BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 27, 2023

Item F.1.   **Grambling State University's** request for approval to award an Honorary Doctor of Music to Mr. Earl Stevens at the Spring 2023 Commencement Exercises.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to award an Honorary Doctor of Music to Mr. Earl "E-40" Stevens at the Spring 2023 Commencement Exercises. Mr. Stevens is a multiplatinum recording artist, actor, and entrepreneur from Vallejo, California. Mr. Stevens attending GSU during the years of 1990-91, pursuing a degree in Commercial Art.

In February 2023, Mr. Stevens expanded his philanthropic reach with a $100K donation to GSU. The funds will benefit the Music Department, the World Famed Tiger Marching Band, and the upkeep of the newly installed recording studio, which has been named in his honor.

Mr. Stevens has firmly solidified his status as a living hip-hop legend, having released several multiplatinum and gold studio albums, mixtapes, collaborations, and hit singles. Grambling State University wishes to recognize Mr. Earl Stevens for his support of higher education and Historically Black Colleges and Universities.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to award an Honorary Doctor of Music to Mr. Earl Stevens at the Spring 2023 Commencement Exercises.

Office of the President

April 27, 2023

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

**SUBJECT: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE, *DOCTOR
OF MUSIC ON EARL STEVENS***

Grambling State University respectfully requests approval to confer the honorary degree, *Doctor of Music*, on Mr. Earl Stevens at our May 12, 2023 commencement.

Mr. Stevens is a Multiplatinum recording artist, actor, and entrepreneur from Vallejo, California. Mr. Stevens attended Grambling State University during the years of 1990-1991, pursuing a degree in Commercial Art.

Stevens expanded his philanthropic reach with a $100,000 donation to Grambling State University in February 2023. The funds will benefit the Music department, the World Famed Tiger Marching Band, and the upkeep of the newly installed recording studio, which has been named in his honor.

Mr. Stevens has firmly solidified his status as a living hip-hop legend, having released several multiplatinum and gold studio albums, mixtapes, collaborations, and hit singles.

Grambling State University wishes to award Mr. Earl Stevens the honorary degree for his support of Higher Education and Historically Black Colleges and Universities.

Your favorable consideration of this request would be appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

E-40

Multiplatinum Recording Artist, Actor, Entrepreneur

Earl "E-40" Stevens is a multiplatinum recording artist, actor, and entrepreneur that hails from Vallejo, California. Over the course of his 30+ year career in the music industry, E-40 has firmly solidified his status as a living hip-hop legend, having released several multiplatinum and gold studio albums, mixtapes, collaborations and hit singles, including *"U and Dat," "Tell Me When To Go," "Choices (Yup),"* and *"Function,"* among countless others.

As a solo artist, E-40 holds the record for most solo album entries on the Billboard 200 charts by a hip-hop artist (32) and has collaborated with fellow heavyweights such as Kendrick Lamar, Lil Wayne, Big Sean and many more. He is also part of the hip-hop supergroup Mount Westmore that is comprised of himself, Snoop Dogg, Ice Cube and Too $hort that was profiled in the New York Times. As an actor, E-40 has shined in limited roles, most notably starring alongside Jamie Foxx in *"The Jamie Foxx Show."*

Beyond his accolades as an entertainer, the Vallejo native has become equally as successful as an entrepreneur, having built a robust empire in the wine and spirits industry. Since pivoting into the adult beverage space in 2013, E-40 has launched over 15 different still and sparkling wine offerings under his "Earl Stevens Selections" line, a tequila (E. Cuarenta Tequila), a cognac (Tycoon Cognac), a bourbon (Kuiper Belt Bourbon), a gin (Kuiper Belt Gin), a variety of pre-mixed cocktails (Sluricane) and a golden lager beer (E. Cuarenta Cerveza) with more to come.

In 2021, he also launched his new food brand – called *"Goon With The Spoon"* – and kicked it off with new lines of packaged sausages and burritos. Most recently in April 2022, he expanded his *"Goon With The Spoon"* offerings by introducing a line of new ice cream that comes in six different flavors, including Cookie Dough, Bourbon Vanilla, Vanilla Bean, Strawberry, Mint Chocolate and Salted Caramel. Most

recently, he unveiled a new soul food line of his "Goon With The Spoon" ice cream brand and subsequently introduced a new Chicken & Waffles ice cream flavor as the inaugural product.

Additionally, E-40 is the co-owner of The Lumpia Company, a growing Filipino food business with a restaurant in Oakland, a stand inside Oracle Park (the San Francisco Giants stadium) and a food truck in San Francisco. He is also an avid investor and has helped fund over 50+ startups, including Clubhouse, SpaceX, Ring and several others. E-40's entrepreneurship has been featured in a wide array of business outlets, including Forbes, Business Insider, Yahoo Finance, etc.

For more information on E-40, please follow him on Instagram, Twitter, Facebook, YouTube.

Item F.2. **Louisiana Tech University's** request for approval to offer the following four Undergraduate Certificates: (1) Professional Land Surveyor, (2) Health/Medical Physics, (3) Biological Visualization, and (4) Business Analytics; and the following two Graduate Certificates: (1) Health Sciences and (2) Business Data Analytics.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer four new Undergraduate Certificates and two new Graduate Certificates. In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in *Academic Affairs Policy 2.15, Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level. The Graduate Certificate, an option that has been in existence for many years, is a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credit hours.

Undergraduate Certificate in Professional Land Surveyor

The Louisiana Professional Engineering and Land Surveyors Board (LAPELS) offers certification as a Professional Land Surveyor (PLS) following successful completion of 30 credit hours of specific courses in surveying, mapping, and real property. The PLS certification is in growing demand across Louisiana and in general. The proposed UC in Professional Land Surveyor, which will encompass courses required of LAPELS for PLS, will establish a formal certificate program at LA Tech that will satisfy demand, prevent Louisiana residents from completing requirements out-of-state, and attract new students to the University. The proposed UC would effectively provide a new pathway through existing courses, allowing learners to acquire an industry-aligned credential.

Undergraduate Certificate in Health/Medical Physics

Currently LA Tech offers an emphasis in Medical Physics that prepares students for this evolving workforce as well as facilitates entry into graduate programs in this field of study. To better structure completion of necessary courses and to recognize completion of said courses in a

more formal fashion, LA Tech would like to offer the 18 credit hours of coursework within the proposed UC in Health/Medical Physics.

Undergraduate Certificate in Biological Visualization

The proposed UC in Biological Visualization will build upon the success of the Pre-Medical Illustration and Scientific Visualization minors currently offered by LA Tech. Composed of 18 credit hours, the proposed UC will provide a pathway for students to receive recognition for completing significant coursework in the design and development of biological illustrations and further enhance interdisciplinary education. The Biological Visualization field is rapidly growing and includes career paths such as Medical Illustration, Scientific Communication, Professional Health Care Medical Sales, and Freelance Design.

Undergraduate Certificate in Business Analytics

Composed of 12 hours of required coursework and one elective, the proposed UC in Business Analytics will help students develop the knowledge, skills, and abilities to excel in positions related to improving organizations and processes through the analysis of information. Students will learn to apply analytics to business problems with a focus on descriptive analytics, predictive analytics, and visualization. Students will also learn to use professional analytics tools. Such skill sets will help completers assist organizations in taking full advantage of data resources.

Graduate Certificate in Health Sciences

The proposed GC in Health Sciences will help students gain more experience, deepen their discipline knowledge, and be better prepared and more competitive for admission to graduate and professional degree programs in health-related sciences. This program will attract students who are taking a "gap year" between completing their undergraduate degree and continuing to graduate school or professional school or identifying the best career path for them. To earn the proposed GC, a student must complete 12 hours of coursework from a specified list of Biology courses with a minimum 3.0 GPA each quarter to remain in the program.

Graduate Certificate in Business Data Analytics

The four courses required of the proposed GC in Business Data Analytics (Advanced Business Data Analytics, Advanced Visual Analytics, and two electives from a specific list) will provide training in business analytics, data visualization, and data-driven decision making. In addition to training in business intelligence, the proposed GC will provide students with the ability to effectively communicate with non-technical colleagues and constituents. Students may seek the proposed GC as a stand-alone program or seek to continue in the MBA program either in-person or online.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request to offer four new Undergraduate Certificates and two new Graduate Certificates as noted.*

LOUISIANA TECH
U N I V E R S I T Y.

OFFICE OF THE PRESIDENT

November 16, 2021

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following Undergraduate Certificate effective Spring Quarter 2021:

CIP 15.1102   Professional Land Surveyor Undergraduate Certificate

The Louisiana Professional Engineering and Land Surveyors Board, LAPELS, offers licensure as a Professional Land Surveyor following successful completion of a 30-semester credit hour (SCH) set of courses approved by LAPELS, with suitable other experiences and application documentation outside of coursework (via compliance with LAPELS Rule 1527 Supervision by Licensed Professional).

As noted in the attached proposal, Louisiana Tech proposes to list and promote these courses as a certificate that can be taken by current Construction Engineering Technology (CET) students and Geographic Information Systems (GIS) students to complete the new Professional Surveyor Undergraduate Certificate. We anticipate that Civil Engineering students and external professionals seeking additional credentials will pursue the certificate. Professional Surveying is a growing area of need and career opportunity in the State of Louisiana, and this certificate will provide completers with marketable skills in a more capable workforce.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

Date: August 15, 2021

Campus:	Program: CIP, Certificate Designation, Title
Louisiana Tech University	15.1102 Construction Engineering Technology
	Title: Professional Land Surveyor Undergraduate Certificate

Institutional Contact Person & Contact Info (if clarification is needed)
Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.edu

1. Certificate Description

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

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

The Louisiana Professional Engineering and Land Surveyors Board (LAPELS) offers certification as a Professional Land Surveyor following successful completion of a 30 semester credit hour (SCH) set of courses approved by LAPELS and suitable other experiences and application documentation outside of coursework (via compliance with LAPELS Rule §1527 Supervision by Licensed Professional). Of the 30 SCH approved courses, 15 SCH are in surveying (including 3 SCH in boundary surveying), 12 SCH in mapping, and 3 SCH in real property.

The Professional Land Surveyor (PLS) certification is in growing demand across Louisiana and in general. Establishing a formal certificate program at Louisiana Tech will satisfy this demand, prevent Louisiana residents from completing certificate programs at other universities out of state, and attract new completers through the available certificate that is easily acknowledged by LAPELS as sufficient for PLS applications.

The Construction Engineering Program (CET) at Louisiana Tech presently includes many of these courses within its required curriculum or as available through various electives. These courses are offered in on-site format, with all courses already established for successful completion of the proposed certificate. In addition to the CET program, additional programs like Civil Engineering (CE) and Graphical Information Science (GIS) provide currently enrolled students as well as previously graduated students a strong foundation of courses in-place toward certificate completion.

We propose to build from Louisiana Tech University's established CET curriculum to establish a new _Professional Land Surveyor Undergraduate Certificate (UC)_. This encompasses the required 10 three-semester hour courses (30 total SCH) as approved by LAPELS. This UC in Professional Surveying would effectively provide a _new pathway_ through existing courses, allowing learners across the State to acquire industry-aligned credentials.

1. **ENGL 303 - Technical Writing:** 3 Semester Credit Hours. Prerequisite ENGL 102 Development of technical writing skills and styles; various technical writing assignments, including a technical report.

2. BLAW 441 - Real Property: Real Property. 3 Semester Credit Hours. Prerequisite SLAW 255 Estates in land, titles, deeds, mortgages, leases, land contracts, minerals, easements and successions.

3. **CVEN 254 - Plane Surveying:** 3 Semester Credit Hours. Prerequisite MATH 112 OR MATH 240 (OR PLACEMENT IN MATH 241). Theory, field measurements, and computation and error analysis associated with land, traverse, and topographic surveys.

4. **CVEN 256 - Construction Data Modeling:** 3 Semester Credit Hours. Development of civil and construction engineering drawings using computer-aided design software. Implementation of Building Information Modeling concepts for construction projects.

5. **CVEN 355 - Advanced Surveying:** 3 Semester Credit Hours. Prerequisite Civil Engineering 254. Advance error propagation theory, including an introduction to least squares. Various horizontal/vertical high precision surveys; geodetic concepts and surveys; Global Positioning Systems.

6. **CVEN 358 - Surveying for Engr and Const:** 3 Semester Credit Hours. Prerequisite CVEN 254 Horizontal/vertical curves; earthwork; topographic surveys used for drawing maps and construction plans; building, pipeline, and other construction projects; introduction to GPS.

7. **CVEN 456 - Legal Aspects in Boundary Survey:** 3 Semester Credit Hours. Prerequisite CVEN 254 or consent of instructor. Legal aspects of various boundary systems. Legal principles of boundary surveys: common statute law, written/unwritten rights and rules of evidence, property descriptions/layout.

8. **CVEN 457 - Practical Surveying:** 3 Semester Credit Hours. Prerequisite CVEN 355, CVEN 357, or CVEN 456. An on-the-

job training program; student is employed by registered professional surveyor for 300 working hours (minimum); work to be approved by program chair.

9. **GISC 250 – Introduction to Graphic Inform Sys:** 3 Semester Credit Hours. Prerequisite AGSC 201, CIS 110, FOR 201, INEN 101, MCS 246, OR CONSENT OF INSTRUCTOR. An introduction to GIS focusing on geographic concepts, data analysis, and understanding GIS software.

10. **GISC 341 – Computer Cartography:** 3 Semester Credit Hours. Prerequisite GISC 250. Elements of map interpretation and construction: creation, manipulation, and analysis of spatially defined data. Also listed as **GEOG 341.**

<u>Prerequisite Courses Note:</u> the following courses, indicated by (*), list the required pre-requisite courses supporting completion of the LAPELS approved 30 SCH course set for professional surveying licensure. Many current and prior graduates in the engineering and engineering technology fields have successfully completed these pre-requisite (*) courses.

A. **MATH 240* – Precalculus:** 3 Semester Credit Hours. Prerequisite Either (A) or (B): (A) High school trigonometry or MATH 112 and one of the following: Mathematics ACT score of 26 or better, or Mathematics SAT score of 610 (590 prior to 3-2016), or MATH 101. (B) MATH 100B/MATH 100C and MATH 112. Corequisite ENGR 120 & CHEM 100 Functions, graphs, polynomial functions; trigonometric functions, exponential and logarithmic functions and equations; inverse functions; introduction to analytic geometry. Credit will not be given for MATH 240 if credit is given for MATH 220.

   <u>OR</u>

   MATH 112* – Trigonometry: 3 Semester Credit Hours. Prerequisite Mathematics ACT score is greater than or equal to 26, or Mathematics SAT score is greater than or equal to 610 (590 prior to 3-2016), or Placement by Exam, or Math 100BandC, or MATH 101. Solution of right triangles, reduction formulas, functions of multiple angles, trigonometric equations, inverse functions, and complex numbers. Credit will not be given for MATH 112 if credit is given for MATH 212.

B. **ENGL 101* - Freshman Composition I:** 3 Semester Credit Hours. Prerequisite English ACT score is greater than or equal to 18, or Verbal SAT score is greater than or equal to 450. Standard course for first-year college students; the three stages of writing (prewriting, writing, and revision); writing essays in various modes; grammar review. LCCN:CENL1013

C. **ENGL 102* - Freshman Composition II:** 3 Semester Credit Hours. Prerequisite ENGL 101 Continues work of Composition I; includes preparation of a research paper from multiple academic sources. Statewide Transfer Agreement Course. LCCN:CENL1023

D. **BLAW 255* - Legal Environment of Business:** 3 Semester Credit Hours. Studies relations and effect of law on business, society, and the individual, including ethical considerations, history, court system, torts, government regulation, contracts, and business organization. LCCN:CBUS2103

<u>Courses 1-10 represent the specific, LAPELS approved 30 SCH courses for professional survey licensure.</u> Prerequisite Course A provides the mathematics proficiency needed to develop the core competencies delivered in courses 3-8. Prerequisite Courses B and C provide the necessary english writing proficiency to support Course 1. Prerequisite Course D provides the required business law proficiency to successfully complete Course 2. These are offered primarily in-person, on campus at Louisiana Tech. Some of these courses as well as prerequisite supporting courses (courses A-D) may have equivalent courses taught at universities and community colleges across the state.

- **Course 1:** ENGL 303 is taught on-site at Louisiana Tech University with equivalent courses taught at universities and community colleges across the state.

- **Courses 2-10** are currently taught on-site at Louisiana Tech University. Some of these courses have equivalent courses taught at universities across the state. Courses are scheduled to allow enrolled students to successfully complete them in order such that any pre-requisite is satisfied prior to scheduling of a more advanced course.

- **Course A:** MATH 240 or MATH112 are lower-level math courses taught on-site at Louisiana Tech University, and equivalent courses are taught at universities and community colleges across the state. Louisiana Tech will offer MATH 220 online in the winter and summer quarters.

- **Courses B & C:** ENGL 101 and ENGL 102 are lower-level english courses that are taught on-site at Louisiana Tech University, and equivalent courses are taught at universities and community colleges across the state.

- **Course D:** BLAW 255 is an introductory course to the legal environment of business and is taught on-site at Louisiana Tech with equivalent courses taught at universities across the state.

Many engineering, engineering technology, chemistry, and computer science students at Louisiana Tech University complete Courses A, B, C and 1 as part of their degree programs. Engineers and many others in the workforce who have completed part of an engineering or technology degree have taken Courses A, B, C and 1. Thus, many participants would be able to take advantage of existing credit and earn the certificate by completing the remaining set. Construction Engineering Technology Students at Louisiana Tech University would only need to complete one additional course to earn their certificate (Course 10). Civil Engineering Students at Louisiana Tech would only need to take six additional courses to earn the certificate (Courses D, 2, 4, 5, 6, and 9).

2. Need

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

There is growing national and state-level need for Professional Surveyors. Demand for surveyors is high, and it is projected to grow. Particularly attractive to future professional land surveyors is that demand creates good paying jobs with good benefits. According to the NSPS (National Society of Professional Surveyors), median salary is on the order of $63k, even without professional certification. Those with increased experience can earn more than $100k annually.

Surveying itself means good paying jobs for the State of Louisiana, however, beyond this there is going to be growing need that the proposed UC helps address. The average age of today's licensed, professional surveyor is about 50. Further, new technology is increasing the demand for new professionals in the field. The U.S. Department of Labor projects that across the next decade, demand for land surveyors will be greater than the average growth projected across other occupations.

Courses offered as part of this Professional Land Surveyor UC provide the foundation and opportunity to formally pursue a Professional Surveying License in the State of Louisiana. The courses are approved by LAPELS to satisfy the 30 SCH requirement. They specifically include surveying field work courses, technical writing, real estate, business law, advanced computer aided design instruction and more.

Nichols State is the only other university in the state offering a program that fulfills LAPELS required courses through the Geomatics Program. At Louisiana Tech, we are able to successfully weave the certificate requirements into the existing Construction Engineering Technology program to fully leverage both surveying and construction engineering educational elements. Further, participants may be current students at Tech, or work to complete the UC independently with the intended flexibility of the certificate programs.

3. Students

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

Students are interested in obtaining the skills needed to improve their job performance and to provide additional credentials needed for career advancement. Louisiana Tech currently offers a B.S. in Construction Engineering Technology, Civil Engineering, and GIS. The numbers of graduating students in these programs are utilized to estimate the number of PLS UC completers at the end of the first five year period. In addition to these estimates, we estimate that we will attract 2 completers each year who are not currently Louisiana Tech students, coming primarily from graduated engineers and surveyors already in the field.

	2017	2018	2019	2020	annual average	% interested PLS UC	anticipated enrollment in PLS UC
Number of Graduates from our B.S. in Const. Engineering Technology (Internal Students)	33	57	41	54	46	~15%	7
Number of Graduates from our B.S. in Civil Engineering (Internal Students)	28	24	20	27	24	~10%	2
Number of Graduates from our B.S. in GIS (Internal Students)	14	10	5	9	10	~15%	2
External students to Louisiana Tech							2

Anticipated Number of Annual Completers at the End of Five Years: 13

At the end of five years the UC will be fully stable and well advertised, providing stable numbers of completers. We anticipate a ramp of student engagement up to that point. At the five year mark, we project that 15% (an average of about 7 students per year) of our Construction Engineering Technology graduates will complete the certificate. We also estimate that an average of about 2 Civil Engineering students will complete the certificate per year. We also estimate that 2 Louisiana Tech Students from outside the College of Engineering and Science will complete the certificate each year, primarily from the GIS program at Louisiana Tech. We also estimate that the availability of the new UC will attract 2 external completers per year, form outside the university.

We estimate that the number of completers will grow by 20% each year up to the five-year mark. This will result in about 3 completers in year 1, 5 completers in year 2, 8 completers in year 3, 10 completers in year 4, and 13 completers in year 5. We estimate 39 completers within the first 5 years, including 6 from outside the university, 21 Construction Engineering Technology students at Louisiana Tech, and 12 students from other engineering and science majors at Louisiana Tech.

4. Accreditation

Describe plan for achieving program accreditation.

This UC will be accredited through the Southern Association of Colleges and Schools, as are all of the undergraduate programs in the College of Engineering and Science at Louisiana Tech University.

5. Faculty, Administration, & Other Resources

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

The Professional Land Surveyor Undergraduate Certificate (UC) will be offered primarily by existing faculty within Louisiana Tech University. For courses requiring unique specialization (CVEN456 and CVEN457), university credentialed professionals, in accordance with SACS policy, are already established and have offered these courses over the past several years. Other courses included in this UC are already offered and supported with existing faculty and administrative resources. This certificate program will not require any additional faculty, facilities, equipment, or library resources.

6. Cost

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

There are no additional costs to offer this UC program.

Projected revenue on the budget sheet is based on current tuition and fee rates as shown below:
- $1041 for a student taking a single, 3-hour course; we estimate 6 completers in the first five years at this rate, with each student taking an average of 11 courses*: $1041/course x 11 courses x 6 completers = $68,706.00
- $290 for a Louisiana Tech Construction Engineering Technology student taking a single, additional, 3-hour course; we estimate 21 completers in the first five years at this rate, with each student taking 1 additional course: $290/course x 1 courses x 21 completers = $6,090.00
- $290 for a Louisiana Tech Civil Engineering student taking a single, additional, 3-hour course; we estimate 6 completers in the first five years at this rate, with each student taking 5 additional courses: $290/course x 5 courses x 6 completers = $8,700.00

Thus, we estimate a total revenue of $83,496.00 in the first 5 years.

*required courses vary by individual depending on prior background and completed pre-requisites. A typical engineering degree background is assumed for this calculation.

CERTIFICATIONS:

Primary Administrator for Proposed Certificate	8/17/21 Date
Provost/Chief Academic Officer	10/25/21 Date
Management Board/System Office	Date

SUMMARY OF ESTIMATED <u>ADDITIONAL</u> COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution:_____ <u>Louisiana Tech University</u>_____ Date: ____<u>July 28, 2021</u>____

Certificate Program, Unit: ____<u>Professional Surveyor, Construction Engineering Technology</u>____

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

EXPENDITURES								
	FIRST YEAR		**SECOND YEAR**		**THIRD YEAR**		**FOURTH YEAR**	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	$		$		$		$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	$		$		$		$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	$		$		$		$	
GRAND TOTAL EXPENSES	$		$		$		$	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	$		$		$		$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	$2913	20	$5826	40	$8738	60	$11651	80
Fees	$2654	20	$5307	40	$7961	60	$10614	80
Other (specify)								
TOTAL	$5567	20	$11133	40	$16699	60	$22265	80

LOUISIANA TECH
U N I V E R S I T Y ®

March 21, 2022

Dr. Jeannine Kahn
Provost and Vice President of Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following undergraduate certificate:

CIP: 51.2205   Undergraduate Certificate in Health/Medical Physics

The Undergraduate Certificate in Health/Medical Physics will provide students with an 18-semester credit hour certificate. This will be accessible to physics students with an interest in the medical field and disciplines other than physics, such as chemistry, biology, and biomedical engineering.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

Date: October 31, 2021

Campus: Louisiana Tech University	Program: CIP, Certificate Designation, Title 51.2205 Health/Medical Physics
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.edu	

1. Certificate Description

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

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

The American Association of Physicists in medicine defines Medical Physics as an applied branch of physics concerned with the application of the concepts and methods of physics to the diagnosis and treatment of human diseases. A Medical Physicist is qualified to work in any of four fields: Therapeutic Radiology, Diagnostic Imaging, Nuclear Medicine, or Medical Health. The Physics program has developed a Medical Physics emphasis for students interested in the medical field, where, with few substitutions and appropriate selection of the technical electives in the curriculum, a student receives appropriate training to successfully enter a Master or PhD program in Medical Physics, a lucrative and underpopulated field. The current implementation of this emphasis has a few challenges; it requires careful planning, by both students and advisors, such that the right courses are taken and it is easy for the student to drift away and not complete the required courses. In addition, at the end, students have nothing to show for it upon completion beyond their transcript.

The certificate proposed here consists of 18 semester credit hours that have been selected in such a way that a student that completes it, in addition to all other requirements for a degree in Physics, are warrantied to have gone through all the training they need to pursue a career in Medical Physics. In addition, this certificate is accessible to students in other disciplines with interest in Medical Field, for instance, Chemistry, Biology, or Biomedical Engineering. This certificate will benefit those students pursuing a career in the Medical Field by providing additional science background.

The descriptions of the courses for the certificate are as follows:

PHYS 416: *Modern Physics* – An advanced course in general physics stressing modern developments; including special relativity, the Bohr model, Heisenberg's uncertainty principle, and an introduction to Schrodinger's equation.
or
PHYS 462: *Modern Physics for teachers*– A survey of modern physics as used by the high school teacher of physics. Emphasis is placed on experimental technics. This course cannot be used to substitute PHYS416 in the physics curriculum.

PHYS 425: *Introduction to Nuclear and Particle Physics* – Nuclear models, passage of radiation through matter, particle detection, the Standard Model of particle physics.
or
PHYS470C: *Radiation Physics*. This course cannot be used to substitute PHYS416 in the physics curriculum.

PHYS 430: *Introduction to Medical Physics* – A basic course in Physics of radiology, designed for students interested in therapeutical and diagnostic uses of ionizing radiation.

BISC 227: *Human Anatomy and Physiology II* – A continuation of BISC 225. Including structure and function of circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems.

BISC 315: *Cell Biology* – Detailed study of the structural and functional organization of the cell and the interactions of the organelles with respect to metabolism and heredity.

CHEM 351: *Biochemistry* – The chemistry of biologically important compounds including fats, carbohydrates, proteins, enzymes, Vitamins, and hormones.

2. Need

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

> New developments and instrumentation in modern medicine increase the demand for Medical Physicists. The emphasis in Medical Physics, offered by the Louisiana Tech Physics Program, in addition to preparing students for this evolving workforce, facilitate entry into MS or PhD programs in Medical Physics. Programs in Medical Physics, by relating Physics and Medicine, attract part of the population traditionally underrepresented in science, particularly women. Migration of the Medical Physicist out of the State of Louisiana is producing a negative economic impact on the state and therefore the supply of medical physicist needs to increase to the level of the demand.
>
> The program, as it is currently offered, does not provide an actual structure for the students to follow and does not provide any evidence that the students have completed the program. A certificate will provide that structure. Students will now be required to complete the certificate if they want to pursue the Medical Physics option. In return, they will have the certificate when they apply for a graduate degree in Medical Physics as a proof of their training. In addition, some of the substitutions that are allowed for those following the Medical Physics emphasis will be conditioned to the completion of the certificate, thus imposing accountability. The certificate was designed also considering students pursuing a pre-medical track in other majors. The courses covered by this certificate, that are not required by those programs, will provide additional science preparation for the MCAT and could (at the discretion of the corresponding program) be used as elective classes for their majors.

3. Students

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

> It is difficult to estimate the students' interest in this certificate since the Medical Physics emphasis is a new addition to the physics program (it has been in the catalog for just one year). Medical Physics does attract underrepresented population, particularly women, and based on this it is expected that the number of students in the Physics Program will increase. We currently have five students that have chosen to follow the Medical Physics emphasis and we believe that being able to offer them a certificate that documents the specialization it provides, will help retain those students and attract others. A few students from Biology have enrolled in PHYS430, introduction to Medical Physics, and their comments have been very praiseful. They found the class very useful for pre-med students and have expressed their opinion that this should be a mandatory course for Biology majors in the pre-med track. We believe that offering a certificate will make the additional courses worthwhile for those students as well. We estimate that with proper information, particularly from students' advisors, in addition to physics majors, more students, from other majors, will pursue it.

Year	Enrolled	Graduates
1	2	1
2	4	2
3	6	4
4	10	7
5	15	10

4. Accreditation

Describe plan for achieving program accreditation.

> This certificate will be accredited through the Southern Association of Colleges and Schools as are all the undergraduate programs in the College of Engineering & Science.

5. Faculty, Administration, & Other Resources

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

> This certificate will be overseen by the Physics Program and does not require any additional personnel or other resources. PHYS416 is required for all Physics majors and thus regularly offered, PHYS430 is currently offered every Spring, PHYS425 is an elective course, and it is offered when there are enough interested students. Two different faculty members in the program have taught this course and can teach it whenever necessary. There are at least two more faculty with appropriate expertise to teach this course. BISC227 and BISC315 are Biomedical Engineering core courses while CHEM351 is a Chemistry core course, so they are offered regularly.

6. Cost

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

> There are no additional costs to offer this certificate program. Additional revenue is expected due to the increased enrollment in some of the courses required for this concentration.

CERTIFICATIONS:

(signature) _____   2/10/23
Primary Administrator for Proposed Certificate   Date

(signature) _____   3/9/23
Provost/Chief Academic Officer   Date

_____   _____
Management Board/System Office   Date

SUMMARY OF ESTIMATED <u>ADDITIONAL</u> COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University   **Date:** October 3, 2022

Certificate Program, Unit: Physics

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

EXPENDITURES								
	FIRST YEAR		**SECOND YEAR**		**THIRD YEAR**		**FOURTH YEAR**	
	AMOUNT	FTE	Amount	FTE	**AMOUNT**	FTE	**AMOUNT**	FTE
Faculty								1
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES					$		$	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities								
Equipment								
Travel								
Supplies								
SUB-TOTAL								
GRAND TOTAL EXPENSES								

REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations								
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition			1,041	96	2,082	96	4,164	96
Fees* (#Enr x $15 x 3 SCHs)			45	4	90	4	180	4
Other (specify)								
TOTAL			1,086		2,172		4,344	

March 21, 2022

Dr. Jeannine Kahn
Provost and Vice President of Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following undergraduate certificate:

CIP: 50.0411   Undergraduate Certificate in Biological Visualization

The Undergraduate Certificate in Biological Visualization will build upon the success of the Pre-Medical Illustration and Scientific Visualization minors we currently offer and will provide students with valuable visual skill sets that can be used in many STEM fields of study. The Biological Visualization field is rapidly growing and includes career paths such as Medical Illustration, Scientific Communication, Professional Health Care Medical Sales, and Freelance Design.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

Date:

Campus: Louisiana Tech University	Program: CIP, Certificate Designation, Title CIP: 50.0411, Undergraduate Certificate, Biological Visualization
Institutional Contact Person & Contact Info (if clarification is needed) Nicholas Bustamante (nbustama@latech.edu)	

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.
** <u>Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable.</u> **

The Biological Visualization Certificate will provide a pathway for students to receive recognition for completing significant coursework in the design and development of biological illustrations and further enhance interdisciplinary education. This Certificate will allow students from a variety of academic backgrounds to gain valuable visual skill sets that can be applied to STEM fields of study. This is an ideal way to foster and encourage interdisciplinary study as this will bring together students from different majors who have a shared interest and so can approach problem-solving from their unique academic perspective. Students will learn how to accurately and dynamically articulate scientific concepts that can be utilized for research, presentations, and teaching. Visual literacy and client experience will enhance the quality of student education and make students more competitive in their respective fields. The requested addition of a Biological Visualization certificate will build upon the success of the Pre-Medical Illustration and Scientific Visualization Minors and increase accessibility to students. Currently, all courses are offered on-site (face-to-face) at Louisiana Tech University in Ruston, Louisiana.

The required courses (with catalog descriptions) are:

ART 115: Design. 3 Semester Credit Hours 6-1-3 Formal problems of the theory and practice in the elements and principles of design.

ART 125: Drawing. 3 Semester Credit Hours 6-1-3 A study of the principles underlying all creative and representation drawing

ART 303: Practice in Scientific Visualization. 3 Semester Credit Hours 0-0-3(9) Prerequisite Permission of Instructor Directed research project in scientific visualization.

ART 310: Digital Painting. 3 Semester Credit Hours 6-1-3 Prerequisite ART 125 Creative approach to the problems in painting using digital methods

<u>**Approved Art Electives (3 Credit Hours) Options include: ART 225, ART 303, ART 312, ART 392, OR ART 410**</u>

ART 225: Figure Drawing. 3 Semester Credit Hours.6-1-3 (9) Prerequisite ART 125 and ART 126. Drawing in media from models. May be repeated for credit up to 9 semester hours.

ART 303: Practice in Scientific Visualization. 3 Semester Credit Hours. 0-0-3(9) Prerequisite Permission of Instructor Directed research project in scientific visualization.

ART 312: Intermediate Digital Painting. 3 Semester Credit Hours. 6-1-3 Prerequisite ART 310 Creative approach to problems in painting using digital methods.

ART 392: Digital Modeling and Fabrication. 3 Semester Credit Hours. 6-1-3 (9) Prerequisite ART 250 An introduction to digital design and fabrication techniques within the context of contemporary art and design.

ART 410: Advanced Digital Painting
3 Semester Credit Hours. 6-1-3 (9) Prerequisite ART 310 Creative approach to advanced problems in painting using digital methods.

<u>**Approved Scienece Electives (3 Credit Hours) Options include: BISC 200, BISC 208, BISC 216, BISC 225, BISC 260, ENSC 211, ENSC 212, OR FNU 203**</u>

BISC 200: Principles of Genetics
3 Semester Credit Hours. 0-3-3 Not open to Biology majors. Fundamental laws of heredity as applied to plants, animals, and humans. LCCN:CBIO2513

BISC 208: Survey of Microbiology
3 Semester Credit Hours. 0-3-3 Prerequisite Not open to Biology majors. Fundamental concepts of microbiology, emphasizing techniques and laboratory procedures used in medically related studies.

BISC 216: Plant Biology

3 Semester Credit Hours . 0-3-3 Prerequisite BISC 130, BISC 131. Introduction to biology of plants including growth, morphology, physiology, genetics, diversity, and propagation. LCCN:CBIO2313 or LCCN:CBIO2314

BISC 225: Human Anatomy and Physiology I

3 Semester Credit Hours . 0-3-3 Prerequisite Consult with your Advisor. Introduction to human anatomy and physiology including structure and function of cells, tissues, organs and the integumentary, skeletal, muscular, and nervous systems. LCCN:CBIO2213 or LCCN:CBIO2214

BISC 261: Microbiology

3 Semester Credit Hours . 0-3-3 Prerequisite CHEM 100, CHEM 101; BISC 130, BISC 131. Designed for students majoring in science. Course will cover topics in clinical, applied, environmental, and eukaryotic microbiology. LCCN:CBIO2124

ENSC 211: Introduction To Environmental Sciences

3 Semester Credit Hours . 0-3-3 Basic laws, principles, and issues related to the causes, effects, and controls of environmental problems including human-environment interactions. Credit will not be given for ENSC 211 if credit is given for BISC 211. LCCN:CEVS1103

ENSC 212: Conservation and Management of Natural Resources

3 Semester Credit Hours . 0-3-3 Introduction to the management of renewable natural resources including the use, conservation, and sustainability of these resources. Credit will not be given for ENSC 212 if credit is given for BISC

FNU 203: Basic Human Nutrition

3 Semester Credit Hours . 0-3-3 Functions of various nutrients and their interrelationships in children and adults with emphasis on personal food habits and selection.

2. Need

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

The complex nature of modern society requires individuals to combine knowledge from different disciplines to solve difficult problems and to make meaningful contributions. For today's students, this means learning how to combine what they learn in different classes to meet the needs of the modern workplace and of society as a whole. Interdisciplinary education that teaches individuals how to integrate ideas from science and technology with visual design and communication will thus be essential to preparing the next generation to be engaged citizens and effective employees. The Biological Visualization field is growing rapidly and there are many avenues for individuals with the necessary production skills to fit within the industry. Career paths include Medical Illustration, Scientific Communication, Professional Health Care Medical Sales, and Freelance Designer. The skills students learn will allow each individual to find and choose a path into the industry that is right for them. Biological Visualization has relevance to many disciplines including art, biochemistry, bioengineering, biological sciences, graphic design, integrated health studies, neuroscience, nursing, nutrition science and public health. Those who can leverage both their knowledge and artistic skill to visualize science will have an advantage when presenting their research or seeking employment. No other university in the ULS system offers a Biological Visualization Certificate. This is needed as it allows Louisiana Tech to give students the opportunity to gain this knowledge they wouldn't otherwise be able to attain within the ULS university system.

3. Students

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

There has been interest in Biological Visualization from both Art/Design students as well as from students across campus including Biology, as well as outside of our current Louisiana Tech student base.

Year 1 we project 5 students will enroll in the certificate program. This is based on current interest and declared minors.

Year 2 we project 5 additional students (10 total) we anticipate a steady level of enrollment from this point forward.

Year 3 we project 5 additional students (15 total).

Year 4 we project 5 additional students (20 total).

Year 5 we project 5 additional students (25 total (5 students from Year 1 graduate)). From here, we anticipate an annual enrollment of five students in the certificate program.

4. Accreditation

Describe plan for achieving program accreditation.

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

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?
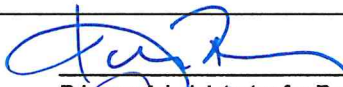
The present schedule of course offerings will meet the needs of program projections. No additional resources will be required unless the program projections are exceeded. The current cohort is approximately 10 students per classification (Freshman-Senior); the projected certificate enrollment, in addition to the majors would not occupy current courses past their capacities. If the program, combined certificate and degree students, exceeds approximately 20 per cohort, additional resources would be required. The proposed certificate will be housed in the School of Design, the home School of the Pre-Medical Illustration and Scientific Visualization Minors.

6. Cost

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

The proposed certificate can be delivered with existing resources.

CERTIFICATIONS:

_____   2/9/23
Primary Administrator for Proposed Certificate   Date

_____   3/8/23
Provost/Chief Academic Officer   Date

_____   _____
Management Board/System Office   Date

SUMMARY OF ESTIMATED <u>ADDITIONAL</u> COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution:_____   Date: _____

Certificate Program, Unit: Certificate in Biological Visualization, School of Design

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

EXPENDITURES								
	FIRST YEAR		**SECOND YEAR**		**THIRD YEAR**		**FOURTH YEAR**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$0		$0		$0		$0	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	$0		$0		$0		$0	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$0		$0		$0		$0	
Equipment								
Travel								
Supplies								
SUB-TOTAL	$0		$0		$0		$0	
GRAND TOTAL EXPENSES	$0		$0		$0		$0	
REVENUES								
Amount & Percentage of Total Anticipated From:	**AMOUNT**	**%**	**AMOUNT**	**%**	**AMOUNT**	**%**	**AMOUNT**	**%**
State Appropriations	$0		$0		$0		$0	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	$0		$0		$0		$0	

November 16, 2021

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following Undergraduate Certificate effective Spring Quarter 2021:

CIP 30.7102   Business Analytics Undergraduate Certificate

The Undergraduate Certificate in Business Analytics helps students develop the knowledge skills, and abilities to improve organizational operations and process through the analysis of information. Demand for professionals who have the ability to analyze business, management, and market data are in high demand. We anticipate a steady growth in enrollment from students across disciplines.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

Date:

Campus: Louisiana Tech University	Program: CIP, Certificate Designation, Title 30.7102 Business Analytics Undergraduate Certificate in Business Analytics
Institutional Contact Person & Contact Info (if clarification is needed)	Chris Martin, Ph.d., Dean COB

1. Certificate Description

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

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

The Business Analytics undergraduate certificate helps students develop the knowledge, skills, and abilities to excel in positions related to improving organizational operations and processes through the analysis of information. Students learn to apply analytics to business problems with a focus on descriptive analytics, predictive analytics, and visualization. Students will also learn to use professional analytics tools.

Curriculum (Note: All courses are 3 credit hours unless noted otherwise.)
Required courses (12 hours):
QA 432 – Intermediate Business Statistics
CIS 348 – Business Analytics (NEW CLASS)
CIS 448 – Advanced Business Analytics (NEW CLASS)
ECON 452 - Descriptive and Predictive Analytics (NEW CLASS)

Elective courses (6 hours):
CIS 323 – Database System Management
ACCT 308 – Managerial Cost Accounting
ACCT 439 – Accounting Analytics
ECON 409 – Managerial Economic Analysis
ECON 451 – Research Methods in Economics
FINC 430 – Financial Modeling and Data Analytics
FINC 451 – Research Methods in Finance
MGMT 474 – Logistics Technology, Innovation and Management
CIS 419 – Visual Analytics (NEW CLASS)

(Note: Other relevant courses may be used as electives subject to approval by the administering academic department.)

2. Need

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

Organizations are awash in a sea of data, but few are able to take full advantage of their data resources. Organizations in Louisiana and the region are no different. Individuals with the ability to analyze business data are in high demand, and this demand is expected to increase. According to the United States Bureau of Labor Statistics, demand for management analysts is expected to grow by 11% between 2019 and 2029. Market research analyst positions are expected to grow 18%, and operations research analyst positions are projected to increase by 25% over the same period. These positions are well compensated, with the median salaries for of $85,260, $63,790, and $84,810 for management, market research, and operations research analysts respectively. The number of positions across these three job categories is expected to increase by over 400,000 by 2029.

The College of Business' mission statement specifically mentions that producing leaders who are analytically and technologically skilled. The proposed certificate brings these two elements together. Further, recent stakeholder surveys and focus groups indicate that the College's stakeholders see analytics as an area of need and as a significant opportunity for the College. Finally, one of the College's strategic goals for 2021-2026 calls for academic innovation in the area of analytics.

Currently, four public Louisiana universities (Grambling State University, Louisiana State University, Nichols State University, and Northwestern State University) offer undergraduate minors or certificates in data or business analytics. Because undergraduate students are inclined to pursue certificates at their home institution, a program at Louisiana Tech University does not unnecessarily duplicate existing programs.

3. Students

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

Enrollment in CIS405 (Business Analytics) offers an indicator of potential student interest in the proposed program. This course is not required by any program, but has increased in enrollment from 5 students in Winter 2017-2018, to 27 students in Winter 2020-2021. Although the program will be available to students across campus, it is likely that the most demand will come from business majors. The College of Business has experienced a noteworthy increase in enrollments, growing from 1,147 students in Fall 2014 to 1,466 in Fall 2020, which makes it the fastest growing college at Louisiana Tech University.

Taking these data into account, we anticipate the following enrollments:

Students	Year 1	Year 2	Year 3	Year 4	Year 5
First year	15	25	30	35	40
Second year	0	15	25	30	35
Enrollment	15	40	55	65	75

These estimates are based on an initial enrollment of 15 students, growing by five students per year. We believe that these are conservative estimates.

4. Accreditation

Describe plan for achieving program accreditation.

The program will be included as part of the College of Business' next AACSB accreditation reaffirmation, which will occur in 2025.

5. Faculty, Administration, & Other Resources

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

Initially, no additional full-time faculty will be required, assuming that currently open positions are filled. The program will be use faculty from across the college, with required courses delivered by several departments (Computer Information Systems, Marketing and Analytics, and Finance and Economics. Electives will be offered in these departments as well as Accounting and Management.

6. Cost

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

The proposed certificate can be delivered with existing resources initially, although it may be necessary to either hire part-time faculty to free qualified faculty to teach program courses. These courses should not exceed $10,000 per year. When program enrollments warrant additional course sections, additional faculty may be required.

CERTIFICATIONS:

_____
Primary Administrator for Proposed Certificate

Date 9/9/21

_____
Provost/Chief Academic Officer

Date 10/25/21

_____
Management Board/System Office

Date _____

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University

Date: 9/8/2021

Certificate Program, Unit: Business Analytics Undergraduate Certificate, College of Business

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

EXPENDITURES	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	$5,000		$5,000		$10,000		$10,000	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	$5,000		$5,000		$10,000		$10,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	$0		$0		$0		$0	
GRAND TOTAL EXPENSES	$5,000		$5,000		$10,000		$10,000	

REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	$		$		$		$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	13,883		37,020		50,903		60,158	
Fees								
Other (specify)								
TOTAL	$13,883		$37,020		$50,903		$60,158	

Note: Revenue is based on each student taking two additional three-hour classes per year. $154.25 per hour tuition rate was used. This was derived by dividing the 2020-2021 tuition ($1,851 per quarter) by the maximum number of credit hours covered by that tuition (12).

Catalog Descriptions for Required and Elective Classes

Required Classes:

QA 432 – Intermediate Business Statistics
0-3-3 Prerequisite QA 233
Statistical Analysis of ANOVA, independence, goodness-of-fit, regression, time series, forecasting, and non-parametric methods. Emphasis on the applications using analysis tools used by practitioners.

CIS 348 – Principles of Business Analytics
0-3-3 Prerequisite CIS 125 & QA 233
Provides fundamental knowledge related to the use of data analytic techniques in business. Topics include big data, problem formulation, data exploration and visualization.

CIS 448 – Advanced Business Analytics
0-3-3 Prerequisite CIS 348
Advanced topics in business analytics will be examined. Topics include cluster analysis, A/B testing, machine learning, and data visualization.

ECON 452 – Descriptive and Predictive Analytics
0-3-3 Prerequisite CIS 348
Descriptive data analytics focuses on understanding historical data while predictive analytics estimates the relationship between various measurements in order to evaluate future possible outcomes.

Elective Classes:

CIS 323 – Database System Management
0-3-3 Prerequisite CIS 315
Managing and communicating the data resource using database principles and user-oriented data languages.

ACCT 308 – Managerial Cost Accounting
0-3-3 Prerequisite ACCT 202 and QA 233
A study of cost systems; accounting peculiar to manufacturing enterprises; making cost statements; and solving cost problems.

ACCT 439 – Accounting Analytics
0-3-3 Prerequisite ACCT 304, ACCT 307, ACCT 308, ACCT 413, CIS 310, and QA 233
A capstone course focused on data analytics, data management and other information technologies from the perspective of accounting professionals as strategic business partners.

Catalog Descriptions for Required and Elective Classes

ECON 409 – Managerial Economic Analysis
0-3-3 Prerequisite ECON 202
Lectures and cases emphasizing economic principles as used in managerial decision-making. Includes analysis of demand, cost and price relationships, price decision, risk and uncertainty, and capital investment.

ECON 451 – Research Methods in Economics
0-3-3 Prerequisite QA 233 and ECON 312
An introduction to conducting research in Economics, covering topics of developing a testable research hypotheses, conducting background research, gathering and analyzing data, and basic econometrics. (Cannot be taken for credit if student has credit for FINC 451.)

FINC 430 – Advanced Financial Management
0-3-3 Prerequisite FINC 319
The case method is used to apply decision-making procedures to realistic problems in financial management.

FINC 451 – Research Methods in Finance
0-3-3 Prerequisite QA 233 and FINC 318
An introduction to conducting research in Finance, covering topics of developing a testable research hypotheses, conducting background research, gathering and analyzing data, and basic econometrics. (Cannot be taken for credit if student has credit for ECON 451.)

MGMT 474 – Logistics Technology, Innovation and Management
0-3-3 Prerequisite MGMT 333
Course topics include supply chain strategy, logistics information systems, order management and fulfillment, inventory, forecasting, transportation, warehousing, materials handling, and facility network design.

CIS 419 – Visual Analytics
0-3-3 Prerequisite CIS 348
Analytics will be examined. Topics include problem definition, data preparation, and the use of analytic techniques to solve business problems.

LOUISIANA TECH
U N I V E R S I T Y®

OFFICE OF THE PRESIDENT

September 30, 2022

Dr. Jeannne Kahn
Provost and Vice President of Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following Graduate Certificate effective Winter Quarter 2022-2023:

CIP:34.0199   Graduate Certificate in Health Sciences

The Graduate Certificate in Health Sciences will help students to gain more experience, deepen their discipline knowledge, and be better prepared and more competitive for admission to graduate and professional degree programs in health-related sciences.   Additionally, the growing workforce needs in health care may necessitate professionals to return to school for additional coursework and preparation to meet workplace demands.   We anticipate steady growth in enrollment from students and professionals across disciplines.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

The Graduate Certificate in Health Sciences will contribute to the enhancement of the health professional workforce in north Louisiana and beyond through both hands-on and in-person course offerings as well as remote educational opportunities.

Date: July 7, 2022

Campus: Louisiana Tech University-Ruston	Program: CIP: 34.0199, Graduate Certificate Title - Graduate Certificate in Health Sciences
Institutional Contact Person & Contact Info: Dr. Jamie Newman; 318-257-2622; Associate Dean for Research & Graduate Studies, College of Applied & Natural Sciences	

1. Certificate Description

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

The Graduate Certificate in Health Sciences at Louisiana Tech University is designed to achieve the following goals:

1. Prepare students for application to health professional schools (Medical, Osteopathic, Dental, Physician Assistant, Physical Therapy, Occupational Therapy, Nursing, Veterinary, etc.)
2. Prepare students for careers in health-related fields
3. Provide a more advanced, in-depth, and hands-on learning experience for students who require or desire a deeper knowledge of health science-related fields
4. Support the continuing education of Louisiana Tech students who are seeking to further their education with advanced course offerings
5. Support and enhance health care workforce needs

This program will attract students who are taking a "gap year" between completing their undergraduate degree and continuing to graduate school or professional school or identifying the best career path for them. More and more students are taking this year to gain more experience, deepen their discipline knowledge, and be better prepared overall and more competitive for admission to graduate and professional degree programs. In addition, the growing workforce need in health care may require professionals to return to school for additional coursework and education. Here we propose a program that will help a student achieve these goals and be a stronger candidate and employee in the future.

To earn the certificate, a student must complete 12 hours of course work with an earned GPA of 3.0 or higher. Complete list of available courses along with mode of delivery are attached.

All listed courses are currently offered on a rotating schedule. No new courses will need to be developed and staffed. Some of the courses are 100% on-line and there are enough courses listed in this modality that a student could complete the requirements on-line.

2. Need

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

There is a need for trained professionals in all areas of health care. Many are being asked now to have additional expertise, education, or experience not previously offered in their degree programs. There are also many areas of health care not explored by our undergraduates during traditional four-year degree programs. This graduate certificate will offer both recent college graduates and professionals already in the workforce the opportunity to continue their education, fill gaps in knowledge, add to a breadth of knowledge, and be that much more prepared and contribute that much to their profession.

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

The certificate in Health Sciences offers students the opportunity to continue learning and expand their education in health-related fields. Recent college graduates may not have had an opportunity to explore courses in disciplines outside of their major and so may be looking for new information or opportunity in new fields of study. Professionals who are already in the workforce may find additional education and skills that will enhance their job performance or afford them greater professional opportunity. Offering a myriad of courses allows students to learn new information, develop new skills, and build new relationships they may not have had the opportunity to acquire in more structured degree programs.

Some, but not all of the courses have pre-requisites, again providing opportunity and flexibility within the curriculum to meet the goals and interests of the enrolled student.

The Graduate Certificate in Health Sciences is being proposed to motivate students to continue in their education, expand their professional opportunities, and enhance their competitiveness for professional and graduate school. Students may decide to continue in a graduate degree program at Louisiana Tech and may be able to apply the courses they take to those programs as is appropriate.

4. Accreditation
Describe plan for achieving program accreditation.

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

5. Faculty, Administration, & Other Resources
How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Graduate faculty from the various units within the College of Applied & Natural Sciences will be responsible for teaching all courses. The program will be monitored by the Associate Dean of Graduate Studies in the College. It is anticipated that approximately 5 students will enroll in the Graduate Certificate in Health Sciences program during the first year, increasing to 10 in the second year and beyond. If demand increases beyond this level, adjuncts who have extensive professional experience may be recruiting or faculty overloads may be offered to teach additional sections and meet the needs of our students.

6. Cost

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

The graduate certificate requires four (4) graduate courses selected by the student from a list representing various areas in health sciences. There are no additional costs associated with the addition of certificate students to any of the courses offered unless the demand begins to exceed seats in sections and overloads for faculty become necessary to meet the needs of the students. If additional sections of the courses are added to accommodate students seeking the Graduate Certificate, qualified adjuncts with extensive professional experience or full-time Louisiana Tech faculty will be compensated at the university's designated pay rate.

CERTIFICATIONS

_____
Primary Administrator for Proposed Certificate

9/30/22
Date

_____
Provost/Chief Academic Officer

9/30/22
Date

_____
Management Board/System Office

_____
Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: <u>Louisiana Tech University</u>   Date: <u>July 7, 2022</u>

Certificate Program, Unit: <u>Graduate Certificate in Health Sciences, Graduate Program College of Applied & Natural Sciences</u>

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty								
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	$0		$ 0		$0		$ 0	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	$		$		$		$	
TOTAL EXPENSES	$0		$ 0		$0		$ 0	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	5		10		10		10	
Tuition (assuming 1 course per student per term)	Est. $3,870		Est. $7,740		Est. $7,740		Est. $7,740	
Fees	Est. $1,855		Est. $3,710		Est. $3,710		Est. $3,710	
*Other (specify)								
TOTAL REVENUES	$5,725		$11,450		$11,450		$11,450	

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

Louisiana Tech University
College of Applied and Natural Sciences

Graduate Certificate, Health Sciences
Coursework only: 12 semester credit hours

Program Director: Associate Dean of Graduate Studies, College of Applied & Natural Sciences

The Graduate Certificate in Health Sciences is designed to strengthen a student's application to a professional or graduate health care degree program or to enhance a student's career preparation in a health care related field. The program offers affordable hands-on and applied learning experiences related to several health care career fields, including but not limited to Physician Assistant, Physical Therapist, Dentist, Physician, and Veterinarian.

Admissions Requirements for Graduate Certificate, Health Sciences

- Bachelor's degree in health-, animal science-, or biology-related discipline OR the following courses
    - College-level Introductory Biology for majors
    - College-level Introductory Chemistry
- 3.0 cumulative undergraduate GPA
- GRE is not required
- Submission of all official admission documents to the Graduate School

Curriculum and Program Requirements

Graduate Certificate

- 12 semester hours with a minimum cumulative GPA of 3.0 each quarter to remain in the program. Any courses may be taken from those listed below if all pre-requisites have been met prior to registration for the course.

Biology Courses

- BISC506: Graduate Endocrinology (3)
- BISC508: Graduate Bacterial Genetics (3)
- BISC511: Graduate Developmental Biology (3)
- BISC512: Graduate Immunology (3)
- BISC514: Graduate Advanced Genetics (3)
- BISC518: Graduate Molecular Biotechnology (3)
- BISC520: Evolution (3)

- BISC521: Principles of Cell & Molecular Biology (3)
- BISC522: Graduate Molecular Biology (3)
- BISC526: Graduate Histology (3)
- BISC529: Graduate Stem Cell Biology (3)
- BISC531: Graduate Medical Genetics (3)
- BISC555: Graduate Molecular Techniques (3)
- BISC557: Graduate Genetic Engineering (3)
- BISC562: Graduate Virology (3)
- BISC563: Graduate Cancer Biology (3)
- BISC568: Graduate Biostatistics (3)
- BISC591: Graduate PCR Methods & Applications (3)
- BISC592: Graduate Protein Analysis (3)
- BISC593: Graduate Animal Behavior (3)

Health Information Management Courses (Completion of HIM 502, 506, 511, and 523 may earn a Graduate Certificate in Health Informatics)

- HIM 500: Health Care Compliance (online)
- HIM 502: Database Architecture (online)
- HIM 503: Medical Vocabularies and Classification Systems (online)
- HIM 505: Health Informatics Advanced Statistical Methods (online)
- HIM 506: Health Information Security and Application (online)
- HIM 510: Introduction to Health Informatics (online)
- HIM 511: Project Management (online)
- HIM 513: Evaluation of Information Systems (online)
- HIM 521: EHR Infrastructure (online)
- HIM 520: Consumer Health Informatics (online)
- HIM 523: Healthcare Information Analysis (online)
- HIM 530: Leadership in Healthcare (online)

Nutrition courses

- FNU 501: Nutrition Programs & Policy (online)
- FNU 523: Recent Advances (online)
- FNU 543: Nutrition & Worksite Wellness (online)
- Additional courses available with approved pre-requisites

OFFICE OF THE PRESIDENT

November 17, 2022

Dr. Jeannne Kahn
Provost and Vice President of Academic Affairs
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following Graduate Certificate effective Fall Quarter 2023-2024:

CIP: 521201   Graduate Certificate in Business Data Analytics

The Graduate Certificate in Business Data Analytics will provide students training in business data analytics, data visualization, and data-driven decision making. Students will be trained in business intelligence and effective communication with non-technical colleagues. Since the demand for data analytics professionals is at an all-time high, our students would be able to meet the growing needs of their employers. We anticipate steady growth in enrollment, especially as the certificate will be offered in person and online.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

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

Date:

Campus: Louisiana Tech University-Ruston	Program: CIP – 521201, Certificate Designation – Graduate Certificate, Title - Graduate Certificate in Business Data Analytics
Institutional Contact Person & Contact Info Dr. William McCumber, 318-257-4528 – Associate Dean of Graduate Programs and Research, College of Business	

1. Certificate Description

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

The College of Business at Louisiana Tech University proposes a new Graduate Certificate in Business Data Analytics. The certificate will provide training in business data analytics, data visualization, and data-driven decision-making. In addition to training in business intelligence, the certificate will train students in effective communication with non-technical colleagues. The proposed curriculum includes four courses. The College already offers an MBA concentration in Business Data Analytics. Thus, the Certificate will be both a *stand-alone program* for those seeking specific skills, and an *embedded program* whereby all students completing the MBA with a concentration in Business Data Analytics will also receive the Certificate.

All Certificate students will take CIS 506 Advanced Business Data Analytics and CIS 507 Advanced Visual Analytics. Students will then choose two electives to complete the Certificate from the following: ACCT 539 Accounting Analytics, FINC 527 Advanced Financial Analytics, and ECON 551 Research Methods in Economics and Finance. CIS 506 will be offered beginning in the Spring, 2023 term. CIS 507 is a new course that will be available in the Fall, 2023 term. All other courses are already offered in person on the Louisiana Tech College of Business campus.

The Certificate in Business Data Analytics will be available online beginning the fall 2023 term.

2. Need

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

The Graduate Certificate in Business Data Analytics answers a need in Louisiana, the region, and globally. The demand for data analytics professionals is at an all-time high. According to the US Bureau of Labor Statistics, employment for business statisticians will increase 32 percent over the next decade, making it one of the fastest growing professions in the country. The growth of business data analytics careers is driven by the rise in big data and machine learning technologies used by companies across industries. These technologies allow businesses to make real-time strategic decisions, respond to changing market trends and consumer demands, spot and respond to changes in supply chain mechanics, and make key personnel decisions. There are many employers in the region who would benefit from the availability of employees credentialed in business data analytics. The following is a partial list of major employers whose workers may consider the proposed program:

Monroe/West Monroe

- Lumen Technologies (Technology)
- Entergy (Energy)
- Glenwood Medical Center (Health Care)
- Graphics Packaging (Paper)
- St. Francis (Health Care)
- Vantage Health Care (Insurance)

Shreveport Bossier

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

Ruston

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

Eldorado

- Murphy USA (Energy)
- Deltic Timber (Materials)
- The Systems Group (Materials)
- Anthony Forest Products (Materials)

These companies all need employees with advanced knowledge and skills in business data analytics. A Graduate Certificate in Business Data Analytics will help employees meet organizational needs while they continue working in their jobs. The certificate will benefit not only the organizations but also the employees themselves with potential increased earnings from completing the graduate certificate.

When the Certificate is offered online the reach will be global, benefitting companies, regions, and whole economies.

The Certificate will benefit employees without the burden of having to complete an entire Masters degree; other programs in the State of Louisiana, e.g. a Masters of Science in Data Analytics or an MBA in Data Analytics, are full graduate programs. The Certificate will allow employees to gain only the skills they need. The University of New Orleans has a Graduate Certificate in Data Analytics, but the program is offered by the College of Science's Department of Mathematics and is not geared toward business decision-making.

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

The Certificate in Business Data Analytics offers students, whether they have an undergraduate or a graduate degree, the opportunity to expand their skills and knowledge base to meet the growing needs of their employers with regard to analytical decision making. "Big data" and machine learning technologies are no longer relevant and available only to the largest corporations. Small and medium sized enterprises are now able to compete with larger corporations via these technologies and methodologies, leveling the playing field for regional companies to compete globally. Students will benefit from increased education and skills in business analytics, while their companies will become more competitive as they are better able to make better-informed strategic decisions in real time.

Students may seek the Certificate as a stand-alone program or may seek to continue in the MBA program either in person or online, and may be able to apply the courses they take to the MBA program as appropriate.

It is anticipated that the Certificate will enroll 25-50 students in the first year, including MBA students enrolled in the concentration in Business Data Analytics. When the Certificate is available online we expect rapid growth. Further, the Certificate is competitively priced compared to full graduate programs (e.g. Masters in Data Analytics).

4. Accreditation
Describe plan for achieving program accreditation.

None of the courses in the Graduate Certificate are assessed through accreditation at this time.

5. Faculty, Administration, & Other Resources
How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Current COB Graduate faculty and AACSB qualified adjunct instructors will be responsible for teaching all courses. The Associate Dean of Graduate Programs and Research in the COB will administer the courses/certificate program. Additional faculty will be needed based on increased demand. It is anticipated that approximately 25-50 students will enroll in the Graduate Certificate in Business Data Analytics program during the first year. The graduate certificate requires four (4) graduate business courses to complete. For estimating costs, each student could take six hours over two quarters or three hours over four quarters to complete the certificate. If 50 new students were added in the first year, two (2) new course overload sections would be required for each quarter. Thus, a total of eight overload classes (i.e., 2 extra sections per quarter X 2 classes taken by each student X 2 quarters of taking classes) at $5,000/overload class would be needed to accommodate the additional 50 new students. In the following four years, an additional 50 new students are anticipated each year to enroll in the graduate certificate program. Therefore, two additional course overloads valued at $5,000 will need to be added each subsequent year. The expected sources of revenue will come from the additional tuition and fees or flat rate paid by the new students who enroll in certificate courses. Please refer to the document titled "Summary of Estimated Additional Costs/Income for Proposed Certificate" for detailed expenses and income. If Certificate students instead take one course per term for four terms, both revenues and costs will increase more slowly than estimated in the Summary, below.

6. Cost

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

Extra costs will be incurred in order to offer additional core MBA course sections given the anticipated increased demand created by the Graduate Certificate in Business Administration. Additional costs are expected to be $40,000 in the first year, $60,000 in the second year, $80,000 in the third year, $100,000 in the fourth year, and $120,000 in the fifth year. Costs are expected to remain flat at the fifth year level for future years. Refer to the document titled "Summary of Estimated Additional Costs/Income for Proposed Certificate."

CERTIFICATIONS:

_____
Primary Administrator for Proposed Certificate

November 12, 2022
_____
Date

_____
Provost/Chief Academic Officer

11/17/22
_____
Date

_____
Management Board/System Office

_____
Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Louisiana Tech University   Date: October 6, 2022

Certificate Program, Unit: Graduate Certificate in Business Data Analytics, Graduate Programs College of Business

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	$40,000	^50	$ 60,000	^75	$80,000	^125	$ 100,000	^175
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	$40,000		$ 60,000		$80,000		$ 100,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	$		$		$		$	
TOTAL EXPENSES	$40,000		$ 60,000		$80,000		$ 100,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	50		75		125		175	
Tuition (assuming 2 courses per student per term at Tech Online flat rate of $475/hour)	Est. $142,500		Est. $213,750		Est. $356,250		Est. $498,750	
Fees N/A with flat rate	N/A		N/A		N/A		N/A	
*Other (specify)								
TOTAL REVENUES	$142,500		$213,750		$356,250		$498,750	

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 27, 2023

Item F.3.   **Nicholls State University's** request to name its Accounting and Finance Department in the College of Business the "J.B. Falgoust Department of Accounting and Finance."

EXECUTIVE SUMMARY

A donor has made a substantial donation to Nicholls State University on behalf of the College of Business and wishes to name the Department of Accounting and Finance the "J.B. Falgoust Department of Accounting and Finance." This naming right will commence with Board approval and continue in perpetuity.

Mr. Joseph B. Falgoust was a lifelong resident of the community near Nicholls State University and passed away in December of 2022 at the age of 95. Mr. Falgoust was a U.S. military veteran. He returned home after World War II and attended Loyola University in New Orleans to pursue a degree in accounting. In 1951 he began his banking career and rose within the ranks of the bank from clerk to serve as Bank President and CEO as well as Chairman of the Board of First American Bank until his retirement in 2014 after 63 years of banking service.

Mr. Falgoust and his family were active in the community and supported Nicholls and the College of Business. Likewise, First American Bank supports the University and is the employer of many alumni of the College of Business. Nicholls and the College of Business join First American Bank in a desire to recognize Mr. Falgoust for his lifetime of achievements and permit his name to be placed upon the Department of Accounting and Finance at Nicholls State University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to name its Accounting and Finance Department in the College of Business the "J.B. Falgoust Department of Accounting and Finance."*

Nicholls State University

Office of the President

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

April 5, 2023   *Via Electronic Transmittal Only*

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the April 27, 2023 meeting of the Board of Supervisors for the University of Louisiana System:

Name Accounting & Finance Department
"J.B. Falgoust Department of Accounting & Finance".

Thank you for your assistance in this matter.

Sincerely,

Jay Clune, PhD
President

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

Item F.4.   **Southeastern Louisiana University's** request for approval to offer an Undergraduate Certificate in Sales Leadership and a Graduate Certificate in Sport Management.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval to offer an Undergraduate Certificate in Sales Leadership and a Graduate Certificate in Sport Management. Both proposed certificates can be offered at no cost to the institution since courses required of the programs are already being taught.

The proposed UC in Sales Leadership will help meet the demand for entry level sales positions and sales leaders in the region served by SLU and across the state. Developed in direct response to demand from employers and with input from SLU's Professional Sales Advisory Board, the proposed UC requires completion of an English elective, Communications elective, 300-level Marketing course, MRKT 321: Professional Selling, MRKT 421: Advanced Professional Selling, and MRKT 425: Sales Leadership. By offering a sales certificate, SLU can provide tremendous value to Louisiana businesses by reducing their training and education costs for new hires while enhancing the Louisiana workforce to meet the needs of industry.

The proposed GC in Sport Management was developed following interest from both undergraduate and graduate students at SLU, as well as guidance from their Sports Management Advisory Board. Nationally, as well as locally, attaining a job in the sport industry is increasingly competitive, resulting in growing demand for employees with knowledge and experience in the sport industry beyond the undergraduate degree. The proposed 15-credit-hour GC will prepare students with the knowledge and skills to become versatile, independent, and creative professionals who are equipped to successfully lead and manage sport related programs. As a 100% online program, this will also provide flexibility and cater to working adults who are already employed in the sport industry or wish to become employed in the sport industry.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request to offer an Undergraduate Certificate in Sales Leadership and a Graduate Certificate in Sport Management.*

SOUTHEASTERN
LOUISIANA UNIVERSITY

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

Re: Proposal for an Undergraduate Certificate in Sales Leadership
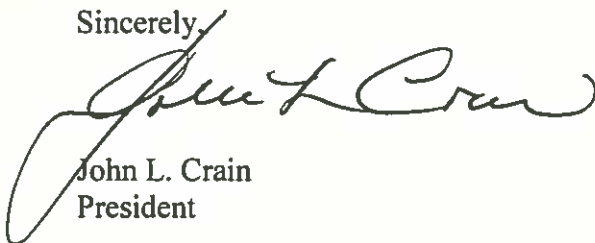
Dear Dr. Henderson:

Southeastern Louisiana University requests that its proposal to develop a new Undergraduate Certificate in Sales Leadership be placed on the agenda for the April meeting of the University of Louisiana System Board of Supervisors. This program is listed as a planned new degree program on the 2022 Statewide Academic Plan approved September 21, 2022 by the Board of Regents.

The proposed undergraduate certificate in Sales Leadership will help meet the demand for entry level sales positions and sales leaders in our region and across the state. According to data provided by the Louisiana Workforce commission (laworks.net), as of June 2022 there were 1,283 available sales or sales management jobs in our region that require experience or education beyond a high school degree. In addition, 8 of 13 job listings under LWC Sales Leadership have 4 or more stars. Southeastern's Sales Leadership Certificate will help meet the needs of industry to have trained individuals in sales and sales management. Further, research conducted on behalf of the Sales Education Foundation has found that companies spend approximately $180,000 training and developing each newly hired sales professional. By offering a sales certificate, Southeastern can provide tremendous value to Louisiana businesses by reducing their training and education costs for new hires while enhancing the Louisiana workforce to meet the needs of industry.

The program was developed in direct response to demand from employers. Southeastern's Professional Sales Advisory Board made up of corporate partners and alumni provided guidance on developing the certificate.

Your consideration of this request is appreciated.

Sincerely,

John L. Crain
President

Attachment

Academic Degree Program Proposal Form
A.A. Policy 2.04: Academic Planning and Degree Program Proposals

A. Overview

Institution Name: Southeastern Louisiana University		Designation (flagship, statewide, regional, HBCU, 2-year): Regional		
College/School/Division: College of Business		Academic Department: Marketing and Supply Chain Management		
Degree Designation[a]: Undergraduate Certificate (UC)	Proposed Degree Name: Undergraduate Certificate (UC) in Sales Leadership	CIP Code: 52.1801	Credit Hrs[b]: 18	Contact Hrs[c]:
Planned Implementation Semester/Term & Year: Fall 2023		Was this program listed in the most recent Three-year Academic Plan? [x] Yes [ ] No		

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] 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.
[c] If applicable.

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

Program Purpose and Objectives

To help meet the demand for entry level sales positions and sales leaders in our region and across the state, Southeastern proposes an undergraduate certificate in Sales Leadership. The program consists of 3 hours of English, 3 hours of communication, and 12 hours of upper-level courses in marketing, professional selling, and sales leadership.

This proposal addresses the need to increase the number of credentialed and skilled Louisiana citizens in the workforce. Southeastern's Sales Program will adequately prepare individuals from diverse backgrounds for high paying, in-demand careers.

Student Learning Objectives:
-To build students' understanding of the role of sales in business performance.
-To improve students' sales acumen through real-world learning methods that are aligned with industry.
-To introduce potential sales professionals to career opportunities through industry partnerships.

---

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.

AACSB-International does not accredit certificate programs.

The sales program has met requirements to be invited to join the University Sales Center Alliance (USCA) as an Associate Member and to be included in the Sales Education Foundation (SEF) "Top Sales Programs" list. The USCA and SEF require programs to adhere to specific quality standards. These organizations provide significant support for sales programs through instructional guidance and insights from industry professionals to sales educators.

Additionally, the SEF and USCA, offer members comprehensive research agendas for sales researchers and external funding for selected research projects of high importance to industry.

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
   [X] 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:_____

5. If this proposal is for a Master's 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.

   N/A

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.

   This program is consistent with the Southeastern Louisiana University's role, scope, and mission to lead the educational, economic, and cultural development of southeast Louisiana. Southeastern services employers and communities in our region wanting to hire sales professionals as we have seen an increase in request to hire students trained in this area. Adding the Sales Leadership Certificate option assists in meeting the needs of regional economic development. Economic development is a critical component that drives economic growth by creating new job opportunities and facilitating an improved quality of life.

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

This program aligns with the following goals in the university's strategic plan:

1.2 The University will provide relevant curricula, emphasizing scholarship and an innovative, engaging pedagogy that creates an intellectually stimulating environment.
- The sales leadership certificate makes this highly successful curriculum accessible to non-marketing majors.

1.3 The University will pursue non-traditional markets and non-traditional delivery methods.
- Once established, the goal is to offer 100% online to other markets and adult learners.

1.7 The University will offer a broad array of non-degree, mission-appropriate activities that meet the needs of the region.
- The sales leadership certificate was created in response to employer feedback.

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)

Initially, the program will be offered traditionally. Once established, the goal is to begin offering 100% online.

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

N/A

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

No formal partnerships for the certificate, however the certificate was developed with significant input from the corporate partners of the Professional Sales Program at Southeastern.

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

Internship credit will count toward the certificate.

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

This certificate is closely aligned with the Professional Sales Concentration at Southeastern which has demonstrated significant success in student placement for students of all backgrounds. It is expected that this certificate will expand those opportunities for all students.

C. Need

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

> According to data provided by the Louisiana Workforce commission (laworks.net), as of June 2022 there are 1,283 available sales or sales management jobs in our region that require experience or education beyond a high school degree. In addition, 8 of 13 job listings under LWC Sales Leadership have 4 or more stars. Southeastern's Sales Certificate Program will help meet the needs of industry to have trained individuals in sales and sales management. Further, research conducted on behalf of the Sales Education Foundation has found that companies spend approximately $180,000 training and developing each newly hired sales professional. By offering a sales certificate, Southeastern can provide tremendous value to Louisiana businesses by reducing their training and education costs for new hires while enhancing the Louisiana workforce to meet the needs of industry.

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.

> The program was developed in direct response to demand from employers. Southeastern's Professional Sales Advisory Board made up of corporate partners and alumni provided guidance on developing the certificate. The Advisory Board includes representatives of Northwestern Mutual, Republic National Distributing Company, United Rentals, Republic Finance, Sherwin Williams, and Fastenal.

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

> Initially, the certificate program would serve our local and regional markets with face-to-face delivery. The longer-term goal would be to offer the program online and serve a larger market.

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).

> Letters of support are provided in the appendix A.

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. There are
    [ ] Service Area Data   [x] State Data   [x] National Data

Related Occupation	LWC Star Rating	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings	Average Salary
Sales Managers	5	397,900 US 2,780 LA	425,800 US 3,070 LA	27,900 US 290 LA	7.0 US 10.4 LA	37,000 US 270 LA 37,000 nationally 334 currently advertised in state	$52,846 entry $173,910 experienced
First-Line Supervisors of Non-Retail Sales Workers	4	37,6400 US 2470 LA	35,7600 US 2490 LA	18,800 US 20 LA	-5 US 0.8 LA	30,600 US 220 LA 37 currently advertised in state	$35,732 entry $113,829 experienced
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4	132,7500 US 19,260 LA	138,6800 US 21,230 LA	59,300 US 1970 LA	4.5 US 10.2 LA	137,800 US 2,160 LA 63 currently advertised in state	$30,740 entry $107,422 experienced
Sales Engineers	4	63,800 US	68,800 US	5,000 US	7.8 US	19 currently advertised in state	$51,661 entry $132,288 experienced
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	4	29,8200 US 2,720 LA	31,6500 US 3,040 LA	18,300 US 320 LA	6.1 US 11.8 LA	31,700 US 310 LA 116 currently advertised in state	$23,913 entry $122,480 experienced
Securities, Commodities, and Financial Services Sales Agents	3	46,6300 US 2,740 LA	48,5800 US 3,030 LA	19,500 US 290 LA	4.2 US 10.6 LA	42,500 US 280 LA	$33,456 entry $51,196 typical

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)	No. Graduates in past year
University of Louisiana at Monroe	UC Selling and Sales Management	Approved 3/24/2021 – results unavailable

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.

According to the Sales Education Foundation, over 50% of college graduates end up in a sales role at some point in their career regardless of degree, yet few actually take a sales course because it isn't required in the curriculum. This certificate provides a route to get the training needed.

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

The current sales concentration is available only to marketing majors. This certificate will make professional sales training accessible to non-marketing students across the university and provide them with a credential to signal their training.

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
Sales Managers	● Scheduling software ● Customer relationship management CRM software ● Cloud-based data access and sharing software
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	● Sales and marketing software ● Office suite software ● Customer relationship management CRM software
Sales Engineers	● Spreadsheet software ● Presentation software ● Enterprise resource planning software
Securities, Commodities, and Financial Services Sales Agents	● Financial analysis software ● Web page creation and editing software ● Customer relationship management CRM software
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	● Cloud-based data access and sharing software ● Video conferencing software ● Customer relationship management CRM software

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.

> **Student Learning Outcomes:**
> - Students will understand how to effectively communicate in a sales context.
> - Students will apply consultative and critical-thinking sales techniques through the sales process.
> - Students will demonstrate their professional sales skills to potential employers.
>
> How and when outcomes will be assessed:
> -Students will understand how to effectively communicate in a sales context.
> Assessment method: Student sales presentations will be assessed using a rubric by industry professionals.
> When will they be assessed: Students will be assessed in MRKT 421.
>
> -Students will apply consultative and critical-thinking sales techniques through the sales process.
> Assessment method: Student sales presentations will be assessed using a rubric by industry professionals.
> When will it be assessed: In the sales-focused courses: MRKT 421.
>
> -Students will demonstrate the ability to be an effective team member.
> Assessment method: Team project
> When will it be assessed: Achievement of project deliverables, instructor observation, and peer evaluation in MRKT 425.

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 Outcomes
Critical Thinking/Problem Solving	Through hands-on activities such as role-playing and projects in the program, students build their critical thinking and problem-solving skills.
Oral/Written Communications	Oral communication skills are a key component of the courses included in the certificate. There are also opportunities to improve written communication skills.
Teamwork/ Collaboration	There are several opportunities to build teamwork and collaboration through the courses in the certificate program.
Digital Technology	Certifications and technological software training are built into some of the courses for students to build those skills.
Leadership	Building leadership skills is a key component of the Sales Leadership Certificate.
Professionalism/ Work Ethic	Professionalism and work ethic are tied strategically into courses to prepare students for the workforce.
Career Management	There are numerous interactions with industry professionals in the certificate program who discuss career management and give students access to resources.
Equity and Global/Intercultural Fluency	Students are exposed to the importance of inclusiveness, sensitivity, and the ability to interact with all people in the professional sales environment.
Other (list others)	N/A

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)
Scheduling software	The use of scheduling software such as Google calendar invites and through CRM are encouraged as part of the sales process.
Customer relationship management CRM software	Students are taught how to use customer relationship management (CRM) software such as Salesforce as part of the sales process.
Cloud-based data access and sharing software	The process of how to manage and share documents is taught in courses.
Sales and marketing software	Courses in the certificate program offer students certifications in programs such as Hubspot.
Office suite software	There are multiple applications that students are trained to use including Microsoft Office Powerpoint for presentations, Word for written communication, and Excel for analysis.
Spreadsheet software	The use of Excel in the sales process is encouraged.
Presentation software	The Sales Leadership Certificate courses give students multiple opportunities to use presentation software such as Powerpoint or Google Slides.
Enterprise resource planning software	Students are exposed to ERP options available such as Oracle.
Financial analysis software	Some courses discuss the importance of using financial analysis software to assess their financial performance and plan for the future.
Web page creation and editing software	Social selling skills are emphasized through the use of site such as Facebook and LinkedIn.
Cloud-based data access and sharing software	There are multiple opportunities to learn how to access and organize documents through resources such as Dropbox or Google Drive.
Video conferencing software	Students gain the ability to present information in virtual settings through resources such as Zoom, Webex, or GoogleMeet.

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.

AACU HIPs	
First Year Experience	Collaboration with first year experience activities on campus to interact with potential certificate students (optional)
Undergraduate Research	There are opportunities to collaborate with undergrads on sales research as part of courses (optional)
Common Intellectual Experiences	A learning community exists for students seeking this certificate as they are in common courses with other sales students (required)
Diversity/Global Learning	Study abroad courses are options for students seeking this certificate (optional)
Learning Communities	There are common threads that overlap among courses students in the certificate would take (required)
ePortfolios	White traditional ePortfolios are not incorporated, students complete several certificates that they are encouraged to promote on their resume and LinkedIn (required)
Writing Intensive Courses	Students engage in intensive writing in some of the potential courses that could be taken toward this certificate (optional)
Service-Learning, Community-based Learning	Experiential learning with community partners is a key component of several courses in this certificate program (required)
Collaborative Assignments & Projects	There are a variety of team-based assignments and projects students engage in as part of the certificate (required)
Internships	Internships will be available for students seeking a sales leadership certificate. Companies are consistently reaching out to hire sales interns each semester (optional but encouraged)
Capstone Courses and Projects	Students in the certificate engage in high-level, hands-on activities such as role-play competitions in the advanced courses through application of concepts learned (required)

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. Identify courses that are applicable to the alternative tracks.
    ● 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.

    See Appendix B

23. Check all proposed program modes of delivery that apply:
    [X] On campus (<50% online)
    [ ] Hybrid (51-99% online)
    [ ] 100% online
    Initially, the certificate program would serve our local and regional markets with face-to-face delivery. The longer-term goal would be to offer the program with hybrid and fully online options to serve a larger market.

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)

PLA is available at Southeastern at the undergraduate level (i.e. AP credit, CLEP, Military Credit, Departmental Credit Exam, etc.) but PLA credit does not apply to the courses required for this certificate.

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.

There is no plan to use Open Education Resources (OER). Southeastern assists in affordability of resources through the textbook rental program, which has a fixed textbook rate per course, regardless of the number of books per course.

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

No special preparation required for admission outside of admission to the University.

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

[ ] High school CTAE   [X] Employers
[ ] High school STEM   [ ] Community organizations
[ ] Career academies   [ ] Professional associations
[ ] 2-year college   [X] Other Programs at your Institution
[ ] 4-year college/university [X] Other Partner

List specific partners for each category checked above.

-High School DECA organizations
-Employers in the area
-Have started meeting with other departments on campus to create a pipeline

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

From a pipeline standpoint, the sales leadership certificate is an appealing option as students from across many areas of study are able to stay in their degree program and can stack some courses to go toward the certification.

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

Southeastern's Professional Sales Program has companies who are partners of the program to support internships and full-time employment opportunities for students.

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.

Success of sales leadership certificate graduates will be assessed through employment statistics.

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.

Inputs from multiple sources provide support for interest in the program. Growth in the number of students in the sales curriculum since its inception in 2018, inquiries made by students both inside and outside of the College of Business, and interest expressed by stakeholders such as alumni and employers.

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

Freshman Cohort	Sophomore Year Retention Rate		Junior Year Retention Rate		6-year Graduation Rate	
	College	University	College	University	College	University
2013 (n=272)	61.00%	62.10%	52.60%	51.10%	40.80%	53.50%
2014 (n=259)	66.40%	64.30%	56.70%	52.50%	44.40%	39.20%
2015 (n=268)	60.40%	n/a	45.10%	n/a	39.90%	37.60%
2016 (n=240)	67.10%	65.90%	56.70%	54.90%		
2017 (n=240)	68.80%	67.30%	60.00%	55.70%		
2018 (n=263)	68.40%	68.20%	60.80%	57.50%		
2019 (n=271)	69.70%	72.10%	58.30%	56.90%		
2020 (n=314)	60.50%	64.20%				
2021 (n=259)	66.80%					

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*	10	5	11	14
Lost to Attrition	-2	-3	-5	-5
New to the institution	0	0	5	5
Shifted from existing programs within your institution (as a certificate program, this will add on to existing programs)	0	15	15	15
Total Enrollment	**8**	**17**	**26**	**29**
Graduates	3	5	12	21
Carry forward base enrollment for next year	5	12	14	8

*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.

We used the average retention rates of the University (68%)

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.

> The program will be marketed through 1.) high schools (i.e. DECA Programs), 2.) through employers to potential candidates who might like to accelerate their career, 3.) on-campus to current students who want additional credentialing and 4.) online through the website and social media to students and graduates who are looking for a specialized sales career who might not be exposed to the types of opportunities the program offers.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template (attached at the end). 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?

> The sales program has partnered with corporate sponsors to offset potential extra fees such as equipment or travel for events that might hinder someone who cannot afford the additional costs.

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.

> These indirect costs are tied into the tuition and fees associated with the students taking the courses in the certificate program.

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

> N/A

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.

> There are currently 3 qualified faculty teaching sales courses in the Department of Marketing and Supply Chain Management. There are also 2 other qualified faculty who could teach sales courses. If the number of students enrolled in the courses increases to a significant level, there will be a need to hire an additional faculty member. If the increase in numbers brings in additional revenue, the need to bring in another faculty member will be justified. The only anticipated challenge may be recruiting qualified sales faculty if needed based on demand.

b. How will current faculty be redirected to this program from existing programs?

Courses included in the certificate program are currently being taught by existing faculty. There is no need to redirect faculty. No need for additional faculty is anticipated unless demand for the program exceeds current expectations.

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

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

N/A

F3. Facilities

42. Where will the program be offered? Mark all that apply.
    [X] 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				
Fine Arts Spaces				
Classrooms		X		
Meeting Rooms		X		
Student Study Space				
Shared Space with other campus units				
Other (Role-Play Rooms)		X		

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

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

*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 as a new Sales Lab was completed in 2020.

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.

N/A

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.

No.

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
N/A: New equipment & technology purchased in 2020			
Total Technology and Equipment Costs	**0**	**0**	

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
Low enrollment	Low	Low	The program will be actively promoted within the college and to external stakeholders.
Recruiting qualified faculty if program grows significantly.	Medium	Medium	Enrollment can be managed. Actively recruiting at conferences and national sales competitions.

Northwestern Mutual®

Paul Gerald Hodge
Managing Director
Wealth Management Advisor

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November 7, 2022

Louisiana Board of Regents
Enhancement Program Committee
P.O. Box 3677
Baton Rouge, Louisiana 70821-3677

To Whom It May Concern:

It is my pleasure to write a letter in support of the Undergraduate Certificate in Sales Leadership being submitted by Southeastern Louisiana University. This certificate will improve student readiness and increase employment opportunity. Northwestern Mutual has been working with Southeastern's Sales Program since 2018 through mentoring students, guest speaking, judging role-play competitions, and conducting on-campus interviews. We have been impressed by the faculty and students' efforts and have seen significant growth in this program and in the students.

We believe this certificate will help train a currently unserved market for roles in sales and improve the employability of students. I submit this letter without hesitation in support of the value of providing this opportunity.

Thank you for your time and consideration,

Paul Hodge
Managing Director
Northwestern Mutual Northshore

Alexis Ducorbier Ins Agcy Inc
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November 4, 2022

Louisiana Board of Regents
Enhancement Program Committee
P.O. Box 3677
Baton Rouge, Louisiana 70821-3677

Dear Committee Members,

As a member of the advisory board for Southeastern's College of Business and a donor to Southeastern's Sales Program, I am writing in support of the proposed Undergraduate Certificate in Sales Leadership. This certificate will have a significant positive impact on employment opportunity for students an on the quality of college graduates that employers have to select from. Employers in our region are constantly working to recruit strong salespeople.

I have participated directly in the Professional Sales Program. These students develop real, transferrable skills that are a competitive advantage in the employment marketplace. The preparation offered to these students will be unparalleled and will significantly address an employer need in our area. The certificate program will extend this opportunity to students in degree programs outside of marketing.

Sincerely,

Alexis Ducorbier

Providing Insurance and Financial Services

November 16, 2022

Louisiana Board of Regents
Enhancement Program Committee
P.O. Box 3677
Baton Rouge, Louisiana 70821-3677
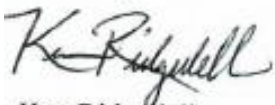
Dear Committee Members,

Please accept this letter of support for the Undergraduate Certificate in Sales Leadership which Southeastern Louisiana University College of Business has submitted for approval. The training that will be offered by this program is vital in preparing Southeastern students with skills required to be highly marketable and to address employer demands.

As Career Services director at Southeastern, I interact with a large number of local and regional businesses in an effort to help them meet their employee recruiting needs. This certificate will offer tremendous opportunities expand the access to students to help them develop their communications and presentation skills. All students, regardless of their major, should learn how to sell themselves and their ideas. This certificate has the potential to impact all of Southeastern students by providing them with a credential as well as skills. Within the Career Services department, we see an exceptional opportunity to support our students' employability and preparation through this certificate as well as meeting the expressed needs of employers.

I strongly support this application.

Sincerely,

Ken Ridgedell
Director of Career Services
Southeastern Louisiana University

Office of Career Services • SLU 10492 • Hammond, LA 70402 • 985-549-2121 • Fax: 985-549-2126
careerservices@selu.edu • www.selu.edu/career
A member of the University of Louisiana System

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APPENDIX B: MAP OF CURRICULUM

- 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. Identify courses that are applicable to the alternative tracks.
- List all major course requirements. Indicate the word "new" beside new courses.
- Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.

The certificate program is built based on the Professional Sales Concentration offered in Southeastern's Marketing degree. The proposed curriculum consists of 18 credit hours of coursework, with more than half being upper-level courses. All courses are existing courses. No new courses are needed. The specific course requirements include:

Course Prefix and #	Course Title and Credit Hours	New or Existing Course?	Semester Offered
ENGL Elective	Any college-level English course*	Existing	Fall, Spring, and Summer
COMM Elective	Any college-level Communications course*	Existing	Fall, Spring, and Summer
MRKT 300+	300-level marketing course	Existing	Fall, Spring, and Summer
MRKT 321	Professional Selling (3 hours)	Existing	Fall, Spring, and Summer
MRKT 421	Advanced Professional Selling (3 hours)	Existing	Spring
MRKT425	Sales Leadership (3 hours)	Existing	Fall

*English and Communications electives reinforce essential reading, writing, and communications skills and provide for a foundation necessary for success in a sales role.

Descriptions of Directed Courses:

MRKT 321- Professional Selling. [LCCN: CMKT 3203, Personal/Professional Selling (Upper Level)] Prerequisite: Junior standing. A study of the principles of salesmanship; including background for selling, and the selling process, with special emphasis on the oral sales presentation by the student.

MRKT 421- Advanced Professional Selling. Prerequisite: MRKT 321. An advanced course in sales intended to develop a high level of competence in professional sales skills. Role playing and interactive exercises, negotiation exercises, lectures, and the use of CRM in sales will develop sales competence in students to a high level. Students will participate in multiple presentations where knowledge of sales techniques and outcomes, and the development of professional sales skills will be emphasized.

MRKT 425- Sales Leadership. Prerequisite: Marketing 303. A study of the principles and concepts of sales planning and control. Emphasis is placed on the organization of sales departments, developing territories, motivating salesmen, and control over sales operations.

Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21:
The Sales Leadership Certificate curriculum is designed to prepare career-ready students for success in the workplace. Selling is a fundamental part of every business; knowing how to effectively and persuasively sell an idea, a product, a service, point of view, or even yourself is critical to long-term success. Through coursework, role-plays, and projects, students develop persuasive communication skills that build long-term relationships. With a strong understanding of the consultative selling process, students are prepared for a career in sales, sales management, and sales leadership in any organization or industry.

SUMMARY OF ESTIMATED <u>ADDITIONAL</u> COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: <u>Southeastern Louisiana University</u>   **Date: <u>October 4, 2022</u>**

Certificate Program, Unit: <u>Undergraduate Certificate in Sales Leadership, Department of Marketing & Supply Chain Management in the College of Business</u>

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

EXPENDITURES									
	FIRST YEAR			**SECOND YEAR**		**THIRD YEAR**		**FOURTH YEAR**	
	AMOUNT		**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$ 0			$ 0		$ 0		$ 0	
Graduate Assistants									
Support Personnel									
Fellowships and Scholarships									
SUB-TOTAL EXPENSES	$ 0			$ 0		$ 0		$ 0	
		AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities		$		$		$		$	
Equipment									
Travel									
Supplies									
SUB-TOTAL		$ 0		$ 0		$ 0		$ 0	
GRAND TOTAL EXPENSES		$ 0		$ 0		$ 0		$ 0	
REVENUES									
Amount & Percentage of Total Anticipated From:	**AMOUNT**		**%**	**AMOUNT**	**%**	**AMOUNT**	**%**	**AMOUNT**	**%**
State Appropriations	$			$		$		$	
Federal Grants/Contracts									

State Grants/Contracts									
Private Grants/Contracts									
Tuition	$2,235		100	$4,470	100	$6,705	100	$11,175	100
Fees									
Other (specify)									
TOTAL	$2,235			$4,470		$6,705		$11,175	

APPENDIX D: SACSCOC FACULTY ROSTER
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: ___Southeastern Louisiana University_____

Name of Primary Department, Academic Program, or Discipline: ____Undergraduate Certificate in Professional Sales __

Academic Term(s) Included: ___Summer 2022, Fall 2022, Spring 2023_____ Date Form Completed: 4/03/2023

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 *to be taught*, 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
Mike Budden (F)	Summer 2022 MRKT 319: CONSUMER BEHAVIOR, 3 (UT) MRKT 695: SPECIAL TOPIC IN MRKT, 3 (G) Fall 2022 MRKT 319: CONSUMER BEHAVIOR, 3 (UT) MRKT 331: RETAILING, 3 (UT) Spring 2022 MRKT 319: CONSUMER BEHAVIOR, 3 (UT) MRKT 331: RETAILING, 3 (UT) MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 673: MARKETING ADMINISTRATION, 3 (G)	University of Arkansas PHD Business Administration - Dissertation in Marketing	
Terri Root (F)	Summer 2022 MRKT 432: MARKETING RESEARCH, 3 (UT) MRKT 342: ADVERTISING, 3 (UT) Fall 2022 MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 432: MARKETING RESEARCH, 3 (UT) MRKT 342: ADVERTISING, 3 (UT) Spring 2022 MRKT 342: ADVERTISING, 3 (UT) MRKT 432: MARKETING RESEARCH, 3 (UT) MRKT 442: ADVANCED ADVERTISING, 3 (UT)	Louisiana State University A&M PHD Business Administration - Marketing	

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 *to be taught*, 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**
Mike Jones (F)	Summer 2022 MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 444: MRKT MANAGEMENT, 3 (UT) Fall 2022 MRKT 319: CONSUMER BEHAVIOR, 3 (UT) MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 673: MARKETING ADMINISTRATION, 3 (G) Spring 2022 MRKT 319: CONSUMER BEHAVIOR, 3 (UT) MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 442: ADVANCED ADVERTISING, 3 (UT)	University of Missouri-Columbia PHD Agric Economics	Has 18 + graduate hours in Marketing.
Cally Berner (F)	Summer 2022 MRKT 373: SOCIAL MEDIA & DIGITAL MRKT,3(UT) Fall 2022 MRKT 373: SOCIAL MEDIA & DIGITAL MRKT,3(UT) MRKT 444: MRKT MANAGEMENT, 3 (UT) MRKT 310: FOUNDATIONS OF MARKETING DESIG, 3 (UT) Spring 2022 MRKT 373: SOCIAL MEDIA & DIGITAL MRKT,3(UT) MRKT 444: MRKT MANAGEMENT, 3 (UT)	Southeastern Louisiana University MBA Business Administration	Has 18 + graduate hours in Marketing.
April Kemp (F)	Summer 2022 MRKT 314: PUBLIC RELATIONS, 3 (UT) MRKT 321: PERSONAL SELLING, 3 (UT) MRKT 391: MARKETING INTERNSHIP, 3 (UT) Fall 2022 MRKT 314: PUBLIC RELATIONS, 3 (UT) MRKT 425: SALES MANAGEMENT, 3 (UT) MRKT 321: PERSONAL SELLING, 3 (UT) MRKT 391: MARKETING INTERNSHIP, 3 (UT) MRKT 392: MRKT INTERNSHIP, 3 (UT) Spring 2022 MRKT 391: MARKETING INTERNSHIP, 3 (UT) MRKT 421: ADVANCED PROFESSIONAL SALES, 3 (UT) MRKT 321: PERSONAL SELLING, 3 (UT) MRKT 392: MRKT INTERNSHIP, 3 (UT)	University of South Alabama PHD Business Administration-Marketing	

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 *to be taught*, 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
Juliana White (F)	Summer 2022 MRKT 205: SOCIAL MEDIA AND PERSONAL BRAN, 3 (UT) Fall 2022 MRKT 205: SOCIAL MEDIA AND PERSONAL BRAN, 3 (UT) MRKT 303: PRINCIPLES MRKT, 3 (UT) Spring 2022 MRKT 303: PRINCIPLES MRKT, 3 (UT)	Louisiana State University A&M PHD Marketing	
Tim Butler (F)	Fall 2022 MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 321: PERSONAL SELLING, 3 (UT) Spring 2022 MRKT 321: PERSONAL SELLING, 3 (UT) MRKT 303: PRINCIPLES MRKT, 3 (UT) MRKT 673: MARKETING ADMINISTRATION, 3 (G)	University of Alabama PHD Marketing	

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

Re: Proposal for a Graduate Certificate in Sport Management
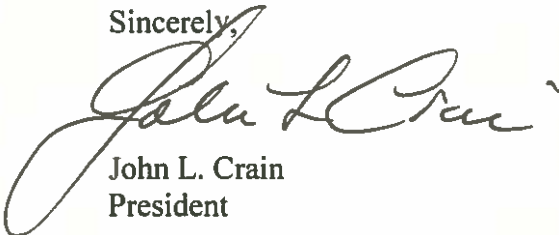
Dear Dr. Henderson:

Southeastern Louisiana University requests that its proposal to develop a new Graduate Certificate in Sport Management be placed on the agenda for the April meeting of the University of Louisiana System Board of Supervisors. This program is listed as a planned new degree program on the 2022 Statewide Academic Plan approved September 21, 2022 by the Board of Regents.

The purpose of the Graduate Certificate in Sport Management at Southeastern is to prepare students with the knowledge and skills to become versatile, independent, and creative professionals who are equipped to successfully lead and manage sport-related programs. Students will have the opportunity to engage in a variety of instructional strategies and endeavors to develop their critical thinking and problem-solving skills requisite for the global sport industry. This 100% online program will also provide flexibility and cater to working adults who are already employed or wish to become employed in the sport industry.

The Sport Management certificate was developed following interest from both undergraduate and graduate students at Southeastern, as well as guidance from our Sport Management Advisory Board. Nationally, as well as locally, attaining a job in the sport industry is increasingly competitive, resulting in growing demand for employees with knowledge and experience in the sport industry beyond an undergraduate degree.

Your consideration of this request is appreciated.

Sincerely,

John L. Crain
President

Attachment

Academic Degree Program Proposal Form

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

A. **Overview**

Institution Name: Southeastern Louisiana University		Designation (flagship, statewide, regional, HBCU, 2-year): Regional		
College/School/Division: College of Nursing & Health Sciences		Academic Department: Kinesiology & Health Studies		
Degree Designation[a]: GC	Proposed Degree Name: Graduate Certificate in Sport Management	CIP Code: 31.0504	Credit Hrs[b]: 15	Contact Hrs[c]:
Planned Implementation Semester/Term & Year: Fall 2023		Was this program listed in the most recent Three-year Academic Plan? [√] Yes [] No		

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations

[b] 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.

[c] If applicable.

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

> The purpose of the Graduate Certificate in Sport Management at Southeastern is to prepare students with the knowledge and skills to become versatile, independent, and creative professionals who are equipped to successfully lead and manage sport related programs. Students will have the opportunity to engage in a variety of instructional strategies and endeavors to develop their critical thinking and problem-solving skills requisite for the global sport industry. As a 100% online program, this will also provide flexibility and cater toward working adults who are already employed in the sport industry or wish to become employed in the sport industry.
>
> The Sport Management certificate was developed following interest from both undergraduate and graduate students at Southeastern. Nationally, as well as locally, attaining a job in the sport industry is increasingly competitive thus the demand for employees with knowledge and experience in the sport industry beyond an undergraduate degree is growing.
>
> Kinesiology and Health Studies has a robust undergraduate Sport Management program with many of our students interested in pursuing graduate studies in the field. While Tulane offers a Master's and certificate program, this would fill a void for those wishing to pursue a certificate at a public institution as LSU only has a fully online master's degree in Sport Management with no sport-related certificates. The interest amongst our current graduate students is evidenced by the fact that we were able to offer KIN 697 (Sport Finance) for the first time in several years in an online format, with 16 students enrolling in the course despite it being an elective for most of these students.
>
> The primary objectives of the Graduate Certificate in Sport Management are below:
>
> Objectives: Completers will acquire skills necessary to:
> 1.   Demonstrate an understanding of the socio-cultural dimensions of sport.
> 2.   Demonstrate an understanding of the law and implications relative to sport and fitness.
> 3.   Evaluate the knowledge and skills needed for the sport professional to successfully manage facilities and events.
> 4.   Appreciate the role of sport in education and the social environment.
> 5.   Develop an understanding of financial management, planning and budgetary components of the sport industry behavior.
> 6.   Develop problem solving and decision-making abilities to maximize success in the sport industry.
> 7.   Discuss and communicate topics regarding sport and its relationship in society.
> 8.   Demonstrate and appreciation of the social significance of sport in America and abroad.

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.

> COSMA does accredit graduate programs (master's and doctoral), but not certificates. However, the undergraduate Sport Management degree program at Southeastern Louisiana University has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, CO, USA. The Sport Management program in the following degree is accredited by COSMA: Bachelor of Science in Sport Management.

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
   [**X**] 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:____N/A_____

5. If this proposal is for a Master's 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.

   N/A: Certificate Program Only

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.

   The Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of Southeast Louisiana. In addition, Southeastern provides an array of programs and services specifically designed to meet the needs of regional economic development.

   The proposed graduate Sport Management certificate aligns with the mission of the institution as the certificate supports the educational and economic development of southeast Louisiana, which has a plethora of sport industry related opportunities. In addition, the Vision 2025 plan for Southeastern has six strategic priorities, of which, the proposed graduate certificate aligns perfectly with Strategic Priority #1 (To engage a diverse population of undergraduate and graduate learners with meaningful experiences).

   The Sport Management Program Mission is to prepare students with the knowledge and skills to become versatile, independent, and creative learners. Students have the opportunity to engage in a variety of instructional strategies and endeavors to develop their critical thinking and problem-solving skills requisite for the global sport industry. The Sport Management Program Vision is to be a regional leader in the sport management field, recognized for quality undergraduate preparation, and strong linkages with area partners, preparing graduates for various careers in a competitive industry.

   The Guiding Values of the Sport Management Program are to:
   • Strive for overall excellence.
   • Respect individual difference, opinions/ideas.
   • Connect theory to practical fieldwork.
   • Facilitate critical thinking and problem solving in coursework and practical settings.
   • Communicate, collaborate, and network among regional sport management practitioners.

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

Southeastern's Strategic Priorities are:

1. To engage a diverse population of undergraduate and graduate learners with powerful experiences.
2. To enrich and strengthen faculty and staff support and morale.
3. To increase and manage resources effectively.
4. To advance Southeastern's brand, strengths and value to all audiences.
5. To expand Southeastern's distance education offerings in response to student and programmatic needs.
6. To foster a physical environment and efficiently allocate space in a way that directly affects higher rates of recruitment and retention of students, faculty, and staff.

The proposed graduate certificate in Sport Management aligns with both our institution's strategic plan and academic program portfolio in many ways. This certificate will engage a diverse population of adult learners who are already in their field and/or looking for a career change but need additional credentialing. The graduate certificate aligns with our academic program as we have an undergraduate degree in Sport Management as well as the needed faculty to add this certificate to our program portfolio without additional resources. All the courses in the certificate program are being taught as part of the Master's in Kinesiology program, particularly for those with a concentration in sport management. Therefore, this certificate program can only serve to increase enrollment for courses that already exist. There is only one new course in the certificate program (KIN 698 Sport Administration).

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)

The certificate program aligns with the priorities outlined in the Board of Regents Master Plan for Higher Education as the program seeks to address deficiency in the skill levels of our workforce and in the extent to which existing skills are credentialed. As stated in the Board of Regents Master Plan, "*Reaching our goal, therefore, requires deep attention to achieving equity – engaging underserved populations, understanding barriers, and implementing strategies that increase access and success*" (p. 17). In order to engage underserved populations, working adults, and those who face barriers to access, the certificate program mode of delivery will be 100% online and courses will rotate semesters so that students can finish the certificate in as little as three semesters. Southeastern Louisiana University currently does not have a graduate certificate offering of any kind. The online graduate certificate in Sports Management would be the first and will provide an opportunity for students to invest in their own future and improve both their lives, and their communities. In addition, the online nature of the program expands access to any student in Louisiana, regardless of geographic location, transportation barriers, or work scheduling issues.

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

Affordable educational opportunities are critical to an educated workforce. Adult learners, like those who will enroll in the online graduate Sport Management certificate program are especially in need of an affordable credential that can help them advance in their career. Affordability is even more important for underserved populations as it relates to higher education. By using existing faculty and courses, no additional costs will be incurred, thus the program will be very affordable with regular SLU graduate school tuition rates.

Use of OERs: The courses proposed are all online and, given that, will require access to textbook materials. However, Southeastern Louisiana University provides students an economical alternative to purchasing textbooks through a textbook rental program. The current rental fee for a course which has a rental book is $60 regardless of the number of textbooks required for a course.

Transfer agreements: Transfer agreements are in effect across the UL system at the undergraduate level but not for graduate coursework.

Prior Learning Assessment: PLA is available at Southeastern at the undergraduate level (i.e. AP credit, CLEP, Military Credit, Departmental Credit Exam, IB Credit, Portfolio, etc.) but not the graduate level.

Employer funded: Employer funded relationships do not exist at the current time, but could be explored. Our extensive list of community partners would provide an excellent starting point for employer funded programs.

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

Industry, community and other partnerships are integral to the success of the online graduate certificate in Sport Management. Below are examples of current, existing partnerships that exist for graduate students in the certificate program to engage in throughout their time in the certificate program. These partnerships allow the proposed certificate program to engage with business, industry, and educational entities to provide the best possible experiences for our students. These partnerships have been established by our faculty with industry leaders, over time, through a deliberate approach that is in the best interest of the student experience. Examples of these partnerships are below.

Industry:
Gulf States PGA
I9 Sports Gulfport
One-Three Sports Performance
Hammond America Sports Plex
Khylir the Creator, Inc
LA Bluechips
Lamar Dixon Expo Center
Leo's Iceland Ice Skating and Hockey Complex
Louisiana Football Magazine (La Sports Enterprises)
Agility Sports, LLC Atlanta, GA
Applause Dance Academy Covington
Arrowhead Junior Golf Tour Mandeville
Beau Chene Country Club Mandeville
BR Area Sports Foundation Baton Rouge
BR River Center Baton Rouge
Central City Crossfit Central
College World Series of Omaha 2020, Inc. Omaha
Fischman & Wiltz Sports New Orleans
Franco's Athletic Club Mandeville
Greater NO Sports Foundation New Orleans
Houston Rockets / Toyota Center Houston
Jay Artigues Sports Plex

Community:
Press Park Track Club
BREC (Rec and Park Comm of BR) Baton Rouge
Chappapeela Sports Park Hammond
Covington Recreation Dept Covington
Disposable Heroes Project Hammond
Girls On the Run Baton Rouge
Hammond Golf Center Hammond

Other/Educational:
Creekside Junior High
Dutchtown High School
LHSAA
Loyola University
LSU Athletic Dept
LSU Rec Center
Archbishop Hannan High School Covington
Fort Hays State Univ Athletics Hays, KS
Gateway Community College Phoenix, AZ
Houston Baptist University Houston

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

KHS has a departmental policy that all in-state internships are unpaid. Students cannot intern at a work site where they are employed, nor receive any pay from the site for time spent there during an internship. Travel expenses paid by the internship site are allowed. Competitive out-of-state internship sites may provide a stipend to offset travel and living costs, however, documentation must be provided to the internship committee if a stipend is to be provided by the internship site.

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

This certificate program will help to meet the needs of the adult learner, specifically, individuals already in the field, who need an additional credential. The tuition and fees, along with textbook rental program, are very reasonable for low income students to obtain the Sport Management certificate that would ultimately aid them in improving their income level. The entire approach to the online program has been intentional in regard to serving as many students as possible across the state and overcoming as many barriers as possible to their additional educational attainment.

C. Need

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

The Sport Industry continues to grow at a rapid rate, and while the COVID-19 pandemic had a particularly negative effect on growth (Keshkar, et al. 2021; https://aassjournal.com/article-1-964-en.pdf), the industry is expected to return to pre-pandemic demand and may potentially experience an increase demand as a result of a "rebound" effect. Conversations with our undergraduate advisory board have also revealed that there is a need for graduate level education of Sport Industry leaders as the job market in the field becomes increasingly competitive. In the state of Louisiana, sport is big business. At the collegiate level alone, LSU's athletic department spends over $192,000,000 annually, Louisiana Tech $23,000,000, UL Lafayette $34,000,000, and UL Monroe $18,000,000. That is over $267,000,000 to Football Bowl Subdivision (FBS) athletic departments in the state of Louisiana (College Sports Finance Database, 2023; https://www.sportico.com/business/commerce/2021/college-sports-finances-database-intercollegiate-1234646029/)

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.

Engagement with Alumni:
Sport Management alumni are tracked via social media (Facebook, Instagram, Twitter, LinkedIn) and are invited to campus events (i.e. Homecoming, etc.) using the SLU Alumni Association email list. In addition, our alumni keep in touch with the program faculty. Since the fall of 2020, the undergraduate Sport Management program has had 25 alumni who are employed throughout the Northshore region (i.e. teaching/coaching; Rec managers; equipment sales) and of the 25, seven went on to graduate school.

The Sport Management program also selects at least one "significant alumni" each year and that individual is invited to campus and nominated for the alumni award. "Significant Alumni" are identified as recipients for the program's Outstanding Graduate in Sport Management each year and act as guest speakers for classes. Below is a list of "significant alumni" identified through these processes since 2019:
-Flory Bierma – Outstanding Sport Management Graduate (currently enrolled in graduate school at SLU)
-Bryce Carpenter/Proactive Sports Agency (Guest Speaker – KIN 232 & KIN 380)
-Nick Smith – Professor, Florida International University (Guest Speaker – KIN 232)
-Queantae Mobley – (Guest Speaker – KIN 406), Director of Football Operations, SLU Athletics

Engagement with community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders:
The Sport Management program has extensive engagement with community representatives and employers through our Sport Management Advisory Board as well as through our supervision of internships and the semi-annual internship fair. Specifically, the Sport Management Advisory Board engages our program with the community and with potential employers by connecting our program faculty and students with key industry partners and other individuals who provide students with internship opportunities, job opportunities, mentoring, and networking opportunities. The Sport Management Advisory Board also assists the program in finding community partners for volunteer events where students can engage in real world situations in a sport environment.

Design and curriculum of proposed certificate:
The Sport Management Advisory Board met and discussed ways that we can improve our curriculum and allow for more opportunities in a real-world sport setting. The Sports Management Advisory Board also gave recommendations for inviting internship sites to the job fair that is held in our department twice a year.

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 majority of Southeastern Louisiana University students are from Louisiana (96.5%). Students from Texas and Mississippi comprise 1.5% of SLU's student population. The top 5 parishes for SLU alumni are: St. Tammany, Tangipahoa, East Baton Rouge, Livingston, and Jefferson. This graduate certificate would serve many alumni in the local area.
Nationally, there is a plethora of sport management master's programs, and that is also true in Louisiana as LSU, LaTech, Grambling, and Tulane all have master's degrees in Sport Management or a related field. In addition, Tulane offers a sport-related graduate certificate. However, the proposed certificate is distinguishable as it is expected to be more attractive to adult learners who are already working in the industry and have no desire to take unrelated courses or enter into a lengthier Masters program.

A review of program offerings indicates that no other public university in the state offers a certificate of this kind. As the industry becomes more competitive, the differentiator in most circumstances between job

candidates is experience. By catering to those already in the industry as an opportunity to advance in the field, there is a great likelihood of certificate completers securing the job they want in the sport industry.

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 the sport and recreation industry is vast and difficult to define, labor statistics can be elusive.

- The Bureau of Labor Statistics projects that the coaching field will grow 20% in the coming decade, which is much faster than average (https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm). Many coaching jobs require a Master's degree or at least some graduate course work. The median annual wage for coaches is $36,330, however if a coach is successful enough to attain an NCAA division one coaching job, the salary drastically increases.

- The Bureau of Labor Statistics estimates that jobs in the field of recreation are going to grow 10% from 2021-2031, which is faster than average (https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm).

- New changes in the collegiate athletic landscape, most notably name, image, and likeness (NIL) deregulation, are likely to create a demand for new positions in athletic departments to aid in their navigation of this new era.

- The continued legalization of sports betting in several states (including Louisiana) is likely to result in the creation of jobs for state agencies, professional sports teams, professional leagues, and casinos/sportsbook operators.

Furthermore, there are several sport management programs nationally, and that is because there is demand for these programs. One of our current Sport Management faculty members has built and created a Sport Management graduate program at his previous institution which saw massive growth in the second year. The program had 4 students in year one, and over 20 in year two. His previous institution was a small private college with enrollment around 2,500 students so it had far less reach than Southeastern. Initially, we expect 3-4 students enrolled at Southeastern in the graduate program and another 2-3 students from the existing workforce to participate in the program. As these individuals graduate and/or return to higher paying employment opportunities, we expect word-of-mouth as well as other employer-driven incentives to drive higher enrollment numbers.

Expected Numbers of Students:
•   6 students in year one
•   11 students in year two
•   14 in year three
•   16 in year four
•   17-18 in year 5 with some potential for future growth in the following years

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   [v] State Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Administrative Services and Facilities Managers	N/A - no star rating available	2,466 [2020]	2,628 [2030]	162	6.6%	215	N/A - no star rating available
Public Relations Specialist	4	950 [2020]	1,050 [2030]	100	10.5%	100	$48,941
Financial Management	5	5,560 [2020]	6,770 [2030]	1,210	21.8%	560	$94,850
General Operations Manager	5	20,464	29,203 [2030]	2739	10.3%	2556	$96,334

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)	No. Graduates in past year
Based on the BoR CRIN, there are no other comparable graduate certificates		

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.

> In Louisiana, LSU, LaTech, and Grambling all have master's degrees in Sport Management or a related field. On a national scale, there are numerous master's programs in sport management. The proposed certificate stands out because it is expected to be more appealing to adult learners who are already employed in the industry and do not wish to enroll in a longer, more comprehensive graduate program or take courses that are not related directly to their job role.
>
> Experience is the most distinguishing factor between job candidates in most situations as the industry becomes more competitive. This certificate, coupled with job experience, will make completers highly marketable. According to a review of program offerings, no other state public university in Louisiana offers this kind of certificate.

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

> The graduate certification in Sport Management will be strategically leveraged as a recruiting tool into the Master of Science in Health and Kinesiology with a concentration in sport management. We anticipate some certificate students, upon successfully completing the certification program, entering the Master of Science in Health and Kinesiology. We do not anticipate, nor do we have any reason to anticipate that the Sport Management graduate certificate will negatively impact any other programs. The program will not cannibalize students from any other current program. In fact, we anticipate the opposite will happen and the Sport Management graduate certificate will be a recruiting tool into our graduate program.

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
Administrative Services and Facilities Managers	**3 Technical Skills:** ERP Software Project Management software Accounting Software **3 Knowledge, Skills, and Abilities (KSAs):** Administration and Management Critical Thinking Written Expression
Public Relations Specialist	**3 Technical Skills:** Network Conferencing Software CRM Software Network Monitoring Software **3 Knowledge, Skills, and Abilities (KSAs):** Sales and Marketing Social Perceptiveness Problem Sensitivity
Financial Management	**3 Technical Skills:** Enterprise system management software Business intelligence and data analysis software Financial analysis Software **3 Knowledge, Skills, and Abilities (KSAs):** Law and Government Management of Personnel Resources Information ordering
General Operations Manager	**3 Technical Skills:** Development environment software Metadata management software Geographic information system **3 Knowledge, Skills, and Abilities (KSAs):** Customer and Personal Services Negotiation Deductive Reasoning

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.

<u>**Learning Outcome 1**</u>: Recognize and understand sociocultural influences in a sport management setting.
Measure 1.1A: Direct measure
  When: KIN 693
  What: Sociological Assessment of Sport-Related Event Project
  Scored using a rubric.
  Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.
Measure 1.1B: Direct measure
  When: KIN 696
  What: Media Project
  Scored using a rubric.
  Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.
Measure 1.1C: Indirect measure
  When: KIN 710 (Sport Management Internship)
  What: Item 12 on Final Supervisor Evaluation
  Target: At least 75% of students will achieve a score of at least 4 or higher on a 5-pt. Likert-type scale

<u>**Learning Outcome 2**</u>: Plan, manage, evaluate events in a sport management setting.
Measure 2.1A: Direct measure
  When: KIN 696
  What: SWOT Analysis of Sport-Related Event
  Scored using a rubric
  Target: At Least 75% of students will achieve a score indicating meeting or exceeding expectations.
Measure 2.1B: Direct measure
  When: KIN 696
  What: Event Planning Assignment
  Scored using a rubric.
  Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.
Measure 2.1C: Direct measure
  When: KIN 698
  What: Leadership Assignment
  Scored using a rubric.
  Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.
Measure 2.1D: Indirect measure
  When: KIN 710
  What: Item 21 on Final Supervisor Evaluation
  Target: At least 75% of students will score at least a 4 on a 5 point Likert-type scale
Measure 2.2E: Indirect measure
  When: Exit Survey
  What: Items 3 and 4
  Target: At least 75% of students will score at least a 4 on a 5-point Likert-type scale

<u>**Learning Outcome 3**</u>: Recognize and understand legal issues as they relate to a sport management setting
Measure 3.1A: Direct measure
  When: KIN 695
  What: Legal case briefs
  Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.

Measure 3.1B: Direct measure
>   When: KIN 695
>   What: Law journal article reviews
>   Target: At least 75% of students will achieve a score indicating meeting or exceeding expectations.

Measure 3.1C: Indirect measure
>   When: KIN 710
>   What: Item 19 on Final Supervisor Evaluation
>   Target: At least 75% of students will score at least a 3 on a 5-point Likert-type scale.

Measure 3.1D: Indirect measure
>   When: KIN 710
>   What: Exit Survey Items 5 and 6
>   Target: At least 75% of student will score at least a 4 on a 5-point Likert-type scale

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 Outcomes
Critical Thinking	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Communication	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting. Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Teamwork	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting
Technology	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Leadership	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting

	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting.
Professionalism	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
Career and Self-Development	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.
	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting.
Equity and Inclusion	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.

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)
ERP Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Project Management software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Accounting Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Administration and Management	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.

	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting.
	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Written Expression	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.
	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
Network Conferencing Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting.
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
CRM Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Network Monitoring Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Sales and Marketing	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.
	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Social Perceptiveness	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.
	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
Problem Sensitivity	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.
	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Enterprise system management software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting
	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Business intelligence and data analysis software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting

	Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Financial analysis Software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Law and Government	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting. Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Management of Personnel Resources	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting. Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Information ordering	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Development environment software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Metadata management software	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Geographic information system	Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Customer and Personnel Services	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting.

	Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting.
Negotiation	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting. Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.
Deductive Reasoning	Learning Outcome 1: Recognize and understand sociocultural influences in a sport management setting. Learning Outcome 2: Plan, manage, evaluate events in a sport management setting Learning Outcome 3: Recognize and understand Legal and Ethical issues as they relate to a sport management setting. Learning Outcome 4: Intern: Students will demonstrate their preparedness to work competently in a professional sport setting.

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.

AACU HIPs	
First Year Seminars and Experiences	N/A
Undergraduate Research	N/A
Common Intellectual Experiences	Core Curriculum for the Graduate Certificate in Sport Management is represented by the requirement that students must take KIN 695, KIN 697, and KIN 710 (Required).
Diversity/Global Learning	Students have the opportunity to engage in a variety of instructional strategies and endeavors to develop their critical thinking and problem-solving skills requisite for the global sport industry. In addition, learning outcomes 1,2,3, and 4 address global competence. (Required).
Learning Communities	N/A
ePortfolios	The KIN 710 Internship is optional in the certificate program. If taken, this course will require an e-portfolio that builds across the three semesters in which students take KIN 710. This will allow students to collect artifacts over time, reflect on their experiences at multiple times points, and connect their various educational and professional experiences. (Optional).
Writing Intensive Courses	The courses listed below will be writing intensive: • KIN 693: Socio-Cultural Issues in Sport and Physical Activity • KIN 695: Study of Law and Implications Relative to Sport and Fitness (Required course) • KIN 698: Sport Administration
Service-Learning, Community-based Learning	Students in KIN 698 will participate in at least one fundraiser/community event as part of the course curriculum. (Required).
Collaborative Assignments & Projects	All courses in the certificate curriculum, with the exception of the KIN 710 Internship, will utilize collaborative assignments and projects. These courses will provide an opportunity for students to engage in practical learning activities and to gain and demonstrate professional competencies. (All courses required, except KIN 710).
Internships	KIN 710 will provide a field work experience in a setting that relates to the student's academic preparation and intended employment area of interest. The purpose is to provide an opportunity for students to engage in practical learning activities and to gain and demonstrate professional competencies. (Optional).
Capstone Courses and Projects	Our programs include internships (KIN 710) that allows our students to obtain real-world experiences within their field of interest. (Optional).

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. Identify courses that are applicable to the alternative tracks.
   - 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.

   The requirements to obtain the 15-hour certificate are as follows:

   Proposed Schedule/Rotation of Course Offerings

Course Prefix and #	Course Title and Credit Hours	New or Existing Course?	Semester Offered
KIN 693**	Socio-Cultural Issues in Sport and Physical Activity (3 hours)	Existing	Fall
KIN 695*	Legal Issues in Sport and Fitness (3 hours)	Existing	Fall
KIN 710**	Internship (3 hours)	Existing	Fall
KIN 696*	Managing Events and Facilities in Sports and Fitness (3 hours)	Existing	Spring
KIN 697*	Financial Management in Sport (3 hours)	Existing	Spring
KIN 710**	Internship (3 hours)	Existing	Spring
KIN 698**	Sport Administration (3 hours)	Existing	Summer
KIN 710**	Internship (3 hours)	Existing	Summer

   *= required courses (9 hours total)

   ** = choose two of three (6 hours total)

   There are no alternate tracks and there are no general education requirements in the graduate certificate program. The student learning outcomes outlined in question #18 above directly align to coursework and assessments in the course indicated. All courses in the curriculum support the student learning outcomes. In addition, the student learning outcomes are directly tied to the NACE Career Ready Competencies, which are, in turn, supported by the course content. The High Impact Practices from AAC&U are also tied directly to both the student learning outcomes and the coursework in the graduate certificate.

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)

   PLA is available at Southeastern at the undergraduate level (i.e. AP credit, CLEP, Military Credit, Departmental Credit Exam, IB Credit, Portfolio, etc.) but not the graduate level.

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.

> As a fully online program, many resources can be provided electronically, therefore, no additional costs are anticipated beyond the use of textbooks. The courses in the certificate do not have exemplary curated OERs to use at this time. It is possible that some of the courses may transition to OERs in time. No additional course materials are needed, beyond textbooks. At Southeastern, students rent their textbooks instead of having to buy them. Textbook rental provides Southeastern students an economical alternative to purchasing textbooks. Students save hundreds of dollars each semester on textbook costs alone. The current rental fee for a course which has a rental book is $60 regardless of the number of textbooks required for a course.

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

> 1. Meet SLU Graduate School criteria (e.g., have earned an undergraduate degree from an accredited college/university, be in satisfactory academic standing at the last university attended).
>
> 2. Complete an undergraduate degree in health, kinesiology, sport management or a related field.
>
> 3. Achieve either (a) a cumulative undergraduate GPA of 3.0 or higher, or (b) a cumulative undergraduate GPA between 2.50 and 2.99 and a combined Verbal and Quantitative score of 286 or higher on the General Test of the Graduate Records Exam (GRE).

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

[ ] High school CTAE   [v] Employers
[ ] High school STEM   [v] Community organizations
[ ] Career academies   [ ] Professional associations
[ ] 2-year college   [v] Other Programs at your Institution
[ ] 4-year college/university   [v] Other Partner

List specific partners for each category checked above.

> **Employers**:
> East Ascension High School
> SLU Athletics
> Proactive Sports Agency
> Florida International University
> Southeastern Louisiana University Athletic Department
>
>
> **Community Organizations**:
> CP Mitchell Park
> Special Olympics
> Chappapeela Sports Park Hammond
> Covington Recreation Department
> Girls On the Run Baton Rouge
> Greater NO Sports Foundation New Orleans
>
>
> **Other Programs at your Institution**:
> MBA program at Southeastern Louisiana University

Other Partners:
Agility Sports, LLC Atlanta, GA
Applause Dance Academy Covington
Archbishop Hannan High School Covington
Arrowhead Junior Golf Tour Mandeville
Beau Chene Country Club Mandeville
Baton Rouge Area Sports Foundation Baton Rouge
Baton Rouge River Center Baton Rouge
BREC (Rec and Park Comm of BR) Baton Rouge
Central City Crossfit Central
College World Series of Omaha 2020, Inc. Omaha
Disposable Heroes Project Hammond
Fischman & Wiltz Sports New Orleans
Fort Hays State University Athletics (Kansas)
Franco's Athletic Club Mandeville
Gateway Community College Phoenix, AZ
Hammond Golf Center Hammond
Houston Baptist University Houston
Houston Rockets / Toyota Center Houston
Jay Artigues Sports Plex
Khylir the Creator, Inc
LA Bluechips
Lamar Dixon Expo Center
Leo's Iceland Ice Skating and Hockey Complex
Louisiana High School Athletic Association
Louisiana Football Magazine (La Sports Enterprises)
Loyola University
LSU Athletic Department
LSU Rec Center (Rec Sports)
SLU University Center
Soccer Shots New Orleans
Southern Prep Baton Rouge Huskies
Southern University Athletic Department
Creekside Junior High
Gulf States PGA
I9 Sports Gulfport
One-Three Sports Performance
Press Park Track Club
Dutchtown High School
Hammond America Sports Plex

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

> The education pipeline will flow as follows:
>
> - Undergraduate degree in Sport Management (or related field) →
> - Graduate Certificate in Sport Management →
> - Master of Science in Health and Kinesiology
>
> It is our goal that the certificate program be an entry point for individuals who may want to only start with the certification program, but, upon completion, progress to the Master of Science degree.

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

> - Securing employment: Southeastern Louisiana University provides students with a career center (SLU Office of Career Services) for them to explore potential employer options.
> - Further Education: Master of Science in Health and Kinesiology with potential graduate assistant opportunities.
> - Industry Certification: there is no industry recognized certificate available at this time.

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.

> Our goal will be to maintain contact with at least 75% of our graduates from each academic year. We will maintain contact through personal connection (i.e. email, text messages, etc.), social media (Facebook, Instagram, LinkedIn, etc.), and word of mouth. In addition, we will regularly invite significant alumni back to be guest speakers and, when applicable, to serve as internship supervisors. Significant alumni are identified as those who may be recipients for the program's Outstanding Graduate in Sport Management each year and those who are making significant contributions in the field. Below is a list of "significant alumni" who may wish to be part of the graduate certificate in Sport Management:
>
> -Flory Bierma – Outstanding Sport Management Undergraduate (2022)
> -Bryce Carpenter - Proactive Sports Agency
> -Nick Smith – Assistant Teaching Professor, Florida International University
> -Queantae Mobley – Director of Football Operations, SLU Athletics
>
> Once contact is maintained with our graduates, a database will be maintained in the shared Google Drive with contact information, place of employment, and other "notes" regarding these individuals (i.e. significant accomplishments, awards received, etc.).

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.

The interest among our current graduate students is evidenced by the fact that we were able to offer KIN 697 (Sport Finance) for the first time in several years, in an online format, with 16 students enrolling in the course despite it being an elective for most. In addition, our enrollment in the undergraduate Sports Management major has grown over time (see chart below).

Sport Management Program Enrollment
Number of Undergraduate Majors (2008-2022)

Year	Majors
2008	33
2009	62
2010	87
2011	100
2012	109
2013	123
2014	110
2015	113
2016	108
2017	113
2018	142
2019	126
2020	142
2021	127
2022	119
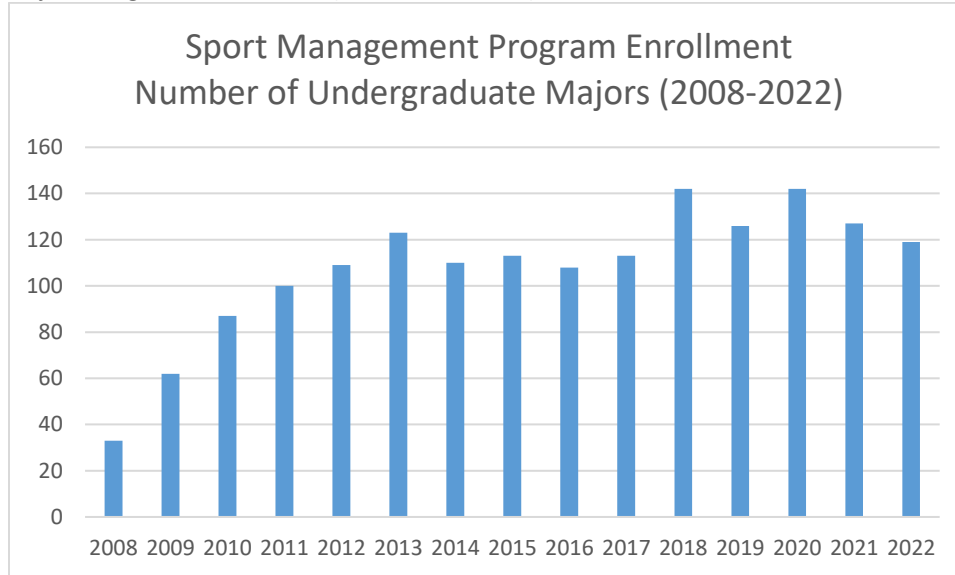
Expected Numbers of Students in the Sport Management certificate program:
• 6 students in year one
•11 students in year two
•14 in year three
•16 in year four
•17-18 in year 5 with some potential for future growth in the following years

In addition, Kinesiology and Health Studies has a robust annual marketing and recruitment plan for the graduate program. This includes on-campus recruitment at Southeastern Louisiana University as well as state-wide and regional recruiting.

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

- The most recent University (overall) retention rate is 70.6% (https://www.southeastern.edu/about/student_achievement/index.html)
- The most recent College of Nursing and Health Sciences retention rate is 66.7% (https://www.southeastern.edu/admin/ir/rpg/grad_rate_by_major/2020.pdf)
- The most recent Departmental retention rate for Kinesiology and Health Studies is 65.2% (https://www.southeastern.edu/admin/ir/rpg/grad_rate_by_major/2020.pdf)
- The most recent University (overall) graduation rate is 43.8% (https://www.southeastern.edu/about/student_achievement/index.html)
- The most recent College of Nursing and Health Sciences graduation rate is 36.1% (https://www.southeastern.edu/admin/ir/rpg/tableau.html)
- The most recent Departmental graduation rate for Kinesiology and Health Studies is 39.9% (https://www.southeastern.edu/admin/ir/rpg/tableau.html)
- The most recent Departmental retention rate for the MS in Health and Kinesiology (in the Department of Kinesiology and Health Studies) is 72.7% (https://www.southeastern.edu/admin/ir/research_briefs/files/ResearchBrief36.pdf)
- The most recent Departmental graduation rate for the MS in Health and Kinesiology (in the Department of Kinesiology and Health Studies) is 45.5% (graduated in two years or less) and 72.7% (graduated in three years or less)

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*		6	9	11
Lost to Attrition (should be negative)	0	-1	-1	-1
New to the institution	2	6	6	6
Shifted from existing programs within your institution	4	0	0	0
Total Enrollment	**6**	**11**	**14**	**16**
Graduates	0	2	3	4
Carry forward base enrollment for next year	6	9	11	12

*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.

The projected retention and graduation rates for the Sport Management Graduate Certificate are not significantly different than for the institution overall.

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.

> The marking and recruitment plan for the graduate certificate in Sport Management includes the following:
> - Graduate Fair at Southeastern Louisiana University
> - Bulletin boards in KHS and across campus
> - Conference Presentations and exhibit booths
> - Table tents in The Student Union at Southeastern Louisiana University
> - Social Engagement (Facebook, Instagram, Twitter, LinkedIn)
> - Meeting with 300 and 400 level classes at Southeastern Louisiana University to promote the program
> - Open House Event (in-person), and online virtual open house
> - TV Slides in KHS, KHSA, and Athletic buildings at Southeastern Louisiana University
> - Sending Recruiting email 2-3 times a semester to juniors and seniors of all relevant majors across the institution (e.g. Kinesiology and Health Studies; Communications; Business; etc.)
> - Meeting with SLU student athletes, Athletic Academic members, and Athletic Director
> - On-campus visits to other Louisiana colleges and universities that do not have a graduate Sport Management program.

F. RESOURCES
F1. Finance
36. Attach the completed Regents budget template
    (see pages 26-27)

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?

> There are no additional fees or financial costs for students in this program. The certificate program will charge regular Southeastern Louisiana University graduate tuition and fees.

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.

> All costs can be absorbed with current resources based on enrollment estimates.

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

> N/A

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.

> No new faculty or additional faculty are needed for this program.

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

Current faculty are already covering these courses so no faculty will be "re-directed" from existing programs.

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

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: ___Southeastern Louisiana University_____

Name of Primary Department, Academic Program, or Discipline: ____Graduate Certificate in Sport Management__

Academic Term(s) Included: ___Summer 2021, Fall 2021, Spring 2022_____   Date Form Completed: 10/20/2022

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 *to be taught*, 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
Joseph Sabin (F)	Fall 2021 KIN 334: SOCIAL ASPECTS OF SPORT, 3 (UT) KIN 380: LEGAL-ETHICAL IMP/SPORT, 3 (UT) KIN 695: LEGAL ISSUES SPORT/FITNESS, 3 (G) Spring 2022 KIN 333: GOVERNANCE IN SPORT, 3 (UT) KIN 380: LEGAL-ETHICAL IMP/SPORT, 3 (UT) KIN 696: FINANCIAL MGMT IN SPORT, 3 (G)	University of Southern Mississippi MS Sport Management University of Mississippi JD	
Jill Sharp (F)	Fall 2021 KIN 232: INTRO TO SPORT MANAGEMENT, 3 (UT) KIN 362: HIST OF SPORT AND PHY ED, 3 (UT) KIN 490: INTERNSHIP IN SPORT MGMT, 3 (UT) Spring 2022 KIN 232: INTRO TO SPORT MANAGEMENT, 3 (UT) KIN 276: PRACTICUM SPORT MANAGEMEN, 3 (UT) KIN 362: HIST OF SPORT AND PHY ED, 3 (UT)	Louisiana State University A&M MS Kinesiology	
Vacant (Bowers)			

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course
Form Updated: April 2018

The vacant position will be filled by Fall 2023.

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

> No additional staff are needed for this program

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		√		Fall 2023
Fine Arts Spaces				
Classrooms				
Meeting Rooms		√		Fall 2023
Student Study Space				
Shared Space with other campus units		√		Fall 2023
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

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

*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.

No construction or renovation is needed

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.

Existing programs in Kinesiology and Health Studies will not be negatively impacted by the proposed graduate certificate in Sport Management. No new faculty, office space, classroom space, or other resources will be needed for the certificate program. In fact, we anticipate the certificate program helping our graduate program to grow in enrollments as students complete the certificate and realize that with 21 more hours of coursework (7 courses), they can complete a Master's degree.

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.

There are no facility needs related to accreditation. While COSMA does accredit graduate programs (master's and doctoral), they do not accredit certificates.

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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Total Technology and Equipment Costs	**0**	**0**	

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
Record job creation/high job creation	Moderate	Low	Since the proposed graduate certificate is 100% online, students will have flexibility to complete their coursework and still advance within their career.

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: **Southeastern Louisiana University**   **Date: December 6, 2022**

Degree Program, Unit: Graduate Certificate in Sport Management, Department of Kinesiology and Health Studies

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST**		**SECOND**		**THIRD**		**FOURTH**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$0		$0		$0		$0	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	$0		$0		$0		$0	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$0		$0		$0		$0	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	$0		$0		$0		$0	
TOTAL EXPENSES	$0		$0		$0		$0	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	6		11		14		16	
Tuition	$42,750		$78,375		$99,750		$114,000	
Fees								

*Other (specify)				
TOTAL REVENUES	$42,750	$78,375	$99,750	$114,000

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

LA BoR – AA 2.05 - Oct 2015

SUN BELT CONFERENCE

December 5, 2022

Office of the Provost
SLU 10798
Hammond, LA 70402

Dr. Tena L. Golding,

I am writing this letter in support of the Southeastern Louisiana Sport Management program's request for the addition of the Sport Management Graduate Certificate. We have had the pleasure of having Southeastern Sport Management Undergraduate Students conduct internships in our department numerous times in the past and are looking forward to welcoming another student to our office this upcoming spring semester. There is one common thread between all the students we have worked with. They all have demonstrated a strong knowledge of the industry, and come with great experiences and education that help make them highly respected candidates as they transition into the workforce.

With the constant shifts of the landscape of college athletics there is an ever-expanding need for qualified and educated candidates to fill new positions. The addition of a graduate certificate would help provide opportunities for those students looking to get into the field who may not have the time and resources for a fulltime graduate program as is often the case in this industry. There are also a number of people who are currently working in college athletics that do not have the ability, such as coaches, to enroll on campus full time who are looking to continue their educational journey and can take advantage of this program being online.

In addition, during our hiring process we constantly see applicants who are in the corporate world who may have an MBA or degree in another field who want to make the transition to sport management. Often, they are searching for a way to get their foot in the door in the sport management field and this certification can help them get the education needed to rise to the top of the candidate pool.

Sincerely,

Spencer Dodd
Associate Commissioner
Championships and Sport Administration

SUN BELT CONFERENCE ⅋1500 SUGAR BOWL DRIVE ⅋NEW ORLEANS, LA ⅋504-299-9066

Greater New Orleans Sports Foundation

January 13, 2023

Dr. Tena L. Golding
Office of the Provost
SLU 10798
Hammond, LA 70402

Dear Dr. Golding,

I am writing this to support the Southeastern Louisiana Sport Management program's appeal for the addition of the Sport Management Graduate Certificate. The Sports Foundation has worked with numerous Southeastern Sport Management Undergraduate students over the past decade through internships during the major events that New Orleans has hosted. The internships allowed your students to gain valuable experience working on Super Bowls, NCAA Final Fours, NBA All-Star Games, the College Football National Championship, WrestleMania and many more large-scale events. The undergraduate program has consistently provided our organization with quality students who are eager to acquire knowledge in their chosen profession and further pursue a career in sports.

The everchanging landscape of workplace dynamics is making the acquisition of talented individuals more difficult in many fields. However, the sports industry has and will continue to have more candidates than jobs given the demand to work in sports. Applicants need to distinguish themselves from others in a crowded marketplace. The addition of a graduate certificate would help provide opportunities for your students to differentiate themselves from other candidates. The graduate certificate will provide an avenue to students, who may not have the time or the means to enroll in a full-time graduate program on campus, to continue their education and set themselves apart.

In addition, during our hiring process, we constantly see applicants, who come from the corporate world with an MBA or degree in another field, with a desire to transition into the sport management industry. Often, they are searching for an entry into the field and this certification can help them get breakthrough the crowded applicant pool.

Our organization has enjoyed our long partnership with Southeastern Louisiana University. We look forward to working with your student in the future and providing valuable experiences that help them further their education. If we can be of any assistance with the Sports Management graduate certificate program, please let us know.

Sincerely,

Jeff Rossi

Jeff Rossi
Senior Vice President

BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 27, 2023

Item F.5. **University of Louisiana at Lafayette's** request for approval to offer a Post Master's Certificate in Psychiatric Mental Health Nurse Practitioner.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette), College of Nursing and Health Sciences, proposes establishing a new post-master's healthcare program, the Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master's Certificate (PMC), as part of an expansion of the college's regional healthcare partnerships with Ochsner Lafayette General, Oceans Healthcare, and other healthcare institutions in Region IV. The proposed PMC will address current unmet and projected additional workforce needs for licensed mental health professionals, specifically advanced practice registered nurses educationally and experientially qualified to provide mental health services in Region IV and across Louisiana.

The proposed 20-credit hour online PMHNP PMC would allow students to advance their education from wherever they live and work in the state of Louisiana. Students would be admitted as cohorts each fall and spring semesters; classes would be scheduled year-round, allowing program completion in four semesters of study. Letters of support from Ochsner Health, Oceans Healthcare, and the Acadiana Area Human Services District recognize the growing need for treatment of increasing numbers of individuals experiencing mental health and substance abuse issues. The goal of increasing access to care will be achieved with the offering of the PMHNP PMC proposed by UL Lafayette.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request to offer a Post Master's Certificate in Psychiatric Mental Health Nurse Practitioner.

University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

Université des Acadiens

April 5, 2023

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

Dear Dr. Henderson:

This is a request for approval of a proposal to develop a new academic Post Master's Certificate program, the Psychiatric Mental Health Nurse Practitioner.

Please place this item on the agenda for consideration at the April 2023 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

svc

Attachment

Academic Degree Program Proposal Form

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

A. Overview

Institution Name:	Designation (flagship, statewide, regional, HBCU, 2-year):
University of Louisiana at Lafayette	Statewide

College/School/Division:	Academic Department:
College of Nursing and Health Sciences	LHC Group • Myers School of Nursing

Degree Designation[a]:	Proposed Degree Name:	CIP Code:	Credit Hrs[b]:	Contact Hrs[c]:
Post Masters Certificate (PMC)	Psychiatric Mental Health Nurse Practitioner	51.3810	20	510

Planned Implementation Semester/Term & Year:	Was this program listed in the most recent Three-year Academic Plan? [ ] Yes [X] No
Fall 2023	

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations

[b] 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.

[c] If applicable.

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

> The LHC Group · Myers School of Nursing in the College of Nursing and Health Sciences at the University of Louisiana at Lafayette is proposing establishing a new post-master's healthcare program, the Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master's Certificate (PMC), as part of an expansion of the college's regional healthcare partnerships with Ochsner Lafayette General, Oceans Healthcare, and other healthcare institutions in Region IV. According to the Office of Public Health, Region IV includes the parishes of Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary*, and Vermillion. The new PMHNP PMC program will address current unmet and projected additional workforce needs for licensed mental health professionals, specifically advanced practice registered nurses educationally and experientially qualified to provide mental health services in Region IV and across Louisiana.
>
> *Inclusion in Region IV varies depending on the reference resource used.
>
> In the Bureau of Health Workforce, Health Resources, and Services Administration report published on September 20, 2022, all 64 parishes (Figure 1) were designated as Mental Health Workforce Health Professional Shortage Areas (HPSAs). HPSA designation can be assigned by geographic area or population-focused or assigned to an individual facility. The common denominator for designation is having too few mental health providers or services to meet the needs of residents/patients. The ratio of provider full-time equivalencies (FTE) to patients also determines mental health designations. For example, a ratio of 30,000:1 is required to receive this designation. For High Need (100% Federal Poverty Level is > 20%) area, this ratio is adjusted to 20,000:1. With this information in mind, the current Louisiana mental healthcare workforce only meets 26.15% of the state's need for mental healthcare professions compared to the national need met at 27.66%.

Health Professional Shortage Areas: Mental Health, by County, 2022 - Louisiana
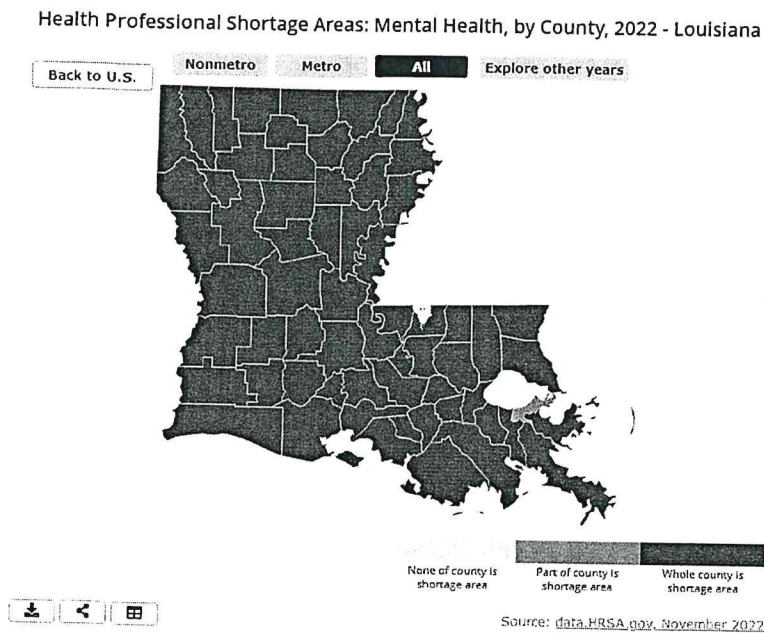
Source: data.HRSA.gov, November 2022.

Figure 1.

NOTE: Figure 1 illustrates the designated mental health professional shortage areas across the state as of November 2022.

To regulate the HPSA status of entire geographical areas, a scoring system developed by the National Health Services Corps (NHSC) is used to determine priorities for clinician assignments (FTE) and the classification of the area as determined by the U.S. Census Bureau (i.e., rural, partially rural, or non-rural). Scores range from 0 to 26, where the higher the score, the greater the priority or need. Table 1 provides HPSA scores for parishes that comprise the Acadiana Region (https://data.hrsa.gov/tools/shortage-area/hpsa-find).

Parish	# of FTE Mental Healthcare Providers needed	HPSA Score	HPSA Designation Type	U.S. Census Bureau Classification
Acadia	4.09	19	High needs geographic	Partially rural
Evangeline	1.65	18	High needs geographic	Rural
Iberia	4.72	18	High needs geographic	Non-rural
Lafayette	3.05	12	Low income	Non-rural
St. Landry	4.45	20	High needs geographic	Rural
St. Martin	2.65	17	Geographic	Partially rural
St. Mary*	1.97	15	High needs geographic	Rural
Vermillion	1.95	17	Geographic	Partially rural

To meet the mental health provider needs of the state, considering geographic, high needs geographic, and low-income HPSA designation areas, a total of 134.97 FTEs is needed to ease the current shortage. Of these, a minimum of 24.53 FTEs is needed in Region IV alone.

It is unlikely that the state's or Region IV's mental health HPSA designations will be removed in the near future as the United States (U.S.) is already experiencing a chronic shortage of psychiatrists with the American Psychiatric Association (APA) predicting an additional shortage of 14,000 to 31,000 within a few years. Exacerbating the current shortage is the aging of the psychiatrist workforce - more than 60% of psychiatrists currently in practice in the U.S. are 55 years or older. The APA predicts that other mental health providers will become increasingly overextended. In addition, the gap between need and access to providers is more expansive in some populations and is particularly acute in rural areas. Psychiatric Mental Health Nurse Practitioners (PMHNP) are uniquely qualified to close the provider gap caused by a shortage of psychiatrists. Moreover, PMHNPs offer the advantage of providing increased access to high-quality evidence-based, cost-efficient clinical care.

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.

The PMHNP PMC Program is accredited by the American Association of Colleges of Nursing through the Intercollegiate Consortium for a Master in Science Nursing (ICMSN), an academic partnership among four Louisiana universities, including Southeastern Louisiana University; McNeese State University; University of Louisiana at Lafayette; and Nicholls State University, which is designed to prepare advanced practice nurses through a model of shared governance, resources, and curricula.

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

[x] Other: Healthcare Workforce Development

5. If this proposal is for a Masters 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.

> This program is not subject to external approval.

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.

> The mission of the University of Louisiana at Lafayette is to seek to develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and **improve the human condition.** In alignment with the university's mission is that of the LHC Group • Myers School of Nursing, which states that faculty seek to promote, expand, and validate scientific knowledge and evidence-based practice to **advance health.** Thus, developing a post-masters psychiatric mental health nurse practitioner program to address current unmet (percent of state needs currently met is 26.5%) and projected additional workforce needs for licensed mental health professionals, specifically advanced practice registered nurses educationally and experientially qualified to provide mental health services addresses both the mission of the university to improve the human condition and the mission of the LHC Group • Myers School of Nursing by preparing competent and compassionate psychiatric mental health nurse practitioners.

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

> An "Exceptional Education Experience" is the number 1 priority of the University's Strategic Plan. Subsection, 1.1 of this priority outlines the goal to create innovative academic programs by strengthening and expanding curriculum at all levels. The LHC Group • Myers School of Nursing has identified and developed a proposed program relevant to the critical issues in higher education that aligns with the regional and national workforce needs for mental healthcare services. The need for this program is well supported in item #1 of this document. Additionally, the proposed program would offer curriculum growth by affording a non-traditional pathway for working adults by utilizing an existing online platform, ultimately promoting graduate program expansion in the College of Nursing and Health Sciences.

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)

At the University of Louisiana at Lafayette, a Carnegie Classification R1 University, the proposed 20-credit hour online PMHNP PMC Program would allow students to advance their education from wherever they live and work in the state of Louisiana. Students would be admitted as cohorts each fall and spring semester; classes would be scheduled year-round, allowing program completion in four semesters of study.

Our online MSN program, currently ranked **#10** in 2023 Best Online Master's in Nursing Programs by U.S. News & World Report, is designed to meet the needs of working adults with various learning styles. The delivery of course content is grounded in evidence-based teaching pedagogies, guided by faculty who are clinical experts in their field and seasoned educators. Although classes and coursework are delivered through an online platform, the curriculum is innovative and interactive, including both synchronous and asynchronous learning activities designed to maximize learner-learner, learner-instructor, and learner-content interactivity and communication. Synchronous activities include instant messaging, live chats, and video conferencing and are paired with asynchronous or self-paced learning resources such as pre-recorded lectures. Additionally, the use of textbooks is limited to seminal works, and supplemental materials, which can be accessed on demand, and are provided and updated each semester based on the most current state of the science. The most distinctive characteristic of this program, however, is accessibility to and the presence of course and clinical instructors resulting in heightened instructor-student interaction and communication.

Finally, students collaborate with peers and engage in state-of-the-art virtual simulation scenarios designed to refine assessment, diagnosis, and clinical evaluation techniques, building on the knowledge and skills acquired during their Master of Science in Nursing nurse practitioner programs.

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

University of Louisiana at Lafayette students enrolled in 100% online degree and certificate programs pay a flat, per-credit-hour tuition rate. Graduate courses are $480 per credit hour. In 2023, the LHC Group • Myers School of Nursing was listed as **#9** by healthcaredegree.com as one of the Most Affordable Online Family Nurse Practitioner Programs. The intent is to model the post-master certificate psychiatric nurse practitioner program tuition similarly (i.e., $480 flat, per-credit-hour fee).

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

As of mid-November 2022, the need for qualified mental health providers in Region IV has recently become more acute as the largest hospital system, Ochsner Lafayette General, and Oceans Healthcare announced a joint partnership investment of $30 million to increase access to behavioral health services by building a new inpatient (120 beds) and outpatient treatment facility in Acadiana. The facility is projected to open in late 2024. In the press release announcing the joint partnership, the partners referenced the designated mental health professional shortage areas in each of the parishes which comprise Acadiana. With funding from the Regional Healthcare Innovation Partnership initiative, the LHC Group • Myers School of Nursing is well-positioned to educate and graduate qualified PMHNPs to meet the workforce needs of our regional partners such as Oceans Healthcare, Ochsner Lafayette General, and others in the region.

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

A minimum of 510 direct patient care hours are gained through extensive clinical experiences working under the supervision of designated preceptors and nursing clinical faculty.

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

As mentioned previously, the program is designed to meet the needs of working adults with various learning styles. To support the preparation and specialization of these already-experienced adult learners, classes and coursework are delivered online. Course content is grounded in evidence-based teaching pedagogies, guided by faculty who are clinical experts in their field and seasoned educators. Moreover, online delivery of course content allows students to advance their education from wherever they live and work, including rural and urban areas of the state home to underserved, minority, and low-income populations.

C. Need

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

> In addition to the societal needs outlined in section 1 above, the Louisiana Action Coalition: Future of Nursing Campaign for Action Strategic May: 2022-2025 outlines four imperatives to meet the healthcare needs of the state: 1) strengthen and prepare a diverse nursing workforce, 2) improve access to care across the state, 3) position nurses to influence policy regarding health equity and the social determinants of health (SDOH) and 4) increase the Coalition's visibility and value. The PMHNP PMC program can address the first three imperatives.
>
> **The program will:**
> 1. Strengthen and Prepare a Diverse Nursing Workforce by
>   a. promoting innovative programming and best educational practices
>   b. supporting current nurses in career progression
>   c. supporting the health and well-being of current nurses
>
> 2. Improve Access to Care across the State by
>   a. removing access to care barriers by increasing the number of well-qualified PMHNPs
>   b. collaborating with stakeholders to advance telehealth in rural communities
>   c. partnering with SDOH-related stakeholders to continue to improve access to care in HPSAs
>
> 3. Position Nurses to Influence Policy Regarding Health equity and the SDOH by
>   a. building a consensus around the role of the advanced practice registered in advancing health equity
>   b. building a unified voice to promote and address health equity and address SDOH
>   c. initiating dialogue to identify health inequities and offer solutions
>
> The addition of this program also aligns with the 2022 Nursing Supply and Demand Council and Health Works Commission recommendations for 2023 which include encouraging innovation to increase the capacity of healthcare programs and address regional healthcare workforce needs.

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.

> Following the COVID-19 pandemic, the growing demand for mental health services for the residents of Acadiana and the state became increasingly evident. Via formal and informal meetings and communication channels, alumni, community members (including non-profit organizations such as Woman's Foundation, Inc., Boys & Girls Club, & Hearts of Hope), members of the Louisiana State House of Representatives and Senate Health and Welfare committees, and regional healthcare employers, including Ochsner Health, expressed the urgent need to increase the number of mental health providers in Region IV. Ochsner Health suggested the formation of an innovative regional partnership between Ochsner Behavioral Health Acadiana and the University of Louisiana at Lafayette College of Nursing and Health Sciences, to provide qualified preceptors and clinical sites for PMHNP graduate nursing students. Legislative efforts aligned with healthcare workforce expansion include HR 155 (2022), and HCR 44 (2022), both addressing healthcare workforce training and development in the state to increase access to care and reduce healthcare disparities, particularly in HPSAs. The urgent need for mental healthcare providers served as the foundation for this program request and helped to shape the curriculum, in that the program can be completed in four semesters of study. Graduates of this program will be prepared to meet the mental healthcare needs of individuals across the lifespan, maximizing the patient populations served.

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 service area for the program encompasses the entire state of Louisiana, which is consistent with the institution's traditional service area and would mirror student enrollment similar to our other graduate nursing programs.

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).

> **Letters of support (4) are attached (pp. 23-26)**

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.

[x] Service Area Data   [ ] State Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Nurse Practitioner	5	316 2020	436 2030	120	38.0%	32	$101,610

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)	No. Graduates in past year
LSU Health New Orleans	PMHNP, FNP-Primary Care PMHNP	Unable to obtain
Northwestern State University of Louisiana	PMHNP	6
McNeese State University	PMHNP	6
Southeastern Louisiana University	PMHNP	5

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.

> The Louisiana Workforce Commission projects that by the year 2030, the state will have an increasing demand for nurse practitioners. It is anticipated that the need for psychiatric mental health nurse practitioners in our region will be even higher. With the current graduate rates of similar programs, it is evident that an additional program is needed to close the gap in the labor market. The program anticipates admission of three cohorts, each with 7 students for a total of 21 graduates over a three-year period. These graduates will be well-prepared to enter the workforce upon program completion and will make gains toward filling existing, and future workforce needs.

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

> This program will not impact any programs currently offered at the University of Louisiana at Lafayette or within the College of Nursing and Health Sciences.

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
Nurse practitioner	**Knowledge** – medicine; therapy & counseling. **Skills** – complex problem solving; critical thinking; active listening; and judgment and decision-making. **Abilities** – problem sensitivity; inductive reasoning; oral expression; and written expression. **Technical/Technology skills:** medical software, office suite software, internet browser software

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.

PROGRAM OUTCOMES – **To develop graduates who are:**

1. Critical thinkers who engage in scholarly inquiry using current research to improve healthcare outcomes for individuals, families, populations, and systems.

1a. <u>Student learning outcome</u> – critically examine the literature to evaluate, determine, and implement evidence-based practice (AACN Essential IV)

1b. <u>Student learning outcome</u> - apply advanced knowledge of nursing and other disciplines to improve healthcare delivery in diverse populations and patient care settings (AACN Essentials I, VII, VIII).

1a&b. *Formative Assessment(s)* – examinations, psychiatric evaluation and medical treatment plan assignments, formal papers, etc., analyzed in courses NURS 508, 590, 591, 592, & 597. Successful course completion (students must earn a grade of B or higher) and matriculation (students must maintain a minimum GPA of 3.0) through the program will demonstrate student progress. Faculty analyses of deliverables from identified courses will help determine overall student strengths and weaknesses within the critical thinking and improved healthcare delivery to diverse populations elements to influence continually improving instructional delivery.

1a&b. *Summative Assessment* – Performance on National Certification Examination (% of students who pass on the first attempt)

2. Practitioners who engage in **professional discourse through written and verbal venues.**

2a. <u>Student learning outcome</u> – demonstrate professional communication skills through organization, critical thinking, and dissemination of ideas through presentations and written documents (AACN Essentials II, VII, IX).

2a. *Formative Assessment(s)* – discussion board facilitator/participant, diagnostic and treatment paper assignment (NURS 591, 592), technology integration paper (592), recovery integrative care model assignment (597). Successful course completion (students must earn a grade of B or higher) and matriculation (students must maintain a minimum GPA of 3.0) through the program will demonstrate student progress.

2a. *Summative Assessment* – Clinical portfolio in 597 (minimum grade of 84.5%)

3. Nursing professionals who advance the culture of nursing excellence and best practices in healthcare through professional achievement and practice, interdisciplinary collaboration, and lifelong learning.

3a. <u>Student learning outcome</u> – Exhibit advanced nursing knowledge, competence, and **decision-making** in the delivery of culturally appropriate patient care (AACN Essential IX).

3b. <u>Student learning outcome</u> – Utilize leadership skills and interprofessional collaboration to identify and **solve practice problems** and enhance patient care through the integration of practice, theory, and research (AACN Essentials II, IV).

3a&b. *Formative Assessment(s)* – examinations, Neuroscience Education Institute (NEI) psychopharmacology assignment (508), examinations, professional development activities during 508, 590, 591, 592, 597. Successful course completion (students must earn a grade of B or higher) and matriculation (students must maintain a minimum GPA of 3.0) throug. the program will demonstrate student progress.

3a&b. *Summative assessment* – satisfactory completion of 510 direct patient care hours (as evaluated for clinical competencies by preceptors and clinical faculty) over the course of the program. Students must earn a minimum grade of 84.5% in both the didactic and clinical components of each course associated with direct patient care hours.

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 Outcomes
Critical Thinking/Problem Solving	1. Analyze outcomes of specific pharmacological therapies for mental illness (508). 2. Examine specific psychotherapeutic frameworks with an emphasis on their relevance to meeting diverse population-based healthcare needs – children, families, the elderly, and communities (590). 3. Demonstrate competency in advanced assessment, critical and ethical thinking, differential diagnosis, and integration and interpretation of data of clients with complex psychiatric disorders and medical co-morbidities (592).
Oral/Written Communications	1. Demonstrate competency in personal, collegial, ethical, and collaborative approaches in interpersonal transactions to enhance therapeutic outcomes (597).
Teamwork/ Collaboration	1. Collaborate with the client, family, and other healthcare providers to plan, implement, and coordinate therapeutic interventions, including referral, designed to create and maintain therapeutic environments designed to return patients to stable states and to optimize health, keeping in mind both psychiatric and comorbid medical needs (592).
Digital Technology	1. Utilize information and healthcare technologies relevant to the provision of psychiatric care across the lifespan, including but not limited to ethical issues, electronic health records, telepsychiatry, and smart device applications (592).
Leadership	1. Direct the delivery of clinical services within an integrated healthcare system (597).
Professionalism/ Work Ethic	1. Engage in the diagnosis process, including critical and ethical thinking, genomics differential diagnosis, and the integration and interpretation of data (591). 2. Integrate theoretical, clinical, ethical, and professional foundations of Psychiatric/Mental Health Nursing into clinical practice (591).
Career Management	1. Examine the implementation, preservation, and evolution of advanced practice roles of educator, consultant, collaborator, coach, leader, change agent, and researcher (597)
Equity and Global/Intercultural Fluency	1. Develop culturally competent care for individuals and families that include consideration of spiritual needs and values on the delivery of care, as well as alternative delivery systems such as health information technologies (592).
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)
Knowledge – medicine; therapy & counseling.	1. Describe functional brain anatomy and physiology related to mental illness, including structures, neuropathways, neuromodulary systems, and molecular mechanisms (508). 2. Describe diagnostic considerations for mental illness as defined in the current edition of the DSM (508). 3. Differentiate principles of primary, secondary, and tertiary prevention related to the biological treatments for mental illness over the lifespan (508). 4. Examine the component of the therapeutic relationship and its implementation on population health outcomes (590). 5. Differentiate advanced practice psychiatric nursing roles in relation to population-based care including the various phases of the therapeutic process (590). 6. Employ evidence-based clinical practice guidelines to guide screening activities, educate, identify mental and physical health promotion needs, promote self-care, and provide anticipatory guidance and counseling addressing environmental, lifestyle, and developmental issues and appropriate referral (591). 7. Identify appropriate advanced psychotherapeutic interventions, psychopharmacologic and other modalities, including appropriate technologies and evaluation data, in the maintenance of therapeutic relationships and clinical management of clients with psychiatric disorders to facilitate the attainment of treatment goals (591). 8. Synthesize knowledge from theoretical and scientific knowledge bases to provide evidence-based clinical practice for mental health promotion and disease prevention in clients from vulnerable populations and communities (592).
Skills – complex problem solving; critical thinking; active listening; and judgment and decision-making.	1. Analyze psychotherapy skills through self-reflection utilizing a specific psychotherapeutic technique (590, 597). 2. Develop beginning psychotherapy skills with diverse populations across the lifespan (590). 3. Show competency in analyzing assessment and diagnostic data in determining the current version of the DSM diagnoses, actual and potential nursing diagnoses, and advanced nursing care plans for clients with common psychiatric disorders' current DSM criteria (591). 4. Engage in the diagnostic process including critical and ethical thinking, genomics differential diagnosis, and the integration and interpretation of data (591). 5. Identify health policy issues that affect the psychiatric population served in their individual clinical rotation and identify potential areas of advocacy needed (591). 6. Demonstrate competency in advanced assessment, critical and ethical thinking, differential diagnosis, and integration and interpretation of data of clients with complex psychiatric disorders and medical co-morbidities (592). 7. Discern levels of care indicated for clients across the lifespan with psychiatric and comorbid conditions in integrated healthcare delivery systems (592). 8. Exhibit mastery in developing therapeutic plans based on differential diagnoses and priorities to return patients to a

	stable state and achieve optimum health for complex psychiatric patients/families (597).
Abilities – problem sensitivity; inductive reasoning; oral expression; and written expression.	1. Analyze family and community processes and dynamics in addressing the mental health care needs of at-risk clients, including service delivery systems and disaster planning (590). 2. Demonstrate competency in comprehensive psychosocial, mental status, and other relevant system assessments (591). 3. Appraise psychopathology, clinical indicators, and system influences in managing clients with complex psychiatric problems and comorbidities associated with psychiatric disability (592). 4. Formulate appropriate advanced psychotherapeutic interventions, psychopharmacologic and other modalities, in the maintenance of therapeutic relationships and clinical management of clients with psychiatric disorders to facilitate the attainment of treatment goals with appropriate outcomes (592). 5. Evaluate evidence-based clinical practice guidelines to guide screening activities, identify health promotion needs, provide anticipatory guidance and counseling, as well as addressing environmental, lifestyle, and developmental issues (592). 6. Collaborate with the client, family, and other healthcare providers to plan, implement, and coordinate therapeutic interventions, including referral, designed to create and maintain therapeutic environments designed to return patients to stable states and to optimize health, keeping in mind both psychiatric and comorbid medical needs (592). 7. Develop culturally competent care for individuals and families that include consideration of spiritual needs and values on the delivery of care, as well as alternative delivery systems such as health information technologies (592). 8. Demonstrate competency in personal, collegial, ethical, and collaborative approaches in interpersonal transactions to enhance therapeutic outcomes (597). 9. Direct the delivery of clinical services within an integrated healthcare system (597).
Technical/Technology skills: medical software, office suite software, internet browser software	1. Utilize clinical and evaluation data in facilitating client progress toward expected outcomes, the effectiveness of PMH nursing care, and the incorporation of data to modify plans of care appropriately (591). 2. Utilize information and healthcare technologies relevant to the provision of psychiatric care across the lifespan, including but not limited to ethical issues, electronic health records, telepsychiatry, and smart device applications (592).

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.

AACU HIPs	
First Year Experience	N/A
Undergraduate Research	N/A
Common Intellectual Experiences	N/A
Diversity/Global Learning	The program is designed to prepare culturally competent adult learners who are mental health practitioners who care for diverse populations across the lifespan, including vulnerable populations and communities.
Learning Communities	N/A
ePortfolios	Students are required to record all direct patient care experiences via an electronic tracking system. The experiences are archived and are used to demonstrate the achievement of KSAs to faculty and potential employers.
Writing Intensive Courses	Although the program focuses on clinical competencies, writing-intensive course assignments are integrated throughout the curriculum.
Service-Learning, Community-based Learning	Direct patient care clinical experiences are designed to complement course content as students matriculate through the program. In the clinical setting, students analyze, plan, implement, and coordinate therapeutic interventions, including referral, to create and maintain therapeutic environments designed to return patients to stable states and optimize health.
Collaborative Assignments & Projects	Students collaborate with the clients, family members, and other healthcare providers during precepted, supervised clinical experiences.
Internships	N/A
Capstone Courses and Projects	N/A

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. **The curriculum is attached (p. 27).**
    - 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. Identify courses that are applicable to the alternative tracks.
    - 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.

23. Check all proposed program modes of delivery that apply:
    [ ] On campus (<50% online)
    [X] 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)

> Students enrolled in any advanced practice nursing program are required to take and successfully complete what is referred to as the "3 Ps:" Advanced Pharmacology, Advanced Pathophysiology, and Advanced Physical Assessment. Educational and clinical accreditation bodies currently require these courses for all advanced practice nursing roles. Successful completion of these courses is a core requirement for admission into the PMHNP PMC program. The determination of meeting this requirement will be evaluated through a gap analysis of previous coursework via official student transcripts.

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.

> The University of Louisiana at Lafayette, College of Nursing and Health Sciences, provides resources that are accessible and affordable to our MSN students. Mechanisms include but are not limited to course resources and unit modules created by expert faculty that are updated for currency and accuracy each semester, and the corresponding use of free resources available through the Dupre Library instead of textbook purchases. In the event that a textbook purchase is required, more affordable options, including electronic or rental versions of the textbook, are available for students. Other vetted electronic and media sources are used to support access to knowledge. Additionally, the college uses a portion of the fees students pay to supplement required course materials, reducing, or eliminating the direct cost to the student.

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

> Nurses currently holding a master's degree in nursing from a nationally accredited graduate nursing program and national certification as an Adult Nurse Practitioner, Family Nurse Practitioner, Geriatric Nurse Practitioner, Acute Care Nurse Practitioner, and Women's Health Nurse Practitioner are eligible to apply to the Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate Program. Admission Requirements will include the use of a holistic rubric, which includes work experience, to evaluate a student's potential to successfully complete the program.

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

[ ] High school CTAE
[ ] High school STEM
[ ] Career academies
[ ] 2-year college
[ ] 4-year college/university

[X] Employers
[X] Community organizations
[X] Professional associations
[X] Other Programs at your Institution
[ ] Other Partner

List specific partners for each category checked above.

> Employers: Ochsner Healthcare, Christus Healthcare, Oceans Behavioral, LCMC Health, Franciscan Missionaries of Our Lady Health, LHC Group, Schumacher Medical Partners, Acadian Ambulance
>
> Community Organizations: Acadiana Area Human Services District, Acadiana CARES, Faith House, CASA, Lafayette Bar Association
>
> Professional Associations: Louisiana State Nurses Association (state and local), Louisiana Association of Nurse Practitioners (state and local), Rural Health Association (state and local)
>
> Other Programs at your Institution: Master of Science in Nursing - Family Nurse Practitioner Program

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

> N/A

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

> While it has been well conveyed throughout this document, there is a need for mental health providers in our state which will ensure employment opportunities (see letters of support attached) for our graduates; the program will also support graduates in preparing for the American Nurses Credentialing Center's Psychiatric Mental Health Nurse Practitioner Certification Exam by providing course content and clinical experiences that align with the American Association of Colleges of Nursing (AACN) essentials and through rigorous test preparation with opportunities for review and remediation.

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 programs in the Intercollegiate Consortium for the Master of Nursing (ICMSN) are tracked per individual school and collectively by the ICMSN Evaluation committee. This data includes certification pass rates obtained through direct communication with students, national certification agencies' reports, state board licensing verifications, and/or employment rates obtained through employment verification forms, direct communication with students and/or employers, and graduate exit and one-year alumni surveys.

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.

> Students graduating from our MSN Family Nurse Practitioner program will be provided with information about the PMC PMHNP program prior to graduation by their faculty advisor. The Graduate Coordinator, in conjunction with the staff at the Office of Distance Learning, field enrollment and admission questions posed by prospective students. Leadership from the ODL meets monthly with leadership from the College of Nursing and Health Sciences to review statistics related to MSN program inquiry → application → admission → enrollment → retention, → program completion.
>
> Recommendations have been made by the American Association of Colleges of Nursing (AACN), the Institute of Medicine (IOM), and the Association of American Medical Colleges to include a holistic admissions review (HAR) process to increase health professional diversity. Although many nursing programs have not widely integrated HAR, the CONHS has developed a holistic admission rubric and review process. Rubric development was grounded in best evidence with appropriately weighted items based on the experiences, attributes, and academic metrics (EAM) model. This process lends to an unbiased evaluation of the candidate. See a copy of the holistic admissions rubric attached to this proposal (pp. 29-30).

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

> In our traditional 42 credit hours MSN programs, the completion of 12 credit hours serves as the point of entry for the purposes of calculating retention/graduation rates. The maximum timeframe for program completion is 1 ½ times the program's length and is contingent upon FT versus PT enrollment (5 years for students enrolled FT, six years for students enrolled PT). A breakdown of the traditional MSN program retention and graduation rates for the past 3 academic years is included below.
>
> As described in item #2 and detailed in item #40, two schools within the ICMSN already offer the proposed program, with cohorts ranging from 4 – 7 students. For AY 2019-2020 and AY 2020-2021, program retention and graduation rates were high, and a total of 22/22 (100%) students graduated during this timeframe. It is anticipated that retention and graduation rates would be similar to those reported here.

Semester enrolled	# Newly Enrolled	# Retained	# Completers	# Graduates	# Continuing in program & on track to graduate
Fall 2019	44	32 (73%)	30	30/30 (100%)	2
Spring 2020	34	28 (82%)	24	24/24 (100%)	4
Fall 2020	20	15 (75%)	2	2/2 (100%)	13
Spring 2021	24	22 (92%)	N/A	N/A	22
Fall 2021	22	17 (77%)	N/A	N/A	17
Spring 2022	17	15 (88%)	N/A	N/A	15
Fall 2022	22	20 (91%)	N/A	N/A	20

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2023-2024	2024-2025	2025-2026	2026-2027
Base enrollment*	8	7	7	7
Lost to Attrition (should be negative)	-1	-1	-1	-1
New to the institution	0	8	8	8
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	7	14	14	14
Graduates	0	7	7	7
Carry forward base enrollment for next year	7	7	7	7

*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.

> N/A

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.

At the University of Louisiana at Lafayette, we are fortunate to have marketing and recruitment support for our online programs provided by the Office of Distance Learning (ODL). The ODL uses a portion of the funds generated from online course fees to support recruitment efforts, including but not limited to field recruitment and digital marketing via online search advertising.

Online search advertising is instrumental in reaching a diverse pool of potential students most interested in careers related to our MSN programs. Field recruitment raises awareness and interest among nurses currently working in hospitals, clinics, and behavioral health centers. Bringing additional opportunities for these working nurses/NPs increases the potential to add representation and diversity within specialized areas of the nursing profession.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template **Completed Budget Template attached (p. 31).**

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?

The university has adopted a flat rate, per credit hour tuition cost for online programs. Tuition for the proposed program of $480/credit hour represents substantial affordability for program enrollment. Additional program costs would include Typhon software, ExamSoft Testing software, and SIMmersion Immersive Training software, which is used instead of a textbook. Strategies in place to offset the cost of the program include funding from the Helene Fuld National Health Trust, as well as scholarships secured from various philanthropic sources.

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.

All indirect costs will be covered and absorbed utilizing the current faculty and staff, including faculty from the four ICMSN schools. No additional faculty will need to be redirected from other programs of study. Current staff, including advisors, administration, etc., are sufficient in number to offer this program. Additionally, current library resources and technology for faculty and students are sufficient.

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

Currently, faculty workloads are such that reallocating funds to cover teaching assignments will not be required. The redirection of existing funds in order to offer this program is not anticipated to cover any associated costs.

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.

   > The ICMSN comprises four schools within the University of Louisiana System: Southeastern Louisiana University, McNeese State University, University of Louisiana at Lafayette, and Nicholls State University. The PMHNP PMC program is an accredited program currently being offered by two of the four ICMSN schools, McNeese State University and Southeastern Louisiana University. According to the MOU and the structure of the ICMSN, PMHNP PMC program courses and faculty are shared across the universities.

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

   > Current PMHNP faculty are sufficient in number to offer this program. No additional faculty will need to be redirected from other programs of study.

   c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future) **SACSCOC Faculty Roster is attached (pp. 32-36).**

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

   > Current staff, including advisors, administration, etc., are sufficient in number to offer this program.

F3. Facilities

42. Where will the program be offered? Mark all that apply.
   [ ] Main Campus   [ ] Satellite campus (specify campus here)   [X*] Other (specify here)   [ ]100% Online

   *Course offerings (didactic content) are delivered 100% online.; however, direct patient care experiences are completed at hospitals, clinics, and medical offices.

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)	N/A	N/A	N/A	N/A
Wet Labs (STEM related)	N/A	N/A	N/A	N/A
Dedicated Offices (Faculty)		X		Currently in use
Fine Arts Spaces	N/A	N/A	N/A	N/A
Classrooms	N/A	N/A	N/A	N/A
Meeting Rooms	N/A	N/A	N/A	N/A
Student Study Space	N/A	N/A	N/A	N/A
Shared Space with other campus units	N/A	N/A	N/A	N/A
Other (Specify)	N/A	N/A	N/A	N/A

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
None	N/A	N/A	N/A	N/A	N/A
Renovations and Infrastructure*					
None	N/A	N/A	N/A	N/A	N/A
Purchases: Land, Buildings etc.					
None	N/A	N/A	N/A	N/A	N/A
Lease space					
None	N/A	N/A	N/A	N/A	N/A
TOTAL Cost		$0	$0		

*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.

N/A

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.

Current faculty are sufficient in number to offer this program.

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.

The current facility meets the accreditation standards and guidelines and is sufficient to offer this program.

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	N/A	N/A	N/A
Total Technology and Equipment Costs	0	0	

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
Faculty retirement	Low	Low	While no faculty retirements are anticipated, should retirements, faculty are sufficient in number to redirect teaching assignments.
Faculty resignation	Medium	Low	While no faculty resignations are anticipated, should this occur, faculty are sufficient in number to redirect teaching assignments.
Loss of a clinical site	Medium	Low	Clinical sites are sufficient in number to absorb the loss of a clinical site. Additionally, contracts with new clinic partners are anticipated following the start of this program.

⅄Ochsner Health

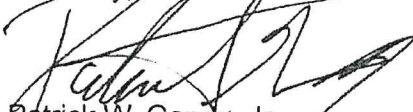March 8, 2023

Dear Colleagues,

Please accept this letter of support as an endorsement of the proposal, **to seek approval for a post-graduate psychiatric certification from the Board of Regents,** for Nurse Practitioners, submitted by the University of Louisiana at Lafayette (UL Lafayette) College of Nursing and Health Sciences, LHC Group · Myers School of Nursing. As Chief Executive Officer of Ochsner Lafayette General (OLG), I strongly endorse the major objective of the proposal which is to implement a post-master's Psychiatric Mental Health Nurse Practitioner track at UL Lafayette to meet the ever-growing need for qualified mental health practitioners in the Acadiana region and which will expand access to quality mental health care for the citizens of our region.

OLG is the Acadiana area's largest regional health system with more than 5,500 employees serving 220,000 patients annually. Ochsner Lafayette General Medical Center (OLGMC) is the system's flagship hospital and is home to the only Level II Trauma Center in Southwest Louisiana. Both Ochsner LGMC and Ochsner University Hospital and Clinics are major teaching hospitals, providing graduate medical education across many disciplines.

Recognizing the growing need for treatment of increasing numbers of individuals in our region experiencing mental health and substance abuse issues and with a goal of increasing access to care, in mid-November 2022 Ochsner Lafayette General (OLG) and Oceans Healthcare announced a partnership in which Oceans Healthcare will lead the development of a 120-bed hospital which will operate as Ochsner Behavioral Health Acadiana. The new hospital is a $30 million investment in the community and is projected to open in late 2024. The facility will include inpatient services for adolescent, adult, and geriatric clients and will offer outpatient treatment services as well. The proposal by the College of Nursing and Health Sciences at UL Lafayette to offer a post-master's Psychiatric Mental Health Nurse Practitioner track in which nurse practitioners can complete the program in only four semesters of full-time study comes at an ideal time for our region and will be a strong and crucial asset as we move forward with planning and construction of Ochsner Behavioral Health Acadiana.

In conclusion, we have been long-time, active supporters of and collaborators with the College of Nursing and Health Sciences at UL Lafayette to the benefit of the citizens of Acadiana. We look forward to continuing to work together to expand regional innovative partnerships such as this one by, at a minimum, providing qualified preceptors for graduate nursing students enrolled in the new track. We wholeheartedly support funding for this proposal so that interested and qualified students can be admitted as soon as possible into the program.

Sincerely,

Patrick W. Gandy, Jr.
Chief Executive Officer
Ochsner Lafayette General

March 6, 2023

Dear Colleagues,

Please accept this letter of support as an endorsement of the proposal, **to seek accreditation for a post-graduate psychiatric certification from the Board of Regents,** for Nurse Practitioners, submitted by the University of Louisiana at Lafayette (UL Lafayette) College of Nursing and Health Sciences, LHC Group · Myers School of Nursing. As Chief Executive Officer of Oceans Healthcare, I strongly endorse the major objective of the proposal which is to implement a post-master's Psychiatric Mental Health Nurse Practitioner track at UL Lafayette to meet the ever-growing need for qualified mental health practitioners in the Acadiana region and which will expand access to quality mental health care for the citizens of our region.

Oceans Healthcare is a growing behavioral health provider of inpatient and outpatient treatment. Recognized as one of the fastest growing private companies in the country and treating more than 24,000 clients in 2021, Oceans encompasses 33 locations across the Southeastern region of the United States. The company consistently achieves industry-leading performance metrics on national quality and safety measures.
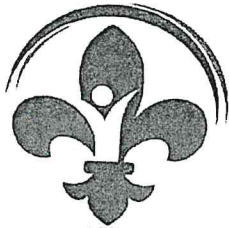
Recognizing the growing need for treatment of increasing numbers of individuals in our region experiencing mental health and substance abuse issues and with a goal of increasing access to care, in mid-November 2022 Ochsner Lafayette General (OLG) and Oceans Healthcare announced a partnership in which Oceans Healthcare will lead the development of a 120-bed hospital which will operate as Ochsner Behavioral Health Acadiana. The new hospital is a $30 million investment in the community and is projected to open in late 2024. The facility will include inpatient services for adolescent, adult, and geriatric clients and will offer outpatient treatment services as well. The proposal by the College of Nursing and Health Sciences at UL Lafayette to offer a post-master's Psychiatric Mental Health Nurse Practitioner track in which nurse practitioners can complete the program in only four semesters of full-time study comes at an ideal time for our region and will be a strong and crucial asset as we move forward with planning and construction of Ochsner Behavioral Health Acadiana.

In conclusion, we look forward to collaborating with our partners at OLG and with the College of Nursing and Health Sciences to work together to close mental health provider gaps and to expand regional innovative partnerships such as this one by, at a minimum, providing qualified preceptors for graduate nursing students enrolled in the new track. We wholeheartedly support funding for this proposal so that interested students can be admitted as soon as possible into the program.

Sincerely,

Stuart Archer, MBA, FACHE
CEO, Oceans Healthcare

March 7, 2023

Dear Colleagues,

Please accept this letter of support as an endorsement of the proposal, **to seek approval for a post-masters psychiatric mental health certificate program from the Board of Regents,** for Nurse Practitioners, submitted by the University of Louisiana at Lafayette (UL Lafayette) College of Nursing and Health Sciences, LHC Group · Myers School of Nursing. As Executive Director of Acadiana Area Human Services District, I strongly endorse the major objective of the proposal which is to implement a post-master's Psychiatric Mental Health Nurse Practitioner track at UL Lafayette to meet the ever-growing need for qualified mental health practitioners in the Acadiana region and which will expand access to quality mental health care for the citizens of our region.

Acadiana Area Human Services District is a growing behavioral health provider of outpatient behavioral health and developmental disabilities treatment for children, adolescents, and adults. We recognize the growing need for treatment of increasing numbers of individuals in our region experiencing mental health and substance abuse issues; and with a goal of increasing access to care, the proposal by the College of Nursing and Health Sciences at UL Lafayette to offer a post-master's Psychiatric Mental Health Nurse Practitioner track in which nurse practitioners can complete the program in only four semesters of full-time study comes at an ideal time for our region.

Again, we fully support this initiative and look forward to collaborating with our partners with the College of Nursing and Health Sciences to work together to close mental health provider gaps and to expand regional innovative partnerships such as this one by, at a minimum, providing qualified preceptors for graduate nursing students enrolled in the new track. We wholeheartedly support funding for this proposal so that interested students can be admitted as soon as possible into the program.

Sincerely,

Brad Farmer, Executive Director
Acadiana Area Human Services District

March 15, 2023

To Whom It May Concern,

This letter is written in support of the University of Louisiana Lafayette (UL Lafayette) College of Nursing and Health Sciences, LHC Group – Myers School of Nursing's proposal to add a postmasters psychiatric mental health certificate program for nurse practitioners.

In 2022, 100% of Louisiana held the designation of a mental health professional shortage area. Louisiana ranks 50th in health outcomes and access to care is at the core of this ranking. There are four components to access care: coverage, timeliness, services (usual source of care), and qualified providers. Post-pandemic, 30% of adults in Louisiana reported symptoms of anxiety and depression. Additionally, there is a growing need for treatment of opioid and substance use disorders to be provided by mental health professionals. Combined, these factors are creating a "perfect storm" that will impact Louisiana's workforce, economy, and tourism. In reality, it affects every single aspect of Louisiana's infrastructure.

As the President of the Louisiana Association of Nurse Practitioners, I hear the overwhelming needs and challenges that nurse practitioners face in providing physical and mental health care for Louisiana citizens. Therefore, I strongly endorse this proposal's major objective, which is to implement a post-master's Psychiatric Mental Health Nurse Practitioner track at UL Lafayette to meet the ever-growing need for qualified mental health practitioners in Louisiana, expanding access to quality mental health care. I believe that the impact of this program will be instrumental in improving Louisiana's health outcomes.

Sincerely,

Kathy Baldridge, DNP, FNP-BC, FAANP
President, Louisiana Association of Nurse Practitioners

University of Louisiana at Lafayette
College of Nursing and Health Sciences
LHC Group · Myers School of Nursing
PMHNP PMC Program Curriculum*

Term	Course Prefix/Number	Course Title	Course Description	Pre/Co-requisites**	Credit hours	Clinical hours
Semester #1	NURS 508	Diagnostic considerations & Psychopharmacology for Psychiatric Disorders	Diagnostic criteria within the current Diagnostic and Statistical Manual (DSM) for Psychiatric disorders are examined. Functional brain anatomy and physiology are studied with emphasis given to those disruptions which lead to mental illness, including environmental, developmental, and genomic influences. Psychopharmacological and therapies currently utilized to treat specific mental illnesses based on current science and practice standards are detailed with emphasis on optimal outcomes and primary, secondary, and tertiary prevention.	NURS 507, NURS 517, NURS 518	3 (3,0,3)	N/A
	NURS 590	Psychotherapy for the Advanced Practice Psychiatric Nurse	Analysis and synthesis of major theoretical, empirical, and clinical foundations of various psychotherapeutic approaches.	N/A	3 (2,4,3)	60
Semester #2	NURS 591	Advanced Practice Nursing: Psychiatric Mental Health (PMH) I	Introduction to initial diagnostic assessment, basic individual and family psychotherapeutic processes, interventions, and modalities focusing on differential diagnosis, risk analysis, and clinical management of clients with common psychiatric disorders with an emphasis on the adult population.	NURS 508, NURS 590	5 (3,12,5)	180

Semester #3	NURS 592	Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) II	Addresses advanced Psychiatric/Mental Health Nursing competencies focusing on differential diagnosis, clinical management, intervention, basic group/family therapies, risk analysis, and evaluation of outcomes for clients with common and complex psychiatric disorders across the lifespan with emphasis on children and adolescents.	NURS 591	5 (3,16,5)	210
Semester #4	NURS 597	Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) III	Focus is on professional role development in advanced practice. Clinical experiences are designed to focus on the continued development of advanced clinical competencies for the provision of care to the psychiatric client across the lifespan, family, and community with an emphasis on the older adult.	NURS 592	4 (3,8,4)	120

*Courses are already established and are currently being taught by our ICMSN partners

**Or an equivalent course(s) from an accredited program

The proposed PMHNP PMC program curriculum combines neuro-biological science and psychosocial theory while emphasizing respect for person, family, community, and culture. Through supervised clinical experiences, students will learn essential skills for psychiatric assessment, mental health diagnoses, comprehensive treatment planning, and prescriptive practice while integrating interpersonal skills that are the foundation of psychotherapy practice across the lifespan. Students will garner the expert knowledge and skills needed for promoting, supporting, and facilitating optimal mental health through compassionate, patient-centered care. The curriculum aligns with the program outcomes outlined in #18, incorporates the NACE list of career-ready competencies (Item #19), allows students to meet the technical skills and KSA (Item #20), and includes components of the American Association of Colleges & Universities identified list of high-impact educational teaching and learning practices (Item #21).

Holistic Admission Rubric for PMC Graduate Nursing Program - PMHNP

Name of applicant: _____   ULID: _____

Date of Graduate Application Departmental Form: _____

Holistic Admission Review	Score
GPA Graduate Program 3.75 – 4.0 = 4 points 3.5 – 3.74 = 3 points 3.0 – 3.49 = 2 points 2.75 – 2.99 = 1 point	
Letters of Recommendation	

Negative (-1 point each) Poor letters with explicit & significant reservations about the applicant	**Neutral (0 points each)** Weak letters with minor reservations about the applicant or comments are non-specific about competencies, aptitudes & experiences. For example, "good nurse."	**Positive (+1 point each)** Strong to excellent letters with specific references to pertinent competencies, aptitudes, & experiences	**LOR #1** _____ **LOR #2** _____ **LOR #3** _____ **Comments:**

	Score
APRN/RN Experience Applicable to PMHNP specialty • Specialized direct patient car. experiences related to Psych, Behavioral Health, ER with Psych experience (must be included in SOP), SANE RN **3 points** • Previous direct patient care experiences related to behavioral health, but currently providing direct patient care in another specialty area **2 points** • Limited RN or APRN direct patient care experiences (Quality Improvement, Administration, Research, etc.) **1 point**	
Number of Years of Experience as an APRN ➢ 5 years = 4 points ➢ 3 up to 5 years = 3 points 1 – 3 years = 2 points < 1 year = 1 point	
Awards/Distinctions/Honors Active membership in Professional Nursing Organizations (i.e., Sigma Theta Tau, certification by a nursing specialty organization such as ANA or another specialty area, an award from a hospital, etc.)	

➢ 2 = 2 points 1 – 2 = 1 point none = 0 points				

Statement of Purpose

Career goals align with the role and scope of practice of a PMHNP	**4 points** Clear link between goals & PMHNP role, the focus is on PMH services across the lifespan (scope of practice)	**3 points** Career goals are stated but loosely connected to the PMHNP role	**2 points** Career goals are stated but not connected to PMHNP (describes role or scope of another NP area)	**1 point** Does not mention career goals related to healthcare delivery
Writing mechanics	**4 points** Graduate-level writing (clear, concise, grammatically correct, etc.)	**3 points** The statement is clear but has 1-2 spelling, grammatical, etc. errors or typos	**2 points** The statement is somewhat disorganized, or 3-4 errors/typos	**1 point** Poorly written, difficult to read, > 5 errors or typos

The reputation of the Graduate Nursing Program (First-time certification pass rates as reported by AANP or ANCC – the year of graduation)
Excellent (> 95% pass rate) = 4 points
Good (90 – 95% pass rate) = 3 points
Fair (85 – 89% pass rate) = 2 points
Poor (< 85% pass rate) = 1 point

Total Score	/28

STATS   Adv. Health Assessment
Adv. Pharm   Adv Patho

Unencumbered LA RN or multi-state RN license: yes/no
Unencumbered LA APRN license: yes/no
National Certification Expiration date:

Additional comments:

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Lafayette   **Date:** March 14, 2023

Degree Program, Unit: Post Masters Certificate Psychiatric Mental Health Nurse Practitioner

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	$	0	$	0	$	0	$	0
Graduate Assistants		0		0		0		0
Support Personnel		0		0		0		0
Fellowships and Scholarships		0		0		0		0
SUB-TOTAL	$	0	$	0	$	0	$	0

	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Facilities	$0	$0	$0	$0
Equipment	0	0	0	0
Travel	0	0	0	0
Supplies	0	0	0	0
Other (specify)				
SUB-TOTAL	$	$	$	$
TOTAL EXPENSES	$0	$0	$0	$0

REVENUES				
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT
*State Appropriations	$0	$0	$0	$0
*Federal Grants/Contracts	0	0	0	0
*State Grants/Contracts	0	0	0	0
*Private Grants/Contracts	0	0	0	0
Expected Enrollment				
Tuition	$93,795	$91,040	$50,197	$235,032
Fees				
*Other (specify)				
TOTAL REVENUES	$93,795	$91,040	$50,197	$235,032

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

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

Name of Institution: University of Louisiana at Lafayette

Name of Primary Department, Academic Program, or Discipline: College of Nursing& Health Sciences, LHC Group ˙ Myers School of Nursing

Academic Term(s) Included: Fall 2023 – Spring 2024

Date Form Completed: 03/9/2023

1 NAME (F, P)	2 COURSES TAUGHT* Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Sataria Dilks McNeese State University	**Fall 2023** *NURS 557* Advanced Practice Nursing: Family Psychiatric Mental Health (PMC) III 4(G) **Spring 2024** *NURS 557* Advanced Practice Nursing: Family Psychiatric Mental Health (PMC) III 4(G)	Doctor of Nursing Practice, Family Psychiatric Mental Health Nurse Practitioner, University of Tennessee, Memphis, TX MA, McNeese State University, Psychology-Counseling Tract	12 years: PMHNP at The Psychiatric Center and the Institute for Neuropsychiatry, Lake Charles, LA 2017 recipient of the American Psychiatric Nurses Association Excellence in Education award President (201(0 of the American Psychiatric Nurses Association 8 Peer-Reviewed publications in nursing journals related to psychiatric mental health disorders, therapies, prescribing, and treatments (2018 – 2022)
Lori Gardiner (F) Nicholls State University	**Fall 2023** *NURS 591* Advanced Practice Nursing" Psychiatric Mental Health (PMH) I 5(G) **Spring 2024** *NURS 591* Advanced Practice Nursing" Psychiatric Mental Health (PMH) I 5(G)	Doctor of Nursing Practice, Chamberlain University Post Doctorate Certification: Psychiatric Mental Health Nurse Practitioner, Brandman University, Irvine, CA	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 1 year: PMHNP Integrated Wellness & Mental Health Telehealth Services

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

Form Updated: April 2018

Sara Jones (F) McNeese State University	**Fall 2023** *NURS 557* Advanced Practice Nursing: Family Psychiatric Mental Health (PMC) III 4(G) *NURS 590* Psychotherapy for the Advanced Practice Psychiatric Nurse 3(G) **Spring 2024** *NURS 557* Advanced Practice Nursing: Family Psychiatric Mental Health (PMC) III 4(G) *NURS 590* Psychotherapy for the Advanced Practice Psychiatric Nurse 3(G)	Doctor of Philosophy in Nursing, University of Arkansas for Medical Sciences, Little Rock, AR Post-masters Psychiatric Mental Health Nurse Practitioner University of Arkansas for Medical Sciences, Little Rock, AR BSN with a minor in Psychology Kent State University, Kent, OH	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 10 years: PMHNP in various settings, including East Baton Rouge Parish Prison & New Beginning Behavioral Health and Daysprings Behavioral Health, Little Rock, AR 7 years: RN Bridgeway Psychiatric Hospital, North Little Rock, AR 16 Peer-Reviewed publications in nursing journals related to psychiatric mental health disorders, therapies, prescribing, and treatments; 2 Book Chapters (2010 – 2022) 25 Peer-Reviewed Podium Presentations at local, state, and national conferences relevant to the nursing profession (2013 – 2022) 10 Peer-Reviewed Poster Presentations at local, state, and national conferences relevant to the nursing profession (2015 – 2022) NIH (Parent R21) Exploratory Research Grant Building Partnerships with Frist Responders to Explore Strategies to Improve Delivery & Access of Mental Health Services National Institute of Mental Health PI, $415,354 (Feb. 2019 - Dec. 2020)
Abby McNeil (F) University of Louisiana at Lafayette	**Fall 2023** *NURS 508* Diagnostic Considerations & Psychopharmacology for Psychiatric Disorders 3(G)	Doctor of Nursing Practice, University of Southern Mississippi Masters in Psychiatric Nursing, Minor in Nursing Education, University of Southern Mississippi	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 4 years: PMHNP at Metropolitan Human Service District, Telehealth Children Services

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

Form Updated: April 2018

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 *to be taught*, 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
	Spring 2024 *NURS 508* Diagnostic Considerations & Psychopharmacology for Psychiatric Disorders 3(G)		Divens, L., Fowler, L., Landry, J., **McNeil, A. (Co-PI)**. Building a Behavioral Health Workforce through Integrated Care; Training NP Students to Fill the Gap. Health Resources & Services Administration, 2021 (**$1.251,280** Funded).
Christy Perry (F) Southeastern Louisiana University	**Fall 2023** *NURS 508* Diagnostic Considerations & Psychopharmacology for Psychiatric Disorders 3(G) *NURS 592* Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) II 5(G) **Spring 2024** *NURS 508* Diagnostic Considerations & Psychopharmacology for Psychiatric Disorders 3(G) *NURS 592* Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) II 5(G)	Doctor of Nursing Practice, University of Tennessee, Memphis, TN Post Master's Psychiatric Mental Health Nurse Practitioner, University of South Alabama, Mobile, AL	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 18 years: PMHNP in various settings, including East Baton Rouge Parish Prison & Baton Rouge Clinic Psychiatry Perry, C., Sterling-Guillory, T. & Dilks, S. (2021). Obesity and psychiatric disorders. Nurs Clin N Am (56), 553-653 Behavioral Health Subcommittee, State of Louisiana Medicaid (2019 – present)

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

Form Updated: April 2018

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 *to be taught*, 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
Dr. Jeanne Cartier (F) University of Louisiana at Lafayette	**Fall 2023** Available if needed **Spring 2024** Available if needed	Doctor of Philosophy in Nursing, University of Massachusetts Post Master's Certificate of Advanced Graduate Study. Area of Concentration: Psychiatric Mental Health Nurse Practitioner, MGH Institute of Health Professions, Boston, MA	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center)
Elizabeth Castleberry (P) McNeese State University	**Fall 2023** *NURS 590* Psychotherapy for the Advanced Practice Psychiatric Nurse 3(G) **Spring 2024** *NURS 590* Psychotherapy for the Advanced Practice Psychiatric Nurse 3(G)	Doctor of Nursing Practice, Southeastern Louisiana University Psychiatric Mental Health Nurse Practitioner, MSN, LSUHSC, New Orleans, LA	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 8 years: PMHNP at Our Lady of the Lake Regional Medical Center, Baton Rouge, LA 9 years: RN at Our Lady of the Lake Regional Medical Center, Geriatric Behavioral Center/1-North
Gary Chaney (P) McNeese State University	**Fall 2023** *NURS 592* Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) II 5(G) **Spring 2024** *NURS 592* Advanced Practice Nursing: Family Psychiatric Mental Health (PMH) II 5(G)	Doctor of Nursing Practice, University of Tennessee Health Science Center, Memphis, TN MSN Psychiatric Mental Health Nurse Practitioner, Southeastern Louisiana University	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 13 years: PMHNP in various settings, including JGCNP, LLC, Baton Rouge, RKM Primary Care, Clinton, LA, and WBR Primary Care, Port Allen, LA

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)	COURSES TAUGHT* Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses *to be taught*, 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
Shirley Griffey (P) Southeastern Louisiana University	**Fall 2023** *NURS 591* Advanced Practice Nursing: Psychiatric Mental Health (PMH) I 5(G) **Spring 2024** *NURS 591* Advanced Practice Nursing: Psychiatric Mental Health (PMH) I 5(G)	Doctor of Nursing Practice, University of South Alabama, Mobile, AL MSN Psychiatric Mental Health Nurse Practitioner, University of South Alabama, Mobile, A	Certified Psychiatric Mental Health Nurse Practitioner (American Nurses Credentialing Center) 8 years: PMHNP at Baton Rouge Medical Center

*The ICMSN comprises four schools within the University of Louisiana System, Southeastern Louisiana University, McNeese State University, University of Louisiana at Lafayette, and Nicholls State University. The PMC PMHNP program is an accredited program already being taught by two of the four ICMSN schools, McNeese State University and Southeastern Louisiana University. According to the MOU and the structure of the ICMSN, PMC PMHNP courses and faculty are shared across the universities.

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

Form Updated: April 2018

Item F.6.   Request for approval to offer RN to BSN Programs: **Louisiana Tech University and University of New Orleans.**

EXECUTIVE SUMMARY

The RN-BSN is a post-licensure professional degree completion program for nurses who want to continue their education beyond the associate degree level. The benefits of the BSN include greater earning potential, career advancement in administration and specializations, and greater hiring demand from hospitals. The BSN is correlated positively with improved patient outcomes, and the increasingly recommended curriculum is composed of coursework and experiences focused on addressing social determinants of health. Such an education is comprised of courses in population health, health equity, value-based care, and on the needs of the underserved communities.

The Louisiana Nurse Supply report (2021) found 62% of Louisiana's nurses have a baccalaureate or higher degree in nursing. This is well below the target of 80%. Fifty-two (52%) percent of newly licensed RNs surveyed by The LA State Board of Nursing (2021) were prepared at the associate degree level. Seventy-nine (79%) percent of those surveyed plan to advance their education. The State of Louisiana continues to face a nursing workforce shortage (LA Senate Resolution 129, 2022). The American Association of Colleges of Nursing (AACN) reported 27.7% of hospitals are requiring new hires to have the BSN and 71.7% reported strong preference for BSN graduates. The RN to BSN programs proposed (separately) by Louisiana Tech University (LA Tech) and the University of New Orleans (UNO) will provide two additional avenues for associate degree level nurses to pursue the BSN in order to meet demonstrated healthcare needs.

The RN to BSN program proposed by LA Tech will provide seamless articulation for LA Tech ASN students to complete the required pre-licensure program (ASN), take the licensure exam (NCLEX-RN), begin work as a registered nurse, and complete the RN to BSN courses through Tech Online. The majority of courses required for the RN to BSN program are offered by the College of Applied & Natural Sciences. Students and their parents have inquired for many years about LA Tech offering this educational opportunity. Postgraduate survey data demonstrates that 95% of their most recent graduates plan to enroll in an RN to BSN program within a year. In addition, LA Tech partners with Bossier Parish Community College and Louisiana Delta Community College with articulation agreements; the RN to BSN program will be another opportunity for collaboration.

The RN to BSN program proposed by UNO will utilize existing pre-nursing coursework offered by the College of Science as well as health management and healthcare information technology courses offered by the College of Business. A few new courses have been designed to support the curriculum. To maximize flexibility and availability, the mode of delivery will be

solely online in an accelerated (7-8 week) format. With multiple points of entry, students will be able to complete the requirements of the program in a minimum of 12 months. The University's location in New Orleans provides an ideal environment in which to work with registered nurses as they increase their knowledge and skills in nursing, management, and interprofessional partnerships.

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 RN to BSN Programs for Louisiana Tech University and the University of New Orleans.

LOUISIANA TECH
U N I V E R S I T Y®

OFFICE OF THE PRESIDENT

March 13, 2022

Dr. Jeannine Kahn
Provost and Vice President for Academic Affairs
University of Louisiana System
1202 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Kahn:

Louisiana Tech University requests approval to offer the following program effective Winter Quarter 2023-2024:

CIP: 513801   Bachelor of Science in Nursing (RN to BSN)

The RN to BSN program will build on our successful associate degree in nursing. Our goal for the program is to facilitate the supply of baccalaureate-prepared nurses to meet the demands of the industry in an increasingly complex healthcare environment. The program will align with the Institute of Medicine's recommended core competencies.

Since this program will be fully online, it will provide flexibility to meet the needs of registered nurses currently working in the field. Students in the program will be able to continue their employment as they advance their academic careers.

The attached A.A. Policy 2.04 form provides the program description, purpose and objectives, structure, and the need for the degree.

We appreciate your consideration of our proposal.

Sincerely,

Leslie K. Guice
President

Academic Degree Program Proposal Form
A.A. Policy 2.04: Academic Planning and Degree Program Proposals

A. Overview

Institution Name:	Designation (flagship, statewide, regional, HBCU, 2-year):
Louisiana Tech University	Statewide
Ruston, LA	

College/School/Division:	Academic Department:
College of Applied & Natural Sciences, Division of Nursing	Division of Nursing

Degree Designation[a]: Bachelor of Science in Nursing	Proposed Degree Name: Bachelor of Science in Nursing (RN to BSN)	CIP Code: 513801	Credit Hrs[b]: 120 (70 transfer credits from ANS + 50 additional for BSN	Contact Hrs[c]: N/A

Planned Implementation Semester/Term & Year: Winter 2024	Was this program listed in the most recent Three-year Academic Plan? [ ] Yes [X] No

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] 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.
[c] If applicable.

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

> The purpose of the RN to BSN program is to facilitate the supply of baccalaureate-prepared nurses to meet the demands of the industry in an increasingly complex healthcare environment. Building on the foundation of a highly successful associate degree in nursing, this program will provide the richness of perspectives from the humanities, social sciences, and natural sciences, as well as the opportunity to learn with other disciplines. The Institute of Medicine (IOM) recommends core competencies required of all healthcare professionals. This program will align with competencies recommended by IOM and the American Association of Colleges of Nursing Essentials such as compassionate patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, care-team well-being, and the perspectives needed to practice across the lifespan in an ever-changing and complex healthcare environment.

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.

> The Accreditation Commission for Education in Nursing (ACEN) is the accrediting body of the Division of Nursing's Associate of Science in Nursing (ASN) program. The Division holds current accreditation for the ASN until 2029. The new program will require a Candidacy Eligibility Packet to be submitted to ACEN. A mini self-study will be completed as part of this process to ensure the program addresses the distance learning BSN criteria according to ACEN standards. The projected date of accreditation would be 2026. The Division will also seek approval for the program from the Louisiana State Board of Nursing in accordance with regulatory requirements.

3. Specify SACSCOC or other accreditation organization requirements. Mark all that apply.
   [ ] Substantive change requiring notification only
   [x] 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:_____

5. If this proposal is for a Master's 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.

   N/A

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.

   Louisiana Tech University is designated as a four-year selective admissions research university awarding bachelor's, master's, and doctoral degrees. As a comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community of learners. This program strongly aligns with Louisiana Tech's mission and commitment to public service and workforce/economic development. The need for nurses prepared to address the challenges of a complex healthcare system is at a critical point. This program will support efforts to address the critical nursing shortage and the need for nursing leaders who can provide care across the lifespan.

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

   Louisiana Tech's strategic framework Tech 2030 focuses on cultivating learners, leaders, and mentors for academic and professional excellence, disseminating knowledge and fostering innovation that can make a difference in our region, and providing unparalleled learning experiences responsive to the populations we serve. One new initiative arising from the strategic framework is an emphasis on Tech Online. This program will be part of the Tech Online initiative that will cultivate nursing learners, leaders, and mentors that will make a difference in healthcare across the state of Louisiana and beyond.

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)

   The program will be offered online in an asynchronous format to provide flexibility in course delivery that meets the needs of working registered nurses.

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

   The RN to BSN program addresses employer needs for a nursing workforce educated at the baccalaureate level and beyond. As a result, the majority of employers across our region provide tuition assistance for nurses working in their facilities to advance their education through RN to BSN programs. The Tech Online fee structure will allow flat rate tuition and the faculty will work with library services to include open educational resources and resources available through the university's online databases to minimize cost to the student.

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

   Healthcare industry partners will continue to work with the Division of Nursing through the Nursing Advisory Board. This partnership provides the opportunity for regular insight into industry needs and changes, and will inform curriculum decisions as required by the ongoing accreditation process.

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

   Students in the RN to BSN program will be licensed registered nurses and their work experiences will be woven into the course requirements of the nursing courses. Internships and apprenticeships will not be required in the program.

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

   The online asynchronous delivery format supports registered nurses who require flexibility as adult learners. Our RN to BSN students will be able to continue their employment as they advance their career.

C. Need

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

> Following the call of the Institute of Medicine (2010) to raise to 80% the percentage of the nursing workforce educated at the baccalaureate level or higher, the move to prepare nurses at this level has become a national priority. Even in the midst of a critical nursing shortage, the American Association of Colleges of Nursing (AACN) reported 27.7% of hospitals are requiring new hires to have the BSN and 71.7% reported strong preference for BSN graduates. With this proposed RN to BSN program, Louisiana Tech University will build on the strengths of its associate of science (ASN) program and its emphasis to cultivate lifelong learners in a culture that embraces innovation, unparalleled learning experiences, and a responsiveness to changing technologies, educational paradigms, and the population we serve across our state. This proposal meets the critical need for nurses in the workforce as well as the need for new nurses to continue their education.
>
> Louisiana Tech is identified as a four-year selective admission research university awarding bachelor's, master's, and doctoral degrees. The current Associate of Science in Nursing (ASN) is the only associate degree program offered on the main campus. Coupling the ASN program with this proposed RN-to-BSN will provide a seamless transition for our nursing students desiring to complete a four-year degree. Louisiana Tech's strategic framework, Tech 2030, focuses on developing leaders and learners and cultivating cooperation and innovation through an unparalleled learning experience. Louisiana Tech has also launched Tech Online. This proposal addresses each of these areas as ASN nurses will transition directly into the RN-to-BSN pathway building leadership skills as lifelong learners and equipped to lead in our complex world of health care. Some of the required courses will be taken with an interdisciplinary focus with Health Informatics and Information Management (HIIM) and Medical Laboratory Science (MLS) students. This program will join two other bachelor's degrees, and multiple graduate degrees and certificates offered through Tech Online. Our online delivery will allow our nursing graduates to step into their career as registered nurses, thus addressing the serious nursing shortage, as they seamlessly continue coursework while they work.

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.

> Faculty engage with alumni, community stakeholders, employers, and Workforce Development Organizations (Workforce Development 83 and the Northeast LA Healthcare Alliance) to collect information regarding graduates, their desire to enroll in RN to BSN programs, and healthcare industry needs. In alignment with the BSN Essentials, outlined by the American Association of Colleges of Nursing, and feedback from stakeholders, the proposed degree will address the competencies needed for a baccalaureate prepared nurse while allowing the nurse to remain in active employment while obtaining the degree. This proposal is in direct alignment with requests from ASN graduates and our Nursing Advisory Board.

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 will serve local, state, and regional students. Through asynchronous delivery using Tech Online, the service area can expand to the national level.

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).

> Post graduate surveys obtained from alumni give credence to the need for the RN to BSN offering at Louisiana Tech University. Ninety-five (95%) percent of ASN graduates report that they will enroll in an RN to BSN program within a year of graduation. Advisory Council stakeholders consisting of area employers from Northern Louisiana Medical Center, Glenwood Regional Medical Center, St. Francis Medical Center, Ochsner Health System, Willis-Knighton Health Center, and Christus Health System verify the need for increased clinical judgement in caring for today's medically complex patients and the need for more registered nurses prepared at the baccalaureate level.

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   [X] Sate Data   [] National Data

Related Occupation	LWC Star Rating	Current Employment 2020	Projected Employment 2030	# Change	% Change	Average Annual Openings	Average Salary
RN	5 Star Louisiana	41,939 (LA)	42,685 (LA)	746	Up 1.8%	2,269 (LA)	$30.79/hr Louisiana $77,600 U.S. median

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)	No. Graduates in past year
University of Louisiana Monroe	BSN RN to BSN	100 22
Grambling State University	BSN	16
Northwestern State University	BSN ASN RN to BSN	185 110 133
Louisiana Delta Community College	ASN	58
Bossier Parish Community College	ASN	79

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.

The Louisiana Nurse Supply report (2021) found 62% of Louisiana's nurses have a baccalaureate or higher degree in nursing. This is well below the target of 80%. Fifty-two (52%) percent of newly licensed RNs surveyed by The LA State Board of Nursing (2021) were prepared at the associate degree level. Seventy-nine (79%) percent of those surveyed plan to advance their education. The State of Louisiana continues to face a nursing workforce shortage (LA Senate Resolution 129, 2022). The American Association of Colleges of Nursing (AACN) reported 27.7% of hospitals are requiring new hires to have the BSN and 71.7% reported strong preference for BSN graduates. The proposed RN to BSN will provide seamless articulation for Louisiana Tech University ASN students to complete the required pre-licensure program (ASN), take the licensure exam (NCLEX-RN), begin work as a registered nurse, and complete the RN to BSN courses through Tech Online. This proposal meets the need for nurses in the workforce as well as the need for new nurses to continue their education.

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

The majority of courses required for the RN to BSN program are within the College of Applied & Natural Sciences. Planning for the development of this curriculum has included faculty from Nursing, Health Informatics and Information Management, Nutrition & Dietetics, and Biology. For the GER courses from the College of Liberal Arts (additional humanities and behavioral/social science requirements) and the College of Engineering and Science (chemistry), the department heads and Deans were also included in planning. The program with the greatest potential for impact is the Department of Health Informatics and Information Management (HIIM). Nursing and HIIM faculty collaborate on multiple projects. This program will include cross listing and team teaching with Nursing and HIIM faculty for three courses: NURS333/HIM 333 Intro to Epidemiology & Applied Statistics, NURS 371/HIM 371 Quality Improvement in Healthcare, and NURS 417/HIM 417 Health Care Research. This will provide an interdisciplinary experience for students from both programs.

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
Registered Nurse	Work with individuals, groups, or families to plan or implement programs designed to improve the overall health of communities.
	Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.
	Engage in research activities related to nursing.
	Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
	Written Expression — The ability to communicate information and ideas in writing so others will understand.
	Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.

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.

> **Outcomes for the RN to BSN program are as follows:**
> 1. Implement population-focused health promotion and illness prevention strategies that consider determinants of health. This outcome will be assessed via assessments given during the population health course and at end of program via portfolio.
> 2. Use effective communication and collaborative skills for interprofessional practice. This outcome will be assessed in the capstone course at end of program.
> 3. Evaluate quality improvement processes to optimize safe health care outcomes for individuals, families, communities, and populations. This outcome will be assessed via dissemination of a quality improvement project implemented in the Quality Improvement course.
> 4. Employ innovative thinking and technology to improve patient outcomes in complex systems of care. This outcome will be demonstrated through completion of a group project implemented in the Nursing, Technology, and Innovation course.
> 5. Use leadership skills to enhance and grow a professional identity in practice. This outcome will be demonstrated in the capstone portfolio created by the graduate.

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 Outcomes
Critical Thinking/Problem Solving	1, 3, 4, 5
Oral/Written Communications	2,5
Teamwork/ Collaboration	1,2,3,5
Digital Technology	3,4
Leadership	5
Professionalism/ Work Ethic	1,2,3,4,5
Career Management	5
Equity and Global/Intercultural Fluency	1,2
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)
Work with individuals, groups, or families to plan or implement programs designed to improve the overall health of communities.	1. Implement population-focused health promotion and illness prevention strategies that consider determinants of health.
Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.	5. Use leadership skills to enhance and grow a professional identity in practice.
Engage in research activities related to nursing.	3. Evaluate quality improvement processes to optimize safe health care outcomes for individuals, families, communities, and populations.
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	4. Employ innovative thinking and technology to improve patient outcomes in complex systems of care.
Written Expression — The ability to communicate information and ideas in writing so others will understand.	2. Use effective communication and collaborative skills for interprofessional practice.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.	1. Implement population-focused health promotion and illness prevention strategies that consider determinants of health.

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.

AACU HIPs	
First Year Experience	Required by Tech freshmen
Undergraduate Research	Optional
Common Intellectual Experiences	
Diversity/Global Learning	Required in Population Health Management assignments
Learning Communities	
ePortfolios	Required in Health Systems Leadership
Writing Intensive Courses	Required in ENGL303 Technical Writing
Service-Learning, Community-based Learning	Required in Population Health Management
Collaborative Assignments & Projects	Required
Internships	
Capstone Courses and Projects	Required Capstone course

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. Identify courses that are applicable to the alternative tracks.
   - 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.

Statewide GER for BS

BoR Academic Affairs 2.16

BoR GER	Hours	Meeting Requirement	Other
English	6	ENGL 101, 102	
Math	6	GER	
Natural Sc (both life and physical)	9	BISC 225, 227 CHEM 120	BISC 226, BISC 208, 209, 200
Humanities	9	COMM 101, ENGL 303, elective	
Fine Arts	3	Elective	
Social/Behavioral Sciences	6	PSYC 208, PSYC300	

Proposed Curriculum

Courses	Hours	

Accepted hours from ASN Curriculum	70	
Additional GER (CHEM, PSYC300, ENGL303, Humanities)	12	
Additional Non-NURS	9	BISC200 (genetics), CLAB450 (pathophysiology), FNU203 (basic human nutrition)
NURS	29	
Total	120	

Proposed Nursing Courses

Course Number	Course Title	Hours
NURS 3xx	Pharmacology for Nursing	3 (New)
NURS 3xx	Health Assessment Across the Lifespan	3 (New)
NURS 333*	Intro to Epidemiology & Applied Stats	3*
NURS 371*	Quality Improvement in Healthcare	3*
NURS 4xx	Nursing, Technology, and Innovation	3 (New)
NURS 4xx	Population Health Management	3 (New)
NURS 4xx	Health Systems Leadership	3 (New)
NURS 4xx	Professional Values	3 (New)
NURS 417*	Health Care Research	3*
NURS 4xx	Capstone	2 (New)

23. Check all proposed program modes of delivery that apply:
    [ ] On campus (<50% online)
    [ ] Hybrid (51-99% online)
    [x] 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)

    The student (licensed RN) will receive credit for the 70 hours earned for the ASN at Louisiana Tech or up to 70 hours from courses required for successful completion (C or better) in another accredited ASN program. The student will receive credit for the required prerequisites or their equivalent obtained prior to admission. Proof of an unencumbered registered nursing license will provide verification of prior credit for supervised clinical instruction across the lifespan completed in a pre-licensure program.

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.

    Open Education Resources may be used to enhance learning in the courses. Materials and Textbooks will be selected to meet the objectives of the coursework and comprehensively cover the Essentials of BSN education as outlined by the American Association of Colleges of Nursing.

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

An unencumbered nursing license will be required to enroll in 400 level nursing courses.

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

[ ] High school CTAE
[x] High school STEM
[ ] Career academies
[x] 2-year college
[ ] 4-year college/university

[x] Employers
[X] Community organizations
[ ] Professional associations
[x] Other Programs at your Institution
[x] Other Partner

List specific partners for each category checked above.

Cedar Creek High School, Ruston High School, Ouachita Christian High School, Delta Community College, Bossier Parish Community College, Area Health Education Center (AHEC), local hospitals, current and prospective students of Louisiana Tech University

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

Dual enrollment credits are transferrable where applicable for the prerequisites of the program. Utilizing the Transfer Equivalency System, courses taken outside of Louisiana Tech University can be transferred for credit.

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

Graduates of the proposed RN to BSN program are eligible to apply to any university to advance their degree as desired. The projected need for nurse practitioners continues to grow. The national nursing shortage has created a wide range of job opportunities for all registered nurses and obtaining the BSN will open additional opportunities for leadership positions. The Division of Nursing works closely with Louisiana Tech's Career Center. Employers reach out to our campus through the Division of Nursing directly and through the Career Center seeking to employ our graduates.

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.

Success of program graduates will be tracked by collecting employment data and future educational goals via a post graduate survey.

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.

> Students and their parents have inquired for many years about Louisiana Tech obtaining a BSN program. Post graduate survey data demonstrates that 95% of our most recent graduates plan to enroll in an RN to BSN program within a year. The University partners with Bossier Parish Community College and Louisiana Delta Community College with articulation agreements. The RN to BSN program will be another opportunity for associate degree nursing graduates of these community colleges to continue their education.

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

> Louisiana Tech University retention rate Fall 2021 to Fall 2022 = 79% (males) and 83% (females)
> Louisiana Tech University graduation rate: 2015= 59%
>
> Division of Nursing graduation rates: 2018-19 = 71%; 2019-2020 = 67%
> Division of Nursing retention rate Fall 2021 to Fall 2022 = 84.9%

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-25	2025-26	2026-27	2027-28
Base enrollment*		49	56	63
Lost to Attrition (should be negative)	0	-5	-6	-7
New to the institution	0	5	5	5
Shifted from existing programs within your institution	0	56	64	72
Total Enrollment	**49**	**105**	**119**	**133**
Graduates	0	49	56	64
Carry forward base enrollment for next year	0	56	63	69

*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.

> We do not anticipate that retention and graduation rates for this program would vary significantly from the University rates.

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.

> Marketing of the program to current and prospective students will take place through printed materials disseminated at recruiting events scheduled by the University and through the advising process with current Louisiana Tech ASN majors. Printed materials will be shared with area hospitals and stakeholders who employ ASNs as well as adult learners graduating from Louisiana Delta Community College and Bossier Parish Community College.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template

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?

> Tuition cost is a flat fee per credit hour. No additional fees will be charged.

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.

> This program will be supported by current nursing administration and staff and support services currently offered by the university (Counseling, Career Services, Library Services, Help Desk). The university employs an online advocate who supports the transition of students through the recruitment, application, and registration process. Once enrolled in courses in the nursing program, two nursing faculty hired for this program will serve as advisors as well as instructors. The College's Retention Specialist will also support these students as needed/requested by the faculty.

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

> N/A

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.

> The proposed program will require two new faculty within the Division of Nursing. The program coordinator with a 10-month position and a 9-month full-time faculty member will execute the program. It is anticipated that current faculty will begin the development and launch of the program and their current positions will be filled with newly hired faculty. Faculty who are doctoral prepared and experienced nurse educators will provide the necessary strength to the RN to BSN program and will be led by the Director of the Division of Nursing. Louisiana Tech's ANS program has six nursing faculty holding the PhD, DNP, or DNS degree. Five additional nursing faculty are currently enrolled in DNP programs. The strength of this stable, experienced faculty coupled with hiring of two new faculty will provide the necessary experience to develop and lead this RN to BSN program and provide an unparalleled learning experience for the students.

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

> Current faculty will have the opportunity to apply for the two positions focused on the RN to BSN program. Two additional faculty will be hired to fill the empty faculty lines.

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

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

The College of Applied & Natural Sciences uses a faculty advisor model. This will continue for the RN to BSN program. The University's Center for Instructional Technology employs an instructional designer/ faculty educator who will support the faculty for this online program development using Quality Matters templates and assist with faculty development to promote faculty excellence in online course delivery. Additional funds have been budgeted to provide faculty development opportunities at least every other year through outside nursing education professional development. The University's online advocate will meet regularly with the nursing faculty overseeing the RN to BSN program in order to provide support and seamless transition of students into the online RN to BSN program.

F3. Facilities

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

[ ] Main Campus   [ ] Satellite campus (specify campus here)   [ ] Other (specify here)   [x]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. **N/A**

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			X	Winter 2023/2024
Fine Arts Spaces				
Classrooms				
Meeting Rooms				
Student Study Space				
Shared Space with other campus units				
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space. **N/A**

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

*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.

N/A

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.

N/A

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.

N/A

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
Faculty computers and additional library resources	$19,820	$6,375	Fall 2023
Total Technology and Equipment Costs			

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
Low enrollment	medium	low	marketing

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution:__Louisiana Tech University_____   **Date: _January 6, 2023____**

Degree Program, Unit: __Division of Nursing; online RN to BSN_____

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST**		**SECOND**		**THIRD**		**FOURTH**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$ 200,564	2	$200,564	2	$200,564	2	$200,564	2
Graduate Assistants	0							
Support Personnel								
Fellowships and Scholarships	0							
SUB-TOTAL	$ 200,564		$200,564		$200,564		$200,564	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$		$		$		$	
Equipment/Library Resources	3,000							
Travel	3,500		3,500		3,500		3,500	
Supplies	13,320		2,875		2,875		2,875	
SUB-TOTAL	$ 19,820		$ 6,375		$ 6,375		$ 6,375	
TOTAL EXPENSES	$ 220,384		$ 206,939		$ 206,939		$ 206,939	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations								
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	49		56		64		72	
Tuition	$ 470,400		$ 655,200		$ 748,800		$ 844,800	
Fees								
*Other (specify)								
TOTAL REVENUES	$ 470,400		$ 655,200		$ 748,800		$ 844,800	

Louisiana Tech University RN to BSN
Program of Study
Quarter System (Full time hours 8-12/quarter)

Quarter #1 Course	Title	Hrs		Quarter #2 Course	Title	Hrs		Quarter #3 Course	Title	Hrs
BISC 200*	Principles of Genetics	3		NURS 3xx**	Pharmacology for Nursing	3		NURS 4xx	Nursing, Technology & Innovation	3
FNU 203*	Basic Human Nutrition	3		NURS 3xx**	Health Assessment Across the Lifespan	3		NURS 4xx	Population Health Mgt	3
CHEM 120*	Intro Inorganic Chemistry	3		CLAB 450*	Pathophysiology	3		ENGL 303*	Technical Writing	3
PSYC 300*	Elem Statistical Methods in Social Sciences	3		NURS 333**	Intro Epidemiology & Applied Statistics	3				
Total		12		Total		12		Total		9

Quarter #4 Course	Title	Hrs		Quarter #5 Course	Title	Hrs
NURS 417	Health Care Research	3		NURS 371**	Quality Improvement	3
NURS 4xx	Professional Values	3		NURS 4xx	Capstone	2
Humanities GER*		3		NURS 4xx	Health Systems Leadership	3
Total		9		Total		8

*Louisiana Tech ASN students can enroll in course prior to completion of ASN degree and prior to beginning clinical program.

**Louisiana Tech ANS students can enroll concurrently with clinical nursing courses.

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

Name of Institution: Louisiana Tech University

Name of Primary Department, Academic Program, or Discipline: Nursing
Academic Term(s) Included: Winter 2022 2023   Date Form Completed: **1/19/2023**

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 *to be taught*, 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**
Blake, Dewanna (F)	**Winter 2022 2023** NURS 216-001: Nursing Practicum 7 credit hours (UT)	Associate Professor MSN, University of Phoenix 42 hours in Nursing	Registered Nurse
Butler, Juawanda (P)	**Winter 2022 2023** NURS 116-001 Adult NEURO/PSYCH Social Health Maintenance 5 credit hours (UT) (Clinical Only)	Adjunct Instructor MSN, Jacksonville University 33 hours in Nursing	Registered Nurse
Clark, Rebecca (F)	**Winter 2022 2023** NURS 116-001: Adult NEURO/PSYCH Social Health Maintenance 5 credit hours (UT)	Assistant Professor DNP, University of Louisiana at Lafayette 42 hours in Nursing	Registered Nurse, Nurse Practitioner
Dentin, Brandi (Adcock) (P)	**Winter 2022 2023** NURS 112-001: Adult Health Maintenance I 5 credit hours (UT) (Clinical Only)	Adjunct Instructor MSN, University of Louisiana at Monroe 37 hours in Nursing	Registered Nurse
Dearman, Kelsey (P)	**Winter 2022 2023** NURS 212-001: Child Health Maintenance 5 credit hours (UT) (Skills/Lab Only)	Adjunct Instructor MSN, University of Phoenix 39 hours in Nursing	Registered Nurse
Green, Nita (P)	**Winter 2022 2023** NURS 112 Skills Lab Only	Adjunct Instructor BSN, Northwestern State University LSBN Exception	Registered Nurse

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

Form Updated: April 2018

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 *to be taught*, 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
Helton, Brittney (F)	Winter 2022 2023 NURS 112-001 Adult Health Maintenance I 5 credit hours (UT)	Assistant Professor MSN, Chamberlain University 40 hours in Nursing	Registered Nurse, Multi-state
Hoof, Yolanda (F)	Winter 2022 2023 NURS 116-001: Adult NEURO/PSYCH Social Health Maintenance 5 credit hours (UT)	Associate Professor MSN Nursing Administration Kaplan University 48 hours in Nursing	Registered Nurse Medical-Surgical Nurse U.S. Army Reserve
Hyde, Norlyn (F)	Winter 2022 2023 Skills Lab Coordinator NURS 112, 116, and 216 Introduction to Applications of the Nursing Process, Adult Health Maintenance, Maternal Newborn Health, and Child Health Maintenance 3 credit hours (UT)	Instructor MSN, Northwestern State University 33 hours in Nursing	Registered Nurse Clinical Nurse Specialist Kaplan Instructor for NCLEX-RN Review Courses
Killins, Brittany (F)	Winter 2022 2023 NURS 216-001: Nursing Practicum 7 credit hours (UT)	Assistant Professor MSN, University of Louisiana at Monroe 25 hours in Nursing	Registered Nurse
Madden, Melisa (F)	Winter 2022 2023 NURS 112-001: Adult Health Maintenance I 5 credit hours (UT)	Professional in Residence MSN, Northwestern State University of Louisiana PhD, The University of Texas at Tyler 56 hours in Nursing	Registered Nurse
McFadden, Patti (F)	Winter 2022 2023 NURS 216-001: Nursing Practicum 7 credit hours (UT)	Associate Professor PhD, William Carey University 56 hours in Nursing	Registered Nurse

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

Form Updated: April 2018

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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 *to be taught*, 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
McVay, Sarah (F)	**Winter 2022 2023** NURS 212-001: Child Health Maintenance 5 credit hours (UT)	Associate Professor MSN, Jacksonville University 33 hours in nursing	Registered Nurse Completed Pharmacology and Physical Assessment and Advanced Pathophysiology at Masters level; worked as staff nurse, charge nurse, and case manager for 11 years.
O'Bryant, Nicole (P)	**Winter 2022 2023** NURS 112-001 Adult Health Maintenance I 5credit hours (UT) (Clinical Only)	Adjunct Instructor MSN, University of Louisiana at Monroe 25 hours in Nursing	Registered Nurse
Owens, Carol (F)	**Winter 2022 2023** NURS 112-001: Adult Health Maintenance I 5 credit hours (UT)	Associate Professor MSN, Northwestern State University 33 hours in Nursing	Registered Nurse
Peveto, Sherry (F)	**Winter 2022 2023** NURS 214-001: Nursing Seminar 1 credit hours (UT)	Assistant Professor DNP, Frontier Nursing University 33 hours in Nursing	Registered Nurse, Nurse Practitioner
Pyles, Denise (F)	**Winter 2022 2023** NURS 112-001: Adult Health Maintenance I 5 credit hours (UT)	Assistant Professor MSN, Loyola University 39 hours in Nursing	Registered Nurse
Roberson, Sherrie (F)	**Winter 2022 2023** NURS 116-001: Adult NEURO/PSYCH Social Health Maintenance 5 credit hours (UT)	Associate Professor MSN, University of Phoenix 39 hours in Nursing	Registered Nurse Enrolled in nursing doctoral program LSUHSC
Sims, Tanya (F)	**Winter 2022 2023** NURS 212-001: Child Health Maintenance 5 credit hours (UT) (Clinical)	Professor MSN, Grambling State University 41 hours in Nursing	Registered Nurse RNC-OB Certified Inpatient Obstetrical Nursing NCC

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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 *to be taught*, 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
Siskron, Rebekah (P)	Winter 2022 2023 NURS 112 -001 Adult Health Maintenance I 3 credit hours (UT) (Clinical Only)	Adjunct Instructor BSN, Northwestern State University	Registered Nurse
Wilson, Mary L. (F)	Winter 2022 2023 NURS 112-001: Adult Health Maintenance I 5 credit hours (UT)	Instructor MSN, Grambling State University 41 hours in Nursing	Registered Nurse
Proposed Position #1 To Be Filled	NURS 3xx Pharmacology for Nursing (3) NURS 333 Intro to Epidemiology & Applied Stats (3) NURS 417 Health Care Research (3) NURS 4xx Population Health Management (3) NURS 4xx Capstone (2)		
Proposed Position #2 To Be Filled	NURS 3xx Health Assessment Across the Lifespan (3) NURS 371 Quality Improvement (3) NURS 4xx Nursing, Technology & Innovation (3) NURS 4xx Professional Values (3) NURS 4xx Health Systems Leadership (3)		

NURSING (NURS)

109: Introduction to Nursing. 0-2-2. An introduction to the health care system and professional nursing. Basic human needs, the elderly client, and concepts related to death and dying are introduced. **(F, Sp)**

110: Introduction to Application of the Nursing Process. 12-0-3. Coreq., NURS 109, and credit or registration in BISC225 and 226. Acquaints student with basic nursing principles and techniques of safe nursing care to meet basic human needs. Emphasis on interpersonal skills, communication, interviewing and observation **(F, Sp)**

112: Adult Health Maintenance I. 8-3-5. Preq., NURS 109 and 110 and BISC 225 and 226 and credit or registration in BISC227. Study, identification and application of nursing knowledge and skills related to adult health needs. Emphasis on patient-centered care utilizing the nursing process. **(Su, W)**

114: Adult Health Maintenance II. 8-3-5. Preq., NURS 112 or 113, BISC 225, 226, and 227, MATH (GER); Coreq., BISC 214. Continuation of the study, identification and application of nursing knowledge and skills needed related to adult health needs. Emphasis on patient-centered care utilizing the nursing process. **(F, W, Sp)**

116: Adult Neuro/Psycho-Social Health Maintenance. 8-3-5. Preq., NURS 114. Utilizes nursing knowledge/skills in provision of health care. Emphasis on nursing care of clients experiencing threats to needs as a result of neuro-psycho-social dysfunction. **(Su, W)**

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210: Maternal/Newborn Health Maintenance. 8-3-5. Preq., NURS 116. Study/application of principles and concepts of family-centered maternal/new-born care. Emphasis on meeting specific needs of clients during the childbearing cycle and newborn period. **(F, Sp)**

212: Child Health Maintenance. 8-3-5. Preq., NURS 116 and PSYC 308. Study/application of nursing knowledge/skills related to children's and adolescent's health needs. Includes growth and development, family, and prevention of and intervention in illness. **(F, W)**

214: Nursing Seminar. 0-1-1. Preq., Credit in all previous nursing courses. Study of current nursing trends in light of evolving patterns and practices. Emphasis on professional opportunities, obligations, and legal aspects of nursing practice. **(W, Sp)**

216: Nursing Practicum. 24-4-7. Coreq., NURS 214. Preq., Credit in all other nursing courses. Integration of knowledge and skills acquired in previous nursing courses in caring for clients with complex and/or multiple threats to basic needs. **(W, Sp)**

280: Selected Topics. 1-3 hour(s) credit (6). Preq., Approval by Nursing Division Director. Independent study course designed for students to become involved with creative learning opportunities related to nursing research, theory and practice. **(F, W, Sp)**

Nursing Skills Lab (Su, F, W, Sp) Required nursing skills demonstration, supervised practice, and evaluation components for all students enrolled in NURS110, 112, 114, 116, 210, 212.

FIRST YEAR EXPERIENCE (FYE)

100: The Experience. 0-1-1. Utilizes an interdisciplinary experience by focusing on 21st century skills. Application experiences in communication, critical thinking and collaborative environments while engaging in University culture.

New Courses to be Developed for RN to BSN Program:

NURS 3xx Pharmacology for Nursing
NURS 3xx Health Assessment Across the Lifespan
NURS 333 Intro Epidemiology & Applied Statistics (team teaching with HIIM)
NURS 371 Quality Improvement (team teaching with HIIM)
NURS 417 Health Care Research (team teaching with HIIM)
NURS 4xx Nursing, Technology & Innovation
NURS 4xx Population Health Management
NURS 4xx Professional Values
NURS 4xx Health Systems Leadership
NURS 4xx Capstone

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Form Updated: April 2018

April 6, 2023

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

Re: RN to BSN Program

Dear Dr. Henderson,

I am requesting approval to offer a new degree program, RN-BSN. The RN-BSN is a post-licensure professional degree completion program for nurses who want to continue their education beyond the associate degree level.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Academic Degree Program Proposal Form

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

A. **Overview**

Institution Name: The University of New Orleans			Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: College of Sciences			Academic Department:		
Degree Designation[a]: BSN	Proposed Degree Name: Bachelor of Science in Nursing		CIP Code: 51.3801	Credit Hrs[b]: 30	Contact Hrs[c]: N/A
Planned Implementation Semester/Term & Year: Spring semester, 2024			Was this program listed in the most recent Three-year Academic Plan? [X] Yes [ ] No		

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] 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.
[c] If applicable.

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

> The RN-BSN is a post-licensure professional degree completion program for nurses who want to continue their education beyond the associate degree level. According to the National Academy of Sciences, over the past two decades, the percentages of nurses holding a BSN has risen from less than one third (32.7 percent) to nearly half (45.4 percent). The benefits of a BSN over an ADN include greater earning potential, career advancement in administration or in specializations, and greater hiring demand from hospitals. Perhaps most importantly, the additional education in nursing, liberal arts, and management provided in a baccalaureate degree correlates positively with improved patient outcomes. The BSN is correlated positively with increased patient outcomes, and the increasingly recommended curriculum is composed of coursework and experiences focused on addressing social determinants of health (SDOH). Such an education is comprised of coursework in population health, health equity, value-based care, and on the needs of underserved communities. Our location in New Orleans provides the University of New Orleans with an ideal environment in which to work with registered nurses as they increase their knowledge and skills in nursing, management, and interprofessional partnerships.
>
> The Louisiana Center for Nursing New Licensed Registered Nurse (NLRN) Survey results show that in 2021, of nearly 600 NLRN respondents, 35 percent indicated that they intend to pursue a baccalaureate degree in nursing. Over a quarter (28 percent) of these NLRN respondents live in New Orleans. The University of New Orleans currently offers coursework for pre-nursing students and a bachelor's degree in healthcare management, and we believe that these provide a solid foundation for a baccalaureate degree in nursing for nurses who want the additional education necessary to assume additional leadership roles in local healthcare industry. Additionally, the baccalaureate is required preparation for training as an advanced practice registered nurse (APRN), which prepares nurses for roles as Nurse Practitioners, Nurse Midwives, Clinical Nurse Specialists, and Nurse Anesthetists.

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 be sought through the National League of Nursing's Commission for Nursing Education Accreditation (CNEA). The pre-accreditation candidacy application requires the following eligibility criteria:
> 1. Evidence that the governing (parent) institution of the nursing unit or program pursuing NLN CNEA accreditation is legally authorized to grant nursing degrees, diplomas, or credited certificates in the state or territory in which it resides.
> 2. The governing (parent) institution is also accredited by an agency recognized by the U.S. Department of Education. If a program is operated by a hospital, vocational school, or other type of education institution, it must demonstrate that it holds a type of USDE recognized accreditation that is consistent with the mission of the governing institution and stated programmatic goals.
> 3. Evidence that the nursing program is legally approved or accredited by the state board of nursing in which it operates, as required by applicable state or territorial statutes.
> 4. Evidence that the nursing program is likely to succeed in demonstrating achievement of the NLN CNEA Standards of Accreditation.
> 5. A formal request from the chief academic nurse administrator and co-signed by the chief executive officer of the legally designated governing institution of their desire to initiate the NLN CNEA accreditation process.
> 6. Payment of non-refundable initial application filing fees as published at the time of application.
>
> If pre-accreditation candidacy is approved for the program(s) put forth, the nursing academic unit will have a maximum of three years within which to complete the accreditation process and achieve initial accreditation with the NLN CNEA. Programs may move forward with an application for initial accreditation at any time after the granting of pre-accreditation candidacy status. Granting pre-accreditation candidacy indicates that the program(s) is likely to succeed in meeting the NLN CNEA Standards of Accreditation but does not guarantee that a program will ultimately be successful in achieving NLN CNEA initial accreditation status when sought within the three-year time frame. All credits and degrees earned and issued by a program holding pre-accreditation are considered to be from an accredited program.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
   [ ] Substantive change requiring notification only.
   [X] 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:_____

5. If this proposal is for a Master's 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.

> The RN - BSN program extends the vision of the University of New Orleans as an engine for social and economic development in the region by addressing the findings of the Institute of Medicine (IOM) that patient outcomes benefit from an increased nursing population holding a BSN rather than just an ADN or RN certification. The Louisiana Center for Nursing's New Licensed Registered Nurse (NLRN) survey results show that in 2021, of nearly 600 NLRN respondents, 35 percent indicated that they intend to pursue a baccalaureate degree in nursing. Over a quarter (28 percent) of these respondents currently live in New Orleans.
>
> The RN-BSN program aligns with UNO's institutional role, scope, and mission as a student-centered, urban research university. Our mission is providing educational excellence, offering world-class research-based programs, advancing shared knowledge, and adding to the region's industry, culture, and economy. In all that we do, we seek to enhance the quality of life in New Orleans, the region and the state.   By providing this educational resource to the community, we will serve the educational and health needs of our diverse and vibrant region.
>
> As an urban research university, we are well prepared to bring the knowledge and skills of faculty in disciplines such as business administration, education, sciences, liberal arts, and engineering to professional degrees such as the BSN. In collaboration with nursing practitioners and nursing faculty, we will directly serve our mission and serve the needs of the city, region, and state by providing a relevant education for nurses pursuing their baccalaureate degree.

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

> As a comprehensive urban research university , we are committed to providing educational excellence to a diverse student body and enhancing the quality of life in New Orleans, the state of Louisiana, and the nation by ensuring that our educational offerings are aligned with community, regional and state needs. The proposed RN to BSN degree program aligns with community, state, and regional needs by providing an additional educational resource for registered nurses in the state of Louisiana who want to pursue a post-licensure baccalaureate degree in nursing Bachelor of Science in Nursing.
>
> If approved as New Orleans' only public fully online accelerated baccalaureate program in nursing, we demonstrate that our educational offerings are aligned with community, regional, and state needs with respect to both career training in nursing and to the social, physical, and economic health of our community. Home to the largest health system in the gulf south, New Orleans is a medical destination. The development of this degree expands our research and scholarly collaborations with businesses, government agencies, and non-profits impacting economies, quality of life, and equity in the city and throughout the region and state.
>
> The development of this program arose from our current academic program portfolio, specifically with respect to our pre-nursing curriculum in the College of Sciences and our health administration programs in the College of Business. Additionally, over the past several years, academic departments have focused on developing degree programs that provide students with readily applicable career paths in fields such as urban construction management, professional aviation, and cybersecurity and operations. The practical knowledge in these programs is informed by a foundation in general education, and the baccalaureate degree in nursing continues this approach to academic program development.

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)

To maximize flexibility and availability, the mode of delivery will be solely online in an accelerated (7-8 week) format. With multiple points of entry, students will be able to complete the requirements of the program in a minimum of 12 months.

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

A minimum of 30 hours must be completed through the University of New Orleans. Students entering with an associate's degree get credit for all general education coursework, and UNO will block transfer all nursing courses and their prerequisites, thus, up to 90 hours of coursework may be transferred to the BSN program from prior nursing coursework. Open educational resources will be leveraged as appropriate. Additionally, local and regional employers will have the opportunity to provide tuition assistance for students to pursue the BSN.

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

Partnerships with industry, community-based organizations, and other higher education institutions include Delgado Community College, Northshore Technical Community College, and Ochsner Health Systems. We will leverage connections with Ochsner Health System and Delgado Community College to provide instructional and student resources as appropriate.

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

All internships and practicum/practical experiences will take place in the student's regular work environment/employment setting.

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

On-demand/online courses so that students can "work and learn." This format will reduce costs relative to face-to-face coursework and provide expedited delivery of coursework in eight-week terms rather than in 16-week terms. Possibility of employer reimbursement and/or contribution for tuition.

C. Need

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

Data from the US RN Workforce Report Card (2018) predicts that Louisiana will have a shortfall of over 4,000 nurses by 2030, with a shortage ratio of 86 RNs per 100,000 residents.

While the Institute of Medicine's (2011) goal of having 80 percent of nurses in the United States holding a BSN by 2020 was not reached, the data from the state of Louisiana shows that 62 percent of licensed RNs in Louisiana have a baccalaureate or higher degree in nursing (2021 Nurse Supply Report), slightly higher than the national average of 59 percent (Campaign for Action dashboard).   Nationally, from 2018 – 2021 there has been a modest increase of 8.2 percent in the percentage of licensed registered nurses enrolled in post-RN baccalaureate programs, while these numbers for Louisiana over this same time reflect a loss of 5.8 percent. The most recent Louisiana State Board of Nursing's Nurse Supply Report (2021) indicates that the number of RN to BSN graduates has declined from 682 in 2017 to 597 in 2021. Additionally, in 2021, the Louisiana Center for Nursing's New Licenses Registered Nurse (NLRN) survey showed that of nearly 600 NLRN respondents, 35 percent indicated that they intend to pursue a baccalaureate degree in nursing. Over a quarter (28 percent) of the NLRN respondents lived in New Orleans at the time.

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.

> Conversations with prospective students, local and regional medical facilities, and local and regional community colleges with active pre-licensure nursing programs have provided critical insight and suggestions for the design and curriculum of the RN to BSN program. Additional conversations with leaders in online education have provided guidance and structure around our accelerated online model, which will allow students to complete their degree in a flexible and efficient manner.

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

> Traditionally, The University of New Orleans attracts students from the metropolitan New Orleans area and from the southeast region of Louisiana. Correspondingly, we anticipate that the service area will initially be local and regional, but as the reputation of the program grows, we foresee that it will be attractive to registered nurses who are seeking the baccalaureate in nursing in other areas of the state and in neighboring states such as Mississippi.

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).

> During their travels throughout the state, and in information sessions at local and regional high schools, interest in nursing is strong. We currently offer only preparatory coursework for nursing schools such as LSU Health Sciences, and do not have the facilities to offer pre-licensure coursework. Delgado Community College, less than 3 miles away, produces the most registered nurses in the city and currently serves as a feeder school for other baccalaureate programs, so we anticipate a close relationship as we recruit their graduates to this accelerated degree. Northshore Technical Community College is launching an associate degree in nursing this fall, and our existing curricular collaborations lay a good foundation for additional collaboration in this area. In all conversations the ability to complete the requirements for the baccalaureate degree in as few as 12 months is an appealing asset.

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.

[X] Service Area Data   [x] State Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [2023]	Projected Employment [2025]	# Change	% Change	Average Annual Openings	Average Salary
Registered Nurses in New Orleans metropolitan area	5	13,966	14,744	799	6%	2,097	$72,543

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)	No. Graduates in past year
Delgado Community College	Associate Degree, Nursing	275
LSU Health Sciences Center	Bachelor of Science, Nursing	256
Chamberlain University-LA	Bachelor of Science, Nursing	53
University of Holy Cross	Bachelor of Science, Nursing	31
Loyola University, NOLA	Bachelor of Science, Nursing	15
Dillard University	Bachelor of Science, Nursing	4

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.

The unprecedented demands that the pandemic placed on the nation's nurses – combined with retirements and an aging workforce – have greatly increased the need for nursing workers in the U.S. The U.S. Bureau of Labor Statistics projects that more than 275,000 additional nurses are needed from 2020 to 2030, and that employment opportunities for nurses will grow at 9 percent, faster than all other occupations from 2016 through 2026.

Data from the US RN Workforce Report Card (2018) predicts that Louisiana will have a shortfall of over 4,000 nurses by 2030, with a shortage ratio of 86 RNs per 100,000 residents. The most recent Louisiana State Board of Nursing's Nurse Supply Report (2021) indicates that the number of RN to BSN graduates has declined from 682 in 2017 to 597 in 2021, while nurses in Louisiana are also aging out of the profession, with 19 percent aged 50 - 59, and 16 percent over 60. As organizational healthcare becomes more consolidated in urban centers, residents in more rural areas of the state rely increasingly on advanced practitioner nurses, such as nurse practitioners, nurse midwives, nurse anesthetists, and clinical nurse specialists. Advanced Practice nurses have at least an MSN, and the foundation of preparation for this is the baccalaureate degree.

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

We currently offer pre-nursing coursework through the College of Sciences, so this coursework will complement those offerings. Included in this coursework are Cell & Molecular Biology, Nutrition, Immunology, Genomics, Bioinformatics, Microbiology, Chemistry, and Developmental Psychology, all of which may be leveraged for this program.

Additionally, the College of Business Administration offers a degree in healthcare management, so coursework from this degree such as Introduction to Health Management and Healthcare Information Technology may also be leveraged.

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
Nursing KSA	Administration and Management: Knowledge of business management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, production methods, and coordination of people and resources
Nursing KSA	Judgment and Decision Making: Considering the relative costs and benefits of potential actions to choose the most appropriate one
Nursing KSA	Inductive Reasoning: the ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
Nursing Technical Skill	Fluency in business intelligence and data analysis software
Nursing Technical Skill	Providing consultation and advice to others: providing guidance and expert advice to management or other groups on technical, systems, or process-related topics
Nursing Technical Skill	Coaching and developing others: identifying the development needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills

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.

1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process informed by knowledge base across different practice care settings.
2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination.
3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of the delivery of healthcare, advance equitable population health policy, demonstrate advocacy strategies, advance preparedness to protect population health during disasters and public health emergencies.
4. Demonstrate the ability to access and critically evaluate evidence-based research and integrate best evidence into nursing practices with different patient populations in different practice settings.
5. Apply quality improvement principles in care delivery to promote patient safety and contribute to a culture of provider and work environment safety.
6. Apply knowledge of team dynamics, nursing, and other healthcare professions to foster an interdisciplinary climate of mutual learning, respect, and shared values that facilitate a partnership approach to quality care delivery for a diverse patient population.
7. Describe organizational principles as they relate to equitable healthcare delivery across the lifespan of diverse populations and different healthcare and describe the relationship between the organization, external systems, and payers.
8. Effectively use information and communication technologies to gather data, document care and communications among providers and patients, at all system levels, in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care.
9. Demonstrate professional and ethical behaviors that are articulated in the ANA Code of Ethics.
10. Demonstrate a commitment to personal health and well-being, and a spirit of inquiry that fosters flexibility and professional maturity, and leadership behaviors in all professional settings.

Assessments
E-portfolio: scored by faculty using a rubric
Individual course assessments (projects, tests, papers, etc.)
Pre-post assessment in cohort anchors (first course and final course)
On-site supervisor feedback

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 Outcomes
Critical Thinking/Problem Solving	1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process informed by knowledge base across different practice care settings. 4. Demonstrate the ability to access and critically evaluate evidence-based research and integrate best evidence into nursing practices with different patient populations in different practice settings.
Oral/Written Communications	2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination.
Teamwork/ Collaboration	6. Apply knowledge of team dynamics, nursing, and other healthcare professions to foster an interdisciplinary climate of mutual learning, respect, and shared values that facilitate a partnership approach to quality care delivery for a diverse patient population.
Digital Technology	8. Effectively use information and communication technologies to gather data, document care and communications among providers and patients, at all system levels, in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care.
Leadership	10. Demonstrate a commitment to personal health and well-being, and a spirit of inquiry that fosters flexibility and professional maturity, and leadership behaviors in all professional settings.
Professionalism/ Work Ethic	9. Demonstrate professional and ethical behaviors that are articulated in the ANA Code of Ethics.
Career Management	5. Apply quality improvement principles in care delivery to promote patient safety and contribute to a culture of provider and work environment safety.
Equity and Global/Intercultural Fluency	3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of the delivery of healthcare, advance equitable population health policy, demonstrate advocacy strategies, advance preparedness to protect population health during disasters and public health emergencies 7. Describe organizational principles as they relate to equitable healthcare delivery across the lifespan of diverse populations and different healthcare and describe the relationship between the organization, external systems, and payers.
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)
Administration and Management: Knowledge of business management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, production methods, and coordination of people and resources	3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of the delivery of healthcare, advance equitable population health policy, demonstrate advocacy strategies, advance preparedness to protect population health during disasters and public health emergencies 5. Apply quality improvement principles in care delivery to promote patient safety and contribute to a culture of provider and work environment safety. 6. Apply knowledge of team dynamics, nursing, and other healthcare professions to foster an interdisciplinary climate of mutual learning, respect, and shared values that facilitate a partnership approach to quality care delivery for a diverse patient population.
Judgment and Decision Making: Considering the relative costs and benefits of potential actions to choose the most appropriate one	1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process informed by knowledge base across different practice care settings. 2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination. 4. Demonstrate the ability to access and critically evaluate evidence-based research and integrate best evidence into nursing practices with different patient populations in different practice settings. 9. Demonstrate professional and ethical behaviors that are articulated in the ANA Code of Ethics.
Inductive Reasoning: the ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).	1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process informed by knowledge base across different practice care settings. 2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice,

	diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management care coordination.
	3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of the delivery of healthcare, advance equitable population health policy, demonstrate advocacy strategies, advance preparedness to protect population health during disasters and public health emergencies
	4. Demonstrate the ability to access and critically evaluate evidence-based research and integrate best evidence into nursing practices with different patient populations in different practice settings.
Fluency in business intelligence and data analysis software	4. Demonstrate the ability to access and critically evaluate evidence-based research and integrate best evidence into nursing practices with different patient populations in different practice settings. 7. Describe organizational principles as they relate to equitable healthcare delivery across the lifespan of diverse populations and different healthcare and describe the relationship between the organization, external systems, and payers. 8. Effectively use information and communication technologies to gather data, document care and communications among providers and patients, at all system levels, in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care.
Providing consultation and advice to others: providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics	2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination. 3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of the delivery of healthcare, advance equitable population health policy, demonstrate advocacy strategies, advance preparedness to protect population health during disasters and public health emergencies 6. Apply knowledge of team dynamics, nursing, and other healthcare professions to foster an interdisciplinary climate of mutual learning, respect, and shared values that facilitates a partnership approach to quality care delivery for a diverse patient population.

	7. Describe organizational principles as they relate to equitable healthcare delivery across the lifespan of diverse populations and different healthcare and describe the relationship between the organization, external systems, and payers.
Coaching and developing others: identifying the development needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills	2. Engage with the individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination. 6. Apply knowledge of team dynamics, nursing, and other healthcare professions to foster an interdisciplinary climate of mutual learning, respect, and shared values that facilitates a partnership approach to quality care delivery for a diverse patient population. 8. Effectively use information and communication technologies to gather data, document care and communications among providers and patients, at all system levels, in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care. 10. Demonstrate a commitment to personal health and well-being, and a spirit of inquiry that fosters flexibility and professional maturity, and leadership behaviors in all professional settings.

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.

AACU HIPs	
First Year Experience	N/A
Undergraduate Research	
Common Intellectual Experiences	Yes
Diversity/Global Learning	
Learning Communities	
ePortfolios	
Writing Intensive Courses	
Service-Learning, Community-based Learning	
Collaborative Assignments & Projects	Yes
Internships	
Capstone Courses and Projects	Yes

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. Identify courses that are applicable to the alternative tracks.
    - 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.

23. Check all proposed program modes of delivery that apply:
    [ ] On campus (<50% online)
    [ ] Hybrid (51-99% online)
    [X] 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)

    N/A

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.

    Because of the online nature of the program, open educational resources will be leveraged to reduce the cost of course materials. Databases such as JSTOR, Academic Search Complete, Web of Science, Medline, and others are currently available. Students also have access to interlibrary loan. Faculty will also be encouraged to use materials that are instructor-generated rather than textbook based.

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 be required to have a) an associate degree in nursing from a regionally accredited institution and b) an active and unencumbered nursing license.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.
    [ ] High school CTAE   [X] Employers
    [ ] High school STEM   [ ] Community organizations
    [ ] Career academies   [ ] Professional associations
    [X] 2-year college   [X] Other Programs at your Institution
    [ ] 4-year college/university   [X] Other Partner

    List specific partners for each category checked above.

    Delgado Community College
    Northshore Technical Community College
    UNO College of Sciences
    UNO College of Business Administration
    Academic Partnerships

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

> N/A

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

> We anticipate that all students enrolled in the program will be actively employed. Regardless of employment status, students will have access to career resources through the UNO Office of Career Services. Career Services functions as a strategic career resource and connection for UNO students, and targets career advising and preparation, candidate branding, and career events.

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.

> Success of program graduates will be assessed using survey data from alumni, survey follow-up with employers, and student LinkedIn profiles.   Feedback about the program itself will also be sought via a specialized graduating student survey.

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.

> During their travels throughout the state, and in information sessions at local and regional high schools, interest in nursing at UNO is strong. We currently offer only preparatory coursework for nursing schools such as LSU Health Sciences, and do not have the facilities to offer pre-licensure nursing coursework. Delgado Community College, less than 3 miles away, produces the highest number of registered nurses in the region, and will partner with us on recruiting their graduates to this baccalaureate degree. Additional guidance and support come from Ochsner Health System and from Northshore Technical Community College which is launching its associate degree in nursing program this fall.
>
> Over the past six years, enrollment in our pre-nursing program has totaled 804 students, just slightly less than 30 percent of all pre-allied health students (29.3 percent) and 7 points higher than the percentage of students in pre-med (22.2 percent). Over the past six years (2017-2022), an average of 134 enrolled students have been in our pre-nursing program.   Among freshmen only, there were 355 students enrolling in our pre-nursing program, 44.4 percent of all pre-allied health freshmen, and 33 points higher than the percentage of freshmen in pre-med (11.0 percent). Among the 236 freshmen Pell-eligible students of color, an average of 27 students each year have been in our pre-nursing program. Among this population 40.7 have been in pre-nursing, compared with only 12.7 percent pursuing premedical coursework. UNO is an attractive educational option for students who are interested in pursuing a baccalaureate degree in nursing.

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

> Because this is a specialized program, we have chosen to benchmark retention and graduation rates for students in our Masters' degree programs. Over the past 10 years, retention rates have been 80 percent, and graduation rates have been approximately 65 percent.

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	202x-xx	202x-xx	202x-xx	202x-xx
Base enrollment*		22	34	50
Lost to Attrition (should be negative)	(0)	(2)	(3)	(5)
New to the institution	30	30	36	36
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	**30**	**50**	**67**	**81**
Graduates	8	16	20	27
Carry forward base enrollment for next year	22	34	50	54

*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.

> We anticipate that the retention and graduation rates will be similar to our graduate student (Masters only) retention and graduation rates. For this data, we've calculated a graduation rate within one year at 80 percent for the cohort, and retention losses at 10 percent for the specific cohort.

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.

> Outreach to local RNs, recruitment with local and regional colleges producing RNs, outreach to local hospitals targeting RNs who are interested in leadership positions. Recruitment efforts through admissions visits to local and regional community colleges.

F. RESOURCES
F1. Finance
36. Attach the completed Regents budget template.

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?

> Student affordability is a key component of the program. Outside of tuition and fees, there are no anticipated additional fees or licenses required for the program.

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.

> Students will be assigned to existing academic advisors as appropriate. Students will have access to all student support services, tutoring, and career services as current students. Current staffing levels, technology, and infrastructure will be sufficient to roll out the program.

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

> Reallocation of existing funds should be minimal, and the program is expected to be self-sustaining.

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.

A program coordinator and adjunct nursing faculty members will need to be hired, and these faculty will teach/supervise clinical activities in nursing-specific courses. The director will also serve as a faculty member, with a reduced teaching load. Other faculty will be leveraged through the College of Sciences and the College of Business.

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

Faculty in the College of Science and in the College of Business will be leveraged to teach foundational science and healthcare management coursework.

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

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

The program will use existing support services. Representatives from these support areas were involved in the evaluation and approval of this proposal. Academic Advising and Financial Aid will be impacted by eligible students seeking to apply and obtain financial aid.

F3. Facilities

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

    [ ] Main Campus   [ ] Satellite campus (specify campus here)   [X] Other (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)		N/A		
Wet Labs (STEM related)		N/A		
Dedicated Offices		N/A		
Fine Arts Spaces		N/A		
Classrooms		N/A		
Meeting Rooms		N/A		
Student Study Space		N/A		
Shared Space with other campus units		N/A		
Other (Specify)		N/A		

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

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

*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.

No construction or renovation are anticipated because the courses will be online. Any personal meetings with students to provide feedback, guidance, and appropriate onsite supervision and instruction with occur at the student's place of employment.

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

No existing programs will be negatively impacted.

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.

All coursework will be completed online, so no facility needs are anticipated.

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
Existing technology and equipment is sufficient			
Total Technology and Equipment Costs	**0**	**0**	

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
No risks have been identified by our laboratory safety officer			

Proposed RN to BSN Nursing Curriculum

Course	SCH
Transfer Credit	
GENERAL EDUCATION (students with an associate's degree have met all general education requirements.)	**39**
Block transfer of nursing requirements from ASN/ADN	**51**
UNO NURSING REQUIREMENTS	**30**
HCM 1000 Introduction to Management (existing)	3
HCM 3020 Healthcare Information Technology (existing)	3
NURS 3000 Nursing Research and Evidence-based Practice (new)	3
NURS 3300 Health Promotion and Disease Prevention (new)	3
NURS 3500 Community Health Nursing (new)	3
NURS 4000 Leadership and Management in Nursing (new)	3
NURS 4100 Advanced Health Assessment (new)	3
NURS 4200 Nursing Ethics and Professionalism (new)	3
NURS XXXX Geriatric Nursing (new)	3
NURS 4300 Nursing Capstone (new)	3
TOTAL BSN	**120**

Existing

HCM 1000 Introduction to Management (3)
This course provides a broad introduction to the field of healthcare management and provides a basic understanding of the core social, ethical, and patient-care concepts of management and leadership in the context of the US healthcare system. This course is a prerequisite for any 3000 or 4000 level HCM courses. (Beginning program anchor course for each cohort)

HCM 3020 Healthcare Information Technology (3)
Prerequisite: Presents an overview of healthcare information technology (HIT) and how health care managers can use IT to improve patient care and maximize organizational performance.

New
NURS 3000 Nursing Research and Evidence-Based Practice (3)
This course provides an introduction to research methods and their application to nursing practice. Students will learn how to critically appraise nursing research, interpret and use evidence to inform clinical decision-making, and develop skills in implementing evidence-based practice.

NURS 3300 Health Promotion and Disease Prevention (3)
This course focuses on strategies to promote health and prevent disease in individuals, families, and communities. Students will learn about risk assessment, health education, and health promotion interventions, as well as the role of the nurse in addressing social determinants of health.

NURS 3500 Community Health Nursing (3)
This course focuses on the role of the nurse in promoting health and preventing disease within the community. Students will learn about community assessment, program planning and evaluation, and strategies for addressing the unique health needs of diverse populations.

NURS 4000 Leadership and Management in Nursing (3)
In this course, students will learn about the principles of leadership and management in the healthcare setting. Emphasis is placed on the development of leadership skills, management of human resources, and the use of quality improvement processes to enhance patient care outcomes.

NURS 4100 Advanced Health Assessment (3)
This course builds upon foundational assessment skills learned in the introductory nursing courses and expands students' abilities to assess complex patient conditions. Students will learn advanced physical examination techniques, clinical decision-making, and health history-taking skills. The course emphasizes the use of evidence-based practice to make accurate diagnoses and develop comprehensive treatment plans.

NURS 4200 Nursing Ethics and Professionalism (3)
In this course, students will explore ethical issues in nursing practice, including confidentiality, informed consent, and end-of-life care. The course emphasizes the development of professional values and ethical decision-making skills in nursing practice.

NURS XXXX Geriatric Nursing (3)

This course provides an introduction to the care of older adults, including assessment, diagnosis, and management of common geriatric conditions. Students will learn about the physiological and psychosocial changes that occur with aging, as well as common geriatric syndromes such as falls, dementia, and incontinence. The course emphasizes the development of interdisciplinary care plans and evidence-based nursing interventions for geriatric patients.

NURS 4300 Nursing Capstone (3)
Students in the Capstone Nursing course are expected to demonstrate proficiency in various aspects of nursing practice, including assessment, diagnosis, planning, implementation, and evaluation of patient care. They may also be required to collaborate with interdisciplinary healthcare teams, communicate effectively with patients and their families, and demonstrate leadership in the delivery of high-quality care. (End of program anchor course for each cohort)

References

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SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: _____University of New Orleans_____   **Date: ____4/6/2023_____**

Degree Program, Unit: _____RN to BSN-College of Science_____

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST** Fall 23-Spring 24		**SECOND** Fall 24-Spring 25		**THIRD** Fall 25-Spring 26		**FOURTH** Fall 26-Spring 27	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$340,000	4	$340,000	4	$340,000	4	$340,000	4
Graduate Assistants	$30,000	2	$30,000	2	$30,000	2	$30,000	2
Support Personnel (1 Program Manager & 2 Adjunct Professors)	$165,000	3	$165,000	3	$165,000	3	$165,000	3
Fellowships and Scholarships								
SUB-TOTAL	$535,000		$535,000		$535,000		$535,000	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$		$		$		$	
Equipment								
Travel	$5,000		$5,000		$5,000		$5,000	
Supplies	$10,000		$10,000		$10,000		$10,000	
Other (10 course development stipends @$10,000 each)	$100,000							
SUB-TOTAL	$115,000		$15,000		$15,000		$15,000	
TOTAL EXPENSES	$650,000		$550,000		$550,000		$550,000	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	30		50		67		81	
Tuition	$264,425.10		$440,708.50		$590,549.38		$713947.77	
Fees	$116,094.90		$193,491.50		$259,278.61		$313,456.23	
*Other (specify)								
TOTAL REVENUES	$380,520		$634,200		$849,827.99		$1,027,404	

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

LA BoR – AA 2.05 - Oct 2015