

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 27, 2022**

**Item D.1.**     **McNeese State University's** request for approval to award an Honorary Doctor of Humane Letters to Mr. Jeffrey A. Miller at the Fall Commencement Exercises.

**EXECUTIVE SUMMARY**

McNeese State University (MSU) requests approval to award an Honorary Doctor of Humane Letters to Mr. Jeffrey A. Miller at the Fall 2022 Commencement Exercises. Mr. Miller earned his Bachelor of Science in Agriculture and Business from MSU in 1986. He is a Certified Public Accountant and holds the MBA from Texas A&M University. Mr. Miller is a past recipient of the McNeese Alumni Association Distinguished Alumni Award.

Currently, Mr. Miller serves as Chairman, President and Chief Executive Officer of Halliburton Company. Halliburton is one of the world's largest providers of products and services to the energy industry. The Houston-based company has over 45,000 employees operating in more than 70 countries. In this role, Mr. Miller is responsible for day-to-day leadership and management of Halliburton, including the planning and execution of the company's strategic direction and financial objectives, and manages the strategic direction of Halliburton's communications and governmental affairs initiative. He joined Halliburton in 1997 as Director of Financial Reporting and moved up the leadership ranks to the position he holds today because of his business acumen.

Mr. Miller serves in leadership positions on the boards of the American Petroleum Institute, National Petroleum Council, Advisory Council for the Texas A&M University Dwight Look College of Engineering, and The Council on Recovery, Houston's oldest and largest non-profit organization.

Mr. Miller represents his alma mater with distinction. His substantial professional achievements, his passion for service, and his ardent support for McNeese State University clearly warrant the granting of the honorary degree.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to award an Honorary Doctor of Humane Letters to Mr. Jeffrey A. Miller at the Fall Commencement Exercises.*



D.1.

October 6, 2022

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

Dear Dr. Henderson:

McNeese State University requests approval to award an Honorary Doctor of Humane Letters degree to Mr. Jeffrey A. Miller at the December 9, 2022 commencement exercises.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the October 27, 2022 meeting.

Thank you for your attention in this matter.

Sincerely,

A handwritten signature in blue ink that reads "Daryl V. Burckel" with a stylized flourish at the end.

Dr. Daryl V. Burckel  
President

Attachments



October 6, 2022

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

Dear Dr. Henderson,

I request approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to Mr. Jeffrey A. Miller to be awarded during the December 9, 2022, Commencement Exercises.

Mr. Miller earned his undergraduate degree in agriculture and business from McNeese. He is a Certified Public Accountant and holds the MBA degree from Texas A&M University. Mr. Miller is a past recipient of the McNeese Alumni Association Distinguished Alumni Award.

Mr. Miller serves as Chairman, President and Chief Executive Officer of Halliburton Company. Halliburton is one of the world's largest providers of products and services to the energy industry. The Houston, Texas-based company has over 45,000 employees operating in more than 70 countries.

Since joining Halliburton Company as Director of Financial Reporting in 1997, he has served as Country Manager, Country Vice President, Regional Senior Vice President, Executive Vice President and Chief Operating Officer, President and Chief Executive Officer.

In his current role, Mr. Miller is responsible for day-to-day leadership and management of Halliburton Company, including the planning and execution of the company's strategic direction and financial objectives, and manages the strategic direction of Halliburton's communications and governmental affairs initiatives.

Mr. Miller currently serves in leadership positions or on the boards of the American Petroleum Institute, National Petroleum Council, Advisory Council for the Texas A&M University Dwight Look College of Engineering, and The Council on Recovery, Houston's oldest and largest non-profit organization.

Mr. Miller represents his alma mater with distinction. His substantial professional achievements, his passion for service and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

Sincerely,

Dr. Daryl V. Burckel  
President



**MCNEESE**  
STATE UNIVERSITY

Office of  
Public Relations  
and University  
Events

Box 92695  
Lake Charles, LA 70609

Holbrook Student Union  
4350 Jefferson Davis Dr.  
Lake Charles, LA 70605

Phone: 337-475-5635  
1-800-622-3352 ext. 5635  
Fax: 337-475-5637

September 26, 2022

To: Dr. Frederick LeMieux  
Provost  
Vice President for Academic Affairs and Enrollment Management

Dear Dr. LeMieux,

Dr. Burckel is requesting approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to Mr. Jeffrey A. Miller to be awarded during the December 9, 2022 Commencement Ceremony.

Mr. Miller earned his undergraduate degree in agriculture and business from McNeese. He is a Certified Public Accountant and holds the MBA degree from Texas A&M University. Mr. Miller is a past recipient of the McNeese Alumni Association Distinguished Alumni Award.

Mr. Miller serves as Chairman, President and Chief Executive Officer of Halliburton Company. Halliburton is one of the world's largest providers of products and services to the energy industry. The Houston, Texas-based company has over 45,000 employees operating in more than 70 countries.

Since joining Haliburton Company as Director of Financial Reporting in 1997, he has served as Country Manager, Country Vice President, Regional Senior Vice President, Executive Vice President and Chief Operating Officer, President and Chief Executive Officer.

In his current role, Mr. Miller is responsible for day-to-day leadership and management of Halliburton Company, including the planning and execution of the company's strategic direction and financial objectives, and manages the strategic direction of Halliburton's communications and governmental affairs initiatives.

Mr. Miller currently serves in leadership positions or on the boards of the American Petroleum Institute, National Petroleum Council, Advisory Council for the Texas A&M University Dwight Look College of Engineering, and The Council on Recovery, Houston's oldest and largest non-profit organization.

On behalf of Dr. Burckel, I ask that you chair the ad hoc committee on Honorary Degrees and review Mr. Miller's biography as attached and advise Dr. Burckel of the recommendation of the ad hoc committee.

Sincerely,

Candace V. Townsend  
Director, Public Relations and University Events  
McNeese State University

**APPROVED:**

Dr. Chip LeMieux  
Provost and Vice President  
for Academic Affairs and  
Enrollment Management

Date: 10/03/2022

# Jeffrey A. Miller

- » Age: 58
- » Chairman, President and Chief Executive Officer
- » Location: Houston, Texas

Halliburton is one of the world's largest providers of products and services to the energy industry. With over 45,000 employees operating in more than 70 countries, Halliburton helps its customers throughout the lifecycle of the reservoir – from locating hydrocarbons and managing geological data, to drilling and formation evaluation, well construction and completion, and optimizing production throughout the life of the asset. Halliburton was founded in 1919 and is based in Houston, Texas.

## PROFESSIONAL EXPERIENCE

- Halliburton Company (1997 to Present)
  - » Chairman, President & Chief Executive Officer (2019 to Present)
  - » President & Chief Executive Officer (2017 to 2018)
  - » President & Chief Health, Safety & Environment Officer (2014 to 2017)
  - » Executive Vice President & Chief Operating Officer; Chief Health, Safety & Environment Officer (2012 to 2014)
  - » Senior Vice President – Global Business Development & Marketing (2010 to 2012)
  - » Senior Vice President – Gulf of Mexico Region (2010)
  - » Vice President – Baroid Product Service Line (2006 to 2009)
  - » Country Vice President – Indonesia (2004 to 2006)
  - » Country Vice President – Angola (2002 to 2004)
  - » Country Manager – Business Development, Venezuela (2000 to 2002)
  - » Country Manager – Shared Services, Venezuela (1999 to 2000)
  - » Halliburton – Dresser Merger Transition Team (1998 to 1999)
  - » Director – Financial Reporting (1997 to 1998)

Arthur Andersen (1989 to 1997)

- » Various Audit Roles of Progressive Responsibility

## KEY AREAS OF RESPONSIBILITY AND HIGHLIGHTS

- » Provides day-to-day leadership and management of Halliburton
- » Oversees the planning and execution of Halliburton's strategic direction, financial objectives, and technology development
- » Manages the strategic direction of Halliburton's Communications and Government Affairs initiatives

## CURRENT BOARDS & EXTERNAL LEADERSHIP POSITIONS

- » Halliburton Company
- » American Petroleum Institute
- » National Petroleum Council
- » Advisory Council for Texas A&M University Dwight Look College of Engineering
- » Foundation Board Member for The Council on Recovery

## PAST BOARDS

- » Atwood Oceanics
- » Greater Houston Partnership

## EDUCATION & PROFESSIONAL AFFILIATIONS

- » Texas A&M University  
M.B.A., 1988
- » McNeese State University  
B.S., Agriculture & Business, 1986
- » Certified Public Accountant

## AWARDS

- » SMU Pitts Energy Leadership Award – 2022
- » World Affairs Council of Greater Houston Jesse H. Jones Award – 2021
- » McNeese State University Distinguished Alumnus 2015
- » Texas A&M University Mays Business School Outstanding Alumnus – 2012

McNeese State University's request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Jeffrey A. Miller at the December 9, 2022 Commencement Exercises.

### **EXECUTIVE SUMMARY**

Mr. Miller earned his undergraduate degree in agriculture and business from McNeese in 1986. He is a Certified Public Accountant and holds the MBA degree from Texas A&M University. Mr. Miller is a past recipient of the McNeese Alumni Association Distinguished Alumni Award.

Mr. Miller serves as Chairman, President and Chief Executive Officer of Halliburton Company. Halliburton is one of the world's largest providers of products and services to the energy industry. The Houston, Texas-based company has over 45,000 employees operating in more than 70 countries.

Since joining Haliburton Company as Director of Financial Reporting in 1997, he has served as Country Manager, Country Vice President, Regional Senior Vice President, Executive Vice President and Chief Operating Officer, and President and Chief Executive Officer.

In his current role, Mr. Miller is responsible for day-to-day leadership and management of Halliburton Company, including the planning and execution of the company's strategic direction and financial objectives, and manages the strategic direction of Halliburton's communications and governmental affairs initiatives.

Mr. Miller currently serves in leadership positions or on the boards of the American Petroleum Institute, National Petroleum Council, Advisory Council for the Texas A&M University Dwight Look College of Engineering, and The Council on Recovery, Houston's oldest and largest non-profit organization.

Mr. Miller represents his alma mater with distinction. His substantial professional achievements, his passion for service and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 27, 2022**

**Item D.2.**     **Northwestern State University's** request for approval to offer a Bachelor of Science in Sport and Recreation Management.

**EXECUTIVE SUMMARY**

Northwestern State University requests approval to offer a Bachelor of Science (BS) in Sport and Recreation Management. The proposed program will provide students with the opportunity to obtain in-depth knowledge of concepts within marketing for sport and recreation management, sport psychology, legal and ethical issues in sport, contemporary leadership, facility management, sales and revenue generation, as well as sport media. Additional business management topics related to sports in a variety of settings such as college athletics, campus recreation, municipal parks, and non-profit recreation and professional sports will also be taught. Students will gain fieldwork experience throughout the program and finish with an applied internship experience. The proposed 120 credit hour degree consists of a mixture of online and face-to-face courses.

Sports and recreation management includes many different avenues for opportunity. The U.S. Bureau of Labor Statistics projects a 22% growth for sports and entertainment careers and 9% growth for management occupations over the next decade (2020 to 2030). With the global sport industry worth more than \$440B in 2021 and a forecast of almost \$600B by 2025, and with thousands of employment opportunities around the world, the proposed BS in Sport and Recreation Management will give students the opportunity to build and strengthen business knowledge while allowing them to broaden their horizons in the sport industry. Programs such as the one proposed by NSU are hugely popular nationwide, and NSU students (including athletes) have been asking for a program such as this. Student interest was determined by a survey of existing students and incoming first-time freshmen (including athletes); approximately 50% of current and prospective athletes stated that they were interested in the sport and recreation major with approximately 25% stating they would switch to this major if it existed. Closely related programs offered in Louisiana are more Kinesiology based; none are an actual BS in Sport and Recreation Management.

Existing academic programs will provide much of the coursework and faculty instruction required of the proposed program. The Department of Health & Human Performance currently offers a BS in Health & Physical Education, K-12 and a BS in Health & Exercise Science. The College of Business also has several courses that will be used to support the program, including courses for a business minor. The University also offers a graduate program in Sport Administration. The proposed undergraduate degree would be a natural extension of existing programs that would offer academic programming currently not available in Louisiana.

## **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to offer a Bachelor of Science in Sport and Recreation Management.*

*Office of the President*

October 6, 2022

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

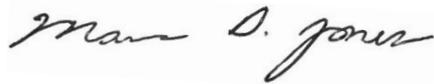
Re: Proposal to add Bachelor of Science in Sport and Recreation Management  
CIP Code: 31.0504.00

Dear Dr. Henderson:

Northwestern State University is submitting the attached program proposal to add a *Bachelor of Science in Sport and Recreation Management* within the Gallaspy College of Education and Human Development to be placed on the agenda for approval at the October 2022 Board Meeting.

Thank you for your consideration.

Sincerely,



Dr. Marcus Jones  
President

Attachment



BOARD of REGENTS  
STATE OF LOUISIANA

# Academic Degree Program Proposal Form

## A.A. Policy 2.04: Academic Planning and Degree Program Proposals

### A. Overview

Institution Name: <b>Northwestern State University</b>		Designation (flagship, statewide, <u>regional</u> , HBCU, 2-year):		
College/School/Division: <b>Gallaspy College of Education and Human Development</b>		Academic Department: <b>Health and Human Performance</b>		
Degree Designation <sup>a</sup> : <b>BS</b>	Proposed Degree Name: <b>Sport &amp; Recreation Management</b>	CIP Code: <b>31.0504.00</b>	Credit Hrs <sup>b</sup> : <b>120</b>	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: <b>Spring 2023</b>		Was this program listed in the most recent Three-year Academic Plan? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<sup>a</sup> See AA Policy [2.11 Approved Academic Terms & Degree Designations](#)

<sup>b</sup> If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.

<sup>c</sup> If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

**Purpose:** The Bachelor of Science degree in Sport & Recreation Management will provide students a foundation and entry into the sport and recreation career field. Both public and private sport and recreation are big business in America. A degree in sport and recreation management helps graduates develop skills in maintenance, marketing, management, and finance in the sport and recreation industry. From the administration of local parks to the management of major professional sports teams, career opportunities continue to grow. The goal is for students to obtain in-depth knowledge of concepts within marketing for sport and recreation management, sport psychology, legal and ethical issues in sport, contemporary leadership, facility management, sales and revenue generation, as well as sport media. Additional business management topics related to sports in a variety of settings such as college athletics, campus recreation, municipal park and non-profit recreation, and professional sports will also be taught. Students will gain fieldwork experience throughout the program and finish with an applied internship experience. The degree consists of a mixture of online and face-to-face courses, requiring 120 hours of coursework.

Program objectives: The graduate will possess the following competencies: (1) knowledge and skills promoting sport and recreation; (2) knowledge of the core concepts for the management of sport and recreation; (3) knowledge of economics and finance in the sport industry; (4) knowledge for developing sport and recreation programming, and (5) knowledge of methods for administration and evaluation of sport and recreation programs.

Graduates with a Bachelor of Science in Sport and Recreation Management will be prepared to:

- Demonstrate knowledge of the historical foundation of sport as well as the social, psychological, and economic impact of sport.
- Identify and apply foundational theories of leadership, management, and ethics to the sport and recreation industry.
- Identify marketing-related theories and create a sport marketing plan using aspects of consumer research, promotion, and digital media.
- Demonstrate skills of budgeting, accounting, fundraising, and economic theories as related to the sport and recreation industry.

- Identify specific legal concepts related to the sport management profession including legislation, liability, and risk management.
- Demonstrate the ability to plan, create, analyze, and evaluate facilities related to the sport and recreation industry.
- Demonstrate effective communication in a professional setting using skills in technology, public speaking, and written word.
- Demonstrate an understanding of foundational coaching principles and issues related to athletic planning, organizing, recruiting, and staffing in sport.
- Apply critical thinking and problem-solving skills to the sport and recreation management industry.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

Accreditation will not be sought at this time.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.

- Substantive change requiring notification only
- Substantive change requiring approval prior to implementation
- Level Change
- None**

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.

- MJ Foster Promise Program
- Cyber-security Initiatives
- Louisiana Transfer Pathways
- Other: \_\_\_\_\_

Not at this time, but plans are to develop a Louisiana Transfer Pathway for community colleges.

5. If this proposal is for a Master or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

Not Applicable

## B. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

Northwestern conducted a deliberate, holistic, and thoughtful analysis of its mission, roles, and functions in concert with the 2019 Board of Regents Master Plan, Louisiana Prospers: Driving Our Talent Imperative, NSU's Strategic Plan, and the Louisiana Constitution, Article VIII, 5D(4). Effective July 1, 2020, the revised mission of Northwestern State is forward-looking and is inclusive, embraces diversity, anticipates changes, and facilitates education access and attainment. The new mission statement reads,

“Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate,

undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation” (Assessment Cycle 2019-2020). As a learning institution, Northwestern is committed to holistic organizational improvement. Implementing exciting new programs of study is one way to do this.

The Vision of the Department of Health & Human Performance is to” prepare the next generation of global leaders in health science, kinesiology, and sport.” The BS in Sport and Recreation Management program is designed to produce graduates with the competences needed for employment in the private, public, government, and recreational sport sectors in Louisiana and beyond. In alignment with NSU’s mission, the program is designed to encourage, educate, and support a diverse student population in attaining careers in sport. Recruitment will be particularly focused on individuals from the following groups underrepresented in sports careers: women, minorities, veterans, international students, first generation college students, non-traditional students, and individuals with disabilities.

7. How does the program align with your institution's strategic plan and academic program portfolio?

**Alignment with NSU's Strategic Plan**

Northwestern State University's Strategic Plan 2016-2023 (NSULA, 2021) includes five strategic focus areas including "The Student Experience, Academic Excellence, Market Responsiveness, Community Enrichment, and Athletic Prominence". The Bachelor of Science in Sport & Recreation Management aligns with workforce demands and will produce graduates with the competencies needed for employment in the private, public, government, and recreational sport sectors in Louisiana and beyond. With a firm grounding in sport management principles and practices, these graduates will also have the foundation for admissions into graduate school. University strategic focus areas are aligned with this degree program as follows:

Objective 1: The Student Experience will be met by "create(ing) a community that fosters diversity and inclusion".

Objective 2: Academic Excellence will be met by providing excellent instruction, while preparing students to succeed in their careers and/or for graduate school and "foster(ing) quality student-faculty interactions".

Objective 3: Market Responsiveness will be met by "align(ing) curricula with tomorrow's workforce demands" and "modifying programs through continuous reflection and thoughtful advancement" including fostering leadership skills.

Objective 4: Community Enrichment will be met by "increase(ing) robust alumni engagement" through the expansion of a Sport & Recreation Management Advisory Board which will include several alumni, while also "expand(ing) the institutional culture of collaboration and mutual accountability".

Objective 5: Athletic Prominence will be met by student participation and observation opportunities in "enhance(ing) marketing opportunities, game day experience, and resource acquisition", and also "enhancing University and community collaboration and support" through interdisciplinary research and project partnerships.

**Alignment with Current Academic Program Portfolio:**

Sports and recreation management includes many different avenues for opportunity. "The sports market consists of sales of sports services and related goods by entities that provide live sporting events before a paying audience or entities that operate golf courses and country clubs, skiing facilities, marines, fitness and recreational sports centers, and bowling centers" (BRC, 2021, p. 1). North America has the largest percentage of the market with 35% compared to other regions of the world (Research and Markets, 2021).

Existing academic programs will provide much of the coursework for the new program. The Department of Health & Human Performance currently offers a B.S. in Health & Physical Education, K-12, and a B.S. in Health & Exercise Science. Coursework that will be used from these two programs including HP 2000 Introduction to Health & Human Performance, HP 4300 Recreational Sports Management, HED 4500 Sexuality Education, HED 4600 Drug & Alcohol Education, and HP 4180/HP 4200 Pre-Internship and Internship. The School of Business also has several courses used to support the program, including courses for a business minor. Also, a support course from the Department of New Media, Journalism, and Communication Arts, COMM 1100 Introduction to Sports Media, will be included.

Business Research Company (BRC, 2021). Sports Global Market Report 2021: COVID-19 Impact and Recovery to 2030 ID: 5240315 Report January 2021 Region: Global. Retrieved from <https://www.researchandmarkets.com/reports/5240315/sports-global-market-report-2021>

Northwestern State University of Louisiana (NSULA, 2021). Strategic plan 2016 – 2023. Retrieved from <https://www.nsula.edu/documentprovider/docs/808/FINAL~1.PDF>

Research and Markets (2021). Sports Global Market Report 2021: COVID-19 Impact and Recovery to 2030.

Retrieved from <https://www.researchandmarkets.com/reports/5240315/sports-global-market-report-2021-covid-19-impact>

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

- Accessibility (mode of delivery, alternate course scheduling)

Some courses will be offered in 8-week formats to allow for flexibility. Also, most will be offered both online and face-to-face in order to be accessible to a wide range of students with different living and working situations.

- Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

Plans for a pathway from Bossier Parish Community College (BPCC) has been developed for possible implementation, and this will be expanded to other community colleges. Open Educational Resources (OER) will be used to reduce books costs. NSU also participates in IncludeEd.

- Partnerships (with industry, community-based organizations, other institutions)

HHP at NSU already has agreements with internship sites in Louisiana, Texas, and beyond. These sites include private sport industry, non-profit organizations, community-based organizations, government parks and recreation, among others (Please see section 29 below for more details.) A sport and recreation management advisory group has also been assembled from alumni and leaders in these areas.

- Work-based learning (paid or experiential internships, apprenticeships, etc.)

The degree program requires the completion of a semester-long internship. Several of the courses also require field-based learning, including volunteer hours with the athletics department on campus, collaborative projects with local business(es), and athletic/sport facility tours and projects.

- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.

The program is designed to encourage, educate, and support a diverse student population in attaining careers in sport. Foci of this program will be to:

- a. Recruit a diverse group of students into the program representative of sport and society;
- b. Improve accessibility and opportunities for underrepresented students in under-resourced areas of North and Central Louisiana; and
- c. Increase the percentage of underrepresented populations currently employed in sport careers (e.g., women, minorities, vets, international students, first generation college students, non-traditional students, individuals with disabilities).

Central Louisiana is home to a large, underserved population. Currently 34% of CenLA residents live in rural areas, and residents in each of the nine parishes have significant challenges. For instance, over 90% of 6th to 12th graders in Natchitoches Parish come from economically disadvantaged families (LDOE, 2021). Minorities almost three times as likely to spend the greater part of their childhood in poverty (OECD, 2022).

Previous experience with sport-related majors is that they are attractive to athletes due to their past experience and love for sport. Also, a major portion of collegiate athletes are people of color. Thus, this program would serve as a conduit to propel these athletes into leadership roles in sport and recreation industries.

Organisation for Economic Co-operation and Development (OECD, 2022). Poverty rate. Retrieved from <https://data.oecd.org/inequality/poverty-rate.htm>

## C. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

**The baccalaureate degree in Sport & Recreation Management will produce graduates with the competences needed for employment in the private, public, government, and recreational sport sectors in Louisiana and beyond. With a firm grounding in sport management principles and practices, these graduates will also have the foundation for admissions into graduate school.** The Department of Health & Human Performance's (2022) mission aligns with this focus:

**Mission:** The Department of Health & Human Performance's academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provide a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

Students are part of a program where they:

- Work with practitioners in the field to gain professional experience;
- Conduct research to solve current problems related to health, kinesiology, and/or sport management;
- Apply knowledge in real world situations; and
- Participate in innovative and collaborative learning environments.

### **Vacancies and Needs in the Job Market**

The U.S. Bureau of Labor Statistics (BLS) projects 22% growth for sports and entertainment careers and 9% growth for management occupations over the next decade (2020 and 2030); these growth rates are faster than the average projected growth for all occupations (8%). With the global sport industry worth more than \$440 billion in 2021 with a forecast of almost \$600 billion by 2025, and with thousands of employment opportunities around the world, this Bachelor of Science in Sport & Recreation Management program would give students the opportunity to build and strengthen business knowledge while allowing them to broaden their horizons in the sport industry, looking to other nations, other sports, and other contexts to assist in the development, growth and, sustainability of sport in their home nations.

"The sports market consists of sales of sports services and related goods by entities that provide live sporting events before a paying audience or entities that operate golf courses and country clubs, skiing facilities, marines, fitness and recreational sports centers, and bowling centers" (BRC, 2021). North America has the largest percentage of the market with 35% compared to other regions of the world (Research and Markets, 2021).

Jobs in the sport world are available in professional sport leagues (e.g. coach, executive, sales representative), college sports (e.g., athletic director, facilities coordinator, marketing manager), sporting and player associations (e.g., player representative, compliance specialist), sporting equipment and supplies (e.g., sales representative, research and development), media, PR and advertising (e.g., sports reporter, producer, director), as well as state and local sports programs (e.g., event planner, fitness director, park manager). The largest growing area is in "participatory sports segment" which includes fitness and recreational centers accounts for 40% of the market. Participatory sports will gain about 136.7 billion in revenue by 2025; while sports marketing will gain about 71.1 billion in global sales by 2025. Spectator sports are a major portion of that growth.

Louisiana is known for its sports and recreational activities, thus the unofficial nickname, "Sportsman's Paradise". In addition to being the home of professional teams: New Orleans Pelicans and Saints, Louisiana has 12 NCAA Division I college athletic programs; hosts several football bowls including the Independence Bowl and

Sugar Bowl as well as the Super Bowl (on occasion); hosts several 5Ks, 10Ks, marathons, and other road races and biathalons/triathalons; is a major player in the sport fishing and hunting industries; recreational sports industry with a variety of types (e.g. soccer, volleyball, baseball), ages, and divisions (beginner to elite); contains numerous facilities (e.g. Raising Cane's River Center, Brookshire Grocery Arena, Superdome) that host sporting events as well as concerts; is a riverboat gambling mecca; boasts 66 golf courses; numerous sporting goods companies; and includes a variety of equestrian activities (including horse racing) (Louisianatravel.com). This list is just the beginning of the places and types of jobs that are available for graduates of SRM programs in Louisiana alone.

A search of current (Using one search mode, Indeed, December 13, 2021), sport-related jobs in the United States revealed almost 54,000 jobs including areas like sports blogger, sales and marketing, operations and events coordinator, director of sports programs, scout, sport branding, facilities coordinator, and digital sales for a variety of companies and agencies such as BSN Sports, National Basketball Association (NBA), High Point Stadium, City Parks and Rec, Chicago Blackhawks, Detroit Tigers, among others. A search of current job openings the Dallas/Fort Worth (DFW) area revealed over 887 current openings (Indeed, December 13, 2021). Over 30 of those positions were in sport marketing; over 95 in sport management; and around 30 athletic director positions at places like Southern Methodist University, Red Bull, City of Hurst, and Dallas Fair Park. A search of sport-related jobs in Louisiana revealed 383 current positions open like recreation supervisor, coordinator of intramural sports, director of recreation, director of ticket sales and director of marketing and promotions (DI).

### Emerging Markets

Current and anticipated sport and recreation management workforce gaps require not just a replacement, but a recalibration of the workforce. In order to meet the more complex challenges and opportunities they face, agencies need workers with innovative and different skills and a broader background that includes sport technology and informatics, cultural competence, data analysis, communication, as well as skills in practice. Examples of emerging trends in sport include social media, additional revenue streams (e.g. digital platforms, apps), legalized sport betting, lucrative partnerships, data-driven jobs, rise of esports, sport entrepreneurship, the rise of Paralympic sport, adventure sport, globalization, challenges in fan engagement, changing media market formats, brand value of athletes, sustainability, virtual and augmented reality, and increased popularity of women's sports (Mons, 2021; Smith & Skinner, 2021; Millington et al., 2021; Watanabe et al., 2021). Much of the increasing emergence of these trends was affected by the pandemic (Smith & Skinner, 2021).

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10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders and explain how those conversations shaped the design and curriculum of this proposed degree.

Dr. Tara Tietjen-Smith, department head, first introduced the possibility of a program in Fall 2021. She was part of the creation and implementation of a similar program at a similar-sized Texas university. The program has been highly successful and continues to grow. She has several connections throughout the Dallas Fort Worth area for internship opportunities and advisory board members.

Dr. Haley Taitano, the proposed program director, has a vast array of experience working with alumni and community representatives through her previous role as the Deputy Athletic Director for External Affairs at NSU. Beyond NSU, her involvement with the Southland Conference, NCAA, NACDA, NAKHE, and USA Track & Field has helped shape the design and curriculum of this proposed degree. Hundreds of conversations with recruits (student-athletes), parents, coaches, and alumni have also helped determine the great need for this program at NSU.

Dr. Michael Moulton has over 25 years of experience directing and teaching in the graduate program in Sport Administration. His knowledge and experience will be vital to the success of this program.

Coupled with the rapid global growth of professional opportunities in sport and recreation management (supported by statistical evidence already shared above), our local community has also experienced tremendous growth in this field of work. Various community stakeholders have indicated the need for more professionals to help support their efforts to invigorate our community through sport and recreation, including the Mayor of Natchitoches, the Director of PARC Natchitoches, the Executive Director of Cane River National Heritage Area, and our Athletic Director. There are several ongoing and expanding efforts locally through which our students can learn, volunteer, grow, and eventually even find full time employment upon earning their degree. Some of those efforts include the following:

PARC Natchitoches: In 2020 Natchitoches completed the construction of a new recreational sport complex (i.e. PARC Natchitoches) that includes baseball/softball fields, soccer fields, a fishing pond, picnic areas and walking trails, with plans to expand the PARC even further to include a dog park and biking trails.

The local Boys & Girls Club, which had been inactive for 4 years, was just reactivated and includes several recreational programs for local youth.

Northwestern State University has a Division I Athletics program in the Southland Conference. Faculty and students already have a good working relationship with Athletics and look forward to furthering this partnership through expanded fieldwork experiences for our students. NSU also has a campus recreation program that is incredibly supportive of the implementation of this degree program (Please see Appendix A-1 for a letter of support from the NSU Deputy AD for Operations & Capital Projects).

Other opportunities throughout CenLA include in Alexandria, Louisiana, which is 56 miles from Natchitoches, and includes several sports-related opportunities: Johnny Downs Sports Complex (recreational, city), O'Hearn Matthews Sports Complex, Crossroads Soccer Association, Alexandria Parks & Recreation, Pineville Recreation Complex, among others.

In North Louisiana, The Shreveport-Bossier Sports Commission is also incredibly supportive of this proposed program. They offer internship opportunities at various events (e.g., sporting, festivals) throughout the twin cities and are in the process of remodeling a new Indoor Sports Complex which is projected to "need trained personnel to manage and operate it including positions in sales, marketing, sponsorship management, operations, etc." (Please see Appendix A-2 for a letter of support from the Director of Sports).

One partner in South Louisiana is Chuck Bourg at ASM Global (Superdome & Smoothie King Center, New Orleans. (Please see Appendix A-3 for a letter of support.)

Another opportunity in relation to this proposal includes an awarded grant to the City of Natchitoches. In June of 2022, the National Park Service – Rivers, Trails and Conservation Assistance (RTCA) Program selected the Natchitoches & Cane River Comprehensive Outdoor Recreation Plan for their fiscal year 2022 technical assistance program. Our students and faculty will have the opportunity to assist in this expansion.

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

The program's service area would mainly be regional.

12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

As stated previously, Louisiana is known for its sports and recreational activities, thus the unofficial nickname, "Sportsman's Paradise". In addition to being the home of professional teams: New Orleans Pelicans and Saints, Louisiana has 12 NCAA Division I college athletic programs; hosts several football bowls including the Independence Bowl and Sugar Bowl as well as the Super Bowl (on occasion); hosts several 5Ks, 10Ks, marathons, and other road races and biathalons/triathalons; is a major player in the sport fishing and hunting industries; recreational sports industry with a variety of types (e.g. soccer, volleyball, baseball), ages, and divisions (beginner to elite); contains numerous facilities (e.g. Raising Cane's River Center, Brookshire Grocery Arena, Superdome) that host sporting events as well as concerts; is a riverboat gambling mecca; boasts 66 golf courses; numerous sporting goods companies; and includes a variety of equestrian activities (including horse racing) (Louisianatravel.com). This list is just the beginning of the places and types of jobs that are available for graduates of SRM programs in Louisiana alone.

In the summer 2022, current and prospective NSU students and athletes were surveyed. Around 50 percent stated that they were interested in the major. Over 25 percent stated that they would be interested in changing majors to join the sport & recreation major if it were offered.

Several entities support the development of this program both in Natchitoches and around Louisiana. Please see the Appendix A (1-5) for letters of support from the following individuals:

A-1. Patric Dubois, Deputy Athletic Director of Operations & Capital Projects, Northwestern State University

A-2. Sara Nelms, Director of Sports, Shreveport-Bossier Sports Commission

A-3. Chuck Bourg, Director of Engineering and Operations, ASM-Global New Orleans (i.e., Caesar's Superdome, Smoothie King Center, Champions Square)

A-4. Rebecca Blankenbaker, Executive Director, Cane River National Heritage Area (partner in National Park Service, Rivers, Trails, and Conservation Assistance program to develop a comprehensive outdoor recreation plan for the City of Natchitoches and Northwestern State University)

A-5. Taylor McFall, Assistant Athletic Director for Student-Athlete Development, NSU

NSU is within a 4-hour drive of 3 of the top 20 major sports meccas (in 5 sports: football, basketball, baseball, hockey, soccer) in the United States: Dallas, Texas; Houston, Texas; and New Orleans, Louisiana (McCann, 2021). These areas offer numerous additional job opportunities.

13. What is the employment outlook for occupations related to the program?

You may find this information using the following information sources among others:

- a. EMSI’s Program Overview Report (check with your Office of Academic Affairs for access)
- b. [Louisiana Workforce Commission](#)
- c. [US Department of Labor Projections Managing Partnership](#)
- d. [The NCES CIP to SOC crosswalk](#).

If data for the program’s service area is not available, then use state- or national-level data and indicate below.

Service Area Data     State Data     National Data

Related Occupation	**LWC Star Rating (6-6-2022)	*Current National Employment [2020]	*Projected National Employment [2030]	*# Change	*% Change (**Faster than average growth ****Much faster than average)	*Average Annual National Openings	*Average Annual Salary (2021)
Meeting, Convention, Event Planners	3	125,900	148,000	22,100	18% ****	16,400	\$49,470
Public Relations Specialists	4	272,300	303,500	31,200	11% ***	29,200	\$62,800
All Media and Communications	n/a	143,200	155,400	12,200	14% ***	15,400	\$48,920, \$62,340
Business Operations/ Executives	5	2,704,400	2,913,900	209,500	8%	247,100	\$98,980
Fundraising	4	272,300	303,500	31,200	11% ***	29,200	\$62,800
Athletic Director (Postsecondary Ed Administrators)	n/a	178,800	192,200	13,400	8%	14,500	\$96,910
Advertising, Promotions, Marketing Managers	5	316,800	348,600	31,800	10%	31,100	\$133,380
Sport and Recreation Facilities Managers	5	322,000	350,600	28,600	9%	29,200	\$99,290
Parks, Recreation, Nonprofit (e.g., camps) Workers	1 - 3	264,020	321,820	57,800	16% ****	64,600	\$ 32,020

\*National-level data from Occupational Outlook Handbook, Bureau of Labor Statistics, bls.gov

\*\*LWC Star Rating - State data from laworks.net

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title) CIP - 310504	No. Graduates in past year
Southeastern Louisiana University	B.S. in Sport Management	19
	Program (degree and title) Other CIP Codes	
University of Louisiana-Lafayette	B.S. in Kinesiology - Sport management concentration – CIP - 131314	Not available in related concentration (In all kinesiology concentrations– 944)
McNeese State University	B.S. in Health and Human Performance, General – Sport and wellness management concentration – CIP - 310505	Not available in related concentration (In all concentrations – 63)
University of Louisiana-Monroe	B.S. in Kinesiology, Sport management concentration – CIP - 310505	Not available in related concentration (In all concentrations – 73)

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

**Programs related to proposed program in state of Louisiana:**

One program that is closely related is the B.S. in Kinesiology program with a concentration in Sport Management at University of Louisiana Lafayette. Ours will be an actual B.S. in Sport & Recreation Management with both sport and recreation management in addition to a business minor. Students will have opportunities to participate in fieldwork experiences in several different areas from college athletics to campus recreation to golf course management to professional sport to city recreation.

Other programs are Southeastern, which has no business minor; McNeese has a concentration, but no minor. The only program in North Louisiana would be University of Louisiana Monroe, but their program is more kinesiology-focused. Our focus on business and opportunities for a variety of fieldwork experiences sets this proposed program apart. Students will be well-rounded and prepared with transferable skills for a variety of sport-related careers. Our plan is for students to eventually have the opportunity to travel internationally through internship opportunities, conference attendance, and exchanges.

This program is an institutional priority, because of the additional opportunities provided to students and help in meeting workforce needs. As stated above, with the global sport industry worth more than \$440 billion in 2021 with a forecast of almost \$600 billion by 2025, and with thousands of employment opportunities around the world, this Bachelor of Science in Sport & Recreation Management program would give students the opportunity to build and strengthen sport business knowledge while allowing them to broaden their horizons in the sport industry, looking to other nations, other sports, and other contexts to assist in the development, growth and, sustainability of sport in their home nations. This program is hugely popular nationwide, and our students (including athletes) have been asking for a program such as this. The Bachelor of Science degree in Sport & Recreation Management may open the door for anyone interested in working in the sport/recreation industry. Students in this field of study pursue careers in areas such as parks and community recreation, campus recreation, intercollegiate athletics, professional sports, event management, and numerous other professions related to the management of sport, recreation, and entertainment. Students may stay in Louisiana or travel the world. The field experience and internship give students real-world experiences and networking opportunities as they pursue a career in the sport and recreation industry. In addition, there are also global opportunities for study abroad programs.

Foci of this program will be to:

- a. Recruit a diverse group of students into the program representative of sport and society;
- b. Improve accessibility and opportunities for underrepresented students in under-resourced areas of North and Central Louisiana; and
- c. Increase the percentage of underrepresented populations currently employed in sport careers (e.g., women, minorities, vets, international students, first generation college students, non-traditional students, individuals with disabilities).

Historically business and sport management organizations have not been diverse. This is changing. Many organizations are now focused on diversifying their workforce. One area is intercollegiate sport:

According to Lapchick (2021), "College sport has historically not done well at increasing opportunities for women and people of color. Excluding HBCU institutions, the representation of women and people of color in key decision-making roles within collegiate athletics has been weak" (p. 2). For example, from 2020 to 2021, "Black or African Americans held 9.0 percent, 6.2 percent, and 5.9 percent of the head coaching positions for men's teams in Divisions I, II, and III, respectively" (p. 2) and "overall, women held 41.1 percent of head coaching positions for women's teams across all three divisions combined" (p. 3). The majority (over 60%) of athletics directors were white men.

Lapchick (2021). The Institute for Diversity and Ethics in Sport. Retrieved from <https://www.tidesport.org/>

16. What impact will the proposed program have on similar or related programs at your institution?

This program will have a positive synergy with business as students are encouraged to complete a business minor, and some of the required coursework originates in business.

17. Using data from the US Department of Labor O\*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O\*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs
Meeting, Convention, Event Planners	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li> <li>• Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.</li> <li>• Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</li> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> <li>• Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</li> </ul>
Public Relations Specialists	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Speaking — Talking to others to convey information effectively.</li> <li>• Negotiation — Bringing others together and trying to reconcile differences.</li> <li>• Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</li> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> <li>• Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</li> </ul>
Business Operations/ Executives	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.</li> <li>• Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.</li> <li>• Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> <li>• Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> <li>• Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.</li> </ul>

Fundraising	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Speaking — Talking to others to convey information effectively.</li> <li>• Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</li> <li>• Persuasion — Persuading others to change their minds or behavior.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> <li>• Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</li> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> </ul>
Athletic Director (Postsecondary Ed Administrators)	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.</li> <li>• Writing — Communicating effectively in writing as appropriate for the needs of the audience.</li> <li>• Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> <li>• Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.</li> <li>• Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.</li> </ul>
Advertising, Promotions, Marketing Managers	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Speaking — Talking to others to convey information effectively.</li> <li>• Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li> <li>• Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</li> <li>• Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</li> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> </ul>

<p>Sport and Recreation Facilities Managers</p>	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.</li> <li>• Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</li> <li>• Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Software – accounting, data base management, customer relationship management, document management, office suite, financial analysis, human resource, etc.</li> <li>• Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</li> <li>• Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</li> </ul>
<p>Parks, Recreation, Nonprofit (e.g., camps) Workers</p>	<p><u>Technical Skills:</u></p> <ul style="list-style-type: none"> <li>• Instructing — Teaching others how to do something.</li> <li>• Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.</li> <li>• Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</li> </ul> <p><u>KSAs:</u></p> <ul style="list-style-type: none"> <li>• Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</li> <li>• Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> <li>• Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.</li> </ul>

## D. Curriculum

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

The graduating student will be able to (SLOs):

1. Demonstrate management and coordination of business operations within sport and recreation organizations.
2. Demonstrate organizational evaluation and conduct a SWOT analysis of sport and recreation organizations.
3. Comprehend budgeting and financial principles and develop a strategic marketing plan for sport and recreation organizations.
4. Comprehend and implement risk management principles for sport and recreation facilities and events.
5. Embody the personal and professional ethical standards required of a sport manager in a diverse, global industry.

### **ASSESSMENTS:**

**Senior ePortfolio** - scored by a panel of Sport & Rec. Management faculty using a rubric

- Timeframe of Administration: Conducted during final semester for graduating seniors
- Measure Outcomes: 1, 2, 3, 4, 5
- Standard of Success: a score of 3 or higher on a scale of 1-5 (with 5 being the highest) for each component of evaluation, with 70% of students achieving a score of 3 or higher.

**Internship Project and Evaluation**- scored by a panel of faculty using a rubric

- Timeframe of Administration: Conducted at mid-point and end of internship experience.
- Measure Outcomes: 1, 2, 3, 4, 5
- Standard of Success: a score of 3 or higher on a scale of 1-5 (with 5 being the highest) for each component of evaluation, with 70% of students achieving a score of 3 or higher.

**Sport Marketing Project**- scored by a panel of faculty using a rubric

- Timeframe of Administration: Conducted during the spring of either the student's junior or senior year.
- Measure Outcomes: 2, 3, 5
- Standard of Success: a score of 7 or higher on a scale of 1-10 (with 10 being the highest) for each component of evaluation, with 70% of students achieving a score of 7 or higher.

19. The National Association of Colleges and Employers (NACE) provides the [list of career ready competencies](#) included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcome(s)
Critical Thinking/Problem Solving	<b>1,2,3,4,5</b>
Oral/Written Communications	<b>1,2</b>
Teamwork/ Collaboration	<b>1,5</b>
Digital Technology	<b>1,2</b>
Leadership	<b>1,2,3,4,5</b>
Professionalism/ Work Ethic	<b>1,5</b>
Career Management	<b>3,5</b>
Equity and Global/Intercultural Fluency	<b>5</b>
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome(s)
Complex Problem Solving, Judgment and Decision-making	<b>1,2,3,4,5</b>
Systems Analysis and Management of Financial and Personnel Resources	<b>1,2,3</b>
Writing, Speaking, Persuasion, and Negotiation	<b>1,5</b>
Active Listening and Instructing	<b>1,5</b>
Communications and Media	<b>1,5</b>
Public Safety and Security	<b>1,4</b>
Sales and Marketing	<b>1,3,5</b>
Customer and Personal Service	<b>1,4,5</b>

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see <https://www.aacu.org/trending-topics/high-impact>). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

**Courses where these practices will be covered are inserted below.**

AACU HIPs	
First Year Experience	Students will be encouraged to join the majors' club. Part of this experience includes an undergraduate research sub-group where students work with each other and their professors. Students will meet twice monthly. OPTIONAL
Undergraduate Research	Students will perform social and behavioral research and/or data analytics. They will have the opportunity to present at conferences. Example: Applied Sport Management Association (ASMA) Conference. OPTIONAL
Common Intellectual Experiences	Students will have the opportunity to travel to various sports facilities, speak with people working in the industry, and have group projects and collaborations. Example: Superdome visit. OPTIONAL, but highly encouraged HP 4470 Sport & Recreation Facility Operations
Diversity/Global Learning	They will have opportunities to travel internationally to conferences with faculty. Example: Sport Management Association of Australia and New Zealand (SMAANZ) Conference. OPTIONAL HP 3100 Legal & Ethical Issues in Sport HP 3310 Sport Psychology HP 4400 Contemporary Leadership in Sport
Learning Communities	Students will participate in departmental majors' club: <ul style="list-style-type: none"> <li>• Provides opportunities for collaboration and mentoring</li> <li>• Provides opportunities for travel to conferences</li> <li>• Provides opportunities to engages in social activities with peers in the same or similar degree programs.</li> </ul> OPTIONAL, but highly encouraged
ePortfolios	Students will develop a Senior ePortfolio to be completed by the end of their degrees. HP 4400 Contemporary Leadership in Sport HP 4430 Marketing for Sport & Recreation HP 4470 Sport & Recreation Facility Operations
Writing Intensive Courses	Several courses have major writing projects. REQUIRED HP 3100 Legal & Ethical Issues in Sport HP 3310 Sport Psychology HP 4400 Contemporary Leadership in Sport
Service-Learning, Community-based Learning	Several courses have fieldwork requirements. Majors club has service-learning opportunities. REQUIRED HP 4410 Sales & Revenue Generation in Sport HP 4430 Marketing for Sport & Recreation HP 4470 Sport & Recreation Facility Operations
Collaborative Assignments & Projects	Several collaboration assignments and projects will be required throughout the degree program, including a Sport Marketing Project. REQUIRED HP 4410 Sales & Revenue Generation in Sport HP4430 Marketing for Sport & Recreation HP 4470 Sport & Recreation Facility Operations
Internships	All students are required to complete at least 250 internship hours at a location related to sport. REQUIRED HP 4200 Internship in HHP
Capstone Courses and Projects	The Senior ePortfolio, Internship Major Project, and Sport Marketing Project are opportunities related to this area. REQUIRED HP 4400 Contemporary Leadership in Sport HP 4430 Marketing for Sport & Recreation HP 4470 Sport & Recreation Facility Operations HP 4200 Internship in HHP

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
- \*Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
  - Include alternate tracks and requirements by concentration if applicable. n/a
  - \*\*List all major course requirements. Indicate the word “new” beside new courses.
  - \*\*\*Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
  - \*\*\*\*Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

**\*Curriculum Map**

<b>1st Year - Fall Semester - 16 hours</b>		
ENGL 1010	Comp & Rhetoric	3
MATH 1020	College Algebra	3
HED 1010	First Aid & CPR	3
FA 1040	Explore the Arts	3
BUAD 1800	Computer Application	3
UNIV 1000	University Experience	1

<b>1st Year - Spring Semester - 15 hours</b>		
ENGL 1020	Comp & Rhetoric II	3
MATH 1060	Finite Mathematics	3
SCI 1010	Physical Science	3
HIST 2010	American History	3
HP 2000	Intro to HHP	3

<b>2nd Year - Fall Semester - 15 hours</b>		
SCI 2010	Physical Science II	3
ACCT 2000	Financial Accounting	3
ENGL 2110	Literature	3
ECON 2000	Macroeconomics	3
BUAD 2200	Business Communication	3

<b>2nd Year - Spring Semester - 15 hours</b>		
SCI 1020	Basic Concepts of Biol Sci I	3
COMM 1100	Intro to Sports Media	3
ENGL 3210/3230	Advanced/Technical Composition	3
PSYC 1010	General Psychology	3
ECON 2010	Microeconomics	3

<b>3rd Year - Fall Semester - 15 hours</b>		
HP 4300	Recreational Sports Management	3
BUAD 3250	Business Law I	3
MGT 3220	Organization & Management	3
HP 3310	Sport Psychology (new)	3
HP 3320	Social Issues in Sport (new)	3

<b>3rd Year - Spring Semester - 15 hours</b>		
HP 3300	Legal & Ethical Issues in Sport (new)	3
HP 4400	Contemporary Leadership in Sport *** (new)	3
MKT 3230	Principles of Marketing	3
PSYC 4400	Statistics for Behavioral Sciences	3
HED 4500	Sexuality Education	3

<b>4th Year - Fall Semester - 16 hours</b>		
HP 4410	Sales & Revenue Generation in Sport (new)	3
HP 4430	Marketing for Sport & Rec *** (new)	3
HP 4470	Sport & Rec Facility Operations *** (new)	3

<b>4th Year - Spring Semester - 13 hours</b>		
HP 4200	Internship in HHP ***	6
Electives	Advisor Approved Electives	7

Total Hours: 120

BUAD 4190	Small Bus. Entrepreneurship OR	
MKT 4200	Personal Selling OR	
MKT 4600	Social Media Marketing	3
HED 4600	Drug & Alcohol Education	3
HP 4180	Pre-Internship ***	1

**University Core – 39 hours**

**Required Support – 10 hours**

**Sport & Recreation Management Core – 30 hours**

**Business Minor – 18 hours**

**Health-Related Courses – 9 hours**

**Electives – 7 hours**

**Internship – 7 hours**

\*\*\* This new degree will use existing courses. **The following are seven (7) new courses that have been approved and are already listed in the NSU course catalog for FY 2023.**

**Class Descriptions for NEW Courses (already in the catalog)**

HP 3300 - Legal and Ethical Issues in Sport (3-3-0). An examination of legal and ethical concepts related to sport and recreation management. Prerequisites: HP 2000, BUAD 2200, BUAD 3250

HP 3310 - Sport Psychology (3-3-0). Focus on the theoretical foundations and practical applications of the field of sport psychology. Topics include motivational theories, mental skills training, interpersonal issues, and promoting psychological well-being in athletes. Prerequisite: PSYC 1010

HP 3320 - Social Issues in Sport (3-3-0). A theoretical approach to multiple social issues with emphasis on minorities in sport, women in sport, youth in sport, religion in sport, politics in sport, as well as future trends. Course will include an examination of social and political issues, including the Olympic movement, which affect sport and recreational managers in today's global marketplace. Prerequisite: Junior Standing

\*\*\* HP 4400 - Contemporary Leadership in Sport (3-3-0). Examination of skills and practices relevant to leadership in the sport and recreation industries. Contemporary thought and modern leadership approaches will be explored through the lens of data-informed decision-making, crisis management, diversity, equity and inclusion in sport, emotional intelligence, and global leadership. Prerequisites: ENGL 3210 or 3230 | Junior Standing

HP 4410 - Sales and Revenue Generation in Sport (3-3-0). A practical approach to understanding sales and revenue generation in the business of sport. Prerequisite: Senior Standing

\*\*\* HP 4430 - Marketing for Sport and Recreation (3-3-0). Basic knowledge and practical experience for understanding marketing techniques specific to recreation and sport management. History of promotion and marketing in the recreation and sport fields is examined along with best practices of sport business. Prerequisites: MKTG 3230 | Junior Standing

\*\*\* HP 4470 - Sport and Recreation Facility Operations (3-3-0). Theoretical and applied foundation of sport and recreation facility management, supplemented with practical applications that can be utilized by future sport facility operation managers. Prerequisite: Junior Standing

**Students will also be asked to complete a business minor with the following courses:**

- BUAD 2200 Business Reports & Communication \*This also satisfies 3 of the 9 hours required for Humanities Core
- ECON 2000 Macroeconomics \*This also satisfies Social Science Core requirement
- ECON 2010 Microeconomics
- ACCT 2000 Financial Accounting

- BUAD 3250 Business Law I
- MGT 3220 Organization & Management
- MKTG 3230 Principles of Marketing

Choose one of the following (this is our sub for Managerial Acct):

- BUAD 4190 Small Business Entrepreneurship
- MKTG 4600 Social Media marketing
- MKTG 4200 Personal Selling

\*\*\*\*Learning outcome goals are embedded throughout the coursework. As the program progresses, each course builds upon the previous courses (some taken concurrently) with a culminating sport marketing project, ePortfolio, and internship experience.

23. Check all proposed program modes of delivery that apply:

- On campus (<50% online)
- Hybrid (51-99% online)
- 100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program’s curriculum. (see [Board of Regents Policy AA 2.23](#))

Undergraduate credit for college-level learning may be sought for HED 1010 First Aid & CPR. Students may be evaluated by NSU’s Win-Win Project where the NSU Registrar’s Office performs a degree audit to see if the student has accumulated enough requirements to graduate with an Associate degree thus moving them closer to bachelor’s degree completion. NSU uses the academic guidelines developed by CAEL and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in awarding credit.

25. Describe how [Open Education Resources \(OER\)](#) have been incorporated into the program’s instructional materials. Identify other measures the institution will take to ensure course material affordability.

Free or affordable textbook and resources will be used where possible. NSU also participates in IncludEd. “IncludED is a partnership between NSU and the NSU Campus Store that allows you to rent or purchase textbooks at a reduced cost. The charge is posted directly to (the student’s) MyNSU Tuition and Fees bill and can be paid along with University charges or using financial aid.”

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience

Students will not need any special preparation to enter the program.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> High school CTAE          | <input checked="" type="checkbox"/> Employers               |
| <input type="checkbox"/> High school STEM          | <input checked="" type="checkbox"/> Community organizations |
| <input type="checkbox"/> Career academies          | <input type="checkbox"/> Professional associations          |
| <input checked="" type="checkbox"/> 2-year college | <input type="checkbox"/> Other Programs at your Institution |
| <input type="checkbox"/> 4-year college/university | <input type="checkbox"/> Other Partner                      |

List specific partners for each category checked above.

**2-year college:**

A community college pathway is being developed for Bossier Parish Community College (BPCC). Others will follow.

**Employers:**

NSU Athletics is partnering with HHP to provide fieldwork opportunities throughout the program as well as internships.

HHP at NSU already has agreements with internship sites in Louisiana and beyond (See Number 29 below for a listing of selected sites.)

**Community Organizations:**

PARC Natchitoches is a multi-million-dollar sports park “with a 5 plex baseball pavilion, 4 soccer fields, walking trails, pond, playgrounds, covered family pavilions, and a dog park”;

Boys & Girls Club Natchitoches; City of Natchitoches, Cane River National Heritage Area

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

Students will either bring in college-level credit from high school, transfer from community college, or enter as a new freshman.

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

Faculty in the Department of Health and Human Performance have worked with individuals at several sports- and recreation-related facilities across the United State. Other programs in the department already have students who have interned at several sites across Louisiana and beyond, many who have gained employment. Additional connections have been initiated to increase opportunities for students. Faculty have worked with students who have interned or are working at the following (selected) sites:

ASM Global (Superdome & Smoothie King Center, New Orleans), PARC Natchitoches (parks and recreation center), Peak Sports Management, Dallas, Southland Conference Office (Frisco, Texas), Shreveport-Bossier Sports Commission, Boys & Girls Club Natchitoches, North Louisiana, Acadiana, and Northeast Texas, Frisco Events Center, Frisco RoughRiders, Dallas Stars Hockey Club, New Orleans Saints, Dallas Stars, Northwestern State University Athletics, Northwestern State University Wellness, Recreation, and Activity Center (WRAC), LPGA, Sulphur Spring Country Club, UT Denton Recreation Center, City of Allen Parks & Recreation, LSU University Recreation, FC Dallas, Dallas Mavs Summer Camps, TCU Athletics, Lone Star Sports & Entertainment Texas Bowl, Independence Bowl, among others.

The Department of Health & Human Performance has been home to a Master of Science in Sport Administration program for 25 years. Many of our alumni now work in the sports industry all over the United States.

30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

All HHP students are now tracked after graduation in our "graduates database". Data gathered includes the following: Name, Year graduated, Degree/concentration, Email, Phone, Location, Internship site, Current status – job, graduate school, etc., mailing address, personal information known, and date of information. This information is updated periodically. Success will be assessed by percentage of graduates working in sport or related field and / or attendance at graduate school. An exit interview will be conducted.

#### E. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

Student interest in the B.S. in Sport & Recreation Management has been determined by a survey of existing students and incoming freshman as well as athletes. Approximately 50% of current and prospective athletes stated that they were interested or very interested in the sport and recreation management major with around 25% stating that they would switch to this major if it existed.

Two courses that have historically been taught every year: HP 4300 Recreation and Sports Management Programming and our introductory course are popular with students all across campus.

We also have a popular existing graduate program in Sport Administration. Several students have stated that they wished there had been the option to major in it as an undergraduate.

32. Provide current institutional and department/college overall retention and graduation rates.

The following tables and figures are available in Appendix B.

Figure 1. Northwestern State University Retention and Graduation Rates (2010 – 2020)

Table 1. NSU Freshman Retention (2<sup>nd</sup> Fall ) 2012 – 2021

Table 2. Table 2. NSU 6-year Graduation Rates 2012 – 2014

Table 3. Gallaspy College of Education and Human Development (GCEHD) Retention (2<sup>nd</sup> Fall) 2012 – 2020

Figure 2. Fall 2012 Full-time Degree-seeking Entering Freshmen – 6-year Graduation Rates by College/ Department/ School

Figure 3. Fall 2013 Full-time Degree-seeking Entering Freshmen – 6-year Graduation Rates by College/ Department/ School

Figure 4. Fall 2014 Full-time Degree-seeking Entering Freshmen – 6-year Graduation Rates by College/ Department/ School

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2023-24	2024-25	2025-26	2026-27
Base enrollment*	0	25	55	83
Lost to Attrition (should be negative)	-5	-5	-7	-10
New to the institution	20	30	40	40
Shifted from existing programs within your institution	10	10	10	10
<b>Total Enrollment</b>	<b>25</b>	<b>60</b>	<b>98</b>	<b>123</b>
Graduates	0	5	15	30
Carry forward base enrollment for next year	25	55	83	93

\*Total enrollment becomes the base enrollment for the following year

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

Not applicable
----------------

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

Central Louisiana (CenLA) is home to over 350,000 people. The following are some of the strategic marketing and recruitment strategies to be implemented:

- Regular meetings will be held with university recruiters to: (a) keep a line of communication going; (b) develop a recruiting plan for this program; and (c) stay abreast of updates.
- Program director and/or department head will attend school counselor education events coordinated by university recruiting to market the program.
- Relationship building will continue (with current connections) and educational sessions will be held with high schools and school districts in Louisiana. Recruitment materials will be targeted to these students.
- A representative from the program will participate in selected university recruiting events.
- Targeted ads will be dispersed through social media (e.g., Facebook, Instagram). Upon program approval, ads will run in conjunction with significant conferences (e.g., coaches associations, sport management and recreation associations, referee associations and trainings) and events (e.g., sporting events, CenLA festivals and concerts, youth sports tournaments)
- Departmental website will be updated with current information and streamlined for ease of information and application.
- Relationships with Athletics (e.g., athletic director, assistant athletic director of student athlete development) will be expanded to include partnership in athletic recruiting.
- Information about the program will be disseminated throughout media sites: Natchitoches Parish Journal (print and web), NSU website, PARC Natchitoches,
- NSU is a recognized Military Friendly School. Digital ads will be targeted to this population.
- A designated social media page will be developed for alumni and current students.
- The sport and recreation management advisory board will be asked for assistance in marketing and recruitment.
- Nontraditional college students/adult learners will be recruited by targeting Individuals already working in sport and recreation who have not finished their degrees or need a degree for promotion.
- Online recruitment events with live advising for participants.
- Production of marketing videos to be dispersed through several different avenues.
- A cornerstone of this program will be accessibility and improving opportunities for underrepresented students in under-resourced areas of CenLA. Currently 34% of CenLA residents live in rural areas, and residents in each of the nine parishes have significant challenges. For instance, over 90% of 6th to 12th graders in Natchitoches Parish come from economically disadvantaged families (LDOE, 2021). A significant portion of the population served is black. Many students in the CenLA region do not have access to accurate information about and experiences with careers. Many of the students served in these schools are from underrepresented populations within education in this region. Schools in rural areas may not receive the same access and opportunities as some of the larger schools. Recruitment strategies will be targeted specifically toward these schools.

## F. RESOURCES

### F1. Finance

36. Attach the completed Regents budget template.

Please see Appendix C.

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

Students will not be required to shoulder any additional costs as part of the program.

NSU has been cited as one of the “Top 100 Most Affordable Colleges and Universities” by educationcorner.com and named “named the fourth Most Affordable Online College for 2016 in the U.S., according to rankings.com.” Additionally, “Northwestern State University has been ranked as most affordable online college in the United States by College Choice, a leading authority in college and university rankings and resources.” While the B.S. in Sport & Recreation Management program is primarily a face-to-face program, some of the coursework is offered online.

The following cost-saving strategies have been implemented for the students:

- The program is the minimum 120 hours. No other college credits will be required.
- The internship time has been reduced to 250 hours in order for the student to get a complete experience without causing additional undue financial or time burden.
- Students will be able to gain some excellent experiences through our DI athletics program without the additional burden of travel.
- Free or affordable textbook and resources will be used where possible. NSU also participates in IncludEd. “IncludED is a partnership between NSU and the NSU Campus Store that allows you to rent or purchase textbooks at a reduced cost. The charge is posted directly to (the student’s) MyNSU Tuition and Fees bill and can be paid along with University charges or using financial aid.”

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

A program director, independent of other programs, has already been hired to advise students. The program director will be responsible for coordinating support services with other university entities including the university’s Academic Success Center and Johnny Emmons Academic Study Center for athletes. Most of the library resources are already available. Existing technology will be used. No additional infrastructure will be needed.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Two faculty who teach in the graduate sport administration program will teach in this program. Adjuncts will be hired as needed.

### F2. Instruction and Student Support

40. Faculty

- a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty, for the program.

Adjunct faculty will be needed by year 2 or 3. If enrollment exceeds 100 students by year 3, a new faculty line will need to be investigated.

b. How will current faculty be re-directed to this program from existing programs?

The program director of our graduate program will most likely teach a class or two. A program director has already been hired for this program and would be able to teach 100% in the program.

c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)

Please see Appendix D for roster.

41. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

No additional staff needed. Resources are already in place.

**F3. Facilities**

42. Where will the program be offered? Mark all that apply.

Main Campus       Satellite campus (specify campus here)     Other (specify here)       100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under “other” as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		1 (program director)		Already in use
Fine Arts Spaces				
Classrooms		2		Semester 1 – 1 room Semester 2 – 1 room
Meeting Rooms				
Student Study Space		1		Year 1
Shared Space with other campus units		1		Year 2
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space. **Not applicable.**

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
<b>New Construction n/a</b>					
<b>Renovations and Infrastructure* n/a</b>					
<b>Purchases: Land, Buildings etc. n/a</b>					
<b>Lease space n/a</b>					
<b>TOTAL Cost</b>			<b>\$0</b>	<b>\$0</b>	

\*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

Not applicable.

46. Will any existing programs be negatively impacted (e.g., lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

Not applicable.

47. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

Not applicable.

**F4. Technology and Equipment**

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
none			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	

## G. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
Excessive (over 30 people) enrollment in each of the first two years	Medium	Medium	Adjunct faculty
Excessive enrollment (over 100 people) by 3 <sup>rd</sup> year	Medium	Medium	Plan to hire new faculty member

We currently have two faculty who will teach directly in this program while we have others who will teach indirectly as coursework part of additional degree programs. One is the program coordinator for this new program. The other is the program coordinator for our M.S. with concentration in Sport Administration program. Initially we will be able to mitigate the impact of this program on other departmental programs by hiring adjuncts. (We have access to several former graduates of our Sport Administration masters who would be available for face-to-face classes and also connections with colleagues across the country for the online courses. Other individuals on campus (e.g., Athletics administration) with master's degrees in SRM have expressed interest in teaching as an adjunct in this program.) As both graduate and undergraduate programs grow, a new faculty member will be hired.

## APPENDICES

## Appendix A

# Northwestern State University-Athletics

"Great Tradition --- Brighter Future"

To Whom it May Concern,

I would highly recommend and encourage that Northwestern State University provide the opportunity for students to matriculate in an undergraduate degree in sports and recreation management. Everything is in place to provide an outstanding program and there is a need. I have been a head coach at Northwestern State for 18 years and an athletic administrator at Northwestern State for 11 years.

Firstly, we have an outstanding Department of Health and Human Performance. They are highly diverse, motivated, educated, and great partners with campus and the Natchitoches community. This undergraduate program will enhance every aspect of Northwestern State University and provide an excellent program for our students. Our HHP staff has experience and will provide expertise in the areas of research, intercollegiate athletic administration, recreation management, and pedagogical background needed to be a sports or recreation leader.

As a coach who has recruited thousands of athletes over the years, I can say with certainty that the most desired program requested was an undergraduate degree in Sport or Recreation Management. It was always difficult to tell a recruit that we do not provide this program. I can say with certainty, the majority of sports in our Division I athletic program have the majority of their recruits wanting a program in sport or recreation management.

As an athletic administrator for the past 11 years, we would be ecstatic to have an undergraduate Sport and recreation management program and are capable of providing an abundance of hands-on experience to our students at NSU in this program. This program would allow a student to have four years to get a taste of all aspects in which they desire.

We have an outstanding Department of Recreational Sports on campus as well who provide internships and student employee positions (wellness, Intramurals, e-sports, club sports and facility management) which provide learning experiences in recreation management. The Natchitoches Recreation Department is consistently asking for student assistance in the areas of adult and youth programming and leagues. They provide a wonderful learning experience as well.

In my position, I get to travel throughout the state for student recruiting receptions for our university in general and athletic department specifically. The amount of perspective students who are interested in sport and recreation management is outstanding. This is simply a fact of society and where we are in this industry. I am confident that if we provide an undergraduate degree in sport and recreation management at Northwestern State University, we will see this major increase very quickly with students and be one of our most consistent and sought-after degrees. If you have any questions, please do not hesitate to contact me at [duboisp@nsula.edu](mailto:duboisp@nsula.edu).

Sincerely,



Patric DuBois

Deputy AD for Operations & Capital Projects



Patric DuBois – Deputy Athletic Director Operations & Capital Projects  
322 Sam Sibley Drive Natchitoches, LA 71497  
318-357-5001 – Phone 318-357-5462 – Fax  
[duboisp@nsula.edu](mailto:duboisp@nsula.edu)





629 Spring St.  
Shreveport, La. 71101

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[Shreveportbossiersports.com](http://Shreveportbossiersports.com)

A Division of the  
Shreveport-Bossier  
Convention and Tourist  
Bureau in partnership  
with the City of  
Shreveport, City of Bossier  
City, Caddo Parish  
Commission, and Bossier  
Parish Police Jury.

Shreveport-Bossier Sports Commission  
Sara Nelms  
629 Spring St. Shreveport, LA 71101

June 8, 2022

Northwestern State University  
Dr. Haley Taitano  
175 Sam Sibley Dr. Natchitoches, LA 71497

Dear Dr. Taitano,

I am writing this letter to show support of Northwestern State University's addition of the B.S. in Sport & Recreation Management. In Tourism, Sports is growing three times faster than the other markets. This is attributed to not only organized sporting groups, but recreational as well.

Destinations are actively building outdoor and indoor sports complexes to satisfy the demand of rights holders. With the demand of these facilities being so high, it is becoming critical to have personnel that is properly educated and trained in this field.

Shreveport, LA is currently remodeling a facility to become an Indoor Sports Complex that should be completed in January of 2024. This facility will be able to host multiple types of events including basketball, volleyball and pickleball. This facility will also need trained personnel to manage and operate it including positions for sales, marketing, sponsorship management, operations, etc.

The Shreveport-Bossier Sports Commission offers internship opportunities for college students. The program gives students hands-on access to work on a variety of events from international to regional events. We also allow the opportunity to work on various event types such as festivals, indoor tournaments, fishing events, retriever events, and other outdoor events. We work on over one hundred events each year that give students opportunities to discover which area of Sports Management they enjoy the most.

Kind Regards,

A handwritten signature in black ink, appearing to read "Sara Nelms", is written over a white background.

Sara Nelms  
Director of Sports  
Shreveport-Bossier Sports Commission



---

June 29, 2022

**Dr. Haley Taitano**  
Asst. Professor, Health & Human Performance  
Northwestern State University of Louisiana  
HH&P Building, Rm. 145  
Natchitoches, LA 70197

**Dr. Taitano,**

Please accept this Letter of Support for the continued partnership with NSU and ASM Global New Orleans. We enjoy working with the students with respect and teaching them about our Facilities Management program for Stadiums, Arenas, Theatres and Convention Centers. We have also had the pleasure of these students becoming interns as well as part time and eventually full-time employees.

ASM Global New Orleans will continue to support the efforts of NSU, UL-System and Board of Regents in regards.

Let me know if you need anything further.

Respectfully yours,



**Chuck Bourg**  
Director of Engineering and Operations  
ASM-Global New Orleans  
[www.asmglobal.com](http://www.asmglobal.com)

[www.caesarssuperdome.com](http://www.caesarssuperdome.com)  
[www.smoothiekingcenter.com](http://www.smoothiekingcenter.com)  
[www.champions-square.com](http://www.champions-square.com)  
[www.shrineonairline.com](http://www.shrineonairline.com)



JUNE 8, 2022

NORTHWESTERN STATE UNIVERSITY  
DR. HALEY TAITANO  
175 SAM SIBLEY DRIVE  
NATCHITOCHEES, LA 71497

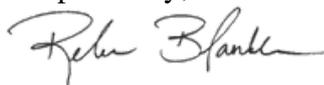
Dear Dr. Taitano,

I am writing to you in strong support of Northwestern State University's (NSULA) proposed addition of the B.S. in Sport & Recreation Management. As a local National Park Service-affiliated heritage tourism-based entity, I am keenly aware that sports tourism and outdoor recreation are the future of our travel economy. Recent tourism product developments like Parc Natchitoches, a state-of-the-art sports complex completed in 2020, have contributed to a 20% increase in hotel occupancy tax collections, carrying our local tourism industry during the global pandemic and recovery.

Across the country, sports tourism and recreation management is one of the fastest-growing sectors of our industry. In Natchitoches, we recognize that planning for the future of outdoor recreation is critical. Therefore, my organization has recently engaged with the National Park Service, Rivers, Trails, and Conservation Assistance program to develop a comprehensive outdoor recreation plan for residents and visitors that will bring diversity to our available tourism products and strengthen our outdoor adventure opportunities. This foundational project will be completed with critical public and private stakeholders and include the City of Natchitoches and Northwestern State University.

The Cane River National Heritage Area will work with the B.S. in Sport & Recreation Management program to educate and encourage its students to take full advantage of Natchitoches's premier outdoor destination attractions and event calendar through experiential learning opportunities. Our organization also offers internship field experiences designed to complement classroom instruction by providing opportunities to plan and work on festivals, fishing events, and other indoor and outdoor sporting events. Sports & Recreation Management will have a significant local and regional impact in years to come, and we are excited to partner with NSULA in this new endeavor.

Respectfully,



Rebecca Blankenbaker  
Executive Director



# **NORTHWESTERN STATE UNIVERSITY**

Department of Athletics

NSU Athletic Fieldhouse • Natchitoches, LA 71497 • Office (318) 357-5251 • Fax (318) 357-4221

June 27, 2022

To Whom It May Concern,

It is with great honor that I am writing a letter of support for the Bachelor of Science in Recreation and Sports Management here at Northwestern State University. As the Assistant Athletic Director for Student-Athlete Development at NSU, my staff and I work with the current student-athletes regarding major selection as well as visit with potential student-athletes regarding the degree programs NSU has to offer. One of the most requested majors from both potential and our current student-athletes is a sports management bachelors' program. Due to the nature of student-athlete scholarships and athletic eligibility, they may not be able to afford to stay and complete the masters program. Having the option to obtain a bachelor's degree in recreation and sports management will open the door for more student-athletes wanting to make NSU their home. It also my belief that due to the rapidly changing landscape of college athletics (especially with "Name, Image, and Likeness) there is so much potential for collaboration between the athletics department the Sports Management program to allow student-athletes to capitalize on their personal brand while also giving the sports management students practical experience that will better prepare them to move into their desired career fields.

Should you have any questions, please feel free to contact me. I can be reached via email at [mcfallt@nsula.edu](mailto:mcfallt@nsula.edu) or phone at 318-663-9002.

Thank you,

Assistant Athletic Director for Student-Athlete Development  
Northwestern State University

E: [mcfallt@nsula.edu](mailto:mcfallt@nsula.edu)

C: 318-663-9002

## APPENDIX B

### NSU Current Institutional and Department/College Overall Retention and Graduation Rates.

**Figure 1.** Northwestern State University Retention and Graduation Rates (2010 – 2020)

Retention Measures		2010 to 11	2015 to 16	2016 to 17	2017 to 18	2018 to 19	2019 to 20	
Retention	Retention Rate Fall to Spring <sup>1</sup>							
	Retention Rate Y1-Y2 <sup>2</sup>	67.5%	67.3%	74.1%	69.6%	69.7%	75.3%	
Graduation Rate Measures		2009 to 11	2014 to 16	2015 to 17	2016 to 18	2017 to 19	2018 to 20	
Graduation Rate	Retention Rate Y1-Y3 <sup>3</sup>	55.2%	60.5%	56.5%	61.3%	58.6%	58.7%	
	Graduation Rate Measures		2005-06	2010-11	2011-12	2012-13	2013-14	2014-15
	Graduation Rate (IPEDS - Within Starting Institution) <sup>4</sup>	34%	35%	39%	45%	44%	na	
	Graduation Rate Measures		2005-06	2010-11	2011-12	2012-13	2013-14	2014-15
Graduation Rate (Within State Public Institutions) <sup>5</sup>	38.4%	41.4%	42.0%	48.4%	48.0%	na		
Grad Rate (Completing Any Level - at any Institution (Public Only) <sup>6</sup>	38.9%	42.9%	43.4%	49.9%	49.7%	na		

Source: Regents Louisiana Higher Education Fact Book, Page 72 Retrieved from <https://regents.la.gov/wp-content/uploads/2021/04/Louisiana-Higher-Education-Fact-Book-04-15-21.pdf>

Table 1. NSU Freshman Retention (2<sup>nd</sup> Fall ) 2012 – 2021

Cohort Semester	Cohort	Percent Returned In Second Fall
Fall 2020	1,297	63.84%
Fall 2019	1,310	75.57%
Fall 2018	1,322	71.33%
Fall 2017	1,234	70.75%
Fall 2016	1,245	75.58%
Fall 2015	1,163	70.08%
Fall 2014	1,100	71.73%
Fall 2013	1,080	68.43%
Fall 2012	1,196	71.82%

Source: NSU Common Dataset (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

Table 2. NSU 6-year Graduation Rates 2012 – 2014

Cohort Semester	Cohort	Graduated	Graduated I..
Fall 2014	1,136	535	47.10%
Fall 2013	1,160	504	43.45%
Fall 2012	1,287	565	43.90%

Source: NSU Common Dataset (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

Gallaspys College of Education and Human Development (GCEHD)  
Retention (2<sup>nd</sup> Fall) 2012 – 2020

Cohort Semester	Cohort	Percent Returned In Second Fall
Fall 2020	339	67.85%
Fall 2019	283	74.91%
Fall 2018	309	74.76%
Fall 2017	289	67.13%
Fall 2016	294	75.51%
Fall 2015	268	69.03%
Fall 2014	292	72.60%
Fall 2013	250	70.00%
Fall 2012	265	77.36%

Source: NSU Common Dataset (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

Figure 2.

Fall 2012 Full-Time Degree-Seeking Entering Freshmen  
6-Year Graduation Rates by College/Department/School

College/Department/School*	Revised Cohort	Grad. at NSU	Grad. Rate	Grad. in Dept.	Grad. Rate	Grad. in College	Grad. Rate
College of Arts and Sciences	526	253	48.10%	155	29.47%	203	38.59%
<i>Biological and Physical Sciences</i>	192	93	48.44%	55	28.65%	69	35.94%
<i>Creative and Performing Arts</i>	79	43	54.43%	33	41.77%	38	48.10%
<i>Criminal Justice, History, and Soc. Sci.</i>	85	31	36.47%	26	30.59%	29	34.12%
<i>English, Foreign Languages, and Cultural Studies</i>	2	1	50.00%	1	50.00%	1	50.00%
<i>Mathematics</i>	7	5	71.43%	3	42.86%	3	42.86%
<i>Scholars</i>	94	57	60.64%	31	32.98%	50	53.19%
<i>University Studies</i>	67	23	34.33%	6	8.96%	13	19.40%
College of Business & Technology	205	92	44.88%	59	28.78%	61	29.76%
<i>Business</i>	163	72	44.17%	44	26.99%	44	26.99%
<i>Engineering Technology</i>	42	20	47.62%	15	35.71%	17	40.48%
College of Education and Human Development	265	137	51.70%	79	29.81%	84	31.70%
<i>Education</i>	134	74	55.22%	33	24.63%	35	26.12%
<i>Health and Human Performance</i>	52	22	42.31%	13	25.00%	14	26.92%
<i>Psychology</i>	65	34	52.31%	27	41.54%	28	43.08%
<i>Social Work</i>	14	7	50.00%	6	42.86%	7	50.00%
College of Nursing and Allied Health	291	123	42.27%	58	19.93%	60	20.62%
<i>Nursing</i>	252	102	40.48%	52	20.63%	53	21.03%
<i>Allied Health</i>	39	21	53.85%	6	15.38%	7	17.95%
Total	1287	605	47.01%	351	27.27%	408	31.70%

\*The college/department/school is as of Fall 2018.

NOTE: These numbers are a six-year graduation rate and include associate degrees awarded in the fourth to sixth years. The federal government and the state use a 150% of time graduation rate that would exclude those associate degrees.

Source: NSU Factbook (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

Figure 3.

Fall 2013 Full-Time Degree-Seeking Entering Freshmen  
6-Year Graduation Rates by College/Department/School

College/Department/School*	Revised Cohort	Grad. at NSU	Grad. Rate	Grad. in Dept.	Grad. Rate	Grad. in College	Grad. Rate
College of Arts and Sciences	541	248	45.84%	158	29.21%	200	36.97%
<i>Biological and Physical Sciences</i>	158	87	55.06%	46	29.11%	62	39.24%
<i>Creative and Performing Arts</i>	83	41	49.40%	33	39.76%	38	45.78%
<i>Criminal Justice, History, and Soc. Sci.</i>	79	27	34.18%	26	32.91%	27	34.18%
<i>English, Foreign Languages, and Cultural Studies</i>	11	5	45.45%	5	45.45%	5	45.45%
<i>Mathematics</i>	47	19	40.43%	15	31.91%	16	34.04%
<i>Scholars</i>	5	2	40.00%	1	20.00%	2	40.00%
<i>University Studies</i>	64	40	62.50%	21	32.81%	30	46.88%
College of Business & Technology	94	27	28.72%	11	11.70%	20	21.28%
<i>Business</i>	146	60	41.10%	49	33.56%	49	33.56%
<i>Engineering Technology</i>	146	60	41.10%	49	33.56%	49	33.56%
College of Education and Human Development	262	134	51.15%	77	29.39%	87	33.21%
<i>Education</i>	121	65	53.72%	32	26.45%	37	30.58%
<i>Health and Human Performance</i>	56	29	51.79%	14	25.00%	15	26.79%
<i>Psychology</i>	55	22	40.00%	14	25.45%	17	30.91%
<i>Social Work</i>	30	18	60.00%	17	56.67%	18	60.00%
College of Nursing and Allied Health	282	131	46.45%	71	25.18%	77	27.30%
<i>Nursing</i>	35	24	68.57%	11	31.43%	11	31.43%
<i>Allied Health</i>	247	107	43.32%	60	24.29%	66	26.72%
Total	1231	573	46.55%	355	28.84%	413	33.55%

\*The college/department/school is as of Fall 2019.  
NOTE: These numbers are a six-year graduation rate and include associate degrees awarded in the fourth to sixth years. The federal government and the state use a 150% of time graduation rate that would exclude those associate degrees.

Source: NSU Factbook (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

Figure 4.

Fall 2014 Full-Time Degree-Seeking Entering Freshmen  
6-Year Graduation Rates by College/Department/School

College/Department/School*	Revised Cohort	Grad. at NSU	Grad. Rate	Grad. in Dept.	Grad. Rate	Grad. in College	Grad. Rate
College of Arts and Sciences	466	224	48.07%	132	28.33%	169	36.27%
<i>Biological and Physical Sciences</i>	156	72	46.15%	30	19.23%	44	28.21%
<i>Creative and Performing Arts</i>	70	41	58.57%	33	47.14%	36	51.43%
<i>Criminal Justice, History, and Soc. Sci.</i>	67	35	52.24%	28	41.79%	33	49.25%
<i>Engineering Technology</i>	15	3	20.00%	2	13.33%	3	20.00%
<i>English, Foreign Languages, and Cultural Studies</i>	50	22	44.00%	19	38.00%	20	40.00%
<i>Mathematics</i>	4	3	75.00%	2	50.00%	2	50.00%
<i>Scholars</i>	43	25	58.14%	14	32.56%	22	51.16%
<i>University Studies</i>	61	23	37.70%	4	6.56%	9	14.75%
College of Business & Technology	146	75	51.37%	62	42.47%	62	42.47%
<i>Business</i>	146	75	51.37%	62	42.47%	62	42.47%
College of Education and Human Development	298	142	47.65%	85	28.52%	94	31.54%
<i>Education</i>	128	73	57.03%	37	28.91%	43	33.59%
<i>Health and Human Performance</i>	79	31	39.24%	20	25.32%	22	27.85%
<i>Psychology</i>	69	29	42.03%	21	30.43%	22	31.88%
<i>Social Work</i>	22	9	40.91%	7	31.82%	7	31.82%
College of Nursing and Allied Health	280	125	44.64%	66	23.57%	71	25.36%
<i>Nursing</i>	45	19	42.22%	9	20.00%	10	22.22%
<i>Allied Health</i>	235	106	45.11%	57	24.26%	61	25.96%
Total	1190	566	47.56%	345	28.99%	396	33.28%

\*The college/department/school is as of Fall 2020.  
NOTE: These numbers are a six-year graduation rate and include associate degrees awarded in the fourth to sixth years. The federal government and the state use a 150% of time graduation rate that would exclude those associate degrees.

Source: NSU Factbook (2022). Retrieved from <https://www.nsula.edu/oir/factbook/>

## APPENDIX C

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

Institution: Northwestern State University

Date: 08-22-22

Degree Program, Unit: B.S. in Sport & Recreation Management, Health & Human Performance

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2023-24		SECOND 2024-25		THIRD 2025-26		FOURTH 2026-27	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$20,552	.2	\$20,552	.2	\$104,552	1.2	\$104,552	1.2
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	\$20,552	.2	\$20,552	.2	\$104,552	1.2	\$104,552	1.2
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (specify)								
<b>SUB-TOTAL</b>	\$		\$		\$		\$	
<b>TOTAL EXPENSES</b>	\$20,552		\$20,552		\$104,552		\$104,552	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	25		60		98		123	
Tuition - \$2,590/semester	\$129,500		\$310,800		\$507,640		\$637,140	
Fees - \$1,761/semester	\$ 88,050		\$211,320		\$345,156		\$433,206	
*Other (specify)								
<b>TOTAL REVENUES</b>	\$217,550		\$522,120		\$852,796		\$1,070,346	

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

## APPENDIX D

### Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Northwestern State University

Name of Primary Department, Academic Program, or Discipline: Health & Human Performance | Sport & Recreation Management

Academic Term(s) Included: Fall 2022, Spring 2023, Fall 2023, Spring 2024

Date Form Completed: 06/29/22

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Haley Taitano (F)	<b>Fall 2022</b> HP 3320 Social Issues in Sport, 3 (UN) HP 4410 Sales & Revenue Generation in Sport, 3 (UN) <b>Spring 2023</b> HP 3300 Legal & Ethical Issues in Sport, 3 (UN) HP 4400 Contemporary Leadership in Sport, 3 (UN)	B.S. in Health & Exercise Science, Northwestern State University  M.S. in Sport Administration, Northwestern State University  Ed.D. in Higher Education Leadership, Louisiana Tech University	Former DI student-athlete, 10+ years of experience working in NCAA Division I intercollegiate athletics both at Stephen F. Austin State University (TX) and Northwestern State University. Track Coach, Academic Advisor for Athletics, Deputy Athletic Director for External Affairs and Senior Woman Administrator. Six (6) years teaching experience.
Michael Moulton (F)	<b>Fall 2023</b> HP 4430 Marketing for Sport & Recreation, 3 (UN) <b>Spring 2024</b> HP 4470 Sport & Recreation Facility Operations, 3 (UN)	B.S. in PE, Health & Exercise Science, Cortland State New York University  M.S. in Education, Northwestern University in Evanston IL  Ed.D. in Administration and Pedagogy in Health and Physical Education, The University of Southern Mississippi	Forty-three years (43) university teaching experience. Coached Track, Gymnastics, Soccer, & Basketball. Administrator for Fit Natchitoches, numerous gymnastics, USSA baseball and running programs. Advised community organizations in developing health and fitness activities. Taught/teach a variety of courses in graduate sport administration program.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

1	2	3	4
NAME (F, P)	<b>COURSES TAUGHT</b> Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to            be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp;            COURSEWORK</b> Relevant to Courses Taught, Including Institution & Major <b>List specific graduate coursework, if            needed</b>	<b>OTHER QUALIFICATIONS &amp;            COMMENTS</b> <b>Related to Courses Taught</b>
Jackie V. Calhoun (F)	<b>Fall 2023</b> HP 3310 Sport Psychology, 3 (UN) <b>Spring 20XX</b>	B.A. in Anthropology, Louisiana State University (minor: Psychology)  M.S. in Kinesiology (Specialization: Pedagogy and Psychological Sciences), Louisiana State University  Ph.D. in Kinesiology (Specialization: Pedagogy and Psychological Sciences), Louisiana State University	Former DI athlete; former collegiate club-sport athlete; education and research background focus on motivational theory and resilience in sports and physical activity settings  Teaching experience in this subject matter: Primary Instructor for HED 4000 Health & Exercise Psychology (1 semester) at Northwestern State University, Primary Instructor for KHS 390 Psychology of Sport and Exercise course at Louisiana State University Shreveport (2 semesters); Primary Instructor for KIN 4520 Psychosocial Aspects of Physical Activity at Louisiana State University (6 semesters)
Tara Tietjen-Smith (F)	Spring, Summer, Fall 2023 HP 4200 Internship in HHP (Sport & Recreation Management) Support coursework in health and kinesiology.	B.A. in Psychology, NSU  M.Ed. in Health Promotion, NSU  D.A. in Health, Physical Education, Recreation, Middle Tennessee State University	Over 25 years teaching and working in higher education health and kinesiology departments (small, private university; mid-size Texas research university; and mid-size regional university). Eight years of experience as a department head over sport-related undergraduate and graduate majors. Previously developed graduate degree in Athletic Administration, taught/teach courses in statistics and research methods in sport and recreation, serve on an international research team investigating toxic leadership in sport, presented and published research internationally related to sport, equity, leadership, and psychology.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 27, 2022**

**Item D.3.**     **University of Louisiana at Monroe’s** request for approval to enter into a Cooperative Endeavor Agreement with the National Alliance on Mental Illness (NAMI) – Ruston, Louisiana.

**EXECUTIVE SUMMARY**

The University of Louisiana at Monroe (ULM) requests approval to enter into a Cooperative Endeavor Agreement with the National Alliance on Mental Illness (NAMI) – Ruston, Louisiana, a 501(c)3 nonprofit organization made up of family members, peers, behavioral health professionals, and friends. The mission and purpose of NAMI is to support and advocate at the local, state, and national levels the promotion of the quality of care, rights, and interests of those affected by mental illness. NAMI-Ruston, Louisiana was organized 36 years ago and is one of six local affiliates in Louisiana, and one of 600 local and state affiliates in the United States. Its service areas include North and Central Louisiana.

The purpose of the proposed Agreement is: facilitating the creation, implementation, and operation of a collegiate peer support program – the NAMI-Ruston Postsecondary Education Peer Support Program – on the ULM campus to address behavioral health concerns of ULM students and the ULM campus community. The NAMI-Ruston Postsecondary Education Support Program is to be staffed by a NAMI-Ruston employed Peer Program Manager, and Recognized Campus Peer Support Specialists, on the ULM Campus. Such a program will provide mentoring, advocacy, support, education, and referral assistance to ULM students struggling with substance misuse and/or mental illness. There will be collaboration with student organizations to help bring awareness and reduce stigma. Creation of a platform or space where students can connect with Recognized Campus Peer Support Specialists and other students to share information or communicate with one another about struggles or concerns, through one-on-one interactions, group activities and events, and referrals, both on and off campus.

**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 to enter into a Cooperative Endeavor Agreement with the National Alliance on Mental Illness (NAMI) – Ruston, Louisiana.*



## Office of the President

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

D.3.

October 4, 2022

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

Dear Dr. Henderson:

University of Louisiana Monroe (ULM) requests approval to enter into a Cooperative Endeavor Agreement between the University of Louisiana Monroe and the National Alliance on Mental Illness (NAMI).

Thank you for considering our request.

Sincerely,

Ronald L. Berry, DBA  
President

---

# #TAKEFLIGHT

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

**COOPERATIVE ENDEAVOR AGREEMENT**

between

University of Louisiana at Monroe

and

National Alliance on Mental Illness (NAMI)-Ruston, Louisiana

**THIS COOPERATIVE ENDEAVOR**, made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2022, by and between the University of Louisiana at Monroe, a member of the University of Louisiana System, hereinafter referred to as “ULM”, and/or “University” and National Alliance on Mental Illness (NAMI)-Ruston, Louisiana, a domestic Non-Profit Corporation officially domiciled at 237 Medgar Evers Street, Grambling, Louisiana 71245, hereinafter referred to as “Contracting Party”, and/or NAMI-Ruston, for the public purpose herein declared. Each signatory to this Agreement is referred to as a "Party", and collectively as "Parties."

**ARTICLE I**

**WITNESSETH:**

1.1 WHEREAS, Article VII, Section 14(C) of the Constitution of the State of Louisiana provides that “For a public purpose, the state and its political subdivisions or political corporations may engage in cooperative endeavors with each other, with the United States or its agencies, or with any public or private association, corporation, or individual”; and

1.2 WHEREAS, the University desires to cooperate with NAMI-Ruston in the implementation of the Project as hereinafter provided;

1.3 WHEREAS, the University has the authority to enter into this Agreement as evidenced by its public purpose to: foster communities of support for students that promote the emotional and mental well-being of students; make students’ mental health a priority in order that students achieve academic success, personal development, and life-long wellness; invest in student mental health in furtherance of the social, educational, and economic well-being of students, the university campus, and broader society;

1.4 WHEREAS, the public purpose of the Project described as: Facilitating the creation, implementation, and operation of a collegiate peer support program -- the NAMI-Ruston Postsecondary Education Peer Support Program -- on the ULM campus to address behavioral health concerns of students of ULM and the ULM campus community. In 2019, there were 9.5 million young adults diagnosed with at least one co-occurring disorder and a substance use disorder (SAMSHA.gov). Substance misuse brings a variety of problems to the entire population of college students and presents difficult challenges for campus administrators and surrounding communities. There is a consensus among addictions researchers and clinicians that mental health concerns and substance use problems are often interrelated. Data from the 2017 National Survey on Drug Use and Health indicate that the strong link between mental illness and substance misuse

is accentuated in young adulthood and the college environment. The transition from adolescence into young adulthood is an age when mental illness often surfaces for the first time and in a new environment where substance use is common. NAMI-Ruston, Louisiana, was organized 36 years ago and is one of six local affiliates in Louisiana, and one of 600 local and state affiliates in the United States. NAMI-Ruston, Louisiana, provides advocacy, education, support, and public awareness so that all individuals and families affected by mental illness and behavioral health issues can build better lives. Its service areas include North and Central Louisiana. The NAMI-Ruston Postsecondary Education Peer Support Program is to be staffed by a NAMI-Ruston-employed Peer Program Manager, and Recognized Campus Peer Support Specialists, on the ULM campus;

1.5 WHEREAS, the University has a reasonable expectation of receiving a benefit or value described in detail is at least equivalent to or greater than the consideration described in this Agreement.

1.6 WHEREAS, the transfer or expenditure of public funds or property is not a gratuitous donation;

1.7 WHEREAS, by this Agreement, the parties wish to establish the terms, conditions and their respective rights and obligations as they relate to this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the parties agree as follows:

## **ARTICLE II**

### **SCOPE OF SERVICES; CONTRACTING PARTY'S RESPONSIBILITIES**

2.1 NAMI-Ruston will:

- Hire a Peer Program Manager to assist in developing, implementing and operating the Postsecondary Education Peer Support Program at ULM, including supervision of Recognized Campus Peer Support Specialists;
- Hire a maximum of four (4) individuals with lived experience (substance misuse and/or mental illness) enrolled at ULM to mentor, advocate, support, educate, and refer;
- Collaborate with ULM's Social Work, Psychology, Counseling, and Nursing Departments, and Student Counseling Center, and others of ULM's choosing, to select the Recognized Peer Support Specialists, to hold events and activities (presentations, forums, panel discussions, etc.), and to implement the program.
- NAMI-Ruston will select and hire Recognized Campus Peer Support Specialist from a pool of junior, senior, and graduate students.
- Collaborate with student organizations to help bring awareness and reduce stigma;
- Create a platform or space where students can connect with Recognized Campus Peer Support Specialists and other students to share information or communicate with one

another about struggles or concerns, through one-on-one interactions, group interactions, activities and events, and referrals, both on and off campus.

2.2 NAMI-Ruston will maintain ongoing communications with university officials, and ongoing communications and monitoring of the Peer Program Manager and the Recognized Peer Support Specialists at ULM. Additionally, NAMI-Ruston acknowledges and agrees that it shall submit to close monitoring by the Louisiana Department of Health – Office of Behavioral Health (herein referred to as LDH-OBH) to the extent that LDH-OBH so chooses.

2.3 NAMI-Ruston shall ensure that its Peer Program Manager, Recognized Peer Support Specialists, and any and all of its other employees, agents, servants, representatives, and volunteers are properly trained and have acquired all required certifications and credentials prior to engaging in peer support activities and services at ULM. Such training and certifications shall be compliant with standards established under the laws of the State of Louisiana, as well as federal laws, rules and regulations governing such activities and services, as well as rules and regulations promulgated by the LDH-OBH, and the federal Substance Abuse and Mental Health Services Administration (SAMSHA). Proof of training, certification, and credentials shall be presented to the ULM campus coordinator prior to engaging in any peer support activity and/or service at ULM. NAMI-Ruston shall ensure that its Peer Program Manager and Recognized Peer Support Specialists meet the minimum qualifications established by the LDH-OBH. Documentation of such qualifications shall be shared with the ULM campus coordinator.

2.4 NAMI-Ruston shall cooperate and coordinate with the LDH – OBH in developing and implementing the peer support program at ULM. Such coordination shall include but not be limited to utilizing the training program for Peer Support Specialist offered by such agency for the initial training of the Peer Support Specialist.

2.5 NAMI-Ruston shall require its Peer Program Manager and the Recognized Peer Support Specialists to undergo a background check that, at minimum, meets the background checks criteria set forth in the ULM Background Checks Policy maintained in the ULM Office of Human Resources. Such background check must be conducted prior to the start of work for NAMI-Ruston on the ULM campus. NAMI-Ruston acknowledges and agrees that ULM reserves the sole right to reject any NAMI-Ruston employee from serving in any NAMI-Ruston-role at ULM if the employee would not otherwise be considered eligible for employment at ULM based on information contained in a background check. Further, NAMI-Ruston agrees to remove any of its employees from the ULM-based NAMI-Ruston Postsecondary Education Peer Support Program upon request by ULM, and ULM reserves the sole right to make any such request.

### **ARTICLE III** **DELIVERABLES**

3.1 This Agreement consists of a mutual understanding allowing the NAMI-Ruston to staff the NAMI-Ruston Postsecondary Education Peer Support Program on the ULM campus in a physical location to be established and maintained by the University, where the Peer Program Manager and

Recognized Campus Support Specialists, with support from the University and its designated on-campus personnel, will serve to: collaborate with student organizations to help bring awareness and reduce stigma; and create a platform or space where students can connect with Recognized Campus Peer Support Specialists and other students to share information or communicate with one another about their struggles or concerns, through one-on-one interactions, group interactions, activities and events, and referrals, both on- and off-campus.

3.2 The overall goal of the cooperative endeavor is to establish opportunities for the Campus Peer Support Specialists to educate and create awareness amongst the ULM campus community concerning behavioral health in students. The activities and events of the Campus Peer Support Specialist in the NAMI-Ruston Postsecondary Peer Support Programs will focus on:

- Raising behavioral health awareness with fairs, walks, and balloon releases.
- Educating the campus with presentations and guest speakers that reduce the stigma of mental illness.
- Promoting awareness of strategies to improve behavioral health services and policies on campus through dissemination of best environmental practices and information.
- Developing a series of radio public service announcements that promote awareness of NAMI National Campaigns, i.e. Mental Health Awareness Month (May), to be aired on the University radio station.
- Developing a social media presence with weekly postings that promote alcohol and drug free living and mental health wellness.
- Developing and disseminating resources and activities that promote mental wellness for all university students, addressing behavioral health challenges.
- Organizing an on-campus behavioral health one-day forum annually, that addresses substance abuse and mental health disorders and strategies to promote holistic health in university students.

#### **ARTICLE IV**

#### **BENEFITS TO CONTRACTING PARTY**

4.1 In consideration of the services and activities described above, the University will:

- Provide a rent-free space for program logistics: office space, meeting space, and space for events.
- Allow collaboration with the ULM Social Work, Psychology, Counseling, and Nursing Departments, and Student Counseling Center, and others of as mutually agreed upon, in order to implement the NAMI Ruston Postsecondary Education Peer Support Program at ULM.
- Allow collaboration with student organizations to help bring awareness and reduce stigma.
- Assist NAMI-Ruston in creating a platform or space where students can connect with Recognized Campus Peer Support Specialists and other students to share information or communicate with one another about their struggles or concerns, through one-to-one

interactions, group interactions, activities and events, and referrals, both on- and off-campus.

4.2 ULM will designate a campus coordinator to advise and provide a personal point of contact for NAMI-Ruston's Peer Support Manager and Recognized Campus Peer Support Specialists. The Campus Coordinator will:

- Serve as the primary campus contact whom NAMI-Ruston may contact with any questions or concerns which may arise during the performance of this Agreement.
- Provide input to NAMI-Ruston in the hiring of the Peer Support Manager and the Recognized Campus Peer Support Specialists.
- Orient the Peer Support Manager and the Recognized Campus Peer Support Specialists to the ULM campus, sharing with such individuals helpful information about the needs, geography and policies of the ULM.
- Remain available during the term of this Agreement to assist the Peer Support Manager and the Recognized Campus Support Specialists with campus-related questions that may arise in operating the NAMI-Ruston Postsecondary Education Peer Support Program on the ULM campus.

4.3 The benefits received by the University are commensurate with the benefits provided to the Contracting Party because the benefits received by the University are more than worth the value of benefits provide to the Contracting Party as described in this Paragraph. These benefits include: addressing behavioral health concern of students so that affected students may maintain good health and thrive in the university community; combating academic related stress and drinking/using culture that surround the university environment by helping students cope with stressors that exacerbate health; increasing campus resources to help students achieve success, personal development, and lifelong wellness by reducing poor mental health that hinders students' academic success, addressing mental health issues that often lead to lower GPA's, discontinuous enrollment and, too often, lapses in enrollment.

4.3 Additional Costs and Expenses. No additional costs or expenses incurred by the Contracting Party in performance of this Agreement shall be reimbursed or paid by the University unless agreed upon in writing by the parties.

## **ARTICLE V**

### **TERMINATION FOR CAUSE**

5.1 Should ULM determine that NAMI-Ruston has failed to comply with the terms of this Agreement, ULM may terminate this Agreement for cause by giving NAMI-Ruston written notice specifying NAMI-Ruston's failure. If ULM determines that the failure is not correctable, then this Agreement shall terminate on the date specified in such notice. If ULM determines that the failure may be corrected, then ULM shall give a deadline for NAMI-Ruston to make the correction. If ULM determines that the failure is not corrected by the deadline, then ULM may give additional

time for NAMI-Ruston to make the corrections or ULM may notify NAMI-Ruston the contract termination date.

**ARTICLE VI**  
**TERMINATION FOR CONVENIENCE**

6.1 Either party may terminate this Agreement at any time by giving thirty (30) days written notice to the other party of such termination or negotiating with the other party a termination date. Upon receipt of notice, Contracting Party shall, unless the notice directs otherwise, immediately discontinue the Project activities in connection with the performance of this Agreement.

**ARTICLE VII**  
**OWNERSHIP OF WORK PRODUCT, CONFIDENTIALITY AND COPYRIGHT**

7.1 All work product, including records, reports, documents and other material delivered or transmitted to Contracting Party by ULM, shall remain the property of ULM, and shall be returned by Contracting Party to ULM, at Contracting Party's expense, at termination or expiration of this Agreement. All work product, including records, reports, documents, or other material related to this Agreement and/or obtained or prepared by Contracting Party in connection with performance of the services contracted for herein, shall become the property of ULM, and shall, upon request, be returned by Contracting Party to ULM at Contracting Party's expense at termination or expiration of this Agreement. ULM shall not be restricted in any way whatsoever in the use of such material.

7.2 At any time during the term of this Agreement, and finally at the end of this engagement, ULM shall have the right to require the Contracting Party to furnish copies of any and all documents, memoranda, notes, or other material, obtained or prepared in connection with this Agreement within five (5) days of receipt of written notice issued by ULM.

7.3 Confidentiality. The above referenced work product shall be held confidential by the Contracting Party and shall not be shared with any other entity without the express consent of ULM.

7.4 The Parties to this MOU shall be bound by any relevant state and federal laws as they relate to receiving, storing, or exchange of client information. The parties shall protect from unauthorized use and disclosure all information relating to either party's operations and data (e.g. financial, statistical, personal, technical, etc.) that becomes available to the parties in carrying out this Agreement. The Contracting Party shall use protecting measures that are the same or more effective than those used by the University. Neither party is required to protect information or data that is publicly available outside the scope of this Agreement; already rightfully in the other party's possession; independently developed by either party outside the scope of this Agreement; or rightfully obtained from third parties.

7.5 Under no circumstance shall the Contracting Party discuss and/or release information to the media concerning this Project without prior express written approval of the University.

7.6 For the purposes of this Agreement, the parties may share personally identifiable information from a student's education record that assists with the furtherance of the Project outlined herein. All parties agree to keep student information confidential and to use such information only for the Project 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 all other state and federal student privacy-related rules, regulations, and laws. 17:3914.

7.6.1 The Contracting Party shall, within one day of discovery, report to University any use or disclosure of FERPA Records not authorized by this Agreement or in writing by University. Contracting Party's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the FERPA Records used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what the Contracting Party has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action the Contracting Party has taken or shall take to prevent future similar unauthorized use or disclosure. The Contracting Party shall provide such other information, including a written report, as reasonably requested by University.

7.6.2 The Contracting Party shall indemnify, defend and hold University harmless from all claims, liabilities, damages, or judgments involving a third party, including University's costs and attorney fees, which arise as a result of the Contracting Party's failure to meet or breach any of its obligations under this Agreement.

7.6.3 Upon termination, cancellation, expiration or other conclusion of the Agreement, the Contracting Party shall return all FERPA Records to University within thirty (30) days or, if return is not feasible, destroy all FERPA Records. Twenty (20) days before destruction of any FERPA Records, the Contracting Party will provide University with written notice of the Contracting Party's intent to destroy FERPA Records. Within seven (7) days after destruction, the Contracting Party will confirm to University in writing the destruction of FERPA Records.

7.6.4 To the extent that the terms and conditions under this Section conflict with the Contracting Party's privacy policy or Terms of Use, this Section shall govern the privacy and confidentiality of FERPA Records. The restrictions and obligations under this Section will survive expiration or termination of this Agreement for any reason.

## **ARTICLE VIII** **ASSIGNMENT**

8.1. NAMI-Ruston shall not assign any interest in this Agreement and shall not transfer any interest in same (whether by assignment or novation), without prior written consent of the

University. Additionally, NAMI-Ruston shall not subcontract its duties and responsibilities under this Agreement without the prior written consent of the University.

**ARTICLE IX**  
**FINANCIAL DISCLOSURE - NOT USED**

9.1 Not used.

**ARTICLE X**  
**AUDIT CLAUSE**

10.1 It is hereby agreed that the Legislative Auditor of the State of Louisiana, and/or the Office of the Governor, Division of Administration auditors shall have the option of inspecting and auditing all data, records and accounts of the Contracting Party which relate to this Agreement, upon request.

10.2 The Contracting Party shall maintain all books and records pertaining to this Agreement for a period of four years after the termination or expiration of this Agreement.

**ARTICLE XI**  
**AMENDMENTS IN WRITING**

11.1 Any alteration, variation, modification, or waiver of provisions of this Agreement shall be valid only when it has been reduced to writing and executed by all parties.

**ARTICLE XII**  
**FISCAL FUNDING (NON-APPROPRIATION CLAUSE)**

12.1 The continuation of this Agreement is contingent upon the appropriation of funds to fulfill the requirements of the agreement by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the agreement, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the agreement contract, the Agreement contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

12.2 Furthermore, the continuation of this Agreement is contingent upon the award and receipt of funds to NAMI-Ruston from the LDH – OBH.

**XIII**  
**TERM OF AGREEMENT**

13.1 The term of this Agreement shall commence on the first date written above and shall continue in effect until [INSERT DATE ONE YEAR FROM DATE OF COMMENCEMENT], unless sooner terminated as provided in Paragraphs V and VII.

13.2 This Agreement may be extended annually by mutual agreement of the parties.

**ARTICLE XIV**  
**NON-DISCRIMINATION**

14.1 The Contracting Party agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, as amended, the Age Act of 1975, as amended, and Contracting Party agrees to abide by the requirements of the Americans with Disabilities Act of 1990, as amended. Contracting Party agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities. The Contracting Party acknowledges and agrees that any act of unlawful discrimination committed by Contracting Party, or any other failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.

**ARTICLE XV**  
**INDEMNIFICATION**

15.1 The Contracting Party shall indemnify and save harmless the University against any and all claims, losses, liabilities, demands, suits, causes of action, damages, and judgments of sums of money to any party accruing against the University growing out of, resulting from, or by reason of any act or omission of the Contracting Party, its agents, servants, independent contractors, or employees while engaged in, about, or in connection with the discharge or performance of the terms of this Agreement. Such indemnification shall include the University's fees and costs of litigation, including, but not limited to, reasonable attorney's fees. The Contracting Party shall provide and bear the expense of all personal and professional insurance related to its duties arising under this Agreement.

**ARTICLE XVI**  
**PARTIAL INVALIDITY; SEVERABILITY**

16.1 If any term, covenant, condition, or provision of this Agreement or the application thereof to any person or circumstance shall, at any time or to any extent, be invalid or unenforceable, the remainder of this Agreement, of the application of such term, covenant, condition or provisions to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term, covenant, condition, and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

**ARTICLE XVII**  
**ENTIRE AGREEMENT; MODIFICATION**

17.1 This Agreement, including any exhibits and attachments that are expressly referred to in this Agreement, contains the entire agreement between the parties and supersedes any and all agreements or contracts previously entered into between the parties. No representations were made or relied upon by either party, other than those that are expressly set forth. This Agreement may be modified or amended at any time by mutual consent of the parties, provided that, before any modification or amendment shall be operative and valid, it shall be reduced to writing and signed by both parties.

**ARTICLE XVIII**  
**CONTROLLING LAW**

18.1 The validity, interpretation, and performance of this Agreement shall be controlled by and construed in accordance with the laws of the State of Louisiana.

**ARTICLE XIX**  
**LEGAL COMPLIANCE**

19.1 The University shall comply with all federal, state, and local laws and regulations, including, specifically, the Louisiana Code of Governmental Ethics (R.S. 42:1101, et seq.) in carrying out the provisions of this Agreement.

**ARTICLE XX**  
**RELATIONSHIP BETWEEN THE PARTIES; EXCLUSION OF BENEFITS**

20.1 The Contracting Party is cooperating with the University for the purposes set forth in this Agreement. The relationship between the Contracting Party and the University shall be, and only be, that of an independent contractor and the Contracting Party shall not be construed to be an employee, agent, partner of, or in joint venture with, the University.

**ARTICLE XXI**  
**ACKNOWLEDGMENT OF EXCLUSION OF**  
**WORKER'S COMPENSATION COVERAGE**

21.1 The University and the Contracting Party expressly agree that the Contracting Party is an independent contractor as defined in R.S. 23:1021(7) and, as such, expressly agree that the University shall not be liable to the Contracting Party or to anyone employed by the Contracting Party for any benefits or coverage as provided by the Worker's Compensation Law of the State of Louisiana.

**ARTICLE XXII**  
**ACKNOWLEDGMENT OF EXCLUSION OF**  
**UNEMPLOYMENT COMPENSATION COVERAGE**

22.1 The University and the Contracting Party expressly declare and acknowledge that the Contracting Party is an independent contractor and, as such, is being engaged by the University under this Agreement as noted and defined in R.S. 23:1472(12)(E) and, therefore, it is expressly declared and understood between the parties hereto, that for the purposes of unemployment compensation only:

- A. The Contracting Party has been and will be free from any control or direction by the University over the performance of the services covered by this Agreement.
- B. The services to be rendered by the Contracting Party are outside the normal course and scope of the University's usual business.
- C. The Contracting Party is customarily engaged in an independently established trade, occupation, profession, or business.

Consequently, neither the Contracting Party nor anyone employed or contracted by the Contracting Party shall be considered an employee of the University for the purpose of unemployment compensation coverage.

**ARTICLE XXIII**  
**FORCE MAJEURE**

23.1 Neither party to this Agreement shall be responsible to the other party hereto for any delays or failure to perform caused by any circumstances reasonably beyond the immediate control of the party prevented from performing, including, but not limited to, acts of God.

**ARTICLE XXIV**  
**EMPLOYMENT OF STATE PERSONNEL**

24.1 The Contracting Party certifies that it has not employed and will not employ any person to engage in the performance of this Agreement who is, presently, or at the time of such employment, an employee of the State of Louisiana.

**ARTICLE XXV**  
**COVENANT AGAINST CONTIGENT FEES - NOT USED**

25.1 Not used.

**ARTICLE XXVI**  
**REMEDIES FOR DEFAULT**

26.1 In the event of default by either party, the aggrieved party shall have all rights granted by the general laws of the State of Louisiana.

**ARTICLE XXVII**  
**NOTICES**

27.1 All notices and other communications pertaining to this Agreement shall be in writing and shall be transmitted either by personal hand-delivery (and receipted for) or deposited in the United States mail, as certified mail, return receipt requested and postage prepaid, to the other party, addressed as follows:

**If to ULM:**

Dr. Valerie Fields  
Vice President for Student Affairs  
University of Louisiana Monroe  
700 University Avenue  
Monroe, LA 71209

**If to NAMI-Ruston, Louisiana:**

Dr. Jerrilene Washington  
Executive Director  
NAMI-Ruston, Louisiana  
237 Medgar Evers Street  
Grambling, Louisiana 71245

**ARTICLE XXVIII**  
**NON-WAIVER**

28.1 The failure of any Party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

**ARTICLE XXIX**  
**E-VERIFY**

29.1 Contractor acknowledges and agrees to comply with the provisions of La. R.S. 38:2212.10 and federal law pertaining to E-Verify in the performance of services under this Agreement.

**ARTICLE XXX**  
**LIMITED LICENSE**

30.1 License. Subject to the terms and conditions contained in this Paragraph, the University hereby grants to the Contracting Party a non-exclusive, non-transferable, irrevocable, limited license to make, reproduce, convert between media, and/or use: (a) videos, still photographs or other images of University-owned real property located on, in, or near the campus; and (b) the approved name and stylized name of the University.

30.1.1 Limitations on Approved Uses. The limited license granted under subsection 2.10.1 may be used only for the following purposes: (a) to display on brochures, announcements, tickets and invitations for the events/activities and/or on or private notes of appreciation after events/activities associated with this Agreement; and (b) to memorialize the associated event/activity for the private use of event guest.

30.1.2 Prohibitions. In no event shall the images, name, stylized name and/or seal of the University, or any other intellectual property of the University: (a) be used for commercial purposes; or (b) be used in conjunction with any disparaging remark or comment about the University or any of its officer, employees, students, or volunteers, or be used in any disparaging way or in a way that portrays the University of any such individuals in a false light or otherwise subjects it or them to public ridicule or disgrace.

30.1.3 Reservation of All Other Rights. Except for the rights specifically granted under this Paragraph, the University hereby reserves all right, title and interest in and to University Intellectual Property.

**ARTICLE XXXI**  
**COUNTERPARTS**

31.1 This Agreement may be executed in multiple counterparts, including facsimile counterparts, each of which shall be deemed an original and said counterparts together shall constitute one and the same instrument. Originally, executed copies will be distributed to each party after execution of facsimile counterparts.

THUS DONE AND SIGNED AT \_\_\_\_\_, Louisiana, on the \_\_\_\_\_ day, of \_\_\_\_\_ 2022.

WITNESSES:

UNIVERSITY OF LOUISIANA AT MONROE

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Ronald Berry, President

THUS DONE AND SIGNED AT \_\_\_\_\_, Louisiana, on the \_\_\_\_\_ day, of \_\_\_\_\_ 2022.

WITNESSES:

NATIONAL ALLIANCE ON MENTAL ILLNESS  
(NAMI)-RUSTON, LOUISIANA

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Jerrilene Washington, Executive Director

## APPENDIX A

### INSURANCE REQUIREMENTS FOR CONTRACTING PARTY

The Contracting Party shall purchase and maintain for the duration of the Agreement insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the scope of services and responsibilities hereunder by the Contracting Party, its agents, representatives, employees or subcontractors.

#### A. MINIMUM SCOPE AND LIMITS OF INSURANCE

##### 1. Workers Compensation

Workers Compensation insurance shall be in compliance with the Workers Compensation law of the State of the Contracting Party's headquarters. Employers Liability is included with a minimum limit of \$1,000,000 per accident/per disease/per employee. A.M. Best's insurance company rating requirement may be waived for workers compensation coverage only.

##### 2. Commercial General Liability

Commercial General Liability insurance, including Personal and Advertising Injury Liability and Products and Completed Operations, shall have a minimum limit per occurrence of \$1,000,000 and a minimum general annual aggregate of \$2,000,000. The Insurance Services Office (ISO) Commercial General Liability occurrence coverage form CG 00 01 (current form approved for use in Louisiana), or equivalent, is to be used in the policy. Claims-made form is unacceptable.

##### 3. Automobile Liability

Automobile Liability Insurance shall have a minimum combined single limit per accident of \$1,000,000. ISO form number CA 00 01 (current form approved for use in Louisiana), or equivalent, is to be used in the policy. This insurance shall include third-party bodily injury and property damage liability for owned, hired and non-owned automobiles.

#### B. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to and accepted by the University. The Contracting Party shall be responsible for all deductibles and self-insured retentions.

#### C. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

##### 1. Commercial General Liability and Automobile Liability Coverages

a. The University, its officers, agents, employees and volunteers shall be named as an additional insured as regards negligence by the contractor. ISO Forms CG 20 10 (for ongoing work) AND CG 20 37 (for completed work) (current forms approved for use in Louisiana), or equivalents, are to be used when applicable. The coverage shall contain no special limitations on the scope of protection afforded to the University.

b. The Contracting Party's insurance shall be primary as respects the University, its officers, agents, employees and volunteers for any and all losses that occur under the Agreement. Any insurance or self-insurance maintained by the University shall be excess and non-contributory of the Contracting Party's insurance.

## 2. Workers Compensation and Employers Liability Coverage

To the fullest extent allowed by law, the insurer shall agree to waive all rights of subrogation against the University, its officers, agents, employees and volunteers for losses arising from services performed by the Contracting Party under the Agreement.

## 3. All Coverages

a. All policies must be endorsed to require 30 days written notice of cancellation to the Agency. Ten-day written notice of cancellation is acceptable for non-payment of premium. Notifications shall comply with the standard cancellation provisions in the Contracting Party's policy. In addition, Contracting Party is required to notify the University of policy cancellations or reductions in limits.

b. The University's failure to require proof of compliance or acceptance of a non-compliant certificate of insurance shall not release the Contracting Party from the obligations of the insurance requirements or indemnification agreement.

c. The insurance companies issuing the policies shall have no recourse against the University for payment of premiums or for assessments under any form of the policies.

d. Any failure of the Contracting Party to comply with reporting provisions of the policy shall not affect coverage provided to the University, its officers, agents, employees and volunteers.

## D. ACCEPTABILITY OF INSURERS

1. All required insurance shall be provided by a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located. Insurance shall be placed with insurers with an A.M. Best's rating of A-:VI or higher. This rating requirement may be waived for workers compensation coverage only.

2. If at any time an insurer issuing any such policy does not meet the minimum A.M. Best rating, the Contracting Party shall obtain a policy with an insurer that meets the A.M. Best rating and shall submit another Certificate of Insurance within 30 days.

## E. VERIFICATION OF COVERAGE

Contracting Party shall furnish the University with Certificates of Insurance reflecting proof of required coverage. The Certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf. The Certificates are to be received and approved by the University before work commences and upon any contract renewal or insurance policy renewal thereafter.

2. The Certificate Holder shall be listed as follows:

State of Louisiana  
University of Louisiana at Monroe, Its Officers, Agents, Employees and Volunteers  
700 University Avenue  
Monroe, Louisiana 71209

3. In addition to the Certificates, Contracting Party shall submit the declarations page and the cancellation provision for each insurance policy. The University reserves the right to request complete certified copies of all required insurance policies at any time.

4. Upon failure of the Contracting Party to furnish, deliver and maintain required insurance, this Agreement, at the election of the University, may be suspended, discontinued or terminated. Failure of the Contracting Party to purchase and/or maintain any required insurance shall not relieve the Contracting Party from any liability or indemnification under the Agreement.

#### F. SUBCONTRACTORS

Contracting Party shall include all subcontractors as insureds under its policies OR shall be responsible for verifying and maintaining the Certificates provided by each subcontractor. Subcontractors shall be subject to all of the requirements stated herein. The University reserves the right to request copies of subcontractor's Certificates at any time.

#### G. WORKERS COMPENSATION INDEMNITY

In the event Contracting Party is not required to provide or elects not to provide workers compensation coverage, the parties hereby agree that Contracting Party, its owners, agents and employees will have no cause of action against, and will not assert a claim against, the State of Louisiana, its departments, agencies, agents and employees as an employer, whether pursuant to the Louisiana Workers Compensation Act or otherwise, under any circumstance. The parties also hereby agree that the State of Louisiana, its departments, agencies, agents and employees shall in no circumstance be, or considered as, the employer or statutory employer of Contracting Party, its owners, agents and employees. The parties further agree that Contracting Party is a wholly independent contractor and is exclusively responsible for its employees, owners, and agents. Contracting Party hereby agrees to protect, defend, indemnify and hold the State of Louisiana, its departments, agencies, agents and employees harmless from any such assertion or claim that may arise from the performance of this Agreement.

#### H. INDEMNIFICATION/HOLD HARMLESS AGREEMENT

1. Contracting Party agrees to protect, defend, indemnify, save, and hold harmless, the State of Louisiana, all State Departments, Agencies, Boards and Commissions, its officers, agents, servants, employees, and volunteers, from and against any and all claims, damages, expenses, and liability arising out of injury or death to any person or the damage, loss or destruction of any property which may occur, or in any way grow out of, any act or omission of Contracting Party or, its agents, servants, and employees, or any and all costs, expenses and/or attorney fees

incurred by Contracting Party or as a result of any claims, demands, suits or causes of action, except those claims, demands, suits, or causes of action arising out of the negligence of the State of Louisiana, all State Departments, Agencies, Boards, Commissions, its officers, agents, servants, employees and volunteers.

2. Contracting Party agrees to investigate, handle, respond to, provide defense for and defend any such claims, demands, suits, or causes of action at its sole expense and agrees to bear all other costs and expenses related thereto, even if the claims, demands, suits, or causes of action are groundless, false or fraudulent. The State of Louisiana may, but is not required to, consult with the Contracting Party in the defense of claims, but this shall not affect the Contracting Party's responsibility for the handling of and expenses for all claims.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**October 27, 2022**

- Item D.4.**     **University of Louisiana at Monroe's** request for approval to enter into a Student Exchange Agreement with Management College of National Defense University (MCNDU).

**EXECUTIVE SUMMARY**

The University of Louisiana at Monroe (ULM) requests approval to enter into a Student Exchange Agreement with Management College of National Defense University (MCNDU), a military academy located in Bade District, Taoyuan, Taiwan, Republic of China. MCNDU was established in May 2000 by merging Armed Forces University, National Defense Management College, Chung Cheng Institute of Technology, and the National Defense Medical Center. The proposed agreement aims to define the method of student exchange participation between the two universities. Each institution will send one to two student(s) annually for one to two-semester(s) of study each year. The proposed agreement outlines the way in which the exchange will function.

**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 to enter into a Student Exchange Agreement with Management College of National Defense University (MCNDU).*



## Office of the President

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

D.4.

October 3, 2022

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

Dear Dr. Henderson:

University of Louisiana Monroe (ULM) requests approval to enter into a Student Exchange Agreement with Management College of National Defense University (MCNDU), a military academy located in Bade District, Taoyuan City, Taiwan, Republic of China, to establish an ROTC exchange participation between the two institutions. Each institution is required to send one or two student(s) annually for one to two semester(s) of study each year.

Thank you for considering our request.

Sincerely,

Ronald L. Berry, DBA  
President

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# #TAKEFLIGHT

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



**STUDENT EXCHANGE AGREEMENT  
BETWEEN  
UNIVERSITY OF LOUISIANA MONROE  
MONROE, LOUISIANA, UNITED STATES  
AND  
MANAGEMENT COLLEGE, NDU  
TAIPEI CITY, R.O.C**

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The University of University of Louisiana Monroe (ULM) and the Management College, NDU (MCNDU) share a common mission to provide the highest quality education at the undergraduate level. It has been agreed by the above educational institutions that a formal agreement be established guidelines for further academic cooperation and exchange. Such guidelines will extend international communications between institutions which is intended to help foster student in their specialized fields.

This agreement aims to define the method of student exchange participation between the above institutions. Each institution agrees to send one or two student(s) to either institution annually for one-to two-semester(s) of study each year. The number of these students sent by both institutions may vary from year to year and thus may not be equal in certain semester.

This exchange program calls for no exchange of money between institutions. The MCNDU, represented by the Dean, and the ULM represented by its president, have agreed to the cooperation based on the following details :



### **Exchange Program Details :**

1. The exchange student will not be charged tuition, room, board and any other fees required by the institution for a period of one to two academic semesters.
2. Both institutions will provide an adequate meal plan and a dormitory room for the semester. The roommate of visiting student will be the same year and subject classmate from the host institution.
3. Students in both institutions will pre-arrange the purchase of health insurance for themselves for the period of time the cadet is participating in the exchange.
4. Students in both institutions will be expected to take no more than 18 credits in their host institution and these credits will be recognized.
5. Both institutions will appoint a staff or faculty member as an advisor for their exchange student and assist in both academic and personal matters.
6. Students in both institutions will be responsible for any costs of travel, accommodations, and meals while travelling to and from their host institution. Students arriving and departing by airline will be transported to
7. Students in both institutions must arrive at school before the new semester and depart from their host institution after completing all course obligations.
8. At the conclusion of the semester, an official academic transcript will be sent to the exchange institution.
9. Students participating in the exchange will be given all privileges enjoyed by the Students of the host institution and be required to conform to the same regulations and rules. In case of any violation immediately informed their host institution.
10. Both institutions will agree on a Crisis Management Plan which will be implemented in case of a medical, safety or legal emergency.

### **Duration and Expiration**

This agreement will become effective upon implementation by respective officers of the institutions. Both institutions will review the effectiveness of the above program once every three years for the purpose of revision and renewal. Any amendment to this agreement will be approved in writing by both parties.



If termination of this contract is required, a notice of such termination must be given four months in advance to both institutions. However, cadets who are studying during the period of such notice will be allowed to continue their study until the end of the semester when the notice is given

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Ronald L. Berry, DBA  
President  
University of Louisiana Monroe

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Chen-Yu Lin, Ph.D.  
Commandant  
Management College, NDU

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Date

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Date



## Attachment One

### **The Emergency Notification Protocol of the Exchange Program of Management College, NDU and University of Louisiana Monroe**

Upon an emergency incident that requires immediate notification, both institutions should complete the emergency incident notification. Conditions of emergency incidents are as follows:

1. Verbal / Physical sexual harassment
2. Intoxication or drug abuse
3. Cheating
4. Vandalism
5. Physical injury or threat of physical injury
6. Arrest
7. Whereabouts unknown
8. Illness
9. Hospitalization, emergency medical evacuation, or death
10. Assault with intent
11. Suicide with intent
12. Natural disaster, fire, explosion, or bomb threat
13. National unrest or terrorist attack

Before completion of a formal emergency incident notification, both institutions should first establish a method for immediate contact. Upon an emergency incident, institutions should immediately notify:

1. University of Louisiana Monroe: Office of the PMS, Army ROTC  
[Tel:+13182746245](tel:+13182746245); Email: [gsurotc@gram.edu](mailto:gsurotc@gram.edu)
2. Management College, NDU: Major Hung-Xin, Li (Assistant Professor)  
[Tel:+886977-381889](tel:+886977-381889); Email: [hungxinli@icloud.com](mailto:hungxinli@icloud.com)

When necessary, the personnel in charge of the program at both institutions should report to the executive managers at both institutions and form an emergency contingency team to continuously report back on the current situation.