

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.1. **Nicholls State University's** request for approval to award an Honorary Doctorate of Science to Mr. Windell A. Curole at the Fall 2021 Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University (Nicholls) requests approval to award an Honorary Doctorate of Science to Mr. Windell A. Curole at the Fall 2021 Commencement Exercises. Mr. Curole is a native of Louisiana and grew up on the waters of Bayou Lafourche. In 1974, Mr. Curole earned a Bachelor of Science in Biology from Nicholls and later earned a teaching certificate (1976). Upon degree completion, the Nicholls alumnus went on to achieve over 45 years of leadership experience in areas of hurricane protection and readiness, levee engineering and management, and coastal issues.

Serving as General Manager/Executive Secretary for the South Lafourche Levee District since 1980, Mr. Curole's efforts in overseeing design, construction, improvements, and maintenance of the South Lafourche levee system for many decades has saved thousands of lives and hundreds of millions of dollars in flood damage and remediation. The success of the levee system, together with Mr. Curole's life-long advocacy for coastal protection and community safety, is widely known to state and national organizations. Mr. Curole has been recognized twice by the National Hurricane Conference for his leadership in this arena. He has served as Chairman of the Barataria-Terrebonne National Estuary Program, President of the Lafourche Chamber of Commerce, President of the Louisiana Floodplain Management Association, as well as a member of such critical entities as the FEMA National Hurricane Mitigation Task Force, the National Association of State Floodplain Managers, the Coastal Protection and Restoration Authority, Coastal Zone Management, and the Governor's Advisory Commission on Coastal Protection, Restoration and Conservation. Beyond the achievements noted, Mr. Curole was also the visionary of the 100-year memorial of the Great Cheniere Hurricane of 1893, which manifested as a regional festival that attracted nearly 10,000 visitors from around the world to South Lafourche communities in 1993; for the grass-roots cultural organization that emerged – the Cheniere Hurricane Centennial – he has served as its only President for 28 years.

Mr. Curole has been a tireless advocate for protecting the homes and livelihoods of the people of Lafourche Parish, which serves as home to the majority of Nicholls students, from floods and storms. He has overseen the collection of tens of thousands of historical photographs and other artifacts that have been shared with and are now collected at the Archives and Special Collections at Nicholls. And, Mr. Curole has served as a lecturer on multiple occasions at Nicholls, including the Jubilee Festival and courses associated with the M.S. in Marine and Environmental Biology Program. In recognition of all that he has accomplished, as well as support provided to

his alma mater and the region it serves, Nicholls would like to bestow an Honorary Doctorate of Science to Mr. Windell A. Curole.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to award an Honorary Doctorate of Science to Mr. Windell A. Curole at the Fall 2021 Commencement Exercises.



Nicholls State University

Office of the President

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

G.1.

October 7, 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 October 28, 2021 meeting of the Board of Supervisors for the University of Louisiana System:

*Honorary Doctor of Science (D.Sc.) to Mr. Windell A. Curole
at the Fall 2021 Commencement Ceremony.*

Thank you for your assistance in this matter.

Sincerely,

Jay Clune
President

JC/apf

Enclosures

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



Nicholls State University

Provost/Vice President for Academic Affairs

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

TO: Dr. Jay Clune President

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

DATE: October 6, 2021

RE: Honorary Doctorate Recommendation

A meeting of the Honorary Degree Committee was held on October 4, 2021 and they voted to recommend Mr. Windell A. Curole for an Honorary Doctor of Science (D. Sc.) at the Fall 2021 Commencement.

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



Director of University Graduate Studies
P.O. Box 2071 | Thibodaux, LA 70310 | 985.448.4438

STATE UNIVERSITY

MEMORANDUM

FROM: Dr. Anthony Kunkel, Chair, Honorary Degree Committee
DATE: October 6, 2021

SUBJECT: Honorary Degree Committee Fall 2021 Nomination

The Honorary Degree Committee met on October 4, 2021 and recommends Mr. Windell A. Curole to receive an Honorary Doctorate of Science from Nicholls State University at the December, 2021, graduation ceremony.

Comments from Committee:

The selection committee endorses the naming of Mr. Windell Curole as this semester's recipient of an honorary doctorate. Mr. Curole's efforts in overseeing design, construction, improvements, and maintenance of the South Lafourche levee system for the past four decades has saved thousands of lives and hundreds of millions of dollars in flood damage and remediation. The success of this levee system, together with Mr. Curole's life-long advocacy for coastal protection and community safety, is widely known to state and national organizations.

Mr. Curole has been recognized twice by the National Hurricane Conference for his leadership in hurricane protection and readiness, levee engineering and management, and coastal community issues. He has served as Chairman of the Barataria-Terrebonne National Estuary Program, President of the Lafourche Chamber of Commerce, President of the Louisiana Floodplain Management Association, as well as a member of such critical entities as the FEMA National Hurricane Mitigation Task Force, the National Association of State Floodplain Managers, the Coastal Protection and Restoration Authority, Coastal Zone Management, and the Governor's Advisory Commission on Coastal Protection, Restoration, and Conservation.

Beyond these achievements, Mr. Curole was also the visionary of the 100-year memorial of the Great Cheniere Hurricane of 1893, which manifested as a regional festival that attracted nearly 10,000 visitors from around the world to South Lafourche communities in 1993. As such, Mr. Curole, has served as the President for the grass-roots Cheniere Hurricane Centennial organization for the past 28 years. Finally, in response to Mr. Curole's devotion to our coastal communities, Mr. Curole was named South Lafourche Citizen of the Year in 1994 and was selected as a member of the Louisiana Bicentennial Commission for all of his efforts and service.

College of Sciences & Technology

Office of the Dean
P.O. Box 2020
Thibodaux, LA 70310
985.448.4386



30 September 2001

Dear Selection Committee:

I hereby nominate Windell A. Curole for the Honorary Doctor of Science (D. Sc.) from Nicholls State University.

In the aftermath of the recent Hurricane Ida, it is abundantly clear that Mr. Curole's intelligent and practical efforts in overseeing design, construction, improvements, and maintenance of the South Lafourche levee system for the past four decades has saved thousands of lives and hundreds of millions of dollars in flood damage and remediation. The success of this levee system, together with Mr. Curole's life-long advocacy for coastal protection and community safety, is widely known to state and national organizations.

In his years of leadership in hurricane protection and readiness, levee engineering and management, and coastal community issues, Mr. Curole has been recognized twice by the National Hurricane Conference. He has served as Chairman of the Barataria-Terrebonne National Estuary Program, President of the Lafourche Chamber of Commerce, President of the Louisiana Floodplain Management Association, and as a member of important entities managing coastal issues, including the FEMA National Hurricane Mitigation Task Force, National Association of State Floodplain Managers, Coastal Protection and Restoration Authority, Coastal Zone Management, and the Governor's Advisory Commission on Coastal Protection, Restoration and Conservation.

Beyond these professional achievements, Mr. Curole was also the visionary of the 100-year memorial of the Great Cheniere Hurricane of 1893, which manifested as a regional festival that attracted nearly 10,000 visitors from around the world to South Lafourche communities in 1993. For the grass-roots cultural organization that emerged—the Cheniere Hurricane Centennial—he has served as its only President for 28 years now. For these efforts, he was named South Lafourche Citizen of the Year in 1994 and was selected as a member of the Louisiana Bicentennial Commission.

Mr. Curole's tireless advocacy for coastal protection and local communities makes him a well-respected and popular citizen of Lafourche and Terrebonne Parishes, the Nicholls service region, and the state. His life-long effort in ensuring the safety of communities the south Lafourche area through levee protection is widely recognized at both state and national levels as a model success. He is an alumnus of Nicholls alumnus, earning the B.S. in Biology in 1974. Since then he has supported Nicholls on multiple occasions, serving as guest lecturer for our undergraduate and graduate biology programs as well as the Jubilee Festival of Arts and Humanities and as donor of historical artifacts from the Cheniere Hurricane Centennial to the Archives and Special Collections.

Mr. Curole tirelessly represents the inarguable practicality of local levee protection sometimes against the concepts of engineers, professors, the Corps, and state and national officials. But all know and respect his clear-thinking and immense knowledge of these issues. Surely, Mr. Curole's lifetime work and wealth of practical knowledge and experience in the field is surely worth holding the doctorate.

I give Mr. Curole's nomination my highest support and without reservation, and I urge you to join me in giving him your highest regard.

Sincerely yours,

A handwritten signature in black ink, reading "John P. Doucet". The signature is fluid and cursive, with a long, sweeping underline.

John P. Doucet, Ph.D.
Dean

NICHOLLS STATE UNIVERSITY

OFFICE OF THE PRESIDENT

Nomination for the award of an Honorary Degree

The Honorary Doctorate is the highest form of recognition offered by Nicholls State University and is awarded for demonstrated excellence in the fields of public affairs, the sciences, arts, humanities, business, and philanthropy. Recipients of Honorary Doctorates must be distinguished, with achievements both relevant and appropriate to the University. Eligibility for nomination is restricted to persons of state, national or international stature. Nominees who have made extraordinary contributions to the University will be welcomed, but must also have made significant contributions beyond the University and its local region. Notwithstanding this policy, the Honorary Doctor of Letters may be awarded as recognition for exemplary and distinguished community service, including service to Nicholls State University. Nominees shall not be current members of the Board of Supervisors for the University of Louisiana System, employees of the University, or individuals who have direct political, legal or budgetary authority over the University. (For the full policy, see Policy 5.7.12. Honorary Degrees.)

1. Name of nominee: **Windell A. Curole**
2. Professional title: **General Manager/Executive Secretary, South Lafourche Levee District**
3. Name of nominator: **John P. Doucet**

Please provide the information requested below. Attach additional sheets if required:

4. Describe the nominee's achievements:

Windell has accrued over 45 years of leadership experience in areas of hurricane protection and readiness, levee engineering and management, and coastal issues. His efforts have been recognized with multiple distinguished awards by the National Hurricane Conference and the community. He has served as Chairman of the Barataria-Terrebonne National Estuary Program, President of the Lafourche Chamber of Commerce, President of the Louisiana Floodplain Management Association, and as a member of important entities including various coastal zone management organizations, FEMA National Hurricane Mitigation Task Force, National Association of State Floodplain Managers, Coastal Protection and Restoration Authority, and the Governor's Advisory Commission on Coastal Protection, Restoration and Conservation. Beyond these professional achievements, Windell was also the visionary of the 100-year memorial of the Great Cheniere Hurricane of 1893, which manifested as a regional festival that attracted nearly 10,000 visitors from around the world to South Lafourche communities in 1993; for the grass-roots cultural organization that emerged—the Cheniere Hurricane Centennial—he has served as its only President for 28 years

now. For these efforts, he was named South Lafourche Citizen of the Year in 1994 and was selected as a member of the Louisiana Bicentennial Commission.

5. Explain the humanitarian value or contribution to society of the nominee.

Windell's tireless advocacy for coastal protection and local communities makes him a well-respected and popular citizen of Lafourche and Terrebonne Parishes, the Nicholls service region, and the state. His management of the ring levee surrounding the south Lafourche area has directly saved thousands lives and hundreds of millions of dollars of flood and storm remediation, as recently evidenced by the levee's success in abating the tidal surge of Hurricane Ida that destroyed land and homes outside that levee system. On behalf of the communities, he represents the inarguable practicality of local levee protection against the concepts of engineers, the Corps, and state and national officials, who all know his clear-thinking and knowledge of these issues. In addition, his vision and organization of the Cheniere Hurricane Centennial of 1993, as well as many subsequent events supported by that organization, endeared him to communities across Louisiana—home to the hundreds of thousands of descendants of the survivors of that disaster—as well as reminding the world of that 2000-casualty event which until 1993 appeared in no books and was essentially lost to memory.

6. Explain the relevance of the nominee's work to Nicholls State University.

Windell is a Nicholls alumnus, earning the B.S. in Biology in 1974, and he returned for the next two years to earn a teaching certificate in 1976. He has been a tireless advocate for protecting the homes and livelihoods of the people of Lafourche Parish—home to the largest clientele of Nicholls students—from floods and storms, and ensuring that their land is properly managed. As leader of the Cheniere Hurricane Centennial, Windell oversaw the collection of tens of thousands of historical photographs and other artifacts that have been shared with and are now collected at the Archives and Special Collections here at Nicholls. Windell has served as lecturer for multiple occasions at Nicholls, including the Jubilee Festival and multiple courses of the M.S. in Marine and Environmental Biology Program.

7. Summarize of the honors and distinctions received by the nominee previously, including honorary degrees.

South Lafourche Citizen of the year, 1994; National Hurricane Conference Distinguished Service Award, 2000; National Hurricane Conference Special Award, 1994; appointed to Louisiana Bicentennial Commission. He is editor-producer of five books of artifacts from the Cheniere Hurricane Centennial.

8. Indicate, if possible, for the nominee (this may be part of the C.V. in item 11):
- | | |
|---------------------------|--|
| a. date of birth | 1951 |
| b. educational background | B.S. Biology, Louisiana Teacher's Certificate |
| c. employment history | General Manager/Executive Secretary, South Lafourche Levee District, for past 40 years. |

9. Additional comments:

Windell is well-known and well-liked by many people here in the Nicholls service region and across Louisiana. His CV is a humble one, but nonetheless he is a humble and tireless servant.

10. Contact information for the nominee:

Name: **Windell A. Curole**

Postal address: **P.O. Box 158, Cut Off, LA 70345**

Phone number: **(985) 632-7554**

Email address: **wcorole@slld.org**

11. If possible, C.V. and other documents (attach):

Resume and Cover Letter attached.

**Return the application to Dr. Sue Westbrook, Vice President
for Academic Affairs, P.O. Box 2002, Thibodaux, LA 70310**

WINDELL A. CUROLE
POST OFFICE BOX 158
CUT OFF, LA 70345

TELEPHONE NO. (985) 325-7355 HOME
(985) 632-7554 OFFICE
(985) 852-2084 CELL
(985) 632-7555 BUSINESS FAX
wcurole@slld.org

RÉSUMÉ

EDUCATION

- Teacher Certification, Nicholls State University, Thibodaux, La. - 1976
- Bachelor of Science in Biology, Nicholls State University, Thibodaux, La. - May 1974
- Diploma, South Lafourche High School, Galliano, La., - May 1969

EMPLOYMENT

- South Lafourche Levee District, General Manager/Executive Secretary, 1980 – present
- Director, Lafourche Parish Office of Emergency Preparedness 1993-1998, Assistant Director, 1998 - 2008
- Interim Regional Director, South Lafourche Levee District, Terrebonne Levee & Conservation District, and North Lafourche Conservation, Levee and Drainage District, 2008 - 2009
- LSU Extension Service; Marine Advisory Agent; St. Mary, Terrebonne, and Lafourche Parishes; 1976- 1980

EXPERIENCE

- Negotiated and administered cost share agreements and grants on federal, state, and local levels worth millions of dollars in several areas (flood related, environmental, and cultural)

ACTIVITIES

- Recipient, The National Hurricane Conference Special Award 1994
- Recipient, The National Hurricane Conference Distinguished Service Award 2000
- President, Cheniere Hurricane Centennial
- Member, Barataria-Terrebonne Estuary Program; Chairman 1995-2003
- Member, Coastal Zone Management Committee, 1979-1996
- Coordinator, Lafourche Parish Coastal Zone Management, 2004 - 2008
- Member, Rotary Professional Exchange Team to France (1986)
- Former Member, FEMA's National Hurricane Mitigation Task Force
- Member, LA Floodplain Management Association, 1988-1990; President 1988-1990
- Member, National Association of State Floodplain Managers; Board Member 1988-1989
- Member, Leadership Louisiana – 2002
- Member, Governor's Advisory Commission on Coastal Protection, Restoration and Conservation, 2002 – 2006
- Member, Coastal Protection and Restoration Authority
- President, The Chamber of Commerce of Lafourche and the Bayou Region, 2006 – 2007
- Member, Louisiana's Bi-Centennial Committee

PUBLICATIONS

- De LaBayou Newsletter, 1976 - 1980.
- Video Documentaries:
 - “No Place to Run”, 1983
 - “In Danger’s Way”, 1992
 - “Cheniere Caminada - Remembered...”, 1994
- Books
 - “Refléchir - Les Images des Prairie Tremblantes” - Cheniere Hurricane Centennial
 - “Refléchir II - Les Decades” Cheniere Hurricane Centennial
 - “Refléchir III - A Castnet of Bayou Memories” Cheniere Hurricane Centennial
 - “Refléchir IV - A Tribute to Our Veterans Cheniere Hurricane Centennial
 - “The Adventures of an English Terrier in Louisiana” co-author Rod E. Emmer
- Play
 - Tant Que Durera La Terre - Producer

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.2. **Northwestern State University's** request for approval to convert the existing Bachelor of Science in Theatre with a concentration in Musical Theatre to a Bachelor of Fine Arts in Musical Theatre.

EXECUTIVE SUMMARY

Northwestern State University's (NSULA) Department of Theatre and Dance has a rich and well-respected history. The Department specializes in undergraduate training with a Bachelor of Fine Arts (BFA) in Dance and a Bachelor of Science (B.S.) in Theatre with concentrations in Acting & Directing, Musical Theatre, and Design & Technology. The B.S. in Theatre has a current enrollment of 100 students and completes, on average, 25 students annually. At the suggestion of the National Association of Schools of Theatre (NAST) and due to the fact that a BFA has become industry standard, NSULA would like to transition the B.S. in Theatre – Musical Theatre Concentration to a BFA in Musical Theatre. The Board of Regents approved a waiver of the Letter of Intent since this request involves the transitioning of an existing degree and not a newly developed program. A similar transition from the BS in Theatre – Design & Technology Concentration to a BFA in Production & Design was approved by the Board of Supervisors for the University of Louisiana System in April 2021 with subsequent approval granted by the Board of Regents in June 2021.

The purpose of a BFA in Musical Theatre is to prepare students for a professional career. The overall goal is to produce well-rounded students who will be able to enter any area of the musical theatre profession whether performance or teaching. Specifically, objectives for the BFA in Musical Theatre are:

- To develop technical mastery in vocal, acting and dance techniques within both professional practice and performance.
- To become knowledgeable with the historical and cultural dimensions of musical theatre; and apply these principles in pedagogical environments and in performance to support the student's work.
- To articulate critical thinking and creative problem-solving skills in theoretical and practical application in musical theatre.
- To demonstrate an integral understanding in the principles of musical theatre training in vocal production, acting technique and dance skill.
- To understand and apply techniques and principles of musical theatre by producing a scenes program.

- To cultivate an appreciation for the technical side of performing arts; working in the lighting, scene, and costume shops.

The proposed BFA in Musical Theatre will allow for a more rigorous and balance curriculum for students. Currently, the Musical Theatre concentration of the BS in Theatre focuses greatly on acting training with little focus on music theory, the history of the American Musical Theatre, singing, and dancing. The proposed program will be more desirable to a prospective student as it will allow for a more focused and well-rounded curriculum that will provide better preparation for professional theatre and related relevant industries.

The University expects that the BFA in Musical Theatre will be more marketable than the existing BS in Theatre which will result in increased enrollment. It is anticipated that 20 students will enroll in YR1 with that number expanding to 43 in YR4. Students currently pursuing the BS in Theatre would be able to complete the degree or matriculate into the proposed BFA; advising would be provided to ensure seamless transition. In Louisiana, there is not a public university that offers a BFA in Musical Theatre so, what is being proposed by NSULA would be a unique offering. The transition to the proposed BFA would require no additional costs for the first two years; YR3 will require the hiring of one new full-time faculty member.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval to convert the existing Bachelor of Science in Theatre with a concentration in Musical Theatre to a Bachelor of Fine Arts in Musical Theatre.



NORTHWESTERN STATE

Office of the President

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

G.2.

October 7, 2021

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

Re: Request for approval to convert Bachelor of Science in Theatre to a Bachelor of Fine Arts in Musical Theatre

Dear Dr. Henderson:

Northwestern State University is submitting the attached *request for approval to convert a Bachelor of Science (BS) in Theatre with a concentration in Musical Theatre to a Bachelor of Fine Arts (BFA) in Musical Theatre* to be placed on the agenda at the October 2021 Board Meeting.

Thank you for your consideration.

Sincerely,

Dr. Marcus Jones
Interim President

Attachment

DEDICATED TO ONE GOAL. **YOURS.**™



Louisiana Board of Regents

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

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

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

Date:

Institution: Northwestern State University	Requested CIP, Designation, Subject/Title: 50.0509 Bachelor of Fine Arts in Musical Theatre, 2022, BFA
Contact Person & Contact Info: Dr. Grace Edgar, Director of Musical Theatre, Theatre & Dance Department, (318) 357-5814, edgarg@nsula.edu	
Date BoR approved the Letter of Intent:	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2022	
Program Delivery Site (s): Natchitoches Campus	

1. Program Description

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

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

- 1 – To develop technical mastery in singing, acting, and dancing techniques within both professional practice and performance.
- 2 – To become knowledgeable with the historical and cultural dimensions of musical theatre; and apply these principles in performance and pedagogical environments to support the student's work.
- 3 – To articulate critical thinking and creative problem-solving skills in theoretical and practical application in singing, acting, and dancing.
- 4 – To demonstrate an integral understanding of the principles of singing, acting, and dancing training as it applies in self-practice and pedagogy.
- 5 – To cultivate an appreciation for the technical side of performing arts; working in the lighting, scene, and costume shops.

The Bachelor of Fine Arts in Musical Theatre will be a traditional degree with all classes offered on-site. Courses within the current degree offering of a "Bachelor of Science in Theatre with a Concentration in Musical Theatre" will make up the majority of the new BFA degree. If approved, three new courses will join the two-year rotation at the same time; the first students enroll fall 2022 semester.

Background on the current Bachelor of Science Degree: In 2006, the Bachelor of Arts in Theatre degree and program were scheduled to go through the reaccreditation process with the National Association of Schools of Theatre (NAST). Following the visit of the NAST consultant in 2005, and upon their suggestions, it was determined that to receive reaccreditation, the theatre program would have to move to the standard 120-hour degree and away from the 140+ required hours of the B.A. with a minor. NAST felt that the move to 120 credit hours would assure student success, retention, and graduation. It was suggested that the program consider dropping the required minor and the foreign language requirement for all students as that included courses outside of Theatre. Further, the move to the Bachelor of Science would make for an easier degree transition and allow students to matriculate through the program in eight semesters. The B.S. degree with its associated concentrations would allow for increased recruiting as the program's strengths included pre-professional training in the areas of design and technology, performance and directing, musical theatre, and dance. These 4 areas became the 4 available concentrations for the Bachelor of Science in Theatre that was implemented in that era.

Another justification for the switch from the Bachelor of Arts in Theatre to the Bachelor of Science in Theatre was to strengthen the program and ease the eventual transition to a Bachelor of Fine Arts for various concentrations. This transition began in 2018 when we first offered the BFA in Dance, which required fundamental changes in curriculum. In contrast, this proposal closely aligns with the current curriculum of the Bachelor of Science in Theatre with a concentration in Musical Theatre, requiring only two alternate courses and one new course. The Theatre concentrations have grown in the last 15 years and have now reached the next phase of development. Our accrediting agency, NAST, advised in NSULA's last review that we should begin the transition of our existing BS degrees to BFA degrees.

The Bachelor of Fine Arts in Musical Theatre will allow for a more rigorous and balanced curriculum for the students. Currently, the Musical Theatre concentration of the B.S. in Theatre focuses greatly on acting training with little focus on music theory, the history of the American Musical Theatre, singing, and dancing. The proposed program, the Bachelor of Fine Arts in Musical Theatre, will be more desirable to a prospective student as it will allow for a more focused and well-rounded curriculum; and will better prepare them for professional theatre and related/relevant industries.

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

Bachelor of Fine Arts in Musical Theatre, 4-year Curriculum, 120 Total Semester Hours
 University Core -39 Semester Hours
 Music Core-11 Semester Hours
 Theatre Core-52 Semester Hours
 Dance Core-8 Semester Hours
 Musical Theatre Electives-10 Semester Hours

*New Course Offerings

FIRST YEAR SEM. HRS.

Communication 1010	3
English 1010, 1020	6
Fine Arts 1040	3
Mathematics ¹	6
MUS 1010.....	3
MUS 1910.....	2
THEA 1001	2
*THEA 1010.....	1
THEA 2030.....	1
THEA 2320.....	3
THEA 2340.....	2
DAN 1020.....	2
DAN 2020.....	2
	<u>36</u>

SECOND YEAR SEM. HRS.

English 2110	3
History 1010	3
Natural Sciences ¹	9
MUS 1710.....	2
THEA 2030.....	2
THEA 3320.....	3
THEA 2350.....	2
DAN 1040.....	2
DAN 2040.....	2
Social/Behavioral Science ¹	3
Electives.....	2
	<u>33</u>

THIRD YEAR SEM. HRS.

MUS 1710.....	2
THEA 2030.....	2
THEA 2140.....	3
THEA 2310.....	3
THEA 2360.....	3
THEA 3380.....	3
*THEA 3410.....	3
Social/Behavioral Science ¹	3
Electives.....	4
	<u>26</u>

FOURTH YEAR SEM. HRS.

MUS 1710.....	2
THEA 2030.....	2
THEA 3350.....	2
THEA 4250.....	3
*THEA 4260.....	3
THEA 4330.....	3
THEA 4350.....	3
THEA 4480.....	3
Electives.....	4
	<u>25</u>

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

Footnotes:

1 Refer to University Core Requirements

Musical Theatre Electives:

THEA 2350 (2 Semester Hours)

DAN 1190 (2 Semester Hours)

DAN 2190 (2 Semester Hours)

DAN 2460 (2 Semester Hours)

DAN 2590 (2 Semester Hours)

DAN 3020 (2 Semester Hours)

DAN 3040 (2 Semester Hours)

DAN 3070 (2 Semester Hours)

DAN 3190 (2 Semester Hours)

Course Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

DAN 3060. MOVEMENT FOR ACTORS. (2 Semester Hours) Body awareness and creative physical character development for theatre and dance majors.

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

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

MUS 1010. CLASS PIANO FOR NON-MAJORS. (3 Semester Hours) Basic note reading; chords for harmonizing melodies and demonstrating techniques and methods in classroom music; for elementary education majors. Open to any student.

MUS 1710. MINOR STUDY; VOICE. (1 Semester Hours) Lower-level private lessons in minor areas, and for the non-music major.

MUS 1910. VOICE CLASS. (1 Semester Hour) Group instruction in voice. Open to non-music majors. May be repeated for credit.

THEA 1001. MUSIC THEORY FOR THE MUSICAL THEATRE PERFORMER. (2 Semester Hours) Theory skills will be developed in the areas of musical forms and terms with a focus on rhythms, note names, key signatures, basic harmonies, and other theory techniques. Ear training and sight singing skills will be developed using traditional techniques. Prerequisite: Consent of instructor. For majors/minors only.

***THEA 1010. FRESHMAN SEMINAR.** (1 Semester Hour) First-year musical theatre majors are given an orientation to the campus and its services, such as health, counseling, and the library, and to the professional musical theatre world.

THEA 2030. APPLIED THEATRE. (1 Semester Hour) Practical experience gained through participation in Northwestern Theatre productions and attendance of theatre meetings/events.

THEA 2140. CONCEPTS OF DESIGN. (3 Semester Hours) The academic and applied principles of design are pondered and explored in the visual and compositional aspects of Theatre.

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

THEA 2320. ACTING TECHNIQUE I. (3 Semester Hours) Study and skills involved in stage acting; body; voice; scene study; ensemble work.

THEA 2340. VOICE FOR THE ACTOR I. (2 Semester Hours) Principles of vocal production applied to the development of characterization for the stage.

THEA 2350. VOICE FOR THE ACTOR II. (2 Semester Hours) Advanced principles of vocal production applied to development of characterization for the stage. Added emphasis on period style and specialized vocal patterns (dialects). Prerequisites: For majors/minors only, THEA 2340 or consent of instructor.

THEA 2360. THEATRE HISTORY AND LITERATURE I. (3 Semester Hours) Early through Classical-Origins of drama; evolution of the stage and staging practices from ancient drama through the beginnings of the medieval era. Includes reading and critical examination of selected major works throughout the period, examined in historical and social context.

THEA 3320. ACTING TECHNIQUE II. (3 Semester Hours) A practical study of the theories, techniques, and practices observed in contemporary acting.

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

THEA 3380. THEATRE HISTORY AND LITERATURE II. (3 Semester Hours) Medieval and Renaissance through Romanticism. Continues the studies begun in Theatre History and Literature I. A survey of historiographical issues, historical periods, and important theatre literature through the Romantic era.

***THEA 3410. MUSICAL THEATRE PERFORMANCE I.** (3 Semester Hours) A specialized performance course open to theatre and music majors in the presentation of musical theatre material from audition through performance. Emphasis on proper vocal technique and the acting and movement skills required for effective performance on the musical stage. Prerequisite: Consent of instructor.

THEA 4250. AUDITIONS. (3 Semester Hours) Specialization techniques necessary for actors to relate to the auditioning process including building an appropriate repertory of material, preparing a resume and picture, and developing an audition "persona".

***THEA 4260. MUSICAL THEATRE PERFORMANCE II.** (3 Semester Hours) An advanced specialized performance course for Musical Theatre students in the presentation of musical theatre material from audition through performance. Emphasis on proper vocal technique and the acting and movement skills required for effective performance on the musical stage. Prerequisite: Consent of instructor.

THEA 4330. THEATRE HISTORY AND LITERATURE III. (3 Semester Hours) The Modern Era. Continues the history and literature sequence, beginning with Realism and continuing through major movements of the 20th century.

THEA 4350. AMERICAN MUSICAL THEATRE HISTORY AND LITERATURE. (3 Semester Hours) A survey of the history and literature of the American musical theatre, its origins, its development, and its effect on popular culture.

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

A special requirement for all musical theatre majors includes vocal juries. Juries will take place at the end of each semester. Juries provide the opportunity for musical theatre students to demonstrate to the faculty their progress on technical skills and knowledge, performance skills, disposition, and professionalism.

Additionally, students will be required to successfully complete a qualifying audition at the end of their sophomore year where their ability and potential will be evaluated in singing, acting, and dancing with a panel of appropriate faculty adjudicating.

Core Musical Theatre and Elective Musical Theatre classes will be maintained on the current, two-year rotation; the rotation will be accessible to students for advising and degree completion planning. Students pursuing the Bachelor of Fine Arts in Musical Theatre are required to work on their technical training in singing, acting, and dancing throughout all four years of the degree program.

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

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) ☐

2. Need

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

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

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

During the University's reaccreditation process for theatre (spring 2016), The National Association of Schools of Theatre (NAST) recommended Northwestern establish its own major degree program in Musical Theatre (*see APPENDIX I*). "The institution appears to consider the theatre degree to be pre-professional rather than liberal arts in purpose and should be reassessing the degree(s) offered." The recommendation was made after observing classes and meeting with students in focus groups.

In 2018, a BFA in Dance degree was implemented in the Theatre & Dance department. Musical Theatre students taking classes alongside dancers pursuing the BFA in Dance has improved the dancing skills of our Musical Theatre students. The BFA in Musical Theatre will make the dancers stronger performers as students in both curriculums work together in acting, singing, and dancing classes, and in performances.

In June of 2021, The Board of Regents approved a Bachelor of Fine Arts in Production and Design for Northwestern State University. The addition of the BFA in Musical Theatre will ensure that we continue to recruit talented Musical Theatre performers as well as dancers pursuing the BFA in Dance and technicians pursuing the BFA in Production and Design. By implementing the BFA degrees, the more rigorous and balanced curriculum will make the students stronger theatre artists as they collaborate in productions and in overlapping coursework.

Between 2015-2020, there was significant growth in students taking core and electives classes required for the Musical Theatre concentration. Enrollment increased for Tap (DAN 1550/2190) by 63%, Dance Composition (DAN 2590) by 59%, Movement for Actors (DAN 3060) by 65%, Theory and Sight Singing for Musical Theatre (THEA 1001) by 72%, Voice for the Actor (THEA 4250) by 13%, and Auditions (THEA 4250) by 73%. An increased interest in Musical Theatre courses is evidence of student interest in the more intensive and performance-centered degree of a BFA in Musical Theatre. *See APPENDIX V for data provided by Northwestern's Office of Institutional Research.*

Every January, Northwestern State University's Theatre & Dance program hosts the Louisiana Thespians Festival for high school students (500+ students and teachers) from across the state. This is a major recruiting event for the University in general and the Theatre/Dance programs in particular. The conference includes masterclasses, scholarship auditions, showcases, cabaret performances, and technical challenges. Those students who attend the conference expressing interest in musical theatre as a college major, often mention to NSU Theatre faculty how they wish there were a state public institution offering a BFA. A number of these students do eventually attend NSU, however, a substantial number instead choose to pursue the BFA degree in a program outside of our state. Within our region, the University of Texas at Arlington, Texas Christian University, Southern Arkansas University, and Ouachita Baptist University are all offering a BFA degrees in Musical Theatre.

According to the Occupational Outlook Handbook, the U.S. Bureau of Labor Statistics states that "employment of musical theatre performers is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations." The number of Internet-only platforms, such as streaming services, is likely to increase, along with the number of shows produced for these platforms. This growth may lead to more work for actors. (<https://www.bls.gov/ooh/entertainment-and-sports/actors.htm#tab-6>) Additionally, the U.S. Bureau of Labor Statistics states that "employment of dancers and choreographers is projected to grow 6 percent from 2019 to 2029, faster than the average for all occupations." (<https://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm#tab-6>)

"A musical theater major can lead to a career as an actor, singer, musician, dancer, choreographer, director or self-enrichment teacher... Jobs for self-enrichment teachers are predicted to show a faster-than-average increase of 12% in jobs from 2018-2028... Musical theater majors can consider many career options after graduation. Their training prepares them to act, sing, dance or perform music, and they may work with directors and choreographers as they assume roles in musical theater productions. Some graduates with a musical theater major may take their teaching certification to instruct musical theater students, while other graduates may pursue careers in the performing arts field." (https://study.com/articles/What_Careers_Can_You_Pursue_With_A_Musical_Theater_Major.html)

"Theatre also develops the ability to concentrate intensely, listen introspectively, observe keenly, solve problems creatively, think critically, develop a project collaboratively, work independently and under pressure, meet deadlines and maintain composure when faced with the unexpected. Well-developed communication skills enable graduates to contribute to and succeed in many professions." (https://finearts.utexas.edu/sites/files/cofa/theatre_career_guide_july_2015.pdf)

Industry leader Backstage magazine answers the questions "How do I begin? What training do I need?" with "BFA/MFA programs." (<https://www.backstage.com/magazine/article/become-musical-theater-actor-4572/>)

The Musical Theatre industry is growing in popularity across the USA and the world. With Disney mounting musicals of their movie and movie theatres offering film versions of Broadway musicals, we have entered a second Golden Age of musical theatre. (<https://www.playbill.com/article/are-we-living-in-a-new-golden-age-of-musical-theatre>)

The Broadway League reports that the 1984-1985 Broadway Season in New York City grossed \$209,179,985. The 2018-2019 season grossed \$1,829,312,140. That is an increase of 874%. (<https://www.broadwayleague.com/research/grosses-broadway-nyc/>)

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

☐ 4 Stars ☐

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

The Bachelor of Fine Arts in Musical Theatre will bring further relevance to the Dear School of Creative and Performing Arts' designation by the University of Louisiana System Board of Supervisors as a "Center of Excellence." The degree supports the mission of Northwestern State University as it "prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region." Students receiving a Bachelor of Fine Arts in Musical Theatre will have more opportunities to establish and create new schools of music and theatre in their communities, and work with students in grades K-12. Furthermore, performers will be creative contributors in a historic and cultural network in Louisiana and across the nation.

The Department of Theatre and Dance presents a season of six different performances each academic year. The fall semester includes a musical, stage play, and the NSU Christmas Gala. In the spring semester, there is a musical, stage play, and the spring dance concert. The NSU Christmas Gala is the most highly attended show of the year. Nine shows are performed over three days, reaching an audience of more than 12,600 individuals including K-12 students from surrounding parishes, Natchitoches residents, and visitors from all over the country. Every two years, the NSU Christmas Gala tours to Shreveport's historic Strand Theatre. In addition to the regularly scheduled Theatre and Dance season, musical theatre students also perform in an educational outreach performance known as *Modern in Motion*. This performance takes place in different historical places throughout the Natchitoches community. Students can be seen at other community events including the historical tour of the American Cemetery, Christmas on

Poete, *Lady of the Bracelet* Pageant, the Christmas Festival Parade, Mardi Gras Balls, church services, community centers and nursing homes, and special events.

Northwestern is in the process of implementing a 2 + 2 agreement with Paris Junior College providing a seamless transition process for a student with an Associate's Degree in Theatre from Paris Junior College to transfer to Northwestern to complete a Bachelors of Fine Arts in Musical Theatre.

Northwestern has a Memorandum of Understanding (MOU) with Bossier Parish Community College. From the document: "This agreement between BPCC and NSU summarizes cooperative efforts to champion successful undergraduate pathways for students admitted to these institutions. The two-fold purpose of this agreement is to better serve students and to foster new, mutually beneficial partnerships. Ultimately, the institutions seek to increase public awareness between BPCC and NSU as well as to set precedents for additional innovative partnerships which, ultimately, expand higher education access for Louisiana's students."

In 2019, "Northwestern State University and New Orleans Center for Creative Arts formalized an MOU that articulates core credits between the institutions enabling NOCCA graduates to matriculate to NSU with up to a year's worth of college credit." A BFA in Musical Theatre is critical in the success of this agreement as the musical theatre graduates of NOCCA are more likely to seek the BFA degree in Musical Theatre and not a BS in Theatre with a Musical Theatre Concentration.

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

In Louisiana, there is not a post-secondary public institution offering a BFA degree in Musical Theatre; one private university (Tulane University) offers a Bachelor of Fine Arts in Musical Theatre through their school of music which they describe as "a voice-focused program, with additional requirements for acting and dance." (<https://catalog.tulane.edu/liberal-arts/music/musical-theatre-bfa/>)

The University of Louisiana at Lafayette (ULL) offers a Bachelor of Fine Arts in Performing Arts with a concentration in Dance or Theatre. ULL's degree contains a theatre component which does not allow the students to receive exclusive education focusing on music or musical theatre study. Northwestern's proposed degree program would be unique in that it will provide specialized coursework and professional training to strengthen job preparedness for Louisiana students, as well as our out-of-state students.

Northwestern State's Dear School of Creative and Performing Arts and its Department of Theatre and Dance is well-noted as a "Center of Excellence." For many years, Northwestern has generated student interest in musical theatre instruction and has been able to meet student needs in classes offered each semester. However, current students, theatre alumni, and theatre educators in our region are enthusiastically supporting the need for a specialized degree program in musical theatre that will better prepare Northwestern graduates for a professional career in performance and teaching. We would be the only public institution in Louisiana to offer this degree.

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

If the Bachelor of Fine Arts in Musical Theatre is approved, the musical theatre concentration within the Bachelor of Science in Theatre would be phased out. Second-year students in the Bachelor of Science in Theatre degree program would have the option of matriculating into the Bachelor of Fine Arts in Musical Theatre program but would require advising to ensure course duplication does not occur and that no additional semesters would be required. Junior and senior students would continue and complete the Bachelor of Science in Theatre with a concentration in musical theatre. The concentration in musical theatre within the Bachelor of Science degree would be terminated in the Academic Year 2025-2026. Students in the Bachelor of Science in Theatre will have the ability to continue their musical theatre training in the musical theatre classes being offered.

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

3. Students

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

High school student performers from the USA were recently surveyed (N=19) about their interest in pursuing musical theatre as a college major in Louisiana. Eighty-four percent were from Louisiana. From the data collected:

- 58% were interested in studying musical theatre in college.
- 43% were interested in pursuing a Bachelor of Fine Arts degree.
- 36% were interested in pursuing a minor in dance.

- 59% would consider applying to Northwestern, if the Bachelor of Fine Arts in Musical Theatre were offered. Some respondents offered reasons for why they would consider applying to Northwestern. 1) 73% want to take private voice lessons 2) 67% want to concentrate on classes focused on performing Musical Theatre. 3) 60% want to take class specific to Musical Theatre. See APPENDIX II for additional student comments and survey statistics.

Musical Theatre Educators from the USA were surveyed (N=19); Eighty-four percent of the sample was from Louisiana. Data results included:

- 39% teach over 50 students, with 17% teaching over 150 students, thus illustrating the large population of students who may be interested in musical theatre as a college major at a Louisiana university.
- Former students of the musical theatre educators are attending colleges with noted musical theatre programs. These students are majoring in musical theatre at one of the following out-of-state universities: Cincinnati Conservatory of Music, Marymount University, Elon University, University of Central Florida, Mississippi College, Ball State University, University of North Florida, University of Oklahoma, Southern Methodist University, University of Oklahoma, Webster University, Rollins College, University of Tulsa, Baylor University, Rockford University, Florida State University, and Belmont University.
- 65% would recommend a Bachelor of Fine Arts degree in Musical Theatre to their students.
- 88% would encourage their students to apply for the Bachelor of Fine Arts in Musical Theatre if offered by Northwestern. Educator comments in support include 1) "I got a BS from Northwestern State University and having a BA or BFA would have been very beneficial when entering the work field." 2) "Affordability, proximity, course catalog, articulation agreement between NSU and NOCCA." 3) For those students interested in pursuing show business, theater, stage, in addition to music, a musical theatre degree makes sense and would open up their marketability quite a bit compared to just a traditional music degree. Course work in acting, writing, music, singing, production, composition, choreography, camera editing, audio, etc. In music today, we need to arm students with all they can get to be successful." 4) "We currently have a 2+2 Articulation Agreement between our (BPCC) 2-year Musical Theatre concentration of the AA in Performing Arts and NSU's Musical Theatre concentration in Theatre."
- See APPENDIX III for additional musical theatre educator comments and survey statistics.

NSU Alumni (N=7) were surveyed. Fifty-seven percent had completed the Bachelor of Science with a concentration in Musical Theatre and 100% had worked professional in the field of theatre and/or dance; 71% as professional Musical Theatre performers.

- 71% said they would have applied for the BFA in Musical Theatre if NSU had offered it. Some respondents offered explanations for why they would have pursued the BFA in Musical Theatre. 1) "A BFA in Musical Theatre would have been helpful because it's basically become an industry standard. Everyone thinks it's odd that I have a BS instead." 2) "I almost didn't apply to Northwestern because it didn't offer a BFA! Most of the classes that helped shape me into a successful artist weren't required. A BFA program would make it way easier for the Musical Theatre students to perfect their craft and have a degree that matches their competition in this field." 3) "A BFA Theatre degree is perceived to be a better degree by the theatre community and perception is reality for most so this type of degree would set future theatre majors up for success." 4) "I have been considering the idea of earning my Masters soon. When looking specific programs, they require a BFA."

The projected source for musical theatre students includes high schools as well as music and theatre studios within the states of Louisiana, Texas, Alabama, Arkansas, Mississippi, and Oklahoma. Performing Arts high schools will be a great resource for recruiting which includes Paris Junior College, Bossier Parish Community College, New Orleans Center for Creative Arts (NOCCA), The Baton Rouge Center for Visual and Performing Arts, The High School of Visual and Performing Arts (Houston, TX) and Booker T. Washington (Dallas, TX.).

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

Projected enrollment and productivity for the Bachelor of Fine Arts in Musical Theatre were derived from a survey distributed to high school students interested in majoring in musical theatre in the state of Louisiana (APPENDIX II). However, it is possible given this is the only public university offering a Bachelors of Fine Arts in Musical Theatre, student enrollment could be much higher than projected. Once the degree is offered, recruiting efforts will be enhanced; with attention given to lower tuition and fees compared to those of comparable degrees offered by institutions in neighboring states.

Table 1. Projected enrollment for the Bachelor of Fine Arts in Musical Theatre.

	<u>Bachelor of Fine Arts in Musical Theatre</u>		<u>Total</u>
	<u>New</u>	<u>Continuing</u>	
2021-2022	10	10	20
2022-2023	8	20	28
2023-2024	7	28	35
2024-2025	8	35	43

Source: Appendix II

Table 2. Graduates for the B. S. in Theatre with a Concentration in Musical Theatre.

2020-2021	8
2021-2022	5
2021-2022	8
2022-2023	10
2023-2024	10

Source: Appendix II

Table 3. Graduates for the B.F.A. in Musical Theatre.

2024-2025	14
2025-2026	17
2026-2027	20
2027-2028	22

Source: Appendix II

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

Northwestern's Office of Institutional Research provided the following graduation and enrollment data for students in the musical theatre concentration. Table 1 represents yearly graduation rates from 2016 to 2020.

Table 1. Enrollment and Graduates for the B. S. in Theatre with a Concentration in Musical Theatre. *

	<u>Enrollment</u>	<u>Graduates</u>
2015-2016	36	13
2016-2017	28	8
2017-2018	34	6
2018-2019	26	7
2019-2020	18	5

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

Despite designation as the "Center for Excellence" in the Arts for the University of Louisiana System and being one of only 150 programs in the United States accredited by the National Association of Schools of Theatre as well as an elevated level of interest in the musical theatre program at Northwestern State University by perspective students, enrollment and graduation numbers for the Bachelor of Science in Theatre with a Concentration in Musical Theatre have declined. Potential students are choosing not to attend Northwestern State University because we do not offer a Bachelor of Fine Arts in Musical Theatre. Even as the quality of education is improved with the implementation of the Bachelor of Fine Arts in Dance and the Bachelor of Fine Arts in Technology and Design, Northwestern State University will be unable to recruit perspective students who want a Bachelor of Fine Arts in Musical Theatre in order to continue into a Master of Fine Arts program or to enjoy the enhanced prominence that a Bachelor of Fine Arts has over the Bachelor of Science in the theatre industry.

Another discrepancy in the numbers of students graduating with a Bachelor of Science in Theatre with a Musical Theatre Concentration is caused by the Musical Theatre Concentration Qualifying Exam. Consistent with practices in Northwestern State University's Bachelor of Music program and with Musical Theatre programs in other universities, students wanting to pursue the Musical Theatre Concentration are evaluated by the voice faculty, dance faculty, and acting faculty in the areas of singing, dancing, and acting at the end of their sophomore year. Students who do not pass the Musical Theatre Concentration Qualifying Exam at the end of the sophomore year may reaudition at the end of their junior year. If the student does not wish to reaudition or fails the Qualifying Exam a second time, the student will have to choose a different concentration. By establishing the Bachelor of Fine Arts in Musical Theatre, we would be able to recruit the most talented high school students in Louisiana and the surrounding areas who would be more likely to pass the Musical Theatre Qualifying Exam at the end of their sophomore year.

These data are misleading as many students who were pursuing the Bachelor of Science in Theatre with a concentration in Musical Theatre majors have changed their majors to Bachelor of Fine Arts in Dance despite their desire to perform professionally in musicals. Their decisions are based on the enhanced prominence of the BFA degree over the BS degree even though the concentration is further from their desired field. Often, these students will take voice lessons; but do not take coursework essential to their professional success including music theory and acting courses. These graduates have tremendous skills as dancers but have not properly developed their music and acting abilities which hinder their employment potential.

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

TRIO Student Support Services

- Tutoring
- Mentoring
- Wellness Support Programs
- Academic Counseling/Advising
- Career Counseling
- Assistance with Graduate School Admissions
- FASFA Application Assistance
- Resource Library
- Financial Aid Appeals
- Retroactive Cancellation/Resignation forms

Center for Inclusion and Diversity

"The Center for Inclusion and Diversity exists to promote a welcoming environment for all Demons. We are committed to combating prejudice and advocating for all minority and marginalized populations. We exist to give space and voice to everyone, including but not limited to all races, all religions, the Gay, Lesbian Transgender, and Queer Community, and the Disabled Community."

Academic Advising Services

Academic Success Center/Tutoring

Financial Aid

Campus Housing

Food and Dining Services

Post Office

Career Center

Center for Positivity, Well-being, & Hope

Counseling Services

Crisis Hotlines

Disability Support

First Year Experience

Health Services

Military

Service-Learning

Student Support Services

VP – The Student Experience

Student Help Desk

Student Labs

Student Technology

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

The proposed Northwestern State University Bachelor of Fine Arts in Musical Theatre degree program seeks to develop the knowledge and skills that will enable graduates to excel and innovate in their chosen field. The admission criteria help ensure that students are able to maximize growth and realize their potential in their chosen field of work and study. Entry into the Bachelor of Fine Arts in Musical Theatre will be in accordance with Northwestern State University undergraduate admission requirements; program admission requirements include the following:

- Departmental Application
- Headshot and Resume
- Attend an audition or provide a video submission
- Submit two letters of recommendation

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

4. Faculty

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

Faculty	Degrees	Certifications	Current Faculty Assignment	Credit Hours/ Contact Hours/ Student Credit Hours Produced	Additional Assignments
Dr. Grace Edgar Rank: Associate Professor joined NSU: 2019	2001: BM, Centenary College of Louisiana 2005: MA, Western Washington University 2007: GPD, Longy School of Music 2015: DMA, University of Houston	Sterling Hot Yoga, CPR, The Nature of Singing- Discovering Your Voice with the Feldenkrais Method, Introduction to the McClosky Technique, Intimacy Choreography	Director of Musical Theatre Courses: Acting I, Voice for the Actor I, Theory and Sight Singing for Musical Theatre, Musical Theatre Performance, Private Voice Lessons	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Regional Performance, Research, Presentation and Publication
Scott Burrell Rank: Professor joined NSU: 1998	1994: BA, Catawba College 1997: MFA, Virginia Commonwealth University	Certified Teacher, Michael Chekhov Acting Technique (MICHA)	Director of NSU's Dear School of Creative and Performing Arts Courses: Directing I & II, Acting I & I, Voice for the Actor II	Credit Hrs: 6/9 Contact Hrs: 6/9 Student Credit Hrs Produced: 120	Administration of CAPA, Theatre Professor, Production Director, Recruiter,
Pia Wyatt Rank: Professor joined NSU 2003	1992: BFA in Honors Acting, University of Victoria, BC, CANADA; 1994 MFA in Directing, University of Victoria, BC, Canada		Managing Director/ Associate Artistic Director, Director of Performance and Directing Courses: Directing I & II, Acting I & II, Auditions, Theatre and History I, II, III, Script Analysis, Business of Theatre, Senior Thesis, Beginning, Intermediate, Advanced Jazz, Beginning, Intermediate, Advanced Tap, Composition I, Theatrical Dance	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	KCACTF Region VI Vice Chair, Summer Dinner Theatre, Recruiting, Advising, Regional Performance, Research, Presentation and Publication

Kirstin Riehl Rank: Associate Professor joined NSU: 2010	2007: BFA, Sam Houston State University 2010: MFA, University of Utah	Pilates Certification, CPR and AED Certified, Introduction to Bartenieff Fundamentals	Director of Dance Courses: Workshop in Dance, Beginning Ballet, Intermediate Ballet, Advanced Ballet, Dance Pedagogy, Ballet Company, Dance Staging, Senior Concert, Beginning Modern for Non- majors, Introduction to Fine Arts, Composition I	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Teach Pilates at the WRAC
Brett Garfinkel Rank: Associate Professor joined NSU: 2012	2008: BFA, Adelphi University 2012: MFA Purchase College, SUNY	GYROKINESIS®, CPR and AED Certified	Chair of Theatre & Dance Department, Associate Professor of Dance Courses: Workshop in Dance, Beginning Modern, Intermediate Modern, Advanced Modern, Intermediate Jazz, Advanced Jazz, Dance History, Composition I Composition II, Jazz Ensemble, Modern Ensemble, Beginning Modern for Non- Majors	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Recruiting, Advising, Teach Yoga at the WRAC, Faculty Senator
Rebecca Morgan Rank: Adjunct Professor joined NSU: 2007	2011: BS, NSU		Instructor of Dance Courses: Beginning Tap, Intermediate Tap, Advanced Tap, Rhythmic Analysis, Tap Repertory, Beginning Jazz for Non-Majors, Workshop in Dance, Dance Production	Credit Hrs: 15 Contact Hrs: 15 Student Credit Hrs Produced: 225	Teach Pilates and Eccentrics at the WRAC
Michael Lomeka Rank: Assistant Professor joined 2020	1997 The Juilliard School (BFA Dance) 2015 Jacksonville University (MFA Choreography)		Assistant Professor of Dance Courses: Modern I, II, III Beginning Ballet,	Credit Hours: 15 Contact Hours: 15 Student Credit Hrs Produced: 225	

			Ballet I Jazz II		
TBA Rank: Assistant Professor at NSU	TBA	TBA	Assistant Professor of Musical Theatre Courses: Dependent upon curriculum needs and professor's specialty	TBA	Coach/Pianist

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

No new faculty will be needed during the first two years of the degree implementation. As the projected growth in enrollment is realized (number in excess of 35 students), additional faculty will be needed to facilitate required classes, and to assist with advising. Adjunct faculty will be utilized first before seeking additional full-time faculty.

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

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

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?

Jim Stacy Musical Theater Collection – musicals, revues, excerpts
(3rd floor Serials-Media Department)
CD's - 1,104
LP/Vinyl – 451
DVD's-38
See *APPENDIX IV* for a complete catalogue of the Jim Stacy Musical Theatre Collection.

Databases

Academic Search Complete
Biography in Context
Credo
Dance in Video
Gale Virtual Reference Center Library
Grove Music (Oxford Music Online)
JSTOR
Music Index
Naxos Music Library
Project Muse

Print Journals

American Theatre
Dance Annual Directory
Dance Magazine
Theatre Annual

Electronic Access (only)

Dance
Dance Chronicle
Dance Magazine
Dance Spirit
Dance Index
Dance Research Journal
Dance/USA Journal
Dance Retailer News
The New Dance Review
Dance Ireland News

The Dance Magazine
 Science of Dance
 American Journal of Dance Therapy
 Country Dance & Song Society News
 Balletin Dance – La Revista Argentina de Danza
 The English Folk-Dance Society's Journal
 Illinois Journal of Health, Physical Education, Recreation, and Dance
 Dance Research the Journal of the Society for Dance Research
 The Journal of the English Folk Dance Society
 Journal of the English Folk Dance and Song Society
 The ICHPER-SD journal of research in health, physical education, recreation, sport & dance the official journal of the
 International Council for Health, Physical Education, Recreation, Sport and Dance
 Theatre Notebook
 American Theatre
 Theatre Journal
 Theatre History Studies
 Asian Theatre Journal (ATJ)
 Nineteenth Century Theatre (NCT)
 New Theatre Quarterly
 Contemporary Theatre Review
 The Operating Theatre Journal
 Latin American Theatre Review
 Educational Theatre Journal
 Czech Theatre
 Technical Theatre Practicum
 Theatre History in Canada
 Women in Theatre
 Contemporary Theatre, Film, and Television
 Nineteenth Century Theatre and Film
 International Journal of Scottish Theatre
 Journal of Global Theatre History
 The Journal of Religion and Theatre
 The Journal of American Drama and Theatre
 International Journal of Scottish Theatre and Screen
 Logeion: A Journal of Ancient Theatre
 Newsletter/Association for Canadian Theatre Research
 Taipei Theatre Journal
 Aide Memoire – Conseil Quebecois du Theatre
 Rapport Annuel – Grand Theatre de Quebec
 Theatre Research in Canada
 Theatre Arts Journal Studies in Scenography and Performance
 Early Theatre a Journal Associated with the Records of Early Drama
 Musical!
 Musical Opinion
 Musical Quarterly
 The Musical Times
 New Musical Express

Reference Books (419)

A few of the titles are:

A Century of Musicals in Black and White: An Encyclopedia of Musical Stage Works By, About, or Involving African Americans, 1993
A Chronology of American Musical Theatre, 2002
Encyclopedia of Musical Theatre
More Opening Nights on Broadway: A Critical Quotebook of the Musical Theatre, 1965 through 1981, 1997
Musicals: the Definitive Illustrated Story, 2015
Off Broadway Musicals, 1910-2007: Casts, Credits, Songs, Critical Reception and Performance Data of More than 1,800 Shows
Show Time: A Chronology of Broadway and the Theatre from Its Beginnings to the Present, 1997
The Singer's Musical Theatre Anthology (A series with different publication dates from 1993 – 2015)

Circulating Books (4503)

Titles:

Complete Singer-Actor: Training for Music Theatre, 1985
From Assassins to West Side Story: the Director's Guide to Musical Theatre, 1996
Deconstructing Harold Hill: an Insider's Guide to Musical Theatre, 2000
Getting the Show On: The Complete Guidebook for Producing a Musical in Your Theatre, 1983
Gower Champion: Dance and American Musical Theatre, 1999
The Musical Theatre Writer's Survival Guide, 2005
Our Musicals, Ourselves: A Social History of the American Musical Theatre, 2004
Producing Musicals: A Practical Guide, 2004
The Show Makers: Great Directors of the American Musical theatre, 2000
So You're the New Musical Director: an Introduction to Conducting a Broadway Musical, 2001

What additional resources will be needed?

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?

6. Facilities and Equipment

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

Existing Facilities Available for Program

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

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

Present Utilization of Facilities

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

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

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

No additional requests for new facilities are anticipated for the proposed program. Space within the A.A. Fredericks Creative and Performing Arts Center, the Wellness, Recreation and Activities Center (WRAC), the Louisiana School for Math, Science, and the Arts (LSMSA) as well as the Human and Health Performance Building (HHP) meets the needs for the new proposed program. All buildings listed above have space designated for classes and training.

7. Administration

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

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

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

Partially due to the BFA in Dance, Northwestern State University Theatre and Dance Department is well known throughout the state as the leading Musical Theatre program. The Bachelor of Fine Arts in Musical Theatre will increase the visibility of Northwestern as the state's premier university in Musical Theatre education.

Technically skilled and proficient high school performers seek a Bachelor of Fine Arts in Musical Theatre degree to continue their elevated level of training. Without the proposed degree, recruiting efforts are challenging. These brilliantly talented performers are leaving the state of Louisiana to seek education to further their Musical Theatre careers.

8. Accreditation

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

The National Association of Schools of Theatre (NAST) is the accrediting agency for the Bachelor of Fine Arts in Musical Theatre. The project vision for the program is to begin the self-study for the accreditation process in the fall of 2026. This will allow the program to develop and build a strong reputation in the musical theatre field. The accreditation requirements can be found at the following link: <https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/> NSU will have to seek degree approval from NAST to have the degree accredited.

Northwestern State University is already a member of the National Association of Schools of Theatre and has received accreditation for the Bachelor of Science in Theatre degree. During the reaccreditation process (spring 2016), The National Association of Schools of Theatre (NAST) recommended that Northwestern proceed to establish its own major degree program in Musical Theatre (*see APPENDIX I*). "The institution appears to consider the theatre degree to be pre-professional rather than liberal arts in purpose, and should be reassessing the degree(s) offered." The recommendation was made after observing classes and meeting with students in focus groups.

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

9. Related Fields

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

In 2018, Northwestern began a BFA in Dance. Dance students and Musical Theatre students enroll in the same courses and have access to studying with faculty in either discipline. The result is Musical Theatre students become stronger dancers and BFA dancers become stronger singers and have the opportunity to perform in musicals.

In June of 2021, The Board of Regents approved a Bachelor of Fine Arts in Production and Design for Northwestern State University. The addition of the BFA in Musical Theatre will ensure that we continue to recruit talented Musical Theatre performers as well as dancers pursuing the BFA in Dance and technicians pursuing the BFA in Production and Design. By implementing the BFA degrees, the more rigorous and balanced curriculum will make the students stronger theatre artists as they collaborate in productions and in overlapping coursework.

10. Cost & Revenue

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

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

Currently, there is one full-time Musical Theatre faculty, three full-time Dance faculty, two full-time Acting faculty and two adjunct faculty in the Department of Theatre and Dance. With growth in enrollment, a second full-time Musical Theatre faculty member will need to be hired by August 2024. By definition, one full-time faculty member will be expected to teach 12-to 15-hours per semester. Revenue generated from student tuition and fees will cover salary and benefits for the new faculty member.

2019-2020 Departmental Costs

- Operational Expenditures (including scholarships, student wages, faculty travel, printing, technical services, etc.): \$2,316,926
- Operational Expenditures (including faculty salaries/benefits): \$1,775,669

- Departmental Expenditures (including theatre/dance production costs, publicity, royalties, etc.): \$51,200

2018-2019 Departmental Costs

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

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

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

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

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

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

CERTIFICATIONS:

Primary Administrator for Proposed Program

Date

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Northwestern State University

Date: September 24, 2021

Degree Program, Unit: Bachelor of Fine Arts in Musical Theatre

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		\$50,000		\$	
Graduate Assistants					\$26,598			
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$0		\$0		\$76, 598		\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment/Library Resources								
Travel								
Supplies								
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$0		\$0		\$0		\$0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	20		28		35		43	
Tuition	\$5,180		\$5,180		\$5,180		\$5,180	
Fees	\$3,568		\$3,568		\$3,568		\$3,568	
*Other (specify)								
TOTAL REVENUES	\$290,620		\$404,796		\$504,700		\$618,876	

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

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.3. **University of Louisiana at Lafayette's** request for approval to name the School of Nursing the *LHC Group • Myers School of Nursing*.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) would like approval to name the School of Nursing the *LHC Group • Myers School of Nursing*. The University wishes to recognize and honor longstanding LHC Group, Inc. and its founders, Keith and Ginger Myers, for their enduring support and historic gift benefitting UL Lafayette's College of Nursing and Allied Health Sciences. Their recent gift is the largest private investment for an academic college in the history of the University. Their transformational gift will have resounding impacts on the campus, broader economy and workforce.

LHC Group, Inc. was founded in 1994 as a single home health agency serving the needs of a rural Louisiana community. Today, the Lafayette-based company is a leading national provider of in-home healthcare services operating in 35 states and the District of Columbia. LHC Group provides exceptional, high-quality care and unparalleled service for patients and families through home health, hospice, home- and community-based services, and facility-based care.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request for approval to name the School of Nursing the *LHC Group • Myers School of Nursing*.



October 7, 2021

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

Dear Dr. Henderson:

I submit for the Board's approval a request to name the School of Nursing *LHC Group • Myers School of Nursing* at the University of Louisiana at Lafayette.

The University wishes to recognize and honor longstanding investors LHC Group, Inc. and its founders Keith and Ginger Myers for their enduring support and historic gift benefitting the University's College of Nursing and Allied Health Sciences. Their recent gift is the largest private investment for an academic college in the history of the University. Their transformational gift will have resounding impacts on our campus, broader economy and workforce.

LHC Group, Inc. was founded in 1994 as a single home health agency serving the needs of a rural Louisiana community. Today, the Lafayette-based company is a leading national provider of in-home healthcare services operating in 35 states and the District of Columbia. LHC Group provides exceptional, high-quality care and unparalleled service for patients and families through home health, hospice, home- and community-based services, and facility-based care.

Please place these items on the agenda for consideration at the October 2021 meeting of the Board of Supervisors.

Sincerely,


E. Joseph Savoie
President

SVC

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.4. **University of Louisiana at Monroe's** request for approval to terminate the Doctor of Occupational Therapy.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) would like approval to terminate the Doctor of Occupational Therapy (OTD) that was established in 2018. The University pursued the OTD when the Accrediting Council of Occupational Therapy Education (ACOTE) transitioned to requiring the doctoral degree as the entry level credential. Since that time, ACOTE reversed its position. As such, ULM students completing the Master of Occupational Therapy (MOT) have the entry level credential needed to sit for the examination to become board certified. No students have been admitted to the OTD and the termination would have no adverse impact on faculty.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to terminate the Doctor of Occupational Therapy.*

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000
P 318.342.1010 | F 318.342.1019 | ulm.edu

October 6, 2021

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

Dear Dr. Henderson,

I respectfully request approval for ULM to remove the Doctor of Occupational Therapy from the Board of Regents' "Inventory of Degree and Certificate Programs."

The Doctor of Occupational Therapy was approved by the Louisiana Board of Regents in December 12, 2018. When this program was first proposed, the Accrediting Council of Occupational Therapy Education (ACOTE) was requiring the doctorate as the entry level credential. Since that time, ACOTE has reversed its position. Thus, ULM students graduating with the MOT degree will have the entry level credential needed to take their examinations to become board certified. On August 12, 2019, the decision was made by ULM Academic Affairs to not proceed with the OTD program. In August 2019, after ACOTE was informed that ULM had decided to not pursue the OTD, they removed the ULM OTD program from the "Developing Program" status.

Attached is a copy of the request. After it is approved, we ask that you forward it to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

#TAKEFLIGHT



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

1. Institution	University of Louisiana Monroe
2. Type of Termination (check one)	<input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)
3. Degree Designation. (BA, MS, PhD, etc.)	OTD
4. Title and CIP Code.	Doctor of Occupational Therapy
5. Semester/year at which no new enrollments will be accepted.	Fall 2019
6. Teach-out plan, including semester/year at which reporting of degrees shall cease.	N/A
7. Approval date for termination by management board.	October 28, 2021
8. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)	<p>Explanation: When this program was first proposed, the Accrediting Council of Occupational Therapy Education (ACOTE) was requiring the doctorate as the entry level credential. Since that time, ACOTE has reversed its position. Thus, ULM students graduating with the MOT degree will have the entry level credential needed to take their examinations to become board certified. On August 12, 2019, the decision was made by ULM Academic Affairs to not proceed with the OTD program. In August 2019, after ACOTE was informed that ULM had decided to not pursue the OTD, they removed the ULM OTD program from the "Developing Program" status.</p> <p><i>* In the explanation include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution?</i></p>
9. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.	N/A
10. Program/Unit Contact (name, title, email address, telephone number)	Dr. Donald Simpson, Dean, College of Health Sciences. dsimpson@ulm.edu. 318-342-3312
Campus Head: Dr. Ronald L. Berry	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> </div> <div style="flex: 1; text-align: right;"> Date: 7/10/2021 </div> </div>
Management Board:	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> </div> <div style="flex: 1; text-align: right;"> Date: </div> </div>

(Append documentation to this form.)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

- Item G.5.** **University of Louisiana at Monroe's** request for approval to enter into a Transfer Articulation Agreement with the Louisiana Community and Technical College System.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) would like approval to enter into a transfer articulation agreement with the Louisiana Community and Technical College System (LCTCS). The purpose of the proposed agreement is to provide a clear pathway for LCTCS students who complete the Associate of Applied Science (AAS) or the Associate of Science in Nursing (ASN) and are interested in pursuing the Bachelor of Science in Nursing (BSN) at ULM. Qualified completers of the AAS or ASN will be guaranteed admission at senior standing to ULM's BSN Program. Transfer students from LCTCS who satisfy all conditions set forth in the proposed agreement will be enrolled into the Fast Track Registered Nurse (FTRN) Program and will be eligible to complete their final 30 hours of coursework through distance learning technologies at a rate of \$200 per credit hour in order to complete the BSN after successful completion of NCLEX-RN.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to enter into a Transfer Articulation Agreement with the Louisiana Community and Technical College System.*

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000

P 318.342.1010 | F 318.342.1019 | ulm.edu

October 6 2021

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

Dear Dr. Henderson:

I respectfully request consideration and approval of the Transfer Articulation Agreement between Louisiana Community and Technical College System and ULM at the October 28, 2021, Board of Supervisors meeting.

If I may be of further assistance, please let me know.

Sincerely,

Ronald L. Berry, D.B.A.
President

#TAKEFLIGHT



College of Health Sciences

Sugar Hall 151 | 700 University Avenue | Monroe, LA 71209
318.342.1655

Date: October 05, 2021

To: Ron Berry, D.B.A.
President

From: Donald Simpson, Ph.D., M.P.H. *Don Simpson*
Dean, College of Health Sciences

Re: Transfer Articulation Agreement – LCTCS and ULM

The Louisiana Community and Technical College System (LCTCS) is composed of 12 public technical and community colleges across Louisiana. LCTCS institutions collectively serve over 130,000 students in traditional credit instruction, workforce training, and adult education. Eighty percent of its over 25,000 annual graduates earned credentials in high-demand, high-income fields as defined by the Louisiana Workforce Commission. Each year, over 15,000 students transfer from an LCTCS institution to a 4-year university.

This transfer articulation agreement addresses transfer agreements for the Associate of Applied Science (AAS) and the Associate of Science in Nursing (ASN) at any LCTC and the Bachelor of Science in Nursing (BSN) at ULM.

LCTCS transfer students awarded an Associate Degree, as identified above, will be guaranteed admission at senior standing to the ULM Bachelor of Science Nursing Program, if all 90 credit hours from LCTCS institutions are completed prior to transfer.

Students will be enrolled into the Fast Track Registered Nurse (FTRN) Program and be eligible to complete their final 30 hours of Nursing (NURS) courses through distance education at a rate of \$200 per credit hour to obtain their BSN after successful completion of NCLEX-RN.

#TAKEFLIGHT

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

A Transfer Articulation Agreement

By and between the Louisiana Community and Technical College System and University of Louisiana Monroe

This Agreement shall be effective as of the date of the last signature hereto (the “Effective Date”) by and between UNIVERSITY OF LOUISIANA MONROE (ULM) whose address is 700 University Avenue, Monroe, LA 71209 and the LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM (LCTCS), whose address is 265 S Foster Drive, Baton Rouge, LA 70806.

This transfer articulation agreement addresses transfer agreements for 1) the Associate of Applied Science (AAS) in Nursing, and 2) the Associate of Science in Nursing (ASN) at any LCTC and the Bachelor of Science in Nursing (BSN) at ULM.

Background

The Louisiana Community and Technical College System (LCTCS) is composed of 12 public technical and community colleges across Louisiana. LCTCS colleges collectively serve over 130,000 students in traditional credit instruction, workforce training, and adult education. Eighty percent of its over 25,000 annual graduates earned credentials in high-demand, high-income fields as defined by the Louisiana Workforce Commission. Each year, over 15,000 students transfer from an LCTCS institution to a 4-year university.

The University of Louisiana at Monroe (ULM) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, post-baccalaureate, masters, and doctoral degrees. ULM, a state funded, multi-disciplinary institution of higher education offers high quality academic and experiential opportunities designed to meet the academic, cultural, vocational, social, and personal needs of undergraduate, graduate, and career seeking students. There are four colleges offering degree opportunities for students: College of Arts, Education and Sciences; College of Business and Social Sciences; College of Health Sciences; and College of Pharmacy. The University received a full 10-year accreditation from SACSCOC in 2019.

General Requirements

LCTCS and ULM enter into this Agreement for the express purpose of ensuring acceptance of college coursework between institutions and further facilitate the transfer of LCTCS students who satisfy the following criteria:

1. An Associate Degree Awarded by a LCTCS campus with a minimum cumulative grade point average (GPA) of 2.0 or higher, that meets the following requirements:
 - a. Associate of Applied Science (AAS) in Nursing, or Associate of Science in Nursing (ASN) where a transfer degree pathway has been established along with a course articulation table. LCTCS institutions with transfer degree pathways will work to establish with ULM a course articulation table so that student can obtain 90 hours from LCTCS institutions and obtain remaining 30 hours from ULM to obtain Bachelor of Science in Nursing (BSN).
 - b. Nursing students with an AAS in Nursing or an ASN degree obtained from LCTCS institutions are eligible to sit for National Licensure by Examination (NCLEX-RN).
 - c. Nursing students must successfully pass NCLEX-RN.
 - d. ULM will provide the final 30 hours of nursing course work at a rate of \$200/credit hour for student to obtain BSN after successful completion of NCLEX-RN.

When determined by ULM, to its reasonable satisfaction that a student has satisfied either of the conditions set for above, LCTCS transfer students will be afforded the following opportunities:

Guaranteed Admission

LCTCS transfer students awarded 1) an Associate of Applied Science (AAS) in Nursing, or 2) the Associate of Science in Nursing (ASN), will be guaranteed admission at senior standing to the ULM Bachelor of Science Nursing Program, if all 90 hours are completed prior to transfer. Students will be enrolled into the Fast Track Registered Nurse (FTRN) Program and be eligible to complete their final 30 hours of Nursing (NURS) courses through distance education.

Students who do not meet the criteria for the FTRN, due to a lack of 90 hours will be made aware of additional prerequisites, progression to graduation, and other academic requirements. Only students who are in good standing at their last transfer institution will be considered.

Transferability of Credit

Completed coursework includes transferable courses outlined on the ULM/LCTCS Articulation Matrix, which is a modified version of the State's Board of Regents' Course Articulation Matrix.

For LCTCS transfer students awarded 1) an Associate of Applied Science (AAS) in Nursing, or 2) an Associate of Science in Nursing (ASN), ULM will accept a minimum of 60 semester units. Because the Associate Degree listed in criteria 1a is designed to provide a clear pathway to a baccalaureate degree and it represents strong preparation for upper division coursework leading to a BSN, ULM will guarantee that credits will be used towards graduation of a bachelor degree in nursing.

Institutions agree to accept the completion of general education requirements and other courses as identified in the state's Board of Regents' Course Articulation Matrix. These courses will be used to satisfy requirements of degree programs.

Student Advising

ULM will provide pre-transfer advising to LCTCS students through online, onsite, and/or telephone advising. Further advising will be available to future transfer students prior to and once enrolled. Informational materials for potential transfer students will be available at the community colleges to facilitate the transfer process.

Activities may include the following:

- a. Participation in transfer conferences, transfer fairs, professional conferences and visits to community colleges to educate administrators, counselors, faculty, staff, and students about University admissions requirements, costs, etc.;
- b. Provision of onsite admissions to eligible LCTCS students at transfer conferences, transfer fairs, and during college visits; and,
- c. Work with the LCTCS campus transfer centers to provide outreach to all students. Additional efforts will be made to reach out to Science, Technology, Engineering and Mathematics (STEM) majors.

For students without an Associate Degree in Nursing, LCTCS and ULM will collaborate in communication and advice for students to have the opportunity to complete 1) the Associate of Applied Science (AAS) in Nursing, or 2) the Associate of Science in Nursing (ASN) while at their transfer institution, when applicable. This is commonly known as reverse transfer.

If an institution modifies the degree requirements or prerequisites after admission, transfer students will be accommodated with equivalent coursework credit and not penalized in total units required for their degree. Admitted transfer students will be required to follow the degree requirements as outlined in the catalog that was in effect at the time of application.

Program Evaluation

Once every two academic years, LCTCS faculty and staff will meet with ULM faculty and staff to review current curriculum and course offerings and present any changes to the curriculum as outlined in the exhibits included herein prior to implementing the proposed changes.

Scholarship Opportunities

Transfer scholarship opportunities for incoming students based on grade point average and meeting all other applicable criteria will be developed, based on available funding.

Data Sharing

For the purposes of this Agreement, parties agree to share student information that assists with the furtherance of the activities outlined herein. Both parties agree to keep student information confidential and to use such information only for the activities outlined in this agreement. All information about students obtained from any of the Parties shall be held confidential pursuant to the provisions of the Family Educational Rights and Privacy Act (20 U.S.C.A. 1232g) ("FERPA") and of La. R.S. 17:3914.

Marketing & Communication

The LCTCS will work with ULM to develop an internal and external marketing plan to communicate and publicize the President's support of this Agreement to all LCTCS campuses. Dissemination may include print media, news releases, email, webinars, and social media distribution channels. The system office will assist in promoting this opportunity to each LCTC and ensure that Transfer Center Directors understand the benefits of the program for students. Professional organizations and initiatives will be encouraged to disseminate information about the agreement.

Terms of Agreement and Severability

The term of this Agreement shall be ongoing commencing on the date first set forth above, provided that either party may terminate this Agreement at any time and for any reason upon written notice, with the termination effective at the start of the following academic year. If the Agreement is terminated, all students identified on or before the date of termination will retain their transfer guarantee and all other terms stated in the Agreement.

This Agreement contains the entire agreement between the parties pertaining to the subject matter hereof and may not be amended, unless in writing and signed by both parties.

This Agreement shall not be construed to create any rights in favor of any non-party hereto, including as third-party beneficiaries.

All notices (including, without limitation, approvals consents and exercises of rights or options) required or permitted to be given hereunder shall be in writing and shall be deemed served, if by personal delivery or by facsimile, on the date the same is actually received by the addressee thereof or, if by mail, two business days after the same is deposited with the United States Postal Service (or its successors) for mailing by Certified Mail, Return Receipt Requested, postage fully prepaid, addressed as hereinafter set forth, or, if by overnight messenger service (e.g., Federal Express) on the date of delivery by such overnight messenger service to the address as hereinafter set forth. All notices shall be addressed as follows or to such other address as the party entitled to receive such notice may, from time to time hereinafter, designate by giving written notice pursuant hereto:

If to ULM:

University of Louisiana Monroe
Attn: President
700 University Avenue
Monroe, LA 71209

If to LCTCS:

Louisiana Community and Technical College System
Attn: President
265 S Foster Drive
Baton Rouge, LA 70806

ACCEPTANCE OF AGREEMENT

In witness whereof, the undersigned signifies their intent to execute this Agreement and agrees to comply with the stated terms and conditions.

Ronald L. Berry, D.B.A.
President
University of Louisiana Monroe

Date

Monty Sullivan
President
Louisiana Community and Technical College System

Date

Management Board/System Office

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.6. **University of Louisiana at Monroe's** request for approval to offer an Undergraduate Certificate in Professional and Creative Writing.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) would like approval to offer an Undergraduate Certificate (UC) in Professional and Creative Writing. The proposed UC, composed of 18 credit hours, will develop the skills and knowledge of students interested in professional writing, preparing them for careers as creative writers, technical writers, editors or teachers, but also for any career that calls for creative thinking and clear expression. Drawing on the diverse talents of the English faculty, the proposed UC will provide students with an intensive, practical writing experience in their choice of creative genres (poetry, fiction, or creative non-fiction), as well as courses in professional, technical, scientific and grant writing. In intensive workshops of limited size, students will write, revise and learn to publish professionally.

In Louisiana, although there are at least three other similar certificates, all are geared toward graduate students. The U.S. Bureau of Labor Statistics, though, indicates that the typical entry-level education necessary for workplace writing jobs (such as technical writing) is a bachelor's degree. Thus, it is critical that undergraduate students have the opportunity to earn a UC in writing studies to acquire expertise preferred by the workforce. Courses will be offered by current faculty and will make use of existing campus resources; program participants will be recruited from undergraduate students enrolled at ULM. The University does not anticipate any additional costs for program implementation.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to offer an Undergraduate Certificate in Professional and Creative Writing.*

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000

P 318.342.1010 | F 318.342.1019 | ulm.edu

October 6, 2021

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposal for a new undergraduate certificate program in Professional and Creative Writing.

This program will develop the skills and knowledge of students interested in professional writing, preparing them for careers as creative writers, technical writers, editors or teachers, but also for any career that demands creative thinking and clear expression. Drawing on the diverse talents of the English faculty, the program will provide students with an intensive, practical writing experience in their choice of creative genres (poetry, fiction, and creative non-fiction), as well as courses in professional, technical, scientific, and grant writing. In intensive workshops of limited size, students will write, revise and learn to publish professionally.

Courses will be offered by current faculty and will make use of existing campus resources; program participants will be recruited from undergraduate students enrolled at ULM. Therefore, no additional costs or revenues are anticipated.

Enclosed is a copy of the proposal. After it is approved, we ask that you forward it to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

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

Date:

Campus: University of Louisiana at Monroe	Program: <u>CIP, Certificate Designation, Title</u> 230101 (English), UC, Professional and Creative Writing
Institutional Contact Person & Contact Info (if clarification is needed) Professor Jack Heflin, heflin@ulm.edu Dr. Patrick Morgan, pmorgan@ulm.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. ****

In the Spring of 2022, the English Department at ULM will offer The Professional and Creative Writing Certificate Program for undergraduate students. The Program will develop the skills and knowledge of students interested in professional writing, preparing them for careers as creative writers, technical writers, editors or teachers, but also for any career that demands creative thinking and clear expression. Drawing on the diverse talents of the English faculty, the program will provide students with an intensive, practical writing experience in their choice of creative genres (poetry, fiction, and creative non-fiction), as well as courses in professional, technical, scientific, and grant writing. In intensive workshops of limited size, students will write, revise and learn to publish professionally.

The Certificate requires 18 hours of credit, including at least 12 hours of professional and creative writing classes numbered 3000 or higher and up to 6 hours of sophomore survey courses that are writing intensive. Students must take at least 6 hours in both professional and creative writing. All of the classes can be taught on-site, by hybrid, or on-line. To begin, the Certificate will not add new classes, but additional courses in professional writing, such as Writing for the Community and Writing for the Health Sciences, are planned in the future.

The following courses constitute the proposed curriculum.

- 3015 Beginning Creative Writing
- 3024 Professional Writing and Communication
- 3026 Advanced Composition
- 4020 Research for Technical Writers
- 4040 Graphic Presentation in Technical Communication
- 4042 Style and Editing in Technical Writing
- 4044 Writing in the Sciences
- 4045 Writing for the Web
- 4046 Advanced Professional Writing and Communication
- 4080 Internship in Technical and Professional Communication
- 4081 Expository Writing
- 4090 Advanced Poetry Writing
- 4091 Advanced Fiction Writing

Students completing the certificate work should demonstrate competency in the following outcomes:

- Understand and explain principles of writing, including form, technique, and style.
- Deepen that understanding by interpreting and evaluating both published works and the works of peer writers.
- Gain the ability to collect, interpret, and report original and researched information accurately, clearly, concisely, and ethically.
- Understand how to analyze the rhetorical needs of various audiences and purposes for writing a variety of nonfiction genres, such as proposals, abstracts, technical descriptions, and articles translating complex information for the public.
- Effectively convey written information in multiple modalities, including oral, visual, digital, and nonverbal.
- Develop professional work habits, including those necessary for effectively collaborating with others throughout the writing process to solve complex problems.
- Revise to strengthen ideas, form, and voice, as well as edit mechanics, including grammar, syntax, and punctuation.
- Apply these principles to produce creative and professional works.
- Students will evaluate and research contemporary publishing and editing.
- Become familiar with the publishing process in a variety of markets and participate in a writing community.

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 problems of the twenty-first century demand innovative thinking and clear communication. Our Certificate in Professional and Creative Writing will provide students with the skills to solve problems by excelling as workplace writers and communicators. The Certificate Program approaches writing holistically, integrating the skills of writing studies as a whole (i.e. both creative and professional writing). Creative writing teaches the craft of storytelling, and creative writing students graduate to become editors, proofreaders, freelance authors, and copywriters. Throughout the coming decade, statistics indicate that there will be a high need for workers who can craft stories for the public and clearly communicate technical information. According to the Occupational Outlook Handbook compiled by the U.S. Bureau of Labor Statistics, "Employment of technical writers is projected to grow 7 percent from 2019 to 2029, faster than the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products. An increase in Web-based product support should also increase demand for technical writers. Job opportunities, especially for applicants with technical skills, are expected to be good." Thus our certificate will help ULM, Monroe, Northeast Louisiana, and the entire state to be a part of this "faster than average" area of job growth.

In addition to the projected high growth in workplace writing careers, the Certificate will also directly impact the academy and region in more immediate terms. With the University of Louisiana Monroe's focus on health sciences, it is crucial that future leaders in the health sciences effectively communicate with the public. Our Certificate can play an essential role in this need, as our course offerings include Writing in the Sciences and other courses that focus on writing clearly about science-based research. Beyond health sciences, students who have taken our grant writing class have directly impacted ULM by successfully writing a grant to digitize the historical college newspaper. These students, whether they go into business or become teachers, have also indicated that they have plans to write grants to improve their communities < https://www.ulm.edu/news/2020/class_writes_grant-111820.html >. Northeast Louisiana is also home to many thriving companies, from IBM Monroe to Lumen Technologies (formerly,

CenturyLink), a Fortune 500 company. With a background in workplace writing, graduates will be better prepared to contribute to these technology-based businesses.

In Louisiana, although there are at least three other similar certificates, all are geared toward graduate students. These include Northwestern State University's Graduate Certificate in Writing for Business, Industry and Technology; Louisiana Tech's Certificate in Technical Writing; and University of Louisiana Lafayette's Professional Writing Graduate Certificate. The U.S. Bureau of Labor Statistics, though, indicates that the typical entry-level education necessary for workplace writing jobs such as technical writing is a bachelor's degree. Thus it is crucial that undergraduates have the opportunity to earn a certificate in writing studies. In addition, there are similar writing certificates in other systems, such as SUNY, that approach writing holistically, integrating creative and professional writing. As yet, there does not appear to be a similar certificate in the UL system.

3. Students

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

The English Program has a strong curriculum in both creative and professional writing. Each semester we offer two sections of beginning creative writing and advanced workshops in poetry and fiction, and students may repeat the upper-level workshops for six credits each. English 3024, Professional and Technical writing, is required of many science majors, and the multiple sections of this course offered each semester consistently reach maximum enrollment. Moreover, our students have regularly enrolled in a variety of professional writing courses, including Writing for the Sciences, which is a required course in the Health Studies program, and the Internship in Technical and Professional Writing. Polling among our students in these classes reveals a significant interest in the Certificate Program. A survey sent to all students enrolled in upper-level writing courses revealed that 100% of students thought the Certificate Program would be of interest to ULM students. When asked if they would consider applying for the Certificate Program if their schedule allowed, 78% of surveyed students answered positively. In addition, when asked if it would be useful to have this certificate when applying for jobs, 62% of surveyed students said it would be "very useful," and 31% said it would be "useful." Given the consistent enrollment that we see in both creative and professional writing classes and the marketing of the Certificate that we plan once it is approved, we expect to award at least ten Certificates in the first year and fifteen to twenty in each of the next four years.

4. Accreditation

Describe plan for achieving program accreditation.

ULM's institutional accreditation was reaffirmed by SACSCOC in 2019 through 2029; no discipline accreditor is applicable.

5. Faculty, Administration, & Other Resources

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

The English faculty at ULM will teach the courses in professional and creative writing, using the technically equipped classrooms of the university as well as its Library.

6. Cost

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

There are no additional costs.


CERTIFICATIONS:



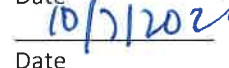
Primary Administrator for Proposed Certificate



Provost/Chief Academic Officer



Date



Date

Management Board/System Office

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

- Item G.7.** **University of Louisiana at Monroe's** request for approval to award an Honorary Doctor of Humane Letters to Mr. Henry Heier at the Fall 2021 Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to award an Honorary Doctor of Humane Letters to Mr. Henry Heier at the Fall 2021 Commencement Exercises. Mr. Heier is a member of a six generations family from New Orleans. After graduating from John Kennedy High School in 1974, Mr. Heier applied for the plumber – pipefitter apprenticeship program at Plumbers and Steamfitters Local Union #60 to learn a trade. There were 2,800 applications ahead of him so Mr. Heier sought an alternate path which led him to the architectural drafting program at Delgado Community College.

Mr. Heier's extensive career has allowed for him to experience many roles in the design and construction industry. In 1986, Mr. Heier became a Trustee on the Plumbers and Steamfitters Local 60 Joint Apprenticeship and Training Committee. During his tenure, he helped expand the curriculum from four (4) to five (5) years, introduced computers as part of the apprenticeship learning experience, and helped bring Louisiana State Workforce Commission Incumbent Worker Training grant funding to Local 60 employees and employers. Since 2002, Mr. Heier has served as a member of the Louisiana Workforce Commission State Apprenticeship Council; upon the death of the former Chairman, William "Bill" Owens, Mr. Heier was elected Chairman during then-Governor Kathleen Blanco's term. Mr. Heier served as SAC Chairman during the Blanco, Jindal, and John Bel Edwards administrations. He has also served as a Steering Committee member of the National Alliance of State Apprenticeship Council, a member of the Louisiana Office of State Fire Marshal Uniform Construction Code Council, and an Advisory Committee Member of the State Plumbing Board of Louisiana.

In 1996, while working with the Contractors Educational Trust Fund and becoming a member of the American Council for Construction Education (ACCE), Mr. Heier began working with ULM's School of Construction Management's Industry Advisory Committee; he has been recognized as a Lifetime Member. His contributions to the discipline also include serving as an ACCE Visiting Team Field Auditor, Guidance Committee member, and a member of the ACCE Accreditation Committee. In addition, he is a longtime member of the American Institute of Architects, American Society of Plumbing Engineers, American Society of Sanitary Engineering, Construction Specifications Institute, and a Charter Member of the International Code Council. In

recognition of all that Mr. Henry Heier has contributed to his field and to ULM, the University would like to award an Honorary Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to award an Honorary Doctor of Humane Letters to Mr. Henry Heier at the Fall 2021 Commencement Exercises.*

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209-3000
P 318.342.1010 | F 318.342.1019 | ulm.edu

October 14, 2021

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

Dear Dr. Henderson:

I am requesting that you place on the October 28, 2021, Board of Supervisors agenda my request to be granted authority to award a Doctor of Humane Letters to Mr. Henry Heier at ULM's Fall Commencement on Saturday, December 11, 2021.

Henry Heier is of a six generations family from New Orleans. After graduating from John Kennedy High School in 1974, Henry applied for the plumber – pipefitter apprenticeship program at Plumbers and Steamfitters Local Union #60 to learn a trade. There were 2,800 applicants ahead of him. Being at the end of the apprenticeship interview line caused him to seek a paycheck elsewhere. In early 1975, Henry discovered architectural drafting at the Delgado Community College while working days as an "Assistant Reprographics Technician" at a local Architecture-Engineering (AE) firm that did public buildings. That AE firm's mentors forever changed his life. From 1975 he learned the many roles and tasks of building construction while working in the office and in the field to make public buildings in Louisiana. In 1981 an opportunity opened to further his experiences in design and construction at the Mechanical Contractors Association of Louisiana.

In 1986 Henry became a Trustee on the Plumbers and Steamfitters Local 60 Joint Apprenticeship and Training Committee. During this tenure, Henry helped expand the curriculum from 4 to 5 years, introduced computers as part of the apprenticeship learning experience, and help bring Louisiana State Workforce Commission Incumbent Worker Training grant funding to Local 60 employees and employers.

Since 2002, Henry has served as a member of the Louisiana Workforce Commission State Apprenticeship Council. Upon the death of the former Chairman, William "Bill" Owens, Henry was elected Chairman during then-Governor Kathleen Blanco's term. Henry has served as SAC Chairman during the Blanco, Jindal, and John Bel Edwards Administrations. Henry is also a Steering Committee member of the National Alliance of State Apprenticeship Councils. Also, he is a member of the Louisiana Office of State Fire Marshal Uniform Construction Code Council, and an Advisory Committee Member of the State Plumbing Board of Louisiana.

#TAKEFLIGHT

Henry is a Lifetime Member of the Industry Advisory Committee to the School of Construction Management at the University of Louisiana at Monroe. Henry began coming to ULM IAC in 1996 while working with the Contractors Educational Trust Fund and becoming a member of the American Council for Construction Education. Henry is a former ACCE Visiting Team Field Auditor, former Guidance Committee member, and former member of the 18 member ACCE Accreditation Committee. Henry is a longtime member of the American Institute of Architects, American Society of Plumbing Engineers, American Society of Sanitary Engineering, Construction Specifications Institute, and a Charter Member of the International Code Council.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in red ink, appearing to read "R. Berry", with a stylized flourish at the end.

Ronald L. Berry, D.B.A.
President

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.8. **University of New Orleans'** request for approval to award an Honorary Doctor of Humane Letters to Dr. Jericho Brown at the Fall 2021 Commencement Exercises.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) would like to award an Honorary Doctor of Humane Letters to Pulitzer Prize-winning Dr. Jericho Brown because of his stature as a world-renowned poet and writer. Dr. Brown, born in Shreveport, Louisiana, received his bachelor's degree from Dillard University, his MFA in Creative Writing from UNO, and his Ph.D. from the University of Houston. He taught at several universities, such as the University of Houston and San Diego State University, before accepting his current position at Emory University where he serves as the director of the Creative Writing Program and the Charles Cander Professor of English and Creative Writing.

Dr. Brown is author of ***The Tradition*** (Cooper Canyon 2019), for which he won the Pulitzer Prize. He is the recipient of fellowships from the Guggenheim Foundation, the Radcliffe Institute for Advanced Study at Harvard, and the National Endowment for the Arts, and he is the winner of the Whiting Award. Brown's first book, ***Please*** (New Issues 2008), won the American Book Award. His second book, ***The New Testament*** (Cooper Canyon 2014), won the Anisfield-Wolf Book Award. Dr. Brown's third collection, ***The Tradition***, won the Paterson Poetry Prize and was a finalist for the National Book Award and the Book Critics Circle Award. In addition, his poems have appeared in *The Bennington Review*, *Buzzfeed*, *Fence*, *Jubilat*, *The New Republic*, *The New York Times*, *The New Yorker*, *The Paris Review*, *TIME Magazine*, and several volumes of *The Best American Poetry*.

Dr. Jericho Brown is one of UNO's most revered graduates of its MFA in Creative Writing. Because of all that he has achieved, the University believes he is an extremely worthy recipient of an Honorary Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to award an Honorary Doctorate of Humane Letters to Dr. Jericho Brown at the Fall 2021 Commencement Exercises.*



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

G.8.

October 1, 2021

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

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am requesting approval to award an Honorary Doctorate of Humane Letters during the University's fall commencement on Friday, December 10, 2021 to Dr. Jericho Brown.

Dr. Jericho Brown completed his MFA in Creative Writing from the University of New Orleans, is a world-renowned poet and writer and is a Pulitzer Prize winner.

Thank you for your consideration of this request. Please do not hesitate to contact me should you have any questions.

Thank you for your consideration,

John W. Nicklow
President



THE UNIVERSITY of
NEW ORLEANS

COLLEGE OF LIBERAL ARTS,
EDUCATION AND HUMAN
DEVELOPMENT

To: John W. Nicklow
President, University of New Orleans

Through: Mahyar Amouzegar *mahyar Amouzegar*
Provost and Senior Vice President, University of New Orleans

From: Kim Martin Long *Kim Long*
Dean, College of Liberal Arts, Education, and Human Development

Date: September 24, 2021

Re: Jericho Brown for Honorary Doctorate

The College of Liberal Arts, Education and Human Development strongly supports the granting of an Honorary Doctorate of Humane Letters from the University of New Orleans to Pulitzer Prize-winning Dr. Jericho Brown because of his stature as a world-renowned poet and writer. He is one of our most revered graduates of our MFA in Creative Writing.

Dr. Jericho Brown, born in Shreveport, Louisiana, received his bachelor's degree from Dillard University, his MFA from the University of New Orleans, and his PhD from the University of Houston. He taught at several institutions, such as the University of Houston and San Diego State University, before accepting his current position at Emory University.

Dr. Brown is author of the *The Tradition* (Copper Canyon 2019), for which he won the Pulitzer Prize. He is the recipient of fellowships from the Guggenheim Foundation, the Radcliffe Institute for Advanced Study at Harvard, and the National Endowment for the Arts, and he is the winner of the Whiting Award. Brown's first book, *Please* (New Issues 2008), won the American Book Award. His second book, *The New Testament* (Copper Canyon 2014), won the Anisfield-Wolf Book Award. His third collection, *The Tradition* won the Paterson Poetry Prize and was a finalist for the National Book Award and the National Book Critics Circle Award.

His poems have appeared in *The Bennington Review*, *Buzzfeed*, *Fence*, *Jubilat*, *The New Republic*, *The New York Times*, *The New Yorker*, *The Paris Review*, *TIME Magazine*, and several volumes of *The Best American Poetry*. He is the director of the Creative Writing Program and the Charles Cander Professor of English and Creative Writing at Emory University.

We can think of no more worthy recipient of this honor.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2021

Item G.9. **University of New Orleans’** request for approval to name the College of Engineering “The Dr. Robert A. Savoie College of Engineering.”

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests that the College of Engineering be named “The Dr. Robert A. Savoie College of Engineering” in recognition of Dr. Robert A. “Bobby” Savoie’s significant economics, financial and charitable contributions to the State of Louisiana, the City of New Orleans, and UNO. A Louisiana native, Dr. Savoie earned a Bachelor of Science in Industrial Engineering from Louisiana State University in 1980, a Master of Business Administration in 1981 from Loyola University, and a Ph.D. in Engineering and Applied Science with a specialization in Engineering Management and Systems Engineering from UNO in 2009.

Currently, Dr. Savoie serves as the chief executive officer (CEO) of Geocent, L.L.C., an information technology and engineering services company headquartered in Metairie, Louisiana. Geocent was formed in 2008 and is now working with government and commercial clients throughout the United States. Dr. Savoie previously founded Integrated Resources Group (IRG) in 1986 and served as CEO until IRG merged with Science & Engineering Associates (SEA) in 1997. He became president and then CEO of SEA and guided the company through an extraordinary growth period. Throughout his tenure as a CEO of successful companies, Dr. Savoie continued his work as an engineer and consultant, primarily in nuclear power and defense. Most recently this has expanded to include NASA’s next generation Space Launch System (SLS), large government information systems, and numerous economic development activities.

Dr. Savoie currently serves on the boards of the National World War II Museum; Loyola University; the UNO Foundation; the LSU Foundation National Board; and the LSU Health Foundation. He was appointed by Governors Bobby Jindal and John Bel Edwards to represent the State of Louisiana on the Aerospace Alliance Board. Previously, Dr. Savoie served as a director, trustee, and senior advisor for the Atlantic Council of the United States; the Louisiana Technology Council; the U.S. Small Business Technology Foundation; the Boy Scouts of America; the Academy of the Sacred Heart; the J. Bennett Johnston Science Foundation; Isidore Newman School; Greater New Orleans, Inc., and the Ochsner Health Foundation.

In recognition of all that this outstanding UNO alumnus has achieved and contributed, the University would like to name the College of Engineering “The Dr. Robert A. Savoie College of Engineering.”

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval to name the College of Engineering "The Dr. Robert A. Savoie College of Engineering."



G.9.

October 18, 2021

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

Re: *The Dr. Robert A. Savoie College of Engineering*

Dear Dr. Henderson:

On behalf of the University of New Orleans, I am requesting that the attached proposal for naming of the University of New Orleans' College of Engineering as *The Dr. Robert A. Savoie College of Engineering* be submitted to the University of Louisiana System Board of Supervisors for its consideration and approval.

Please feel free to contact me if you have any additional questions regarding this matter. You may reach me via email at jnicklow@uno.edu.

Sincerely,

John W. Nicklow, PhD
President

To: University of Louisiana System President James B. Henderson and members of the University of Louisiana Board of Supervisors

Date: October 18, 2021

Re: *The Dr. Robert A. Savoie College of Engineering*

The University of New Orleans requests that the College of Engineering be dedicated as "*The Dr. Robert A. Savoie College of Engineering*" in recognition of Robert A. "Bobby" Savoie's significant economic, financial and charitable contributions to the State of Louisiana, the City of New Orleans and The University of New Orleans (University).

Currently, Dr. Savoie serves as the chief executive officer (CEO) of Geocent, L.L.C. (Geocent) an information technology and engineering services company headquartered in Metairie, Louisiana. Geocent was formed in 2008 and is now working with government and commercial clients throughout the U.S. in advanced Software Engineering, Information Technology, Development, Security, Operations, Engineering and Technology Services and Solutions, primarily in Defense, Aerospace, and Homeland security. Dr. Savoie previously founded Integrated Resources Group (IRG) in 1986 and served as CEO until IRG merged with Science & Engineering Associates (SEA) in 1997. He became president and then CEO of SEA and guided the company through an extraordinary growth period.

While serving as a CEO of successively larger companies, Dr. Savoie continued his work as an engineer and consultant, primarily in nuclear power and defense. Most recently this has expanded to include NASA's next generation Space Launch System (SLS), large government information systems, and numerous economic development activities.

Dr. Savoie currently serves on the boards of the University of New Orleans (UNO) Foundation; the National World War II Museum; the LSU Foundation National Board; and the LSU Health Foundation. He was appointed by Governors Bobby Jindal and John Bel Edwards to represent the State of Louisiana on the Aerospace Alliance Board. Previously, Dr. Savoie served as a director, trustee, and senior advisor for the Atlantic Council of the United States; the Louisiana Technology Council; the U.S. Small Business Technology Foundation; the Boy Scouts of America; the Academy of the Sacred Heart; the J. Bennett Johnston Science Foundation; Isidore Newman School; Greater New Orleans, Inc., the Ochsner Health Foundation and Loyola University.

Recent honors for Dr. Savoie's include:

- UNO President's Medallion for Distinguished Service
- LSU College of Engineering Hall of Distinction
- University of New Orleans Distinguished Alumnus of the Year
- NASA's Distinguished Public Service Medal

- Laureate of the Junior Achievement Hall of Fame
- Loyola University, College of Business Alumnus of the Year
- Young Leadership Council Role Model Award

Robert A. “Bobby” Savoie, PhD, of New Orleans, Louisiana, is an alumnus of LSU, where he earned a bachelor’s degree in industrial engineering in 1980. He then received an MBA from Loyola University (1981) and a PhD in Engineering and Applied Sciences with a specialization in Engineering Management and Systems Engineering from the University of New Orleans (2009).

He is married to Lori Kent Savoie and has three children, Mallory, William and the late Matthew.

2. Budget Note

Not applicable. The cost of any plaques or other expense related to the naming will be paid for with non-state funds.

3. Related Documents

This proposal is in compliance with University of Louisiana Board of Supervisors: C-VI Facilities Planning