

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.1. **Grambling State University's** request for approval of an Articulation Agreement with Life University.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into an articulation agreement with Life University, a private university located in Marietta, Georgia focused on training chiropractors. The purpose of this partnership is to facilitate the transfer of GSU students to the Doctor of Chiropractic Program (DCP) offered by Life University. The proposed articulation agreement outlines the pre-chiropractic curriculum that GSU students must complete to be considered for admissions into the DCP along with GPA and course grade requirements. After successful completion of 90 credit hours at GSU, an eligible student will transfer to Life University for entry into the chiropractic professional program. Grambling State University will grant the Bachelor of Science in Biology to those students who satisfactorily complete the pre-chiropractic program at GSU and 30 semester hours of the DCP at Life University.

The proposed articulation agreement shall be in effect from the date of signing until termination by either party upon ninety (90) days' notice to the other party in writing. The proposed agreement may be modified or amended by mutual consent by the two participating universities. Should the proposed agreement be terminated, GSU students in the process of applying to Life University at the time of cancellation will be allowed to complete the application process and complete the degree, subject to the requirement to complete the DCP within eight years of the first Life University course enrollment.

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 an Articulation Agreement with Life University.*



February 4, 2021

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

**SUBJECT: REQUEST FOR APPROVAL OF AN ARTICULATION AGREEMENT
BETWEEN GRAMBLING STATE UNIVERSITY AND LIFE UNIVERSITY**

Grambling State University respectfully requests approval of an Articulation Agreement between Grambling State University and Life University to facilitate the transfer of GSU students to the Doctor of Chiropractic Program (DCP) offered by the College of Chiropractic at Life University.

Your favorable consideration of this request is greatly appreciated.

Sincerely,



Richard J. Gallot, Jr., JD
President

RJG:

Attachment



I. TITLE: Articulated Doctor of Chiropractic Agreement

II. TYPE OF AGREEMENT: Pre-requisite program for entrance into the Doctor of Chiropractic program at LIFE UNIVERSITY.

III. PURPOSE: The purpose of the following articulation agreement is to facilitate the transfer of Grambling State University students to the Doctor of Chiropractic program at LIFE UNIVERSITY.

IV. LIFE UNIVERSITY PROGRAM INFORMATION

CONTACT: Admissions: (770) 426-2884 or (800) 543-3202

V. PROGRAM:

Grambling State University has collaborated with Life University to offer a pre-chiropractic program. For more information, please contact Dr. Dagne Hill at Grambling State University at (318) 274-3739 or hildd@gram.edu or Charmaine Townsend at Life University at (800) 543-3202 or admissions@life.edu

Life University's College of Chiropractic (COC) is committed to following the accepted standards of professional ethics, especially with respect to student recruitment and public information. The College of Chiropractic's Doctor of Chiropractic Program (DCP) supports and complies with the Standards of the Council on Chiropractic Education (CCE) in regard to admission requirements.

The Doctor of Chiropractic Program has specific prerequisites as follows:

- Prior to beginning your chiropractic education, you must have completed a minimum total of 90 semester credit hours or 135-quarter credit hours of non-duplicate coursework with a cumulative grade point average of 3.0 or above.
- A minimum of 48 semester credit hours or 72-quarter credit hours must be credits in the coursework listed below.

VI. ALTERNATIVE ADMISSIONS TRACK

Students who have not met the standard requirements for admissions may be considered for the Alternative Admissions Track if they:

1. Have a GPA of 2.75 – 2.99 for the required 90 semester credit hours/135 quarter credit hours OR
2. Have completed a bachelor's degree and have a GPA of 2.75 – 4.0 for the required 90 semester credit hours/135 quarter credit hours but do not possess the minimum CCE criteria for regular admissions.

All science courses used towards admissions must be completed with a grade of C or higher and at least half should have a substantive laboratory component. All students eligible for admission under the AAT will be considered on an individual basis based upon their educational transcript evaluation. Final decision for admission rests with the Dean of the College of Chiropractic.

Credits Earned via Examination: Applicants may earn a portion of the required/prerequisite credits through examination or means other than formal coursework, but only if an institution accredited by a nationally recognized agency identifies these credits and if the institution has formally accepted or awarded such credits.

Admission to the Doctor of Chiropractic educational program may be contingent upon receipt of such evidence of earned credits by the Admissions Department.

GRAMBLING STATE UNIVERSITY CURRICULUM

Specific Education Course Requirements at Grambling State University -

Course Number	Course Title (see Pre-Chiropractic curriculum for specifics)	Category	Semester Hours Requirement	Quarter Hours Equivalent
ENG 101	Freshman Composition I	English	3	4.5
ENG 102	Freshman	English	3	4.5
PSY 200	General Psychology	Psychology	3	4.5
Select 15 semester hours of courses from the following categories:	Fine Arts, Humanities, Social Sciences	Fine Arts/Social Sciences/Humanities	15	22.5
BIOL 113/115	Principles of Biology I	Biology w/ Lab	4	6
BIOL 114/116	Principles of Biology II	Biology w/ Lab	4	6
CHEM 111/113	General Chemistry I	General Chemistry	4	6
CHEM 112/114	General Chemistry II	General Chemistry	4	6
CHEM 223/225	Organic Chemistry I	Organic Chemistry	4	6
CHEM 224/226	Organic Chemistry II	Organic Chemistry	4	6
PHYS 109/111	General Physics I	Physics w/ Lab	4	6
PHYS 110/112	General Physics II	Physics w/Lab	4	6
Elective Courses	Remaining <u>required</u> courses in curriculum	Electives (**see curriculum)	34	51
Total Hours			90	135

FOURTH YEAR

After successful completion of 90 credit hours at Grambling State University (semester credits), student will transfer to LIFE UNIVERSITY for entry into the chiropractic professional program. GRAMBLING STATE UNIVERSITY will grant the Bachelor of Science degree in Biology to those students who satisfactorily complete 90 semester hours of study in the pre-chiropractic program at GRAMBLING STATE UNIVERSITY and the 30 semester hours of the Chiropractic Program at LIFE UNIVERSITY.

Grambling State University
Department of Biological Sciences
LIFE University
Pre-Chiropractic Program

Semester Year	Course Number	Course Title	HR
		FRESHMAN YEAR	
	FYE 101	First Year Experience I	1
	FYE 102	First Year Experience II	1
	ENG 101	Freshman Composition I	3
	ENG 102	Freshman Composition II	3
	BIOL 113	Principles of Biology Lecture I	3
	BIOL 115	Principles of Biology Lab I	1
	BIOL 114	Principles of Biology Lecture II	3
	BIOL 116	Principles of Biology Lab II	1
	CHEM 111	General Chemistry I (FALL SEMESTER)	3
	CHEM 113	General Chemistry I Lab (FALL SEMESTER)	1
	CHEM 112	General Chemistry II (SPRING SEMESTER)	3
	CHEM 114	General Chemistry II Lab (SPRING SEMESTER)	1
	MATH 147	Pre-Calculus I	3
	MATH 148	Pre-Calculus II	3
		TOTAL	30
		SOPHOMORE YEAR	
*HISTORY		<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Students must choose any TWO (2)</i></p> </div>	6
	BIOL 202	Developmental Biology Lecture/ Lab	4
	ENG 207	Intro to Technical Writing	3
	THEA 212	Fundamental: Public Speaking	3
	PHYS 109	Fundamentals of Physics I (FALL SEMESTER)	3
	PHYS 111	Fundamentals of Physics I Lab (FALL SEMESTER)	1
	PHYS 110	Fundamentals of Physics II (SPRING SEMESTER)	3
	PHYS 112	Fundamentals of Physics II Lab (SPRING SEMESTER)	1
	GET 300	Rising Junior Exam	0
	CHEM 223	Organic Chemistry I (FALL SEMESTER)	3
	CHEM 225	Organic Chemistry I Lab (FALL SEMESTER)	1
	CHEM 224	Organic Chemistry II (SPRING SEMESTER)	3
	CHEM 226	Organic Chemistry II Lab (SPRING SEMESTER)	1

		TOTAL	32
		JUNIOR YEAR	
	BIOL 302	Genetics lecture/lab	4
**SOCIAL SCIENCES		<u>PSY 200 (REQUIRED)</u> _____ <i>Students must choose any ONE (1)</i>	6
	BIOL 408	Seminar	1
	BIOL 459/461	Cell & Molecular Biology I Lecture/ Lab (FALL SEMESTER)	4
	BIOL 463/465	Cell & Molecular Biology II Lecture/ Lab (SPRING SEMESTER)	4
***HUMANITIES		_____ <i>Students must choose TWO (2)</i>	6
****FINE AND PERFORMING ARTS		_____ <i>Students must choose ONE (1)</i>	3
		TOTAL	28
		SENIOR YEAR	
		LIFE UNIVERSITY (quarter hours shown below 30 semester credit hours total)	30
1st Quarter	ANAT 1502	Embryology	2
	ANAT 1503	Histology	4
	CPAP 1502	Health Care Terminology	2
	FYEX 101	Focused on Life: DC 1101	0
	PHYS 1501	Anatomy and Physiology	4
	ANAT 1507	Osteology and Arthrology	3
	CHEM 1515	Biochemistry	6
	CPAP 1505	Intro to Philosophy, Science, & Art of Chiropractic	2
	CHPM 1501	Personal Development 1 (first 5 weeks only)	1
	CPAP 1525	Lifestyles for Health	1
			25 Q
2nd Quarter	ANAT 1607	ANAT 1607 Spinal Anatomy	2
	CHEM 1516	CHEM 1516 Biochemistry II	5
	ANALS 1615	ANALS 1615 Spinal Biomechanics	2

	PHYS 1510	PHYS 1510 Cellular and Neuromuscular Physiology	5
	ANAT 1615	ANAT 1615 Muscular Skeletal Gross Anatomy	4
	CPAP 1605	CPAP 1605 Introduction to Chiropractic History	2
			20 Q
		25 quarter hrs + 20 quarter hrs = 45 quarter hours	30 cr

*Sequential courses must be taken in order

***History**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)

****Social Science**

ECON 201 (Macroeconomics)
SOC 101 (Introduction to Social Sciences)
SOC 201 (Introduction to Sociology)
PSY 200 (General Psychology)
PS 201 (American National Government)
GEOG 201 (Cultural Geography)

*****Humanities**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)
ENG 200 (World Literature I)
ENG 201 (Intro. to Literature)
ENG 203 (Intro. to American Lit I)
ENG 204 (Intro. to American Lit II)
ENG 205 (Intro. to British Lit I)
ENG 206 (Intro. to British Lit II)
HUM 200 (African Culture)
HUM 201 (Western Culture)
PHIL 201 (Intro to Philosophy)
HUM 202 (Non-Western Culture)
Any 100 or 200 level courses in any foreign language

******Fine & Performing Arts**

ART 105 (Art Appreciation)
ART 210 (Fine and Performing Arts)
ART 215 (Art History I)
ART 216 (Art History II)
MUS 219 (Music Appreciation for non-Majors)
THEA 100 (Intro. to the Theatre)

VII. PROVISIONS

A. ADMISSION

"Grambling State University" retains sole responsibility for establishing the academic and other criteria that students must meet in order to fulfill its own entrance and graduation requirements and in evaluating student applications for admission.

LIFE UNIVERSITY:

LIFE UNIVERSITY will admit to professional level status toward a chiropractic degree, students who complete the articulated pre-requisite requirements at "Grambling State University". LIFE UNIVERSITY retains sole responsibility for establishing the academic and other criteria that students must meet in order to fulfill its own entrance and graduation requirements and in evaluating student applications for admission. Incoming students must meet all entry requirements for the Doctor of Chiropractic program. Acceptance into the chiropractic program does not guarantee successful completion of course requirements, leading to a degree of Doctor of Chiropractic.

LIFE UNIVERSITY will waive the application fee for "Grambling State University" students applying to the chiropractic or pre-chiropractic program.

B. CATALOG IN EFFECT/CONTINUOUS ENROLLMENT

LIFE UNIVERSITY: Students who complete the coursework under the terms of the catalog in effect during the term of their first registration must graduate within eight years of first admission to LIFE UNIVERSITY.

C. GENERAL EDUCATION REQUIREMENTS

Refer to pages 1-2 of this document. Programs covered by this agreement shall be conducted under the direct supervision of the faculty and staff who provide the undergraduate and professional coursework, respectively. The LIFE UNIVERSITY coordinator shall be the Dean of the College of Chiropractic. The LIFE UNIVERSITY coordinator shall be responsible for those program components that must be executed on the LIFE UNIVERSITY campus and shall communicate all appropriate matters directly with the "Grambling State University" coordinator.

The "Grambling State University" coordinator shall be the "Grambling State University" designated official or their designee. The "Grambling State University" coordinator shall be responsible for the program components that must be executed on the "Grambling State University" campus and shall communicate all appropriate matters directly with the LIFE UNIVERSITY coordinator.

E. WAIVERS OR SUBSTITUTIONS

Any waiver or substitution of coursework at "Grambling State University" must have prior approval by LIFE UNIVERSITY.

F. MINIMUM UPPER DIVISION HOURS

LIFE UNIVERSITY Doctor of Chiropractic admission requirements stipulate no semester hours of upper division coursework.

G. UPDATES AND TERMINATION

General: "Grambling State University" performance under this Agreement and any amendments hereto, or attachments connected herewith, shall at all times be subject to any and all state laws, state regulations and Board of Trustee Rules which are applicable to the College's operations, commitments and/or activities in furtherance of any terms specified herein.

This agreement is subject to change by legislative action, the Department of Education, the LIFE UNIVERSITY Board of Trustees or the "GRAMBLING STATE UNIVERSITY" Board of Trustees.

Update: This articulated curriculum agreement will be reviewed every year and shall be in effect from the date signed until any party identifies need for revision. The institution initiating the change will notify the other concerning any contemplated curricular changes that would affect the future of this agreement. Revisions will be made in writing and reviewed by the two respective Chief Academic Officers or their designees.

This articulation agreement will be reviewed and updated by "GRAMBLING STATE UNIVERSITY" and the LIFE UNIVERSITY articulation officers.

Termination: Should this agreement be terminated, "GRAMBLING STATE UNIVERSITY" students in the process of applying to LIFE UNIVERSITY at the time of cancellation will be allowed to complete the application process and complete degrees, subject to the requirement to complete the degree within eight years of the first LIFE UNIVERSITY course enrollment.

This agreement is effective only under the condition that both institutions maintain current accreditation by a regional accrediting association as recognized by the U.S. Department of Education. In the event either institution loses its accreditation, this agreement will immediately terminate.

H. OTHER

Any variation in this program may result in additional required coursework.

I. LENGTH OF AGREEMENT

This articulation agreement shall be in effect from its date of signing until termination by either party upon ninety (90) days' notice to the other party in writing. This agreement may be modified or amended by mutual consent by the two participating institution Presidents or their specified designees in writing.

ARTICULATION AGREEMENT
GRAMBLING STATE UNIVERSITY & LIFE UNIVERSITY
Pre-requisite courses at GRAMBLING STATE UNIVERSITY
To attend the chiropractic program at LIFE UNIVERSITY

IN WITNESS WHEREOF, this Articulation Agreement has been executed in duplicate

this _____ day of _____, 2020.

LIFE UNIVERSITY

Dr. Rob Scott
President

Dr. Tim Gross
Vice-President of Academic Affairs

Dr. Leslie King
Dean, College of Chiropractic

Dr. Jana Holwick
Dean, College of Grad. and Undergraduate Studies

GRAMBLING STATE UNIVERSITY

Mr. Richard Gallot, Jr
President

Dr. Connie Walton
Provost and Vice President of Academic
Affairs

Dr. Stacey Duhon
Dean of the College of Arts and Sciences

YEAR	GSU	LIFE UNIVERSITY
FRESHMAN		
	30 cr hours *same courses	30 cr hours *same courses
SOPHOMORE		
	31 cr hours **1 History course **BIOL 206 required	32 cr hours **2 History courses **BIOL 206 NOT required
JUNIOR		
	32 cr hours **MATH 153 required	28 cr hours **MATH 153 NOT required
SENIOR		
	27 cr hours **BIOL 499 required	30 cr hours (45 quarters hrs) **taken @ Life Univ. **BIOL 499 NOT required
Total	120 cr hours	120 cr hours

On the GSU (General conc.) curriculum, Y denotes courses found on BOTH curriculums. X-NC denotes courses not used on the Life curriculum.

Grambling State University
Department of Biological Sciences
LIFE University
Pre-Chiropractic Program

Semester Year	Course Number	Course Title	HR
**No changes		FRESHMAN YEAR	
SAME ON BOTH	FYE 101	First Year Experience I	1
SAME ON BOTH	FYE 102	First Year Experience II	1
SAME ON BOTH	ENG 101	Freshman Composition I	3
SAME ON BOTH	ENG 102	Freshman Composition II	3
SAME ON BOTH	BIOL 113	Principles of Biology Lecture I	3
SAME ON BOTH	BIOL 115	Principles of Biology Lab I	1
SAME ON BOTH	BIOL 114	Principles of Biology Lecture II	3
SAME ON BOTH	BIOL 116	Principles of Biology Lab II	1
SAME ON BOTH	CHEM 111	General Chemistry I (FALL SEMESTER)	3
SAME ON BOTH	CHEM 113	General Chemistry I Lab (FALL SEMESTER)	1
SAME ON BOTH	CHEM 112	General Chemistry II (SPRING SEMESTER)	3
SAME ON BOTH	CHEM 114	General Chemistry II Lab (SPRING SEMESTER)	1
SAME ON BOTH	MATH 147	Pre-Calculus I	3
SAME ON BOTH	MATH 148	Pre-Calculus II	3
		TOTAL	30
		SOPHOMORE YEAR	
*HISTORY		<div>*additional course</div> <i>Students must choose any TWO (2)</i>	6
SAME ON BOTH	BIOL 202	Developmental Biology Lecture/ Lab	4
SAME ON BOTH	ENG 207	Intro to Technical Writing	3

SAME ON BOTH	THEA 212	Fundamental: Public Speaking	3
SAME ON BOTH	PHYS 109	Fundamentals of Physics I (FALL SEMESTER)	3
SAME ON BOTH	PHYS 111	Fundamentals of Physics I Lab (FALL SEMESTER)	1
SAME ON BOTH	PHYS 110	Fundamentals of Physics II (SPRING SEMESTER)	3
SAME ON BOTH	PHYS 112	Fundamentals of Physics II Lab (SPRING SEMESTER)	1
SAME ON BOTH	GET 300	Rising Junior Exam	0
SAME ON BOTH	CHEM 223	Organic Chemistry I (FALL SEMESTER)	3
SAME ON BOTH	CHEM 225	Organic Chemistry I Lab (FALL SEMESTER)	1
SAME ON BOTH	CHEM 224	Organic Chemistry II (SPRING SEMESTER)	3
SAME ON BOTH	CHEM 226	Organic Chemistry II Lab (SPRING SEMESTER)	1
		TOTAL	32
		JUNIOR YEAR	
SAME ON BOTH	BIOL 302	Genetics lecture/lab	4
**SOCIALSCIENCES SAME ON BOTH	**PSY 200 REQUIRED	(PSY 200 (REQUIRED)) _____ <i>Students must choose any ONE (1)</i>	6
SAME ON BOTH	BIOL 408	Seminar	1
SAME ON BOTH	BIOL 459/461	Cell & Molecular Biology I Lecture/ Lab (FALL SEMESTER)	4
SAME ON BOTH	BIOL 463/465	Cell & Molecular Biology II Lecture/ Lab (SPRING SEMESTER)	4
***HUMANITIES SAME ON BOTH		_____ <i>Students must choose TWO (2)</i>	6
****FINE AND PERFORMING ARTS SAME ON BOTH		_____ <i>Students must choose ONE (1)</i>	3
		TOTAL	28
		SENIOR YEAR	

LIFE UNIVERSITY (quarter hours shown below 30 semester credit hours total)	30
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1st Quarter	ANAT 1502	Embryology	2
	ANAT 1503	Histology GSU BIOL 304	4
	CPAP 1502	Health Care Terminology	2
	FYEX 101	Focused on Life: DC 1101	0
	PHYS 1501	Anatomy and Physiology GSU BIOL 207/BIOL 207L	4
	ANAT 1507	Osteology and Arthrology	3
	CHEM 1515	Biochemistry GSU CHEM 461	6
	CPAP 1505	Intro to Philosophy, Science, & Art of Chiropractic	2
	CHPM 1501	Personal Development 1 (first 5 weeks only)	1
	CPAP 1525	Lifestyles for Health	1
			25 Q
2nd Quarter	ANAT 1607	ANAT 1607 Spinal Anatomy	2
	CHEM 1516	CHEM 1516 Biochemistry II	5
	ANALS 1615	ANALS 1615 Spinal Biomechanics	2
	PHYS 1510	PHYS 1510 Cellular and Neuromuscular Physiology	5
	ANAT 1615	ANAT 1615 Muscular Skeletal Gross Anatomy	4
	CPAP 1605	CPAP 1605 Introduction to Chiropractic History	2
			20 Q
		25 quarter hrs + 20 quarter hrs = 45 quarter hours	30 cr

*Sequential courses must be taken in order

***History**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)

****Social Science**

ECON 201 (Macroeconomics)
SOC 101 (Introduction to Social Sciences)
SOC 201 (Introduction to Sociology)
PSY 200 (General Psychology)
PS 201 (American National Government)
GEOG 201 (Cultural Geography)

*****Humanities**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)
ENG 200 (World Literature I)
ENG 201 (Intro. to Literature)
ENG 203 (Intro. to American Lit I)
ENG 204 (Intro. to American Lit II)
ENG 205 (Intro. to British Lit I)
ENG 206 (Intro. to British Lit II)
HUM 200 (African Culture)
HUM 201 (Western Culture)

******Fine & Performing Arts**

ART 105 (Art Appreciation)
ART 210 (Fine and Performing Arts)
ART 215 (Art History I)
ART 216 (Art History II)
MUS 219 (Music Appreciation for non-Majors)
THEA 100 (Intro. to the Theatre)

PHIL 201 (Intro to Philosophy)
HUM 202 (Non-Western Culture)
Any 100 or 200 level courses in any foreign
language

Grambling State University
Department of Biological Sciences (General)

Course No.	Course Title	HR	Sem. Yr	Grade
FRESHMAN YEAR				
FYE 101	First Year Experience I	1		Y
FYE 102	First Year Experience II	1		Y
ENG 101	Freshman Composition I	3		Y
ENG 102	Freshman Composition II	3		Y
BIOL 113	Principles of Biology Lecture I	3		Y
BIOL 115	Principles of Biology Lab I	1		Y
BIOL 114	Principles of Biology Lecture II	3		Y
BIOL 116	Principles of Biology Lab II	1		Y
CHEM 111	General Chemistry I (FALL SEMESTER)	3		Y
CHEM 113	General Chemistry I Lab (FALL SEMESTER)	1		Y
CHEM 112	General Chemistry II (SPRING SEMESTER)	3		Y
CHEM 114	General Chemistry II Lab (SPRING SEMESTER)	1		Y
MATH 147	Pre-Calculus I	3		Y
MATH 148	Pre-Calculus II	3		Y
Required	Service Learning Hours			
	TOTAL	30		
SOPHOMORE YEAR				
HISTORY	<hr/> <i>Students must choose any ONE(1)*</i>	3		2 Hist. on Life
BIOL 202	Developmental Biology Lecture/ Lab	4		Y
BIOL 206	Ecology Lecture/Lab	4		X-NO

BIOL 207	Principles of Anatomy & Physiology Lecture	3		@LIFE
BIOL 207L	Principles of Anatomy & Physiology Lab	1		@LIFE
PHYS 109	Fundamentals of Physics I (FALL SEMESTER)	3		Y
PHYS 111	Fundamentals of Physics I Lab (FALL SEMESTER)	1		Y
PHYS 110	Fundamentals of Physics II (SPRING SEMESTER)	3		Y
PHYS 112	Fundamentals of Physics II Lab (SPRING SEMESTER)	1		Y
GET 300	Rising Junior Exam	0		Y
CHEM 223	Organic Chemistry I (FALL SEMESTER)	3		Y
CHEM 225	Organic Chemistry I Lab (FALL SEMESTER)	1		Y
CHEM 224	Organic Chemistry II (SPRING SEMESTER)	3		Y
CHEM 226	Organic Chemistry II Lab (SPRING SEMESTER)	1		Y
Required	Service Learning Hours			
	TOTAL	31		
JUNIOR YEAR				
MATH 153	Calculus	3		X-NO
SOCIAL SCIENCES	_____ <i>Students must choose any TWO (2)**</i>	6		Y
ENG 207	Intro to Technical Writing	3		Y
THEA 212	Fundamentals: Public Speaking	3		Y

BIOL 302	Genetics lecture/lab	4		Y
BIOL 304	Intro Microbiology Lecture/Lab	4	ANAT 1503 Histology	@LIFE
HUMANITIES	_____ <i>Students must choose any TWO (2)***</i>	6		Y
CHEM 461	Biochemistry (FALL SEMESTER)	3	CHEM 1515 Biochemistry	@LIFE

Required	Service Learning Hours			
	TOTAL	32		
SENIOR YEAR				
FINE AND PERFORMING ARTS	<i>Students must choose any ONE(1)****</i>	3		Y
BIOL 408	Seminar	1		Y
BIOL 459/461	Cell & Molecular Biology I Lecture/ Lab (FALL SEMESTER)	4		Y
BIOL 463/465	Cell & Molecular Biology II Lecture/ Lab (SPRING SEMESTER)	4		Y
BIOL 499	Senior Project	3		X-NO
Electives	Elective (200 LEVEL AND ABOVE-NO PE RELATED COURSES)		12	@LIFE
	Course Title	Sem Yr		
Required	Service Learning Hours			
	TOTAL	120	27	

*Sequential courses must be taken in order

***History**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)

****Social Science**

ECON 201 (Macroeconomics)
SOC 101 (Introduction to Social Sciences)
SOC 201 (Introduction to Sociology)
PSY 200 (General Psychology)
PS 201 (American National Government)
GEOG 201 (Cultural Geography)

*****Humanities**

HIST 101 (Western Civilization I)
HIST 102 (Western Civilization II)
HIST 103 (World History I)
HIST 104 (World History II)
HIST 201 (U.S. History I)
HIST 202 (U.S. History II)
ENG 200 (World Literature I)
ENG 201 (Intro. to Literature)
ENG 203 (Intro. to American Lit I)
ENG 204 (Intro. to American Lit II)
ENG 205 (Intro. to British Lit I)
ENG 206 (Intro. to British Lit II)
HUM 200 (African Culture)
HUM 201 (Western Culture)
PHIL 201 (Intro to Philosophy)
HUM 202 (Non-Western Culture)
Any 100 or 200 level courses in any foreign language

******Fine & Performing Arts**

ART 105 (Art Appreciation)
ART 210 (Fine and Performing Arts)
ART 215 (Art History I)
ART 216 (Art History II)
MUS 219 (Music Appreciation for non-Majors)
THEA 100 (Intro. to the Theatre)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.2. **Grambling State University's** request for approval of an Alliance Agreement with the Arizona Board of Regents for and on behalf of Arizona State University.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into an alliance agreement with the Arizona Board of Regents for and on behalf of Arizona State University (ASU). This proposed agreement will allow for eligible GSU undergraduate students to enroll in specific upper level courses offered by ASU via a pilot program. The purpose of this joint venture is to expand course offerings available to undergraduate GSU students interested in pursuing a real estate minor as well as a Masters in Real Estate Development.

The proposed alliance agreement outlines how the pilot program will be developed, maintained, and operated. In addition, the agreement defines eligibility requirements, program fees, courses, and other general terms. Upon approval, the pilot program will officially begin in Spring 2021 (March 1, 2021) with students enrolling as soon as Summer 2021. The proposed agreement will continue through March 15, 2022 unless it is modified or terminated earlier by either institution.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to enter into an Alliance Agreement with the Arizona Board of Regents for and on behalf of Arizona State University.



Office of the President

February 4, 2021

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

**SUBJECT: REQUEST FOR APPROVAL OF AN ALLIANCE AGREEMENT
BETWEEN GRAMBLING STATE UNIVERSITY AND ARIZONA BOARD OF
REGENTS FOR ARIZONA STATE UNIVERSITY**

Grambling State University respectfully requests approval of an Alliance Agreement between Grambling State University (GSU) and the Arizona Board of Regents for and on behalf of Arizona State University (ASU) to facilitate the enrollment of GSU undergraduate students into ASU Pilot Program courses.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

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

Richard J. Gallot, Jr., JD
President

RJG:

Attachment

ALLIANCE AGREEMENT

This Alliance Agreement (“Agreement”) is made and entered into this 1st day of March, 2021 by and between Grambling State University (“Grambling State University”), with its principal place of business in Grambling, Louisiana and the Arizona Board of Regents for and on behalf of Arizona State University (“ASU”).

A. THE PURPOSE: The purpose of this Agreement is to facilitate Grambling State University’s students’ (“Eligible Students”) enrollment in ASU courses (the “Pilot Program”).

B. THE PILOT PROGRAM:

1. The Pilot Program will officially begin Spring 2021 (March 1, 2021), with students enrolling as soon as Summer 2021, and will continue through the end of the Term unless this Agreement is modified or terminated earlier as set forth below.
2. ASU will provide the Grambling State University with a list of undergraduate courses for consideration by the Grambling State University and its Eligible students.
3. The Grambling State University will identify Eligible Students and the course(s) to enroll in through the ASU platform. The Grambling State University will provide the Eligible Student and course list at least 14 days prior to the first day of each session.
4. ASU will register each Eligible Student at ASU to allow student access to *my.asu.edu* and its linked tools such as the learning management system, email, library resources, and announcements. ASU will enroll Eligible Students in the identified course(s).
5. The Grambling State University will pay ASU \$1,000 for each 3-credit undergraduate course (or \$333.33 per credit hour), ASU will bill Grambling State University no later than the first week of each new session for the courses taken by its Eligible Students. The Eligible student will not be billed from ASU.
6. ASU will provide Grambling State University and Eligible Students with student course performance via ASU transcripts.
7. The parties will discuss and agree upon a process and sequence for reporting on the performance and health of the Program.
8. From time to time, the parties may enter into additional Statements of Work (“SOW(s)”) for the performance of certain desired services or deliverables. SOWs will be executed by the parties in writing.
9. When applicable, the financial aid offices of ASU and Grambling State University will sign a financial aid consortium agreement for Federal Title IV financial aid. The “Home Institution”, Grambling State University, shall administer the Federal Title IV financial aid.”

SEE EXHIBIT A

C. PROGRAM COURSES:

1. All Eligible students who are learners in Program courses are subject to ASU's normal policies related

to Program courses.

D. ASU'S RESPONSIBILITIES:

1. ASU will provide institutional guidance, academic instruction and oversight for the Program.
2. ASU will perform all administrative services that are related to the official student services component of the Program (for example, services relating to registration and enrollment).
3. ASU will develop, maintain and operate the Pilot Program.
4. ASU will provide information to Grambling State University to assist its promotion of the Pilot Program.
5. ASU will designate a liaison to work with Grambling State University on the administrative aspects of the Pilot Program.
6. ASU will not share non-directory personally identifiable student information (as defined by FERPA and ASU policy) with Grambling State University without the student's written consent.

E. GRAMBLING STATE UNIVERSITY'S RESPONSIBILITIES:

1. Grambling State University will announce the availability of the Pilot Program and communicate and promote the benefits of the Pilot Program to all of its Eligible Students. Grambling State University will provide opportunities for ASU to access Eligible Students for communication regarding and promotion of the Pilot Program, as appropriate.
2. Grambling State University will verify the eligibility of Grambling State University students to ASU by providing a csv file no less than 14 days prior to the start of each term and provide reasonable notice to ASU before the applicable academic session when such persons are no longer Eligible Students.
3. Grambling State University will designate a point of contact to work with ASU on the administrative aspects of the Program.
4. Grambling State University will provide Eligible Students support during the Pilot Program and will act as the primary point of contact for Eligible Students and any school enrollment, academic support, or other related matters to the Pilot Program. Grambling State University will be responsible for engaging ASU, as may be appropriate in the circumstances, to resolve the particular matter.

F. GENERAL TERMS

1. **Effective Date and Term.** This Agreement shall be effective upon execution by all of the parties as of the date first written above (March 1, 2021) and will expire March 15, 2022 (the "Term"). The Pilot Program and Program Fees will continue for Eligible students enrolled in the Pilot Program prior to the termination of this Agreement.
2. **Announcements; Promotion.** The parties will announce and promote the Program as part of their employee outreach and public relations efforts. Neither party will issue a press release, public statement, advertisement or announcement regarding this Agreement or the Program, or use the logos or trademarks of the other party, without the prior input and consent of the other party. Use of either party's marks must comply with the owning party's trademark standards and guidelines, including using the "®" indication of a registered trademark where applicable.

3. **Student Educational Records.** ASU and Grambling State University recognize that certain student educational records may be protected from disclosure by the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g). To the extent that it obtains records that are subject to FERPA, ASU and Grambling State University each agree to comply with FERPA.
4. **Modification.** Modifications to this Agreement may be made by written modification, signed and dated by authorized officials, prior to any changes taking effect.
5. **Termination.** Either party, upon ninety (90) days written notice, may terminate this Agreement for convenience before the date of expiration, or upon thirty (30) days' written notice for breach or default of the other party. Upon termination of this Agreement, the Program will terminate for Eligible students. ASU may cancel the Program at any time for insufficient enrollment or any other reason.
6. **Notices.** All notices, requests, demands and other communications hereunder will be given in writing and will be: (a) personally delivered; (b) sent via email or other electronic means; or (c) sent to the parties at their respective addresses indicated herein by registered or certified U.S. mail, return receipt requested and postage prepaid, or by commercial overnight courier service. The respective addresses to be used for all such notices, demands or requests are as follows:

If to Grambling State University:

If to ASU:

Arizona State University
Office of The University Provost
P.O. Box 877805
Tempe, Arizona 85287-7805
Attn: Mark Searle, Provost
Email: mark.searle@asu.edu

1. **Named Representative.** Each party is naming a liaison who is authorized to act on its behalf in making or obtaining decisions regarding this Agreement. Such named liaison may be changed from time-to- time by giving the other party written notice.
 - 1.1. ASU.
ASU's point of contact is Amy Ostrom, Interim Dean, W. P. Carey School of Business.
 - 1.2. Grambling State University.
Grambling State University's point of contact is Dr. Donald White, Dean, College of Business.
2. **No Third-Party Beneficiaries.** This Agreement is not intended to benefit any third party, nor shall any person who is not now or in the future a party hereto be entitled to enforce any of the rights or obligations of a party under this Agreement.
3. **Force Majeure.** No liability will result from the delay in performance or nonperformance caused by force majeure or circumstances beyond the reasonable control of the party affected.
4. **Nondiscrimination.** The parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, nondiscrimination, including the Americans with Disabilities Act, and affirmative action.
5. **Conflict of Interest.** ASU and Grambling State University's participation in this Agreement is subject to Section 38- 511 of the Arizona Revised Statutes which provides that this Agreement may be cancelled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of ASU or Grambling State University is, at any time while this Agreement or any extension thereof is in effect, an employee or agent of the other party to this Agreement in any capacity or a consultant to any other party with respect to the subject matter of this Agreement.
6. **Notice of Arbitration Statutes.** Pursuant to Arizona Revised Statutes Section 12-1518, the parties acknowledge and agree, subject to the Arizona Board of Regents' Policy 3-809, that they will be required to make use of mandatory arbitration of any legal action that is filed in the Arizona superior court concerning a controversy arising out of this Agreement if required by Section 12-133 of the Arizona Revised Statutes.
7. **Failure of Legislature to Appropriate.** If ASU's performance under this Agreement depends upon

the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ASU may provide written notice of this to Grambling State University and cancel this Agreement without further obligation of ASU. Appropriation is a legislative act and is beyond the control of ASU.

8. **Responsibility.** Each party will be responsible for the negligence, acts and omissions of its employees and agents when acting under such party's direction and supervision.
9. **Applicable Policies.** This Agreement is subject at all times to the policies of the Arizona Board of Regents ("ABOR") and ASU.
10. **Entire Agreement.** This Agreement embodies the entire understanding of the parties and supersedes any other agreement or understanding between the parties relating to the subject matter.
11. **Choice of Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona. Jurisdiction for any claim or dispute shall be Maricopa County, Arizona.
12. **Counterpart Signatures.** This Agreement may be executed in duplicate counterparts, each of which shall be deemed an original and both of which together shall constitute but one and the same instrument. Counterparts may be executed in either original or faxed form, and the parties hereby adopt as original any signatures received via facsimile or pdf.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the last written date below.

FOR: **GRAMBLING STATE UNIVERSITY**

Date: _____ Name and Title: _____
: _____

FOR: **THE ARIZONA BOARD OF REGENTS, ARIZONA STATE UNIVERSITY**

Date: 1/20/2021 Name and Title: Mark Searle, Provost


: _____

EXHIBIT A

(a) Masters of Real Estate Development

RED 509 Adv. Fin Analy for Com RE
RED 510 Re Est Devp. Bus & Proj Mgmt
RED 511 Design of the Built Environment
RED 512 Real Estate Law for Developers
RED 513 Adv Real Est Engineer, Constr
RED 514 Synthesis Project #2 Income Pr
RED 515 Synthesis Project #3 Capstone

(b) Real Estate Minor

ACC 340 External Reporting I
ACC 350 Internal Reporting
AGB 250 Resource Allocation
AGB 333 Agribusiness Finance
AGB 452 Global Food & Agricultural Trade
CEE 300 Engineering Business Practice
CIS 308 Advanced Excel in Business
CIS 309 Business Process Management
CIS 311 Business Project Management
CIS 405 Business Intelligence
DSC 394 Special Topics
ECN 315 Money & Banking
ENT 340 Creativity and Innovation
ENT 360 Entrepreneur & Value Creation
FIN 331 Financial Markets/Institutions GCU
361 Urban Geography
MGT 400 Cross-Cultural Management
MGT 411 Leading Organizations
MGT 430 Negotiations
MKT 390 Essentials of Marketing
MKT 391 Essentials of Selling
MKT 396 Essentials of Services Mkt
MKT 410 Sales Management
MKT 452 Bus-to-Bus Marketing Strategy
PUP 301 Introduction to Urban Planning
PUP 410 Public Participation Planning
PUP 465 Sustainable Urbanism
REA 380 Real Estate Fundamentals
REA 401 Real Estate Appraisal
REA 411 Real Estate Law
REA 441 Real Estate Land Development
REA 456 Real Estate Investments
SCM 314 Analytics for Logistics
REA 315 Business Decision Models
REA 344 Applied Logistics Management
REA 354 Procurement of Services
REA 455 Research and Negotiation

REA 463 Global Supply Chain Management
SOS 300 Adv Cncpts & Integrated Approaches
SOS 310 Equity, Justice & Sustainability
SOS 311 Future Thinking and Strategies SOS
320 Society and Sustainability
SOS 321 Policy & Gov in Sustain Systems
SOS 323 Sustainable Urban Dynamics
SOS 325 Economics of Sustainability
SOS 328 Sustainability and Enterprise

* Course list is still being finalized; other non-WPC units are being consulted for approval.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.3. **Grambling State University's** request for approval of a Memorandum of Agreement with the National Telecommunications and Information Administration of the U.S. Department of Commerce.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Agreement (MOA) with the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce. The intent of the MOA is to establish a joint project between the entities noted in order to conduct the Minority Broadband Initiative's (MBI) College Partnership Technical Assistance Program; this initiative focuses on solving broadband deployment challenges in vulnerable communities. The Program seeks to ensure that Historically Black Colleges and Universities (HBCUs) can successfully advance broadband connectivity on their campuses and in their surrounding communities, enabling the participation of all Americans in the digital economy.

Pursuant to this proposed agreement, NTIA will collaborate with GSU to conduct a Technical Assistance Workshop Seminar Series consisting of four (4) virtual seminars/webinars hosted by GSU with content provided by NTIA. Under this Technical Assistance Program, NTIA will form a collaborative partnership between BroadbandUSA and GSU to conduct an independent seminar training course where BroadbandUSA staff will train academic staff and students on broadband planning, stakeholder outreach, and digital inclusion activities ("train the trainer" education). In turn, GSU staff and students will provide direct educational training and broadband planning services to local community residents, stakeholders, and organizations.

For NTIA, this joint endeavor provides an opportunity to bring additional scale to their work. For GSU, this program brings national expertise directly to their community stakeholders, as GSU is committed to working to improve broadband deployment for community resilience and local/regional economic development. Furthermore, this partnership will allow GSU to: (1) foster student involvement, service learning, and opportunities within surrounding communities that promote interdisciplinary approaches to economic, health, education and broadband challenges and issues that are impacted by the lack of access to quality broadband; (2) support engagement opportunities for students, and partnerships with surrounding communities to incorporate future economic, health, education, and broadband issues with broadband plans and/or strategies; and (3) support, where feasible, future broadband deployment efforts by local surrounding communities.

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 Agreement with the National Telecommunications and Information Administration of the U.S. Department of Commerce.



February 4, 2021

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF AGREEMENT
BETWEEN GRAMBLING STATE UNIVERSITY AND NATIONAL
TELECOMMUNICATIONS AND INFORMATION ADMINISTRATION
OF THE U.S. DEPARTMENT OF COMMERCE**

Grambling State University respectfully requests approval of a Memorandum of Agreement between Grambling State University (GSU) and the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce to establish a joint project to conduct the Minority Broadband Initiative's (MBI) College Partnership Technical Assistance Program.

Your favorable consideration of this request is greatly appreciated.

Sincerely,



Richard J. Gallot, Jr., JD
President

RJG:

Attachment

**MEMORANDUM OF AGREEMENT
ESTABLISHING A JOINT PROJECT
BETWEEN THE
NATIONAL TELECOMMUNICATIONS AND INFORMATION ADMINISTRATION
U.S. DEPARTMENT OF COMMERCE
AND
GRAMBLING STATE UNIVERSITY (GSU)**
Agreement No. [M21XXXX]

I. PARTIES

This document constitutes an Agreement between the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce (Department), and Grambling University (GSU) to conduct the Minority Broadband Initiative's (MBI) College Partnership Technical Assistance Program in an effort to accelerate capacity building and the socio-economic growth in American communities through the application and use of broadband telecommunications applications and infrastructure.

II. AUTHORITIES

NTIA and GSU have authority to participate in this project under:

- (A) 15 U.S.C. § 1525, the Department's Joint Project Authority, which provides that the Department may enter into joint projects with nonprofit, research, or public organizations on matters of mutual interest, the cost of which is equitably apportioned;
- (B) 47 U.S.C. § 902(b)(2)(N), the NTIA Organization Act, which authorizes NTIA to coordinate federal telecommunications assistance to State and local governments; and

III. PURPOSE

Pursuant to this Agreement, NTIA will collaborate with GSU to conduct a Technical Assistance Workshop Seminar Series consisting of four virtual seminars/webinars hosted by GSU with content provided by NTIA. The objective of the program is to connect students and community stakeholders with resources and guidelines that will help them to improve broadband infrastructure and digital inclusion/equity outcomes, drive economic development, and strengthen community resilience.

Under this Technical Assistance Program, NTIA will form a collaborative partnership between BroadbandUSA and GSU to conduct an independent seminar training course where BroadbandUSA staff will train academic staff and students on broadband planning, stakeholder outreach and digital inclusion activities. In turn, the staff and students will provide direct educational training and broadband planning services to local community residents, stakeholders and organizations.

- Seminar session virtual webinars will be hosted by GSU, with GSU conducting all local marketing, outreach, and student registration (as required).
- NTIA's BroadbandUSA staff will provide all presentation materials, facilitate student and community seminar sessions, and speaking events.
- Each virtual seminar session (held via webinar platform) will be approximately 120 to 180 minutes in duration.
- NTIA will provide additional technical assistance to help students apply the course content to their local broadband planning efforts.
- The GSU technical assistance seminar sessions will start on March 2021 and occur monthly on the first week of each month as needed

This Agreement will allow NTIA to leverage community and stakeholder relationships that GSU has with local and regional officials and service providers in Louisiana in order to promote and adopt policies that support affordable, high-capacity broadband services for underserved communities, encourage sharing of information among stakeholders, and expand the use of broadband infrastructure and digital inclusion.

NTIA's participation will advance its objectives, which include facilitating greater use of broadband service by communities and stimulating the demand for broadband, economic growth, and job creation. This virtual technical assistance workshop/seminar series builds on NTIA's deep expertise in broadband technical assistance with two significant programmatic changes:

1. The virtual format allows us to adapt to the COVID-19 environment. Originally planned as multi-day in-person event, this virtual series will allow us to meet all of the original objectives within the constraints of the current environment. GSU has been flexible and enthusiastic partner in adjusting to the COVID-19 requirements.
2. The format will also provide an opportunity to scale the BroadbandUSA's Minority Broadband Initiative's Technical Assistance model. Students are encouraged to attend with local community peers as part of formal or informal broadband planning teams – a local group that will be focused on improving broadband for unserved/underserved communities in the region. We are optimistic that this program will allow us to reach more communities and build longer relationships that will make it easier to track long-term outcomes.

Since this is a Technical Assistance engagement, it is designed to respond to directly to client needs. Within this context, GSU is a vital partner needed to reach the community stakeholder. GSU's reach includes rural-based and underserved communities with inadequate broadband connectivity and infrastructure.

Pursuant to this Agreement, NTIA and GSU will collaborate and share information about broadband infrastructure and service availability and capability for the purpose of informing policymaking and decision-making at the national and state level related to broadband investments. Broadband is critical to economic development including attracting businesses and creating jobs. Access to robust broadband services makes it possible for rural and underserved communities to participate in the global economy.

IV. MUTUAL INTEREST OF THE PARTIES

The MBI College Partnership Technical Assistance Program is of mutual interest to the parties. It will include local stakeholders to include mayors, managers, council/county elected officials, technical leaders, CIOs, CTOs, educational leaders, school CIOs, economic development organizations, non-profits, philanthropic partners, business leaders, citizens, ranchers, farmers, students, community leaders, state and local government, and others who seek to expand broadband access, availability and use in rural and underserved Louisiana.

For NTIA, this program provides an opportunity to bring additional scale to BroadbandUSA's Technical Assistance offerings. NTIA will use its BroadbandUSA technical assistance staff to provide "train the trainer" education for professors and students. In turn, the students will use this training to develop community-based broadband strategic plans for their local communities. College/university professors will provide the continuity to the effort, and each school will develop the documents and plans for local communities utilizing specific academic departments and resources. This will allow the number of communities helped to expand dramatically, with no significant increase in the allocation of NTIA/BroadbandUSA staff or resources.

The benefits of this program are as follows:

- (1) Provides an experiential learning opportunity for university and college students supplemented with/through a federally-funded work-study program in collaboration with the U.S. Department of Education;
- (2) Establishes effective community partnerships between NTIA, Historically Black Colleges and Universities (HBCUs), Minority-Serving Institutions (MSIs) and Tribal Colleges and Universities (TCUs) to address broadband challenges of rural, unserved and underserved communities;
- (3) Exponentially expand BroadbandUSA's technical assistance and educational outreach, specifically targeting rural, unserved, underserved and economically distressed or disadvantaged communities; and
- (4) Each successful program will provide BroadbandUSA with a replicable model to expand this program to additional colleges, universities and communities throughout the country, to include other land-grant colleges and universities and extension school services.

For GSU, this program brings national expertise directly to their community stakeholders, as GSU is committed to working to improve broadband deployment for community resilience and local/regional economic development. Furthermore, this partnership provides GSU an opportunity to build a cooperative working relationship with NTIA and to provide its students, among other things, the educational opportunity to develop and engage in broadband strategic planning, to include economic development analyses; capturing short and long term education and health needs; developing a viable action plan or strategy, evaluation of costs for broadband infrastructure; planning activities to provide robust internet access to support all short and long term community

requirements. GSU will also, to the best of their ability, assist the community in their efforts to explore options and provide assistance in determining sources of funding, and serving as an advisor to the community as a part of future project development.

This program will allow GSU to:

1. Foster student involvement, service learning, and opportunities within surrounding communities that promote interdisciplinary approaches to economic, health, education and broadband challenges and issues that are impacted by the lack of access to quality broadband;
2. Support engagement opportunities for students, and partnerships with surrounding communities to incorporate future economic, health, education and broadband issues with broadband plans and/or strategies; and
3. Support, where feasible, future broadband deployment efforts by local surrounding communities.

V. RESPONSIBILITIES OF THE PARTIES

A. Consistent with NTIA policies and practices, NTIA agrees to perform the following activities and provide the following resources in support of this program:

1. Develop and execute the program and agenda for the Technical Assistance Seminar Series, including developing the workshop syllabus, program content, exercises, handouts, and homework.
2. Identify speakers from other Federal Agencies and other relevant organizations that support the mission of the program as appropriate to further support the program content.
3. Provide Technical Assistance to students and community participants in the Technical Assistance Seminar Series. This includes providing support and engagement for assignments as required.
4. Obtain permission to use NTIA's and BroadbandUSA's trademarked emblem and logo in promotional materials for the engagement. All material on which the NTIA's and BroadbandUSA's emblem and logo appear must display the following disclaimer: "***The National Telecommunications and Information Administration's involvement in this event does not constitute an express or implied endorsement of any private entity that may have contributed to the conference, or its products or services.***" GSU will consult with NTIA on all planned uses of the NTIA emblem or BroadbandUSA logo in any materials associated with the seminar materials. Use of the NTIA emblem or the BroadbandUSA logo shall be used in accordance with applicable U.S. Department of Commerce policy.

5. Since this is a virtual event, there are no anticipated travel expenses.
6. Communicate with stakeholders regarding the seminar series, including sending out e-mails that summarize the conference purpose and agenda and related material.
7. Notwithstanding anything in this Agreement to the contrary, NTIA will not seek reimbursement or other payment from GSU for any costs NTIA incurs arising out of this program.
8. NTIA's performance under this agreement is subject to the availability of funds.

B. GSU, from the date of execution of this Agreement, agrees to perform the following activities and provide the following resources in support of the conference:

1. Identify and select host facilities and/or platform. This includes both the virtual platform for hosting the seminar webinars with NTIA and students and the physical facilities for local stakeholder meetings if GSU elects to host in-person meetings.
2. Conduct all local marketing and outreach for the event. This includes developing marketing material(s) and distributing invitations to select students and local stakeholders via mailing/e-mailing, networking, calling, advertising, etc.
3. Provide and manage the student registration if conducted as an independent study course seminar. This includes setting up the student registration site, providing registration information for students, assigning applicable accreditation, etc. If performed as a federal work study program or other type of class project, coordinate with other scheduled class work as required.
4. Provide support to encourage local stakeholders and participants to cooperate with student efforts and assignments to develop broadband plans.
5. GSU will not seek reimbursement or other payment from NTIA for any costs GSU incurs arising out of this Technical Assistance Seminar Series or any associated programs.

VI. EQUITABLE APPORTIONMENT OF COSTS

The costs of this activity are equitably apportioned. The Department's estimated costs for the project are ~\$160,000. GSU's estimated costs for the project are \$158,000. Attached is a copy of the estimated budget for GSU.

VII. CONTACTS

The contacts of each party to this agreement are:

Scott Woods
Senior Broadband Program Specialist
Office of Telecommunications and Information Applications
National Telecommunications and Information Administration
U.S. Department of Commerce
1401 Constitution Avenue
Washington D.C. 20230
phone: 202-306-3096
email: SWoods@ntia.gov

NATIONAL TELECOMMUNICATIONS AND INFORMATION ADMINISTRATION/ GRAMBLING STATE UNIVERSITY

The above parties agree that if there is a change regarding the information in this section, the party making the change will notify the other party in writing of such change.

VIII. PERIOD OF AGREEMENT AND MODIFICATION/TERMINATION

This agreement will become effective when signed by all parties. The agreement will terminate on January 30, 2022 but may be amended at any time by mutual consent of the parties.

Either party may terminate this agreement provided they give at least 30 days written notice. The parties acknowledge that this Agreement presents a limited timeframe and therefore both parties shall strive to terminate this agreement only in the event the conference for whatever reason is not held on the dates scheduled. In the event this agreement is terminated, each party shall be solely responsible for the payment of any expenses it has incurred.

IX. OTHER PROVISIONS

Should disagreement arise on the interpretation of the provisions of this agreement, or amendments and/or revisions thereto, that cannot be resolved at the operating level, the area(s) of disagreement shall be stated in writing by each party and presented to the other party for consideration. If agreement on interpretation is not reached within thirty days, the parties shall forward the written presentation of the disagreement to respective higher officials for appropriate resolution.

Under the Inspector General Act of 1978, as amended, 5 USC App. 3, a review of this agreement may be conducted at any time. The Inspector General of the Department of Commerce, or any of his or her duly authorized representatives, shall have access to any pertinent books, documents, papers and records of the parties to this agreement, whether written, printed, recorded, produced, or reproduced by any mechanical, magnetic or other process or medium, in

order to make audits, inspections, excerpts, transcripts, or other examinations as authorized by law.

**FOR THE NATIONAL TELECOMMUNICATIONS AND INFORMATION
ADMINISTRATION:**

Douglas Kinkoph
Acting Assistant Secretary for
Communications and Information
U.S. Department of Commerce

Date

Maggie Mitchell
Acting Chief Financial Officer

Date

FOR GRAMBLING UNIVERSITY:

Mr. Richard Gallot Jr.
President

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.4. **Grambling State University's** request for approval of a Business Pathway Agreement with Northshore Technical Community College.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into an agreement with Northshore Technical Community College (NTCC) in order to establish a transferable pathway for NTCC students to become eligible for direct admission into GSU. The proposed 'Business Pathway' will provide NTCC students with a transparent and systematic outline for successful completion of a baccalaureate degree from GSU in Accounting, Computer Information Systems, Management, or Marketing. The proposed pathway identifies 45 credit hours of coursework that students will complete at NTCC. Once NTCC coursework is finished, an eligible NTCC student will be admitted to GSU as a sophomore.

The proposed partnership between the two institutions will help facilitate and encourage individuals to complete a baccalaureate degree. To promote this opportunity, NTCC and GSU will participate in joint recruitment activities that include (but are not limited to) high school visits and presentations, community outreach events, and on-campus orientations. To ensure the participating institutions are responsive to relevant workforce needs of local, state, and regional industry partners, both institutions mutually agree to provide campus representation for program advisory meetings, industry partnership meetings, economic development meetings, and chamber meetings when relevant to the pathway agreement and associated degree programs. Once every two years, GSU faculty and staff will meet with NTCC faculty and staff to review current curriculum and course offerings to determine if updates need to be made to the pathway; this will include a review of business pathway students' performance as well as strategies for future program growth and development. The proposed agreement will be renewed every three years until modified or terminated upon mutual 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 Grambling State University's request for approval of a Business Pathway Agreement with Northshore Technical Community College.*



February 4, 2021

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

**SUBJECT: REQUEST FOR APPROVAL OF A BUSINESS PATHWAY AGREEMENT
BETWEEN GRAMBLING STATE UNIVERSITY AND NORTHSORE TECHNICAL
COMMUNITY COLLEGE**

Grambling State University (GSU) respectfully requests approval of an agreement between GSU's College of Business and Northshore Technical Community College (NTCC) to establish a pathway for NTCC students to complete a baccalaureate degree program in Accounting, Computer Information Systems, Management, or Marketing at GSU.

Your favorable consideration of this request is greatly appreciated.

Sincerely,



Richard J. Gallot, Jr., JD
President

RJG:

Attachment

Business Pathway Agreement

BETWEEN

THE COLLEGE OF BUSINESS
GRAMBLING STATE UNIVERSITY

AND

NORTHSHORE TECHNICAL COMMUNITY COLLEGE

2021

Purpose

Grambling State University and Northshore Technical Community College (NTCC) have entered into this agreement establishing a transferable pathway for NTCC students to become eligible for direct admission into Grambling. This pathway provides students with a transparent and systematic outline for successfully completing a baccalaureate degree from Grambling in Accounting, Computer Information Systems, Management, or Marketing. The institutions will partner to facilitate student access through a seamless and concurrent blend of curricula.

Program

Northshore Technical Community College students who have completed the Business Pathway will be admitted as sophomores into Grambling State University provided they meet Grambling's transfer admissions requirements.

The total number of credit hours required to complete a Baccalaureate degree in a business field at Grambling is 120 credit hours. An NTCC student who successfully transfers to Grambling will earn a Baccalaureate degree in Accounting, Computer Information Systems, Management or Marketing from the College of Business upon successfully completing the additional required course work at Grambling and meeting all college and university degree requirements.

NTCC students will follow the requirements in the Grambling General Catalog of record at the time they enroll at NTCC provided it is not older than academic year 2020-2021 and provided there was no break in enrollment for one regular semester (fall or spring) at NTCC not including summer sessions.

In order to graduate from Grambling, students must achieve a minimum cumulative grade point average of 2.0 in all course work, on all work attempted at Grambling and all courses in the major, and meet all University requirements.

Enrollment Management

Some courses in this program may require prerequisites. See NTCC and Grambling General Catalogs for specific requirements.

NTCC and Grambling mutually agree to review and approve together all student recruitment materials and events pertaining to the Business Pathway as defined in this agreement. NTCC and Grambling will participate in joint recruitment activities that include but are not limited to high school visits and presentations, community outreach events, and on-campus orientations.

Workforce Development

The Business Pathway between Grambling and NTCC helps to ensure that both institutions are being proactive in addressing challenges in the economy and resulting changes in the higher education landscape. In addition, the partnership ensures the participating institutions are responsive to relevant workforce needs of our local, state, and regional industry partners. As a result, NTCC and Grambling mutually agree to include a representative from both institutions for program advisory meetings, industry partnerships meetings, economic development meetings, and chamber meetings when relevant to the Business Pathway.

Fall Semester (1st semester)		Grambling Equivalent	
ENGL 1015 English Composition I	3	Freshman Composition ENG 101	3
MATH 1500 Finite Math	3	Pre-Cal 1 MATH 147 or College Algebra MATH 131	3
Fine Art Elective: ARTS 1010 Survey of World Art History I, ARTS 1020 Survey of World Arts History II, or MUSC 1010 Music Appreciation	3	Art Appreciation 105 or Music Appreciation Mus. 219	3
Behavioral Science Elective: ** ECON 2010 Principles of Macro Economics or ECON 2020 Principles of Micro Economics	3	Macroeconomics ECON 201 Microeconomics ECON 202	3
Natural Science Elective: ** BIOL 1010 Introduction to Biology I	3	Principles of Biology I BIOL103	3
	15		15

Spring Semester (2nd Semester)		Grambling Equivalent	
MATH 2410 Elementary Statistics	3	GB 351 Business Statistics	3
ENGL 1025 English Composition II	3	Freshman Composition II ENG 102	3
** ECON 2010 Principles of Macro Economics or ECON 2020 Principles of Micro Economics	3	Macroeconomics ECON 201 or Microeconomics ECON 202	3
CHEM 1010 Chemistry I	3	Physical Science/Environmental Chemistry SCI. 105	3
Humanities Elective: HIST 1010 Western Civilization I, HIST 1020 Western Civilization II, HIST 2010 American History I, or HIST 2020 American History II	3	Western Civilization HIST103	3
	15		15

Course Equivalencies (continues onto next page)

Fall Semester (3rd Semester)		Grambling Equivalent	
ENGL 2010 British Literature or ENGL 2020 American Literature or ENGL 2030 World Literature	3	World Literature ENG 200	3
SPCH 1015 Introduction to Public Speaking OR BUSN 2100 Business Communication ** BIOL 1020 Introduction to Biology II	3 3	Fundamental of Public Speaking THEA 212	3
**BIOL 1020 Introduction to Biology II	3	Principles of Biology II BIOL 104	3
* PSYC 2015 Introduction to Psychology, PSYC 2040 Developmental Psychology, or SOCL 2015 Introduction to Sociology	3	Introduction to Social Science SOC 101	3
BUSN 1100 Introduction to Business	3	Fundamentals of Business GB 150	3
	15		15
Total NTCC		Total Grambling	45

Program Evaluation

Once every two academic years, Grambling faculty and staff will meet with NTCC faculty and staff to review current curriculum and course offerings and present any changes to the curriculum outlined in this agreement prior to implementing the proposed changes. This meeting will include a review of Business Pathway students' performance in upper-level business courses relative to that of continuing Grambling students. Both Grambling and NTCC will agree upon mutually approved strategies for future program growth and development.

Program Renewal

This agreement will be renewed every three years from the date of signing and will be continued, modified or terminated upon mutual agreement of the parties.

Grambling State University

Northshore Technical Community College

Richard J. Gallot, JD
President

Date

William S. Wainwright, PhD
Chancellor

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.5. **Grambling State University's** request for approval of a Memorandum of Understanding with Marywood University.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with Marywood University (MU), a Catholic liberal arts university located in Scranton, Pennsylvania. The purpose of the proposed MOU is to establish a collaborative partnership between the two universities in order to create an undergraduate-graduate training link. By way of the proposed MOU, the universities agree to develop collaborative activities in academic areas of mutual interest. In addition, MU agrees to grant preferential review of applications to their Ph.D. in Clinical Psychology for GSU students who have participated in collaborative endeavors between the two universities; submitted all required application materials; completed (or will complete by the time of admission) all required prerequisite courses; and meet the minimum 3.0 GPA requirement.

The proposed MOU is valid for a period of five (5) years from the date of signing by the authorized signatories of both universities. Each university shall review the status of the MOU at least three months before the end of the five-year period to determine whether the agreement will continue or if modifications are necessary. The proposed MOU may, at any time during the period of validity, be terminated by one of the universities upon prior notice to the other in writing not later than six months before the termination date.

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 a Memorandum of Understanding with Marywood University.



February 4, 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
MARYWOOD UNIVERSITY**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding between the GSU Department of Sociology and Psychology and the Clinical Psychology Psy.D. Program at Marywood University, Scranton, PA. The purpose of this partnership is to establish collaborative activities that include the establishment of a program that provides preferential review of GSU students applying for admission into the Doctor of Psychology degree program in Clinical Psychology at Marywood University.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJG", followed by a stylized flourish.

Richard J. Gallot, Jr., JD
President

RJG:

Attachment

Memorandum of Understanding
on Academic Cooperation
between

Grambling State University, Grambling, LA, USA

and

Marywood University, Scranton, PA, USA

This Memorandum of Understanding is made this ____ day of _____, 2021, by and between Grambling State University (hereinafter “GSU”) Department of Sociology and Psychology and Marywood University (hereinafter “MU”) Clinical Psychology Psy.D. Program recognizing the benefits to their respective universities from the establishment of undergraduate-graduate training links, conclude this Memorandum of Understanding (hereinafter “MoU”).

1. The purpose of this MoU is to develop academic and educational cooperation and to promote mutual understanding between the two Parties.
2. Each Party agrees to develop the following collaborative activities in the academic areas of mutual interest, on a basis of equality and reciprocity.
 - 2.1) Exchange of academic and administrative staff
 - 2.2) Exchange of students
 - 2.3) Conducting collaborative research projects
 - 2.4) Conducting lectures and organizing symposia
 - 2.5) Exchange of academic information and materials
 - 2.6) Promoting collaboration in fields of mutual interest
 - 2.7) Promoting other academic cooperation as mutually agreed
3. MU agrees to grant preferential review of applications to their Clinical Psychology Psy.D. program from GSU students who have participated in collaborative endeavors between both institutions, who have submitted all required application materials, who have completed (or will complete by the time of admission) all required prerequisite courses, and who meet the minimum gpa (3.0) requirement.
4. The development and implementation of specific activities based on this MoU will be separately negotiated and agreed to between the Parties to this Agreement which carry out the specific projects and will be subject to a separate written agreement. Each Party agrees to carry out these activities in accordance with the laws and regulations of their respective state and of the United States after full consultation and approval.
5. It is understood that the implementation of any of the types of co-operation stated in Clause 2 shall depend upon the availability of resources and financial support of the Parties concerned.
6. Both Parties agree that prior written approval is required before using the other Party's name, logo, or other Intellectual Property rights in any advertising or associated publicity.
7. Should the collaborative research activities under this MoU result in any potential for intellectual property, each Party shall seek an equitable and fair agreement as to ownership and other property interests that may arise.
8. This MoU may only be amended or modified by a written agreement signed by the representatives of each Party.

9. This MoU is valid for a period of five years from the date of signing by the authorized signatories of each Party. Each Party shall review the status of the MoU at least three months before the end of the five-year period to determine whether it wishes the MoU to continue and, if so, any modifications that might be necessary. The period of validity of this MoU may only be extended by the mutual written consent of both Parties.
10. This MoU may, at any time during its period of validity, be terminated by one of the Parties upon prior notice to the other in writing not later than six months before the termination date.
11. The Parties may disclose certain confidential information to the other in relation to any future proposal made under this MoU. Each Party therefore agrees that the contents of this MoU and the negotiations in relation to any future proposal remain strictly confidential and each Party hereby undertakes not to disclose the same to any third Party, save for its professional advisers, without the prior written consent of the other Party except where such disclosure is required by law including, without limitation, under applicable freedom of information legislation.

12. NOTICES

All notices between the Parties shall be in writing, signed by the party forwarding the notice, and delivered in person, by certified mail, return receipt requested, and/or by reputable overnight delivery, and addressed as follows:

For Marywood:

Brooke J. Cannon, Ph.D.
 Director of Clinical Training, Psy.D. Program
 Professor of Psychology
 Marywood University
 2300 Adams Avenue
 Scranton, Pennsylvania 18509

With a copy to:

Dr. Christina Clark
 Provost
 Marywood University
 2300 Adams Avenue
 Scranton, Pennsylvania 18509

For GSU:

Signed for and on behalf of GSU by:

Signed for and on behalf of Marywood University by:

.....
 Name: Richard Gallot, Jr., JD
 Position: President
 Date:

.....
 Name: Dr. Christina Clark
 Position: Provost
 Date:

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

Item F.6. **Nicholls State University's** request for approval to offer Undergraduate Certificates in Professional Writing and Public History.

EXECUTIVE SUMMARY

Nicholls State University requests approval to offer two new Undergraduate Certificates in Professional Writing and Public History. In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in *Academic Affairs Policy 2.15, Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level. The two UCs proposed by Nicholls were reviewed by UL System Chief Academic Officers and input shared was incorporated into the final version of the proposals.

Undergraduate Certificate in Professional Writing

The proposed UC in Professional Writing will offer concentrated study and training in writing and editing. The 18-credit hour curriculum requires completion of six (6) of the following courses: Advanced Grammar; Business Communications; Professional Editing, Technical and Professional Writing; Digital Rhetoric – Theory and Practice and Publishing; Technical Writing for the Sciences; Advanced Technical and Professional Writing; and Grant Writing. Written communication skills are highly valued by employers across all industries and government. That is, beyond specific careers in technical and professional writing, private sector and government sector employers see writing skills as key to hiring and promotion. The advanced writing and editing skills gained from completion of the proposed UC will meet such needs. The proposed UC will be available on-site, hybrid, online and available via Nicholls Online so there will be flexibility in mode of delivery. No new courses need to be developed nor faculty hired for implementation and sustainability. The proposed UC will be of interest to Nicholls students within the Department of English, Modern Languages & Cultural Studies with concentrations other than Writing & Rhetoric as well as students from across the College of Liberal Arts and the College of Business. With marketing, the proposed UC may be of interest to mid-career professionals and to non-traditional students.

Undergraduate Certificate in Public History

The 21-credit hour curriculum required of the proposed UC will allow students to develop skills necessary for employment in a diverse range of public history positions. Students will complete the following required courses: American History: earliest times to 1876; American History: 1876 to the present; History of Louisiana; Introduction to Public History; and Introduction to Historic Preservation. To fulfill the remaining six hours of coursework, students must complete a Public History Internship and a Grant Writing course or a History Internship (6 hrs). Through the internship, students will gain valuable hands-on experience working under the direction of a public history professional or a regional organization. The combination of coursework will provide students the opportunity to gain concentrated study, training and practical experience in analytical, communication, customer service, organizational, problem solving and research skills. The proposed UC will benefit students seeking to gain entry-level employment in the public history field as well as individuals already working in the public history field who seek to gain training through a certificate program for career advancement. Delivery of the proposed UC will be face-to-face with a goal of making it available for Nicholls Online by Fall 2022. The proposed UC can be offered by the University at no cost since courses are already developed and current faculty can manage instruction.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to offer Undergraduate Certificates in Professional Writing and Public History.



Nicholls State University Office

of the President

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

F.6.

February 4, 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 February 25, 2021 meeting of the Board of Supervisors for the University of Louisiana System:

*Proposal for Undergraduate Certificates in the College of Liberal Arts:
Professional Writing (24.0199, UC) and
Public History (54.0105, UC).*

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



Nicholls State University

Provost/Vice President for Academic Affairs

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

January 27, 2021

Dear Dr. Clune,

Attached are two proposals for Undergraduate Certificates to be offered through the College of Liberal Arts. Both proposals have been reviewed by Dr. Jeannine Kahn and were circulated among the other UL System Chief Academic Officers where they received support without comment for any revision.

The two proposed Undergraduate Certificates are:

- 1) Professional Writing, and
- 2) Public History

We are requesting that these be submitted to the UL System Board of Supervisors for placement on the February 25, 2021 agenda. Please let me know if you have any questions.

Best regards,

Dr. Sue Westbrook

Provost and Vice President for Academic Affairs

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date: 06/28/2020

Campus: Nicholls State University	Program: <u>CIP, Certificate Designation, Title</u> 24.0199, UC, Professional Writing
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Robert Allen Alexander, robert.alexander@nicholls.edu , 985-448-4454	

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. ****

This certificate program offers concentrated study and training in writing and editing, preparing students for careers that will demand advanced writing and editing skills. Completion of the certificate program provides students a credential in the area of professional writing thereby increasing their value in the workplace.

A certificate in Professional Writing requires 18 semester hours with a minimum grade of C in all courses in English. Students will complete six of the following courses: ENGL 264, ENGL 310 OR ENGL 368, ENGL 367, ENGL 467, ENGL 468, ENGL 484, and ENGL 498.

This program would be available on-site, hybrid, online, and online as part of the Nicholls Online degree program.

No new courses need to be developed for this certificate. No new faculty need to be hired for this certificate.

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.

Written communication skills are highly valued by employers in the private and public sector.

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (OOH) notes an 8% ten-year job growth rate (2018-2020) for technical writers, which is a faster than average growth rate. The OOH notes the media pay of \$72,850 in 2019 (<https://www.bls.gov/OOH/media-and-communication/technical-writers.htm>).

The Projections Managing Partnership's (PMP) long term occupational projections (2016-2026) for technical writers in Louisiana is **18.2%** and for writers and authors is **8.3%** with a combined job openings of 90 per year (<http://www.projectionscentral.com/Projections/LongTerm>).¹

Written communication skills are highly valued by employers across all industries and government. That is, beyond specific careers in technical or professional writing, private sector and government sector employers see writing skills as key to hiring and promotion. According to the National Association of Colleges and Employers *Job Outlook 2020 Survey*, **77.5%** of employers value "communication skills (written)" in job candidates (<https://www.nacweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on-students-resumes/>).

The National Commission on Writing for America's Families, Schools, and Colleges in cooperation with the Business Roundtable survey of 120 companies found that "writing is a 'threshold skill' for hiring and promotion" and that "half of all companies take writing into account when making promotion decisions." As one respondent to the survey noted "All employees must have writing abilities...Hourly and professional staff go through serious training. They must be able to communicate clearly." The survey found **59%** of employers require employees to write technical reports and **62%** expect employees to write formal reports. Despite the frequency of writing, respondents noted that **34.4%** of current employees and **35.5%** of new hires do not have "the writing skills most valued by the company." In follow up comments, "many personnel officials found it difficult to conceive of salaried employees with poor writing skills reaching the point where they would be considered for promotion."

¹ The Projections Managing Partnership (PMP) operates an integrated, nationwide program of state and local projections. The PMP helps projections customers make informed decisions based on the most reliable and relevant occupational and industry outlook information. Funding for the PMP is provided by the U.S. Department of Labor, Employment & Training Administration, with technical support from the Bureau of Labor Statistics and other entities across the country.

Writing skills are so valued that “more than **40 percent** of responding firms offer or require training or retraining in writing for salaried employees who need it.” The survey found that the “annual private sector costs for providing writing training could be as high as **\$3.1 billion.**”²

The National Commission on Writing for America’s Families, Schools, and Colleges in cooperation with the National Governors Association found that “Writing is a basic consideration for state hiring and promotion. More than **75 percent** of respondents report that they take writing into consideration **in hiring and promoting** professional employees. Almost half say the same thing about clerical and support staff.” Moreover, the survey found “that **30 percent of [government] professionals are below standard in writing**, and most states provide remedial writing training or instruction. Based on the survey responses, it appears that providing writing training costs state government about a quarter of a billion dollars annually.” The survey found that “**two-thirds or more** of [government] professional employees have some responsibility for writing.” Written communication skills are important to state governments when promoting employees; **98%** of state government HR directors “report that writing is taken into account in professional promotion decisions.”³

No university in the ULS offers an undergraduate certificate in Professional Writing.

Three universities in the ULS system currently offer graduate certificates in Professional Writing:

- UL: Graduate Certificate in Professional Writing (online only)
- NSULA: Graduate Certificate in Writing for Business, Industry, and Technology (online only)
- LA Tech: Graduate Certificate in Technical Writing and Communication

This certificate will help prepare Louisiana’s students for the 21st-century workplace where communication is highly valued for both initial job placement and for promotion.

3. Students

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

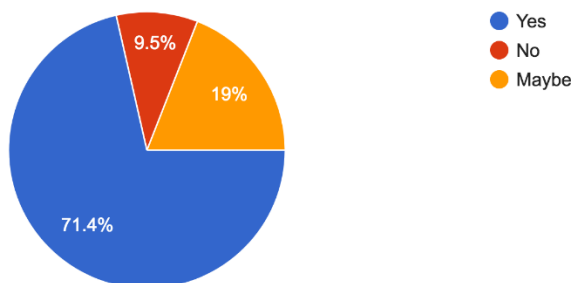
Students within the Department of English, Modern Languages, and Cultural Studies with concentrations other than Writing & Rhetoric may be interested in the certificate. Students from across the College of Liberal Arts, especially those in History and Social Sciences will be interested in the certificate as it offers flexibility of course choice as well as few prerequisites outside of ENGL 101 or 102. Students from the College of Business may also be interested in the certificate, again because it offers flexibility of course choice as well as few prerequisites outside of ENGL 101 or 102. With marketing, the certificate in professional writing may be of interest to mid-career professionals and to non-traditional students. Students from the former IDST major may be interested in adding a certificate in professional writing. All of the above potential students are already required to take at least ONE of the certificate’s seven courses.

Based on a student survey, **71.4%** of respondents said they **would be interested** in a certificate in professional writing and **19%** said they **may be interested** in a certificate in professional writing.

Student Survey Results

I would be interested in a certificate in professional writing?

21 responses



4. Accreditation

² *Writing: A Ticket to Work...Or a Ticket Out: A Survey of Business Leaders*. The National Commission on Writing. The College Board. 2004. https://archive.nwp.org/cs/public/download/nwp_file/21479/writing-ticket-to-work.pdf?x-r=pcfile_d

³ *Writing: A Powerful Message from State Government*. The National Commission on Writing. The College Board, 2005. https://archive.nwp.org/cs/public/download/nwp_file/21492/powerful-message-from-state.pdf?x-r=pcfile_d

Describe plan for achieving program accreditation.

No accreditation for this program is necessary.

5. Faculty, Administration, & Other Resources

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

Additional faculty is not necessary. Courses in this program will be taught by existing faculty who have expertise in the areas of writing, rhetoric, professional writing, and/or editing. Those faculty include Dr. Ellen Barker, Dr. Scott Banville, Dr. Katherine Conner, Dr. Alexis Fabrizio, Ashley Goedker, Priya Keefe, April Pejic, Dr. Erick Piller, Dr. Bryant Smith, Dr. Shana Walton. **All listed faculty regularly teach the courses in the certificate program.**

All expected resource needs will be met by existing access to classroom space, Moodle, Banner, and NiSU library databases. All of the courses are also offered in an online (WWW) format and via Nicholls Online program and expected resource needs for those sections will be met by existing access to Moodle, Banner, and NiSU library databases.

Professional development for faculty will be conducted through the Writing Program's ongoing professional development program and through NiSU's campus wide professional development program.

6. Cost

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

No additional faculty will be required for this certificate program. Students will be placed in existing courses, making the return on investment of those courses positive without additional expenses. If demand increases to over 25 candidates per course offering, shifting of faculty teaching responsibilities or adjunct or overload pay may be required.

CERTIFICATIONS:



Primary Administrator for Proposed Certificate

Date 10/12/2020

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Nicholls State University

Date: 06-28-2020

Certificate Program, Unit: Department of English, Foreign Languages, and Cultural

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants								
Support Personnel								

Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$0		\$0		\$0		\$0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
GRAND TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	16,283.40	25%	21,190.08	25%	26,487.60	25%	31,785.12	25%
Fees	406.95		651.12		813.90		976.68	
Other (specify)								
TOTAL	\$16,690.35		\$21,841.20		\$27,301.50		\$32,761.80	

FTE is based on a four (4) course load for tenure track faculty and a five (5) course load for most non-tenure track faculty.

Catalog Description of Courses

ENGL 264. Advanced Grammar. 3-3-0. Prerequisite: C or better in ENGL 102. An intensive review of English grammar with emphasis on the traditional approach and its application. (23.1301)

ENGL 310. Business Communications. 3-3-0. Prerequisites: C or better in ENGL 102 and Junior standing. Fundamental business communication theory, business letters, and reports. (Credit toward graduation may be earned in either ENGL 310 or BSAD 310, but not in both). (23.1303)

ENGL 367. Professional Editing. 3-3-0. Prerequisite: C or better in ENGL 102. Editing in various mediums, familiarity with industry standards and practice for professional publications, preparation for entering editing and publication fields. (23.1304)

ENGL 368. Technical and Professional Writing. 3-3-0. Prerequisite: C or better in ENGL 102. The preparation of documents used in technical and corporate settings. (23.1303)

ENGL 467. Digital Rhetorics—Theory and Practice, and Publishing. 3-3-0. Prerequisites: C or better in ENGL 102 and Junior standing. A humanistic approach to the study of written, oral, visual, electronic, and non-alphabetic communication in digital spaces for the purposes of persuading, negotiating, contesting, and creating individual and community identities, and an exploration of issues in functional and experience design, participatory design, digital composing, digital narrative, media convergence, and the relationship between traditional and digital media. May be repeated for a maximum of six credit hours when content differs. (23.1303)

ENGL 468. Technical Writing for the Sciences. 3-3-0. Prerequisite: C or better in ENGL 102. Application of writing skills to specialized tasks in technical and scientific areas. Individual and collaborative writing projects. (23.0101)

ENGL 484. Advanced Technical and Professional Writing. 3-3-0. Prerequisites: C or better in ENGL 102 and Junior standing. Students will practice researching, planning, and writing a variety of technical and professional documents. Students will also gain experience using a wide range of digital media. (23.1303)

ENGL 498. Grant Writing. 3-3-0. Prerequisites: C or better in ENGL 368 and Junior standing. Students will identify and analyze a need within an organization, research and articulate the need, research and identify potential resources, analyze the rhetorical situation, provide necessary documentation, and follow formatting requirements for the genre. (23.1303)

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

Date:

Campus: Nicholls State University	Program: <u>CIP, Certificate Designation, Title</u> 54.0105, UC, Certificate in Public History
Institutional Contact Person & Contact Info (if clarification is needed) Jared Wells; 985.448.4809; jared.wells@nicholls.edu	

1. Certificate Description

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

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

This certificate program offers concentrated study, training, and hands-on experience in Analytical, Communication, Customer Service, Organizational, Problem-Solving, and Research Skills. Completion of this certificate allows students to develop skills necessary for employment in a diverse range of public history positions.

A certificate in Public History requires 21 semester hours with a minimum grade of C in all courses. Students will complete the following required courses: HIST 255, HIST 256, HIST 371, HIST 395, and HIST 396. To fulfill the remaining 6 hours of coursework, students must either complete HIST 497 or students must complete HIST 496 and ENGL 498. Through completion of HIST 496 or HIST 497, students gain valuable hands-on experience working under the direction of a public history professional in a regional organization.

The program would be available on-site with a goal to make it available for Nicholls Online by Fall of 2022.

2. Need

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

The National Council for Public History lists the following occupations as falling under the field of public history: historical consultants, museum professionals, government historians, archivists, oral historians, cultural resource managers, curators, film and media producers, historical interpreters, and others.

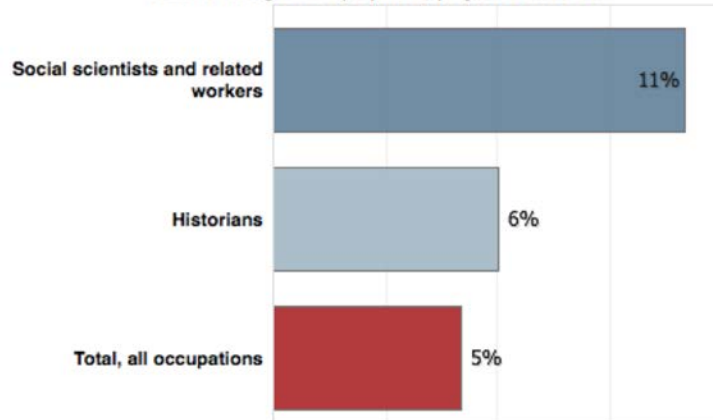
<https://ncph.org/what-is-public-history/about-the-field/>

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (OOH) projects a 6% growth in employment of historians from 2018 to 2028. This BLS notes this project employment growth exceeds the projected 5% growth for all occupations. The median annual wage for historians was \$63,680 in May 2019.

<https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>

Historians

Percent change in employment, projected 2018-28



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

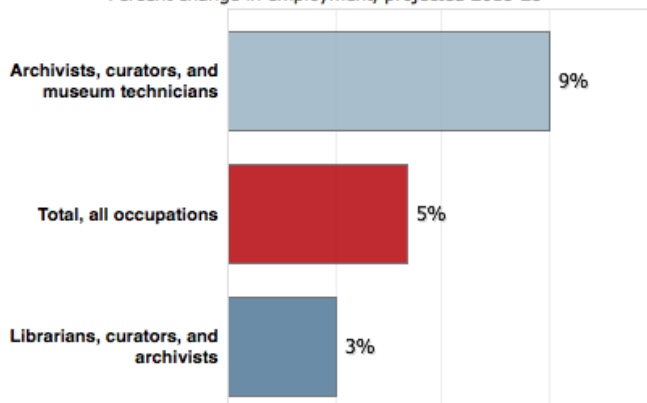
<https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm#tab-6>

The BLS projects 9% growth in employment of archivists, curators, and museum workers. The BLS notes that the need to store information in archives and the public's interest in science, art, and history should continue to spur demand for archivists, curators, museum technicians, and conservators. The 9% projected growth for these occupations exceeds the 5% projected growth for all occupations. The median annual wage for archivists, curators, and museum workers was \$49,850 in May 2019.

<https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm>

Archivists, Curators, and Museum Workers

Percent change in employment, projected 2018-28



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

<https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm#tab-6>

The U.S. Bureau of Labor Statistics' Occupational Handbook notes that competition for historian jobs may be very strong because there are few positions available relative to the number of people seeking jobs in the field.

<https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>

This certificate program offers concentrated study, training, and hands-on experience in Analytical, Communication, Customer Service, Organizational, Problem-Solving, and Research Skills. These skills are highly valued by employers across all industries and government. That is, beyond specific careers in public history, private sector and government sector employers see these skills as key to hiring and promotion. According to the National Association of Colleges and Employers Job Outlook 2020 Survey, 91.2% of employers value “problem-solving skills” in job candidates; 79.4% of employers value “analytical skills”; and 77.5% of employers value “communication skills (written).”

<https://www.naceweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on-students-resumes/>

No university in the ULS offers an undergraduate certificate in Public History.

Two universities in the ULS system currently offer graduate concentrations in Public History as part of their Master’s degree program in History:

UL: Master’s degree in History with concentration in Public History.

UNO: Master’s degree in History with concentration in Public History.

One university in the ULS system currently offers a Master’s degree in Museum Studies.

SUNO: Master of Arts in Museum Studies.

One university in the ULS system currently offers a Bachelor of Arts in History with a concentration in Public History

SLU: Bachelor of Arts in History with Cultural Resource Management/Public History Concentration

3. Students

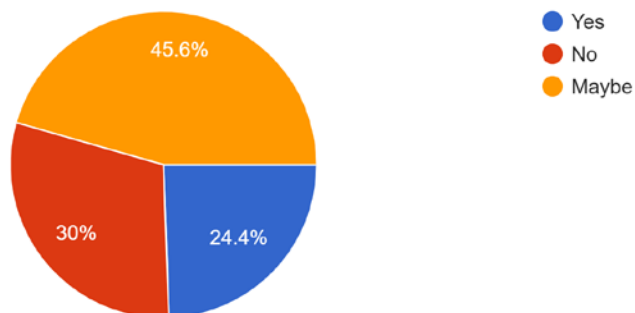
Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

The certificate program will serve various groups. First, it will serve students seeking to gain entry-level employment in the public history field. Second, it will serve people already working in the public history field who seek to gain training through a certificate program and career advancement. Third, it will serve students in allied fields like Art and Social Sciences.

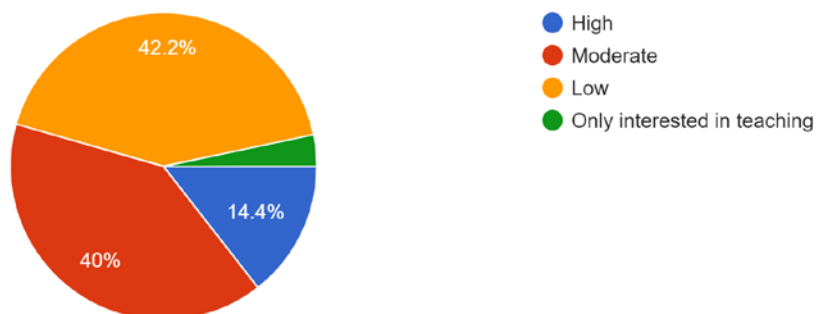
Students in the College of Liberal Arts were polled in regards to their knowledge and interest in Public History Programs. Results of the survey are:

Would you be interested in obtaining a Certificate in Public History?

90 responses



What is your level of interest in non-teaching historical jobs (archives, national parks, museums)?
90 responses



4. Accreditation

Describe plan for achieving program accreditation.

No accreditation is required for this program, but the National Council on Public History's best practices will be a guiding document for curriculum development.

5. Faculty, Administration, & Other Resources

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

Additional faculty is not necessary. Courses in this program will be taught by existing faculty who have expertise in the areas of public history and grant writing. Those faculty include Ms. Laurie Kraus-Landry, Dr. Kevin McQueeney, Dr. Shana Walton, Mr. Jared Wells, and Dr. Paul Wilson. All listed faculty regularly teach the courses in the certificate program. All expected resource needs will be met by existing access to classroom space, Moodle, Banner, and outside agencies the department and university have existing relationships with or will meet future approval of the department. All of the courses can also be offered in an online (WWW) format. Future considerations for Nicholls Online will also be considered as appropriate. The program would reside under the Department of History and Geography.

6. Cost

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

No additional faculty will be required for this certificate program. Students will be placed in existing courses. This should increase the return on investment for those courses. If demand increases to over 30 candidates per course offering for lecture and seminar classes or 15 for internships, shifting of faculty teaching responsibilities or adjunct or overload pay may be required.

CERTIFICATIONS:

Primary Administrator for Proposed Certificate

Date

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

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

Institution: Nicholls State University

Date: 9/28/2020

Degree Program, Unit: Department of History and Geography

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$0		\$0		\$0		\$0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment								
Tuition	14766.84		19689.12		24611.40		29533.68	
Fees	7604.16		10138.88		12673.60		15208.32	
*Other (specify)								
TOTAL REVENUES	\$22371		\$29828		\$37285		\$44742	

Institution: _____

Date: _____

Catalog Description of Coursework:

HIST 255. American History. 3 3 0. American history from the earliest times to 1876. [LCCN: CHIS 2013] (54.0101)

HIST 256. American History. 3 3 0. From 1876 to the present. [LCCN: CHIS 2023] (54.0101)

HIST 371. History of Louisiana. 3 3 0. The political, economic and social development of Louisiana from the earliest times to the present. (54.0101)

HIST 395. Introduction to Public History. 3-3-0. The study of historical methods employed in non-academic settings including historical societies, museums, landmark venues management, community organization administration, and tourism. (54.0105)

HIST 396. Introduction to Historic Preservation. 3-3-0. An exploration of the origins, development, and role of historic preservation in the United States, with special emphasis on the terminology and tools used by specialists in the field. (54.0105)

HIST 496. Public history Internship. 3-0-6. The theory and practice of historical methods of preservation and interpretation in a local or regional museum, archive, or similar institution under the supervision of a practicing historian. May be repeated once for credit if content differs. (540.1.5)

HIST 497. History Internship. 6-0-12. Prerequisites: History major and permission of the department head. Practical work or research experience under the guidance of a practicing historian. (54.0101)

ENGL 498. Grant Writing. 3-3-0. Prerequisites: C or better in ENGL 368 and Junior standing. Students will identify and analyze a need within an organization, research and articulate the need, research and identify potential resources, analyze the rhetorical situation, provide necessary documentation, and follow formatting requirements for the genre. (23.1303)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 25, 2021

- Item F.7.** **Nicholls State University's** request to split the existing Bachelor of Science in Petroleum Services into two separate degree programs: Bachelor of Science in Safety Management and Bachelor of Science in Petroleum Engineering Technology.

EXECUTIVE SUMMARY

For over forty years, Nicholls State University has been educating upstream oil and gas professionals in the unique Petroleum Services and Safety Technology degree programs at the associate and baccalaureate levels. The Bachelor of Science in Petroleum Services (BSPS), which completes an average of 43 graduates annually, combines work experience and academic coursework to prepare students for management positions in the drilling, production, service and supply segments of the petroleum industry. Students may choose a concentration in Safety Technology (PSST) or Exploration and Production (PSEP). The PSEP concentration prepares students for oil and gas drilling and production operations for both offshore and land operations including pipeline and some petrochemical plant operations. The PSST concentration develops students for managing safety operations and implementing safety concepts and technology in industrial operations. This includes oil and gas, general industry, construction and occupational safety. At this time, Nicholls would like to split the current BSPS into two separate and distinct degree programs that align with the existing concentrations: Bachelor of Science in Petroleum Engineering Technology (BSPET) and Bachelor of Science in Safety Management (BSSM).

Reconfiguration of the existing BSPS into two distinct degree programs is in response to student and business needs for more clarity of the degree content and the skills instilled in graduates. Because concentrations are not listed on the actual diploma, it can be confusing to potential employers as to what qualifications the BSPS graduate possesses. By creating two stand-alone degree programs, an action endorsed by the advisory board, better recognition of the specific skill sets gained in each of the proposed degree programs will result. The proposed reconfiguration will come at little to no cost to the University, as all coursework is currently delivered under the existing BSPS. Instead, and in fact, separation stands to increase enrollment through visibility of a more recognized and obvious credential. Furthermore, establishing two distinct programs will allow faculty to more easily adapt to changing industry needs by modifying the curriculum accordingly in order to better prepare graduates for the workplace of today and in the 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 Nicholls State University's request to split the existing Bachelor of Science in Petroleum Services into two separate degree programs: Bachelor of Science in Safety Management and Bachelor of Science in Petroleum Engineering Technology.



Nicholls State University Office

of the President

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

F.7.

February 4, 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 February 25, 2021 meeting of the Board of Supervisors for the University of Louisiana System:

*Proposal to Separate Current Bachelor of Science in Petroleum Services (BSPS)
Degree Program into Two Separate and Distinct Degree Programs:
Bachelor of Science in Safety Management - CIP 15.0701 and
Bachelor of Science in Petroleum Engineering Technology – CIP 15.0903.*

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



Nicholls State University

Provost/Vice President for Academic Affairs

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

MEMO TO: Dr. Jay Clune, President

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

DATE: January 19, 2021

RE: Proposals to separate the current Bachelor of Science in Petroleum Services (BSPS) degree program into two separate and distinct degree programs:

Attached are the two proposals that would effectively split the current Bachelor of Science in Petroleum Services (BSPS) degree program into two separate and distinct degree programs. The current degree program contains two concentrations. As these concentrations are not listed on the actual diploma, it can be confusing to hiring authorities in the profession as to what qualifications the job applicant possesses. These actions are born out of advisory board recommendations to the program to rename the degree(s) to provide better recognition of the specific skill sets in each of the proposed degree programs attached. As a reminder, the UL System and Board of Regents granted permission to move to the full proposal phase without creating an initial Letter of Intent since the proposed degrees already existed, albeit as concentrations within a singular degree program.

Therefore, we are requesting to send forward the two attached proposals that would separate the current Bachelor of Science in Petroleum Services (BSPS) degree program into two separate and distinct degree programs:

Bachelor of Science in Safety Management (CIP 15.0701), and
Bachelor of Science in Petroleum Engineering Technology (CIP 15.0903)

APPROVAL:

Dr. Jay Clune, President

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: Nicholls State University	Requested CIP, Designation, Subject/Title: Bachelor of Science in Petroleum Engineering Technology. CIP: 15.0903.
Contact Person & Contact Info: Milton Saidu, Ph.D., Associate Professor, Department Head of Petroleum Engineering Technology and Safety Management. milton.saidu@nicholls.edu , 985-448-4747	
Date BoR approved the Letter of Intent: 01 June 2020	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021.	
Program Delivery Site (s): Nicholls State University, Thibodaux, LA 70310.	

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 establishing the Bachelor of Science in Petroleum Engineering Technology (BSPET) is to update the visibility and thereby improve recognition among students and employers of the content and objectives of our long-standing Bachelor of Science in Petroleum Services (BSPS) degree. In a companion request, we propose to separate the safety concentration from the BSPS into a distinct degree, the Bachelor of Science in Safety Management (BSSM), which will likewise update the visibility and thereby improve recognition of that concentration of coursework. The degree proposed here, the BSPET, will consist of the BSPS degree content focused on oil and gas drilling and production. Overall, reconfiguring the BSPS degree into separate BSPET and BSSM programs is a response to student and business needs for more clarity of our degree content and the skills instilled in our graduates. This reconfiguration will incur no cost to the university, as all coursework is currently delivered under the existing BSPS program. Instead and in fact, separation stands to increase enrollment through visibility of a more recognizable credential. Further, establishing the BSPET will allow faculty to more easily address changing and future needs of the oil and gas industry independently of those of the safety industry.

The structure of the BSPET program includes content that has been modified over the years to meet needs of the industry regarding exploration, completion, production, workover, and midstream activities. However, the current program title—BSPS—which has been in existence for over three decades does not adequately portray the relevance of engineering technology content to industry recruiters seeking to hire our graduates. The proposed BSPET program will allow future graduates to be recognized in a broader workforce for their credentials and competence as they compete for jobs in the energy sector workforce. The change will also improve transition and admissions process of graduates who progress to advance degrees within the region and beyond. Our program actively meets the needs of the industry as it changes from the standpoints of technology, processes, and regulations, and therefore this proposal requests only a name change to appropriately represent the students graduating in the future.

The basic structure of the BSPET program is 120 hours expected to be completed over four years. Applicants with prior college credits that are evaluated by the university's transfer student's office will likely complete the program in less time. The core courses focus on exploration, completions,

production, workover and midstream aspects of oil and gas operations and includes experiential courses for internships. We plan to begin the program in the fall semester of 2021, and will offer this degree in a traditional classroom format.

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

Bachelor of Science in Petroleum Engineering Technology Curriculum Guide (120 credit hours)

An index of course abbreviations and titles is provided at the end of this document.

CLR - Computer Literacy Requirement
OCR - Oral Communication Requirement

GER - General Education Requirement
UR - University Requirement

YEAR*	COURSE NAME	COURSE NUMBER	REQUIRE-MENT	CREDIT HRS
1	ENGL	101	GER	3
1	ENGL	102	GER	3
1	Freshman Seminar Course		UR	1
1	MATH	101	GER	3
1	MATH	214	GER	3
1	PSET	121		3
1	PSET	241		3
1	PSET	171		3
1	Physical Sciences Elective	**	GER	3
1	Physical Sciences Elective	**	GER	3
1	SATC	101		3
1	Oral Communication Elective		OCR	3
2	ENGL Literature Elective		GER	3
2	HIST Elective		GER	3
2	Humanities Elective		GER	3
2	Biological Sciences Elective		GER	3
2	Computer Literacy Elective		CLR	2
2	PSET	231		3
2	PSET	301		3
2	SATC	112		3
2	SATC	220		3
2	SATC	230		3
2	SATC or PSET Elective			3
3	Fine Arts Elective		GER	3
3	Writing Intensive Elective	≥ 300-level	GER	3
3	PSET	310		3
3	PSET	331		3
3	PSET	371		3
3	SATC	240		3
3	SATC	440		3
3	SATC or PSET Elective	≥ 300-level		3
3	Approved Electives***	≥ 300-level		3

4	PSET	305		3
4	PSET	381		3
4	PSET	384		3
4	PSET	431		3
4	PSET	477		3
4	PSET	401		3
4	PSET	452		3
4	Social Sciences Elective		GER	3
4	Social Sciences Elective		GER	3
	TOTAL HOURS			120

****Recommend complete as Freshman (1), Sophomore (2), Junior (3), Senior (4)**

****Physical Sciences Electives (6 hours) must be in the same discipline. GEOL 101 and 203 are recommended.**

*****Electives can be from any 300- or 400-level science, technology, engineering, math, or business course.**

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

There is currently no direct industry-based certification. However, competencies for industry-based certifications are embedded in the curriculum. In addition, there are plans to offer certifications through “Compete LA” for credentialing individuals who plan to work in industry.

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

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

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

The BSPET program, like the original BSPS program, will be offered through a unique alternate schedule that allows students working on a rotational schedule of seven days at work and seven days off work (7-and-7) to attend college and graduate successfully. The courses are also offered in a combination of hybrid and traditional on-ground modes.

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 BSPET program will emphasize the embedded competency of students graduating from the program, giving them improved opportunities for job placement and advancement. The program will also allow the department to serve the needs of non-traditional students working in industry who wish to return to school to further their education. It will create an opportunity to provide short certification programs that align with “Compete LA” initiatives, while providing the needed competent personnel to serve in the work force of this region and beyond. The Global Energy Talent Index (GETI) report indicates that 81% of people aged under 25 would consider entering the oil and gas sector if they were starting their career now.² This is a result of aging population of “baby boomers” retiring at a rate that is causing the oil and gas industry to seek talent and workers from graduates including those from this program. The Louisiana Department of Labor indicates that jobs our students will fill upon graduation are four- and five-star jobs.³ It is clear that oil and gas continues to significantly impact the Louisiana workforce economy, and it is incumbent on the university to continue to educate students in a program like the BSPET. Graduates from the current BSPS program who have secured jobs in oil and gas industry enjoy opportunities of better job prospects compared to stop-outs. According to the Bureau of Labor Statistics⁴ (BLS, May 2020),

the mean wage for industrial production managers in oil and gas was highest in oil and gas sector, with an annual wage of \$152,380. Graduates from this program entering into upstream oil and gas operations often ascend to managerial and leadership roles.

A further need for the BSPET degree is related to the emerging technologies in operation of petrochemical and oil and gas companies. This is evident in the emergence of technology companies such as DXC Technology establishing operations in New Orleans. Although a large portion of their jobs will be from students with a computer science background, services rendered to oil and gas companies will entail technical operations managers and personnel who graduate from programs such as the BSPET. In the last decade, more operations in oil and gas have moved to offshore facilities, which has increased demand for engineering technologists. Hence, emerging technologies for facilities farther out in deep water will continue to seek engineering technologists to operate automation and control services rendered by high-tech companies like DXC. Land and shallow water operations are also increasing demand for technologist as has been evident in areas such as the Permian Basin.

Perhaps the greatest appeal of the proposed program is the adaptability to changes in workforce needs. In this program, all needed considerations for workforce changes have been met over the last six years, except for a title change for the program. Delivery of the BSPET program will enhance collaboration with industry partners and professional society chapters such American Association of Drilling Engineers (AADE) and Society of Petroleum Engineers (SPE). These collaborations will also increase internship opportunities and job placement while also improving the university's recognition workforce development. Recruiters present during on- and off-campus events will find the BSPET designation more precise to channel to upper management when categorizing prospective candidate placement options. Successful graduates from this program have not only sought to join the work force in the region, but many have taken a bold step to create start-up companies, which in turn create employment opportunities for other graduates. Companies managed by CEO's that are graduates of Nicholls and our traditional BSPS program are mostly seeking talent from among our graduates because they personally understand the coursework required in the safety concentration. However, outside employers see the degree name on resumes and not necessarily the petroleum engineering technology coursework. Separating engineering technology training from our existing BSPS degree and rendering it a distinct degree will solve this problem.

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

☒ [MS1] 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

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

The BSPET degree will further the mission and vision of our university by providing a comprehensive degree focused on preparing entry-level professionals for the oil-and-gas industry in the Bayou Region community and beyond. It will further support the mission of Nicholls by rebranding the updated programs to adequately serve the needs of the region and beyond, while significantly contributing to workforce development and jobs in the area. The current program BSPS has added four new laboratories in the past six years. These laboratories have been a result of improvement in the curriculum to include concepts of environment technology, drilling fluid processes, reservoir fluid concepts, and a state-of-the-art well control simulation laboratory. All of the improvements have met the demands and changes in industry. However, the program name no longer adequately describes the training of students in the program. This makes it challenging to defend the content studied against the title the diploma presents, a conundrum that both inaccurately represents program graduates who have completed the safety concertation and limits

the extent of their opportunities. The proposed program name—BSPET—will improve career mentoring and advising of students and will predictably boost retention and new enrollment. It will also allow the department to both streamline current transfer credit options within system institutions and develop new memoranda of understanding with institutions outside of the University of Louisiana System. Finally, in the recent accreditation process with Association of Technology, Management and Applied Engineering (ATMAE), the visiting team found it challenging to relate our program goals and objectives to the title the degree carries, even when the department name is unique. They therefore encouraged the department to seek a title change that will clearly reflect our mission, goals and objectives.

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.

The inventory of the current Board of Regents degree and certificate programs indicates that there is no duplicate program at any of the public universities in Louisiana both from the stand point of the curriculum and the title of the program. A detailed search of individual universities in the state indicates very little overlap in few courses relating to drilling and production. The proposed BSPET program, like its parent BSPS program, emphasizes experiential, practical technological applications and managing operations rather than the design focus of traditional engineering programs. Institutions including ULL and LSU offer Petroleum Engineering programs and courses. These are understandably focused on fundamental engineering curricula, which differs from the BSPET program.

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

The proposed BSPET program will be a separation from the existing BSPS program and will not incur termination or phasing out of an existing program.

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

N/A

3. Students

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

In a survey of four class sections in Fall 2019 total 85 students, over 90% of respondents indicated that they wanted a name change for the program. Alumni of the BSPS have also reported frustration at been questioned during interviews on the correlation of the title (“Petroleum Services”) and the content of the degree program. In the aftermath of the Deep Water Horizon⁵ incident in the Gulf of Mexico, companies are now *required* to show that their personnel have a documented competency in their various duties involving technical operations. As a consequence, the demand for technical degrees by non-traditional students has increased. The following table indicates the number of declared majors in the current BSPS (Exploration and Production Concentration) and Associate of Science in Petroleum Services (ASPS) programs and demonstrates enrollment stability despite fluctuations in the industry and its workforce. Identity with a new BSPET degree has strong potential to attract new students interested in technical and operations positions.

Fall Semester Data	2017-18	2018-19	2019-20
BSPS (Exploration & Production concentration)	78	80	63
ASPS	11	21	34
Total	89	101	97

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

We project that enrollment will increase due to the high demand for employees trained in engineering technology personnel in industrial operations and particularly in petrochemical and oil-and-gas operations. This region particularly seeks to fill those four- and five-star jobs to meet the demands of the energy industry which is heavily sustained by oil and gas operations. This is supported by our graduation rates that are above average in the university. These projections are supported by our graduation rates that are above average at the university. We project that our enrollment will double in the next five years with an expected 25% increase per year.

Enrollments	2021-2022	2022-2023	2023-2024	2024-2025
BSPSET	98	123	154	193

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

1. The university library has sufficient books and periodicals to support a BSPET. In addition, the department maintains a resource room for students that collects industry and certification literature.
2. The department supports three student chapters of professional society, which serve to integrate students into the knowledge and expectations of industry while also providing career mentorship.
3. The department faculty include engineering professionals expert and experienced in teaching, academic advising, and career mentorship.
4. Our professional society chapters (SPE, AADE and ASSP) regularly support student success by providing scholarships to deserving students for academic pursuit of their degree program.
5. Local and regional companies including Tanks-A-Lot, Danos, Shell, and Chevron regularly engage our students in service learning opportunities.
6. The department maintains partnerships with a diversity of local and regional companies for student internship placement.

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

There will be no special requirements for entry into the program. Any student accepted to Nicholls is eligible to enroll in the BSPET program.

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

N/A

4. Faculty

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

Credentials and experience of current faculty will adequately sustain the proposed BSPET program. The department currently has five fulltime faculty and an adjunct pool of eight adjunct industry professionals. Courses in the proposed program will be offered in the same manner as the existing program. The majority of classes (over 50%) will be offered in a traditional classroom setting. It will therefore not affect faculty teaching, advising, and mentoring schedules in any adverse way. The program name change will actually allow faculty to be proactively engaged in recruiting students, retaining students with focused teaching pathways and advising effectively. Current fulltime faculty include:

1. Dr. John Griffin, Associate Professor, Ph.D. in Petroleum Engineering with a background in completions and well control. Classes taught include PSET 431, PSET 381, PSET 384, PSET 302, PSET 171 and PSET 241.
2. Dr. Milton Saidu, Associate Professor and Department Head, PhD. in Engineering Science with a background in safety and environmental engineering. Classes taught include SATC 101, SATC 240, SATC 290, SATC 380, SATC 440, and PSET 121.
3. Dr. Ali Edrisi, Associate Professor, Ph.D. in Petroleum Engineering with a background in

drilling fluids. Classes taught include PSET 371, PSET 301, PSET 477, PSET 452, PSET 295, and PSET 231.

4. Mr. Michael Gautreaux, Assistant Professor and Outreach Director, Certified Safety Professional (CSP). Classes taught include PSET 401, PSET 402, SATC 350, SATC 420, SATC 450, SATC 480, and SATC 295.
5. Mr. Michael Vinci, Instructor, Certified Safety Professional (CSP). Classes taught include SATC 112, SATC 101, SATC 240, SATC 220, SATC 325, SATC 385, and SATC 375.

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.

Since the current faculty are essentially delivering the curriculum through the existing BSPS program, no new faculty will be needed though the first two years of anticipated growth. However, we anticipate need for an additional FTE in Year 3 as enrollment increases and needs of industry further specialize.

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 in the department are actively involved in mentoring undergraduate research and engaging in other specialized research. Contributions from department faculty have been presented at undergraduate research symposia. Presentations at professional conferences have earned awards for faculty-mentored student research at the “Deep Water Symposium” two years in a row (prior to COVID-19 restrictions). The proposed BSPET will allow faculty to teach more specialized content in other areas of safety related to petrochemical and general industrial safety. This is an opportunity for students and faculty to be further involved in service learning and research.

5. Library and Other Special Resources

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

Library resources are currently adequate to meet the requirements of the program. Occasional sourced resources that were not readily available have been provided by the library through inter-library loans. No additional cost will be incurred for library resources for the proposed program. Professional society chapters including ASSP do give support to students to access additional resources from their database and publications. In addition, the department maintains a resource room for students that collects industry and certifications literature.

What additional resources will be needed?

The proposed program does not currently need additional resource. However, as the projected growth takes place, it is anticipated that resources will be needed with growth of program.

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?

The Code of Federal Regulation (CFR), as well as websites of the Department of Labor, the Occupational Safety and Health Administration (OSHA), Well Control School (WCS), and the International Association of Drilling Contractors (IADC) website are open and accessible resources that students are frequently required to use as references for course content and assessments. Courses generally related to these resources include SATC 101, SATC 112, PSET 381, PSET 384, PSET 431, PSET 371, PSET 477 and PSET 331. Using some of the open resources provides tremendous savings to the students. Further, activities of the exploration and production workforce are based on these references, and BSPET classes are designed to use to a

large extent applicable laws from these resources to explain concepts and prepare students for competency in the oil and gas industry.

6. Facilities and Equipment

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

The department has in the last five years renovated a total of seven instructional spaces on campus through industry and Nicholls support. This includes laboratory spaces for curriculum enhancements. Three laboratories were renovated and equipped in addition to classrooms with updated audio-visual systems (AV). The department is currently using one laboratory for drilling fluids and another space for reservoir fluid courses. As a responsible response to the Deepwater Horizon incident, a simulation laboratory has been built for student learning activities including software simulations for well control. An additional laboratory space for production systems been recently renovated.

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

The department recently completed renovation of new laboratory space and a cluster classroom for team collaborative learning room. Therefore, there is no need for new facilities.

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 program will be administered in the Department of Petroleum Engineering Technology and Safety Management (PETSM). The proposed program will not alter the current administrative structure in the college or the institution as a whole. The department is under direct administration of the department head, supervised by the dean of the College of Sciences and Technology.

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

There are several strengths. The department has the required expertise to implement the proposed program. Graduation rates in the current BSPS program exceed the university average. Growth of industrial operations in all petrochemical sectors will require the presence of safety personnel. This demand corresponds to the 4- and 5-star jobs that potential graduates could be employed in the field. The current challenge to the program is delivery of laboratory sections of the program in a safe (COVID-19 requirements) and effective mode while delivering the required competency for students.

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 proposed BSPET program is fully aligned with SACSCOC requirements as the core structure of the program has not changed. ATMAE, the accreditation agency for the current BSPS program, was also consulted for approval of the process to change the program name. The program change will be acknowledged to accreditors upon final approval by the Board of Regents. The department plans to seek an expanded accreditation in the next academic year upon start of implementation which coincides with preparations for renewal of specialized accreditation with ATMAE.

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

N/A

9. Related Fields

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

The current BSPS program collaborates with and is supported by both the university's Mathematics program and Physical Sciences program. Some courses in the program are allowed to be taken in the business school for credit towards the program. Some BSPS course are permitted as electives in the business school. These relationships will continue in the proposed BSPET program.

10. Cost & Revenue

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


The current proposed program will not incur cost to the institution for at least two years, as it is fully functional with current faculty considering current and anticipated enrollment at this time. However, in Year 3, we anticipate the hire of one additional full-time faculty member (75K plus 30% benefits). No new courses require development at this time. Request for any curriculum changes will be made as necessary by the department in consultation with advisory board recommendations, industry changes, and student needs. Per-student revenue from tuition (\$2461.14) and fees (\$1661.76) is based on full-time enrollment (12 credit hours per each Fall and Spring). "State Appropriations" is based on enrollment projections using 2019 Formal Funding data.

*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 PETSM department occasionally receives support from industry partners and professional societies who donate to promote the program in the region and to enhance the facilities and laboratory equipment. These donations have been limited in the past two years due to the industry performance and the current COVID-19 pandemic. However, the potential for increased enrollment will boost membership in the professional society chapters on campus; in turn, this membership encourages the parent chapter to contribute financially to scholarships, laboratory/classroom development, conference travel, and other professional developments activities.

CERTIFICATIONS:



Primary Administrator for Proposed Program

01/12/2021

Date



Provost/Chief Academic Officer

01/19/2021

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Nicholls State University

Date: 10/30/2020

Degree Program, Unit: Bachelor of Science in Petroleum Engineering Technology,
Department of Petroleum Engineering Technology and Safety Management

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 0		\$ 0	0	\$ 97,500	1.0	\$ 97,500	1.0
Graduate Assistants	\$ 0		\$ 0		\$ 0		\$ 0	
Support Personnel	\$ 0		\$ 0		\$ 0		\$ 0	
Fellowships and Scholarships	\$ 0		\$ 0		\$ 0		\$ 0	
SUB-TOTAL	\$ 0		\$ 0		\$ 97,500		\$ 97,500	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ 0		\$ 0		\$ 0		\$ 0	
Equipment/Library Resources	\$ 0		\$ 0		\$ 0		\$ 0	
Travel	\$ 0		\$ 0		\$ 0		\$ 0	
Supplies	\$ 500		\$ 500		\$ 500		\$ 500	
SUB-TOTAL	\$ 500		\$ 500		\$ 500		\$ 500	
TOTAL EXPENSES	\$ 500		\$ 500		\$ 500		\$ 500	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$ 225,555		\$ 280,880		\$ 351,100		\$ 438,343	
*Federal Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
*State Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
*Private Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
Expected Enrollment	106		132		165		206	
Tuition	\$ 260,881		\$ 324,870		\$ 406,088		\$ 506,995	
Fees	\$ 176,147		\$ 219,352		\$ 274,190		\$ 342,323	
*Other (specify)	N/A		N/A		N/A		N/A	
TOTAL REVENUES	\$ 662,583		\$ 825,102		\$ 1,031,378		\$ 1,287,661	

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

References

1. Information on environment and information behavior of the Offshore installation manager (OIM) in the context of safety and emergency response: An exploratory study. Marcella, R., Lockerbie, H., 2015. *Journal of Information Science*, pp.1-7.
2. Global energy talent report, 2020.
https://cdn2.hubspot.net/hubfs/3277184/Gated%20PDFS/GETI%20Report%202020%20digital-web-version.pdf?utm_campaign=GETI%202020&utm_medium=email&hsenc=p2ANqtz-8NPuAG7kPN67KvaecFZ3hU5xHJji-mzo3YeZvANv_ScO2RWmK45QCS-Eqa0JlxE-uACqta9dR_CElUU7dQkneob1DIOT2RqkAkoP6iJcSpOCIXQ&hsmi=82342576&utm_content=82342576&utm_source=hs_automation&hsCtaTracking=284bb1e5-1a73-4a1e-9b5b-fae8d27a6062%7C24e1e4ab-6866-48c1-bcd9-f0680062ee4f
3. Louisiana department of labor, work force commission, 2020.
<http://www.laworks.net/Stars/default.aspx>
4. Bureau of Labor Statistics, U.S. Department of Labor, May, 2020.
<https://www.bls.gov/oes/current/oes113051.htm>
5. Deep Water horizon report, 2010. <https://www.govinfo.gov/content/pkg/GPO-OILCOMMISSION/pdf/GPO-OILCOMMISSION.pdf>

Index of Course Abbreviations and Titles

Required:

PSET-121- Petroleum Computational Methods
PSET 171- Well Drilling
PSET 241- Oil Production
PSET 231-Gas Production
SATC 101- Governmental Regulatory Agencies
SATC 112- Loss Control
SATC 220- Safety, Health & Environmental Training
SATC 230- Drug Abuse in Industry
SATC 240- Marine Accident Prevention
PSET 301- Human Resource Utilization in Petroleum Industry
PSET 305- Economics in Petroleum Industry
PSET 310- Safety and Control Systems
PSET 331- Methods of Artificial Lift
PSET 371- Drilling Fluids
PSET 381- Well Completion, Service and Workover

PSET 384- Well control
PSET 401- Cooperative Work Experience
PSET 431- Rock and Fluid Properties
PSET 477- Well Evaluation, Methods, and Procedures
PSET 452- Senior Seminar & Research Methods

Elective:

PSET 290 - Special Problems
SATC 295 - Safety Seminar Capstone
PSET 302 - Intercultural Communications
PSET 402 - Cooperative Work Experience
SATC 325 - Disaster Management
SATC 350 - Industrial Safety
SATC 375 - Industrial Hygiene
SATC 380 - Ergonomics
SATC 385 - Hazardous Materials
SATC 450 - OSHA I. General Industry

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: Nicholls State University	Requested <u>CIP, Designation, Subject/Title</u> : Bachelor of Science in Safety Management. CIP: 15.0701.
Contact Person & Contact Info: Milton Saidu, Ph.D., Associate Professor, Department Head of Petroleum Engineering Technology and Safety Management. milton.saidu@nicholls.edu , 985-448-4747	
Date BoR approved the Letter of Intent: 01 June 2020	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021.	
Program Delivery Site (s): Nicholls State University, Thibodaux, LA 70310.	

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 new B.S. in Safety Management (BSSM) will provide students with a baccalaureate credential more recognizable and desirable by industry employers. Currently, the undergraduate training we provide students in the safety field lies as a concentration in our long-standing B.S. in Petroleum Services (BSPS) degree. Responding to student and business needs, we are proposing separation of this degree in to the BSSM and (under a separate request) a B.S. in Petroleum Engineering Technology (which, incidentally, was the original name of the BSPS program). The separation will incur no cost to the university, as all coursework is currently delivered under the existing BSPS program. Instead and in fact, separation stands to increase enrollment through visibility of a more recognizable credential. Further, as the need for safety professionals increases, this program proposal responds to changes in the current and future needs of general industry, as well as petroleum, oil, and gas related industries.

The structure of the BSPS program includes content that has been modified over the years to meet needs of both general industry (including manufacturing, production, transportation) and oil and gas workforce in the region. However, the current program title which has been in existence for over three decades does not adequately portray the relevance of safety concentration content to industry recruiters seeking to hire our graduates. The proposed BSSM program will allow future graduates to be recognized in a broader workforce for their credential and competence in the safety discipline as they compete for jobs in the workforce. The change will also improve transition and admissions process of graduates who progress to advance degrees within the region and beyond. Current changes to industrial operations, particularly in oil and gas facilities prevalent in this region of Louisiana, requires facilities health, safety, and environment managers (HSE) to be competent in policy compliance, operations safety, environmental impact, and emergency systems.¹ Our curriculum currently meets those needs, and therefore this proposal requests only a name change, making the existing concentration a standalone program, to appropriately represent the students graduating in the future.

The basic structure of the proposed BSSM program is 120 hours expected to be completed over four years. Applicants with prior college credits that are evaluated by the university's transfer student's office will likely complete the program in less time. The curriculum is based on safety in oil and gas industry applications, although the curriculum covers other aspects of general industry, construction, agriculture, maritime and transportation safety. The program also includes experiential courses for internships. Importantly, the BSSM program includes coursework that will

qualify the completing student for a Graduate Safety Practitioner (GSP) certification based on Board of Certified Safety Professionals (BCSP) examination and licensure standards. This implies that graduates from the program will be one step ahead in acquiring a sequence of professionally recognized certifications that are based on competence and years of experience. We plan to begin the program in the fall semester of 2021, and will offer this degree in a traditional classroom format.

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

Bachelor of Science in Safety Management Curriculum Guide (120 credit hours)

An index of course abbreviations and titles is provided at the end of this document.

CLR - Computer Literacy Requirement
OCR - Oral Communication Requirement

GER - General Education Requirement
UR - University Requirement

YEAR*	COURSE NAME	COURSE NUMBER	REQUIRE-MENT	CREDIT HRS
1	ENGL	101	GER	3
1	ENGL	102	GER	3
1	Freshman Seminar Course		UR	1
1	MATH	101	GER	3
1	MATH	214	GER	3
1	PSET	121		3
1	PSET	241		3
1	PSET	171		3
1	Physical Sciences Elective	**	GER	3
1	Physical Sciences Elective	**	GER	3
1	SATC	101		3
1	Oral Communication Elective		OCR	3
2	ENGL Literature Elective		GER	3
2	HIST Elective		GER	3
2	Humanities Elective		GER	3
2	Biological Sciences Elective		GER	3
2	Computer Literacy Elective		CLR	2
2	PSET	231		3
2	PSET	301		3
2	SATC	112		3
2	SATC	220		3
2	SATC	230		3
2	SATC or PSET Elective			3
3	Fine Arts Elective		GER	3
3	Writing Intensive Elective	≥ 300-level	GER	3
3	SATC	325		3
3	SATC	375		3
3	SATC	380		3
3	SATC	240		3

3	SATC	440		3
3	SATC or PSET Elective	≥ 300-level		3
3	Approved Electives***	≥ 300-level		3
4	PSET	305		3
4	SATC	385		3
4	SATC	420		3
4	SATC	450		3
4	SATC	480		3
4	PSET	401		3
4	PSET	452		3
4	Social Sciences Elective		GER	3
4	Social Sciences Elective		GER	3
	TOTAL HOURS			120

**Recommend complete as Freshman (1), Sophomore (2), Junior (3), Senior (4)

**Physical Sciences Electives (6 hours) must be in the same discipline.

***Electives can be from any 300- or 400-level science, technology, engineering, math, or business course.

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

There is currently no direct industry-based certification. However, competencies for industry-based certifications are embedded in the curriculum. In addition, there are plans to offer certifications through “Compete LA” for credentialing individuals who plan to work in industry.

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

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

The BSSM program, like the original BSPS program, will be offered through a unique alternate schedule that allows students working on a rotational schedule of seven days at work and seven days off work (7-and-7) to attend college and graduate successfully. The courses are also offered in a combination of hybrid and traditional on-ground modes.

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 BSSM program will emphasize the embedded competency of students graduating from the program, giving them improved opportunities for job placement and advancement. The program will also allow the department to serve the needs of non-traditional health-safety-environment (HSE) technicians, supervisors, and managers working in industry who wish to return to school to further their education. It will create an opportunity to provide short certification programs that align with “Compete LA” initiatives while providing needed competent personnel to serve in various areas of the regional workforce and beyond. The Department of Labor (DOL) indicates that its agencies have responsibility for the administration and enforcement of the laws enacted to protect the safety and health of workers in America.² Demand for personnel to monitor and enforce policies by Occupational Safety and Health Administration (OSHA) has greatly increased the need for safety graduates across all industries. OSHA indicates that in 2011 there were over 450,000 employees engaged in many industrial processes to support drilling and servicing well production operations.² Unfortunately 489 industry workers lost their lives between 2013 and 2017. This

highlights the importance of safety and compliance workers in the industry. It is necessary that we continue to educate students in a distinct, standalone safety degree program to serve the workforce needs while also providing a pathway for career progression for non-traditional students.

According to the Global Energy Talent Index (GETI) report of 2020, the mean annual wage for HSE manager was of \$119,373.³ Safety jobs are rated four- and five-stars according to Louisiana Workforce Commission website.

Graduates from the BSSM entering HSE personnel positions are mostly on a career part to becoming managers. The department will seek the GSP certification from the Board of Certified Safety Professionals (BCSP) upon approval of the BSSM program. Approval of the certification will actually place BSSM graduates in high demand by recruiters. The GSP certification indicates that graduates have the potential to progress to additional certifications and ultimately to Certified Safety Professional (CSP) status. This is the credential that OSHA and other agencies want managers in charge of facilities to have. This strategy begins with establishing the BSSM followed by GSP certification for the program, and GSP certification will be conferred on all students graduating from the program.

Perhaps the greatest appeal of the proposed program is the adaptability to changes in workforce needs. In this program, all needed considerations for workforce changes have been met over the last six years, except for a title change for the program. Delivery of the BSSM program will allow more collaboration with industry partners and professional society chapter(s), such American Association of Safety Professionals (ASSP). Collaborations will increase internship opportunities and job placement while also enhancing the status of the university in workforce development. Recruiters present during on- and off-campus events will find the BSSM more precise to channel to upper management when categorizing prospective candidate placement options. Successful graduates from this program have not only joined the workforce in the region, but many have taken a bold step to create start-up companies, which in turn create employment opportunities for other graduates. Companies managed by CEO's that are graduates of Nicholls and our traditional BSPS program are mostly seeking talent from among our graduates because they personally understand the coursework required in the safety concentration. However, outside employers see the degree name on resumes and not necessarily the safety concentration coursework. Separating safety training from our existing BSPS degree and rendering it a distinct degree will solve this problem.

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

☒ [MS1] 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

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

The BSSM degree will further the mission and vision of Nicholls State University by providing a comprehensive degree focused on preparing entry-level safety professionals for the oil-and-gas and other industries for the Bayou Region community and beyond. It will also give non-traditional students the opportunity to progress in their safety careers upon completion of the BSSM. The proposed program will support the mission of Nicholls by rebranding our BSPS to adequately serve the needs of the region and beyond while contributing to workforce development and jobs in the area. The current program curriculum has embedded laboratory courses with a newly renovated laboratory spaces in two buildings on campus. This improvement was made as a consequence of curriculum updating to meet changes in industry. A minor course of study in Disaster Management has been recently developed in the existing BSPS program. This minor provides opportunity to allied health and health professionals interested in learning the basics of how to manage disasters, especially natural disasters (hurricanes, tornadoes, flooding etc.)

prevalent in the region. These improvements have been adequate to meet the demands and changes in Federal regulations, including expectations of the Federal Emergency Management Agency (FEMA) and industry. However, the program name no longer adequately describes the training of some students in the program. This makes it challenging to defend the content studied against the title the diploma presents, a conundrum that both inaccurately represents program graduates who have completed the safety concertation and limits the extent of their opportunities. The proposed program name—BSSM—will improve career mentoring and advising of students and will predictably boost retention and new enrollment. It will also allow the department to both streamline current transfer credit options within system institutions and develop new memoranda of understanding with institutions outside of the University of Louisiana System.

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.

The inventory of current Board of Regents degree and certificate programs indicates that there is no duplicate program at any of the public universities in Louisiana both from the standpoint of curriculum and program title. A detailed search of individual universities in the state indicates very little overlap in few courses. The proposed BSSM program emphasizes knowledge and competence required of safety personnel at an entry level and critical analytical skills for a progression to safety manager. Safety practitioners with CSP certifications manage personal safety and process safety in industrial operations. Institutions including UL Monroe and Southeastern University offer programs in different aspects of safety. They understandably focus on occupational safety, health, and environment, which differ from the proposed program with a curriculum foundation based on the oil and gas industry unique to this region. In the recent accreditation process with Association of Technology, Management and Applied Engineering (ATMAE), the visiting team found it challenging to relate our program goals and objectives to the degree title, even when the department name is representative. The visiting team, therefore, encouraged the department to seek a program name change that will clearly reflect our mission, goals and objectives.

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

The proposed BSSM program will be a separation from the existing BSPS program and will not incur termination or phasing out of an existing program. However, in a separate proposal, we are also requesting a name change for the residual BSPS program.

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

N/A

3. Students

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

In a survey of four class sections in the Fall 2019 with a total 85 students, over 90% of respondents indicated that they wanted a name change for the program. Alumni of the BSPS program have also reported frustration at been questioned during interviews on the correlation of the title and the content of the program. In the aftermath of the Deep Water Horizon⁴ incident in the Gulf of Mexico, the recent Exxon Mobile explosion in 2020 in Baton Rouge, and the Eastern Texas gas line explosion of May 2020, as well as other incidents, the demand companies have for students with clear and distinct safety training in the oil and gas industry has increased dramatically. As a consequence, it has also increasing the demand for non-traditional students to enroll in college in this program. These non-traditional students are also concerned with the current representation of the title of the program. A change will clearly ease return to work and job change prospects.

The following table indicates number of declared majors at Nicholls in the BSPS (Safety Concentration) and the Associate of Science in Safety Technology (ASST) programs over the past three years. These data demonstrate that enrollment remains robust and stable overall despite downturn in the petroleum industry. It also demonstrates over 100% increase in the number of graduates of the university's ASST program. One explanation for these data is the clarity of the ASST name together with job opportunities in the safety fields.

Fall Semester Data	2017-18	2018-19	2019-20
BSPS (Safety Concentration)	122	89	85
ASST	21	39	48
Total	143	128	133

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

We project that enrollment will increase due to the high demand for safety personnel in industrial operations and particularly in petrochemical and oil-and-gas operations. Industries in this region seek to fill four- and five-star jobs to maintain compliance with Federal agencies such as the Occupational Safety and Health Administration (OSHA), the National Institute of Occupational Safety and Health (NIOSH), the U.S. Coast Guard, and others. These projections are supported by our graduation rates that are above average at the university. We project that our enrollment will double in the next five years with an expected 25% increase per year.

Enrollments	2021-2022	2022-2023	2023-2024	2024-2025
BSSM	106	132	165	206

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

1. The university library has sufficient books and periodicals to support a BSSM. In addition, the department maintains a resource room for students that collects industry and certification literature.
2. The department supports three student chapters of professional society, which serve to integrate students into the knowledge and expectations of industry while also providing career mentorship.
3. The department faculty include safety professionals expert and experienced in teaching, academic advising, and career mentorship.
4. Our professional society chapters (SPE, AADE and ASSP) regularly support student success by providing scholarships to deserving students for academic pursuit of their degree program.
5. Local and regional companies including John Deere, Danos Industries, and Falck Safety Services regularly engage our students in service learning opportunities.
6. The department maintains partnerships with a diversity of local and regional companies for student internship placement.

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

There will be no special requirements for entry into the program. Any student accepted to Nicholls is eligible to enroll in the BSSM program.

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

N/A

4. Faculty

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

Credentials and experience of current faculty will adequately sustain the proposed BSSM program. The department currently has five fulltime faculty and an adjunct pool of eight adjunct industry professionals. Courses in the proposed program will be offered in the same manner as the existing program. The majority of classes (over 50%) will be offered in a traditional classroom setting. It will therefore not affect faculty teaching, advising, and mentoring schedules in any adverse way. The program name change will actually allow faculty to be proactively engaged in recruiting students, retaining students with focused teaching pathways and advising effectively. Current fulltime faculty include:

1. Dr. John Griffin, Associate Professor, Ph.D. in Petroleum Engineering with a background in completions and well control. Classes taught include PSET 431, PSET 381, PSET 384, PSET 302, PSET 171 and PSET 241.
2. Dr. Milton Saidu, Associate Professor and Department Head, PhD. in Engineering Science with a background in safety and environmental engineering. Classes taught include SATC 101, SATC 240, SATC 290, SATC 380, SATC 440, and PSET 121.
3. Dr. Ali Edrisi, Associate Professor, Ph.D. in Petroleum Engineering with a background in drilling fluids. Classes taught include PSET 371, PSET 301, PSET 477, PSET 452, PSET 295, and PSET 231.
4. Mr. Michael Gautreaux, Assistant Professor and Outreach Director, Certified Safety Professional (CSP). Classes taught include PSET 401, PSET 402, SATC 350, SATC 420, SATC 450, SATC 480, and SATC 295.
5. Mr. Michael Vinci, Instructor, Certified Safety Professional (CSP). Classes taught include SATC 112, SATC 101, SATC 240, SATC 220, SATC 325, SATC 385, and SATC 375.

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.

Since the current faculty are essentially delivering the safety curriculum through the existing BSSP program, no new faculty will be needed though the first two years of anticipated growth. However, we anticipate need for an additional FTE in Year 3 as enrollment increases and needs of the safety industry further specialize.

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 in the department are actively involved in mentoring undergraduate and engaging in other specialized research. Contributions from department faculty have been presented at undergraduate research symposia. Presentations at professional conferences have earned awards for faculty-mentored student research at the “Deep Water Symposium” two years in a row (prior to COVID-19 restrictions). The proposed BSSM will allow faculty to teach more specialized content in other areas of safety related to petrochemical and general industrial safety. This is an opportunity for students and faculty to be further involved in service learning and research.

5. Library and Other Special Resources

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

Library resources are currently adequate to meet the requirements of the program. Occasional sourced resources that were not readily available have been provided by the library through inter-library loans. No additional cost will be incurred for library resources for the proposed program.

Professional society chapters including ASSP do give support to students to access additional resources from their database and publications. In addition, the department maintains a resource room for students that collects industry and certifications literature.

What additional resources will be needed?

Again, this is a separation of safety content from our existing BSPS program and more accurately representing it as the BSSM. No additional resources are needed at this time.

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?

The Code of Federal Regulation (CFR), Department of Labor website, and Occupational Safety and Health Administration (OSHA) websites are all open resources that students are frequently required to use as references for course content and assessments. Courses generally related to these resources include SATC 101, SATC 112, SATC 380, SATC 450, SATC 440 and more. These open resources provide tremendous savings to the students beyond the university as well, as all safety operations in the workforce are based on these references. Thus, BSSM classes are designed to use to a large extent applicable laws and regulations to prepare students for certifications and competency in workforce.

6. Facilities and Equipment

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

The department has in the last five years renovated a total of seven instructional spaces on campus with industry and Nicholls support. This includes laboratory spaces for curriculum enhancements. Three laboratories were renovated and equipped, in addition to classrooms, with updated audio-visual systems (AV). The department is currently using one laboratory for drilling, industrial hygiene, and environmental technology courses. A computer laboratory with a capacity for 26 students is used for student learning activities and includes software simulations for the ergonomics course. An additional laboratory space for safety management systems has been recently renovated.

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

The department recently completed renovation of new laboratory space and a cluster classroom for team collaborative learning room. Therefore, there is no current need for new facilities.

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 program will be administered in the department of Petroleum Engineering Technology and Safety Management (PETSM). The proposed program will not alter the current administrative structure in the college or the institution as a whole. The department is under direct administration of the department head, supervised by the dean of the College of Sciences and Technology.

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

There are several strengths. The department has the required expertise to implement the proposed program. Graduation rates in the current BSPS program exceed the university average. Growth of industrial operations in all petrochemical sectors will require the presence of safety personnel. This demand corresponds to the 4- and 5-star jobs that potential graduates could be employed in the field. The current challenge to the program is delivery of laboratory sections of the program in a safe (COVID-19 requirements) and effective mode while delivering the required competency for students.

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 proposed BSSM program is fully aligned with SACSCOC requirements as the core structure of the program has not changed. ATMAE, the accreditation agency for the current BSPS program, was also consulted for approval of the process to change the program name. The program change will be acknowledged to accreditors upon final approval by the Board of Regents. The department plans to seek an expanded accreditation in the next academic year upon start of implementation which coincides with preparations for renewal of specialized accreditation with ATMAE.

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

N/A

9. Related Fields

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

There are collaborations between the current BSPS program and both the university's Sociology program and Business Administration program. Some BSPS are allowed permitted as electives in the business school. Select courses in sociology count towards a minor in Disaster Management under the BSPS degree. These relationships will continue in the proposed BSSM program.

10. Cost & Revenue

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


The current proposed program will not incur cost to the institution for at least two years, as it is fully functional with current faculty considering current and anticipated enrollment at this time. However, in Year 3, we anticipate the hire of one additional full-time faculty member (75K plus 30% benefits). No new courses require development at this time. Request for any curriculum changes will be made as necessary by the department in consultation with advisory board recommendations, industry changes, and student needs. Per-student revenue from tuition (\$2461.14) and fees (\$1661.76) is based on full-time enrollment (12 credit hours per each Fall and Spring). "State Appropriations" is based on enrollment projections using 2019 Formal Funding data.

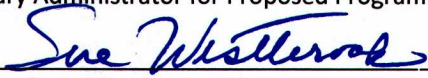
*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

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.

PETSM occasionally receives support from industry partners and professional societies who donate to promote the program in the region and to enhance the facilities and laboratory equipment. These donations have been limited in the past two years due to the industry performance and the current COVID-19 pandemic. However, the potential for increased enrollment will boost membership in the professional society chapters on campus; in turn, this membership encourages the parent chapter to contribute financially to scholarships, laboratory/classroom development, conference travel, and other professional developments activities.

CERTIFICATIONS:



Primary Administrator for Proposed Program


Provost/Chief Academic Officer

01/12/2021
Date
01/19/2021
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Nicholls State University

Date: 10/30/2020

Degree Program, Unit: Bachelor of Science in Safety Management,
Department of Petroleum Engineering Technology and Safety Management

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 0		\$ 0	0	\$ 97,500	1.0	\$ 97,500	1.0
Graduate Assistants	\$ 0		\$ 0		\$ 0		\$ 0	
Support Personnel	\$ 0		\$ 0		\$ 0		\$ 0	
Fellowships and Scholarships	\$ 0		\$ 0		\$ 0		\$ 0	
SUB-TOTAL	\$ 0		\$ 0		\$ 97,500		\$ 97,500	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ 0		\$ 0		\$ 0		\$ 0	
Equipment/Library Resources	\$ 0		\$ 0		\$ 0		\$ 0	
Travel	\$ 0		\$ 0		\$ 0		\$ 0	
Supplies	\$ 500		\$ 500		\$ 500		\$ 500	
SUB-TOTAL	\$ 500		\$ 500		\$ 500		\$ 500	
TOTAL EXPENSES	\$ 500		\$ 500		\$ 500		\$ 500	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$ 225,555		\$ 280,880		\$ 351,100		\$ 438,343	
*Federal Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
*State Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
*Private Grants/Contracts	\$ 0		\$ 0		\$ 0		\$ 0	
Expected Enrollment	106		132		165		206	
Tuition	\$ 260,881		\$ 324,870		\$ 406,088		\$ 506,995	
Fees	\$ 176,147		\$ 219,352		\$ 274,190		\$ 342,323	
*Other (specify)	N/A		N/A		N/A		N/A	
TOTAL REVENUES	\$ 662,583		\$ 825,102		\$ 1,031,378		\$ 1,287,661	

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

References

1. Bureau of Safety and Environmental Enforcement (BSEE), 2010.
<https://www.bsee.gov/resources-and-tools/compliance/safety-and-environmental-management-systems-sems>
2. Occupational Safety and Health Administration, 2020.
<https://www.osha.gov/SLTC/oilgaswelldrilling/>
3. Global energy talent report, 2020.
https://cdn2.hubspot.net/hubfs/3277184/Gated%20PDFS/GETI%20Report%202020%20digital-web-version.pdf?utm_campaign=GETI%202020&utm_medium=email&_hsenc=p2ANqtz-9VKyRWQUc1v-cltsOx99G-7IG1HP89poFFBywn9oWxdypfQx7pUq5eD0ZujR67bzEO8VWUtOaVFw6f5QzgqMI3l0myRQ&_hsmi=82342576&utm_content=82342576&utm_source=hs_automation&hsCtaTracking=284bb1e5-1a73-4a1e-9b5b-fae8d27a6062%7C24e1e4ab-6866-48c1-bcd9-f0680062ee4f
4. Deep Water horizon report, 2010. <https://www.govinfo.gov/content/pkg/GPO-OILCOMMISSION/pdf/GPO-OILCOMMISSION.pdf>

Index of Course Abbreviations and Titles

Required:

PSET -121 - Petroleum Computational Methods
PSET 171 - Well Drilling
PSET 241 - Oil Production
PSET 231 -Gas Production
SATC 101 - Governmental Regulatory Agencies
SATC 112 - Loss Control
SATC 220 - Safety, Health & Environmental Training
SATC 230 - Drug Abuse in Industry
SATC 240 - Marine Accident Prevention
PSET 301 - Human Resource Utilization in Petroleum Industry
PSET 305 - Economics in Petroleum Industry
SATC 325 - Disaster Management
SATC 350 - Industrial Safety
SATC 375 - Industrial Hygiene
SATC 380 - Ergonomics

SATC 385 - Hazardous Materials
PSET 401 - Cooperative Work experience
SATC 420 - Management Systems
SATC 440 - Environmental Technology
SATC 450 - OSHA I. General industry
SATC 480 - OSHA II Construction Safety
PSET 452 - Senior Seminar & Research Methods

Elective:

SATC 295 - Safety Seminar Capstone
SATC 290 - Special Problems
PSET 302 - Intercultural Communications
PSET 381 - Well Completion, Service and Workover
PSET 384 - Well Control
PSET 431 - Rock and Fluid properties
PSET 371 - Drilling Fluids
PSET 477 - Well Evaluation, Methods, and Procedures