Course	\$650.00	\$915.00	\$265.00	29%	60	6 Months	Online	Mentor Supported	Online	Certificate	4/24/2012	Accounting and Finance
PTFIN3004	Chartered Tax Professional Career Package	\$1,725.00	\$2,199.00	\$474.00	22%	180	18 Months	Online	Mentor Supported	Online	Certificate	11/24/2010	Accounting and Finance
PTFIN3013	Chartered Tax Professional Business Package	\$1,950.00	\$2,324.00	\$374.00	16%	190	18 Months	Online	Self-Paced	Online	Certificate	5/22/2015	Accounting and Finance
PTFIN4010	Fundamentals of Accounting	\$1,099.00	\$1,499.00	\$400.00	27%	140	12 Months	E-Resources	Self-Paced	Online	Certificate	6/24/2015	Accounting and Finance
PTFIN4011	Investing in Stocks and Bonds	\$118.96	\$139.95	\$20.99	15%	24	180 Days	Textbook	Self-Paced	Online	Course	10/19/2016	Accounting and Finance
PTGRE2007	Solid Waste Operations	\$750.00	\$999.00	\$249.00	25%	132	12 Months	None required	Self-Paced	Online	Certificate	11/24/2010	Green and Renewable Energy
PTGRE3046	BPI Building Science Principles Certificate of Knowledge	\$168.25	\$198.00	\$29.75	15%	10	12 Months	E-Resources	Self-Paced	Online	Certificate	10/30/2014	Industrial and Skilled Trades Green and Renewable Energy
PTGRE3046ESP	Certificado de Conocimiento de los Principios de la Ciencia de la Construcción BPI	\$168.25	\$198.00	\$29.75	15%	10	12 Months	E-Resources	Self-Paced	Online	Certificate	5/19/2015	Green and Renewable Energy
PTGRE3048	Stormwater I	\$900.00	\$1,250.00	\$350.00	28%	80	12 Months	E-Resources	Self-Paced	Online	Certificate	9/17/2015	Green and Renewable Energy Industrial and Skilled Trades
PTGRE3049	Stormwater II	\$900.00	\$1,250.00	\$350.00	28%	80	12 Months	E-Resources	Self-Paced	Online	Certificate	9/17/2015	Green and Renewable Energy Industrial and Skilled Trades
PTGRE3050	Stormwater Management Hydraulics And Hydrology I	\$900.00	\$1,250.00	\$350.00	28%	100	12 Months	E-Resources	Self-Paced	Online	Certificate	9/17/2015	Green and Renewable Energy Industrial and Skilled Trades
PTGRE3051	Stormwater Management Hydraulics And Hydrology II	\$900.00	\$1,250.00	\$350.00	28%	100	12 Months	E-Resources	Self-Paced	Online	Certificate	9/17/2015	Green and Renewable Energy Industrial and Skilled Trades
PTIST1001	Composting Operations	\$175.00	\$245.00	\$70.00	29%	25	12 Months	None required	Self-Paced	Online	Course	2/23/2011	Industrial and Skilled Trades
PTIST1002	Electrical and Electronic Fundamentals	\$545.00	\$695.00	\$150.00	22%	60	12 Months	None required	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIST1006	Household Hazardous Waste Operations	\$175.00	\$245.00	\$70.00	29%	24	12 Months	None required	Self-Paced	Online	Course	2/23/2011	Industrial and Skilled Trades
PTIST1008	Landfill Operations	\$175.00	\$245.00	\$70.00	29%	25	12 Months	None required	Self-Paced	Online	Course	2/23/2011	Industrial and Skilled Trades
PTIST1010	SH - Home Entertainment Systems	\$365.00	\$465.00	\$100.00	22%	30	3 Months	Included	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIST1011	SH - Home Network Design and Configuration	\$365.00	\$465.00	\$100.00	22%	30	3 Months	Included	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIST1012	SH - Home System Automation and Integration	\$365.00	\$465.00	\$100.00	22%	30	3 Months	None required	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIST1013	SH - Home Technology Tools Products and Services	\$365.00	\$465.00	\$100.00	22%	30	3 Months	None required</					

PTST1018	SH - Telecommunications Systems	\$365.00	\$465.00	\$100.00	22%	30	3 Months	Included	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIST3004	HazVoper 24-Hour Moderate Risk	\$295.00	\$365.00	\$70.00	19%	24	12 Months	None required	Self-Paced	Online	Course	11/24/2010	Industrial and Skilled Trades
PTIT1001-DC	Adobe Acrobat DC	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Self-Paced	Online	Course	6/30/2015	Multimedia and Graphic Design
PTIT1015	AutoCAD 1 - Basic 2D	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/24/2015	Multimedia and Graphic Design Technology and Computer Programs
PTIT1016	AutoCAD 2 - Advanced 2D	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/25/2015	Multimedia and Graphic Design Technology and Computer Programs
PTIT1017	AutoCAD 3 - Basic 3D Modeling	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/25/2015	Technology and Computer Programs Multimedia and Graphic Design
PTIT1018	AutoCAD 4 - Advanced 3D and Basic Rendering	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/25/2015	Technology and Computer Programs Multimedia and Graphic Design
PTIT1019	Revit 1 - Introduction to Revit Architecture	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/25/2015	Multimedia and Graphic Design
PTIT1020	Revit 2 - Intermediate Concepts of Revit Architecture	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/27/2015	Multimedia and Graphic Design
PTIT1022	Blogging with WordPress	\$200.00	\$255.00	\$55.00	22%	16	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Programming and Web Applications
PTIT1027	C Sharp Introduction	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Mentor Supported	Online	Course	11/24/2010	Programming and Web Applications
PTIT1030	C++ Introduction	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Mentor Supported	Online	Course	11/24/2010	Programming and Web Applications
PTIT1089	MySQL Introduction	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Mentor Supported	Online	Course	11/24/2010	Programming and Web Applications
PTIT1101	Photoshop Intermediate	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Multimedia and Graphic Design
PTIT1102-CC	Introduction to Adobe Photoshop CC	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Self-Paced	Online	Course	11/24/2010	Multimedia and Graphic Design
PTIT1113-16	Introduction to SQL	\$295.00	\$375.00	\$80.00	21%	32	180 Days	E-Resources	Mentor Supported	Online	Course	5/8/2017	Technology and Computer Programs
PTIT2014	Technical Writing Fundamentals	\$318.00	\$375.00	\$57.00	15%	32	180 Days	E-Resources	Self-Paced	Online	Course	3/7/2011	Technology and Computer Programs
PTIT3068	Google Analytics	\$210.00	\$299.00	\$89.00	30%	25	12 Months	None required	Self-Paced	Online	Certificate	6/23/2014	Technology and Computer Programs
PTIT3076	AutoCAD 5 - Advanced Rendering and Customization	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/25/2015	Technology and Computer Programs Multimedia and Graphic Design
PTIT3077	Revit 3 - Advanced Features of Revit Architecture	\$655.00	\$835.00	\$180.00	22%	48	3 Months	Included	Instructor Supported	Online	Course	3/27/2015	Multimedia and Graphic Design
PTIT3083	Microsoft Windows 10 - Power User Course	\$420.00	\$599.00	\$179.00	30%	30	12 Months	None required	Self-Paced	Online	Certificate	10/5/2015	Technology and Computer Programs
PTIT3089	Data Security Compliance	\$223.00	\$279.00	\$56.00	20%	25	12 Months	None required	Self-Paced	Online	Certificate	3/21/2016	Business and Leadership Technology and Computer Programs Information Security
PTIT3100	Wireless Networking Fundamentals	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Technology and Computer Programs
PTIT3102	Java Programming	\$380.00	\$475.00	\$95.00	20%	32	180 Days	E-Resources	Mentor Supported	Online	Course	10/9/2018	Programming and Web Applications
PTIT3109	Microsoft Office 2019 - New Features	\$109.00	\$129.00	\$20.00	16%	8	12 Months Access	None required	Self-Paced	Online	Course	9/5/2019	Technology and Computer Programs
PTLEG2003	Legal Court Interpreter - Spanish (Advanced)	\$2,375.00	\$2,995.00	\$620.00	21%	160	16 Weeks	Online	Mentor Supported	Online	Certificate	2/25/2011	Legal and Criminal Justice
PTLEG2004	Legal Court Interpreter - Spanish (Basic)	\$995.00	\$1,195.00	\$200.00	17%	70	8 Weeks	Online	Mentor Supported	Online	Certificate	2/25/2011	Legal and Criminal Justice
PTMED1001	Adolescent Development	\$955.00	\$1,225.00	\$270.00	22%	130	12 Months	E-Resources	Self-Paced	Online	Certificate	5/26/2014	Healthcare and Allied Health
PTMED3024	Preparing for ICD-10 Coding	\$1,199.00	\$1,725.00	\$526.00	30%	265	12 Months	Textbook	Self-Paced	Online	Certificate	3/19/2014	Healthcare and Allied Health
PTMED3044	Healthcare Professional Perspectives on HIV and AIDS	\$1,199.00	\$1,599.00	\$400.00	25%	70	12 Months	E-Resources	Self-Paced	Online	Certificate	5/5/2014	Healthcare and Allied Health
PTMED3047	Medical Terminology - Root Terms and Word Associations	\$118.96	\$139.95	\$20.99	15%	24	180 Days	E-Resources	Self-Paced	Online	Course	1/11/2016	Healthcare and Allied Health
PTMED3048	Long Term Weight Loss Strategies	\$118.96	\$139.95	\$20.99	15%	24	180 Days	None required	Self-Paced	Online	Course	10/19/2016	Healthcare and Allied Health
PTMED3049	AMCA Clinical Medical Assistant Certification (CMAC) Review Course	\$220.00	\$249.00	\$29.00	12%	8	180 Days	None required	Self-Paced	Online	Course	10/20/2016	Healthcare and Allied Health
PTSD0001	Hadoop Fundamentals	\$346.00	\$495.00	\$149.00	30%	15	12 Months	None required	Self-Paced	Online	Course	5/13/2019	Software Development
PTSD0002	Python Fundamentals	\$346.00	\$495.00	\$149.00	30%	20	12 Months	None required	Self-Paced	Online	Course	5/13/2019	Software Development
PTSPA1001	Spanish for Banking	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1002	Spanish for Construction	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1003	Spanish for Educators	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1005	Spanish for Firefighters	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1006	Spanish for Food Service	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1007	Spanish for Health Care	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1008	Spanish for Housekeeping	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1010	Spanish for Law Enforcement	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1011	Spanish for Manufacturing and Warehousing	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1013	Spanish for Social Services	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1014	Spanish for the Workplace	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	11/24/2010	Spanish in the Workplace
PTSPA1016	Spanish Fundamentals	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	10/2/2014	Spanish in the Workplace
PTSPA1017	Spanish for the Medical Front Office	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	10/13/2014	Spanish in the Workplace
PTSPA1018	Spanish for Dentists and Dental Hygienists	\$110.00	\$165.00	\$55.00	33%	16	6 Months	None required	Mentor Supported	Online	Course	10/14/2014	Spanish in the Workplace
PTSPA1020	Essential Emergency Medicine Spanish	\$110.00	\$165.00	\$55.00	33%	25	12 Months	Included	Mentor Supported	Online	Certificate	1/28/2020	Healthcare and Allied Health Spanish in the Workplace
PTSS130	Administrative Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	88	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS131	Career Development Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	128	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS132	Human Resources Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	152	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS133	Personal Development Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	176	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS134	Sales and Marketing Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	200	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS135	Supervisors and Managers Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	136	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS136	Work Place Essentials Soft Skills Bundle	\$179.00	\$199.00	\$20.00	10%	152	12 Months	None required	Self-Paced	Online	Course	4/9/2019	Soft Skills
PTSS137	All Soft Skills Bundle	\$749.00	\$999.00	\$250.00	25%	1032	12 Months	None required	Self-Paced	Online	Course	4/23/2019	Soft Skills

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.2. **McNeese State University's** request for approval to award an Honorary Doctorate of Humane Letters to Mr. Paul Rainwater at the Spring 2021 Commencement Exercises.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval to award an Honorary Doctorate of Humane Letters to Mr. Paul Rainwater at the May 14, 2021 commencement exercises. A native of DeQuincy, Mr. Rainwater received his Bachelor of Arts degree in government from MSU in 1985. He went on to earn a Master of Arts degree in international relations from Salve Regina University in Rhode Island.

For over twenty years, Mr. Rainwater has been involved with both local and state government in Louisiana, working with two governors, a Lake Charles mayor, and a U.S. Senator from Louisiana. He served as chief of staff, Commissioner of Administration, and executive director of the Louisiana Recovery Authority (LRA) under Governor Bobby Jindal. Under the late Governor Kathleen Blanco, Mr. Rainwater served in a senior position with LRA. He also served as chief of operations in the Washington, D.C. office of U.S. Senator Mary Landrieu and as chief administrative officer for the City of Lake Charles under Mayor Randy Roach. Mr. Rainwater's work with LRA (the state agency charged with allocating federal recovery funds in the wake of Hurricanes Katrina and Rita in 2005) made him an expert in national disaster management and recovery. Based on this expertise, Mr. Rainwater has played a prominent role in every natural disaster recovery since Katrina and Rita. He has also had a career as an Army officer in the U.S. Army Reserves and the Louisiana Army National Guard, retiring as an Army Colonel.

Mr. Rainwater is currently the principal owner of Rainwater Consulting in Baton Rouge. He also serves as a senior consultant for Cornerstone Government Affairs, a senior vice president with the Sisung Capital LLC, and chief strategy officer and vice president with the disaster response/recovery firm Plexos Group.

The McNeese Alumni Association Distinguished Alumni Award was bestowed on Mr. Rainwater. He has supported his alma mater by generously funding student scholarships through the Jerald and Leila Rainwater Scholarship, which honors his parents. Mr. Rainwater's substantial achievements, his passion for service, along with his ardent support for McNeese State University and the State of Louisiana, clearly warrant the granting of the honorary doctorate.

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 to award an Honorary Doctorate of Humane Letters to Mr. Paul Rainwater at the Spring 2021 Commencement Exercises.*



F.2.

April 1, 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 to award an Honorary Doctor of Humane Letters degree to Mr. Paul Rainwater at the May 14, 2021 commencement exercises.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 22, 2021 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments



April 1, 2021

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

Dear Dr. Henderson,

I request approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to Mr. Paul Rainwater to be awarded during the May 14, 2021 commencement exercises.

A native of DeQuincy, Mr. Rainwater received his Bachelor of Arts degree in government in 1985 from McNeese. He earned a Master of Arts degree in international relations from Salve Regina University in Rhode Island.

For over 20 years, Mr. Rainwater has been involved with both local and state government in Louisiana – working with two governors and a Lake Charles mayor – and a U.S. Senator from Louisiana.

His work with the Louisiana Recovery Authority - the state agency charged with allocating federal recovery funds in the wake of Hurricanes Katrina and Rita in 2005 -has made him an expert in natural disaster management and recovery. He has played a prominent role in every natural disaster recovery since Katrina and Rita.

Mr. Rainwater served as chief of staff, commissioner of administration and executive director of the LRA under Gov. Bobby Jindal. He also served a couple of years in a senior position in the LRA under the late Gov. Kathleen Blanco, as well as chief of operations in the Washington, D.C., office for U.S. Sen. Mary Landrieu. He also worked as chief administrative officer for the city of Lake Charles under Mayor Randy Roach.

He has also had a dual career as an Army officer in the U.S. Army Reserves and the Louisiana Army National Guard, retiring as an Army Colonel.

Mr. Rainwater is currently the principal owner of Rainwater Consulting in Baton Rouge as well as a senior consultant for Cornerstone Government Affairs, a senior vice president with the Sisung Capital LLC, and chief strategy officer and vice president of the Plexos Group.

He has received the McNeese Alumni Association Distinguished Alumni Award and has supported his alma mater by generously funding student scholarships through the Jerald and Leila Rainwater Scholarship, which honors his parents.

Mr. Rainwater's substantial achievements, his passion for service, along with his ardent support for McNeese State University and the state of Louisiana, clearly warrant the granting of the honorary doctorate.

Sincerely,



Dr. Daryl V. Burckel
President



March 18, 2021

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

RE: Nomination of Mr. Paul Rainwater for the Honorary Doctorate of Humane Letters degree

Dear Dr. Burckel:

The ad hoc committee on Honorary Degrees reviewed the nomination of Mr. Paul Rainwater as a candidate for an Honorary Doctorate of Humane Letters degree.

Upon thorough review and discussion of Mr. Rainwater's lengthy resume and biography, the committee noted that his life and works truly do exemplify the mission and vision of McNeese State University. He is a 1985 McNeese graduate and recipient of the Distinguished Alumnus Award.

He has been generous in his financial support of the University, which includes the funding of student scholarships through the Jerald and Leila Rainwater Scholarship, which he established to honor his parents through the McNeese Foundation.

A DeQuincy native, he has served his alma mater and the state of Louisiana with distinction.

Mr. Rainwater has been involved with both local and state government in Louisiana – working with two governors and a Lake Charles mayor – and a U.S. Senator from Louisiana for over 20 years. His work with the Louisiana Recovery Authority has made him an expert in natural disaster management and he has played a prominent bi-partisan role in every natural disaster recovery since Hurricanes Katrina and Rita in 2005.

He served as chief of staff, commissioner of administration and executive director of the Louisiana Recovery Authority - the state agency charged with allocating federal recovery funds in the wake of Hurricanes Katrina and Rita - under Gov. Bobby Jindal. He also served a couple of years in a senior position in the LRA under the late Gov. Kathleen Blanco and as chief of operations in the Washington, D.C., office for then U.S. Sen. Mary Landrieu. He also worked as chief administrative officer for the city of Lake Charles under Mayor Randy Roach.

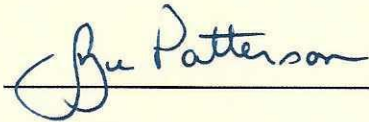
He has also had a dual career as an Army officer in the U.S. Army Reserves and the Louisiana Army National Guard, retiring as an Army Colonel.

Mr. Rainwater is the principal owner of Rainwater Consulting in Baton Rouge as well as a senior consultant for Cornerstone Government Affairs, a senior vice president with the Sisung Capital LLC and chief strategy officer and vice president with the disaster response/recovery firm Plexos Group.

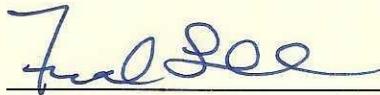
The McNeese ad hoc committee on Honorary Degrees wishes to submit this recommendation that Mr. Paul Rainwater be awarded the Honorary Doctorate of Humane Letters degree from McNeese State University at the May 14, 2021 Commencement Ceremony.

Sincerely,

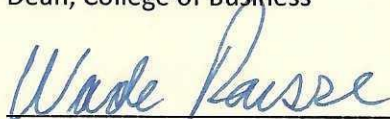
Joyce D. Patterson, M.S.
Committee Chair
Director of Alumni Affairs



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



Wade Rousse, Ph.D.
Dean, College of Business



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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.3. **McNeese State University's** request for approval to offer an Undergraduate Certificate (UC) in Diversity and Inclusion.

EXECUTIVE SUMMARY

McNeese State University (MSU) is requesting approval to offer an Undergraduate Certificate (UC) in Diversity and Inclusion. The proposed UC will provide learners with an understanding of core issues affecting the experience of women and minorities in history and current society. The 18-credit hour curriculum required of the proposed UC is interdisciplinary in nature and includes the following courses: Diversity & Intercultural Communication, American Women's History, African-American History, The Modern Civil Rights Movement, Managing the Diverse Workplace and Social Stratification. Courses required of the proposed UC are already offered by MSU via face-to-face and online delivery. The University of Louisiana System Chief Academic Officers reviewed the program concept and feedback provided was incorporated into the proposal.

Diversity engagement has become an extremely important conversation in education and industry. Companies see the need for employees to have a more inclusive mindset in daily interactions with colleagues, interfacing with potential business partners, and providing customer service. The proposed UC can provide companies with engaged leadership that will understand and promulgate the ability to create a culturally competent work environment. And, as research shows, diverse work environments promote productivity and enhance the work effort. As an educational institution, MSU is uniquely positioned to serve as an inclusion capacity builder for its students and the lifelong learners in the community and local industry. Such efforts are supported by the SWLA Chamber of Commerce.

The proposed UC will be of interest to both existing students and members of the local community. The University anticipates an initial enrollment of five (5) students in YR1 with that number growing to 27 by YR5. Since no additional faculty or resources will be required for program implementation and sustainability, it can be offered at no cost to the institution. In addition, the proposed UC aligns with goals set forth in the University's Diversity Strategic Plan, which specifies the development of university programming emphasizing diversity and inclusion. Such an offering will assist in advancing the UL System's Diversity Commitment.

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 to offer an Undergraduate Certificate in Diversity and Inclusion.



MCNEESE

STATE UNIVERSITY

A Member of the University of Louisiana System.

Office of the President
DR. DARYL V. BURCKEL

EXCELLENCE WITH A PERSONAL TOUCH

F.3.

April 1, 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 to offer an Undergraduate Certificate in Diversity and Inclusion.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 22, 2021 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments



BURTON BUSINESS CENTER, ROOM 444



Box 93300, Lake Charles, LA 70609

337-475-5556



800-622-3352 FAX 5556



DBURCKEL@MCNEESE.EDU



337-475-5012

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date: January 26, 2021

Campus: McNeese State University	Program: <u>CIP, Certificate Designation, Title</u> 30.2301, Undergraduate Certificate, Diversity and Inclusion
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Michael Buckles, Dean, College of Liberal Arts, 337-475-5191, mbuckles@mcneese.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 certificate will provide learners with an understanding of core issues affecting the experience of women and minorities in history and current society. These are frequently overlooked in general education and contribute to social schisms as well as misperceptions of others' experiences and challenges. The diversity certificate is interdisciplinary, drawing from both the College of Business and the College of Liberal Arts, and is designed to be a "value add" to existing degree programs. Both community interests and student competitiveness are drivers for this programming, and we are confident that this will serve both as a means of recruiting new or returning students as well as retaining existing students. The certificate is targeted at populations both within and outside McNeese State University. Members of the outside community (the Chamber of Commerce) expressed strong interest and McNeese launched additional diversity programming plans which dovetailed to form the impetus for the proposed programming. This would draw individuals from the local community back to higher education, potentially towards pursuing or completing a degree (aligning with the broader Complete LA program) and aligns with the Partnerships requirement of the ULS Master Plan priorities as well as the ULS desire to close the achievement gap affecting disadvantaged populations and the UL System's commitment to diversity.

The certificate involves six existing courses: MGMT 343 (Managing the Diverse Workplace), COMM 370 (Diversity and Intercultural Communication), HIST 320 (American Women's History), HIST 330 (African American History), HIST 454 (The Modern Civil Rights Movement), and SOCL 413 (Social Stratification). They represent a core for eventual expansion – diversity and inclusion are not limited only to the experiences of African-Americans or Women – so the certificate will build a solid foundation for increasing diversity course offerings and credentials (additional targeted certificates in gender issues and other demographics). This aligns with both McNeese's and the University of Louisiana System's stated goals of improving representation, increasing diversity, and creating more inclusive institutions.

These courses are traditionally delivered face-to-face, but courses have been adapted for online environments in light of the on-going COVID pandemic, aligning with the Accessibility requirement of the ULS Master Plan priorities. Moving forward, both classroom and online availability would benefit both populations served directly by McNeese as well as learners statewide.

COMM 370 – Diversity and Intercultural Communication [REQUIRED]

Description: Presents a theoretical and practical approach to the study of intercultural communication. Focuses on the many elements and processes involved in the sending and receiving of messages across cultures. The aim of the course is to increase sensitivity to and understanding of intercultural differences and similarities, leading to more effective communication.

Prerequisite(s)/Corequisite(s): Junior standing or permission of department head.

HIST 320 – American Women's History [REQUIRED]

Description: Survey of the history of American women from colonial times to present.

Prerequisite(s)/Corequisite(s): HIST 201 or HIST 202 [Department head has indicated departmental permission would be given to certificate students who have not had these courses.]

HIST 330 – African-American History [REQUIRED]

Description: Survey of the African-American experience in America from the Colonial Period to the present.

Prerequisite(s)/Corequisite(s): HIST 201 and HIST 202 [Department head has indicated departmental permission would be given to certificate students who have not had these courses.]

HIST 454 – The Modern Civil Rights Movement [REQUIRED]

Description: History of the Civil Rights Movement from World War II through the 1960s.

Prerequisite(s): No prerequisites listed.

MGMT 343 – Managing the Diverse Workplace [REQUIRED]

Description: Fundamentals of managing a demographically and culturally diverse workplace including the challenges and potential benefits of various forms of diversity.

Prerequisite(s)/Corequisite(s): BADM 218, MGMT 300, and Junior standing. [Department head has been contacted about providing departmental permission for certificate students to take the course without these prerequisites.]

SOCL 413 – Social Stratification [REQUIRED]

Description: Socially structured inequality and differentiation in society. Examines inequality from a variety of perspectives, focusing on status, gender, race and ethnic relations.

Prerequisite(s)/Corequisite(s): 6 credit hours of SOCL or permission of department head [Department head has already indicated permission would be given for certificate students].

While these classes represent upper-level courses in their disciplines, conversations with the relevant departments suggests that this will not pose a barrier to student success. The faculty are adept at managing students with limited experience in their disciplines and assisting them throughout the material. Departmental permission is required to enter these classes, requiring both the student and department to be proactive in gauging a student's likelihood of success. It is also anticipated that students seeking this certificate will be self-selecting based on pre-existing interest, so it is likely that many will already be familiar with some of the course materials. Capstone assignments can be built into these courses (similar to the process of "Honors" designation).

Related to this, the certificate is planned to avoid additional time for students – the majors most aligned with this certificate include elective hours that can address core components and students would be able to take courses during the summer, allowing for graduation within the standard four years. One of the demographics targeted in the certificate is the community outside McNeese (for instance, ongoing professional training), which does not have a similar time constraint.

Departments are cognizant of the need to reduce student costs. Several have developed materials designed to reduce or eliminate costs (such as developing departmental readers or using open access resources via RedShelf), aligning with the Affordability requirements of the ULS Master Plan priorities.

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.

Diversity engagement has been an enduring topic of conversation in education and industry. Companies see the need for employees to have a more inclusive mindset in daily interactions with colleagues, interfacing with potential business partners, and providing customer service. The SWLA Chamber of Commerce has a taskforce devoted to moving the needle of change in this area. Many companies have chosen the greater Lake Charles area to develop industry due to our access to transportation infrastructure (rail, water, and highway). Recent events including the death of George Floyd served as a catalyst and has many companies questioning how they do business. Many have come to the realization that "business as usual" cannot be the modus operandi going forward. The personal and professional benefits of diversity and inclusion programs are well-documented.* A diversity certification opportunity can provide companies with engaged leadership that will understand and promulgate the ability to create a culturally competent work environment. Diverse work environments promote productivity and enhance the work effort. People that feel engaged and empowered often work better and more efficiently.

As an educational institution, McNeese is uniquely positioned to cultivate these skills in its students and the lifelong learners in the community and local industry. McNeese has an opportunity to combine a cadre of classes that can serve as an inclusion capacity builder. Over three years ago McNeese Office of Inclusive Excellence along with the Committee on Diversity and Equity Initiatives undertook the task of creating the Inclusive Excellence Strategic Plan. One of the key goals of the plan spoke to this community need: *McNeese State University will employ student learning and development as a tool to provide a comprehensive framework that will enhance our students'*

communication capacity, cultural appropriateness and civic engagement. As we researched the McNeese program curricula, we discovered a variety of courses on diversity or diversity-related topics in diverse academic disciplines. Weaving these classes together into an eighteen-hour certificate would give students a competitive advantage.

The need for this training has a strong empirical base. In addition to personal anecdotes and experiences, social media has shed light on multiple cases of intolerance and exclusion that would have gone unnoticed. Local businesses and industry are seeking to be proactive rather than reactive and provide training to their employees to avoid similar personnel disasters. LinkedIn noted significant growth in Diversity, Equity, and Inclusion programs as well as diversity leadership positions. McNeese can meet this need by offering certificates (both to students and members of the community) as well as a minor course of study to complement any major on campus.

This programming aligns with goals of the University's Diversity Strategic Plan Action Step 2. The second goal specifies the development of university programming emphasizing diversity and inclusion. Additionally, academic accrediting agencies (such as ABET for engineering) are placing more emphasis on diversity training in programs. It also aligns with several ULS priorities, including the diversity commitment and the recommendations of the Task Force on Inclusion in the Workplace.

*Sample Sources

- Lindsey, S., Cagliostro, E., Albarico, M., Mortako, N., and Karon, L. "A systematic review of the benefits of hiring people with disabilities." *Journal of Occupational Rehabilitation*, 2018, 28(4): 634-655.
- Page, S. *The difference: How the power of diversity creates better groups, firms, schools, and societies.* Princeton, NJ: Princeton University Press, 2007.
- Pitts, D. "Diversity management, job satisfaction, and performance: Evidence from U.S. federal agencies." *Public Administration Review*, 2009, 69(2): 328-338.
- Pitts, D.W., and Wise, L.R. "Workforce diversity in the new millennium: Prospects for research." *Review of Public Personnel Administration*, 2010, 30(1): 44-69.
- Riccucci, N. *Managing diversity in public sector workforces.* Boulder, CO: Westview Press, 2002.

3. Students

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

Goal 2 Step 2 of McNeese's Diversity Strategic Plan ("Offer students an ability to receive diversity certification based on a select cohort of classes through the use of electives.") arose as a result of NSSE data indicating a growth area and student need (based on retention and academic performance data). The local Chamber of Commerce has also expressed interest in the development of certificate programs. They plan for their leadership to be in the first cohort to lead by example for their organizations and employees.

The initial cohort is expected to be 5 students with annual growth expected due to nationwide trends and recruiting. A conservative estimate anticipates annual 50% growth as the program is advertised and recruitment from both the existing student population and local community occurs.

Academic Year	Projected New Enrollment
2021-2022	5
2022-2023	8
2023-2024	12
2024-2025	18
2025-2026	27

Professional demand for diversity training and recruitment for diversity offers are anticipated to be both growth industries and drivers of demand (<https://business.linkedin.com/talent-solutions/blog/diversity/2020/why-the-head-of-diversity-is-the-job-of-the-moment>). LinkedIn noted significant increases in recruiting for diversity leadership, including Head of Diversity (+107%), Director of Diversity (+75%), and Chief Diversity Officer (+68%). Overall, there has been 71% growth in this industry since 2015. Companies with a diversity and inclusion team were generally perceived to be industry leaders with talented employees (+22%).

Industry pressures for better inclusion and diversity as well as perceptions of higher quality employees are expected to drive enrollment, especially as this certificate can make students more competitive relative to universities lacking these programs. Because this certificate is not linked with any particular degree program, it can be taken by students throughout the university, increasing demand across multiple colleges.

4. Accreditation

Describe plan for achieving program accreditation.

There is no single entity responsible for accrediting diversity programs. Professional societies and collegiate accrediting agencies are increasingly emphasizing equity, diversity, and inclusion as part of their reviews.

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 or resources will be required for the proposed program. It is built from existing courses and faculty positions. Students earning the certificate can be integrating into existing sections of these courses.

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 are anticipated for the program.

CERTIFICATIONS:


Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office

3-16-2021

Date

3-17-21

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: McNeese State University

Date: January 26, 2021

Certificate Program, Unit: Undergraduate Certificate in Diversity and Inclusion, Department of Social Sciences

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	N/A	-	N/A	-	N/A	-	N/A	-
Graduate Assistants	N/A	-	N/A	-	N/A	-	N/A	-
Support Personnel	N/A	-	N/A	-	N/A	-	N/A	-
Fellowships and Scholarships	N/A	-	N/A	-	N/A	-	N/A	-
SUB-TOTAL EXPENSES	N/A	-	N/A	-	N/A	-	N/A	-
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	N/A		N/A		N/A		N/A	
Equipment	N/A		N/A		N/A		N/A	
Travel	N/A		N/A		N/A		N/A	
Supplies	N/A		N/A		N/A		N/A	
SUB-TOTAL	N/A		N/A		N/A		N/A	
GRAND TOTAL EXPENSES	N/A		N/A		N/A		N/A	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0	0	\$0	0	\$0	0	\$0	0
Federal Grants/Contracts	\$0	0	\$0	0	\$0	0	\$0	0
State Grants/Contracts	\$0	0	\$0	0	\$0	0	\$0	0
Private Grants/Contracts	\$0	0	\$0	0	\$0	0	\$0	0
Tuition	\$12,885	58	\$19,327	58	\$28,991	58	\$65,229	58
Fees	\$9,330	42	\$13,995	42	\$20,993	42	\$47,235	42
Other (specify)	\$0	0	\$0	0	\$0	0	\$0	0
TOTAL	\$22,215		\$33,322		\$49,984		\$112,464	

This program uses existing facilities, equipment, and faculty and thus is revenue-positive.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.4. **Nicholls State University's** request for approval to award an Honorary Doctor of Commerce to Mr. Gregory K. Stock at the Spring 2021 Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University (NiSU) requests approval to award an Honorary Doctor of Commerce to Mr. Gregory K. Stock at the Spring 2021 commencement exercises. Mr. Stock has served as Chief Executive Officer of Thibodaux Regional Health System since 1990. Under his visionary and "results-oriented" leadership, Thibodaux Regional has experienced significant growth and has become known an innovative leader in healthcare. Additionally, Thibodaux Regional Health System has been the recipient of numerous Top Quality and Patient Experience Awards to include:

- Top Hospital for clinical quality – 5-star rating from the Centers for Medicare & Medicaid Services (CMS);
- Healthgrades Top 10% in the nation for Patient Safety Excellence;
- Healthgrades Top 5% in the nation for Patient Experience, and the only hospital in Louisiana to achieve 13 years in a row;
- Top 50 Cardiovascular Hospital in the Nation (Two Years in a Row); and
- Top performance nationwide for Employee Engagement.

Mr. Stock's collaborative management style, strong physician relations skills, and commitment to excellence have earned loyalty and respect from his colleagues. In recognition of his expansive business acumen and his commitment to improving healthcare in the Bayou Region, Nicholls State University would like to bestow an Honorary Doctor of Commerce on Mr. Gregory K. Stock.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to award an Honorary Doctor of Commerce to Mr. Gregory K. Stock at the Spring 2021 Commencement Exercises.



Nicholls State University

Office of the President

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

F.4.

April 16, 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 April 22, 2021 meeting of the Board of Supervisors for the University of Louisiana System:

*Honorary Doctor of Commerce (D.Com) to Mr. Gregory K. Stock
at the Spring 2021 Commencement Ceremony.*

Thank you for your assistance in this matter.

Sincerely,

Jay Clune
President

JC/apf

Enclosures

c: Dr. Alex Arceneaux, Executive Vice President
Dr. Sue Westbrook, Provost and Vice President for Academic Affairs
Mr. Terry Braud, Vice President for Finance and Administration
Mr. Jonathan Terrell, Athletic Director
Dr. Michele Caruso, Vice President for Student Affairs
Dr. Todd Keller, Vice Provost
Mr. Steven Kenney, Assistant Vice President for Human Resources and Chief Diversity and Inclusion Officer
Ms. Paulette Mayon, Internal Auditor
Dr. James Stewart, Faculty Senate President/ Faculty Association Representative
Ms. Renee Hicks, Assistant Vice President of Strategic Initiatives, Effectiveness and Planning
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: April 16, 2021

RE: Honorary Doctorate Recommendation

A meeting of the Honorary Degree Committee was held on April 16, 2021 and they voted to recommend Mr. Greg Stock for an Honorary Doctorate of Commerce (D. Com.) at the Spring 2021 Commencement.

A copy of the Committee's action is attached along with the policy for awarding Honorary Degrees.



Director of University Graduate Studies

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

MEMORANDUM

TO: Dr. Sue Westbrook, Provost and Vice President for Academic Affairs
FROM: Dr. Jessica Fanguy Cortez, Chair, Honorary Degree Committee
DATE: April 16, 2021

SUBJECT: Honorary Degree Committee Spring 2021 Nomination

The Honorary Degree Committee met on April 16, 2021, and recommends Mr. Greg Stock to receive an Honorary Doctorate of Commerce (D. Com.) from Nicholls State University at the May, 2021, graduation ceremony.

Comments from Committee:

The selection committee endorses the naming of Mr. Greg Stock as this semester's recipient of an honorary doctorate. Mr. Stock has had an impressive career and is currently Chief Executive Officer of Thibodaux Regional Health System. Under Mr. Stock's visionary leadership, Thibodaux Regional has experienced significant growth and has become known as an Innovative leader in Healthcare. Additionally, Thibodaux Regional Health System was the recipient of numerous Top Quality and Patient Experience Awards such as: Top Hospital for clinical quality – 5 star rating from the Centers for Medicare & Medicaid Services (CMS), Healthgrades Top 10% in the nation for Patient Safety Excellence, Healthgrades Top 5% in the nation for Patient Experience, and the only hospital in Louisiana to achieve 13 years in a row, and Top 50 Cardiovascular Hospital in the Nation (Two Years in a Row).

5.7.12 Honorary Degrees

The University awards honorary degrees for the purpose of honoring individuals who have demonstrated extraordinary achievements in such areas as industry, research, scholarship, education, artistic creation, social activism, human rights, humanitarian outreach, etc., or who have been recognized by the faculty for embracing or promoting the values of higher education and of the institution. (See Board Rules, Chapter 1, Academics, Section VI. Special Degrees.)

The following general principles shall apply to the selection process:

- The recipient should be recognized for extraordinary achievement over an entire career and not merely to honor a single achievement;
- The recipient of the degree shall be selected by a faculty committee and approved by the Provost and Vice President for Academic Affairs, President, and Board of Supervisors, as required;
- The honorary doctoral degrees awarded may be chosen from among the following:
- Honorary Doctor of Commerce (D. Com.) for achievement in and contributions to business and industry,
- Honorary Doctor of Fine Arts (D.F.A.) for contributions to and achievements in the arts,
- Honorary Doctor of Humane Letters (D.H.L.) for contributions to society through philanthropy and public service,
- Honorary Doctor of Laws (L.L.D.) for contributions to and achievement in government, law, public administration, or related service
- Honorary Doctor of Letters (D.Litt.), for contributions to and achievements in the field of writing, literature, film,
- Honorary Doctor of Music (Mus.D.) for contribution to and achievement in the field of music,
- Honorary Doctor of Pedagogy (D.Ped.) for contributions to and achievement in the field of teaching,
- Honorary Doctor of Science (D.Sc.) for contribution to and achievement in a field of science.

The relevant college should be consulted about the title of the degree; Eligibility:

- Candidates for honorary degrees must have distinguished themselves through outstanding contributions to society.
- Current members of the Board of Supervisors, faculty, staff, or administrators of the University are ineligible for honorary degree consideration.

- Louisiana elected officials in office (in local, state, or national government positions or who are candidates for office) at the time of selection and conferral are ineligible for honorary degree consideration.
- Honorary degrees shall not be awarded in absentia or posthumously except under extraordinary circumstances.
- The University may grant no more than two honorary degrees during an academic year

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5.7.12.1 Honorary Degree Committee

An Honorary Degree Committee (its membership described below) shall be responsible for receipt, review, and recommendations of all nominations for such degrees.

Membership

1. Four tenured faculty members
 - One appointed by the president.
 - One appointed by the Provost and Vice President for Academic Affairs.
 - Two appointed by the Faculty Senate.

Note: Faculty members will serve staggered four-year terms. No college may have more than one representative.

1. The president of the Faculty Senate, or designee
2. The president of the Student Government Association, or designee
3. The president of the Unclassified Staff Council, or designee
4. The president of the Alumni Federation, or designee
5. The director of Graduate Studies

Note: The Director of Graduate Studies will serve as committee chair, but will be a non-voting member.

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5.7.12.2 Procedure to be Followed for Nomination and Selection of Candidates

1. Nominations can originate from members of the faculty. A nomination may originate from an individual faculty member, from a department or college, or from the collaborative efforts of two or more departments or colleges within the university. Administrators who hold faculty rank may also nominate.
 2. Any recommendations of potential nominees that come from outside the faculty shall be received by the Provost and Vice President for Academic Affairs' office for referral to the appropriate college.
 3. Early during each semester, the Provost and Vice President for Academic Affairs' office may receive nominations for honorary degrees. The deadline for submission of all materials related to the nomination will be indicated for each semester. Adherence to a deadline is important in order that final approvals by the Board of Supervisors be obtained in time for the commencement ceremony in which the degree will be presented.
 4. Each nomination shall be written and shall include, whenever possible:
 - A biographical statement containing name, address, professional title, place of birth, educational background, employment history, and other honorary degrees, if any; and
 - Appropriate written documentation for the nomination, including a list of primary contributions that qualify the individual for the honorary degree. This shall be indicated on the nomination form available from the Office of the President.
-
1. Nominations will be handled with discretion and confidentiality as permitted by law.
 2. The Provost and Vice President for Academic Affairs will forward complete nomination files to the chair of the Honorary Degree Committee. The chair shall convene the committee to discuss committee procedures and meeting schedules. Support by a majority of the voting members shall be required to forward the nomination..
 3. The Honorary Degree Committee will forward its recommendations to the Provost and Vice President for Academic Affairs. The recommendations will be accompanied by appropriate comments and will include the recommendation(s) of the degree(s) to be conferred. The Provost and Vice President for Academic Affairs will make appropriate comments and forward the file(s) to the President of the University. The President may
 - reject the nomination(s), ending all action , or
 - endorse the nomination(s) with appropriate comments, and forward the file(s) to the Board of Supervisors for the University of Louisiana System.

Upon approval by the Board, candidates will be informed by the President of their selection and invited to accept the honorary degree. Following acceptance, a public announcement will be made, and the degree will be conferred at the commencement ceremony.

GREG STOCK

Chief Executive Officer
Thibodaux Regional Health System

Phone: (985) 493-4742
Fax: (985) 446-5033
Email: greg.stock@thibodaux.com

Stock joined Hospital Corporation of America (HCA) in 1981 as a CEO. Over the next nine years, he was CEO of three different HCA hospitals in the Midwest and West Coast.

He gained valuable experience leading the financial turnaround of those facilities during that time. Development of new services, recruitment of key physicians, improved productivity and market share gains were realized in both for-profit and not-for-profit settings.

Stock became Chief Executive Officer of Thibodaux Regional Health System in 1990. Thibodaux Regional has experienced significant growth under Stock's "results-oriented" leadership, and he has brought the medical center to a significantly higher level of performance.

Under Stock's visionary leadership, Thibodaux Regional has become known as an Innovative leader in Healthcare:

- Recipient of numerous Top Quality and Patient Experience Awards:
 - Top Hospital for clinical quality – 5 star rating from the Centers for Medicare & Medicaid Services (CMS)
 - Healthgrades Top 10% in the nation for Patient Safety Excellence
 - Healthgrades Top 5% in the nation for Patient Experience, and the only hospital in Louisiana to achieve 13 years in a row
 - Top 50 Cardiovascular Hospital in the Nation (Two Years in a Row)
 - Top performance nationwide for Employee Engagement
- Accredited Cancer Program with Commendation by the American College of Surgeons Commission on Cancer and four consecutive three-year recipient of the College's Outstanding Achievement Award
- Recruited more than 120 physicians
- Continued growth and expansion of service lines
- Led the transition from a Hospital Service District to a 501c3 organization
- Remained financially stable with no debt & significant Days Cash on Hand
- Leveraging data and focusing on the triple aim to transform care through Care Transformation.
- Leading clinical waste reduction resulting in 33% lower cost of care vs competitors.
- Significant market share gains
- Envisioned and built a world class, state of the art Wellness Center that is improving the health and wellness of the region
- Implemented Six Sigma and Lean in 2000 & 2001, as one of the first hospitals focused on Process Improvement

His collaborative management style, strong physician relations skills, an easy, outgoing manner, sense of humor and ability to challenge his staff to perform at their very best enable him to continue achieving and earning the loyalty and respect of others who also are committed to excellence.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.5. **Northwestern State University's** request for approval to enter into a Memorandum of Understanding (MOU) with Caddo Career and Technical Center.

EXECUTIVE SUMMARY

Northwestern State University (NSULA) is requesting to enter into a Memorandum of Understanding (MOU) between the NSULA's Dear School of Creative and Performing Arts and Caddo Career and Technical Center (CCTC), the technical and career education extension of Caddo Parish high schools. The purpose of the proposed MOU is to establish an educational partnership that will provide undergraduate educational opportunities for students who may attend both institutions. The proposed MOU ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. The initial partnership focuses on articulated credit for Fashion Styling, Makeup Art and Costume Design; however, NSULA plans to expand this relationship to incorporate more courses in the near future.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to enter into a Memorandum of Understanding with Caddo Career and Technical Center.*



NORTHWESTERN STATE

Office of the President

310 Sam Sibley Drive
Caspari Hall - Suite 223
Natchitoches, LA 71497
(O) 318-357-6441
(F) 318-357-4223

F.5.

March 30, 2021

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

Re: Request for approval to enter into a MOU between NSU/Dear School of Creative and Performing Arts with Caddo Career and Technical Center to articulate credit for Fashion Styling, Makeup Art, and Costume Design

Dear Dr. Henderson:

Northwestern State University is submitting a *Request to enter into an MOU between NSU/Dear School of Creative and Performing Arts with Caddo Career and Technology Center to articulate credit for Fashion Styling, Makeup Art, and Costume Design* be placed on the agenda for approval at the April 2021 Board meeting.

Thank you for your consideration of this request.

Sincerely,

Dr. Chris Maggio
President

Attachment

DEDICATED TO ONE GOAL. **YOURS.**™



MEMORANDUM OF UNDERSTANDING
BETWEEN
CADDO CAREER & TECHNOLOGY CENTER / CCTC
AND NORTHWESTERN STATE UNIVERSITY
Effective-2021-2022 Academic Year

PURPOSE

This Memorandum of Understanding (MOU) summarizes an educational partnership agreement between the Caddo Career & Technology Center (CCTC) and Northwestern State University (NSULA), to provide undergraduate educational opportunities for students who may attend both institutions. This agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information.

GOALS

The goals of this agreement are to:

- Provide an articulated credit program whereby CCTC students may earn credits for NSULA classes,
- Improve the transfer and advising process for the benefit of students attending both institutions,
- Develop an Expanded Course Articulation Crosswalk between the institutions, Identify personnel in each institution who will coordinate and serve as advisors for CCTC students entering NSULA,
- Improve collegiality and communication among the institutions' discipline faculty and administrators.

To achieve these goals, CCTC and NSULA hereby enter into the following agreement.

PROVISIONS

- Faculty employed by CCTC must meet stated professional credential requirements set forth by the Southern Association of Colleges and Schools Commission on Colleges which governs the acceptability of coursework taught and accepted for articulated credit by colleges and universities.
- CCTC must submit a course portfolio, to include, but not limited to examinations and other course documents, for review by NSULA annually or upon request. CCTC will provide an opportunity for NSULA faculty to observe course instruction.
- Students must submit a formal Northwestern State University of Louisiana Application for Undergraduate Admission and an official transcript from the Caddo Career & Technology Center.
- CCTC students must meet required academic standards in effect for beginning freshmen (or transfer students, if applicable) at the time of application in order to be admitted to NSULA and receive articulated credit as outlined in this agreement. Application materials are available online at <http://recruiting.nsula.cclu>.

- Students must receive a grade of A, B, or S for CCTC coursework in order to receive credit from NSULA. Lab credit will not be awarded without corresponding lecture credit. A full-year course requires a grade of A or B in both semesters for credit to be awarded.
- CCTC students must interview/audition/present their portfolio confirming mastery in order to receive credit for select courses.
- Students will be awarded credit based on the course equivalencies and related requirements listed in this agreement (Appendix A). Course credit will be earned only and indicated with a "CR" on the NSULA transcript. Thus, this course work will not be included in the cumulative grade point average calculations.
- Upon enrollment at NSULA for a baccalaureate degree, students must have their CCTC transcript evaluated by the Office of the University Registrar at NSULA. This should take place before the student registers to eliminate any problems with course credit.
- Degree and program requirements for CCTC students who attend NSULA and are granted course work under this agreement will be determined in the same manner as if their initial enrollment had been at NSULA.
- CCTC students pursuing the undergraduate degree at NSULA must complete at least 25% of the semester credit hours required for the degree through instruction offered by NSULA. One third of the credit hours required in the major, minor, or concentration must be included in the 25% degree requirement.
- Articulation of CCTC credit is optional. A CCTC graduate must inform NSULA that s/he does not wish to have their credit articulated.
- The Principal of CCTC may recommend students for dual enrollment in NSULA classes.
- The institutions will engage in joint marketing efforts to promote the articulation partnership. Promotional efforts will include but are not limited to - links on respective Web sites for placement of articulation agreements, information in the University Catalog, and transfer information in other school/college publications. CCTC will submit a list of graduates and mailing addresses upon request to NSULA in an effort to encourage graduates to further their education with NSULA. The institutions will encourage meetings between the NSULA and CCTC discipline faculty and administrators. The Principal or designee at CCTC will direct these meetings
- The institutions will discuss mutually beneficial collaborations among faculty and will seek opportunities for such collaborations to develop.

TERMS

This agreement shall be effective on _____ and shall continue until terminated by either party giving one-year written notice to the other party in order to protect students enrolled in the dual enrolment program.

Any changes to this MOU must be in writing and delivered by certified mail or by personal delivery to the person to be notified.

Caddo Career Center
Harold Berg
Principal CCTC
Caddo Career Center
5650 Union Ave.
Shreveport, LA 71108
Email: HKBERG@caddoschools.org
318-636-5150

Northwestern State University
Dr. Greg Handel
Provost and VP for Academic Affairs
Northwestern State University
211 Caspari
Natchitoches, LA 71497
Email: handelg@nsula.edu
318-357-5361

In witness whereof, the authorized representatives of the parties have executed this agreement on the _____

Caddo Career Center
Harold Berg, Principal

Date

Northwestern State University
Dr. Chris Maggio, President

Date

Appendix A
TRANSFER/ARTICULATION CREDIT EQUIVALENCIES GUIDE

Caddo Course	Caddo Transcript	NSULA Course
Fashion Styling, Makeup Art, and Costume Design - 100172	Custom Sewing II 100172 - 2 Carnegie credits	THEA 3340 – Costume Construction

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.6. **Northwestern State University's** request for approval to enter a Transfer Articulation Agreement with Bossier Parish Community College (BPCC).

EXECUTIVE SUMMARY

Northwestern State University (NSULA) is requesting to enter into a Transfer Articulation Agreement with Bossier Parish Community College (BPCC). The proposed agreement establishes a clear pathway for BPCC students with an Associate of Applied Science in Fire Science to transfer into NSULA's Bachelor of Science in Unified Public Safety Administration (concentration in Fire and Medical Emergency Management). Terms of the proposed agreement include admission requirements, course articulation and the responsibilities of each partner institution. The proposed agreement will be reviewed every three (3) years and modified or terminated or will remain in effect until one of the partner institutions petitions to end the agreement. The *Curriculum Guide* may be adjusted based on future curriculum changes without reaffirmation of the proposed agreement.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to enter into a Transfer Articulation Agreement with Bossier Parish Community College.



NORTHWESTERN STATE

Office of the President

310 Sam Sibley Drive
Caspari Hall - Suite 223
Natchitoches, LA 71497
(O) 318-357-6441
(F) 318-357-4223

F.6.

April 14, 2021

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

Re: Request for Approval to enter into a Transfer Articulation Agreement with Bossier Parish Community College – April 2021 Board Meeting

Dear Dr. Henderson:

Northwestern State University is submitting a *request for approval to enter into a Transfer Articulation Agreement with Bossier Parish Community College for students who transfer into the Bachelor of Science Degree in Unified Public Safety Administration program with a concentration in Fire and Medical Emergency Management Administration* to be placed on the agenda for approval at the April 2021 Board Meeting.

Thank you for your consideration of this request.

Sincerely,

Dr. Chris Maggio
President

Attachment

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A TRANSFER ARTICULATION AGREEMENT

between

NORTHWESTERN STATE UNIVERSITY



and

BOSSIER PARISH COMMUNITY COLLEGE



INTRODUCTION

This document establishes a transfer articulation partnership between Northwestern State University (hereafter known as "NSU") and Bossier Parish Community College (hereafter known as "BPCC") that should prove beneficial to both institutions. Students attending BPCC will have the opportunity to transfer into the Bachelor of Science Degree in Unified Public Safety Administration program with a concentration in Fire and Medical Emergency Management Administration from the College of Arts and Sciences at NSU with minimal loss of credits after completing the Associate of Applied Science at BPCC.

TRANSFER PROGRAM

The conditions of this agreement allow students who have completed the Associate of Applied Science in Fire Science at BPCC to transfer all credit hours into the Bachelor of Science Degree in Unified Public Safety Administration degree program at NSU. The baccalaureate program at NSU requires 120 hours of semester credits. All courses taken at BPCC that are listed on the Curriculum Guide (see Appendix A) will transfer into the baccalaureate program at NSU provided all grade and GPA requirements established required

RESPONSIBILITIES, TERMS, AND BENEFITS

RESPONSIBILITIES OF EACH PARTNER

In accordance with this agreement, BPCC will:

- Provide academic advising for students who plan to transfer into the NSU baccalaureate program;
- Provides students the opportunity to obtain the BPCC credit hours as listed in Appendix A;
- Provide transferring students assistance in completing an NSU Application for Admission to the University;
- Provide information about this Transfer Articulation Agreement on the BPCC website; and,
- Market this articulation agreement jointly with NSU.

In accordance with this agreement, NSU will:

- Accept BPCC credit hours as indicated in Appendix A;
- Provide BPCC with appropriate advising materials;
- Provide information about this Transfer Articulation Agreement on the NSU website; and,
- market this articulation agreement jointly with BPCC

TERMS

- This agreement applies to the Associate of Applied Science in Fire Science at BPCC and the Bachelor of Science Degree in Unified Public Safety Administration with a concentration in Fire and Medical Emergency Management Administration from the College of Arts and Sciences at NSU.
- BPCC and NSU agree to work together to maintain this relationship, its efficiency, and quality of instruction, and to adapt to curricula changes at either college.
- Relevant personnel at BPCC (Dean of Science, Nursing, and Allied Health or their designee) and NSU (Dean of the College of Arts and Sciences or their designee) will meet as appropriate to discuss the overall progress of this agreement, student performance, and any changes in curriculum.

BENEFIT TO A STUDENT

This articulation agreement identifies a four-year pathway in which a student can receive their Associate of Applied Science in Fire Science at BPCC and a Bachelor of Science Degree in Unified Public Safety Administration with a concentration in Fire and Medical Emergency Management Administration at NSU. As part of this agreement, the following conditions must be met:

- Students must meet any university-mandated requirements for transfer students at NSU.
- For this agreement, only coursework approved at BPCC with a grade of "C" or better can count toward the NSU degree.

BPCC students will follow the baccalaureate program curriculum requirements as specified in the NSU Undergraduate and Graduate University Catalog in force at the time of initial enrollment at NSU. University policy allows a student seven years to graduate under the catalog in effect at the time of initial enrollment at NSU. To participate in this opportunity, BPCC student must meet all transfer admission requirements established by NSU.

PROGRAM EVALUATION

NSU will monitor the progress and overall performance of BPCC students participating in this opportunity. Significant deficiencies in the performance of BPCC students relating to the opportunity will be examined and addressed by faculty of both institutions.

TERM, AMENDMENT, AND TERMINATION

This agreement will be reviewed every three years and modified or terminated or will remain in effect until one of the partner institutions petitions to end the agreement. The Curriculum Guide (Appendix A) may be modified based on future curriculum changes without reaffirmation of this agreement. Petition to end the agreement must be submitted in writing and signed by the President of the institution making the petition. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination one year following the date of delivery.

USE OF TRADEMARKS AND TRADE NAMES

No right, title, license or interest in or to any of the trademarks, trade names, slogans, labels, trade dress, designs or other indicators of source owned or used by either BPCC or NSU nor the good will connected thereto is conveyed under this Articulation Agreement. Both parties understand and agree that for all purposes, all trademarks, service marks, trade names, logos or identifying slogans and promotional material, whether or not registered, belonging to one party shall not be used by the other party except in connection with promoting the articulation program pursuant to this Articulation Agreement.

INDEMNIFICATION AND HOLD HARMLESS

To the extent authorized by law, in consideration of the performance by NSU of this

agreement, NSU does hereby agree to indemnify and hold harmless BPCC, its agents, servants, and employees from and against any and all claims, debts and causes of action from either (1) the actions of instructors employed by BPCC under this agreement; (2) the actions of BPCC and/or its administrators directly or indirectly affecting students of BPCC enrolled in or qualified but rejected by the Articulation Agreement opportunity; (3) claimed or actual defects in premises owned or controlled by BPCC and used in the performance of this agreement; or (4) any acts or omissions of BPCC, its agents, servants, or employees, in the performance of this agreement.

To the extent authorized by law, in consideration of the performance by BPCC of this agreement, BPCC does hereby agree to indemnify and hold harmless the NSU, its agents, servants and employees from and against any and all claims, debts and causes of action from either (1) the actions of instructors employed by NSU under this agreement; (2) the actions of NSU and/or its administrators directly or indirectly affecting students of NSU enrolled in or qualified but rejected by the Articulation Agreement opportunity; (3) claimed or actual defects in premises owned or controlled by NSU and used in the performance of this agreement; or (4) any acts or omissions of NSU, its agents, servants, or employees, in the performance of this agreement.

ACCEPTANCE OF AGREEMENT

In witness thereof, the undersigned representatives signify their intent to enter into a Transfer Articulation Agreement partnership and agree to comply with the terms and conditions outlined in this Articulation Agreement. This agreement will take effect June 1, 2021 and remain in effect and valid until otherwise terminated.

Signed on this day: _____, 2021

Northwestern State University

Bossier Parish Community College

Dr. Chris Maggio
President

Dr. Rick Bateman
Chancellor

Dr. Greg Handel
Provost and Vice President of Academic Affairs

Lesa Taylor-Dupree
Vice Chancellor for Academic Affairs

Dr. Francine J. Lemoine
Dean of Arts and Sciences

Carolyn Burroughs
Dean Science, Nursing, Allied Health

APPENDIX -A NSU/BPCC ARTICULATION COURSE EXCHANGE GUIDE

	BPCC COURSE	NSU COURSE
ENGLISH (6 SEM. HOURS)	ENGL 101	ENGL 1010
	ENGL 102	ENGL 1020
MATHEMATICS (3 SEM. HOURS)	MATH 102	MATH 1020
NATURAL/PHYSICAL SCIENCES (6 SEM. HOURS)	FRSC 120	SCI 1010
	FRSC 220	SCI 2010
HUMANITIES (3 SEM. HOURS)	HIST 201	HIST 2010
	HIST 202	HIST 2020
	ENGL 201	ENG 2110
	ENGL 202	ENG 2110
SPEECH (3 SEM. HOURS)	SPCH 110	COMM 1010
SOCIAL/BEHAVIORAL SCIENCES (3 SEM. HOURS)	PSYC 201	PSYC 1010
	PSYC 220	PSYC 2050
	POSC 201	PSCI 2010
	SLGY 201	SOC 1010
FIRE SCIENCE NON-CORE COURSES (30 SEM. HOURS)	FRSC 100	Equivalent course numbers assigned by NSU
	FRSC 110	
	FRSC 130	
	FRSC 140	
	FRSC 150	
	FRSC 200	
	FRSC 210	
	FRSC 230	
	FRSC 240	
	FRSC 250	
	FRSC 260	
	FRSC 270	

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.7. **Northwestern State University's** request for approval of a School Affiliation Agreement with Rapides Regional Medical Center.

EXECUTIVE SUMMARY

Northwestern State University (NSULA) is requesting approval of a School Affiliation Agreement with Rapides Regional Medical Center. The University offers a Bachelor of Science in Biology that completes an average of 81 students annually. One of the degree's concentrations, Clinical Laboratory Science, calls for a clinical learning experience through the application of knowledge and skills in actual patient-centered treatment situations in a healthcare setting. In order to provide this experience, NSULA would like to partner with Rapides Regional Medical Center, which operates as a comprehensive acute-care medical surgical hospital. The proposed agreement establishes the specifics of the partnership as well as specific responsibilities of NSULA, the hospital and participating students. No modifications or amendments to the proposed agreement can be made except by mutual written agreement of both parties.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval of a School Affiliation Agreement with Rapides Regional Medical Center.



F.7.

March 30, 2021

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

Re: Request for approval to enter into an agreement with Rapides Regional Medical Center to provide clinical laboratory experiences for students

Dear Dr. Henderson:

Northwestern State University is submitting a *Request for approval to enter into an agreement with Rapides Regional Medical Center to provide clinical laboratory experiences for students* to be placed on the agenda for approval at the April 2021 Board Meeting.

Thank you for your consideration of this request.

Sincerely,

Dr. Chris Maggio
President

Attachment

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AFFILIATION AGREEMENT (this "Agreement") is made as of **March 15, 2021** (the "Effective Date") by and between **Northwestern State University** ("School") and **Rapides Healthcare System, L.L.C. d/b/a Rapides Regional Medical Center** ("Hospital"). School and Hospital may be referred to herein individually as a "Party" and collectively as the "Parties."

WITNESSETH:

WHEREAS, School enrolls students in an accredited **Degree** program in the field of **Clinical Laboratory Science**, an accredited degree program in the field of **Biology** (the "Degree Program");

WHEREAS, Hospital operates a comprehensive acute-care medical-surgical hospital located at **Rapides Regional Medical Center** (the "Facility");

WHEREAS, School desires to provide students per year enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient-centered treatment situations in a health care setting; and

WHEREAS, Hospital will make the Facility available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. RESPONSIBILITIES OF SCHOOL.

- (a) **Clinical Program.** School will develop, implement and operate the clinical learning experience component of the Degree Program at the Facility in a form and format acceptable to Hospital ("Clinical Program"). School may modify the Clinical Program from time to time with Hospital's permission and will promptly incorporate reasonable changes to the Clinical Program requested by Hospital from time to time. With respect to the Clinical Program, School will:
 - (i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a "Participating Student");
 - (ii) advise each Program Participant (defined below) to attend training and orientation with respect to applicable Hospital policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");
 - (iii) provide training for Hospital's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by Hospital from time to time;
 - (iv) identify to Hospital each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;
 - (v) require Program Participants to comply with applicable laws and Hospital policies and procedures when onsite at the Facility;

- (vi) require Program Participants to treat Hospital patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Facility operations or the provision of health care services for Hospital's patients;
 - (vii) timely prepare and update with input from Hospital rotation schedules for each Participating Student throughout each Rotation and coordinate the same with Hospital;
 - (viii) require Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;
 - (ix) provide continuing oral and written communication with Hospital regarding Participating Student Clinical Program performance and evaluation and other pertinent information;
 - (x) participate and ensure that Program Participants participate in Hospital's Quality Assurance and related programs;
 - (xi) participate and require Program Participants to participate in Hospital training as determined necessary by Hospital from time to time; and
 - (xii) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by Hospital from time to time.
- (b) **Responsibility.**
- (i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program, for educating and supervising Participating Students and for evaluating Participating Students' performance with respect to the Clinical Program. Faculty will not be on-site, but will be available by phone and e-mail.
 - (ii) Without limiting the foregoing, all Participating Students, Degree Program faculty and other School representatives onsite at the Facility (collectively "Program Participants") shall be accountable to the Hospital's Administrator while onsite at the Facility.
 - (iii) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow-up with Hospital's Program Representative to address unresolved issues.
- (c) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and Hospital policies and procedures is a condition precedent to Program Participant access to the Facility. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Facility.
- (d) **Dress Code.** School will cause Program Participants to conform to reasonable personal appearance standards imposed by Hospital and wear ID badges as requested by Hospital from time to time. School will cause Program Participants to pay for their own meals at the Facility. School acknowledges and will regularly inform Program Participants that Hospital is not responsible for personal items lost or stolen at the Facility.
- (e) **Use of the Facility.** School will ensure that Program Participants use the Facility solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.
- (f) **Records.** School will cause each Program Participant to timely complete and save in Hospital's systems as directed by Hospital accurate records of all services provided by the

Program Participant to a Hospital patient ("Records"). All Records are and will remain the property of Hospital, subject to the rights of patients with respect to such records and to the terms of applicable law. Hospital will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

- (g) **Program Participants**. School will provide to Hospital information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e.g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in Hospital's discretion from time to time.
- (h) **Program Participant Statements**. School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B prior to each non-consecutive Rotation.
- (i) **Liability Insurance**. School shall obtain and maintain occurrence-type general liability insurance coverage in amounts not less than one million dollars (\$1,000,000.00) per occurrence and two million dollars (\$2,000,000.00) annual aggregate and professional liability insurance coverage in amounts not less than one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self insurance programs approved by Hospital and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School will notify Hospital at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to Hospital, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence-based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least \$1,000,000 per occurrence and \$3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or Hospital any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

- (j) **Health of Program Participants**. School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to Hospital.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to Hospital proof of health insurance as requested by Hospital from time to time.

In the event a Program Student is exposed to an infectious or environmental hazard or other occupational injury while at the Hospital, the Hospital, upon notice of such incident from the Participating Student, will provide such emergency care as is provided its employees. School acknowledges that Hospital is not and will not be financially responsible for a Program Participant's medical care or treatment regardless of the Program Participant's condition or injury

or cause of injury whether occurring at the Facility or otherwise and regardless of fault or cause of injury.

School will ensure that each Participating Student furnishes to Hospital prior to each non-consecutive Rotation a complete copy of the following health records (Participating Students will not be allowed to access the Facility until all records are provided):

- (i) Tuberculin skin test performed within the past twelve (12) months or documentation as a previous positive reactor;
 - (ii) Proof of Rubella and Rubeola immunity by positive antibody titers or two (2) doses of MMR;
 - (iii) Proof of Varicella immunity, by positive history of chickenpox or Varicella immunization;
 - (iv) Proof of Influenza vaccination during the flu season, October 1 to March 31, (or dates defined by CDC), or a signed Declination Form; and
 - (v) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated.
- (k) **Performance**. All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Hospital and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of Hospital or the performance of services therein.
- (l) **Student Documentation**. School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections 1(g)-(m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.
- (m) **Access to Resources**. The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

2. RESPONSIBILITIES OF HOSPITAL.

- (a) Hospital will make Facility access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Facility. Hospital shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. Hospital shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or Hospital operations. Hospital shall at all times retain ultimate control of the Hospital and responsibility for patient care and quality standards.
- (b) Upon the request of School, Hospital shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely

responsible for the evaluation and education of Participating Students.

- (c) Hospital will ensure that the Facility complies with applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Facility, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Facility does not have the resources to provide such emergency care, Facility will refer such student to the nearest emergency facility.
- (d) To the extent Hospital generates or maintains educational records for Participating Students that are subject to the Family Educational Rights and Privacy Act (FERPA), Hospital will comply with applicable FERPA requirements. For purposes of this Agreement, School shall designate Hospital as a school official with a legitimate educational interest in the educational records of Participating Students to the extent that access to School's records is required by Hospital to carry out the Clinical Program.
- (e) At all times while this Agreement is in effect, the Hospital, for itself and its employees, will acquire, maintain, and provide proof of professional liability coverage by qualification and participation in the Louisiana Patients Compensation Fund (in accordance with the provisions of Louisiana Revised Statutes 40:1231.1 et seq) or provide proof of professional liability insurance with a minimum coverage limit of \$1 million dollars (1,000,000) per occurrence and \$3 million dollars (3,000,000) annual aggregate for anyone who is not so qualified. Hospital agrees to give thirty (30) days written notice of any material alteration or cancellation of the aforementioned coverage.
- (f) Hospital will provide written notification to School if a claim arises involving a Program Participant. Both Hospital and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.
- (g) Hospital will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in Hospital's discretion. Hospital will notify School's Program Representative (defined below) when such action has occurred.
- (h) Upon reasonable notice from School, Hospital will make the Facility reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a Hospital representative and are contingent upon receipt by Hospital of executed agreements that Hospital believes are reasonably necessary or convenient to protect the confidentiality and security of Hospital's information. School will promptly reimburse Hospital for all direct costs incurred by Hospital in connection with such accreditation inspections.
- (i) Hospital shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.
- (j) Hospital shall provide student security badges or other means of secure access to Facility patient care areas.
- (k) Hospital shall provide Program Participants with computer access, and access to call rooms,

if necessary.

(l) Hospital shall provide secure storage space for Participating Students' personal items when at the Facility.

(m) Hospital shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Facility.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a "Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Participating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a Program Representative for the Term and will promptly appoint a replacement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b) Both School and Hospital will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or conference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(c) School acknowledges, and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from Hospital or School. Participating Students are not to replace Hospital staff and are not to render unsupervised patient care and/or services. Hospital and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(d) Any courtesy appointments to faculty or staff by either School or Hospital shall be without entitlement of the individual to compensation or benefits for the appointed party.

The Parties expressly agree that School and its agents, officers and employees are acting in an independent capacity and not as officers, agents, express or implied, or employees of Hospital. The parties further expressly agree that Hospital and its agents, officers and employees are acting in an independent capacity and not as officers, agents, express or implied, or employees of School.

(e) Both School and Hospital will work together to create and maintain an appropriate learning environment for the Participating Students.

(f) The School, including its faculty, staff and residents, and the Hospital share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL OF PARTICIPATING STUDENTS.** Hospital may immediately remove a Participating Student from the Facility when in Hospital's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to Hospital operations and/or Hospital's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. It is understood that only School can dismiss the Participating Student from the Clinical Program. School may

terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

5. **FEES.** All fees generated by or in connection with services provided by Program Participants to Hospital patients belong to Hospital. School on behalf of itself and each Program Participant hereby assigns to Hospital all right, title and interest (if any) in and to such fees. If School or any Program Participant receives any fees or other reimbursement for services provided by Program Participants to Hospital patients, School will and will cause Program Participants to immediately deliver and endorse over to Hospital all such amounts. School will and will cause Program Participants not to bill Hospital patients for services provided. School will and will cause Program Participants to take all actions and execute all documents reasonably requested by Hospital in order for Hospital to collect fees and payments for health care services provided by Program Participants.

6. **INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.**

- (a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of Hospital. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. Each party shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to Hospital for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
- (b) Each Party acknowledges Participating Students will not be considered employees or agents of Hospital or School for any purpose. Participating Students will not be entitled to receive any compensation from Hospital or School or any benefits of employment from Hospital or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.
- (c) School acknowledges that Hospital has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

7. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program.

8. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless Hospital and Hospital's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Program Participants, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

9. **CONFIDENTIALITY.** School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of Hospital, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of Hospital, provided that the minimum necessary confidential information may be disclosed pursuant to

valid legal process after Hospital is permitted an opportunity to minimize the potential harmful affects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by Hospital. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

10. TERM; TERMINATION.

- (a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the "Term").
- (b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Facility shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.
- (c) The Parties may terminate this Agreement at any time by mutual written agreement.
- (d) Hospital may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

11. REPRESENTATIONS AND WARRANTIES.

- (a) School hereby represents to Hospital as of the Effective Date and warrants to Hospital for the Term that:
 - (i) School and its Program Participants: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and
 - (ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, Hospital or any of Hospital's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).
- (b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify Hospital in writing of any change in status of the representation and warranty set forth in this section.
- (c) Hospital represents and warrants to School that it, nor any healthcare provider of staff employed by or associated with it are not excluded, debarred, or otherwise ineligible to participate in the Federal healthcare programs as defined in 42 U.S.C Section 1320a-7b(f) (the "Federal healthcare programs"). This shall be an ongoing representation and warranty during the term of this Agreement and Hospital shall immediately notify School of any change in status of the representation and warranty set forth in this section. Any breach of this

Paragraph 2(i) shall give School the right to immediately terminate this Agreement for cause.

12. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by Hospital unless that expense is approved by Hospital in writing in advance and is incurred and documented in accordance with applicable Hospital travel and expense policies.

13. **USE OF NAME OR LOGO.** School will not, and will cause Program Participants not to use names, logos or marks associated with Hospital without the express written consent of Hospital in each case.

14. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. **SEVERABILITY.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

16. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

17. **NO WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

18. **ASSIGNMENT; BINDING EFFECT.** School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Hospital. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

19. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Hospital: Rapides Healthcare System d/b/a Rapides Regional Medical Center
211 Fourth Street
Alexandria, LA 71301
Attention: Chief Executive Officer

Copy to: HCA Legal Department
Attention: Operations Counsel
One Park Plaza, Bldg. 1, 2-West
Nashville, TN 37203

If to School: **Northwestern State University**
175 Sam Sibley Drive
Natchitoches, LA 71497
Attention: School of Biological and Physical Sciences

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

20. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

21. **HIPAA REQUIREMENTS.** To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC § 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

22. **NO REQUIREMENT TO REFER.** Nothing in this Agreement requires or obligates School to cause the admittance of a patient to Hospital or to use Hospital's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

23. **NO PAYMENTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Program Participants in connection with this Agreement.

24. **RECITALS.** The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

25. **EQUITABLE REMEDIES.** School acknowledges that the injury which might be suffered by Hospital in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement may be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by Hospital and any other remedies which Hospital may pursue hereunder or under applicable law, Hospital shall have the right to equitable relief, including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.

SCHOOL

By:

Title:

Date:

HOSPITAL

By:

Jason E. Cobb, CEO

Date:

EXHIBIT A

STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at Rapides Regional Medical Center ("Hospital"), the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by: **Northwestern State University** ("School") at Hospital unless such injury or loss arises solely out of Hospital's gross negligence or willful misconduct.

Signature of Program Participant/Print Name

Date

Parent or Legal Guardian
If Program Participant is under 18 / Print Name

Date

Exhibit B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA affiliated entity (ies) (the “Company”) for which I am a Workforce Member (my “Engagement”) manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information (“Patient Information”). “Workforce Member” means employees, employed Licensed Independent Practitioners (LIPs) (e.g., employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students (e.g., nursing, medical, and interns), faculty/instructors, contractors (e.g., HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients’ information, “Confidential Information”). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company’s policies and procedures, including, without limitation, its Privacy and Security Policies (available at <http://hcahealthcare.com/ethics-compliance/> and the Information Protection Page of the Company’s intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the “Agreement”) at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company’s sole discretion in accordance with its policies.

Patient Information

4. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160—164), applicable state and international laws (e.g., the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at <http://hcahealthcare.com/ethics-compliance/> and the Information Protection Page of the Company’s intranet).

5. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.
6. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

7. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
8. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet blogs or social media sites.
9. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
10. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
11. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
12. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
13. I acknowledge that in the course of performing my job responsibilities I may have access to human resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that I am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

14. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
15. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data (e.g., Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part – Personal Security

16. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
17. I will not attempt to bypass Company security controls.
18. I understand that I will be assigned a unique identifier (i.e., 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
19. In connection with my Engagement, I will never:
 - a. disclose or share user credentials (e.g., password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;

- b. use another individual's, or allow another individual to use my, user credentials (e.g., 3-4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
 - c. allow a non-authorized individual to access a secured area (e.g., hold the door open, share badge or door lock codes, and/or prop the door open);
 - d. use tools or techniques to break, circumvent or exploit security measures;
 - e. connect unauthorized systems or devices to the Company network; or
 - f. use software that has not been licensed and approved by the Company.
20. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
21. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance (DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief Information Security Officer (CISO) if:
- a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
 - b. I suspect media with Confidential Information has been lost or stolen;
 - c. I suspect a virus or malware infection on any system;
 - d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
 - e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

22. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
23. At the end of my Engagement with the Company for any reason, I will immediately:
- a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media (e.g., smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
 - b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

24. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
25. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
26. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.

27. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
28. If there is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature:	Date:
Printed Name:	3/4 ID:

EXHIBIT C

Attestation of Satisfactory Background Investigation

On behalf of **Northwestern State University**, I acknowledge and attest to Rapides Regional Medical Center ("Hospital") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

- _____ verifies the Subject's Social Security Number;
- _____ does not reveal any criminal activity;
- _____ confirms the individual is not on either the GSA or OIG exclusion lists;
- _____ confirms the individual is not on a State exclusion list, if any;
- _____ confirms the individual is not listed as a violent sexual offender;
- _____ confirms this individual is not on the U.S. Treasury Department's Office of Foreign Assets Control list of Specially Designation Nationals; and
- _____ no other aspect of the investigation required by Hospital reveals information of concern

This attestation is provided in lieu of providing a copy of the background investigation.

Identified Individual Subject to the Background Investigation:

Name: _____

Address: _____

Date of Birth: _____

Social Security Number: _____

Signature

Printed Name

Northwestern State University

Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.8. **Northwestern State University's** request for approval to convert Post-Baccalaureate Certificates (PBC) in CoNSAH (College of Nursing and School of Allied Health) to Undergraduate Certificates (UC).

EXECUTIVE SUMMARY

Northwestern State University (NSULA) is requesting to convert the following Post-Baccalaureate Certificates to Undergraduate Certificates (UC): Invasive Cardiovascular Technology (ICT), Magnetic Resonance Imaging (MRI), and Computed Tomography (CT). The three PBCs were designed to deliver content beneficial to radiologic technologists to achieve advanced certification. However, the requirement of an earned baccalaureate degree to pursue a PBC has proven to be a deterrent to many potential students. This is primarily because most radiologic technologists have an associate degree rather than a four-year degree. As a result, enrollment and completers numbers for the three PBCs have remained low:

	MRI	ICT	CT
Total Enrollment	25 (SP18 1 st semester)	14 (SP18 1 st semester)	8 (FL19 1 st semester)
Total Completers	5	3*	2*

*1 student scheduled to complete PBC this semester.

To address this issue, the faculty of the School of Allied Health met in late 2020 and approved a formal request to convert the PBCs to UCs. The faculty believe that this transition will increase enrollment, as current radiologic technologists with an associate degree could leverage the UCs to help advance their careers. In addition, courses completed via the proposed UCs could enable technologists to move toward completion of a four-year degree.

For the conversion from PBCs to UCs, minor curriculum changes are necessary. Faculty have worked to transition the 12-hour curricula to 18-19 credit hours. All of the new required courses are already being offered in the School of Allied Health on a regular basis. As a result, this transition will come at no additional cost to the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to convert Post-Baccalaureate Certificates in CoNSAH (College of Nursing and School of Allied Health) to Undergraduate Certificates.*



NORTHWESTERN STATE

Office of the President

310 Sam Sibley Drive
Caspari Hall - Suite 223
Natchitoches, LA 71497
(O) 318-357-6441
(F) 318-357-4223

F.8.

March 30, 2021

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

Re: Request for approval to convert Post-Baccalaureate Certificates in CoNSAH to Undergraduate Certificates

Dear Dr. Henderson:

Northwestern State University is submitting a *Request to convert three existing Post-Baccalaureate Certificate programs (interventional cardiology, MRI, and computed tomography) to Undergraduate Certificate programs* to be placed on the agenda for approval at the April 2021 Board meeting.

Thank you for your consideration of this request.

Sincerely,

Dr. Chris Maggio
President

Attachment

DEDICATED TO ONE GOAL. **YOURS.**





March 3, 2021

Dear Dr. Handel,

The School of Allied Health implemented several post-baccalaureate certificate (PBC) programs in the past several years. These certificate programs include Invasive Cardiovascular Technology (ICT), Magnetic Resonance Imaging (MRI), and Computed Tomography (CT). The programs deliver content that is beneficial to radiologic technologists to achieve advanced certifications. However, the requirement to have an earned baccalaureate degree to obtain the certificate has proven to be a deterrent to many potential students. This is primarily because most radiologic technologists have an associate degree rather than a four-year degree.

To address this issue, the faculty of the School of Allied Health met at the end of 2020 and approved a formal request to change the PBC programs to undergraduate certificates (UGC). This was the original intent of the programs but was not an option at the time. It is felt that a change to a UGC program will increase enrollment, as current radiologic technologists with an associate degree could leverage the certificate to help them in their careers. Table 1 shows the enrollments for each program. With more students being eligible for the UGC, enrollment should increase. Enrollment in the UGC programs could also enable technologists to move toward the completion of a four-year degree, since these courses could count toward their degree. If approved, the current PBC programs will be discontinued.

Table 1: Student Enrollment

Semester	MRI	ICT	CT
Spring 2018	6	2	
Fall 2018	6	4	
Spring 2019	5	1	
Fall 2019*	2	1	2
Spring 2020			3
Fall 2020	1	4	2
Spring 2021	5	2	1

**First semester courses for CT certificate were offered.*

Since all of these programs are fairly new and enrollment has been hampered by students not being eligible, the program completions are low (See table 2). However, these numbers will increase as well when the programs are changed from PBC to UGC for a couple of reasons. First, the change from PBC to UGC will increase the number of eligible students. Also, as the UGC will be a natural progression to a nontraditional baccalaureate

degree, a faculty member dedicated to recruiting, advising, and registration will be able to work with these students.

Table 2: Program Completions

MRI	ICT	CT
5	3*	2*

**1 student scheduled to complete program this semester.*

Table 3 shows the projected enrollment and completions if the programs are changed from PBC to UGC and the dedicated advisor will be able to recruit and advise for these programs.

Table 3: Projected Enrollment & Completions

	Year 1	Year 2	Year 3	Year 4	Year 5
MRI					
• Enrollment	5	8	10	10	10
• Completions	0	5	8	10	10
ICT					
• Enrollment	5	8	10	10	10
• Completions	0	5	8	10	10
CT					
• Enrollment	5	8	10	10	10
• Completions	0	5	8	10	10

Each of the UGC programs will require minor curriculum changes. The original curricula for each PBC required 12 hours of courses. The new UGC curricula will include the original courses plus ALHE 4610: Introduction to Healthcare Quality and a choice of ALHE 4600: Teamwork & Leadership in Healthcare or ALHE 4911 Advanced Certification Clinical. The current and proposed curriculum for each program is outlined below. All of the new courses are already being offered in the School of Allied Health on a regular basis.

Computed Tomography

Current PBC Curriculum	Proposed UGC Curriculum
<ul style="list-style-type: none"> • RADS 3910 Sectional Anatomy (3 hours) • ALHE 4850: Foundations in CT & Patient Care (3 hours) • ALHE 4860: CT Physics & Image Production (3 hours) • ALHE 4870: CT Procedures & Protocol (3 hours) 	<ul style="list-style-type: none"> • RADS 3910 Sectional Anatomy (3 hours) • ALHE 4850: Foundations in CT & Patient Care (3 hours) • ALHE 4860: CT Physics & Image Production (3 hours) • ALHE 4870: CT Procedures & Protocol (3 hours) • ALHE 4610 Introduction to Healthcare Quality (3 hours) • ALHE 4600 Teamwork & Leadership Challenges for the Healthcare Professional (4 hours) or ALHE 4911 Advanced Certification Clinical (3 hours)
Total hours=12	Total hours=18-19

Invasive Cardiovascular Technology

Current PBC Curriculum	Proposed UGC Curriculum
<ul style="list-style-type: none"> • ALHE 4910 Invasive Cardiovascular Procedures (3 hours) • ALHE 4920 Cardiovascular Imaging Equipment (3 hours) • ALHE 4930 Cardiovascular Patient Care (3 hours) • ALHE 4940 Cardiovascular Hemodynamics (3 hours) 	<ul style="list-style-type: none"> • ALHE 4910 Invasive Cardiovascular Procedures (3 hours) • ALHE 4920 Cardiovascular Imaging Equipment (3 hours) • ALHE 4930 Cardiovascular Patient Care (3 hours) • ALHE 4940 Cardiovascular Hemodynamics (3 hours) • ALHE 4610 Introduction to Healthcare Quality (3 hours) • ALHE 4600 Teamwork & Leadership Challenges for the Healthcare Professional (4 hours) or ALHE 4911 Advanced Certification Clinical (3 hours)
Total hours=12	Total hours=18-19

Magnetic Resonance Imaging

Current PBC Curriculum	Proposed UGC Curriculum
<ul style="list-style-type: none">• RADS 3910 Sectional Anatomy (3 hours)• ALHE 4950 MRI Foundations & Patient Care (3 hours)• ALHE 4960 MRI Physics & Image Acquisition (3 hours)• ALHE 4970 MRI Procedures & Sequencing (3 hours)	<ul style="list-style-type: none">• RADS 3910 Sectional Anatomy (3 hours)• ALHE 4950 MRI Foundations & Patient Care (3 hours)• ALHE 4960 MRI Physics & Image Acquisition (3 hours)• ALHE 4970 MRI Procedures & Sequencing (3 hours)• ALHE 4610 Introduction to Healthcare Quality (3 hours)• ALHE 4600 Teamwork & Leadership Challenges for the Healthcare Professional (4 hours) or ALHE 4911 Advanced Certification Clinical (3 hours)
Total hours=12	Total hours=18-19

Thank you for your consideration.

Sincerely yours,



Laura Aaron, PhD, RT(R)(M)(QM)
Interim Director & Professor, School of Allied Health

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2021

Item F.9. **Northwestern State University's** request to transition the Bachelor of Science in Theatre – Design and Technology Concentration to a Bachelor of Fine Arts in Production and Design.

EXECUTIVE SUMMARY

Northwestern State University's (NSULA) Department of Theatre and Dance has a rich and well-respected history. The Department specializes in undergraduate training with a Bachelor of Fine Arts (BFA) in Dance and a Bachelor of Science (B.S.) in Theatre with concentrations in Acting & Directing, Musical Theatre, and Design & Technology. The B.S. in Theatre has a current enrollment of 100 students and completes, on average, 25 students annually. At the suggestion of the National Association of Schools of Theatre (NAST) and due to the fact that a BFA has become industry standard, NSULA would like to transition the B.S. in Theatre – Design & Technology Concentration to a BFA in Production and Design. The Board of Regents approved a waiver of the Letter of Intent since this request involves the transitioning of an existing degree and not a newly developed program.

The purpose of a BFA in Production and Design is to prepare students for a professional career in Technical Theatre. The overall goal is to produce well-rounded students who will be able to enter any area of the Technical Theatre profession: Lightening, Sound, Costumes, Scenic, Technical Director and Stage Management. By transitioning the existing BS in Theatre to a BFA, students will have more areas of focus from which to select. Currently, the Design & Technology concentration of the B.S. in Theatre is geared more toward the scenic technicians which is less desirable for students interested in the vastly different areas of Costumes, Hair and Makeup, Lightening, Sound and Stage Management. The proposed BFA will be more attractive to prospective students as it demonstrates that they will get more choice in their curriculum and will be better prepared for professional theatre and related industries that need their skills. Slight modifications to the existing curriculum as part of the transition will align with NAST standards and can be handled by current faculty and infrastructure.

The University anticipates that the BFA in Production and Design will be more marketable than the existing B.S. in Theatre which will result in increased enrollment. It is anticipated that 30 students will enroll in YR1 with that number expanding to 55 by YR4. Students currently pursuing the B.S. in Theatre would be able to complete the degree or matriculate into the proposed BFA; advising would be provided to ensure a seamless transition. Many surrounding states offer Theatre BFA programs, especially in Design & Technology. In Louisiana, there is not a public

university that offers a BFA in Production and Design so, what is being proposed by NSULA would be a unique offering.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to transition the Bachelor of Science in Theatre – Design and Technology Concentration to a Bachelor of Fine Arts in Production and Design.*



NORTHWESTERN STATE

Office of the President

310 Sam Sibley Drive
Caspari Hall - Suite 223
Natchitoches, LA 71497
(O) 318-357-6441
(F) 318-357-4223

F.9.

April 1, 2021

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

Re: Request for approval to Offer a New Degree Program – the Bachelor of Fine Arts

Dear Dr. Henderson:

Northwestern State University is submitting a *Request for Approval to offer a new degree program: The Bachelor of Fine Arts in Production and Design* to be placed on the agenda for approval at the April 2021 Board meeting.

Thank you for your consideration of this request.

Sincerely,

Dr. Chris Maggio
President

Attachment

DEDICATED TO ONE GOAL. **YOURS.**™



Louisiana Board of Regents

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

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

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

Date:

Institution: Northwestern State University	Requested <u>CIP, Designation, Subject/Title</u> : 50.0501 Bachelor of Fine Arts in Production and Design
Contact Person & Contact Info: Robert Richoux, Technical Director, Department of Theatre and Dance, (318) 357-5743, richouxr@nsula.edu	
Date BoR approved the Letter of Intent: 7/24/2020 is the date the request for a waiver on the LOI was approved	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021 or Spring 2022	
Program Delivery Site (s): Natchitoches 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.

The purpose of the Bachelor of Fine Arts in Production and Design (BFA) is to prepare students for a professional career in Technical Theatre. The overall goal is to produce well-rounded students who will be able to enter any area of the Technical Theatre profession: Lighting, Sound, Costumes, Scenic, Technical Direction, and Stage Management. Objectives for the Bachelor of Fine Arts in Production and Design are:

- 1 – To develop well-rounded students with basic skills in all areas of technical theatre.
- 2 – To prepare students for professional technical work in the industry by allowing them to specialize in their areas of interest.
- 3 – To demonstrate critical thinking and creative problem-solving skills in theoretical and practical applications in Technical Theatre.
- 4 – To give students opportunities to reflect on their work, practice interviewing, and to update their portfolios and resumes to prepare for their careers.
- 5 – To create a strong network of industry professionals that can assist students with experiences and contacts in their professional lives.
- 6 – To cultivate an appreciation for all aspects of Theatre and Dance.

The Bachelor of Fine Arts in Production and Design will be a traditional degree with all classes offered on-site. A majority of the classes for the degree are currently part of the Northwestern State University Catalog and support the Bachelor of Science in Theatre: Design and Technology Degree. If approved, the new courses will begin at the same time the first students enroll—Fall 2021 or Spring 2022.

A history of the current Bachelor of Science in Theatre Program and how a B.F.A. will improve NSULA's program: In 2006, the Bachelor of Arts Theatre program was scheduled to go through its the reaccreditation process with the National Association of Schools of Theatre (NAST). A NAST consultant visited in 2005 and upon his suggestions, it was determined that to receive reaccreditation, the theatre program would have to move to the standard 120-hour degree and

away from the 140+ required hours of the B.A. with a minor. The move to 120 credit hours would assure student success, retention, and graduation. It was suggested that the program consider dropping the minor and the foreign language requirement as that included courses outside of Theatre for all students. Further, the move to the Bachelor of Science would make for an easier degree transition and allow student to matriculate through the program in eight semesters. The B.S. degree with concentrations would provide increased recruiting as the program's strengths included pre-professional training in the areas of design and technology, performance and directing, musical theatre, and dance. These 4 areas became the 4 available concentrations for the Bachelor of Science in Theatre that was implemented in that era.

Another purpose of switching from the Bachelor of Arts in Theatre to the Bachelor of Science in Theatre was to make the transition to a Bachelor of Fine Arts for the various concentrations easier. This already started in 2018 for the B.F.A in Dance, which was a much more intricate program than this proposal, which is more aligned with the current curriculum. The Theatre concentrations have grown in the last 15 years and have now reached the next phase of development. Our accrediting agency, the National Association of Schools in Theatre, advised in NSULA's last review that we should begin the change to B.F.A degrees.

The Bachelor of Fine Arts in Production and Design will allow for more areas of choice for the students. Currently the Design/Technology concentration of the B.S. in Theatre is more geared towards the scenic technicians which is less desirable for the students interested in the vastly different areas of Costumes, Hair and Makeup, Lighting, Sound, and Stage Management. Our new program, the Bachelor of Fine Arts in Production and Design, will make more sense to a prospective student as it demonstrates that they will get more choice in their curriculum and will be better prepared for professional theatre and related industries that need their skills.

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

Bachelor of Fine Arts in Production and Design, 4-year Curriculum

120 Total Semester Hours

University Core - 39 Semester Hours

Theatre Core - 30 Semester Hours

Production and Design Core - 18 Semester Hours

Production and Design Focused Electives - 15 Semester Hours

Academic Electives – 18 Semester Hours

*New Course Offerings (Currently offered to students through registration in THEA 4270: Special Topics in Theatre Design/Technology; 3-9 Credits)

FIRST YEAR

THEA 2300	3
THEA 2310	3
THEA 2320	3
THEA 2140	3
THEA 2030 ³	1
Electives	3
English 1010, 1020 ¹	6

Fine Arts ¹	3
Mathematics ¹	6
University Studies 1000	1
Total	32

SECOND YEAR

Electives	3
Humanities ¹	6
Natural Sciences ¹	3
Social/Behavioral Science ¹	3
THEA 2330 or THEA 3340	3
THEA 3330	3
THEA 2360	3
THEA 3380	3
THEA 2030 ³	2
Production and Design Focused Electives ²	3
Total	32

THIRD YEAR

Electives	6
Natural Sciences ¹	3
Social/ Behavioral Science ¹	3
THEA 2030 ³	2
THEA 2370 or THEA 3360	3
THEA 4330	3
*THEA 4610 or THEA 4450 or THEA 3120	3
Production and Design Focused Electives ²	9
Total	32

FOURTH YEAR

Electives	5
Natural Sciences ¹	3
Humanities ¹	3
THEA 4480	3
THEA 2030 ³	1
THEA 4320 or THEA 4050	3
*THEA 4540	3
Production and Design Focused Electives ²	3
Total	24

Total Semester Hours for Degree:..... 120

Footnotes:

¹ Refer to University Core Requirements

² Choose from Production and Design Focused Electives list below

3 THEA 2030 is required each semester starting the spring semester first year through fall semester fourth year.

Production and Design Focused Electives

THEA 3140 Metal Fabrications	(3 Semester hours)
*THEA 3240 Scenic Painting	(3 Semester hours)
*THEA 3250 Stage Rigging	(3 Semester hours)
*THEA 3260 Prop Crafts	(3 Semester hours)
THEA 3300 Summer Theatre Works	(3 Semester hours)
THEA 3350 Make-up for Stage	(3 Semester hours)
THEA 3390 Sound Reinforcement	(3 Semester hours)
THEA 4270 Special Problems in Production and Design	(3 Semester hours)
THEA 4310 Scene Design I	(3 Semester hours)
THEA 4420 Costume Design I	(3 Semester hours)
THEA 4430 Lighting Design I	(3 Semester hours)
*THEA 4550 Costume Crafts	(3 Semester hours)
*THEA 4560 Sound Design.....	(3 Semester hours)
*THEA 4570 Computer Aided Drafting: AutoCAD.....	(3 Semester hours)
*THEA 4580 Computer Aided Draft: Vectorworks.....	(3 Semester hours)
*THEA 4590 Wig Design.....	(3 Semester hours)
*THEA 4600 Technical Production.....	(3 Semester hours)
*THEA 4620 Costume Patterning.....	(3 Semester hours)

***Denotes New Courses**

Course Descriptions

THEA 2030. APPLIED THEATRE. (1-0-1). Practical experience gained through participation in Northwestern Theatre productions and attendance of theatre meetings/events. Prerequisite: For majors only.

THEA 2140. CONCEPTS OF DESIGN. (3-3-0). The academic and applied principles of design are pondered and explored in the visual and compositional aspects of Theatre. Prerequisite: For majors/minors or consent of instructor.

THEA 2300. INTRODUCTION TO THEATRE ARTS. (3-1-4). Provides students the opportunity to evaluate their personal fitness for the theatre profession while learning production organization and operations and developing an understanding of dramatic theory, genre and styles needed to effectively read plays and analyze the text. Production laboratory is required.

THEA 2310. STAGECRAFT I. (3-1-4). Design and execution of basic scenic units; crew and shop organization; scene painting. Participation in University and/or laboratory production.

THEA 2320. ACTING TECHNIQUE I. (3-1-2). Study and skills involved in stage acting; body; voice; scene study; ensemble work. Prerequisite: For Majors/minors or consent of instructor.

THEA 2330. STAGECRAFT II. (3-1-4). Rigging and handling scenery; design and execution of the floor plan; advanced construction techniques; logistics and budget. Prerequisite: 2310, and consent of instructor.

THEA 2360. THEATRE HISTORY AND LITERATURE I. (3-3-0). Early through Classical-Origins of drama; evolution of the stage and staging practices from ancient drama through the beginnings of the medieval era. Includes reading and critical examination of selected major works throughout the period, examined in historical and social context. Prerequisite: For majors/minors or consent of instructor.

THEA 2370. DRAFTING FOR THEATRE. (3-3-0). Understanding and creating theatre drafting; including floor plans, elevations, working drawings, sections, and perspectives.

THEA 3120. STAGE MANAGEMENT. (3-1-4). A practical study of the fundamentals of stage managing. Duties; responsibilities; creating/organizing a prompt script; interpersonal communication. Prerequisite: For majors/minors or consent of instructor.

THEA 3140. METAL FABRICATIONS. (3-1-5). Lecture, discussion, demonstration, and hands-on practice of metal fabrication techniques as they apply to contemporary Theatre. Prerequisite: For majors/minors and consent of instructor.

***THEA 3240. SCENIC PAINTING.** (3-1-4). The skills and possibilities in Scenic painting are explored through theory and practical application in Theatrical production. Prerequisite: For majors/minors or consent of instructor.

***THEA 3250. STAGE RIGGING.** (3-1-4). The skills and specific application of rigging and lifting techniques as required for theatrical performance are discussed and practiced. Hands on experience as well as appropriate calculation of safe rigging procedure. Prerequisite: Consent of instructor.

***THEA 3260 PROP CRAFTS.** (3-1-4). The skills and possibilities in Props creation are explored through theory and practical application in Theatrical production. Prerequisite: For majors/minors or consent of instructor.

THEA 3300. SUMMER THEATRE WORKSHOP. (3-3-0). Training and experience in all phases of theatrical production; problems in acting and staging; public performance of full-length plays; experimental production of one-act plays. Prerequisite: Consent of the instructor. May be repeated for credit - maximum nine hours.

THEA 3330. LIGHTING FOR THE STAGE. (3-1-3). Elementary principles of illumination, control media, instrumentation. Practice in University and laboratory productions and/or programs servicing University functions. Prerequisite: 2310 or consent of instructor.

THEA 3340. COSTUME CONSTRUCTION I. (3-1-4). Basic costume construction skills; hand sewing, alterations, reading commercial patterns. Construction of costumes for University and lab productions. Prerequisite: Consent of instructor.

THEA 3350. MAKE-UP FOR STAGE. (3-1-3). Theory and practice of make-up for the stage and television. Character analysis make-up design and use of prosthetics. Participation in performance productions.

THEA 3360. COSTUME CONSTRUCTION II. (3-1-4). Continues knowledge and skills learned in Costume Construction I. Constructing garments for productions and exploring basic pattern alteration Prerequisite: 3340 and Consent of instructor.

THEA 3380. THEATRE HISTORY AND LITERATURE II. (3-3-0). Medieval and Renaissance through Romanticism. Continues the studies begun in Theatre History and Literature I. A survey of historiographical issues, historical periods, and important theatre literature through the Romantic era. Prerequisite: For majors/minors or consent of instructor.

THEA 3390. SOUND REINFORCEMENT. (3-1-4). Fundamental electronic and acoustic principles of sound reinforcement and audio/video recording. Techniques of sound engineering, systems and equipment. Psychoacoustic research and application to the stage and studio environment.

THEA 4050. COSTUME HISTORY FOR THE STAGE. (3-3-0). An overview of costume history focusing on theatrical eras. Course will include designing costumes from period plays. Course will also cover research and presentation skills for stage costume design.

THEA 4270. SPECIAL PROBLEMS IN PRODUCTION AND DESIGN. (3-1-4). An in-depth course allowing intensive study in a specific area of technical theatre or design. Prerequisite: Consent of instructor.

THEA 4310. SCENE DESIGN I. (3-1-4). Principles of stage design; creating the stage environment for dramatic literature. Learning to rendering the design, draftings and build models. Prerequisite: For majors/minors or consent of instructor.

THEA 4320. SURVEY OF PERIOD STYLES. (3-3-0). A historical overview of architectural developments, ornamental trends, dress and culture. This course includes specific instruction and orientation to research techniques and sources. Prerequisite: Prerequisite: For majors/minors or consent of instructor.

THEA 4330. THEATRE HISTORY AND LITERATURE III. (3-3-0). The Modern Era. Continues the history and literature sequence, beginning with Realism and continuing through major movements of the 20th century. Prerequisite: For majors/minors or consent of instructor.

THEA 4420. COSTUME DESIGN I. (3-1-4). Introduction to costume design for theatre. From script, to rendering, to realization in a production. Prerequisite: 3360 and consent of instructor.

THEA 4430. LIGHTING DESIGN I. (3-1-4). Principles of the light plot, relation of light and color to scene design. Advanced principles of contemporary control instrumentation. Practice in University and laboratory production and/or programs servicing various University functions. Prerequisite: 3330 or consent of instructor.

THEA 4450. SCENIC RENDERING. (3-1-4). The skills and possibilities in rendering and painting are explored through theory and practical application in Theatrical production. Prerequisite: For majors/minors or consent of instructor.

THEA 4480. SCRIPT ANALYSIS. (3-3-0). An examination of the play script in terms of dramatic content and imagery. Emphasis on analysis as an information-gathering and interpreting tool.

***THEA 4540. PORTFOLIO AND CAREER MANAGEMENT.** (3-1-4). A course to expand skills of theatrical resume and cover letter writing, followed by the creation of a technical portfolio and a professional website for future use. Prerequisite: Prerequisite: For majors/minors or consent of instructor.

***THEA 4550. COSTUME CRAFTS.** (3-1-4). Explores skills and techniques used to create costume crafts and accessories such as millinery, mask making, jewelry making, and dyeing.

***THEA 4560. SOUND DESIGN.** (3-1-4). The objectives for this course are for the student to develop a basic understanding of designing with Sound. This includes learning and applying the elements of design and principles of composition, learning the basic steps in creating and implementing a design, and developing an understanding of the different ways to create with light. It is also an objective to be able to discuss the concept for a design and discuss the design itself.

***THEA 4570. COMPUTER AIDED DRAFTING: AUTOCAD.** (3-1-4). Design and execution of basic 2D Computer Aided Drafting.; Learn basics of 2D theatrical drafting; Theatrical building techniques; implementing 2D Drawings into shops.

***THEA 4580. COMPUTER AIDED DRAFTING: VECTORWORKS.** (3-1-4). The purpose of this course is for the student to learn and use the Computer Aided Drafting Program: Vectorworks, both as a 2d drafting component and 3d Visualization component.

***THEA 4590. WIG DESIGN.** (3-1-4). Explores skills and techniques used to style and create wigs for theatrical performance.

***THEA 4600. TECHNICAL PRODUCTION.** (3-1-4). Design and execution of advanced carpentry and technology of our industry; problem solving techniques, drafting, CNC learning, and Technical Direction. (Budgeting, Scheduling, Leadership) Participation in University and/or laboratory production.

***THEA 4610. COSTUME RENDERING.** (3-1-4). The skills and possibilities in rendering and painting are explored through theory and practical application in Theatrical production. Develops drawing and painting skills used in costume rendering. Prerequisite: Prerequisite: For majors/minors or consent of instructor.

***THEA 4620. COSTUME PATTERNING.** (3-1-4). Students will explore two methods of pattern drafting, both Flat Patterning and Draping. Students will create patterns from measurements,

as well as working with cloth and dress forms. Students will build fitting skills, pattern manipulation, and alteration skills to create custom garments.

A special requirement for all Technical Theatre majors includes Resume and Portfolio Reviews and Show Talkbacks. Talkbacks will take place at the end of each show, and Resume and Portfolio reviews will happen 5 weeks into every semester. Reviews and Talkbacks provide the opportunity for students to collaborate with and demonstrate to the faculty their progress on technical knowledge, and interview skills, as well as professionalism. Resume and Portfolio Reviews and Show Talkbacks are required for advancement to each higher level of study, for example 1000 level to the 2000 level.

Core Production and Design and Elective Technical classes will be maintained on the current, two-year rotation; the rotation will be accessible to students for advising and degree completion planning. Students pursuing the Bachelor of Fine Arts in Production and Design are required to work on their technical training in the classroom, as well as experiential learning on departmental shows in each semester of study. The roles that students have on productions are modeled after what the student will experience in the profession, and allows them room to gain a new skill or hone their craft. It is also recommended for students to work professionally in theatre in the summer months, which would continue to fall within THEA 3300: Summer Theatre Workshop. With a large variety of careers that our students could have, the best way to learn in Production and Design is experiential learning, and a degree with many available pathways will best serve them in their pursuits.

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

None that are applicable.

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?

Instruction and coursework will be offered on campus in the residential/face-to-face environment as most Theatre courses are hands-on. There may be a few courses taught in the online environment. Additionally, if a student is involved in a production as a technical production member, there may be evening and weekend responsibilities to complete.

2. Need

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

The Bachelor of Fine Arts in Production and Design will assist in recruiting and retaining students in Louisiana, especially those eligible for the TOPS program. Graduating students will use their degree in numerous ways, thus improving the quality of life of the people of Louisiana. Students earning a Bachelor of Fine Arts in Production and Design have employment opportunities in several different fields vital to our state. Most of these jobs are specialized and would require the degree in theatre production and design Northwestern State offers. There are not certificates or licensures that are available in theatre as an alternative, so many theatre artists go through college programs to gain experience in their areas of interest and work with more

technology than they had in high school, all while preparing them to communicate, collaborate and deliver projects on a professional timeline. Students choose NSU for its reputation as the strongest undergraduate theatre program in the state and are prepared for a variety of future careers in the process.

The Arts and Entertainment Industry needs employees with production and design skills, and theatres are always seeking strong technicians nationwide; production and design pursuits are not limited to Broadway. Many of our graduates have been able to stay in the region and have careers for which Production and Design prepare them.

Students in our program can go on to do the following jobs (and more) in our industry:

- Scenic Designer
- Lighting Designer
- Costume Designer
- Makeup Designer
- Hair & Wig Designer
- Sound Designer
- Sound Engineer
- Recording Engineer
- Properties Designer
- Assistant Designers
- Scenic Artist
- Technical Director
- Costumer
- Production Manager
- Stage Manager
- Cutter/Draper
- First Hand
- Master Electrician
- Master Carpenter
- Electrician
- Carpenter
- Stitcher
- Costume Shop Supervisor
- Scenic Shop Supervisor
- Properties Artisan
- Properties Master
- Millinery
- Rigger
- Welder
- Paint Charge
- Special Effects

- Pyrotechnics

There are many other industries that require Costumes, Lighting, Sound recording, Sound mixing, Scenery, Painting, Design, Staging, Project Management, and Event Planning; all require Theatre Technicians who are trained in those areas. Louisiana's thriving television and motion picture industry would be impossible without a strong employee pool possessing production and design skills.

Jobs in film that our students pursue:

- Film Consultant
- Film Carpenters
- Set Design
- Set Decorator
- Film Grip
- Film Wardrobe
- Makeup
- Hair
- Audio engineer
- Production Assistant
- Props Design
- Film Crew

Technical Theatre education is experiencing increased interest and need in our region of the United States. It is becoming common for high schools to have full-time Technical Theatre teachers, and many also have a manager for their performance spaces. Many students, both locally from Northwestern and nationwide, go on to become teachers themselves either in the state of Louisiana or neighboring states.

Theatre, Film, and Education are not the only pathways for our students. The recording, video game, and convention/cosplay industries all require employees with production and design skills. Our students bring the additional skills of time and budget management, adaptability, collaboration, and communication that are paramount and essential to producing theatre. Their Production and Design skills are a necessary part of the recreation and tourism industries as well. Cruise Ship, museum/ event, theme park, and casino industries all depend upon Production and Design employees for their events, management, and operations. Additionally, we are witnessing an increase in crossover employment within all these industries, thus creating, influencing, and dictating an ever-growing need for Production and Design graduates.

A sampling of careers that our students have or could go into with skills they have learned in our program:

- Video game audio engineer
- Studio recording engineer
- Podcast producer

- Event production
- Display carpenter
- Convention management
- Cruise ship production crews (require many of the jobs from the first list)
- Theme park production crews (require many of the jobs from the first list)
- Casino entertainment production crews (require many of the jobs from the first list)
- Museum exhibit production
- Trade show production crews for any other industry
- Church production crews
- Production company consultant/manager/designer

Contributions to Economic Development:

DataUSA reports the following statistics for Technical Theatre Design and Technology

<https://datausa.io/profile/cip/technical-theatre-design-technology#employment>

Total degrees awarded in 2017	1140	Growing 2.98%
People in the workforce	2.15 million	Growing 5.42%
Average Wage	\$58,627	Growing 2.69%

The number of degrees awarded is not keeping pace with workforce needs, demands, and quickly developing industries. We need to enroll, train, and graduate more students to meet the supply demands of this field. Conversely, Louisiana students should be encouraged to enter growing fields with good wages.

IATSE, The International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States has 9 local chapters in Louisiana, and acknowledges the growing need for Production and Design employees by offering young-workers-conferences and partnering with audiovisual companies to provide training.

<https://www.iatse.net/member-education/iatse-training-trust>

Needs of the Academy:

The Bachelor of Fine Arts in Production and Design will assist in recruiting and retaining students in Louisiana, especially those eligible for the TOPS program. One of the most common questions asked by potential students is: "Do you have a BFA?" The BFA is becoming an industry standard, and we must strive to maintain strong Louisiana students in-state by offering programs that keep them here. By offering a new degree with a curriculum current for the demands of the industry, students will graduate with the knowledge and skills to be successful.

Lastly, a Bachelor of Fine Arts in Production and Design will provide the groundwork for a student to continue their education at the master's level in Technical Direction, Costume Design, Costume Technology, Scenic Design, Lighting Design, Sound Design, Recording / Sound Technology, Props Design, Automation, Projection Design, Stage Management, Production Management, or Arts Management.

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

☒ 5 Stars for Theatre Production, Listed under Directors and Producers ☐

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

The Bachelor of Fine Arts in Production and Design will bring further relevance to Northwestern's Dear School of Creative and Performing Arts' designation by the University of Louisiana System Board of Supervisors as a 'Center of Excellence.' The degree supports the mission of Northwestern State University by furthering this part of its mission: "Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation." Students receiving a Bachelor of Fine Arts in Production and Design will have more opportunities and stronger skill sets to enhance the arts, entertainment, film, and tourism industries both in Louisiana and the nation.

The Department of Theatre and Dance presents a season of six different performances each academic year. The fall semester includes a musical, a play, and the NSU Christmas Gala. In the spring semester there is a musical, a play, and the spring dance concert. The NSU Christmas Gala is the most well attended show of the year. Nine shows are performed over three days, reaching an audience of 12,600 including elementary and high school students from surrounding parishes, Natchitoches residents, and visitors from all over the country. In 2015, 2017, and 2019 the NSU Christmas Gala toured to Shreveport's historic Strand Theatre. The seasons are chosen to give all students a variety of experiences and opportunities to grow. Students receiving a Bachelor of Fine Arts in Production and Design will participate in each of these productions. In addition to the regularly scheduled Theatre and Dance season, students can produce their own performances in Second Season, and some will help run the summer dinner theatre shows and teach local kids at the summer theatre camp. This program's dedication to hands-on education furthers Northwestern's Quality Enhancement Plan and commitment to experiential learning.

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

In Louisiana, there is not a post-secondary public institution offers a Bachelor of Fine Arts in Production and Design. One private university (Tulane) offers a Bachelor of Fine Arts in Design. The University of Louisiana at Lafayette (ULL) offers a Bachelor of Fine Arts in Performing Arts with a concentration in Theatre. However, ULL's performing arts degree contains a broad overview of theatre encompassing acting, voice, directing, dance - not a degree specific to Theatre Design and Production.

Many surrounding states offer Theatre BFA programs, especially in Design and Technology. Louisiana is losing students to out-of-state schools that offer degrees. Examples include:

University of Mississippi	B.F.A. Design/Theatre Production
University of Southern Mississippi	B.F.A. in Theatre: Design and Technology
Sam Houston State University	B.F.A. in Theatre: Design and Technology
Texas State University	B.F.A in Theatre Technical Production
University of Houston	B.F.A. in Theatre
Sul Ross State University - Texas	B.F.A in Theatre
Southern Arkansas University	B.F.A in Theatre

Northwestern's proposed degree program is unique in that it will provide specialized coursework and professional training to improve job opportunities for Louisiana students, as well as students in our neighboring states who complete this degree. Northwestern's School of Creative and Performing Arts and its Department of Theatre and Dance is well-respected as a Center of Excellence. Thirteen to Fourteen Production and Design classes are offered each semester. Technical Theatre enrollments consistently exceed the total number of majors by 38%, proving most majors take more than one technical theatre class per semester. This student body has a strong interest in the Bachelor of Fine Arts in Production and Design, if offered by Northwestern.

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

If the Bachelor of Fine Arts in Production and Design is approved, the Design/Technology concentration within the Bachelor of Science in Theatre would be phased out. Because the courses are aligned so closely to our current program, the Second and Third-year Design/Technology students in the Bachelor of Science in Theatre degree program would matriculate into the Bachelor of Fine Arts program. They would require advising to ensure course duplication does not occur and that no additional semesters would be required. Senior students would be given the choice to change over if possible or continue and complete the Bachelor of Science in Theatre with a concentration in Design/Technology. The concentration in Design/Technology within the Bachelor of Science degree would be terminated in the Academic Year 2022-23. Students in the Bachelor of Science in Theatre will have the ability to continue their training in the BFA classes being offered.

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

Not Applicable

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).

High school students and theatre educators in Louisiana and across the country were recently surveyed about their interest in obtaining or recommending degrees in Production and Design. From the data collected (Educators= 26, Potential students= 21):

- When asked which degree programs they are looking at or typically recommend to potential students, 100% chose a mixture of B.A., B.F.A., and minors in Technical Theatre, (only 1 out of the 66 selections chose a B.S. degree as one of the degrees they would consider, 1.5%).
- 100% of potential students said that they would be interested in going to NSU if it offered a BFA in Production and Design.
- Other responses of what they were seeking in a program: 1) "A BFA would be preferred" 2) "In-state University" (from a Louisiana student) 3) "Public University" 4) "This degree will help students like me who want to pursue in this line of work better. It would be great to have a degree that focuses on tech production and be able to learn more about the profession."
- We sought out theatre educators due to their influence on their student technicians; they create pipelines from their schools to college programs. Seventy-two percent would

recommend NSULA to their students if a BFA in Production and Design was offered. (19% needed more information or were at competing universities rather than High School Educators). Some of their survey responses: 1) "Technical skills are so important for landing jobs after graduation! I want my students to have their best shot at getting jobs and at the lowest tuition cost possible." 2) "I think a BFA is easier to sell to an incoming student than a B.S and a justification as to why it is an easier route. A BFA is more closely aligned with the industry." 3) "My daughter currently attends NOCCA for theatrical design. There are currently no in state colleges that offer the caliber of programming we are looking towards for her college career."

Alumni have been surveyed regarding their professional work in the industry, as well as their opinion about a Bachelor of Fine Arts degree in Production and Design if offered at Northwestern.

- Of the 14 alumni responses, 100% of those that graduated with a concentration in Design and Technology (either a B.A. or B.S) agreed they would have preferred a Bachelor of Fine Arts degree in Technical Theatre.

Some additional comments from those that were from other concentrations:

- "I personally would not have applied for this degree, but I think it's a valuable degree to offer. Especially considering there are more technical jobs available in the world than performance jobs."
- "My focus was on performance. But even though I would not have chosen to focus on Production, I do think it should be available. Regional theaters across the country are looking for well trained professionals, I believe a strong education is essential to starting that career path."
- "I was an actor and a singer. However, I would have sent a ton of kids from my department. I had on average 35 stagecraft kids a year."
- "At the time all we were offered was a BA in speech. If it had been offered I would have jumped at the chance. It's what I really wanted to begin with."

The projected sources for Production and Design students include high school theatre programs located in Louisiana, Texas, Arkansas, Mississippi, and Oklahoma. Recruiting efforts are typically strong at the various state Thespian Festivals. Louisiana Thespians is held at Northwestern State each year, and it is a highly successful event for promoting the program. We attend Texas Thespians consistently, and similar events in other states when possible – Specifically states in which NSU does not have as much name recognition. In those states, we typically interact with students who are specifically looking for a BFA program and have not yet considered NSU. We also are gaining students from several Junior and Community Colleges with which we have 2+2 agreements; those partnerships have been growing in recent years.

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

Projected enrollment totals for the Bachelor of Fine Arts in Production and Design for the first five years are 30 students for the first year, 37 students for the second year, 45 students for the third year, and 55 students for the fourth year. This predication is based on our survey to potential students and theatre educators in Appendix 2, as well as 2+2 partnerships with community and junior colleges that have increased our department numbers in the last 4 years.

It is possible that, as we would be the only public university in Louisiana offering a BFA in Production and Design, student enrollment would be much higher than projected. Once the degree is offered, recruiting efforts will be enhanced, with attention given to NSU's lower tuition and fees compared to those offered by our neighboring state institutions offering this or similar degree(s).

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

Northwestern's Office of Institutional Research provided the following graduation and enrollment data for students in the Theatre department currently:

Table 1. Graduates for the B. S. in Theatre with a Concentration in:

	Design and Technology	Performance and Directing	Musical Theatre	Dance
2016-2017	7	5	5	7
2017-2018	8	11	4	3
2018-2019	5	11	4	6
2019-2020	3	12	5	2 (final year of B.S. dance grads)
2020-2021	9, (2 from Dec. 2020, 7 on track for May 2021)	(12 on track for May 2021)	(5 on track for May 2021)	(7 on track for May 2021)

Source: Completer Files

(Parenthetical notes are information added by Theatre Department based on our records)

Table 2. Enrollment for the B.S. in Theatre with a Concentration in Design and Technology

	Design and Technology (245A and 814A)	Performance and Directing (245B and 814B)	Musical Theatre (245C and 814C)	Dance (245D, followed by 244 B.F.A. Dance)
2014-2015	13	9	18	12
2015-2016	14	17	22	14
2016-2017	16	15	18	13
2017-2018	13	30	21	13
2018-2019	18	21	19	25 (1 st year of B.F.A)
2019-2020	23	22	17	29 (last year with B.S. classes)
2020-2021	20 (6 more have not selected concentration)	26	14	26

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

(Parenthetical notes are information added by Theatre Department based on our records)

We have an upward trend in enrollment, yet recruiting students for the current degree plan is challenging because most high school students are seeking a B.F.A. program, as that aligns with the theatre industry more closely than the Bachelor of Science.

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

Our department has recently chartered a student chapter of USITT, the United States Institute of Theatre Technology, so student technicians can have meetings, share experiences, and seek

out jobs. USITT is a national organization that has a yearly conference that the students are looking forward to attending. They have job postings, resume and portfolio reviews, research opportunities, and online discussions and workshops - all valuable resources for our students.

For other summer opportunities and beyond, one of our faculty members is an administrator for Quick Change - The Theatre Job Network on Facebook and has added any students searching for work and successfully connected several students with job opportunities with that resource.

Many students attend and get summer or post-graduation work at SETC (the Southeastern Theatre Conference), where employers across the nation attend and search for both performers and technicians. Technicians are highly sought after and do not have to attend the preliminary auditions as the performers do.

We also have fostered relationships with summer employers such as Cedar Point Amusement Park and Thingamajig Theatre Company; both visit our campus early during their season of searches, auditions, and interviews. Our students benefit tremendously from this opportunity.

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

Students would interview along with a portfolio of their creative involvement in theatre or other related art forms. The portfolio may contain photos of productions and/or process, a digital presentation, playbills, artwork, projects, research, sketches, paperwork examples, etc. During the interview, the students would be asked some questions related to the materials presented and about the student's interest in and drive to pursue a degree in Production and Design of Theatre.

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

Not Applicable

4. Faculty

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

Faculty	Degrees	Certifications	Current Faculty Assignment	Credit Hours/ Contact Hours/ Student Credit Hours Produced	Additional Assignments
Robert Richoux Rank: Assistant Professor joined NSU: 2016	2007: BS in Theatre with a concentration in Design and Technology, Northwestern State University of Louisiana 2011: MFA in Technical Production, The Florida State University		Technical Director Courses: Stagecraft I, Applied Theatre, Special Problems, Stagecraft II, Dance Theatre Technology, Dance Production, Summer Theatre Works	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Assistant Facilities Manager, Shop Foreman, Recruiting, Advising, Scene Designer, Direction for Summer Shows, Faculty Senator, Member on various University Committees, Department Purchasing, Faculty Advisor for USITT
Karn Richoux Rank: Assistant Professor joined NSU: 2016	2010: BA in Theatre, Hamline University	Museum Studies, Texas Teacher-Technical Theatre	Technical Professor, Front of House Supervisor, Stage Management	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Safety Coordinator, Louisiana Thespians Event Coordinator,

	2013: MFA in Technical Production, The Florida State University		Advisor, LSMSA Technical Director Courses: Intro to Theatre, Stage Management, Applied Theatre, Special Problems, Stagecraft I, Stagecraft I (LSMSA) Stagecraft II (LSMSA)		Fine Arts Class, Website Coordinator, Faculty Advisor for USITT
Jessica Parr Rank: Full Professor joined NSU: 2005	1996: BFA in Technical Theatre, University of Nebraska-Lincoln 1999: MFA in Costume Design, University of Illinois- Urbana Champaign		Professor of Costume Design, Costume Designer Courses: Costume Construction, Advanced Costume Construction, Costume Design, Costume History, Rendering, Stage Makeup, Special Problems, Summer Theatre Works	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Costume Shop Manager
TBA Rank: Assistant Professor joined NSU: TBA	TBA	TBA	Lighting Designer, Sound Designer, Facility Manager Courses: Special Problems, Lighting for the Stage, Lighting Design, Sound Reinforcement, Sound Design, Concepts of Design	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Faculty Archivist, Lighting and Sound Shop Manager, Box Office Technology Manager
TBA Rank: Assistant Professor joined NSU: TBA	TBA	TBA	Scenic Designer, Other to be determined by experience Courses: Scenic Design, Concepts of Design, Period Styles, Scenic Rendering, Scenic Painting, Others dependent upon curriculum needs and professor's specialty	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Scenic Designer, Paint and Prop shop Supervisor

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

No new faculty will be needed during the first two years of the degree implementation. As the projected growth in enrollment is realized (number in excess of 45 students), additional faculty will be needed to facilitate required classes and to assist with advising. In the Theatre Production and Design industry there are typically 7 areas of specialty that students could go on to pursue in a graduate program (MFA): Scenic Design, Technical Direction, Costume Design,

Costume Construction, Lighting Design, Sound Design, and Stage Management. We currently have 5 faculty covering the 7 areas and would better serve our students to have a full faculty for Costume Construction and for Sound Design. This was a need before the proposal of the BFA, and the need will only continue to grow as our enrollment grows. Currently we have a part-time position that helps as the costume shop manager and that would change to a full-time faculty position that can teach classes and manage the shop.

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

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

5. Library and Other Special Resources

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

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

Electronic Resources and Databases: (11 databases)

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

Reference Books: (95 titles); Examples:

The Historical Encyclopedia of Costumes
Survey of Historic Costume: A History of Western Dress
International Dictionary of Theatre
The Oxford Companion to American Theatre
The Theatregoer's Almanac : A Collection of Lists, People, History, and Commentary on the American Theatre
The Cambridge Guide to African and Caribbean theatre

Circulating Books: (940 titles); Examples:

Developing and Maintaining a Design-Tech Portfolio: A Guide for Theatre, Film, and TV
British Theatre Design: The Modern Age
Introduction to Stage Lighting: The Fundamentals of Theatre Lighting Design
The Stage Lighting Handbook
Designing and Drawing for the Theatre

Biographies: (14 titles); Examples:

A Triptych from the Russian Theatre: An Artistic Biography of the Komissarzhevskys
Stephen Sondheim: a life
Shakespeare's Life and Times: A Pictorial Record

AV /DVDs (93 titles); Examples:

The Best of Broadway. Vol. 1, Overtures
Cats
Company
Godspell
Les Miserables

Serials:

TD & T. (Online) United State Institute for Theatre Technology
Theatre crafts
American theatre.
Educational theatre journal.
Theatre journal.
New theatre quarterly: NTQ.

For students needing assistance in locating, using, and evaluating resources, the library has employed a library instruction librarian, Dr. Patricia Brown, to teach library resources, research methods, and information evaluation. She can also create instruction materials such as LibGuides to help students and faculty effectively use library resources.

Interlibrary Loan will fill a need for materials only available at other institutions. Materials from the state, region, country, and even internationally can be located and requested.

There have been no expenditures in the last two years for library acquisitions due to lack of budget.

No new library expenditures will be needed in the first 5 years provided the university maintains its current online databases.

What additional resources will be needed?

Currently, there is no need for additional resources.

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?

None that are applicable.

6. Facilities and Equipment

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

Existing Facilities Available for Program

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

Present Utilization of Facilities

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

- Lecture classrooms include rooms 122 and 228, both rooms are smart classrooms with computer and projection capabilities.
- The Wann theatre is a multipurpose space. It is used for acting, directing, and dance classes. It has a mirrored wall, sprung marley flooring and a sound system. It is also used as a performance space, so there are lighting circuits, a board in the booth, and prop storage space.
- Theatre West is a black box theatre that seats 98-125 people in a thrust configuration, it is a fully functioning performance space.
- A.A. Fredericks is the main stage proscenium theatre that seats 1400 people. It is a fully functioning performance space with dressing rooms, bathrooms, orchestra pit, trapped door, fly rail system, and light and sound shops.
- A conference room used for production and faculty meetings as well as a green room.
- The theatre computer lab has 7 iMac desktop computers, drafting tables, a flat screen TV with Apple TV, a dry erase board, large format printer.
- The Scenic Studio is a fully functional shop used as a classroom and lab for classes and production of shows. Metal and woodworking equipment are utilized here, along with new additions of a SawStop Table Saw, ShopBot CNC Router and Creative Conners Turntable drive.
- The Costume Shop has 6 sewing machines, 3 sergers, a new cover stitch machine, 3 worktables and a large storage room as well as a laundry and dye room.

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

No additional requests for new facilities are anticipated for the proposed program. Space within the A.A. Fredericks Creative and Performing Arts Center suits the needs for the new proposed program. All buildings listed above have space designated for classroom and lab learning.

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

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

Partially due to the high level of technical training students receive, Northwestern State University Theatre and Dance Department is well-known throughout the state as the leading Theatre program. The Bachelor of Fine Arts in Production and Design will increase the visibility of Northwestern as the state's leading university with a major in Technical Theatre. This program will also be key in helping support the needs of the new BFA in Dance, as well as moving forward with a BFA in Musical Theatre.

A weakness within the Design/Technology concentration falls on recruiting efforts. Technically-skilled and proficient high school technicians seek a Bachelor of Fine Arts in Production and Design degree to continue their high level of training. Without the proposed degree, it is hard to recruit these talented students. They are leaving the state of Louisiana to seek education that will further their Technical Theatre careers.

8. Accreditation

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

The National Association of Schools of Theatre (NAST) is the accrediting agency for the Theatre program, and this would include the Bachelor of Fine Arts in Production and Design. NSULA is already accredited by NAST and is due for the next comprehensive review in 2025-26. The accreditation requirements can be found at the following link: <https://nast.arts-accredit.org/> NAST guidelines were followed with determining the coursework for the BFA and can be reviewed here: <https://nast.arts-accredit.org/wp-content/uploads/sites/4/2015/11/BFA-DesignTechnology.pdf>

Highlights from the NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE Visitors' Report, from 2016, The full document with these sections highlighted is available in Appendix 1:

B. Size and Scope, page 1

"Key to the assessment of size and scope is the theatre unit's focus on serving the students' professional needs. While the degree programs are liberal arts, they are quite close to being professional degrees, and in many ways appear to function as such."

C. Finances, page 2

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

E. Faculty and Staff, page 3

"Given the number of course substitutions regularly approved for students to graduate in a timely manner, it does not appear that all courses that should be offered on a regular basis are offered, and this suggests that either additional faculty or curricular revision are necessary."

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

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

H. 4. Student Complaint Policy and Its Effectiveness, page 6

"When the visitors met with the students, many expressed a desire for more discipline-specific course offerings, and individual program admission standards. The visitors suggest that the faculty, staff and students investigate mechanisms that ensure a safe learning environment and that allow students more exploration and experimentation to hone their skills and further develop their instrument."

O. 1. Evaluation, Planning, and Projections Development, page 12

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

Q. 2. Recommendations for Short-Term Improvement, page 14

"Develop a realistic plan to address issues of facility needs and faculty workloads in conjunction with the administration. This may require significant changes in course offerings and degree programs."

Q. 3. Primary Futures Issues, page 14

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

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.

Not applicable.

9. Related Fields

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

10. Cost & Revenue

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

The Bachelor of Fine Arts in Production and Design would have no additional costs for years one and two as it is built upon the existing Bachelor of Science in Theatre with a concentration in

Design and Technology that is currently offered. Creative and Performing Arts Performance Scholarships would continue to be allocated from the Scholarship Fund to offer incoming students a talent-based scholarship.

Currently, there are 4 full-time Production and Design faculty positions, one shared faculty position with the Louisiana School for Math, Science and the Arts (LSMSA) and one part time staff member in the Costume Shop. With growth in enrollment, adjunct or full-time Costume and Sound faculty members will need to be hired by the start of year three of implementation. By definition, each full-time faculty member will be expected to teach 12-to 15-hours per semester. Revenue generated from student tuition and fees will cover salary and benefits for the new faculty members.

2019-2020 Departmental Costs

- Operational Expenditures (including scholarships, student wages, faculty travel, printing, technical services, etc.): \$2,316,926
- Operational Expenditures (including faculty salaries/benefits): \$1,775,669
- Departmental Expenditures (including theatre/dance production costs, publicity, royalties, etc.): \$51,200

2018-2019 Departmental Costs

- Operational Expenditures (including scholarships, student wages, faculty travel, printing, technical services, etc.): \$1,992,969
- Operational Expenditures (including faculty salaries/benefits): \$1,775,669
- Departmental Expenditures (including theatre/dance production costs, publicity, royalties, etc.): \$58,500

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

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

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

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

- University Grants
- Student Technology Grants
- Faculty Travel Grants
- NSU Student Government “Organizational Relief Grants”
- National/State/Local Grants
- Natchitoches Historic District Development Commission

- Board of Regents Support Funds
- National Endowment for the Arts
- Patron/Donor/Subscribers List
- Fundraisers
- Endowed Scholarships
- Endowed Professorships

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: Northwestern State University

Date: _____

Degree Program, Unit: Bachelor of Fine Arts in Production and Design

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2021-2022		SECOND 2022-2023		THIRD 2023-2024		FOURTH 2024-2025	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$ 50,000	2		
Faculty Benefits					\$26,598	2		
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$		\$		\$76,598	2		
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$		\$		\$ 153,196		\$	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	30		37		45		55	
Tuition	\$5,180		\$5,180		\$5,180		\$5,180	
Fees	\$3,704		\$3,704		\$3,704		\$3,704	
*Other (specify)								
TOTAL REVENUES	\$285,420		\$328,708		\$399,780		\$488,620	