Item E.1. **Louisiana Tech University's** request for approval to offer a Doctoral Program in Engineering and Technology Management.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer a Doctoral Program in Engineering and Technology Management (DETM). In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level proposal was reviewed by an external consultant. Dr. John Evans, Charles D. Miller Endowed Chair and Chair, Department of Industrial and Systems Engineering, Auburn University, conducted the review. Dr. Evans found LA Tech's approach to be solid and that there is a market and an interest in this initiative. Dr. Evans went on to say *"At Auburn we launched a new program four years back and now have over 140 online students. In meeting the challenges for graduate education there are also needs for faculty and research positions with Ph.D. degrees. Your program will add to these needs and I applaud LA Tech in taking the next steps."*

The proposed DETM is a multidisciplinary degree with aspects of engineering, science, mathematical modeling, human factors and management. Graduates will apply engineering principles and techniques to managerial and business problems in industry, government, the military and academia. The proposed program will be available to be earned 100% online or in person, as is the case for the current Master of Science in Engineering Technology (MSETM). The proposed DETM builds on the success of the MSETM which has graduated 37 students each year on average over the past five (5) years. It is also designed to complement existing Ph.D. programs at LA Tech by providing a better option to serve students with a technology or engineering management focus. The current Ph.D. in Engineering (average annual enrollment of 66 students and 11 graduates annually over the past five years) is not a good fit for such students because of the laboratory research requirement, on-campus format and the lack of a management component in the curriculum. Students earning Bachelor of Science (BS) degrees in Construction Engineering Technology, Instrumentation and Control Systems Engineering Technology, and Industrial Engineering currently do not have a doctoral degree option to further their studies.

The core courses required of the DETM (15 credit hours) will build advanced fundamental skills in advanced statistics, advanced risk analysis, data analysis and project management, as well as in research and proposal writing. The concentration courses (15 credit hours) will provide students with an understanding of operations analysis, operations research, engineering administration, business leadership and financial analysis to enable graduates to be more effective in technical managerial and leadership roles in business or academic environments. The elective courses (18 credit hours) are to be focused on a specific engineering or technical area, so that a DETM graduate could be credentialed to teach at the post-secondary level in the chosen area. The

DETM dissertation will build on theoretical and empirical knowledge to develop a novel and practical solution to a real-world problem.

The University anticipates enrollment in the DETM program after five (5) years to be approximately 40 students, graduating 8 students per year. The majority of the workload for the DETM will be handled with existing faculty. The research infrastructure already exists at LA Tech in support of the Ph.D. programs. And, coursework requirements have overlaps with existing MS and Ph.D. programs. Two additional 600 (doctoral) level courses will need to be developed for the proposed degree program.

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 a Doctoral Program in Engineering and Technology Management.

LOUISIANA TECH
UNIVERSITY.

Office of the President

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

Dear Dr. O'Rourke:

Louisiana Tech University requests approval to offer the following doctoral program effective Fall Quarter 2024-2024:

CIP: 15.1501   Doctorate in Engineering and Technology Management

This new doctoral program builds on the demonstrated relevance and success of Tech's Master of Science in Engineering and Technology Management (MSETM), which was established in 2001.

The DETM is a multidisciplinary degree with aspects of engineering, science, mathematical modeling, human factors, and management. Graduates will apply engineering principles and techniques to managerial and business problems in industry, government, the military, and academia. The program will be available to be earned 100% online or in person, as is the case for the current MSETM degree.

The attached AA2.05 form provides the updated proposal, which incorporates revisions based on the reviews received.

Thank you for your consideration of Louisiana Tech's updated proposal.

Sincerely,

Dr. James B. Henderson
President

LOUISIANA TECH
U N I V E R S I T Y®

MEMORANDUM

To: Dr. Jim Henderson, President

From: Dr. Donna Thomas, Interim Provost

Date: January 23, 2024

Subject: Council of Academic Deans

The attached documents were submitted to the Council of Academic Deans for poll vote on January 18, 2024 and approved January 22, 2024.

This packet is now being submitted for your consideration.

sbj
01/23/24

LOUISIANA TECH
—UNIVERSITY—

MEMO

Date: January 17, 2024

To: Donna Thomas
           Interim Provost

From: B. Ramu Ramachandran
           Dean of Graduate School

Subject: Proposal for Doctor of Engineering and Technology Management

The updated proposal for establishing a new Doctor of Engineering and Technology Management (DETM) degree is being sent with this memo. The attachments are as follows:

1) Cover memo from Dr. Collin Wick, Dean, College of Engineering & Science, Louisiana Tech.

2) The updated proposal incorporating revisions based on the reviews provided by

    a. Dr. John Evans, Charles D. Miller Endowed Chair, Department of Industrial and Systems Engineering, Director, Thomas Walter Center for Technology Management, Auburn University [solicited by College of Engineering & Science, Louisiana Tech], and

    b. Dr. Sampson Gholston, Professor and Department Chair, Industrial and Systems Engineering and Engineering Management, University of Alabama at Huntsville [solicited by Janet Newhall, Assistant Commissioner for Academic Affairs, Louisiana Board of Regents].

    The updates to the proposal are shown in yellow highlights.

3) Report from Dr. John Evans (as described in item 2.a).

4) Report from Dr. Sampson Gholston (as described in item 2.b).

The proposal was reviewed and approved by the Graduate Council in May 2022, prior to Dr. Gholson's review was received. The updates are not significant enough to require a second approval by the GC.

I request that you ask for a poll-vote approval of this new degree proposal from the Council of Academic Deans so that it can be forwarded to the UL System Board of Supervisors before the **January 31 deadline**, which may allow this to be submitted to the Louisiana Board of Regents as early as possible. It would be very beneficial to us if we are allowed to offer this degree in Fall 2024.

MEMORANDUM

TO: Dr. Donna Thomas, Interim Provost

THRU: Dr. Ramu Ramachandran, Dean of Graduate School

FROM: Dr. Collin Wick, Dean of COES

DATE: January 16, 2024

SUBJECT: Amendments to DETM Proposal

Please see the revised proposal for the Doctorate of Engineering and Technology degree program. It has been updated in response to external consultant review letters. These updates are highlighted in yellow in the proposal. The only curricular change is the addition of one course, MGMT 540, for a possible concentration course, to address a concern over a lack of business leadership. This added course was approved via email from Dr. Jeffrey Haynie, the Department Head of Management on December 18, 2023 with the following statement "This is a very reasonable request and I do not see any issue with students taking MGMT 540 for credit in these two programs." Dr. William McCumber, the Associate Dean of Research and Graduate Studies in the College of Business, referred the request to add the course in the curriculum to Dr. Haynie on December 18, 2023, and was cc'd on the approval email.

Louisiana Board of Regents
AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*
-- Including incremental credentials building up to the Degree --
* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.*

Date:

Institution: Louisiana Tech University	Requested <u>CIP, Designation, Subject/Title</u>: 15.1501 Engineering/Industrial Management Title: Doctorate in Engineering and Technology Management
Contact Person & Contact Info: Dr. Collin Wick, Dean, College of Engineering and Science, (318) 257-2345, cwick@latech.edu	
Date BoR approved the Letter of Intent: N/A	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2024	
Program Delivery Site (s): Ruston, LA and online	

1. Program Description

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

The yellow highlights indicate updates made in response to the comments in the attached peer review.

The field of engineering management applies engineering principles and techniques to managerial and business problems that arise in different sectors. A Doctorate in Engineering and Technology Management (DETM) graduate will be able to apply these principles and tools to solve real world management problems and also articulate the approaches applied (or proposed) to the corporate management in terminology more familiar to them. They will also be able to apply this knowledge to improve existing processes they encounter in industry, government, the military, and academia. This is a multidisciplinary degree with aspects of engineering, science, mathematical modeling, human factors, and management.

(a) The purpose of the program will be to create graduates with the skills outlined in the previous paragraph with the following specific goals.

1) To build a highly educated workforce with deep understanding of engineering and technology as well as management principles to support and lead Louisiana industry.
2) To create a terminal technical degree that is accessible to working college graduates.

The goals laid out in the proposed program's purpose will be achieved by the following objectives.

1) The curriculum and research requirements build advanced fundamentals in the core courses, have electives in a student-chosen engineering or technical area, which would also allow for a DETM graduate to be credentialed to teach in a specific technical discipline at the college level. The research-based dissertation will apply theoretical or empirical knowledge to propose and test a novel solution to a real-world problem. The ability for working adults to engage in class study and applied research directed by a College of Engineering and Science (COES) faculty member is anticipated to lead to projects directly relevant towards the industries where the students are working. Currently, Louisiana Tech University has multiple connections with industry, mostly through the Senior Design and Industrial Practicum projects in many engineering disciplines, which are necessarily limited in scope and duration. Having the ability to do longer term projects, as required for a dissertation, will lead to more in-depth collaborations and a greater potential for collaborative research between industry and the state.
2) The new DETM degree will be designed to be flexible to serve both working adults and full time on campus students. This diversifies the advanced educational opportunities available to these demographics. The degree builds upon the success of the Master of Science in Engineering and Technology Management (MSETM) degree that was designed with the same flexibility. The MSETM has grown to an average size of 95 students each of the past five years with an average graduation number of 37 students/year.
3) In addition to courses in engineering disciplines, this program's curriculum is designed to build the necessary skills for students to carry out research in Industrial Engineering, Engineering Management, Construction Engineering Technology, and Instruments and Control Systems.

(b) The learning outcomes of the proposed program are as follows.

1) Students will be able to apply engineering principles and techniques to managerial and business problems that arise in different sectors.
2) Students will be able to explain and articulate these (item 1) principles and tools to solve real world problems.
3) Students will be able to apply this (item 1) knowledge to improve existing processes they encounter in industry, government, the military, and academia.
4) Students will be able to develop, lead, and manage projects in engineering and science.
5) Students will be able to be credentialed to teach at a post-secondary level in a chosen area.

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

Structure of Degree

The core courses will build advanced fundamental skills in advanced statistics, advanced risk analysis, data analytics and project management, as well as in research and proposal writing. The concentration courses will provide students with an understanding of operations analysis, operations research, engineering administration, business leadership, and financial analysis to enable the graduate to be more effective in technical managerial and leadership roles in a business or academic environment. The electives, which are 18 credit hours, are to be focused on a specific engineering or technical area, so that a DETM graduate could be credentialed to teach at the post-secondary level in the chosen area. It is anticipated that this degree will primarily serve students and professionals in Engineering Management, Industrial Engineering, and Construction Engineering Technology, who are not served by the existing doctoral degrees in the region. However, it is expected that students in other engineering fields, who wish to gain proficiency in Engineering Management and/or require the flexibility offered from the DETM degree, will also be served by this program. The major milestones towards candidacy for the degree will be (i) a written qualifier to show competencies in the topics covered in the core courses, followed by (ii) an oral comprehensive exam that requires students to submit and defend their research proposal. The DETM dissertation will build on theoretical and empirical knowledge to develop a novel and practical solution to a real-world problem. The research focus will be on solving problems using engineering solutions as they relate to non-technical factors, with a focus on problem-solving, innovation and communication skills. Under supervision of a graduate faculty advisor and advisory committee, the student will develop a solution to a known problem in the field and test its efficacy. This approach is designed to prepare graduates for leadership roles in industry, government, the military and/or academia.

This degree will be available to be earned 100% online or in person as is the case for the current MSETM degree. All of the core, concentration, and research courses will be able to be taken remotely. For the electives, it will depend on the area of focus. For instance, many technical areas, such as Engineering Management and Industrial Engineering, all courses can be taken online. However, in some technical areas, there will be some courses that include hands on laboratory components, which will be required to be taken on campus. We expect approximately 70% of the students will be remote.

Course Category	Number	Course Name		SCH
Core Courses	CSC 576	Data Analytics Tools and Applications	3	15
	EMGT 518	Project Management	3	
	EMGT 611	Research Proposal Development	3	
	INEN 614	Advanced Statistics	3	
	INEN 625	Advanced Risk Analysis	3	
Concentration Courses	Select five of the following courses			15
	MGMT 540	Principled Business Leadership	3	
	EMGT 507	Engineering Administration	3	
	EMGT 509	Economics and Decision Making	3	
	EMGT 525	Engineering Finance	3	
	INEN 502	Operations Research	3	
	INEN 504	Systems Simulation	3	
	INEN 505	Manufacturing and Operations Analysis	3	
	INEN 514	Statistical Analysis for Six Sigma	3	
	INEN 566	Six Sigma and Quality Control	3	
Electives	Select six courses with consultation of advisory committee focused on an engineering or technical area		3	18
Examinations	EMGT 685	Qualifying Exam[1]	0	
	EMGT 686	Oral Comprehensive Exam[2]	0	
Research and Dissertation	EMGT 651	Pre-Candidacy Research	6	15
	EMGT 751	Post-Candidacy Research & Dissertation	9	
				Total 63

Program Curriculum

[1]The written qualifying exam will include elements from core and concentration courses. Two attempts are allowed with a third attempt only with approval from the Associate Dean of Graduate Studies.

[2]To attempt the Oral Comprehensive Exam, a finished research proposal approved by the advisory committee is required. The oral comp exam encompasses a short presentation (around 30 minutes) followed by a Q&A with the advisory committee.

Students must demonstrate competence and knowledge of the elements of the research proposal, along with any element covered in core and concentration courses.

New Courses
The coursework requirements will overlap with what is already offered at Louisiana Tech, except for two additional EMGT 600 (i.e., doctoral) level courses, INEN 614 and 625, which are expected to be initially taught biennially, and would require the addition of one third of a tenure track faculty member (since Louisiana Tech is on a quarter system).

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.
The program will not include any IBCs.

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

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

2. Need

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

The program aims to provide students with an understanding of mathematical, statistical, and risk modeling analysis. The curriculum includes systems design, engineering management, project management, and financial analysis to enable the graduate to be more effective in technical managerial and leadership roles in a business environment. The program prepares the graduates for a wide variety of employers and positions. Some of the positions held by the MSETM alumni are: Principal Consultant of ICS Security at FireEye, Product Line Manager at 360training.com, Project Engineer at Ashokan Water Services, DEG Supervisor at AT&T, Senior Lead IT Engineer at CenturyLink, Engineering Manager at Fluor Federal Petroleum Operations, QA Engineer at Lockheed Martin, Director of Business Intelligence and Analytics at Renaissance, Project Director at Hunt, Guillot, and Associates, and District Manager at Vector Marketing.

The need for this new online doctoral program is to develop professionals with the ability to independently lead projects or programs, and be able to write proposals to government and military agencies to increase industrial partnerships. Doctoral graduates will have these important skills, and many companies require managers with doctorates to lead independent projects and programs. Moreover, there are multiple bachelor's programs and three master's programs in Louisiana in Engineering and Technology Management or closely related fields, and dozens of these programs nationally, while no doctoral programs in the state and very few nationally exist. One point of feedback from our consultants at Auburn University is the need for more faculty in this area to teach the existing bachelor's and master's programs. The proposed DETM program will provide a means to address this.

While no similar Doctoral program has existed at Louisiana Tech in the past, the proposed new program builds upon the success of the MSETM program at Louisiana Tech started in 2001, which currently graduates 37 students each year on average during the past five years, and internal student surveys show 60-70% interest in furthering their studies. It also is designed to complement existing PhD programs at Louisiana Tech by providing a better option to serve students with a technology or engineering management focus. The current PhD in Engineering program (average annual enrollment of 66 students and 11 graduates over the past five years) is not a good fit, because of the laboratory research requirement, the on-campus format, and the lack of a management component in the curriculum. Students getting BS degrees in Construction Engineering Technology, the newly created (since 2017) Instrumentation and Control Systems Engineering Technology, and the Industrial Engineering (with approximately 300 students on average combined during the past three years), do not have a Doctoral degree option to further their studies. Moreover, many professionals with Engineering degrees face significant financial sacrifices to return to campus to earn a doctorate degree, due to the high entry level pay often afforded to engineers. However, a doctoral degree still provides significant benefits to the graduate and the overall state for their advancement. For instance, the American Societies of Mechanical and Civil Engineers found that Engineers with a doctoral degree earned over 26% higher than students with B.S. degrees and 15% higher than students with M.S. degrees. Furthermore, those with management degrees earn even more, approximately 7% higher yet. This shows the significant benefit of doctoral degrees for holders of degrees in engineering and technical areas.

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

☒ 5 Stars	☐ 4 Stars	☐ 3 Stars	☐ 2 Stars	☐ 1 Star

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

> The proposed program contributes to one of the main commitments outlined in the University mission, namely, "quality in teaching, research, creative activity, public service, and workforce/economic development". Moreover, this program is designed to serve the needs of a more "diverse community of learners," which is also part of the University mission. Specific to the College of Engineering and Science (COES) mission, this new program will "provide a quality education for our ever-changing world," by utilizing a creative approach to reach students. It will also be "promoting the knowledge, skills, ethics, creativity and critical thinking skills for professional competence and life-long learning in addition to conducting quality research throughout the College and the world." An important theme in particular in the COES mission is to promote the described qualities "throughout the College and the world."

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

> While there are multiple programs at the bachelor's level similar to Engineering Management, only a few at the master's level exist in Louisiana. These include Louisiana Tech's MSETM program, University of Louisiana, Lafayette's MS in Systems Technology, and University of New Orleans's MS in Engineering Management. To our knowledge, there are no significant overlap with any doctoral programs in Louisiana. Regionally (Arkansas, Mississippi, and East Texas), the only similar program (CIP code starting with 15) is at the University of Arkansas, Little Rock (UALR), which has a PhD in Engineering Science and Systems. The DETM degree is more applied and is offered 100% online, which distinguishes it from the UALR program. There are a few similar programs nationally, with the closest being at George Washington University in Washington, DC. In comparison with that program, the one at Louisiana Tech has a more interdisciplinary focus, and costs less than half as much for out-of-state students, and a third for in-state students.

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

> No, the DETM program is designed to further diversity the doctoral degree offerings at Louisiana Tech by providing an option for employed professionals with a doctoral degree focused on technology or engineering management. The PhD Engineering program, which has averaged 66 enrolled students and 11 graduates annually over the past five years, is the only one that may be impacted, in that approximately 10-20% of students may choose the DETM degree pathway instead. Even if this turns out to be the case, the PhD Engineering program will still maintain a healthy enrollment and graduation rates.

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

> According to the U.S. Bureau of Labor Statistics, the projected percent increase in the number of industrial engineering jobs of 14% is expected to greatly outpace the overall increase in the employment market by 2030. Moreover, while the number of management jobs is expected to increase at the same rate as the regular job market (9%), certain management areas in technical areas are expected to increase at a greater pace, such as in construction (11%). While most specific employment projections are focused on students with Bachelor level of education, overall employment in doctoral and professional level occupations is projected to grow by about 13% by 2026, which is nearly double that for all occupations (7%), according to the U.S. Bureau of Labor Statistics. The attractiveness of DETM graduates will primarily be in their ability to independently lead projects or programs, and write proposals to government and military agencies to increase industrial partnerships. Doctoral level holders will have these important skills, and many companies require managers with doctorates to lead independent projects and programs.

3. Students

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

> The existing MSETM program is the largest graduate program in the College of Engineering and Science with around 37 graduates on average for each of the past five years. Surveys of graduates in this program indicate a 60-70% interest in pursuing further graduate studies in this field to the doctoral level. It is anticipated that the majority of new students in this new program will be current or previous MSETM students. There has been interest from students in the existing MSETM program for a research-oriented degree program that could serve students in full time positions at different companies that can further their education and skills. Other sources of expected students are from BS graduates in the Construction Engineering Technology (CET) and Instrument Control Systems (ICET) degrees, in which there were 59 graduates each year on average during the past five years. The MSETM degree program has a pathway for these students to earn a research-based MS degree, but no doctoral program supports students with this or any other non-engineering technology degree. Moreover, we anticipate many employed engineers will be interested in earning a DETM degree, due to the flexibility provided by the online format. In particular, while Industrial Engineering has a MS degree (which can be taken fully online), no doctoral degree exists for students with interests in this area.

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

The anticipated enrollment of the DETM program after five years is approximately 40 students, graduating 8 students per year. A majority of these would be MSETM students who would wish to continue their studies to earn a Doctorate. As stated, the MSETM program graduates approximately 37 students each year with a surveyed interest of 60-70% to continue on the DETM program. If only 25% of those graduates continue in the DETM program, it will contribute 9 new graduates/year. In addition to these, it is expected that the program will attract additional professionals in engineering or other technical areas who are interested in a program that allows them to continue working remotely while working towards a doctoral degree. This number would be approximately 3-4 new students/year.

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

There is a dedicated Graduate Studies office with an Associate Dean of Graduate Studies, along with a Graduate Recruitment and Retention Coordinator for the College of Engineering and Science (COES). They serve as liaisons between faculty and students, and constantly work to improve student success outcomes and quality of life. Moreover, there is a Graduate Student Council that is elected every year from COES graduate students, to further give voice to student issues and concerns. This group works with the Graduate Studies office personnel to create professional development opportunities, Graduate Student symposia, along with other activities, such as holiday parties and student socials. There is also funding available to support students as will be outlined later. To help stay current in the curriculum and research, a student chapter of the American Society of Engineering Management will be formed. This will give the students connections to industry and professional development opportunities. In addition, an Industrial Advisory Council will be formed from alumni of the MSETM program and future DETM graduates. This council will meet twice a year to review the program's curriculum and make sure it aligns with real-world industry needs.

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

Overall, students will be required to have a similar preparation as for the MSETM program, but with higher minimum standards. Students not meeting those standards may be considered for the DETM program after successfully completing the MSETM program. Students must have a bachelor's degree in engineering, science, or technology or have at least 2 years technical experience to compliment a bachelor's degree in another field. In addition to the Graduate School's standards for unconditional admission, for applicants with an undergraduate degree in engineering or technology, a minimum GRE V+Q score of 300 is expected. For applicants whose undergraduate degree is in a non-engineering discipline, a cumulative GPA of 3.2 is required. Allowances to these additional requirements may be made for outstanding academic performance, earned graduate degree, or work experience.

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

One of the benefits of the new degree's structure is that it will allow many students to work towards the degree while holding a full-time job. For students who earn the degree while on campus, there are multiple avenues to provide financial support. The College employs a number of Graduate Teaching Assistants and provides a stipend and tuition support from private and external funds. These are offered primarily to PhD students to assist in different courses. Additionally, a number of Graduate Research Assistantships are also available to doctoral students. Louisiana Tech hosts a Department of Energy-funded Industry Assessment Center which has funding for multiple graduate students to carry out energy assessments of various companies in northern Louisiana, and will also support research relevant towards a DETM degree. In all, the College spends over $2 million for graduate student stipends and scholarships each year.

4. Faculty

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

Dr. Mary Fendley, Associate Professor, PhD Engineering, Human in Complex Systems
Dr. Beth Hegab, Senior Lecturer, Doctorate in Business Administration, Program Coordinator of MSETM
Dr. Jun-Ing Ker, Associate Professor, PhD Industrial Engineering, Program Coordinator of MS Engineering, Industrial
Dr. Jason Howell, Lecturer, PhD Engineering, Materials and Infrastructure
Dr. John Matthews, Associate Professor, PhD Civil Engineering
Dr. Elizabeth Matthews, Associate Professor, PhD Engineering Science
Dr. Shaurav Alam, Assistant Professor, PhD Engineering, Materials and Infrastructure Systems
Dr. Stanley Cronk, Senior Lecturer, PhD in Biomedical Engineering
Dr. Henry Cardenas, Associate Professor, PhD Civil Engineering
Dr. John Easley, Senior Lecturer, PhD Industrial Engineering
Dr. Pradeep Chowriappa, Assistant Professor
Dr. William Bradley Glisson, Associate Professor
Dr. Andrey Timofeyev, Lecturer
Dr. Mary Caldorera-Moore, Associate Professor
Dr. Elisa Castagnola, Assistant Professor
Dr. Teresa Murray, Professor
Dr. Prashanna Bhattarai, Assistant Professor

Dr. Matthew Hartmann, Lecturer
Dr. Xiyuan Liu, Assistant Professor
Dr. Hisham Hegab, Professor Emeritus

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

As the coursework requirements for the DETM are built on the successful MSETM program, only two new INEN 600 (doctoral) level courses will need to be offered, which can be done biennially initially. This will only require a third of a new faculty member's time. This workload will be absorbed with existing faculty at Louisiana Tech University.

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

Existing faculty members, including many of those listed in the previous section, will provide and supervise dissertation research topics. The interdisciplinary nature of Louisiana Tech University's College of Engineering and Science will allow any research-oriented faculty member the opportunity to carry out projects with students in the DETM program. All faculty involved in this program, either teaching or directing research, will be required to have a doctoral degree and be part of the Graduate Faculty at Louisiana Tech University. The vast majority of faculty involved in research will be tenure-track faculty members, but lecturers may get involved in directing student research as well. Louisiana Tech University allows lecturers to serve as graduate committee members, or as joint committee chairs (with a tenure track faculty member) for PhD students, and this structure is anticipated for DETM students.

5. Library and Other Special Resources

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

Current library holdings are adequate to initiate the program. The types of sources needed for this program are quite similar to those needed for the MSETM program. Few, if any, additional library resources will be needed even during and after five years.

Prescott Memorial Library of Louisiana Tech has significant resources which will contribute to the proposed program. The library provides a wide array of resources and services, including an increasing number of services that are delivered electronically. Traditional resources include 460,000 books, 570,000 microforms, and 2,000 periodical subscriptions. The Interlibrary Services department provides rapid response to requests by using a web request form. Digital technologies are used to provide Internet document delivery, and a statewide courier service provides book delivery. The library provides access to specialized databases and electronic resources specifically for the College of Engineering and Science. Some, which are relevant to the proposed program, are:

ACS Publications – full text articles of all journals published by American Chemical Society.
Computer Science Index – covers journals and professional publications in computer science including over 6,500 periodicals and books.
Engineering Village 2 – comprehensive index to all major fields of engineering including journal articles, technical reports, books, conference proceedings and patents.
IEEE Xplore – access to IEEE and IET transactions, journals, magazines and conference proceedings.
IMechE Proceedings – access to over 200,000 pages of proceedings from Institution of Mechanical Engineers.
Knovel – electronic book database offering access to over 500 scientific and engineering reference resources.
Science and Technology Collection – over 830 leading journals and more than 1,740 publications covering aspects of the scientific and technical community.
ScienceDirect – An electronic document delivery service that provides full text of articles published in Elsevier journals.
Scopus – index of scientific, technical, medical, and social science disciplines covering 1996-present.

What additional resources will be needed?

We do not anticipate that library holding will need to be expanded or improved to meet the needs of the proposed program.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

The new courses Advanced Statistics and Advanced Risk Analysis will have open educational resources (OER), and likely not use a textbook. For the other courses, including subjects of basic statistics, operations management, project management, finance, and lean manufacturing, we are focusing on developing OER to supplement the courses.

6. Facilities and Equipment

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

Classrooms will primarily be located in Bogard and Nethken Halls, which is where a majority of Engineering and Technology Management and Industrial Engineering classrooms are located. Many of them have dedicated equipment for streaming classes, and for teaching classes both in person and remotely. These include MediaSite, Camtasia, and Zoom.

On campus research projects will be carried out with the resources of the Trenchless Technology center (TTC), Institute for Micromanufacturing (IfM), or in the multitude of other spaces available for faculty to conduct research. Many of the projects will also be carried out using computational methods, for which the Louisiana Optical Network Infrastructure (LONI) will provide high-performance computing resources.

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

No new facilities are expected to be needed for immediate implementation of the proposed program. As with all other programs within the College, enhancements to the existing facilities will be sought from external sources such as national agencies (NSF, DoD, DoE, etc.) as well as state sources (BoR support fund) and through industrial associations.

7. Administration

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

The DETM program will be housed in the College of Engineering and Science (COES). The COES employs a flexible administrative structure in which faculty are organized into academic programs but also into interdisciplinary research, curriculum, and strategic planning teams. The College is administratively led by a Leadership Team consisting of all the Academic Directors, Associate Deans, and the Dean of the College. Graduate level course offerings are the responsibility of the program teams of faculty in the respective discipline, which will primarily be Industrial Engineering and Engineering Management. Members from all disciplines serving an interdisciplinary academic program typically interact and discuss curricular issues.

Each graduate program has a Program Coordinator, a person in a non-administrative faculty appointment whose job is very different from that of a traditional department head. That person is expected to spur discussions about curricular and student issues, and to see that resource requests flow appropriately to the Leadership Team of the College. The Program Coordinators have primary responsibility for updating and assessing the curriculum, coordinating student advising and recruiting, monitoring retention, assuring that degree requirements are met by graduating students, and assisting students with placement.

Academic directors are primarily responsible for faculty and staff workload assignments, budget allocations, and faculty evaluations, as well as strategic direction and promotion of cross-college collaboration. Each Academic Director may be responsible for more than one academic program, and those programs may change periodically. This flexible structure serves to inhibit the development of "silos" in larger program clusters. Having several academic programs and faculty teams under one director has effectively reduced many of the "turf" issues that normally exist in a university environment. The Associate Deans have specific duties (undergraduate studies, graduate studies, and research). The Dean maintains a coaching role for the Academic Directors, Associate Deans and works primarily in development and long-range planning.

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

As stated, the current MSETM program is the largest graduate program in the College of Engineering and Science (COES), and is the second largest program at Louisiana Tech University (second to the MBA program). It has ranked nationally several times: Fourth in the nation in 2019 for the Best Online Engineering Management from Intellegent.com, first in the nation in 2018 for the Most Affordable Online Colleges for Master's in Engineering Management from SR Education Group, 18th in the nation in 2018 for the Top Online College For Value for Master's in Engineering Management from the SR Education Group, and 23rd in the nation in 2018 for the Best Online Master's in Engineering Management by College Choice.

Faculty members have worked to develop the strong academic record for the MSETM program. However, being a coursework-based master's degree, it offers no opportunities for students to get engaged in research and to develop the skills necessary to become leaders in research in their fields. Also, as described earlier, the current doctoral degree offerings at Louisiana Tech are not well-aligned with the academic background or interests of students pursuing industrial engineering or MSETM degrees. While these faculty members are able to carry out research with students pursuing PhDs in Engineering, many of these students are not a good fit for some of the faculty members whose expertise and interests are more in areas relevant for business/industry operations and management. Having graduate students whose interests and preparation strongly overlap with faculty members that serve Industrial Engineering, Construction Engineering Technology, and Engineering Management would help realize greater synergies between faculty professional development and doctoral student research accomplishments.

8. Accreditation

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

Louisiana Tech is accredited by the Southern Associate of Colleges and Schools Commission on Colleges. The Accreditation Board for Engineering and Technology (ABET) very few graduate degrees accredited at this time. The Association to Advance Collegiate Schools of Business (AACSB) does not accredit Engineering Management programs.

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

> We considered institutions with similar graduate programs to Engineering and Technology Management that were comparable or larger in size than Louisiana Tech University and located in the SREB region. Consultants were selected from Auburn University and University of Alabama Huntsville, due to the fact that they developed graduate programs in similar areas that can be taken fully online. The feedback received from them suggested multiple areas of improvements, and all of them have been addressed in this version of the proposal. One consultant has also provided a letter supporting the need for a regional doctoral program in Engineering Management (see attached) because it meets a currently unmet need.

9. Related Fields

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

> The subjects that are most closely aligned with Engineering and Technology Management (ETM) are Statistics and Engineering. In particular, Industrial Engineering and Statistics courses will be required for the DETM degree. There is already a close relationship between these programs that is built upon over a decade of being required for the MSETM degree. Furthermore, some other engineering and science discipline courses will be taken by students in the DETM program as electives. These will be done in consultation with the student's advisor committee, and likely include faculty in these disciplines. As stated, one of the strengths of the College of Engineering and Science is its interdisciplinary nature, which is especially apparent in its graduate programs and research. This should allow a strong conduit of support for the newly developed DETM program by existing Engineering and Science programs in the College.

10. Cost & Revenue

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

> The current infrastructure for online delivery of classes is more than adequate for the proposed degree, as this is building upon previous online degrees in MSETM and the MS in Engineering with the Industrial Engineering concentration. The coursework requirements also have overlaps with existing MS and PhD programs. Two additional 600 (doctoral) level courses will be developed for this degree, which are expected to be initially taught biennially. This would require the addition of one third of a tenure track faculty member (since Louisiana Tech is on a quarter system). The cost for the new courses totals approximately $42,000, and are the only new additional cost to get the program moving forward. The majority of the workload for the DETM will be handled with existing faculty, so no additional appropriations are requested for this program. The research infrastructure already exists at Louisiana Tech in support of the PhD programs. Administratively, the program will be folded into the same program as the MSETM program. A new Program Coordinator will likely be assigned to the DETM program (see section 7), who will be a faculty member in a non-administrative position. Typically, Program Coordinators are provided funds for salary supplements or professional development along with a reduced teaching load to accommodate the extra work in coordinating a graduate program. If the program grows to a significant degree, additional faculty will be needed to support it, but the associated costs will be more than offset by the extra tuition. For instance, after three years, it is anticipated that there will be 30 students in the program. Full time in-state students pay approximately $9,687 in tuition and fees, which would create $290,000 in tuition and fees alone.

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

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

> Currently, Louisiana Tech University has multiple connections with industry, mostly through the Senior Design and Industrial Practicum projects in many Engineering disciplines. Having the ability to do longer term projects, as required for a DETM dissertation, will lead to more in-depth collaborations and a greater potential for collaborative research with industries. At least some of the dissertation projects for the DETM may address complex problems faced by the student's current employer. Such projects should lead to stronger connections between Louisiana Tech and various industries, and lead to increased funding from different funds that encourage partnerships between universities and industries. Examples include the Small Business Innovation Research, Small Business Technology Transfer, and Industrial Ties Research Subprogram through the Board of Regents Support Fund. Furthermore, there are a multitude of federal programs that would be ideal fits, such as the Department of Energy (an example is Louisina Tech's Department of Energy-funded Industry Assessment Center), the National Science foundation (e.g. the GOALI mechanism), and Department of Defense projects, working with Barksdale Air Force Base or companies that work with the Department of Defense.

CERTIFICATIONS:

_Collin Rich_____   01/23/2024

Primary Administrator for Proposed Program   Date

_[signature]_____   1/23/2024

Provost/Chief Academic Officer   Date

_____   _____

Management Board/System Office   Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution:_____Louisiana Tech University_____   Date: _____04/27/2022_____

Degree Program, Unit: _Doctorate of Engineering and Technology Management, College of Engineering and Science_____

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	$42,000	1/3	$42,000	1/3	$42,000	1/3	$42,000	1/3
Graduate Assistants								
Support Personnel	$1,000		$1,000		$1,000		$1,000	
Fellowships and Scholarships								
SUB-TOTAL	$43,000		$43,000		$43,000		$43,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment/Library Resources								
Travel								
Supplies								
SUB-TOTAL	$		$		$		$	
TOTAL EXPENSES	$43,000		$43,000		$43,000		$43,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	$		$		$		$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment								
Tuition	$55,800		$111,600		$167,400		$167,400	
Fees	$41,007		$82,014		$123,021		$123,021	
*Other (specify)								
TOTAL REVENUES	$96,807		$193,614		$290,421		$290,421	

AUBURN
UNIVERSITY

April 24, 2022

Collin D. Wick, PhD
CenturyLink Professor of Chemistry
Associate Dean of Graduate Studies
College of Engineering and Science
Louisiana Tech University

Dr. Wick:

I have reviewed your new PhD Program in Engineering and Technology Management. Attached you will find the detailed review of your documents provided by Dr. LuAnn Carpenter. Dr. Carpenter is our ABET coordinate, an ABET auditor, and is very good at program assessment. I will let you review her comments and ideas for our detailed feedback.

I believe your approach is solid and that there will be a market and an interest in this initiative. There is a significant market in engineering management graduate education. At Auburn we launched a new program four years back and now have over 140 on-line students. In meeting the challenges for graduate education there are also needs for faculty and research positions with PhD degrees. Your program will add to these needs and I applaud Louisiana Tech in taking this next step. The inclusion of technology management is also very valuable and will provide different markets than engineering management. At Auburn, we are looking for programs like this one to link our Master of Engineering Management students into if they are interested in a doctoral degree.

To ensure success, I would strongly suggest meeting with key stakeholders (industry, government, and academia) to help define the curriculum. You might consider an advisory board to provide continuous feedback as these needs evolve. Please let me know if we can help further with your initiative. We will be very interested in building a relationship with you with this program.

Sincerely,

John L. Evans, Ph.D.
Charles D. Miller Endowed Chair
Chair, Department of Industrial and Systems Engineering
Director, Thomas Walter Center for Technology Management
Auburn University

LA Board of Regents
NOTES for PROGRAM PROPOSALS (AA Policy 2.05)
(This page is for your information.
Please do not include this page with your proposal.)

Neither a new program nor elimination/major revision of an existing program can be publicized or implemented prior to approval by the Board of Regents. A new program is a new Major which leads to a certificate or degree at a level or in a field not heretofore offered by the institution. It may involve the addition of courses to an existing degree program (e.g., expansion of a concentration or minor), or it may consist entirely of existing courses packaged in a manner which constitutes a new major. Upon approval, it will be added to the Curriculum Inventory (CRIN)

To expedite review, institutions are urged to discuss planned curricular additions with Academic Affairs staff *prior* to completion of a Letter of Intent or program proposal.

PROPOSAL CONTENT

DESCRIPTION should include the purpose of the program as well as the curriculum plus any prerequisite courses. Identify any incremental credentials that might be incorporated within the curriculum, concentrations, and/or approved electives. A reader should be able to describe what the program will accomplish for the completer and how it will do it.

NEED/RELEVANCE is the argument for program approval. Address duplication or similarities with existing programs elsewhere, and explain why the proposed program is different and/or necessary.

STUDENTS should include a justification for projected enrollments and completers. If the new program is the expansion of an existing, successful concentration or minor, provide the existing curriculum and recent enrollment/completer data.

FACULTY should demonstrate preparation or a plan to offer the program, explaining how the program would be offered, whether/how existing faculty can absorb the new courses and students, and expected sources of additional faculty that would be needed.

LIBRARY, SPECIAL RESOURCES, FACILITIES & EQUIPMENT describe what will be needed and how & when the institution will acquire it. Costs for additional resources should be reflected in the budget.

ADMINISTRATION includes new directors and anticipated timing of the administrative additions or changes.

ACCREDITATION should address any impact on and plans to protect the institutions status with SACSCOC as well as any relevant program requirements or recommendations in AcAf 2.13. If the institution will seek new or expanded accreditation, include an anticipated schedule of actions to be taken.

RELATED FIELDS summarizes how the proposed program 'fits into' the institution's existing offerings and strengths.

COSTS & REVENUE (BUDGET) should include new/additional costs referenced in the preceding text to show what new commitments the program would bring to the institution and how they would be covered.

Factors that will be considered in assessing a proposed program include but are not limited to the following:
a. Relevance to the existing role, scope and mission of the institution;
b. Contribution to the wellbeing of the state, region, or academy;
c. Program duplication (existing/related programs at other institutions);
d. Institutional commitment to appropriately fund proposed program.

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*
— Including incremental credentials building up to the Degree —

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

Date:	
Institution: Louisiana Tech University	Requested CIP, Designation, Subject/Title: 15.1501 Engineering/Industrial Management Title: Doctorate in Engineering and Technology Management
Contact Person & Contact Info:	
Dr. Hisham Hegab, Dean, College of Engineering and Science, (318) 257-4647, hhegab@latech.edu	
Date BoR approved the Letter of Intent: N/A	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2023	
Program Delivery Site (s): Ruston, LA and online	

1. Program Description

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

The field of engineering management applies engineering principles and techniques to managerial and business problems that arise in different sectors. A Doctorate in Engineering and Technology Management (DETM) graduate will be able to apply these principles and tools to solve real world management problems and also articulate the approaches applied (or proposed) to the corporate management in terminology more familiar to them. They will also be able to apply this knowledge to improve existing processes they encounter in industry, government, and academia. This is a multidisciplinary degree with aspects of engineering, science, mathematical modeling, human factors, and management.

(a) The purpose of the program will be to create graduates with the skills outlined in the previous paragraph with the following specific goals.
1) To build a highly educated workforce with deep understanding of engineering and technology as well as management principles to support and lead Louisiana industry.
2) To create a terminal technical degree that is accessible to working college graduates.

The goals laid out in the proposed program's purpose will be achieved by the following objectives.
1) The curriculum and research requirements build advanced fundamentals in the core courses, *have* two electives in a student-chosen engineering or technical area, which would also allow for a DETM graduate to be credentialed to teach in a specific technical discipline at the college level. The research-based dissertation will apply theoretical or empirical knowledge to propose and test a novel solution to a real-world problem. The ability for working adults to engage in class study and applied research directed by a COES faculty member is anticipated to lead to projects directly relevant towards the industries the students are working at. Currently, Louisiana Tech University has multiple connections with industry, mostly through the Senior Design and Industrial Practicum projects in many engineering disciplines, which are necessarily limited in scope and duration. Having the ability to do longer term projects, as required for a dissertation, will lead to more in-depth collaborations and a greater potential for collaborative research between industry and the state.
2) The new DETM degree will be designed to be flexible to serve both working adults and full time on campus students. This diversifies the advanced educational opportunities available to these demographics. The degree builds upon the success of the MSETM degree that was designed with the same flexibility. The MSETM has grown to an average size of 95 students each of the past five years with an average graduation number of 37 students/year.
3) In addition to courses in engineering disciplines, this program's curriculum is designed to build the necessary skills for students to carry out research in Industrial Engineering, Engineering Management, Construction Technology, and Instruments and Control.

(b) The learning outcomes of the proposed program are as follows.
1) Students will be able to apply engineering principles and techniques to managerial and business problems that arise in different sectors.
2) Students will be able to explain and articulate these (item 1) principles and tools to solve real world problems.
3) Students will be able to apply this (item 1) knowledge to improve existing processes they encounter in industry, government, and academia.
4) Students will be able to develop, lead, and manage projects in engineering and science.
5) Students will be able to be credentialed to teach at a post-secondary level in a chosen area.

here you say industry, government, & academia

Deleted:

later you mention industry, government and the military

what is COES?

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

Structure of Degree

The core courses will build advanced fundamental skills in advanced statistics, advanced risk analysis, data analytics and project management, as well as in research and proposal writing. The concentration courses will provide students with an understanding of operations analysis, operations research, engineering administration, and financial analysis to enable the graduate to be more effective in technical managerial and leadership roles in a business or academic environment. The electives, which are 18 credit hours, are to be focused on a specific engineering or technical area, so that a DETM graduate could be credentialed to teach at the post-secondary level in the chosen area. It is anticipated that this degree will primarily serve students and professionals in Engineering Management, Industrial Engineering, and Construction Engineering Technology, who are not served by the existing doctoral degrees in the region. However, it is expected that students in other engineering fields, who wish to gain proficiency in Engineering Management and/or require the flexibility offered from the DETM degree, will also be served by this program. The major milestones towards candidacy for the degree will be (i) a written qualifier to show competencies in the topics covered in the core courses, followed by (ii) an oral comprehensive exam that requires students to submit and defend their research proposal. The DETM dissertation will build on theoretical and empirical knowledge to develop a novel and practical solution to a real-world problem. The research focus will be on solving problems using engineering solutions as they relate to non-technical factors, with a focus on problem-solving, innovation and communication skills. Under supervision of a graduate faculty advisor and advisory committee, the student will develop a solution to a known problem in the field and test its efficacy. This approach is designed to prepare graduates for leadership roles in industry, government, and/or the military.

industry, government and academia?

This degree will be available to be earned 100% online or in person as is the case for the current MSETM degree. All of the core, concentration, and research courses will be able to be taken remotely. For the electives, it will depend on the area of focus. For instance, many technical areas, such as Engineering Management and Industrial Engineering, all courses can be taken online. However, in some technical areas, there will be some courses that include hands on laboratory components, which will be required to be taken on campus. We expect approximately 70% of the students will be remote.

Program Curriculum

Course Category	Number	Course Name		SCH
Core Courses	CSC 576	Data Analytics Tools and Applications	3	15
	EMGT 518	Project Management	3	
	EMGT 611	Research Proposal Development	3	
	INEN 614	Advanced Statistics	3	
	INEN 625	Advanced Risk Analysis	3	
	Select five of the following courses			15
	EMGT 507	Engineering Administration	3	
	EMGT 509	Economics and Decision Making	3	
	EMGT 525	Engineering Finance	3	
	INEN 502	Operations Research	3	
	INEN 504	Systems Simulation	3	
	INEN 505	Manufacturing and Operations Analysis	3	
	INEN 514	Statistical Analysis for Six Sigma	3	
	INEN 566	Six Sigma and Quality Control	3	
Electives	Select six courses with consolation of advisory committee focused on an engineering or technical area		3	18
Examinations	EMGT 685	Qualifying Exam[1]	0	
	EMGT 686	Oral Comprehensive Exam[2]	0	
Research and Dissertation	EMGT 651	Pre-Candidacy Research	6	15
	EMGT 751	Post-Candidacy Research & Dissertation	9	
				Total 63

consultation?

[1]The written qualifying exam will include elements from core and concentration courses. Two attempts are allowed with a third attempt only with approval from the Associate Dean of Graduate Studies.

[2]To attempt the Oral Comprehensive Exam, a finished research proposal approved by the advisory committee is required. The oral comp exam encompasses a short presentation (around 30 minutes) followed by a Q&A with the advisory committee. Students must demonstrate competence and knowledge of the elements of the research proposal, along with any element covered in core

and concentration courses.
New Courses

The coursework requirements will overlap with what is already offered at Louisiana Tech, except for two additional EMGT 600 level courses, which are expected to be initially taught biennially, and would require the addition of one third of a tenure track faculty member (since Louisiana Tech is on a quarter system).

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

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

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

2. Need

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

The program aims to provide students with an understanding of mathematical, statistical, and risk modeling analysis. It includes systems design, engineering management, project management, and financial analysis to enable the graduate to be more effective in technical managerial and leadership roles in a business environment. This prepares the graduates for a wide variety of employers and positions. Some examples of MSETM alumni positions are: Principal Consultant of ICS Security at Firekye, Product Line Manager at 360training.com, Project Engineer at Ashokan Water Services, DEG Supervisor at AT&T, Senior Lead IT Engineer at CenturyLink, Engineering Manager at Fluor Federal Petroleum Operations, QA Engineer at Lockheed Martin, Director of Business Intelligence and Analytics at Renaissance, Project Director at Hunt, Guillot, and Associates, and District Manager at Vector Marketing.

While no similar Doctoral program has existed at Louisiana Tech in the past, the proposed new program builds upon the success of the MSETM program at Louisiana Tech started in 2001, which currently graduates 37 students each year on average during the past five years, and internal surveys show 60-70% interest in furthering their studies. It also is designed to complement existing PhD programs at Louisiana Tech by providing a better option to serve students with a technology or engineering management focus, in which the current PhD in Engineering program (averaged 66 students and 11 graduates during each of the past five years) are not good fits. Students getting BS degrees in Construction Engineering Technology, the newly created (since 2017) Instrumentation and Control Systems Engineering Technology, and the Industrial Engineering (with approximately 300 students on average combined during past three years), do not have a Doctoral degree option to further their studies. Moreover, many students with Engineering degrees do not have the flexibility to return to campus to earn a doctorate degree, and this is a challenge overall, due to the high entry level pay often afforded to engineers. However, there are still significant benefits to the student and the overall state for their advancement. For instance, the American Societies of Mechanical and Civil Engineers found that Engineers with a Doctoral degree earned over 26% higher than students with B.S. degrees and 15% higher than students with M.S. degrees. Furthermore, those with Management degrees earn even more, approximately 7% higher yet. This shows the significant benefit of doctoral degrees for holders of degrees in engineering and technical areas.

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

- [x] 5 Stars
- [ ] 4 Stars
- [ ] 3 Stars
- [ ] 2 Stars
- [ ] 1 Star

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

The proposed program contributes to one of the main commitments outlined in the University mission, namely, "quality in teaching, research, creative activity, public service, and workforce/economic development". Moreover, this program is designed to serve the needs of a more "diverse community of learners," which is also part of the University mission. Specific to the College of Engineering and Science (COES) mission, this new program will "provide a quality education for our ever-changing world," by utilizing a creative approach to reach students. It will also be "promoting the knowledge, skills, ethics, creativity and critical thinking skills for professional competence and life-long learning in addition to conducting quality research throughout the College and the world." An important theme in particular in the COES mission is to promote the described qualities "throughout the College and the world."

[handwritten margin notes:]

explitly — the directions say to to indicate which courses are new — maybe do that in the Program Curriculum table?

Perhaps you need to add an argument re what having a PhD over MS does for a student/company/academic institution?

I see you do that later but maybe here to? Or reference the graduate section.

Why is it not a good fit?

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

While there are multiple programs at the Bachelors level similar to Engineering Management, only a few at the Masters level exist in Louisiana. These include Louisiana Tech's MSEGMT program, University of Louisiana, Lafayette's MS in Systems Technology, and University of New Orleans's MS in Engineering Management. To our knowledge, there are no significant overlap with any doctoral programs in Louisiana. Regionally (Arkansas, Mississippi, and East Texas), the only similar program (CIP code starting with 15) is at University of Arkansas, Little Rock (UALR), which has a PhD in Engineering Science and Systems. The DETM degree is more applied and has the option to be taken remotely, which distinguishes it from the UALR program. There are a few similar programs nationally, with the closest being at George Washington University in Washington, DC. In comparison with that program, the one at Louisiana Tech has a more interdisciplinary focus, and costs less than half as much for out-of-state students, and a third for in-state students.

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

No, as a majority of the courses dedicated to this program will overlap with existing programs, including those leading to MS and PhD degrees. The DETM program is designed to complement existing PhD programs at Louisiana Tech by providing a better option to serve students with a technology or engineering management focus, in which the current PhD in Engineering programs are not good fits. The PhD Engineering program, which averaged 66 students and graduated 11 students on average during the past five years, is the only one that may be impacted, in which approximately 10-20% of students may choose the DETM degree pathway instead. If this comes to pass, the PhD Engineering program will still maintain a healthy enrollment graduating 9 students a year.

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

According to the U.S. Bureau of Labor Statistics, the percent increase in the number of industrial engineering jobs, 14%, is expected to greatly outpace the overall increase in the employment market by 2030. Moreover, while the number of management jobs is expected to increase at the same rate as the regular job market, 9%, certain management areas in technical areas is expected to increase at a greater pace, such as in construction, 11%. While most specific employment projections are focused on students with Bachelor level of education, overall employment in doctoral and professional level occupations is projected to grow by about 13% by 2026, which is nearly double that for all occupations (7%), according to the U.S. Bureau of Labor Statistics. The attractiveness of DETM graduates will primarily be in their ability to independently lead projects or programs, and be able to write proposals to government and military agencies to increase industrial partnerships. Beyond the Master's degree, Doctoral level holders will have these important skills, and many companies require students with doctorates to lead independent projects and programs.

3. Students

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

The existing MSETM program is the largest graduate program in the College of Engineering and Science with around 37 graduates on average each of the past five years. Surveys of graduates in this program indicate a 60-70% interest in pursuing further graduate studies in this field to the doctoral level. It is anticipated that the majority of new students in this new program will be current or previous MSETM students. There has been interest from students in the existing MSETM program for a research-oriented degree program that could serve students in full time positions at different companies that can further their education and skills. Other sources of expected students are from BS graduates in the Construction Engineering Technology (CET) and Instrument Control Systems (ICET) degrees, in which there were 59 graduates each year on average during the past five years. The MSETM degree program has a pathway for these students to earn a research-based MS degree, but no doctoral program supports students with this or any other non-engineering technology degree. Moreover, we anticipate many engineers will be interested in earning a DETM degree, due to the option of it being able to be earned remotely. In particular, while Industrial Engineering has a MS degree (which can be taken fully online), no doctoral degree exists for students with interests in this area.

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

The anticipated enrollment of the DETM program after five years is approximately 40 students, graduating 8 students per year. A majority of these would be MSETM students who would wish to continue their studies to earn a Doctorate. As stated, the MSETM program graduates approximately 37 students each year with a surveyed interest of 60-70% to continue on the DETM program. If only 25% of those graduates continue in the DETM program, it will contribute 9 new students/year. In addition to these, it is expected that the program will attract additional people in engineering or other technical areas who are interested in a program that allows the to continue working remotely. This number would be approximately 3-4 new students/year.

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

There is a dedicated Graduate Studies office with an Associate Dean of Graduate Studies, along with a Graduate Recruitment and Retention Coordinator for the College of Engineering and Science (COES). They serve as liaisons between faculty and students.

LA BoR – AA 2.05 – May 2018

what is MSEGMT? earlier you say MSETM

why not?

You could also mention the added ability to teach graduate classes.

Is there over laps of course work of MSETM/DETM – this is incentive for students

and constantly work to improve student success outcomes and quality of life. Moreover, there is a Graduate Student Council that is elected every year from COES graduate students, to further give voice to student issues and concerns. This group works with the Graduate Studies office personnel to create professional development opportunities, Graduate Student symposia, along with other activities, such as holiday parties and student socials. There is also funding available to support students as will be outlined later.

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

Overall, students will be required to have a similar preparation as for the MSETM program, but with higher minimum standards. Students not meeting those standards may be considered for the DETM program after being successful in the MSETM program. Students must have a bachelor's degree in engineering, science, or technology or have at least 2 years technical experience to compliment a bachelor degree in another field. A minimum combined GRE score of 295 or higher will be required but could be waived based on an undergraduate GPA of 3.2 or higher or technical work experience of 5 years or more.

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

One of the benefits of the new degree's structure is that it will allow many students to work towards the degree while maintaining a job in a technical career. For students who earn the degree while on campus, there are multiple avenues to provide financial support. There is a need for student teacher's assistants, in which the College provides a stipend and tuition support from private and external funds to primarily PhD students to assist in different courses. Additionally, the Trenchless Technology Center (TTC) has significant research expenditures (approximately $1 million annually), in which a large portion of it supports graduate student stipends and scholarships. The new DOE-IAC has funding for multiple graduate students to carry out energy assessments of various companies in northern Louisiana, and will also support research relevant towards a DETM degree. Finally, there are many externally funded projects secured by faculty in the college. In all, these added up to over $2 million for graduate student stipends and scholarships during the 2020-2021 fiscal year.

4. Faculty

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

Dr. Mary Fendley, Associate Professor, PhD Engineering, Human in Complex Systems
Dr. Beth Hegab, Senior Lecturer, Doctorate in Business Administration, Program Coordinator of MS Engineering and Technology Management
Dr. Jun-Ing Ker, Associate Professor, PhD Industrial Engineering, Program Coordinator of MS Engineering, Industrial
Dr. Jason Howell, Lecturer, PhD Engineering, Materials and Infrastructure
Dr. John Matthews, Associate Professor, PhD Civil Engineering
Dr. Elizabeth Matthews, Associate Professor, PhD Engineering Science
Dr. Shaurav Alam, Assistant Professor, PhD Engineering, Materials and Infrastructure Systems
Dr. Stanley Cronk, Senior Lecturer, PhD in Biomedical Engineering
Dr. Henry Cardenas, Associate Professor, PhD Civil Engineering
Dr. John Easley, Senior Lecturer, PhD Industrial Engineering

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

As the coursework requirements significantly overlap with what is already offered at Louisiana Tech University, only two additional INEN 600 level courses will need to be taught, which can be done biennially initially. This will only require a third of a new faculty member's time. This will be absorbed with existing faculty at Louisiana Tech University.

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

The research projects will be handled by existing faculty members, including many of those listed in the previous section. The interdisciplinary nature of Louisiana Tech University's College of Engineering and Science will allow any research-oriented faculty member the opportunity to carry out projects with students in the DETM program. All faculty involved in this program, either teaching or directing research, will be required to have a doctoral degree and be part of the Graduate Faculty at Louisiana Tech University. The vast majority of faculty involved in research will be tenure track faculty members, but it is anticipated that Lecturers will be involved in directing student research as well. Currently, Louisiana Tech University has Lecturers serve as committee members, or as joint committee chairs (with a tenure track faculty member) for PhD students, and this structure is anticipated for DETM students.

5. Library and Other Special Resources

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

Current library holdings are adequate to initiate the program. The types of sources needed for this program are quite similar to those needed for the MSETM program. Few, if any, additional library resources will be needed even during and after five years

Prescott Memorial Library of Louisiana Tech has significant resources which will contribute to the proposed program. The library provides a wide array of resources and services, including an increasing number of services that are delivered electronically. Traditional resources include 460,000 books, 570,000 microforms, and 2,000 periodical subscriptions. The Interlibrary Services department provides rapid response to requests by using a web request form. Digital technologies are used to provide internet document delivery, and a statewide courier service provides book delivery. The library provides access to specialized databases and electronic resources specifically for the College of Engineering and Science. Some which are relevant to the proposed program include:

ACS Publications – full text articles of all journals published by American Chemical Society
Computer Science Index – covers journals and professional publications in computer science including over 6,500 periodicals and books
Engineering Village 2 – comprehensive index to all major fields of engineering including journal articles, technical reports, books, conference proceedings and patents
IEEE Xplore – access to IEEE and IET transactions, journals, magazines and conference proceedings
IMechE Proceedings – access to over 200,000 pages of proceedings from Institution of Mechanical Engineers
Knovel – electronic book database offering access to over 500 scientific and engineering reference resources
Science and Technology Collection – over 830 leading journals and more than 1,740 publications covering aspects of the scientific and technical community
Scopus – index of scientific, technical, medical, and social science disciplines covering 1996-present.

What additional resources will be needed?

We do not anticipate that library holding will need to be expanded or improved to meet the needs of the proposed program.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

The new courses Advanced Statistics and Advanced Risk Analysis will have OER and likely not use a textbook. For the other courses, including subjects of basic statistics, operations management, project management, finance, and lean manufacturing, we are focusing on developing OER to supplement the courses.

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

Classrooms will primarily be located in Bogard and Nethken Halls, which is where a majority of Engineering and Technology Management and Industrial Engineering classrooms are located. Many of them have dedicated equipment for streaming classes, and for teaching classes both in person and remotely. These include MediaSite, Camtasia, and Zoom.

On campus research projects will be carried out with the resources of the Trenchless Technology center (TTC), Institute for Micromanufacturing (IfM), or in the multitude of other spaces available for faculty to conduct research. Many of the projects will also be carried out using computational methods, in which the Louisiana Optical Network Initiative (LONI) will be the primary resource.

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

No new facilities are expected to be needed for immediate implementation of the proposed program. As with all other programs within the College, enhancements to the existing facilities will be sought from external sources such as national agencies (NSF, DoD, DoE, etc.) as well as state sources (BoR support fund) and through industrial associations.

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

The DETM program will be housed in the College of Engineering and Science (COES). The COES employs a flexible administrative structure in which faculty are organized into academic programs but also into interdisciplinary research, curriculum, and strategic planning teams. The College is administratively led by a Leadership Team consisting of all the Academic Directors, Associate Deans, and the Dean of the College. For coursework, graduate programs are the responsibility of the program teams of faculty in the respective discipline, which will primarily be Industrial Engineering and Engineering Management. Members from all disciplines are encouraged to interact in discussing curricular issues.

Each graduate program has a Program Coordinator, a person in a non-administrative faculty appointment whose job is very different from that of a traditional department head. That person is expected to spur discussions about curricular and student issues, and to see that resource requests flow appropriately to the Leadership Team of the College. The Program Coordinators have primary responsibility for updating and assessing the curriculum, coordinating student advising and recruiting, monitoring retention, assuring that degree requirements are met by graduating students, and assisting students with placement.

Academic directors are primarily responsible for faculty and staff workload assignments, budget allocations, and faculty evaluations, as well as strategic direction and promotion of cross-college collaboration. Each Academic Director may be responsible for more than one academic program, and those programs may change periodically. This flexible structure serves to inhibit the development of "silos" in larger program clusters. Having several academic programs and faculty teams under one director has effectively reduced many of the "turf" issues that normally exist in a university environment. The Associate Deans have specific duties (undergraduate studies, graduate studies, and research, respectively). The Dean maintains a coaching role for the Academic Directors, Associate Deans and works primarily in development and long-range planning.

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

As stated, the current MSETM program is the largest graduate program in the College of Engineering and Science (COES), and is the second largest program at Louisiana Tech University (second to the MBA program). It has ranked nationally several times. Number 4 in the nation in 2019 for the Best Online Engineering Management from Intelligent.com. Number 1 in the nation in 2018 for the Most Affordable Online Colleges for Master's in Engineering Management from SR Education Group. Number 18 in the nation in 2018 for the Top Online College For Value for Master's in Engineering Management from the SR Education Group. Number 23 in the nation in 2018 for the Best Online Master's in Engineering Management by College Choice.

The biggest weakness of the MSETM program is the lack of pathway for major student research. Also, only being a MS program, students do not have an opportunity to develop the skills necessary to become leaders in research in their fields. Finally, they are unable to earn a Doctorate degree, which is needed for most faculty positions at the University level. Faculty members have worked to develop the strong academic record for the MSETM program. While these faculty members are able to carry out research with students pursuing PhDs in Engineering, many of these students are not good fit for large numbers of faculty members. Having students with strong overlap with faculty members that serve Industrial Engineering, Construction Engineering Technology, and Engineering Management would greater help them improve their research skills and improve them as a faculty, thus improving the departmental reach and achievements.

8. Accreditation

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

Louisiana Tech is accredited by the Southern Associate of Colleges and Schools Commission on Colleges. The Accreditation Board for Engineering and Technology (ABET) does not accredit graduate degrees. The Association to Advance Collegiate Schools of Business (AACSB) does not accredit Engineering Management programs.

← this is no longer true.

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

(We will add this later)

9. Related Fields

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

The subjects that are most closely aligned with Engineering and Technology Management (ETM) are Statistics and Engineering. In particular, Industrial Engineering and Statistics courses will be required for the DETM degree. There is already a close relationship between these programs that is built upon over a decade of being required for the MSETM degree. Furthermore, some other engineering and science discipline courses will be taken by students in the DETM program as electives. These will be done in consultation with the student's advisor committee, and likely include faculty in these disciplines. As stated, one of the strengths of the College of Engineering and Science is their interdisciplinary nature, which is especially apparent in its graduate programs and research. This should allow a strong conduit of support for the newly developed DETM program by existing Engineering and Science programs in the College.

10. Cost & Revenue

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

The current infrastructure for online delivery of classes is more than adequate for the proposed degree, as this is building upon previous online degrees in MSETM, the MS in Engineering with the Industrial concentration. The coursework requirements also primarily overlap with what is currently offered at Louisiana Tech for graduate MS and PhD programs. There will be two additional 600 level courses that will need to be fully developed for this degree, which are expected to be initially taught biennially. This would require the addition of one third of a tenure track faculty member (since Louisiana Tech is on a quarter system). The cost for the new courses totals approximately $42,000, and are the only new additional cost to get the program moving forward. This will be handled with existing faculty, so no additional appropriations are requested for this program. The research infrastructure already exists at Louisiana Tech in support of the PhD programs. Administratively, the program will be folded into the same program as the MSETM program. A new Program Coordinator will likely be assigned to the DETM program (see section 7), who will be a non-administrative faculty member. Typically, Program Coordinators are afforded a small fund of $1000 to spend as they wish for additional salary or professional development, along with a reduced teaching load to

accommodate the extra work in coordinating a graduate program. If the program grows to a significant degree, additional faculty may be needed to support it, but this will be more than offset by the extra tuition these students will bring. For instance, after three years, it is anticipated that there will be 30 students in the program. Full time in-state students pay approximately $9687 in tuition and fees, which would create $290,000 in tuition and fees alone. This is more than what is needed to cover the initial investment.

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

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

Currently, Louisiana Tech University has multiple connections with industry, mostly through the Senior Design and Industrial Practicum projects in many Engineering disciplines. Having the ability to do longer term projects, as required for a DETM dissertation, will lead to more in-depth collaborations and a greater potential for collaborative research between industry and the state. These should lead to increased funding award from different funds that encourage partnerships between Universities and industry. Some of these include the Small Business Innovation Research, Small Business Technology Transfer, and Industrial Ties Research Subprogram through the State of Louisiana. Furthermore, there are a multitude of programs that would be ideal fits from Federal funds, such as the Department of Energy (such as the recently awarded DOE-IAC center), the National Science Foundation (e.g. GOALI), and Department of Defense projects, working with Barksdale Air Force Base or many companies that work with the Department of Defense.

[handwritten: awarded? awards?]

CERTIFICATIONS:

_____
Primary Administrator for Proposed Program   Date _____

_____
Provost/Chief Academic Officer   Date _____

_____
Management Board/System Office   Date _____

LA BoR – AA 2.05 – May 2018

LOUISIANA BOARD OF REGENTS
Academic & Student Affairs
Guidelines for Academic Program Evaluation

The Board of Regents seeks your professional review of a graduate program proposal. Your observations and recommendations will help ensure the institution builds a quality degree program. Based on your review of the proposal and supporting materials along with institutional resources such as faculty and curriculum inventory, please provide a full assessment of the proposal with your observations, concerns, and recommendations. The questions below are designed as a guide, and not a comprehensive list of issues to consider; please feel free to skip questions or add observations as needed. If you require more information or details about any section of the proposal or the institution, please contact your Board of Regents liaison, and staff will provide the information as soon as possible.

A. Program Design

1. *To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?*

- There is a diverse range of courses that cover most of the aspects of engineering management. The American Society of Engineering Management (ASEM) Body of Knowledge (BoK) is
    1. Introduction to Engineering Management
    2. Leadership & Organizational Management
    3. Strategic Planning and Management
    4. Financial Resource Management
    5. Project Management
    6. Quality Management System
    7. Operations & Supply Chain Management
    8. Management of Technology, Research, and Development
    9. Systems Engineering
    10. Legal Issues in Engineering Management
    11. Professional Codes of Conduct and Ethics
- Not that the program has to cover all these area, but some areas that need thought based on current trends are leadership, strategic planning, systems engineering, and supply chain (contracts) management. It will be difficult to cover all of these in depth, but using the BoK will allow for a strategic selection of course related to assessment of the courses available.
- The curriculum is aligned with most learning outcomes listed. The learning outcome – "Students will be able to develop, lead, and manage projects in engineering and science." may benefit from a leadership course and maybe a course that focuses on discussion of leading multidisciplinary teams.

2. *If the program is interdisciplinary, to what extent is it coherent as a program?*

- I am no sure of the prerequisites required to get in the the program. I assume if the students come for your MS program, then they have completed some of this program. Can students apply directly to the Ph. D. or are they required to have a MS? The program seems coherent; however, I believe there needs to be some thought into the type of degrees needed for entrance and the GPA and GRE scores seem low for a Ph. D. program. I would raise both and have flexibility to consider someone with lower values with conditional acceptance or based on experience where appropriate.

3. *How well does this program take into account the way the discipline or field is moving?*

- The field here in Huntsville, AL is moving toward systems engineering management and managing multi-disciplinary teams. If this is consistent with your market, then make sure these areas are covered in the core courses.

- I am not sure if you used an advisory board, but to ensure program remains current, the use of an advisory board with external input can help keep the program aligned with real-world industry needs and trends.

- Alignment with a professional society as American Society of Engineering Management (ASEM) will also help the program stay current in the curriculum and research. This will also give students and faculty professional development opportunities and recognition for the program.

4. *How well do the requirements (curriculum, research, etc.) suit the program? Are they appropriate for a program of high quality?*

- The curriculum is aligned to the learning outcomes.

- It is unclear how research focus will be developed for the program. I have concerns with adding 30 Ph. D. students to the current faculty without adding new faculty. This assumes the faculty has the capacity to handle graduating 8 or 9 Ph. D. students. This is a significant amount of work and depending on the teaching load, may not be a sustainable workload for the faculty. To maintain high quality, consider the appropriateness of having lectures advise Ph. D. students.

5. *How do the program's design and its fit with other offerings in the department or college reflect upon its potential viability and growth?*

   - There may be an opportunity to partner with the business administration program to share resources such as courses and faculty resources.

   - Growth and viability seem to be tied to the availability on university resources including faculty and staff. Consider additional staff positions to make sure there are enough resources to support student needs including advising, registration, and administration (software, course engagement, and possible financial aid help).

6. *Does the program use alternate, creative forms of delivery? Please address the utility of delivery approaches (including online and/or hybrid) in offering educational opportunities in the proposed program.*
   - Yes, the program does use alternate forms of delivery.
   -

B. Need

1. *Based on your experience and what is provided in the proposal, to what extent do the region, state, or nation need students in this discipline, at this level, at this time?*

   - Based on my experience, the southeastern region needs students in this discipline, at this level now and in the future. Engineering management is one of our fastest growing programs and we have spent very little efforts to develop it. Also, several other universities have advertised in the Huntsville, AL area about their Engineering management programs.

   - In the early 2000s, we had the number one Engineering Management Program as rated by ASEM. Through several administrations, our program was eliminated. Now, the program has returned with the same number of students and is a very popular program. Scientist and engineers looking to move into management and leadership position see the Ph. D. as a way to learn more about running high tech organizations. Also, some nearing the end of their careers see the Ph. D. as a way to get into academia for a second career.

C. Students

1. *How realistic do enrollment projections appear to be?*

- Very realistic with the flexibility of the online program and current masters program, these projects are very realistic. Finding students will not be a problem based on my experiences.

2. *Does there appear to be an adequate supply of qualified students in the area? Is there enough financial support budgeted to attract able students to this program?*

   - My major concern here is not the students, but is there enough financial support to provide the faculty and staff needed for the new Ph. D. students. As you know, Ph. D. students require the most resources from faculty and staff. Make sure you have not underestimated the number of resources on both the faculty and staff side to support the Ph. D. program. We had a similar number of faculty in the early 2000s, graduating 5-10 Ph. D. students per year. We were very busy and it was not sustainable, as we could not keep up that pace.

3. *Are the standards for admission and for measuring performance clear and reasonable? Is there a process for removing unsuccessful students from the program in a fair and timely manner?*

   - For comparisons – We require a 3.5 graduate GPA and at least 300 on the GRE with 4.0 in writing. We have found that students lower than these requirement can still do well in the course work, but they struggle completing a dissertation. We have a large percent of student in the "all but dissertation" phase and a common denominator is we may have compromised in some of these requirements.

4. *Is the level of performance required in courses and on qualifying and candidacy exams clear and reasonable?*
   - You will want to provide more objective analysis of performance required on exams to make it clear and reasonable for the students and the faculty. I suggest finding or developing a rubric that explain the criteria that can be used to measure performance. We allow committee members to judge and vote on performance of exams. There is usually a good amount of discussion and normally at least one or two committee members ask what are we looking for in performance to feel good about letting the student go to the next phase.
   - You may want to consider some times to completion strongly for this online program. We have a 10 year limit on courses and a 5 year limit on completion after the proposal (qualifying exam) is accepted. With that said, we don't have a formal process to remove students from the program. This means we have students that have been in the program several years past the time allowed.

D. Faculty

1. *Does the department appear to have sufficient faculty strength and stability to successfully launch and maintain this program?*

   - In my opinion, you have way underestimated the time required for a Ph. D. student. It is not the courses you need to concerned about. It is the advising, exams, and committee service time. You are adding a significant amount work to the current faculty. I would revisit the faculty requirement.

2. *To what extent is the faculty's apparent knowledge and understanding of their areas thorough and up-to-date? Can they cover the proposed range of courses now, adequately?*

   - I am not sure how many of your faculty can lead a dissertation in engineering management. This would add to my concern that you will need more EM faculty to sustain a viable Ph. D. in Engineering Management.

3. *What is your impression of the caliber of the faculty's research and publications? How important to the field is the work being done?*

   - My impression that you have 3 or 4 faculty members that can claim to have published in Engineering Management. I will be very important the size of the student body is control to make sure you have the capability and capacity to run a successful program.

4. *Is the faculty generally recognized nationally, e.g., by appointment to national honorary bodies, committee work, editorial service, or by other recognition?*

- It's hard to be recognized without a viable Ph. D. program. Once the program is up and running, faculty will be able to develop a national reputation.

5. *Is adequate faculty guidance projected for students with regard to program design, advising, research, and opportunities for learning beyond the classroom?*

- Looks like this will have to be developed along with the program and the potential for adequate faculty guidance projected for students with regard to program design, advising, research, and opportunities for learning beyond the classroom things are present in the proposal.

E. Resources

1. *To what extent do present library holdings or digital access appear adequate to initiate the proposed program?*

- I am not sure, but with today's access to information, this will not be a problem.

2. *What are the limitations of the library in each sub-discipline in which graduate seminars or degree options are offered and theses directed?*

3. *Are described plans to improve the library's holdings or program resources adequate and realistic?*

4. *To what extent are facilities and services adequate for the purposes of the program? Do you sense or perceive any particular inadequacies?*

- I do not see any problems in this area.

F. Administration

Does the proposed administrative structure appear appropriate? Are there any apparent advantages or disadvantages to this proposed structure?
- I see a program coordinator. The administrative structure should be in place with the master's program. Having an existing master's program already is an big advantage.

G. Accreditation

Is information on specialized, programmatic accreditation presented? If not, should it be?
NA

H. Related Fields

Does the program proposal identify sufficient support from related fields or programs? If not, discuss what sufficient support from related supports might be.
- Based on the diverse faculty, yes, the program proposal identified sufficient support from related fields or programs. I would increase collaboration with the business programs

I. Costs

1. *Does the proposed budget appear sufficient to launch a quality program?*

- Your estimate for faculty resources needed needs to be revisited, which will allow you to determine if you need more faculty resources.

2. *Are projected costs realistic? Are there elements that are omitted or downplayed that should be in the budget for a quality program of this nature?*

- Except for resources, I think projected costs are realistic based on the demand.

3. *Is the amount of financial support projected available sufficient to sustain the program at high quality?*

Is there evidence that institutional support is firmly enough committed for the program to continue at high quality?

- I think you will need more faculty and staff support, but you can monitor this as the program ramps up.

J. General Assessment, Comments, and Suggestions

1. *Is the proposed program realistic?*

   - Very realistic and needed in today's market.

2. *What are this program's notable strong and weak points?*

   - Main strength – Fills an industry need.

   - Weak point – I believe you don't have enough relevant faculty in the area listed to guide the research.

4. *Please make any comments regarding aspects of the program not covered in this review or in the proposal which you think should be developed or described.*

- Overall, I believe this will be a very successful program because it fills an industry need. You may consider benchmarking a similar program (internal or external to your university) to get an idea if adequate resources have been identified.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.2.   **McNeese State University's** request for approval to award an Honorary Doctorate of Humane Letters to the Honorable James D. Cain at the 2024 Spring Commencement Exercises.

EXECUTIVE SUMMARY

In 2019, Judge Cain was nominated and confirmed as a United States District Judge for the Western District of Louisiana. He holds a Bachelor of Science in Economics and in Finance from McNeese State University and a Juris Doctorate from Southern University Law Center.

Prior to his judicial appointment, Judge Cain was a founding member and partner with Loftin, Cain and LeBlanc. He is admitted to practice before the United States Supreme Court, United States Fifth Circuit Court of Appeals, United States District Court Eastern District of Louisiana, Western District of Louisiana, and the Middle District of Louisiana. Judge Cain has more than twenty years in general civil litigation practice including trying more than twenty-five jury trials and numerous bench trials in state and federal courts in Louisiana and Mississippi.

Judge Cain is actively involved in local public service boards and activities. He is a founding board member of the Alliance for Positive Growth and has served on the McNeese Alumni Association Board since 2014 including terms as treasurer, president, and president-elect. His substantial professional achievements, his passion for public service, and his ardent support of McNeese State University clearly warrant the granting of an honorary doctorate.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of an Honorary Doctorate of Humane Letters to the Honorable James D. Cain at the 2024 Spring Commencement Exercises.*

January 31, 2024

President Richard J. Gallot, Jr.
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

McNeese State University requests consideration and approval to award an Honorary Doctorate of Humane Letters degree to the Honorable James D. Cain, Jr. at commencement exercises on May 10, 2024.

Please place this item on the ULS Board of Supervisors' agenda for the February 22, 2024 meeting.

Thank you for your assistance in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments

January 31, 2024

President Richard J. Gallot, Jr.
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot,

I request approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to the Honorable James D. Cain, Jr., to be awarded during the May 10, 2024, Commencement Exercises.
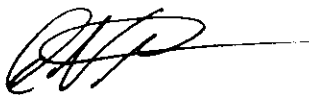
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Prior to his judicial appointment, Judge Cain was a founding member and partner at Loftin, Cain and LeBlanc. He is admitted to practice before the United States Supreme Court, United States Fifth Circuit Court of Appeals, United States District Court Eastern District of Louisiana, Western District of Louisiana, and Middle District of Louisiana. He has more than twenty years in general civil litigation practice including trying more than twenty-five jury trials and numerous bench trials in state and federal courts in both Louisiana and Mississippi.

Judge Cain is actively involved in local public service boards and activities. He is a founding board member for the Alliance for Positive Growth and has served on the McNeese Alumni Association Board since 2014 including terms as treasurer, vice president, and president-elect.
He represents his alma mater with distinction and his substantial professional achievements, his passion for public service, and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

Sincerely,

Dr. Daryl V. Burckel
President

January 29, 2024

Dr. Daryl Burckel
President
McNeese State University

Dear Dr. Burckel:

RE: Nomination of the Honorable James D. Cain, Jr. for the Honorary Doctorate of Humane Letters Degree

The ad hoc Honorary Degree Committee reviewed the nomination of the Honorable James D. Cain, Jr. as a candidate for an Honorary Doctorate of Humane Letters degree.

Upon thorough review and discussion of Judge Cain's resume, the committee noted that his life and works truly exemplify the mission and vision of McNeese State University. In 2019, Judge Cain was nominated and confirmed as a United States District Judge for the Western District of Louisiana. He holds a Bachelor of Science degree in Economics and Finance from McNeese and Juris Doctorate from Southern University.

Prior to his judicial appointment, Judge Cain was a founding member and partner at Loftin, Cain and LeBlanc. He is admitted to practice before the United States Supreme Court, United States Fifth Circuit Court of Appeals, United States District Court Eastern District of Louisiana, Western District of Louisiana, and Middle District of Louisiana. He has more than twenty years in general civil litigation practice including trying more than twenty-five jury trials and numerous bench trials in state and federal courts in both Louisiana and Mississippi.

Judge Cain is actively involved in local public service boards and activities. He is a founding board member for the Alliance for Positive Growth and has served on the McNeese Alumni Board since 2014 including terms as treasurer, vice president and president elect.

In conclusion, the ad hoc Honorary Degree Committee recommends that the Honorable James D. Cain, Jr. be awarded the Honorary Doctor of Humane Letters degree from McNeese State University at the May 10, 2024, Commencement Ceremony.

Sincerely,

Dr. Frederick "Chip" LeMieux
Provost and Vice President for Academic Affairs and Enrollment Management / Ad Hoc Honorary Degree Committee Chair

Ad Hoc Honorary Degree Committee Members:

Ms. Stephanie Tarver
Director of Special Projects

Ms. Tammie Mayo
Special Projects Coordinator/Director of Grants Development

Hon. James D. Cain, Jr.

611 Broad Street ● Lake Charles, LA 70601

Phone: Office: 337-493-2200 ● E-Mail: james_cain@lawd.uscourts.gov

Experience

- United States District Court Judge - 2019-Present
- Loftin, Cain & LeBlanc, LLC – Founding Member and Partner, 2006-2019
- Lundy & Davis, LLC - 1994-2006, Partner 1998-2006
- Louisiana Third Circuit Court of Appeal, Judicial Law Clerk, Judge Henry Yelverton, 1993-1994
- 7th Congressional District, Congressional Aide, Congressman Jimmy Hayes, 1987-1990
- District Attorney's Office, 36th Judicial District, Beauregard Parish, Law Clerk, 1991

Peer Review Rating

- AV Preeminent Martindale-Hubbell

Professional Admittance

Admitted to practice before the United States Supreme Court	2011
Admitted to practice before the United States District Court, Eastern District of Louisiana	2007
Admitted to practice before the United States Fifth Circuit Court of Appeals	2003
Admitted to practice before the United States District Court, Middle District of Louisiana	1998
Admitted to practice before the United States District Court, Western District of Louisiana	1994
Admitted to the Louisiana Bar	1993

Education

Southern University Law Center, Baton Rouge, LA
Juris Doctorate, *cum laude*, May 1993

McNeese State University, Lake Charles, LA
Bachelor of Science, Economics and Finance, May 1990
McNeese State University Basketball Team: Full Athletic Scholarship

Public Service/Boards

- Alliance for Positive Growth – Founding Board Member, 2016-Present
- McNeese State University Alumni Board, 2014-Present
    President Elect, 2017
    Vice President, 2016
    Treasurer, 2015
- St. Louis Catholic High School, School Board, 2014-Present
    President, 2015-Present
- JD Bank Advisory Board, 2014-Present
- Calcasieu Parish Crime Stoppers Board, 2014-Present
- Our Lady Queen of Heaven School Trust Board, 2009-2012
    President, 2010-2012
- Eucharistic Minister, Our Lady Queen of Heaven Church
- ACTS Christian Retreat Team Member, 1997-Present

Organizations

- American Bar Association
- Louisiana State Bar Association
- Southwest Louisiana Bar Association
- The Federalist Society

Litigation Experience

- More than twenty years in a general civil litigation practice, including trying more than twenty-five jury trials and numerous bench trials in State and Federal courts in both Louisiana and Mississippi.

McNeese State University's request for approval to award an Honorary Doctor of Humane Letters degree to the Honorable James D. Cain, Jr., during the May 10, 2024, Commencement Exercises.

EXECUTIVE SUMMARY

In 2019, Judge Cain was nominated and confirmed as a United States District Judge for the Western District of Louisiana. He holds a Bachelor of Science degree in Economics and Finance from McNeese and Juris Doctorate from Southern University.

Prior to his judicial appointment, Judge Cain was a founding member and partner at Loftin, Cain and LeBlanc. He is admitted to practice before the United States Supreme Court, United States Fifth Circuit Court of Appeals, United States District Court Eastern District of Louisiana, Western District of Louisiana, and Middle District of Louisiana. He has more than twenty years in general civil litigation practice including trying more than twenty-five jury trials and numerous bench trials in state and federal courts in both Louisiana and Mississippi.

Judge Cain is actively involved in local public service boards and activities. He is a founding board member for the Alliance for Positive Growth and has served on the McNeese Alumni Association Board since 2014 including terms as treasurer, vice president, and president-elect. His substantial professional achievements, his passion for public service, and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.3. **McNeese State University's** request for approval to award an Honorary Doctorate of Humane Letters to Mr. Doug Thornton at the 2024 Spring Commencement Exercises.

EXECUTIVE SUMMARY

Mr. Thornton holds a Bachelor of Science in Business Administration from McNeese State University. As Executive Vice President of one of the world's largest private facility management firms, Mr. Thornton manages the North American Stadium, Arena & Theatre Division of ASM Global, a responsibility that requires oversight of more than 100 facilities in the United States and Canada including seven (7) NFL teams.

As General Manager of the Caesars Superdome and New Orleans Arena, he led the unprecedented $225M renovation and re-opening of the Superdome in 2006 after it was destroyed by Hurricane Katrina. The project was widely viewed by industry as the largest stadium reconstruction project in American sports history and was credited for playing a significant role in the recovery of the City of New Orleans. Mr. Thornton is currently leading a multi-year, $535M renovation and update that are due to be completed in July 2024 in time for the Superdome and the City of New Orleans to host the 2025 NFL Super Bowl.

During his 27-year tenure with ASM Global, Mr. Thornton has helped to attract, host and produce numerous major special events, while being involved with key aspects of the sports and entertainment business. In addition to an illustrious career, he is actively involved in local civic and tourism efforts and has received numerous honors and recognitions for this work and leadership in the sports and tourism industries. Mr. Thornton's substantial professional achievements, his passion for service, and his ardent support of McNeese State University clearly warrant the bestowing of an honorary degree.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of an Honorary Doctors of Humane Letters to Mr. Doug Thornton at the 2024 Spring Commencement Exercises.*

January 31, 2024

President Richard J. Gallot, Jr.
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

McNeese State University requests consideration and approval to award an Honorary Doctorate of Humane Letters degree to Mr. Doug Thornton at commencement exercises on May 10, 2024.

Please place this item on the ULS Board of Supervisors' agenda for the February 22, 2024 meeting.

Thank you for your assistance in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments

January 31, 2024

President Richard J. Gallot, Jr.
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot,

I request approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to Mr. Doug Thornton to be awarded during the May 10, 2024, Commencement Exercises.

Mr. Thornton holds a Bachelor of Science degree in Business Administration from McNeese. He serves as Executive Vice President of one of the world's largest private facility management firms, the North American Stadium, Arena, and Theatre Division of ASM Global. Mr. Thornton is responsible for oversight of more than 100 facilities in the United States and Canada including seven NFL stadiums.

As General Manager of the Caesars Superdome and New Orleans Arena he led the unprecedented $225 million renovation and re-opening of the Superdome in 2006 after it was destroyed by Hurricane Katrina. The project was widely viewed by the industry as the largest stadium reconstruction project in American sports history and was credited for playing a significant role in the recovery of the city of New Orleans.

He is currently leading a multi-year, $535 million renovation and upgrade that are due to be completed in July 2024 in time for the Superdome and the city of New Orleans to host the 2025 NFL Super Bowl.

During his 27-year tenure with ASM Global, Mr. Thornton has helped to attract, host, and produce numerous major special events, while being involved with key aspects of the sports and entertainment business.

He had an integral role in helping New Orleans to attract and host four NFL Super Bowls, four College Football championships, three NBA All-Star games, three NCAA men's Final Four and three NCAA Women's Final Four championships, and several NCAA Regional tournaments. He spearheaded the successful effort to relocate the NBA Pelicans (formerly the Hornets) from Charlotte, North Carolina, to New Orleans in 2002.

Mr. Thornton is actively involved in local civic and tourism efforts and has received numerous honors and recognitions for his work and leadership in the sports and tourism industry. He represents his alma mater with distinction and was honored with the 2012 McNeese Distinguished Alumnus Award. His substantial professional achievements, his passion for service, and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

Sincerely,

Dr. Daryl V. Burckel
President

M

MCNEESE™
STATE UNIVERSITY

Office of Academic Affairs and Enrollment Management

Box 93220
Lake Charles, LA 70609

Burton Business Center
Rm 427, 450 Lawton Dr.
Lake Charles, LA 70605

Phone: 337-475-5508
1-800-622-3352 ext. 5508
Fax: 337-475-5511

January 29, 2024

Dr. Daryl Burckel
President
McNeese State University

Dear Dr. Burckel:

RE: Nomination of Mr. Doug Thornton for the Honorary Doctorate of Humane Letters Degree

The ad hoc Honorary Degree Committee reviewed the nomination of Mr. Doug Thornton as a candidate for an Honorary Doctorate of Humane Letters degree.

Upon thorough review and discussion of Mr. Thornton's bio, the committee noted that his life and works truly exemplify the mission and vision of McNeese State University Mr. Thornton holds a Bachelor of Science degree in Business Administration from McNeese. He serves as Executive Vice President of one of the world's largest private facility management firms, the North American Stadium, Arena, and Theatre Division of ASM Global. He is responsible for oversight of more than 100 facilities in the United States and Canada including seven NFL stadiums.

During his 27-year tenure with the company, Mr. Thornton has helped to attract, host, and produce numerous major special events, while being involved with key aspects of the sports and entertainment business.

Mr. Thornton was named General Manager of the Caesars Superdome and New Orleans Arena in 1997 and led the unprecedented $225 million renovation and re-opening of the Superdome in 2006 after it was destroyed by Hurricane Katrina. The project was widely viewed by the industry as the largest stadium reconstruction project in American sports history and was credited for playing a significant role in the recovery of the city of New Orleans.

He is currently leading a multi-year, $535 million renovation and upgrade that are due to be completed in July 2024 in time for the Superdome and the city of New Orleans to host the 2025 NFL Super Bowl.

During his career as a sports executive in New Orleans, he had an integral role in helping New Orleans to attract and host four NFL Super Bowls, four College Football championships, three NBA All-Star games, three NCAA Men's Final Four and three NCAA Women's Final Four championships and several NCAA Regional tournaments. He spearheaded the successful effort to relocate the NBA Pelicans (formerly the Hornets) from Charlotte, North Carolina, to New Orleans in 2002.

Mr. Thornton is actively involved in local civic and tourism efforts. Since 2010, he has served as the Vice Chairman of the New Orleans Aviation Board where he was instrumental in the planning and development of the city's new $1.1 billion airport terminal.

During his career, Mr. Thornton has received numerous honors and recognitions for his work and leadership in the sports and tourism industry. He is a member of the New Orleans Saints Hall of Fame and Louisiana Sports Hall of Fame and received the Sugar

Bowl Hall of Fame Award, St. Jude's Children Hospital "Legends for Charity" award, 2002 New Orleanian of the Year award, and Anti-Defamation League "Torch of Liberty" award. In 2012 he received the McNeese Distinguished Alumnus Award.

In conclusion, the ad hoc Honorary Degree Committee recommends that Mr. Doug Thornton be awarded the Honorary Doctor of Humane Letters degree from McNeese State University at the May 10, 2024, Commencement Ceremony.

Sincerely,

Dr. Frederick "Chip" LeMieux
Provost and Vice President for Academic Affairs and Enrollment Management / Ad Hoc Honorary Degree Committee Chair

Ad Hoc Honorary Degree Committee Members:

Ms. Stephanie Tarver
Director of Special Projects

Ms. Tammie Mayo
Special Projects Coordinator/Director of Grants Development

DOUG THORNTON
ASM Global, Executive Vice President

As Executive Vice President of one the world's largest private facility management firms, Doug Thornton manages the North American Stadium, Arena & Theatre Division of ASM Global, a responsibility that requires oversight of more than 100 facilities in the U.S. and Canada including 7 NFL stadiums. During his 27-year tenure with the company, Thornton has helped to attract, host, and produce numerous major special events, while being involved in other key aspects of the sports and entertainment business including sports team negotiations.

Thornton joined ASM as General Manager of the Caesars Superdome and New Orleans Arena in 1997, where he would later lead the unprecedented $225 million renovation and re-opening of the Superdome in 2006 after it was destroyed by Hurricane Katrina. The project was widely viewed by the industry as the largest stadium reconstruction project in American sports history and was credited for playing a significant role in the City's recovery.

Under Thornton's leadership the Caesars Superdome has undergone continued improvements over the years that has allowed the facility to remain competitive at a time when newer stadiums are being constructed at higher costs. The stadium is currently in the final stages of a multi-year, $535M renovation and upgrade that is due to be complete in July 2024 in time for the 2025 NFL Super Bowl.

Throughout his career Thornton has helped to create innovative facility programming and revenue options. As a 30-year industry veteran, he has developed strong relationships with top Sports League executives, Collegiate Conference Commissioners as well as top executives of the entertainment and tourism industry.

Other highlights of Thornton's career as a Sports Executive in New Orleans include:

- o Founding member of the Greater New Orleans Sports Foundation in 1988.

- o Integral role in helping New Orleans to attract and host 4 NFL Super Bowls, 4 College Football Championships, 3 NBA All-Star games, 3 NCAA Men's Final Four and 3 NCAA Women's Final Four Championships and several NCAA Regional tournaments.

- o Spearheaded the successful effort to relocate the NBA New Orleans Hornets (now Pelicans) from Charlotte, North Carolina to New Orleans in 2002.

- o Led the State's lease negotiations with the New Orleans Saints in 2009 that included $85.0 million in Superdome improvements, development of 'Champions Square' and a 15-year extension of the Club's lease through 2025.

o Served as the State's lead representative in the re-negotiation of the New Orleans Hornets lease when the team was sold to Tom Benson and became the New Orleans Pelicans in 2012.

In his executive role with the company, Thornton works closely with ASM clients to develop facility development strategies and live event programming options. He has led the expansion of ASM's stadium and arena business in recent years to include management of U.S. Bank Stadium in Minneapolis, Minnesota, State Farm Stadium in Glendale, Arizona, and the opening of Allegiant Stadium in Las Vegas. Internationally, Thornton led the company's involvement with the Kai Tak Sports Park, a 50,000 seat stadium and multi-purpose sports campus in Hong Kong, China that is scheduled to open in late 2023.

Thornton is also actively involved in local civic and tourism efforts. Since 2010, he has served as the Vice Chairman of the New Orleans Aviation Board where he was instrumental in the planning and development of the City's new $1.1 billion Airport terminal opened November 6, 2019.

He also serves as a Board member of New Orleans & Company. In 2010, Thornton served as co-chair of the New Orleans Hospitality Coalition that produced a Tourism Master Plan Study used to stimulate and grow the hospitality industry.

Over the years, Thornton has been recognized for his work and leadership in the sports and tourism industry. Some of the honors include:

o Inducted as a member of the New Orleans Saints Hall of Fame (2015)
o Inducted as a member of the Louisiana Sports Hall of Fame (2007)
o Anti-Defamation League 'Torch of Liberty' award (2009)
o Distinguished Alumnus Award, McNeese State University (2012)
o "Legends for Charity" award, St. Jude Children's Hospital (2015)
o Endymion Grand Marshall for 50th anniversary parade (2016)
o Sugar Bowl Hall of Fame Award (2007)
o National Football Foundation (New Orleans Chapter) "Distinguished American" Award (2009).
o "New Orleanian of the Year" (for leading Hornets relocation), Gambit Newspaper (2002).

Thornton holds a B.S. degree in Business Administration from McNeese State University, where he attended college on an athletic scholarship. He also holds a B.S. degree in Petroleum Land Management from the University of Houston Downtown.

#####

McNeese State University's request for approval to award an Honorary Doctor of Humane Letters degree to Mr. Doug Thornton during the May 10, 2024, Commencement Exercises.

EXECUTIVE SUMMARY

Mr. Thornton holds a Bachelor of Science degree in Business Administration from McNeese. He serves as Executive Vice President of one of the world's largest private facility management firms, the North American Stadium, Arena, and Theatre Division of ASM Global. He is responsible for oversight of more than 100 facilities in the United States and Canada including seven NFL stadiums.

As General Manager of the Caesars Superdome and New Orleans Arena he led the unprecedented $225 million renovation and re-opening of the Superdome in 2006 after it was destroyed by Hurricane Katrina. The project was widely viewed by the industry as the largest stadium reconstruction project in American sports history and was credited for playing a significant role in the recovery of the city of New Orleans.

He is currently leading a multi-year, $535 million renovation and upgrade that are due to be completed in July 2024 in time for the Superdome and the city of New Orleans to host the 2025 NFL Super Bowl.

During his 27-year tenure with ASM Global, Mr. Thornton has helped to attract, host, and produce numerous major special events, while being involved with key aspects of the sports and entertainment business.

He had an integral role in helping New Orleans to attract and host four NFL Super Bowls, four College Football championships, three NBA All-Star games, three NCAA Men's Final Four and three NCAA Women's Final Four championships, and several NCAA Regional tournaments. He spearheaded the successful effort to relocate the NBA Pelicans (formerly the Hornets) from Charlotte, North Carolina, to New Orleans in 2002.

Mr. Thornton is actively involved in local civic and tourism efforts and has received numerous honors and recognitions for his work and leadership in the sports and tourism industry. He represents his alma mater with distinction and was honored with the 2012 McNeese Distinguished Alumnus Award. His substantial professional achievements, his passion for service, and his ardent support for McNeese State University clearly warrant the granting of the honorary doctorate.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.4.   **Nicholls State University's** request for approval to name the College of Business Administration the "Al Danos College of Business Administration."

EXECUTIVE SUMMARY

The University is requesting approval to name the College of Business Administration the *"Al Danos College of Business Administration."* This naming right will commence with Board approval and continue in perpetuity.

Mr. Allen Danos, Jr. was a successful businessman, dedicated husband and father, and a tremendous supporter of Nicholls State University. Mr. Danos was very active in his support of the College of Business Administration and served on the advisory board for many years.

To honor their father, through the Mary and Al Danos Family Foundation the family has made a commitment to donate three million dollars ($3,000,000) to Nicholls State University for the benefit of the College of Business. This commitment will be paid over an agreed-upon period of time through the Nicholls State University Foundation.

This naming action shall be made in accordance with such policies and procedures of the University and the University of Louisiana System. Such name designation shall be placed upon, but not limited to, signage in the College, stationery, websites, logos, and other visible locations and items related to the College of Business.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to name the College of Business Administration the "Al Danos College of Business Administration."

Nicholls State University

Office of the President

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

January 31, 2024   ***Via Electronic Transmittal Only***

President Rick Gallot
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the February 22, 2024 meeting of the Board of Supervisors for the University of Louisiana System:

Name the College of Business Administration:
"Al Danos College of Business Administration".

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, Vice President for Collegiate Athletics/Athletic Director
    Dr. Michele Caruso, Vice President for Student Affairs
    Dr. Todd Keller, Vice Provost
    Ms. Renee Hicks, Assistant Vice President of Institutional Effectiveness Access & Success
    Ms. Alison Hadaway, Director of Human Resources
    Mr. Jerad David, Director of Communications
    Ms. Paige Thomas, Director of Alumni Affairs
    Ms. Paulette Mayon, Controller & Ethics Liaison
    Ms. Claire Bourgeois, Faculty Senate President

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.5.   **University of Louisiana at Monroe's** request for approval of a Bachelor of Applied Science in Organizational Leadership.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer a Bachelor of Applied Science (BAS) in Organizational Leadership. The 120-credit hour program, to be offered in face-to-face, hybrid and online modalities, has been developed to prepare leaders and supervisors for employment in an increasingly diverse technological society. The proposed degree builds upon early technical coursework of an Associate of Applied Science (AAS) degree that instills practical workplace competencies by giving students additional breadth to enhance their capabilities in their own careers and in the organizations in which they work. The different concentration areas in later coursework provide students with the skills and knowledge to effectively understand the environment in which they operate; think critically and solve problems in the workplace; supervise, manage, interact, and communicate appropriately within and outside the organization; and anticipate change and plan for the future. Students graduating from this proposed program will be able to find jobs as general and operations managers, training and development managers and specialists, and human resource managers, to name just a few.

The proposed degree program has been developed primarily to meet the needs of students who transfer to ULM from a community college with an AAS degree. While an AAS degree effectively prepares students for much-needed entry-level technical jobs, those students who wish to advance into supervisory roles once in industry often find the need to complete a baccalaureate degree that will increase their knowledge and skill set outside of their chosen technical field. Because of the concentration on technical courses at the AAS level that differ from those courses required for many bachelor's degrees, it can take an additional three years of full-time coursework to complete a baccalaureate degree, potentially putting attainment of such a degree out of reach. The proposed BAS incorporates all of the coursework that students completed to earn their AAS into one of several tracks that will better prepare them for supervisory duties at their current employment in a more streamlined fashion. Letters of support from Bossier Parish Community College and Louisiana Delta Community College indicate the need for such an educational pathway as well as a commitment to work in partnership with ULM to ensure a seamless transition for students.

A unique feature of the proposed program is that it has been designed to take advantage of existing courses at ULM that focus on supervision, management, training and leadership. By using existing seating capacity in courses that are currently taught, there will be no additional costs associated with the implementation of the proposed program. The need to hire additional faculty will occur if the program grossly exceeds expectations in enrollment at which time, tuition and

fees would offset additional cost. With an average of 97 students each year enrolling in AAS degree programs offered by Louisiana Community and Technical Colleges System institutions and 88 students graduating annually, there is a large pipeline of students for the proposed program. The proposed BAS in Organizational Leadership would be a unique offering in the state.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request to offer a Bachelor of Applied Science in Organizational Leadership.*

January 29, 2024

Rick Gallot, JD, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

The University of Louisiana Monroe (ULM) respectfully requests the approval of the attached proposal for a new Bachelor of Applied Science in Organizational Leadership.

The Bachelor of Applied Science in Organizational Leadership degree has been developed to prepare leaders and supervisors for employment in an increasingly diverse technological society. The degree builds upon early technical coursework in an Associates of Applied Sciences degree that instills practical workplace competencies by giving students additional breadth to enhance their capabilities in their own careers and in the organizations in which they work. The different concentration areas in later coursework provide students with the skills and knowledge to effectively understand the environment in which they operate; think critically and solve problems in the workplace; supervise, manage, interact, and communicate appropriately within and outside the organization; and anticipate change and plan for the future. Students graduating from this program will be able to find jobs as general and operations managers, training and development managers and specialists, and human resources managers, to name just a few. Attached is a copy of the proposal.

Sincerely,

Ronald Berry, D.B.A.
President

Enclosure

Academic Degree Program Proposal Form

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

A. **Overview**

Institution Name: University of Louisiana Monroe	Designation (flagship, statewide, regional, HBCU, 2-year): Regional
College/School/Division: College of Arts, Education, and Sciences	Academic Department: Multiple

Degree Designation[a]: BAS	Proposed Degree Name: Organizational Leadership	CIP Code: 52.0213	Credit Hrs[b]:120	Contact Hrs[c]: 120
Planned Implementation Semester/Term & Year: Fall/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 Bachelor of Applied Science in Organizational Leadership degree has been developed to prepare leaders and supervisors for employment in an increasingly diverse technological society. The degree builds upon early technical coursework in an Associates of Applied Sciences degree that instills practical workplace competencies by giving students additional breadth to enhance their capabilities in their own careers and in the organizations in which they work. The different concentration areas in later coursework provide students with the skills and knowledge to effectively understand the environment in which they operate; think critically and solve problems in the workplace; supervise, manage, interact, and communicate appropriately within and outside the organization; and anticipate change and plan for the future. Students graduating from this program will be able to find jobs as general and operations managers, training and development managers and specialists, and human resources managers, to name just a few.
>
> This degree program has been developed primarily to meet the needs of students who transfer to ULM from a community college with an Associates of Applied Sciences degree. While an AAS degree does a great job of preparing students for much-needed entry-level technical jobs, those students who wish to move up into supervisory positions once in industry often find the need to complete a baccalaureate degree that will increase their knowledge and skill set outside of their chosen technical field. Because of the concentration on technical courses at the AAS level that differ from those courses required for many bachelor's degrees, it can take three additional years of full-time coursework to complete a baccalaureate degree, effectively putting the attainment of such a degree out of reach. This proposed BAS degree incorporates all of the coursework that students took to earn their AAS into one of several tracks that will better prepare them for supervisory duties at their current employer.
>
> A unique feature of this program is that it has been designed to take advantage of existing courses at ULM that focus on supervision, management, training, and leadership. By using existing seat capacity in courses that are currently being taught, there will be no additional costs associated with starting this program. Any future costs will be associated with growth in the program, as is true for any mature program.

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.

> There is no specialized accreditation requirement for this degree. Furthermore, there is not a national, regional, or state accreditation program available for application.

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
[X] 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.

> The mission of ULM is to prepare "individuals from Northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service." This program will help to achieve this mission by giving many individuals who are seeking careers in technical fields the necessary education and skills to move into supervisory positions at their companies and into well-paying jobs. At the same time, it will provide a base of potential employees for industries that are looking to relocate, thereby aiding local communities in improving the economy of this portion of the Mississippi Delta region, which is one of the poorest areas of the U.S.

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

This program addresses several of the major objectives of the ULM Strategic Plan adopted in 2022. By reducing the amount of time to completion for transfer students with an AAS, as well as providing students with an interdisciplinary path to better careers in technological industries, this program is in alignment with Objective 1.1 (Improve accessibility and affordability of college for students across the region) and Objective 1.3 (Increase retention of continuing students to support timely progression to graduation) of the Plan. Along with reducing time to completion and creating better post-graduate careers, this program also will be offered in face-to-face, hybrid, and online formats, allowing student to better fit coursework into their work schedules, giving more support to ULM achieving Objective 1.4 (Improve programs or initiatives to retain and graduate underserved marginalized students) of its plan. In using existing courses to help students better prepare themselves academically, the program is in alignment with Objective 3.1 (Continue to innovate, refine, and deliver strong academic programs for students' intellectual development). Finally, the region's economy, both now and in the coming decade, will be reliant on well-qualified employees in technological industries, and creating an academic path for them is congruent with Objective 4.2 (Provide services essential to the region related to health care, business development, and education).

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)

This program is being crafted from existing courses offered at ULM. These courses are currently offered in face-to-face, hybrid, and online formats. This will allow any student in the program to complete their degree with scheduling that fits their preferred course delivery method and scheduling needs.

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

This program allows transfer students with an AAS degree from any community college in the State or region to complete a bachelor's degree in 120 hours without having to take an excess number of courses to satisfy both general education and major requirements. This will shave up to 30 hours of coursework from some programs, thereby greatly increasing affordability for students.

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

ULM already has partnerships with several community colleges (ex. Louisiana Delta CC, Bossier Parish CC) to allow students to seamlessly transfer between the institutions. Once this program is approved, we will build upon those existing partnerships to include 2+2 transfer agreements.

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

This program requires students to choose experiential internships as part of their upper-division coursework. For example, the Communication concentration area requires COMM 4090 Internships as a mandatory course for students to take.

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

This program is designed such that students who have achieved an AAS degree and are working in their field can complete their bachelor's degree while remaining employed. This will aid low-income and non-traditional students greatly in succeeding.

C. Need

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

> The various concentrations in this degree program all lead to in-demand jobs in the State and region. By producing a greater pool of well-qualified leaders and supervisors in technical fields, this program will fill a hole that will allow us to recruit more industries to the area, thereby aiding the economy. This aligns with the plan for Northeast Louisiana.

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.

> This degree initially was designed after multiple conversations with regional community colleges. They are graduating many students with AAS degrees who are looking later to complete bachelor's degrees to help them in pursuit of moving up in their current company or to find a job in a related company. Discussions with employers as to the skill sets needed for their jobs led to the creation of the five main concentration areas in Communication, Training, Management, Computer Systems, and Criminal Justice.

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

> This degree will be marketable to any graduate of an AAS degree in the State or region. Since there are few degrees like this offered in the South, we should do well in recruiting outside of our normal region, especially since there is an online path for the completion of this degree.

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).

> The attached letters of support for this program show that this program meets a regional demand.

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] State Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings	Average Salary
General and Operations Manager	5	24,460	29,200	2,740	10.4%	2,560	$46.31/hr
Training and Development Manager	4	330	370	40	12.1%	30	$38.86/hr
Industrial Production Manager	5	1,980	2,130	150	7.6%	150	$53.89/hr
First-Line Supervisors of Mechanics, Installers, and Repairers	5	7,890	8,610	720	9.1%	800	$30.55/hr
Human Resources Manager	5	1,460	1,600	140	9.6%	130	$41.21/hr

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.

    There are no such programs in the State. The closest that can be find are in Arkansas, and most are B.S. degrees that are aligned with a traditional 4-year student experience. The lone exception is the program at UA-Monticello.

Institution	Program (degree and title)	No. Graduates in past year
UA-Fort Smith	B.S. in Organizational Leadership	84
John Brown University	B.S. in Organizational Leadership	14
UA-Monticello	Bachelor of Applied Science	2

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.

    Given that there is no similar program in the State, this innovative program will provide well-prepared employees for in-demand careers that are expected to increase in number over the next decade. Without it, we will continue to have a shallow pool of qualified individuals for new employers to hire, which will be a major hindrance in attracting employers to the region.

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

> This program will have little to no impact on the existing programs at ULM. As previously stated, this degree is built for transfer students who have received AAS degrees from regional community colleges. At present, there is no program for these students, which has greatly limited their ability to transfer to ULM. Once this program is in operation, it should lead to a greater influx of transfer students. Furthermore, since this degree is built from existing classes that are being taught at ULM, it will pull no resources from other 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
General and Operations Manager	**Communicate by speaking and writing; management**
Training and Development Manager	**Teaching and course design**
Industrial Production Manager	**Listen and understand what people say; figuring out how a system should work and how changes in the future will affect it**
First-Line Supervisors of Mechanics, Installers, and Repairers	**Keeping track of how well people and/or groups are doing in order to make improvements; thinking about the pros and cons of different options and picking the best one; customer service**

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.

> As listed in the attached program of study, this degree has several different concentration areas. Each one of these will have a different set of student learning outcomes associated with it. However, students in all concentrations will successfully complete a set of upper-division professional core classes, and thus, each concentration area will have the student learning outcomes associated with these courses in common. These are:
>
> 1) Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.
> 2) Graduates will apply management theory to evaluate decisions within an organization.
> 3) Graduates will identify issues within the organization and resolve them using existing resources and principles of ethical leadership.

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	**This is one of the ULS Core Competencies that all programs at ULM are addressing, starting with courses in the general education curriculum proceeding to capstone courses. Furthermore, the program has the following SLO: "Graduates will identify issues within the organization and resolve them using existing resources."**
Oral/Written Communications	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**
Teamwork/ Collaboration	**Graduates will communicate with the various constituencies within and outside an organization in an appropriate fashion.**
Digital Technology	**While this is not an SLO for all students in the program, those pursuing the Computer Systems concentration will have the appropriate use of technology as a core SLO in the program of study.**
Leadership	**This degree program is in Organizational Leadership. All of the SLO's for it are related to leadership.**
Professionalism/ Work Ethic	**All students in the program will take professional core courses that focus on these issues, leading to the SLO "Graduates will identify issues within the organization and resolve them using existing resources and principles of ethical leadership."**
Career Management	**Graduates will apply management theory to evaluate decisions within an organization.**
Equity and Global/Intercultural Fluency	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**

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)
Communicate by speaking and writing	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**
Management	**Graduates will apply management theory to evaluate decisions within an organization.**
Customer Service	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**
Keeping track of how well people and/or groups are doing in order to make improvements	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.** **Graduates will identify issues within the organization and resolve them using existing resources and principles of ethical leadership.**

Teaching and course design	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**
Listen and understand what people say	**Graduates will communicate with the various constituencies both inside and outside the organization in an appropriate fashion.**
Figuring out how a system should work and how changes in the future will affect it	**Graduates will identify issues within the organization and resolve them using existing resources and principles of ethical leadership.** **Graduates will apply management theory to evaluate decisions within an organization.**
Thinking about the pros and cons of different options and picking the best one	**Graduates will identify issues within the organization and resolve them using existing resources and principles of ethical leadership.** **Graduates will apply management theory to evaluate decisions within an organization.**

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	**All full-time, first-time freshman at ULM are required to take a First Year Experience course (UNIV 1001). Since this program is built for students transferring to ULM with an AAS from a community college, this experience will not be available to student pursuing this path.**
Undergraduate Research	**All undergraduate students in this program will have access to research opportunities; however, they are not required to do this.**
Diversity/Global Learning	**This is one of the ULS Core Competencies that all programs at ULM address, starting with courses in the general education curriculum proceeding to capstone courses.**
Writing Intensive Courses	**Besides completing the writing requirements of the general education curriculum, all students in the BAS program are required to successfully complete an upper-division course in professional writing. Students pursuing the Communication Concentration will need to complete six upper-division courses that focus on writing; students in other concentrations will take courses include writing intensive assignments.**
Service-Learning, Community-based Learning	**Besides the required internship class, several of the courses in the BAS program work with local organizations to develop solutions to issues they are facing. For example, ENGL 4048 Grant Writing involves student teams work with local non-profits to write grant proposals to aid them with funding.**
Collaborative Assignments & Projects	**See above description of Service-Learning**
Internships	**All of the concentrations require internships for students to take in order to further their careers.**
Capstone Courses and Projects	**All students will be required to complete a capstone course that focuses on the concentration track they have followed.**

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:
    [x] On campus (<50% online)
    [x] 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)

    > This degree program has been developed to allow students who have completed an Associates of Applied Sciences through a community college to earn a Bachelor of Applied Science at ULM. This means that there is a minimum of 60 hours of this degree that will be transferred from another institution. ULM will create transfer agreements will all regional community colleges that offer AAS degrees to ensure that these courses will transfer to the BAS degree.

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.

    > ULM is committed to providing students with quality education materials that are either no-cost (OER) or low-cost (AER). Because of the commonality of many courses at the general education level, most OER and AER materials are targeted to lower-division coursework, which, for this degree program, will be taken by students at a community college. Where possible, the faculty at ULM have sought out OER/AER materials for upper-division coursework. In the most recent academic year, six of the upper-division courses taught in the BAS in Organizational Leadership program used OER materials. It is expected that this number will continue to grow in the coming years as better materials become available at this level.

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 entering this program will need to a) have met the entrance requirements to ULM and b) have completed the 60 hours of lower-division coursework appropriate to the AAS degree in order to be admitted.

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

List specific partners for each category checked above.

ULM has worked with Louisiana Delta Community College to develop the degree and concentrations for this program. We have also had conversations with other regional community colleges (ex. Bossier Parish Community College, Southern Arkansas University Tech) about their need for a BAS degree to complement their AAS degrees. Once the BAS is approved, we will finalize 2+2 agreements with these partners to insure complete transferability.

The development of the program also has involved a collaboration between programs in the College of Arts, Education, and Sciences and the College of Business and Social Sciences. As previously stated, all but one of the courses in the BAS program are currently taught for other programs. The programs have collaborated to ensure that students will be able to take the courses for the BAS program without affecting the other programs that also use these courses.

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

As stated in the previous question, we will create 2+2 agreements with community colleges for their AAS graduates to seamlessly transfer to ULM. Initially, we expect some immediate demand from those who have received an AAS in the past who are looking to complete a BAS degree.

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

We expect that a significant fraction of the students entering our program will already have employment based upon their receiving an AAS degree in a technical field. These students will likely choose to take their courses in an online format. Once they have completed their BAS degree, they will either use it to move up in their company (no additional help needed from ULM) or to search for a supervisory job with a new employer. These latter students will join those who did not get employment after completing their AAS degree in using the ULM Career Center to aid them in getting a job. Our Career Center works with students to develop interview skills, resume development, etc., as well as hosting career fairs several times per year.

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.

Students in the program will be tracked in two ways. For those who are already employed while they are in the program, assessment data will be gathered for two years for promotion to a more supervisory role. For those who were not employed during the program, they will be tracked to their initial employer, with data collected on the supervisory role of the job and its salary range.

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.

As the predominate mode of entry to this program will come from students transferring from a community college with an AAS degree, surveying for prospective students entailed an analysis of enrollment and graduation from such programs. The data from the Board of Regents data website shows that an average of 97 students are enrolled each year in AAS degree programs at Louisiana Community and Technical System institutions over the past three years. The retention and graduation of students in these programs is quite good, as the average number of graduates each year over that same time period is 88 students.

Since this program can be completed online, analyzing the need statewide is reasonable, as the lack of competition for such a program will allow us to attract recruits. However, the need in the region is also strong, with an average of 28 students enrolled and 25 graduates each year in regional LCTS institutions. We will also be able to recruit potential students from the Southern Arkansas and Eastern Mississippi region, which will only increase these numbers.

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

Due to the multidisciplinary nature of the program, this degree might involve faculty from all academic colleges at ULM. Therefore, the relevant data for this section is the institution retention and graduation rates. Over the past four years for which we have retention data, the first-year and second-year numbers are:

		ULM Retention Rates			
☐		Year 1-2		Year 1-3	
Year	FTF Cohort	Retention	Rate	Retention	Rate
Fall 2018	1286	934	72.63%	841	65.40%
Fall 2019	1123	833	74.18%	692	61.62%
Fall 2020	1123	777	69.19%	653	58.15%
Fall 2021	1119	806	72.03%		

As this data shows, the retention rate over the freshman year is about 70%, while the retention to the end of the sophomore year is about 60%. The six-year graduation rate over this same time period has averaged 54%.

However, given that the students in this program will be transfer students with an AAS degree from a community college, a more relevant set of data pertains to students who transfer to ULM after the completion of an associate's degree (since the number of students with an AAS degree are so small at this point, we have expanded the data to include Associate of Science and Associate of Arts degrees, as well).

3-Year Graduation Rate

Entered ULM	Earned Degree By	Rate
2017-18	Fall 2021	48.1%
2018-19	Fall 2022	50.6%
2019-20	Fall 2023	43.3%

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	20227-28
Base enrollment*		3	4	5
Lost to Attrition (should be negative)	0	-1	-1	2
New to the institution	3	4	4	5
Shifted from existing programs within your institution	0	0	1	1
Total Enrollment	**3**	**6**	**8**	**9**
Graduates	0	2	3	4
Carry forward base enrollment for next year	0	4	5	5

*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.

> Because students entering the program have already completed an AAS degree and have shown the resilience to get to their junior year of classes, it is very likely that they will be retained at a greater rate than the normal freshman starting at ULM.

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.

> Much of the marketing for this program will be done through our community college partners and our eULM recruitment team. After developing transfer agreements and MOU with each community college, we will begin regular communication with all students in their AAS programs, as well as contacting their AAS alumni

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?

> By creating a program that uses open slots in existing courses for the majority of the coursework, we have kept costs down for the entire institution, which allows us to continue to offer all undergraduate programs at an affordable price. There are no additional costs associated with this program that students will incur.

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.

> Again, since we are using existing courses and personnel to offer this program, there will be no new costs associated with this program for the foreseeable future.

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 will be required for this program in the foreseeable future, as all but one course are currently being taught. The only need for faculty will occur if the program grossly exceeds expectations in enrollment, which are not likely to occur.

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

    > No faculty will be re-directed to this program. All teaching can be covered with open seats in existing courses.

    c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)
    The multidisciplinary nature of this program, plus the fact that the curriculum is built on existing courses that are already being taught, means that the faculty roster for it could contain a large fraction of the existing faculty at ULM. If we ignore the fact that some students transferring to ULM might have to take some general education courses, the faculty roster would consist of all faculty who teach in Business, Communication, Computer Science, Computer Information Systems, Counseling, Criminal Justice, Economics, English, Management, Marketing, Political Science, Psychology, Sociology, Social Work, and Teacher Education.

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)   [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.

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

As discussed above, there is no need for any new construction or renovation of existing facilities for this program. There will be no disruption.

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.

No.

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 is no accreditation issue related to 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
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
Low enrollment	**Low**	**Medium**	**Because this program relies on courses already being taught in other programs, there will almost no impact if enrollment is too low. If enrollment does not meet required levels, it can just be deleted with no impact.**

November 21, 2023

Members of the Board,

I am writing to express support for the University of Louisiana Monroe's proposed Bachelor of Applied Science degree. Dr. John Pratte, ULM's Dean of Arts, Education, and Sciences, shared this proposal with my division several months ago. We immediately recognized the program as a logical next step for our transferring students.

Clearly, this degree meets the needs of our Associate of Applied Science graduates by honoring the hours they have already achieved. But, this degree is far broader in its appeal. Graduates of the Associate of Arts and Associate of General Studies degrees are equally accommodated. Because ULM's B.A.S. will offer multiple concentrations, each with an interdisciplinary approach, we believe our graduates—across disciplines and degree designations—will be able to forge a path to the bachelor's degree.

The course modalities are helpful to our students, as well. At BPCC, most of our students are working adults. Many work full-time; many others hold multiple part-time positions. These students often require online courses. ULM's program will provide all courses in face-to-face, hybrid, and online modalities. Our students can continue to work while they pursue career advancement.

BPCC and ULM truly share a mission of providing affordable access to education. We look forward to working together—and to many shared alumni.

Sincerely,

Vicki Dennis

Vicki Dennis
Dean of Arts, Humanities, and Social Sciences
Bossier Parish Community College
6220 East Texas Street, D317
Bossier City, LA 71111
318-678-6213
vdennis@bpcc.edu

Vice Chancellor Education and Student Services

November 28, 2023

Dear Board Member,

I am writing this letter in enthusiastic support of the proposed Bachelor of Applied Sciences in Organizational Leadership degree program from the University of Louisiana Monroe. As the Vice Chancellor of Education and Student Services of Louisiana Delta Community College, I have had the privilege of witnessing the dedication and academic prowess of our students pursuing the Associates of Applied Sciences degree, and I am confident that this program will provide a valuable opportunity for their continued growth and success.

The collaboration between our two institutions represents a significant stride toward enhancing educational pathways for our students. The proposed program's unique feature, allowing graduates of our Associates of Applied Sciences degree to seamlessly transition into a Bachelor's program with only two additional years of study, is particularly commendable. This streamlined approach not only facilitates academic progression but also addresses the growing demand for skilled professionals in supervisory and management roles within local and regional companies.

Our graduates possess a strong foundation in applied sciences, and this proposed degree will undoubtedly equip them with the advanced skills and knowledge required for leadership positions. The curriculum's focus on the different needs of the companies by providing students with a well-rounded understanding of management principles, effective communication, and strategic decision-making.

Furthermore, I am confident that the partnership between LDCC and ULM will foster a seamless and supportive transition for our students. The commitment of both institutions to the success of our graduates is evident, and this collaboration is a testament to our shared dedication to providing accessible and quality education to our community.

In conclusion, I wholeheartedly endorse the proposal for the Bachelor of Applied Sciences in Organizational Leadership degree program. This initiative reflects a commitment to student success, workforce development, and the overall betterment of our community. I am optimistic about the positive impact this program will have on our students' lives and their contributions to the workforce.

Thank you for considering this proposal, and I look forward to the continued success of our collaborative efforts.

Sincerely,

Wendi Tostenson

Wendi Tostenson, D.P.A.
Vice Chancellor of Education and Student Services
Louisiana Delta Community College

Mission Statement
Louisiana Delta Community College, an open-admission, comprehensive community college, provides the citizens of northeast Louisiana with affordable and accessible high-quality educational programs, services, and modern workforce training. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.6. **University of Louisiana at Monroe's** request for approval to resume the development of the Occupational Therapy Doctorate (OTD).

EXECUTIVE SUMMARY

In October 2018, the Board of Supervisors for the University of Louisiana System approved the University of Louisiana at Monroe's (ULM) request to offer an entry-level professional Occupational Therapy Doctorate (OTD) to provide an avenue for traditional and non-traditional students to become licensed occupational therapists (OTs); subsequent approval was granted by the Louisiana Board of Regents in December 2018. The University's Letter of Intent was also approved by the Accreditation Council for Occupational Therapy Education (ACOTE), which put ULM's OTD program in "Developing Program Status" by ACOTE. In August 2019, ULM made the decision to discontinue the OTD program due to funding constraints at the time and the lifting of a new Doctor of Physical Therapy. Due to significant continued interest and requests from potential students and the community to offer an OTD program, ULM is requesting approval to resume development of the OTD with a projected May/June 2025 start date for the first cohort group.

The University has provided occupational therapy education for over 46 years with an Associate of Science in Occupational Therapy Assistant, a Bachelor of Science in Occupational Therapy Assistant and a Master of Occupational Therapy (MOT). All programs have been successful with nearly 100% graduation, national board passage and employment rates. Adding the OTD is a natural extension for ULM and, such a program will assist in meeting workforce demand. According to the Bureau of Labor Statistics and U.S. Department of Labor, employment of occupational therapists is projected to grow 14 percent from 2021 to 2023, much faster than the average for all occupations. In addition, the Louisiana Workforce Commission lists occupational therapists as a 5-star job. They project an 8.9% growth from 2020 to 2030 with an expected 116 total openings per year for a total of 1,161 total openings projected from 2020-2030. Currently, LSU Health Science Center – Shreveport is the only institution offering an OTD in Louisiana with the first cohort expected to graduate in May 2025 (approximately 20).

The University plans to enroll a cohort of 30 students annually in the OTD. Five of the seven currently employed MOT faculty will be able to teach in both the MOT and OTD programs. An addition of four new faculty members and a Capstone Coordinator would occur within the first four years of program implementation. Cost associated with implementation and sustainability of the OTD will be offset by tuition and fees.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request to resume development of the Occupational Therapy Doctorate (OTD).

Office of the President

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

January 29, 2024

Rick Gallot, JD, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

The University of Louisiana Monroe (ULM) respectfully requests approval to offer an entry-level professional Occupational Therapy Doctorate (OTD) program. The OTD program will provide an avenue for traditional and non-traditional students to become licensed occupational therapists (OTs).

The OTD program was previously approved by the University of Louisiana System Board of Supervisors at the October 25, 2018 board meeting and by the Louisiana Board of Regents at the December 12, 2018 board meeting. The Letter of Intent was also approved by the Accreditation Council for Occupational Therapy Education (ACOTE), which put OTD program in "Developing Program Status" by ACOTE. However, the program was discontinued due to funding and the launch of a new Doctor of Physical Therapy Program.

Due to significant continued interest and requests from potential students and the community to offer an OTD program and the current ULM administration, it is requested that the OTD program resume development. Unlike the MOT program, the OTD program would be available to students who do not have an OTA degree. It would meet the need of the large population of students seeking to become occupational therapists, who are not interested in earning an Occupational Therapy Assistant (OTA) degree and then practicing as a Certified OTA before applying to an OT program.

Attached is a copy of the proposal.

Sincerely,

Ronald Berry, D.B.A.
President

Enclosure

Academic Degree Program Proposal Form

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

A. Overview

Institution Name: **University of Louisiana Monroe**		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: **College of Health Sciences/Allied Health**		Academic Department: **Occupational Therapy**		
Degree Designation[a]: **OTD**	Proposed Degree Name: **Doctor of Occupational Therapy**	CIP Code: **51.2306**	Credit Hrs[b]: **118**	Contact Hrs[c]: **N/A**
Planned Implementation Semester/Term & Year: May/June (Summer) 2025		Was this program listed in the most recent Three-year Academic Plan? [ ] Yes [X] No (Waived. See attached email)		

[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.

> Overview
>
> The University of Louisiana Monroe (ULM) is requesting permission to offer an entry-level professional Occupational Therapy Doctorate (OTD) program to provide an avenue for traditional and non-traditional students to become licensed occupational therapists (OTs).
>
> The OTD program was previously approved by the University of Louisiana System Board of Supervisors at the October 25, 2018 board meeting and by the Louisiana Board of Regents at the December 12, 2018 board meeting. The Letter of Intent was also approved by the Accreditation Council for Occupational Therapy Education (ACOTE), which put OTD program in "Developing Program Status" by ACOTE.
> On August 12, 2019, ULM made the decision to discontinue the OTD Program due to funding mechanisms at that time and the lifting of a new Doctor of Physical Therapy Program.
>
> Due to significant continued interest and requests from potential students and the community to offer an OTD program and the current ULM administration, it is requested that the OTD program resume development. Unlike the MOT program, the OTD program would be available to students who do not have an OTA degree. It would meet the need of the large population of students seeking to become occupational therapists, who are not interested in earning an Occupational Therapy Assistant (OTA) degree and then practicing as a Certified OTA before applying to an OT program.
>
> ULM offers a very successful Master of Occupational Therapy (MOT) Bridge Program that has averaged ~30 graduates per year. Because of the type of accreditation that the MOT program holds, it is only offered for people who are currently practicing as Certified Occupational Therapy Assistants (COTA). Individuals who do not already have an Occupational Therapy Assistant (OTA) degree are not eligible to apply for the MOT Bridge Program. Therefore, an entry-level OTD program would provide an opportunity for students who have baccalaureate degrees in any field (e.g., general studies, health studies, psychology, etc.), to apply for the program and become occupational therapists. An OTD degree would allow students to develop advanced

skills and provide in-depth exposure to the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Because service delivery systems are rapidly changing and becoming increasingly demanding and knowledge in evidence-based and theoretically sound occupational therapy practice has expanded over the years, advancement in OT education is necessary. Standards established by the Accreditation Council for Occupational Therapy Education (ACOTE) state "the dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer" (2019).   Entry-level practice requires therapists to be evidence-based practitioners who are more sophisticated intellectually and socially and more mature than ever before.

(a)   Purpose and objectives
The OTD is designed as an entry-level professional program for students possessing a baccalaureate degree including prerequisite education. Recognizing the unique needs of our diverse student population and community, the purpose of the OTD Program at ULM is to educate students who function as competent entry-level occupational therapists in a dynamic society and a rapidly changing health care environment. Attaining the following objectives will fulfill this purpose:
- providing a student-centered environment to facilitate transformative learning;
- developing responsible practitioners who provide occupation-based services to diverse individuals, groups, and populations;
- contributing to an ever-changing global society by serving as a source of expertise for practitioners in our region and beyond;
- participating in scholarship to support evidence-based practice; and
- producing graduates who meet or exceed national occupational therapy standards to positively impact society through service.

The new OTD program will be a clinical doctorate consisting of six semesters of course work followed by 24 weeks of level II clinical fieldwork and a 14-week doctoral internship with a focus on scholarship, culminating in a capstone project. The entire program, including clinical fieldwork and capstone project, is 9 semesters.

(b)   Mode of delivery
The mode of delivery will be hybrid (primarily face-to-face with online education as appropriate). The Level II Fieldwork and Capstone will occur off-site.

(c)   Establish OTD Program
The MOT Program Director (PD) and the MOT Academic Fieldwork Coordinator (AFWC) will transition to the OTD Program. To meet accreditation standards/requirements, four additional faculty and a Doctoral Capstone Coordinator (DCC) will need to be hired.
Current MOT faculty and future hired OTD faculty will be able to teach in both programs as appropriate based on experience and expertise.

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.

Occupational therapy education is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE accredits entry-level programs based on meeting the *2018 Standards for an Accredited Educational Program for the Occupational Therapist*, regardless of the level of degree offered. Annual reports are required to be submitted to ACOTE by the program director reporting the progress made toward this conversion.

The letter of intent (LOI) was submitted to ACOTE on February 14, 2023, for a May/June 2025 start date of the OTD Program. The $2000 deposit from ULM and the LOI were accepted and acknowledged by ACOTE on February 24, 2023. The timeline for the program is:

	OTD Program
August 15, 2024	Candidacy Application Due Date
December 2024	Candidacy Review and ACOTE Action on Candidacy Status (ACOTE Meeting) (Anticipate approval Awarding of Candidacy Status of Accreditation by ACOTE on this date)
December 2024	Students may be notified of acceptance of May start-date into the program
May/June 2025	The projected start date for the first cohort group
November 1, 2025	Initial self-study due to ACOTE
May/June 2026	Accept 2nd cohort group – 2 concurrent cohorts
Fall 2026	Initial On-site Evaluation by ACOTE
December 2026	Anticipate awarding of Full Accreditation by ACOTE
May/June 2027	Accept 3rd cohort group – 3 concurrent cohorts. Maintain 3 concurrent cohorts from this year forward.
May 2027	First cohort to begin Level II Fieldwork
January 2028	First cohort begins doctoral-level experiential component
May 2028	First cohort graduates
May/June 2026	Accept 4th cohort.

Hiring and transition of faculty as follows:
- Fall 2023 – Assign current MOT Program Director (PD) to OTD Program to begin Candidacy Application and development of OTD coursework
Per ACOTE Policy III.A.1. Step One: The Application Review, *ACOTE requires that a qualified program director must be hired full time and on-site 1 year prior to the submission of the Candidacy Application (due date: August 2024). A qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application.*
- Spring 2024 – Assign current MOT Academic Fieldwork Coordinator (AFWC) to OTD Program to address fieldwork for application accreditation process and development of OTD coursework
Per ACOTE Policy III.A.1. Step One: The Application Review, *ACOTE requires that a qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application.*
- Spring 2024 – **Hire** Doctoral Capstone Coordinator to develop Capstone Program to address capstone development for application accreditation process and development of OTD coursework
Per ACOTE Policy III.A.1. Step One: The Application Review, *ACOTE requires that a qualified doctoral capstone coordinator must also be hired full-time and on-site at least 6 months prior to the submission of the Candidacy Application.* (This will be the first new hire for the OTD Program)
- May/June 2025 – First OTD cohort begins. Hire first new faculty position for OTD.
- Fall 2025 – Hire 1 new faculty to teach in OTD Program
- Spring 2026 – Hire 2 new faculty to teach in OTD 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. N/A
[ ] 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.

> External review waived due to previous external review. See attached approval (Appendix 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.

> ULM has provided occupational therapy education through traditional OT (1971-2006) and OTA (1981-present) programs and an OTA to MOT Bridge program (2013-to present) for over 52 years. All OT practitioner programs have been successful with nearly 100% graduation, national board passage, and employment rates. ULM's mission is to prepare individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service. The OTD program will provide a learning environment that fosters evidence-based practice, critical thinking, leadership and professional responsibility and expands research production and dissemination of scholarly works. The university's vision is to change lives by bringing true equality, inclusiveness, and opportunity for all individuals in our region and beyond. The program aims to instill students with the knowledge and understanding to deliver services to diverse individuals, groups, and populations. The OTD program will help to fulfill the role, scope, and mission of the university and aid in fulfilling critical educational and health care needs for the state.
>
> The longstanding strength of the institution in the health sciences arena will be complemented by this program. Adding a traditional/hybrid-model OTD degree will not only allow ULM to offer an occupational therapy degree to traditional and non-traditional students (who are not eligible for the Bridge program), but will also allow for deeper involvement research efforts within the didactic coursework, as well as through the 14-week doctoral capstone.
>
> As reflected above, the OTD Program will support the mission of the University of Louisiana Monroe by:
> * providing a student-centered environment to facilitate transformative learning;
> * developing responsible practitioners who provide occupation-based services to diverse individuals, groups, and populations;
> * contributing to an ever-changing global society by serving as a source of expertise for practitioners in our region and beyond;
> * participating in scholarship to support evidence-based practice; and
> * producing graduates who meet or exceed national occupational therapy standards to positively impact society through service.

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

> The proposed OTD program is consistent with the mission of ULM to prepare individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service. The goals of the OTD program are aligned with the ULM strategic plan as follows.
> OTD Program Goals:
> 1. **Develop and retain quality faculty who are effective in their assigned teaching responsibilities**
>   Program Goal #1 is aligned with *ULM Strategic Plan Goal #2 Objective 2.1*: Improve recruitment of well-qualified, diverse candidates and improve long-term retention of faculty and staff; and

Objective 2.2: Enhance faculty and staff well-being by investing in support services to improve effectiveness.

It is also aligned with *ULM Strategic Plan Goal #3 Objective 3.2*: Create and maintain a sufficient research infrastructure that supports the research and creative scholarly works of faculty, staff and students.

2. **Provide curricula that are relevant, flexible, and rigorous.**
   Program Goal #2 is aligned with *ULM Strategic Plan Goal #3 Objective 3.1*: Continue to innovate, refine, and deliver strong academic programs for students' intellectual development; and
   Objective 3.2: Create and maintain a sufficient research infrastructure that supports the research and creative scholarly works of faculty, staff and students.
   The OTD program will provide a curriculum that is flexible enough to change as the health care environment changes while fulfilling mandates of the ACOTE Standards.

3. **Develop competent, well-equipped entry-level practitioners who are equipped to provide OT services to diverse individuals, groups, and populations and work in emerging and diverse clinical and non-clinical settings.**
   Program Goal #3 is aligned with *ULM Strategic Plan Goal #1 Objective 1.2*: Recruit, admit, and enroll a high-quality, diverse student body that is prepared for college study and representative of the racial/ethnic, gender, and social class of the region.

4. **Develop and maintain relationships and partnerships between the OT Programs and the communities we serve.**
   Program Goal #4 is aligned with *ULM Strategic Plan Goal #4 Objective 4.1*: Maintain and expand mutually beneficial relationships and partnerships that maximize our impact; and
   Objective 4.2: Provide services essential to the region related to health care, business development, and education.

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 OTD Program will utilize a variety of course offerings. Early coursework and courses that primarily focus on intake information will be taught in hybrid methods using the traditional classroom setting and online learning as appropriate. Courses that primarily focus on developing skills related to OT service delivery will be taught in face-to-face class and laboratory settings to acquire, expand, and demonstrate hands-on skills. These courses will be student-centered and dynamic to allow for innovative and advanced learning and presentation of that learning. The level I and level II fieldwork courses will take place in traditional and non-traditional clinical settings. The final semester consists of a 14-week full-time capstone course which can occur in a setting based on students' choice and interests. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

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

   Students will be eligible for university foundation scholarships, state and national OT educational scholarships, and professional OT organization-offered scholarships (i.e., scholarships are available for students in OT programs through organizations including the Louisiana Occupational Therapy Association, the American Occupational Therapy Foundation, and the American Occupational Therapy Association). Many employers also offer tuition reimbursement for agreements to return to work at their facilities upon graduation with an OT degree.

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

ULM OT has long-standing partnerships with community agencies and organizations including, but not limited to, New Day Recovery, Freedom 13 ministries, Green Oaks Detention Center, Renewal Center Homeless Shelter, Monroe Housing Authority, Louisiana Baptist Children's Home, Foster Care Ministries, HomePlace Transitional Living Center, Emily Williamson Lab School, Our Lady of Fatima Pre-School Program, Jesus the Good Shepherd Pre-School Program, Rays of Sonshine Women's Addiction Recovery Residence, Stoneybrook Memory Care Home, Savannah Grand of West Monroe, and Ochsner LSU Health – Monroe Medical Center Behavioral Health Unit in addition to having an on-campus clinic that provides services to individuals in the community who may not be able to receive services due to financial hardships or no longer qualify for services through traditional fee-for-service settings.

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

Students will participate in both Level I and Level II experiential internships/clinicals and in a Capstone experience that are all work-based learning. Students each complete two 12-week Level II fieldwork experiences (taking place in two sequential semesters) and a 14-week Capstone experience in their final semester.

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

The program will be open to individuals from a variety of backgrounds including low income, minority, and adult learners. A holistic admissions process will be used to select students into the program.

C. Need

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

According to the Bureau of Labor Statistics, U.S. Department of Labor, employment of occupational therapists is projected to grow 14 percent from 2021 to 2031, much faster than the average for all occupations. About 10,100 openings for occupational therapists are projected each year, on average, over the decade.

The national median pay for OTs in 2021 was $85,570 per year.

In May 2021, the median annual wages for occupational therapists in the top industries in which they worked were as follows:

Home healthcare services	$98,700
Nursing care facilities (skilled nursing facilities)	98,390
Hospitals; state, local, and private	95,590
Offices of physical, occupational and speech therapists, and audiologists	80,450
Elementary and secondary schools; state, local, and private	77,290

https://www.bls.gov/ooh/healthcare/occupational-therapists.htm

The Louisiana Workforce Commission lists occupational therapists as a 5-star job. They project an 8.9% growth from 2020 to 2030 with an expected 116 annual total openings per year for a total of 1,161 total openings projected from 2020-2030.
https://www.laworks.net/Downloads/LMI/20202030Occupations_AllProjStatewide.xls

Because service delivery systems are rapidly changing and becoming increasingly demanding and knowledge in evidence-based and theoretically sound occupational therapy practice has expanded over the years, advancement in OT education is necessary. "The dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to possess the necessary knowledge and skills in a practice area as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer" (ACOTE, 2019). Entry-level practice requires therapists to be more sophisticated intellectually and socially and more mature than ever before. For

comparison, the Commission on Accreditation in Physical Therapy Education mandated the Doctor of Physical Therapy (DPT) in 2016. The average number of qualified applicants for each PT program since 2016 has remained steady; however, the employment rate for OTs is 4.5 times higher than PT. It can be inferred by this data that there is value in offering the OTD degree.

According to the 2020-2021 ACOTE annual data, OTD programs will attract more applications than a OT master's (OTM) program. The trends show that applicants per seat will continue to be more favorable for OTD. The OTD number of applicants per seat has maintained the level they are at even though programs have increased 10-fold in six years. Applicants per seat have consistently declined for traditional OTM over the last six years. Data shows that applicants/applications are declining, students are more often applying to OTD programs vs. OT master's programs. Applicants per seat in OT master's programs is 3.79 per seat, where OTD is at 3.82.
https://www.aota.org/-/media/corporate/files/educationcareers/educators/2020-2021-annual-data-report.pdf.

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 Director (PD) , Academic Fieldwork Coordinator (AFWC), and current OT faculty have a long-standing relationship with OT employers and clinicians in the state, region, and beyond. The AFWC also serves on Louisiana's state Occupational Therapy Advisory Committee, which is part of the Louisiana State Board of Medical Examiners. Two current faculty members serve on the Board of the Louisiana Occupational Therapy Association. The PD serves on a variety of Health Program Advisory Boards. Through all these interactions, we are informed and approached about the great need for more Occupational Therapists due to a shortage of providers in the state and region, as well as nationally. The PD and AFWC also serve as members of the American Occupational Therapy Association Academic Leadership Councils.

Conversations with each of these groups have been beneficial with framing and shaping our planned OTD design and curriculum. Based on the national push for evidence-based practitioners, the requirement by insurance for research to back up clinical decisions, and the expanded skills that are needed, the OTD-level of education is becoming more necessary. This need for advanced skills in inquiry the use of evidence guided our decisions and focus on research and evidence-based practice. The ACOTE standards for an OTD program were the primary drivers of the content for the program.

The curriculum design not only focuses on meeting the ACOTE standards, but the clinical courses are designed around meeting the needs of our local community with diverse populations, low-income individuals, and children who are either experiencing developmental delays and feeding disorders or are at risk for those. Our students will provide services under faculty mentorship with individuals with disparities in mental health resources through community partnerships and to adults and children in the region with needs for services to address areas of daily living through our on-campus OT clinic.

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 OTD program will serve students from northeast Louisiana and beyond. We have had inquiries from students receiving bachelor's degrees from ULM programs, individuals throughout Louisiana who have or are earning undergraduate degrees from other universities, and from individuals who have or are earning undergraduate degrees throughout Texas, Arkansas, and Mississippi. The MOT, OTA, and previous BS in OT programs at ULM have graduated students who practice in facilities and organizations throughout the state. It is expected that the OTD program will continue to graduate students who remain in Louisiana to work, as well as attract students from regional states who choose to stay in Louisiana upon graduation.

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).

> According to data collected and reported by the American Occupational Therapy Association (2022), during academic year 2021-2022, there were 10,361 applications for 2,711 available seats in OTD programs nationwide. This was an increase from 2020-2021 with 7,560 applications for 1,836 seats in OTD programs. Over the last 6 years, OT doctorate seats grew by 2,116 (356%) & applications grew by 7,295 (238%). Comparatively over the last 6 years, OT master's seats decreased by 445 (-6%) & applications decreased by 18,572 (-41%).
>
> Letters of support from Jennifer Kelly, CEO, Building Futures Pediatric Therapy; Kevin Goldman, CEO, North Louisiana Orthopaedic & Sports Medicine Clinic; and Dr. Ashanti Jones, Associate Program Director, ULM Doctor of Physical Therapy Program are attached.

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] State Data [X] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Occupational Therapists (from LWC)*	5-star	1773 [2020]	1930 [2030]	157	8.9%	116 Current listings = 306	Median $100,042
Occupational Therapists (from US Dept. of Labor PMP)ᵗ		131,600 [2020]	154,600 [2030]	23,000	17.5%	10,100	
Occupational Therapists (from US Bureau of Labor Statistics)^	"Bright" (Much faster than avg.)	133,900 [2021]	152,500 [2031]	18,600	14%	10,100	Median $85,570

*LWC (2020). *State of Louisiana Long Term Projections for All Occupations to 2030*. https://www.laworks.net/Downloads/LMI/20202030Occupations_AllProjStatewide.xls
*LWC (2021). *Statewide Annual Average Data by Naics Sector*. https://www.laworks.net/Downloads/LMI/OccWageData_STATE_2021.xls (visited March 16, 2023).

ᵗ US Dept. of Labor PMP (2021). *Long-Term Occupational Projections (2020-2030)*. https://projectionscentral.org/sites/default/files/uploads/files/ltprojections.xlsx (visited March 16, 2023).

^Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Occupational Therapists, at https://www.bls.gov/ooh/healthcare/occupational-therapists.htm (visited March 16, 2023).

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 HSC-Shreveport	OTD (Doctor of Occupational Therapy)	None at this time. The first cohort is expected to graduate in May 2025. Anticipate ~22 graduates.
No other programs in Louisiana offer an OTD		

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.

With the significant shortage in licensed, registered occupational therapists to meet the current and future needs of the state and the US (116 annual total openings per year in the state of Louisiana), the OTD program at ULM can help fill this gap.

Currently, the MOT Bridge Program at ULM graduates ~30 students per year, of which ~10 graduates are Louisiana residents. The MOT Program at LSU HSC in New Orleans graduates ~35 students per year. Even with these two programs totaling approximately 45 in-state graduates and the expected ~22 graduates from the new OTD program at LSU HSC in Shreveport, the shortfall of meeting expected job openings is nearly 50 graduates per year.

Healthcare is a national concern because of the aging population and longer life expectancies. The US Department of Labor projects that the need for occupational therapists is expected to increase by 14 percent from 2021 to 2031. Healthcare within Louisiana is expected to follow this trend. The demand for occupational therapists should continue to rise as a result of the increasing number of individuals with disabilities, relative to the aging population, diagnoses of individuals with Autism Spectrum Disorders, and survival of premature infants. Hospitals will continue to employ a large number of OTs to provide services to acutely ill and long-term rehabilitation patients. In addition, employment growth in public school systems will expand as OTs are needed to help children with disabilities be successful in their educational programs. OTDs will graduate with the skills for conducting and providing evidence-based occupational therapy, which will improve the quality of care for their clients. Additionally, the faculty and student led occupational therapy clinics on the ULM campus provide OT services to children and adults in the region at minimal or no cost. Furthermore, the positive economic impact to medical centers and other healthcare facilities would be appreciable as additional revenue is generated by OTDs with their enhanced scope of practice.

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

The OTD Program will be able to engage in interprofessional education with other healthcare professions within the university, as well as with healthcare programs throughout the state. The OTD Program will be able to develop partnership with the DPT Program at ULM and the Doctor of Osteopathic Medicine Program at the Edward Via College of Osteopathic Medicine (VCOM). Students will complete fieldwork experiences at local, regional, and national healthcare facilities. The OT Programs at ULM currently have ~500 Memoranda of Understanding with healthcare facilities for student fieldwork. These will be available to the OTD Program. The OTD Program will also be able to engage in intraprofessional activities with the ULM MOT Bridge Program and the ULM OTA Program. Each program will be able to support the others through clinical participation, program development, and community engagement. Faculty will have the opportunity to share their expertise across 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
Occupational Therapist	**(T) Word processing software (Documenting/Recording Information)**
	(T) Adaptive communication
	(T) Developing Objectives and Strategies
	(K) Therapy and Counseling
	(S) Critical Thinking
	(A) Inductive and 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.

SLO	Outcome Assessment
• Student will demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	• Assessment will consist of a data analysis quiz, a quantitative vs. qualitative research paper review activity, and a Critical Appraisal of a Research Article in OCCT 5095 course, and completion of a research project with data analysis and paper in OCCT 6050: Applied Research for the OTD
• Student will apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	• Assessment will consist of an Activity Analysis assignment in OCCT 6010, an ADL Case Study & Leisure plan in OCCT 5070, and assessments of patients/clients in OCCT 7040 and OCCT 7050.
• Student will utilize clinical reasoning to facilitate occupation-based interventions that address client factors and include interventions focused on promotion, compensation, adaptation, and prevention.	• Evaluation of students' documentation on client cases in OCCT 7010, OCCT 7040, and OCCT 7050
• Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	• Evaluation of students' performance in clinical-based courses through AOTA's Fieldwork Competency Evaluation

* ** See OTD Curriculum Map below in #22 for titles of courses.

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	**ACOTE Standard B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference** **The student will apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.**
Oral/Written Communications	**ACOTE Standard B.4.23. Effective Communication** **The student will identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.**
Teamwork/ Collaboration	**ACOTE Standard B.4.19. Consultative Process** **The student will demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.**
Digital Technology	**ACOTE Standard B.4.15. Technology in Practice** **The student will demonstrate knowledge of the use of technology in practice, which must include:** • **Electronic documentation systems** • **Virtual environments** • **Telehealth technology**
Leadership	**ACOTE Standard B.5.6. Market the Delivery of Services** **The student will demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.**
Professionalism/ Work Ethic	**ACOTE Standard B.7.1 Ethical Decision Making** **The student will demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.**
Career Management	**ACOTE Standard B.7.4. Ongoing Professional Development** **The student will identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.**
Equity and Global/Intercultural Fluency	**ACOTE Standard B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices** **The student will apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.**
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)
(T) Word processing software (Documenting/Recording Information)	**ACOTE Standard B.4.15. Technology in Practice** **The student will demonstrate knowledge of the use of technology in practice, which must include:** • **Electronic documentation systems** • **Virtual environments** • **Telehealth technology**
(T) Adaptive communication	**ACOTE Standard B.4.11. Assistive Technologies and Devices** **The student will assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (This includes assistive, adaptive, and alternative communication devices and methods.)**
(T) Developing Objectives and Strategies	**ACOTE Standard B.4.9. Remediation and Compensation** **The student will design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.**
(K) Therapy and Counseling	**ACOTE Standard B.3.5. Effects of Disease Processes** **The student will analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.** **ACOTE Standard B.4.9. Remediation and Compensation** **The student will design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.**
(S) Critical Thinking	**ACOTE Standard B.4.2. Clinical Reasoning** **The student will demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.**
(A) Inductive and Deductive Reasoning	**B.4.5. Application of Assessment Tools and Interpretation of Results** **The student will select and apply assessment tools, considering client needs, and cultural and contextual factors. The student will administer selected standardized and non-standardized assessments using appropriate procedures and protocols.** **The student will interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).** **B.4.6. Reporting Data**

	The student will collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. **B.4.8. Interpret Evaluation Data** The student will interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.

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	As a graduate, professional program, this is N/A.
Undergraduate Research	This will be graduate research, rather than undergraduate. (Required) However, as graduate students, they will develop a research proposal, submit proposal to the university IRB for approval, carry out a group research project, analyze the data, report the findings, and write a professional paper on the research study. Students will also present findings through a poster presentation at a research symposium.
Common Intellectual Experiences	As a graduate, professional program, this is N/A.
Diversity/Global Learning	Within courses of the OTD program, students will meet the following ACOTE Standards: **B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices**: Students will apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology. **B.1.3. Social Determinants of Health**: Students will demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This will include an analysis of the epidemiological factors that impact the public health and welfare of populations.

Learning Communities	**Students remain as a cohort throughout the program taking all courses together under the direction of the OTD faculty. Courses in subsequent semesters build upon information learned in the previous semesters.** **Multiple courses are linked.** **Linked research courses - OCCT 5095: OT Research and EBP in OT, OCCT 6040: Research Proposal and Development, and OCCT 6050: Applied Research for the OTD** **Linked pediatric OT courses - OCCT 5006: Conditions in OT Practice – Pediatric, OCCT 6030: Occupational Therapy Practice: Pediatrics 1, OCCT 6070: Occupational Therapy Practice: Pediatrics 2, and OCCT 7050: Pediatric Level I Fieldwork (FW).** **Linked adult OT courses - OCCT 5002: Conditions in OT Practice – Adult, OCCT 6020: Occupational Therapy Practice: Adult 1, OCCT 6060: Occupational Therapy Practice: Adult 2, and OCCT 7040: Adult Level I FW.** **Linked mental health OT courses - OCCT 5004: Conditions in OT Practice – Mental Health, OCCT 6080: Psychosocial Occupational Therapy Practice, and OCCT 7010: Psychosocial Level I FW.**
ePortfolios	**N/A**
Writing Intensive Courses	**In OCCT 6040: Research Proposal and Development and OCCT 6050: Applied Research for the OTD, students create research proposals, IRB review requests, and scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice are completed and students present findings in a public forum/symposium.** **In OCCT 7030: OT Scholarship/Capstone I and OCCT 7300: OTD Capstone II, students plan, develop, complete, present a capstone project in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.**
Service-Learning, Community-based Learning	**Students participate in field-based experiential learning in community and medical settings that address mental health, pediatrics, and adult disorders and illnesses as they impact occupational function. The courses which utilize experiential/service-learning are OCCT 7010: Psychosocial Level I FW, OCCT 7040: Adult Level I FW, OCCT 7050: Pediatric Level I FW, OCCT 7100: Level II Fieldwork A, and OCCT 7200: Level II Fieldwork B.**

Collaborative Assignments & Projects	**Students are assigned team-based assignments in a variety of courses to analyze case studies and OT practices to make clinical decisions and to collaborate through problem-based learning scenarios.** **In OCCT 6040: Research Proposal and Development and OCCT 6050: Applied Research for the OTD, students will work together in groups to design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues. They will also create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice.**
Internships	**Students participate in clinical experiences (internships) in community and medical settings that address mental health, pediatrics, and adult disorders and illnesses as they impact occupational function. The clinical courses are OCCT 7010: Psychosocial Level I FW, OCCT 7040: Adult Level I FW, OCCT 7050: Pediatric Level I FW, OCCT 7100: Level II Fieldwork A, and OCCT 7200: Level II Fieldwork B.**
Capstone Courses and Projects	**In OCCT 7030: OT Scholarship/Capstone I and OCCT 7300: OTD Capstone II, students plan, develop, complete, present a capstone project in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.**

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.

Summary of how the curriculum meets the learning outcome goals described in questions 18-21

As an evidence-based program and profession, students completing the OTD curriculum will participate in research-related activities including, but not limited to reading, understanding, and evaluating evidence to apply to clinical situations. Students will also develop a research protocol, carry out a study, complete data analysis, and write a professional research paper.

Throughout the OTD program, students will use critical thinking skills, inductive reasoning, and deductive reasoning to apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to make appropriate clinical decisions. They will utilize clinical reasoning to assess clients, facilitate occupation-based interventions, and demonstrate therapeutic use of self as part of the therapeutic process in both individual and group interaction. Additionally, students will communicate effectively through digital, written, and oral communication and collaborate with inter- and intraprofessional colleagues in order to provide quality OT services to persons, groups, programs, organizations, and/or communities. Students' behaviors and

performance will be consistent with the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice.

OTD Curriculum Map

Prerequisites include undergraduate credit in the following courses:
Human Anatomy* with Lab
Human Physiology*
Elementary Statistics
Human Growth & Development
Introduction to Psychology
Abnormal Psychology
Introduction to Sociology or Introductory Anthropology
* If courses are listed as combined Anatomy and Physiology courses, both of the accompanying laboratories must be taken, e.g. Anatomy and Physiology (A&P) I plus lab and A&P II plus lab.

Course Sequence	
Summer SEMESTER Year 1 (2025)	
OCCT 5002: Conditions in OT Practice – **Adult (NEW)**	3
OCCT 5004: Conditions in OT Practice –**Mental Health (NEW)**	3
OCCT 5020: Foundations for the Practice of Occupational Therapy	3
OCCT 5095: OT Research and Evidence Based Practices in OT	3
	12 Total
FALL SEMESTER Year 1 (2025)	
BIOL 5125: Neurology	3
BIOL 5126: Neurology Lab	1
OCCT 5006: Conditions in OT Practice – **Pediatric (NEW)**	3
OCCT 5080: Applied Reasoning and Theory	3
OCCT 5290: Functional Kinesiology for the Occupational Therapist **(NEW)**	3
OCCT 5300: Functional Anatomy for the OT **(NEW)**	3
	16 Total
SPRING SEMESTER Year 1 (2026)	
OCCT 5060: Occupational Therapy Methods and Application	3
OCCT 5070: Occupational Therapy Methods and Application Lab	3
OCCT 5110: Introduction to Occupational Therapy Assessment	3
OCCT 5115: Assist Techn and Current Trends to Enhance Occupational Performance	3
OCCT 6010: Therapeutic Media & Methods for Individuals & Groups **(NEW)**	3
	15 Total
SUMMER SEMESTER Year 2 (2026)	
OCCT 6020: Occupational Therapy Practice: Adult 1 **(NEW)**	3
OCCT 6030: Occupational Therapy Practice: Pediatrics 1 **(NEW)**	3
OCCT 6040: Research Proposal and Development **(NEW)**	3
OCCT 6080: Psychosocial Occupational Therapy Practice **(NEW)**	3
	12 Total
FALL SEMESTER Year 2 (2026)	
OCCT 6050: Applied Research for the OTD **(NEW)**	3
OCCT 6060: Occupational Therapy Practice: Adult 2 **(NEW)**	3
OCCT 6070: Occupational Therapy Practice: Pediatrics 2 **(NEW)**	3
OCCT 6090: Population-based OT **(NEW)**	3
OCCT 7010: Psychosocial Level I FW **(NEW)**	3
	15 Total
SPRING SEMESTER Year 2 (2027)	
OCCT 7020: OT Management: Leadership and Administration **(NEW)**	3
OCCT 7030: OT Scholarship/Capstone I **(NEW)**	3
OCCT 7040: Adult Level I FW **(NEW)**	3
OCCT 7050: Pediatric Level I FW **(NEW)**	3
	12 Total
SUMMER SEMESTER Year 3 (2027)	
OCCT 7100: Level II Fieldwork A **(NEW)** *(Work-based learning)*	12
	12 Total
FALL SEMESTER Year 3 (2027)	
OCCT 7200: Level II Fieldwork B **(NEW)** *(Work-based learning)*	12
	12 Total
SPRING SEMESTER Year 3 (2028)	

OCCT 7300: OTD Capstone II (minimum 14 weeks) **(NEW)** *(Work-based learning)*	12
	12 Total
	Total: 118 hours

23. Check all proposed program modes of delivery that apply:
    [X] 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)

> Per accreditation standards, credit cannot be given for occupational therapy content; however, for pre-requisite courses, previous coursework will be evaluated utilizing the Louisiana Common Course Catalog and the Statewide Course Articulation Matrix. Wherever possible, credit equivalent to courses on these matrices will be awarded.

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.

> Currently, there are no OER materials for Occupational Therapy Education; however, the program will be frugal and judicious users of students' finances for textbooks as each OT textbook will be used across multiple courses to reduce number of books needed to purchase.

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.

> **Prerequisites include undergraduate credit in the following courses:**
> Human Anatomy* with Lab
> Human Physiology*
> Elementary Statistics
> Human Growth & Development
> Introduction to Psychology
> Abnormal Psychology
> Introduction to Sociology or Introductory Anthropology
> * If courses are listed as combined Anatomy and Physiology courses, both of the accompanying laboratories must be taken, e.g., Anatomy and Physiology (A&P) I plus lab and A&P II plus lab.
>
> Students must have a minimum overall GPA of 2.7 on a 4.0 scale and a minimum GPA of 3.0 for the last 30 hours.

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

List specific partners for each category checked above.

Students may apply to the OTD Program with a bachelor's degree in any field as long as prerequisite courses are met. Common degrees that students apply to OTD programs include Kinesiology, Allied Health degrees, Psychology, Education, and Biology.

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

Students with any bachelor's degrees will be eligible for application to the OTD program, as long as prerequisites are met (identified in #26 above). Common UG degrees that fit well with OT preparation include, but are not limited to Occupational Therapy Assistant, Kinesiology, Health Sciences, Psychology, Education, Public Health, and General Studies.

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

The occupational therapy program will provide activities and resources needed for students to be prepared to pass the National Board for Certification of Occupational Therapy (NBCOT) Examination including test questions that follow the NBCOT exam format, practice tests, simulations, and mandatory participation in NBCOT exam preparation courses. Within the OTD program, students also participate in resume writing, mentoring in various areas of OT practice, and clinical internships in settings to develop work skills and networking. The OT office also provides support to graduates to complete licensure and certification requirements.

The ULM Office of Career and Student Development provides career week, career fairs (specific to health sciences with vendors seeking occupational therapy hires), career workshops, resume writing and interview skill training, mock interviews, and career counseling.

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.

Upon completion of the program, the program director will maintain contact and support of graduates through the licensure and certification process. Reports are provided at least two times per month from NBCOT organization on passage of examination and resulting certification. For any graduate that does not pass the NBCOT exam on the first attempt, contact will be made by the OTD PD and AFWC to identify and provide any additional tutoring or support needed for preparation with that graduate.
Graduation rates and certification exam pass rates will be posted on the ULM OTD website in compliance with the ACOTE standards.

All licensure applications are routed through the OTD PD for verification of education.

Graduate Surveys will be emailed to students within 6 months of graduation to identify employment data and trends.

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 in Kinesiology, Biology, Psychology, Health Studies, and General Studies programs can meet the requirements for application to the ULM OTD program. These students have proven to be highly competitive for acceptance into OT schools across the state and southern region of the US.

The current MOT Program has 75-125 applicants per year. The number of applicants has increased each year. It is expected that these numbers will be consistent for the OTD program since the only other doctoral level program for OT in Louisiana is at LSUHSC-Shreveport who exceed their seat capacity of applicants each year.

The ULM OT advisors each receive 3-5 inquiries per week from students within Louisiana, as well as from other states seeking occupational therapy degrees.

According to the 2022 AOTA Enrollment Data provided at the April 25, 2023, AOTA Academic Leadership Conference, there were 11,991 applications for only 3,698 available seats in OTD programs in 2022. This equates to 3.2 applications per seat for doctorate-level OT education.

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

At ULM, the MOT program has had a very successful retention and graduation rate.
The graduation rates for the last 4 years are:

	Students	
AY	Entering/Graduating	Graduation Rate
2019-20	30/30	100%
2020-21	30/29	97%
2021-22	30/29	97%
2022-23	35/36	103% (one student from previous cohort graduated with this yr)

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2025-26	2026-27	2027-28	2028-29
Base enrollment*		30	60	60
Lost to Attrition (should be negative)	0	0	-1	-1
New to the institution	30	30	30	30
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	**30**	**60**	**89**	**89**
Graduates	0	0	29	29
Carry forward base enrollment for next year	30	60	60	60

*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. Historically, occupational therapy programs' retention and graduation rates are high.

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.

To increase diversity in applicant-pool and students accepted into the OTD program, on our "About Occupational Therapy" tab on our ULM OT webpage, we will provide the following links to videos and biographies from culturally diverse OT practitioners and students from the American Occupational Therapy Association.
YouTube Videos:
• Bengali - Supriya Sen, MS, OTR/L
• Mandarin - Chia-Wei Fan, MS, OTC

- **Polish** - Adriana Stapella, MS, OTR/L
- **Spanish** - Evangelina Velasco, MS, OTR/L
- **Spanish** - Alejandro Cuevas, Jr., BA, COTA/L
- **Tagalog** - Edralyn Torres, MS, OTR/L

Faculty and student representatives will also participate in recruiting events that include schools with underrepresented populations. During recruiting efforts, we will highlight OT practitioner role models from specific underrepresented populations.

Holistic admissions processes will be used.

F. RESOURCES
F1. Finance
36. Attach the completed Regents budget template

<mark>See attached Budget template and Narrative for budget.</mark>

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?

Degree-seeking graduate students at ULM have a variety of financial aid options available to them in the form of foundation scholarships, graduate assistantships, federal Stafford loans, federal graduate PLUS loans, and private education loans.
To be eligible for most financial aid, students should complete the FAFSA online at www.fafsa.gov.

Descriptions for each type of aid is listed below:
- Foundation Scholarships: Foundation scholarships are funded by the generosity of alumni and friends of ULM. There scholarships are awarded based upon a variety of criteria, including program of study, classification, college affiliation, and more.
- Graduate Assistantships: Assistantships provide graduate students the opportunity of securing a supporting role in the university, while also increasing future employment options.
- Federal Student Loans: Federally-insured loans are available to graduate students at a low interest rate. Payments are deferred as long as the student is enrolled at least half-time in courses meeting degree requirements. Repayment begins 6 months after the student graduates or drops below half-time status.
- Federal Graduate PLUS Loans: Federally-insured loans available to credit-worthy graduate students at a low interest rate. Payments are deferred as long as the student is enrolled at least half-time in courses meeting degree requirements. Repayment begins 6 months after the student graduates or drops below half-time status.
- Private Education Loans: Education loans for students are available through a number of banking institutions. For students who do not choose to use their personal bank for private education loan funds, they may wish to visit Fast Choice to see what lenders are available to assist them.

The OT Program at ULM has dedicated funds to support three Graduate Assistantships (GA) that will serve the MOT and the OTD programs and is seeking additional funds for the establishment of additional GAs and for Foundation Scholarships dedicated to students of the OTD 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.

Student advising is built into the OT faculty, PD, AFWC, and DCC schedules and is an expectation of their roles and responsibilities. ULM already has in place appropriate student support services, tutoring, and career services through the current Student Success Center, Career Development Center, and Student Affairs

Offices. The current library materials available for ULM's MOT and OTA programs have all the necessary materials to also meet the needs of the OTD students. Additional library resources beyond those are not needed. The infrastructure that will result from the upcoming renovation of Sugar Hall will meet the needs of the OTD program as there will be dedicated classrooms, lab spaces, student lounge, and OT faculty and administrative offices and conference room. Computers will need to be purchased for new faculty. These will come from the OTD operating budget.

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

Clinic, office, and laboratory space used for the MOT program will also be used for the OTD program. The MOT program is a hybrid and weekend program, where the OTD program will primarily be traditional, face-to-face. Therefore, space and equipment can be used for both programs. 80.6% of the proposed OTD PD's salary and 72.3% of OTD AFWC's salary is currently allocated from the MOT program. As these two administrators will serve both programs, only the additional salary adjustment due to serving both programs will be needed for the OTD budget. This is a significant cost savings over hiring an additional PD and AFWC for the new program.

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.

ACOTE requires that the OTD program have a dedicated Program Director, Academic Fieldwork Coordinator, and Doctoral Capstone Coordinator. The current MOT PD and AFWC will serve for both the MOT and OTD program. A DCC will need to be hired as outlined above. Also, four additional faculty will need to be hired. There are currently no anticipated challenges in hiring adequate faculty for the program.

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

Five of the seven currently employed MOT faculty will be able to teach in both the MOT and OTD programs.

   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.).

In 2025-26, a part-time (0.5 FTE) Administrative Assistant will be needed to assist the AFWC and DCC with documents, records, contacts, and scheduling for clinical experiences.

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.

The OT offices, clinics, and classrooms are currently in Caldwell Hall. Sugar Hall is scheduled to begin renovation in Fall 2023. Offices, classrooms, lab spaces, and clinics are already included in the renovation plan to support the OTD Program.

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		Designated OT offices in Sugar Hall (currently under renovation) and Caldwell Hall		
Fine Arts Spaces	N/A			
Classrooms		Designated OT classrooms in Sugar Hall and Caldwell Hall		Beginning Summer 2025
Meeting Rooms		Designated OT Conference Room in Sugar Hall		Beginning Summer 2025
Student Study Space		Designated Student Spaces in Sugar Hall and ULM Library		Beginning Summer 2025
Shared Space with other campus units		Shared (with DPT and OTA) adult and pediatric clinics in Sugar Hall		Beginning Summer 2025
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 additional renovations are needed for the proposed OTD program other than those already in plans and preparation previously approved for Sugar Hall.

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.

> Current space allocated to the MOT and OTA programs will also meet the requirements for ACOTE accreditation for the OTD 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.

No item >$5000 requested; however, combined total of computers as follows.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Laptop computer for DCC	$1500		January 2024
Computers for two new faculty	$2000		August 2025
Computers for two new faculty	$2000		January 2026
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 Availability	**Low**	**Low**	**Offer comparable salaries and support services to other universities offering OTD Programs**

From: Janet Newhall <janet.newhall@laregents.edu>
Sent: Monday, June 12, 2023 8:13 AM
To: Jeannine O'Rourke <jeannine.orourke@ulsystem.edu>; Tristan Denley <Tristan.Denley@laregents.edu>; Allison Vicknair <allison.vicknair@laregents.edu>; LeAnn Detillier <leann.detillier@laregents.edu>
Cc: Mark Arant <arant@ulm.edu>
Subject: RE: Request to waive external review of OTD Program proposal - ULM

ULM CAUTION! This email was sent from an external sender. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning,

We had an internal discussion on this item, and will proceed as follows:

Since the program was officially removed from the CRIN, it will need to be approved by the board to be added back. The institution should therefore fill out the complete program proposal form. However, given that the program concept has already undergone statewide CAO review and a full external review, those review requirements have been waived for this proposal. The requirement that the program be included in the academic plan has also been waived.

The new proposal should be clear on the timeline and justification for its initial proposal, why it was not implemented, and why it is being reintroduced. Once the proposal has been approved at the ULS level, Regents staff will proceed with our normal internal review, communicate with the campus on any outstanding issues or questions, and present it to the board for final approval.

Please let us know if you have questions.

Janet

Janet E. Newhall | Assistant Commissioner for Academic Affairs
janet.newhall@laregents.edu | Louisiana Board of Regents

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: **University of Louisiana Monroe**   **Date:** **05/22/2023**

Degree Program, Unit: Occupational Therapy Doctorate, College of Health Science, School of Allied Health

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST 2024-25**		**SECOND 2025-26**		**THIRD 2026-27**		**FOURTH 27-28**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$ 243,720.13	3	$596,063.88	6	$ 699,188.88	7	$ 720164.54	7
Graduate Assistants			$ 18,000.00	1	$ 18,000.00	1	$ 18,000.00	1
Support Personnel	$		$ 20,625.00	1	$ 21,243.75	1	$ 21,881.06	1
Fellowships and Scholarships								
SUB-TOTAL	$		$		$		$	
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$		$		$		$	
Equipment	$ 5,000.00							
Travel			$ 12,000.00		$ 12,000.00		$ 12,000.00	
Supplies			$ 6,000.00		$ 6,000.00		$ 6,000.00	
Other (specify)								
SUB-TOTAL	$ 5,000.00		$ 18,000.00		$ 18,000.00		$ 18,000.00	
TOTAL EXPENSES	$ 248,720.13		$ 652,688.88		$ 756,432.63		$ 778,045.60	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations	$ N/A**		$ 388,717.60		$ 664,353.71		$ 833,975.94	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	30 (May start)		60		90		120	
Tuition	$ 177,247.30		$ 726,628.93		$ 1,273,145.91		$ 1,627,151.15	
Fees	$ 10,500.00		$ 42,000.00		$ 73,500.00		$ 94,500.00	
*Other (specify)								
TOTAL REVENUES	$ 187,747.30		$ 1,157,346.53		$ 2,343,898.49		$ 2,555,627.09	

* Describe/explain expected sources of funds in proposal text.
** No State Appropriations in year 1.

LA BoR – AA 2.05 - Oct 2015

Narrative for budget

The current MOT Program employs seven 9-month faculty and two 12-month employees (the Program Director [PD] and the Academic Fieldwork Coordinator [AFWC]). The Program Director and AFWC are positions required by ACOTE. According to ACOTE, the PD and AFWC must be hired a year in advance, so that they may submit the initial application for candidacy accreditation to ACOTE (AY 2023-24). These two positions will transition to the OTD Program (serving both the MOT and OTD Programs, which is a significant cost-savings over hiring a new PD and AFWC to replace them in the MOT program). Additionally, a Doctoral Capstone Coordinator (DCC) must be hired at least 6-months prior to submission of the candidacy report. The DCC will need to be hired by Spring 2024 semester. Two of the seven current MOT faculty are unable to transition to also teach in the OTD program. All other faculty, including two who will be receiving their doctoral degrees in 2025 will be able to serve as faculty for both programs.

To meet accreditation standards/requirements, we must hire one FTE faculty member by May 2025 start-date (summer courses) for the first OTD class start (30 students enrolled in 12 credits each). This position will be prorated at $16,875 (25% of salary). One new faculty member will be hired for Fall 2025, and two final new faculty members will be hired for Spring 2026. This is a total addition of four faculty members and a Capstone Coordinator to support the OTD program.

Candidacy submission year (2023-24): Complete candidacy self-study and begin program development.

Program director (12-mo, $137,000 base annual salary, which is an increase of $26,594 from current MOT salary due to serving as PD for two programs) prorated for an increase in Spring semester of $13,297, Academic Fieldwork Coordinator (12-mo, $130,000 base annual salary, which is an increase of $31,907 from current MOT salary due to serving as AFWC for two programs) prorated for increase in Spring semester of $15,954, and Capstone Coordinator (12-mo, $100,000 base annual salary) prorated to $50,000 for January 2024 start date this AY. The increased salary for the PD and AFWC serving both programs is a significant cost savings over hiring an additional PD and AFWC for the new program.

First year of program (2024-25): Initial cohort admission

Thirty OTD students will be enrolled during this time. Self-generated revenue from tuition and professional fees for 30 OTD students will be produced. No state appropriations for OTD students this first year since formula funding for SCH lags one year. However, state appropriations will be generated as well as self-generated revenue from tuition and fees for the 103 MOT, which will offset budget for initial OTD year.

Increases are full AY at this point, which would be an increase of $79,251 for full year salaries described above in first year. The 80.6% amount of salary for the PD and 75.5% of salary for the AFWC will continue to come from the MOT budget since they will be serving in both capacities.

One new faculty beginning in May will be hired at $75,000, prorated at $16,875 for the months of May-July. Equipment for therapeutic learning experiences required for hands-on learning is estimated at $5,000 for the first year only.

Second year (2025-26): Second cohort admission

A second cohort of 30 OTD students will be enrolled during this time in addition to the initial 30 students for a total enrollment of 60 OTD students and 1650 SCHs. State appropriations, self-generated revenue from tuition and professional fees for the 60 OTD students will be produced.

In AY 2025-26, five faculty currently in MOT program will each receive an increase of $10,000 to their base annual salary due to increased responsibilities of OTD program.

Prior to the Fall semester one faculty member will need to be hired ($75,000 base annual salary). One graduate assistant will assist faculty with research and/or clinical duties (12-mo, $18,000). For the Spring semester, an additional two faculty at 50% of $75,000 each (equating to 1 FTE due to mid-year hire) will need to be hired to cover additional courses. A 0.5 FTE administrative assistant ($15,000 base salary for .5 FTE) will be hired to assist the AFWC and DCC with documents and records for clinical experiences.

Travel funds of $7500 ($2500 each for PD, AFWC, and Capstone Coordinator) are estimated to attend the ACOTE Annual Academic Leadership Conference and to establish sites for clinical experiences. Additional travel funds of $4500 (for faculty members) for travel to continued education and conferences.

Operating expenses including equipment, supplies, and copier charges are estimated at $6,000. Items shared across MOT, OTA, and OTD will continue to come out of existing budgets.

Third year (2026-27): Third cohort admission

A third cohort of 30 OTD students will be enrolled during this time in addition to the previous two cohorts of 30 students for a total enrollment of 90 OTD students and 2820 SCHs. State appropriations, self-generated revenue from tuition and professional fees for the 90 OTD students will be produced. Budget for salaries, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living increases. The two faculty hired in Spring 2026 will now be considered 2 FTEs and full salaries included in budget this AY.

Fourth year (2027-28): Fourth cohort admission, first graduating class

A fourth cohort of 30 OTD students will be enrolled during this time in addition to the previous three cohorts of 30 students for a total enrollment of 120 OTD students and 3540 SCHs during this AY. State appropriations, self-generated revenue from tuition and professional fees for the 120 OTD students will be produced. In May of this AY, the first cohort of 30 students would be expected to graduate from the OTD program. Budget for salaries, travel, and operating expenses are estimated at an increase of 3% annually to account for cost-of-living increases.

(See tables below for specifics on state appropriations and generated tuition).

OTD revenue generation EXCLUDING Professional Fees and Out of State fees									
Term		2024-25		2025-26		2026-27		2027-28	
		# Stu.	Tuition ($)	# Stu.	Tuition ($)	# Stu.	Tuition ($)	# Stu.	Tuition ($)
Fall	In-State		$ 4,899.91	25	$ 5,046.91	50	$ 5,198.31	80	$ 5,354.26
	OOS		$ 10,949.91	5	$ 11,096.91	10	$ 11,248.31	10	$ 11,404.26
Spring	In-State		$ 4,899.91	25	$ 5,046.91	80	$ 5,198.31	80	$ 5,354.26
	OOS		$ 10,949.91	5	$ 11,096.91	10	$ 11,248.31	10	$ 11,404.26
Summer	In-State	25	$ 4,899.91	50	$ 5,046.91	80	$ 5,198.31	80	$ 5,354.26
	OOS	5	$ 10,949.91	10	$ 11,096.91	10	$ 11,248.31	10	$ 11,404.26
	Sub total		$ 177,247.30		$ 726,628.93		$ 1,429,095.35		$ 1,627,151.15
$350 Professional Fees:			$ 10,500.00		$ 42,000.00		$ 84,000.00		$ 94,500.00
Total tuition and fees:			$ 187,747.30		$ 768,628.93		$ 1,513,095.35		$ 1,721,651.15
State appropriations:			No State Approp. Yr 1		$ 388,717.60		$ 664,353.71		$ 833,975.94
Total Revenue:			$ 187,747.30		$ 1,157,346.53		$ 2,177,449.06		$ 2,555,627.08
Faculty salaries + fringe:			$ (243,720.13)		$ (596,063.88)		$ (699,188.88)	3% increase	$ (720,164.54)
Less .5 FT Admin. Assist.:					$ (20,625.00)		$ (20,625.00)	3% increase	$ (21,243.75)
Less operating expenses:			$ (5,000.00)	3% increase	$ (6,000.00)	3% increase	$ (6,180.00)	3% increase	$ (6,365.40)
Total after expenses:			$ (60,972.83)		$ 534,657.65		$ 1,451,455.19		$ 1,807,853.39

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

Name of Institution: <u>University of Louisiana at Monroe</u>

Name of Primary Department, Academic Program, or Discipline: <u>Occupational Therapy</u>

Academic Term(s) Included: <u>Summer 2025-Summer 2027</u>   **Date Form Completed:** <u>05/31/2023</u>

<mark>*Note: Faculty, Program Director, and Academic Fieldwork Coordinator will also continue teaching in MOT program while also teaching/serving the OTD program. Only courses for the OTD program are listed on this prospectus. Faculty will each carry a full load for each Fall and Spring semester with additional courses in Summer between MOT and OTD program.</mark>

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
Patti Calk* (F) Program Director (MOT Program and OTD Program)	**Summer 2025** OCCT 5002 Conditions in OT Practice–Adult (G) **Fall 2025** OCCT 5300 Functional Anatomy for the OT (G) **Summer 2026** OCCT 5002 Conditions in OT Practice–Adult (G) **Fall 2026** OCCT 5300 Functional Anatomy for the OT (G) **Spring 2027** OCCT 7030 OT Scholarship/Capstone I (G) **Summer 2027** OCCT 5002 Conditions in OT Practice–Adult (G) OCCT 6030 Occupational Therapy Practice: Pediatrics 1 (G)	OTD in Occupational Therapy, Rocky Mountain University of Health Professions included the following courses: CC 527 Crit. Inquiry 2 and EBP OTD 512 OT Capstone Seminar 1 OTD 504 Advances in OT Practice OTD 511 OT Interventions CC 506.2 Qualitative Inquiry & Methodology OTD 516 Clinical Reasoning OTD 545 Issues in Medical Ethics OTD 514 OT Capstone Seminar 2 OTD 529 Capstone Project BS in Occupational Therapy, University of Louisiana at Monroe included the following courses: OCCT 391 Gross Human Anatomy OCCT 401 General Med & Surgery	Served as Program Director of the ULM MOT Program 2013-Present. Served as PD of the ULM OTA Program 2009-2013. Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification on Mar. 29, 2002; Re-certification in Mar 2022. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on May 21, 2002. Certified Level 1 Handwriting Specialist by Handwriting Without Tears®: Aug 2009. Certified Provider of The Therapeutic Listening Program® by Advanced Brain Technologies: Mar 2002. Certified as an Occupational Therapy Assistant by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification in Mar 1990. Licensed as Occupational Therapy Assistant by the Louisiana State Board of Medical Examiners

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**

			- State of Louisiana: Initial Licensure on Apr 5, 1990. Previous practice in Mental Health OT, Physical Medicine and Rehabilitation, Outpatient Adult and Pediatrics, Home Health, Skilled Nursing, Early Intervention, Acute Inpatient, Neonatal Intensive Care Unit OT, and School System.
			
			 Multiple peer reviewed journal article publications, awarded grants, and professional presentations.
			
			 Recent Professional Development/Continued Education Related to Teaching and Distance Education
			
			 • American Occupational Therapy Association's (AOTA) Clinician to Educator Series Module IV: Assessment Strategies for Teaching and Learning
			 • Motivating Learners Course (MLC) Intro to Learning Mindsets.
			 • University of Louisiana Systems: Bridging the Digital Divide.
			   o Track 1: Technology and Tools for Online Learning.
			   o Track 2: Quality Matters.
			   o Track 3: Innovative and Engaging Course Content.
			   o Track 4: Student Success.
			 • Dynamic Splinting: Splinting for Wrist Function, Part 2 Course.
			 • American Occupational Therapy Association's Self Study Preparation Workshop.
			 • Post-Operative Management of Selected Shoulder Conditions Course.
			 • Recruiting and Training Community Health Workers: A training for implementation of the *Screening for Life*.
			 • Zoom Video Conferencing for online video conferencing, virtual meetings with student or class participation.
			 • ULM College of Health Sciences, Interprofessional Education Workshop.

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**
			• Keynote Session: Help Students Develop Metacognitive Strategies to Successfully Negotiate the College Transitional Year and Beyond; Saundra McGuire, Ph.D. • Technology Integration for Advising and Teaching College Students. • Narrowing the Gap in Higher Education. • Quality Matters Training for Online Courses.
Carolyn Murphy* (F) Academic Fieldwork Coordinator (MOT Program and OTD Program)	**Summer 2025-Spring 2026** Fieldwork preparation (in addition to MOT courses) **Summer 2026** OCCT 5002 Conditions in OT Practice–Adult (G) **Fall 2026** OCCT 6050 Applied Research for the OTD (G) **Spring 2027** OCCT 7030 OT Scholarship/Capstone I (G) **Summer 2027** OCCT 5002 Conditions in OT Practice–Adult (G) OCCT 7100 Level II Fieldwork A (G)	OTD in Occupational Therapy, Rocky Mountain University of Health Professions included the following courses: CC 527 Crit. Inquiry 2 and EBP OTD 512 OT Capstone Seminar 1 OTD 504 Advances in OT Practice OTD 511 OT Interventions CC 506.2 Qualitative Inquiry & Methodology OTD 516 Clinical Reasoning OTD 545 Issues in Medical Ethics OTD 514 OT Capstone Seminar 2 OTD 529 Capstone Project M.A. in Gerontology BS in Occupational Therapy, University of Louisiana at Monroe included the following courses: OCCT 391 Gross Human Anatomy OCCT 401 General Med & Surgery	Served as Academic Fieldwork Coordinator (AFWC) of the ULM MOT Program 2013-Present. Served as AFWC of the ULM OTA Program 2007-2013. Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification in Feb 1988; Re-certification in Mar 2021. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Mar 24, 1988. Certified Level 1 Handwriting Specialist by Handwriting Without Tears®: Aug 2009. Previous practice in Physical Medicine and Rehabilitation, Outpatient Adult and Pediatrics, Home Health, Skilled Nursing, Early Intervention, Acute Inpatient, Long-term Acute Care, and School System. Multiple peer reviewed journal article publications, awarded grants, and professional presentations. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** • Enhance and Improve your Course Using Data & Analytics.

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

			• Motivating Learners Course Intro to Learning Mindsets.
			• University Louisiana System – Bridging the Divide Virtual Conference.
			• University Louisiana System – Bridging the Divide Summer Series.
			  o Track 1: Technology & Tools for Online Learning.
			  o Track 2: Quality Matters.
			  o Track 3: Innovative & Engaging Course Content.
			  o Track 4: Student Success.
			• ULM College of Health Sciences, Interprofessional Education Workshop.
			• Help Students Develop Metacognitive Strategies to Successfully Negotiate the College Transitional Year and Beyond, Saundra McGuire, Ph.D.
			• Technology Integration for Advising and Teaching College Students.
			• Creative Pathways for Modern Learners, Louisiana Board of Regents and its Electronic Learning Task Force.
			• Quality Matters Training for Online Courses.

Barbara Johnson* (F)	**Summer 2025** OCCT 5004 Conditions in OT Practice –Mental Health (G) **Fall 2025** OCCT 5080 Applied Reasoning and Theory (G) **Spring 2026** OCCT 5060 Occupational Therapy Methods and Application (G) OCCT 5070 Occupational Therapy Methods and Application Lab (G) **Summer 2026** OCCT 5004 Conditions in OT Practice –Mental Health (G) OCCT 6080 Psychosocial Occupational Therapy Practice (G) **Fall 2026** OCCT 5006 Conditions in OT Practice – Pediatric (G) OCCT 7010 Psychosocial Level I FW (G) **Spring 2027**	OTD in Occupational Therapy, Rocky Mountain University of Health Professions included the following courses: OTD 710 Evidence-based Practice OTD 716 Healthcare Advocacy: Policy, Legal & Ethical Context OTD 714 Foundations of Practice Scholarship in Occupational Therapy OTD 712 Evidence Analysis and Design OTD 724 Educating in Occupational Therapy OTD 732 Advanced Practice Scholarship in Occupational Therapy OTD 730 Emerging Roles for OT in Primary Care & Health Promotion OTD 720 Analysis & Evidence of Participation	Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification on Jan. 8, 2004; Re-certification in Mar 2020. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Feb 17, 2004. Previous practice in Home Health, Early Intervention, and School System. Dr. Johnson has also served as a clinical instructor for OT mental health fieldwork. **Recent Professional Development/Continued Education Related to Teaching and Distance Education**

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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**
	OCCT 5110 Introduction to Occupational Therapy Assessment (G) OCCT 5060 Occupational Therapy Methods and Application (G) **Summer 2027** OCCT 5004 Conditions in OT Practice –Mental Health (G) OCCT 6080 Psychosocial Occupational Therapy Practice (G)	OTD 722 Measuring the Impact of Participation in Occupation	• 2020- University of Louisiana ULS Training: Distant Learning, Bridging the Divide Summer Series: Technology and Tools for Online Learning, Quality Matters, Innovative and Engaging Course Content, and Student Success Track. • 2020-Examination and Assessment of the Upper Extremity. • 2020-Post-Operative Management of Selected Shoulder Conditions. • 2019 AOTA Conference. • 2017 AOTA Conference: Current trends in Higher Education, Tips for Effective Teaching, Using Technology to Promote Active Learning in OT Curriculum, Integrating Research and Fieldwork in a Master of Occupational Therapy Program, Engaging Students in Community-Based Practice, becoming a Tenured Professor, and Educational Strategies to Develop Therapeutic Reasoning in Mental Health. • Dealing with Autism: Strategies for Success. • 2016 AOTA Conference: Integrative OT within General Education, Roadmap to Developing a Student-Led OT Community Health Clinic, 3D Printing in OT, Connecting Neuro to Sensory and Self-Regulation, Experiential Experience for OTD students. • Suicide awareness/Anti-Bullying. • Musgatova Method- Maximizing Brain Potential. • Eyesight before Insight. • Pediatric Neurodevelopmental Training. • Early Intervention Strategies. • Handwriting without Tears training. • Brain Gym. • Movement through Learning. • Autism training conference. • Sensory integration training.

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
Emily Mike* (F)	**Summer 2025** OCCT 5095 OT Research and Evidence Based Practices in OT (G) **Fall 2025** OCCT 5006 Conditions in OT Practice – Pediatric (G) **Spring 2026** OCCT 5110 Introduction to Occupational Therapy Assessment (G) OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) **Fall 2026** OCCT 6070 Occupational Therapy Practice: Pediatrics 2 (G) OCCT 7010 Psychosocial Level I FW (G) **Spring 2027** OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) OCCT 7050 Pediatric Level I FW (G)	OTD in Occupational Therapy, Rocky Mountain University of Health Professions included the following courses: OTD 710 Evidence-based Practice OTD 716 Healthcare Advocacy: Policy, Legal & Ethical Context OTD 714 Foundations of Practice Scholarship in Occupational Therapy OTD 712 Evidence Analysis and Design OTD 724 Educating in Occupational Therapy OTD 732 Advanced Practice Scholarship in Occupational Therapy OTD 730 Emerging Roles for OT in Primary Care & Health Promotion OTD 720 Analysis & Evidence of Participation OTD 722 Measuring the Impact of Participation in Occupation	Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification on Aug. 10, 2006; Re-certification in Mar 2021. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Oct 23, 2006. Previous practice in Outpatient Adult and Pediatrics, Early Intervention, Acute Inpatient, and School System. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** • 2020- University of Louisiana ULS Training: Distant Learning, Bridging the Divide Summer Series: Technology and Tools for Online Learning, Quality Matters, Innovative and Engaging Course Content, and Student Success Track. • Joint Mobilizations of the Upper Extremity. • Vestibular Rehabilitation. • Treatment of Bowel, Bladder, and Pelvic. Floor Disorders/BCIA Certification Exam. • SUNA Conference. • Pudendal Neuralgia. • Physical Modalities. • SUNA Conference. • First Strokes- The Handwriting Clinic. • Handwriting Without Tears. • Brain Gym. • Practical Sense in Sensory Integration.
JoEllen Showers* (F)	**Summer 2025** OCCT 5020 Foundations for the Practice of Occupational Therapy (G) **Fall 2025** OCCT 5290 Functional Kinesiology for the Occupational Therapist (G) **Spring 2026** OCCT 5110 Introduction to Occupational Therapy Assessment (G) **Summer 2026**	EDD in Curriculum & Instr, ULM MS in Exercise Science, ULM BS in Occupational Therapy, LSU Medical Center	Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification on August 15, 1984; Re-certification in Mar 2020. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Oct. 26, 1984.

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**
	OCCT 6020 Occupational Therapy Practice: Adult 1 (G) **Fall 2026** OCCT 5290 Functional Kinesiology for the Occupational Therapist (G) **Spring 2027** OCCT 7020 OT Management: Leadership and Administration (G) OCCT 7040 Adult Level I FW (G) **Summer 2027** OCCT 5020 Foundations for the Practice of Occupational Therapy (G) OCCT 6040 Research Proposal and Development (G)		Previous practice in Physical Medicine and Rehabilitation, Skilled Nursing, Home Health and Outpatient settings. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** • Lee Silverman Voice Treatment (LSVT) BIG Certified. • Thinking Outside the Rehab Department Box: An Innovative Interprofessional Fall-Prevention Initiative. • Sexuality and Intimacy Pedagogy in OT Education. • The Impact of Visual Processing. Dysfunction on Neurological Rehabilitation: The Importance of OT Vision Screens. • Vestibular Rehabilitation Concepts; Screening for Clinical Practice. • Occupation-Centered Practice and Skilled Nursing Facilities (SNFs): Practical Tips and Solutions for a Challenging Practice Setting. • Healthy Habits, Healthy Hearts: Assessing the Self-Care Management Needs of Patients with Heart Failure. • Evaluation and Treatment of Upper Extremity Musculoskeletal Impairment in Adults with Neurological Conditions. • OT Practice Guidelines for Productive Aging for Community Dwelling Older Adults. • Elder Care. • Bloodborne Pathogens Training OSHA's Bloodborne Pathogens Standard. • Diabetes Mellitus, Type 1. • Asthma. • HIV/AIDS Treatment. • Chronic Obstructive Pulmonary Disease (COPD). • Coronary Artery Disease (CAD).
			Certified as Registered Occupational Therapist by the National Board for Certification in

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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**
Jamie Sikes*	**Summer 2025** OCCT 5095 OT Research and Evidence Based Practices in OT (G) **Fall 2025** OCCT 5006 Conditions in OT Practice – Pediatric (G) **Spring 2026** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) **Summer 2026** OCCT 6040 Research Proposal and Development (G) **Fall 2026** OCCT 5006 Conditions in OT Practice – Pediatric (G) OCCT 6050 Applied Research for the OTD (G) **Spring 2027** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 7040 Adult Level I FW (G) **Summer 2027** OCCT 6020 Occupational Therapy Practice: Adult 1 (G) OCCT 6040 Research Proposal and Development (G)	MOT in Occupational Therapy, ULM included the following courses: OCCT 5100 AT to Enhance Occupational Perform OCCT 5110 Occt Therapy Assessment OCCT 5120 Special Topics Current OCCT 5130 Applied OT Research I-Seminar OCCT 5140 Psychosocial Pract OCCT 5150 Occupation Based Pract - Adult OCCT 5160 Occupation Based Pract - Child OCCT 5170 Applied OT Research II OCCT 5180 Management OCCT 5190 OT Practice – Psychosocial OCCT 5200 OT Practice – Child OCCT 5210 OT Practice – Adult OCCT 5230 Clinical Practice I OCCT 5240 Clinical Practice II	Occupational Therapy (NBCOT): Initial Certification in Jan 1, 2021. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Feb. 23, 2021. Certified as an Occupational Therapy Assistant by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification Dec. 15, 2008. Licensed as Occupational Therapy Assistant by the Louisiana State Board of Medical Examiners - State of Louisiana: Initial Licensure on Jan. 29, 2009. Previous practice in Physical Medicine and Rehabilitation, Acute Inpatient, and inpatient psychiatric care. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** - Traumatic Brain Injury: Hope Through Research. - Stroke: A Comprehensive In-Depth Review - Older Adult Care. - Bloodborne Pathogens. - Prevention of Medical Errors. - Emotions as a Healthcare Concern. - Burnout: Coping with Stress. - Suicide Intervention and Prevention. Training: Risk Assessment, Treatment, and Management. - Assessment Tools to Predict, Treatment Techniques to Prevent, Falls in the Elderly.

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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**
Alvetta Smith (F)	**Spring 2026** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) **Summer 2026** OCCT 5020 Foundations for the Practice of Occupational Therapy (G) **Fall 2026** OCCT 6060 Occupational Therapy Practice: Adult 2 (G) **Spring 2027** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) **Summer 2027** OCCT 5020 Foundations for the Practice of Occupational Therapy (G)	MOT in Occupational Therapy, ULM included the following courses: OCCT 5100 AT to Enhance Occupational Perform OCCT 5110 Occt Therapy Assessment OCCT 5120 Special Topics Current OCCT 5130 Applied OT Research I-Seminar OCCT 5140 Psychosocial Pract OCCT 5150 Occupation Based Pract - Adult OCCT 5160 Occupation Based Pract - Child OCCT 5170 Applied OT Research II OCCT 5180 Management OCCT 5190 OT Practice – Psychosocial OCCT 5200 OT Practice – Child OCCT 5210 OT Practice – Adult OCCT 5230 Clinical Practice I OCCT 5240 Clinical Practice II	Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification on Feb 2, 2016; Re-certification in Mar 2022. Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on Feb. 10, 2016. Certified as an Occupational Therapy Assistant by the National Board for Certification Occupational Therapy (NBCOT): Initial Certification on July 8, 2004. Licensed as Occupational Therapy Assistant by the Louisiana State Board of Medical Examiners - State of Louisiana: Initial Licensure 0n Aug. 17, 2004. Previous practice in Physical Medicine and Rehabilitation, Home Health, and Skilled Nursing. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** • Physical Modalities. • Foundations of Dementia Care: Alzheimer's Disease. • COPD. • Infection Control. • Mental Illness. • Bone Health & Disease. • Caring for the Stroke Patient. • COVID 19 Prevention for Front-Line Long-Term Care Staff. • COVID 19 Safety in the Workplace. • Signs & Identification Related to Trauma. • Surgical & Non-surgical Management of Common Shoulder Conditions. • Lymphedema Management. • Fall Prevention in Older Adults.

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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**
Kristen Hill* (F) Doctoral Capstone Coordinator	**Summer 2025** OCCT 5004 Conditions in OT Practice –Mental Health (G) **Fall 2025** OCCT 5290 Functional Kinesiology for the Occupational Therapist (G) **Spring 2026** OCCT 5110 Introduction to Occupational Therapy Assessment (G) **Summer 2026** OCCT 6040 Research Proposal and Development (G) **Fall 2026** OCCT 6050 Applied Research for the OTD (G) OCCT 6090 Population-based OT (G) **Spring 2027** OCCT 5110 Introduction to Occupational Therapy Assessment (G) OCCT 7030 OT Scholarship/Capstone I (G) **Summer 2027** OCCT 6040 Research Proposal and Development (G)	OTD in Occupational Therapy, Rocky Mountain University of Health Professions included the following courses: OTD 710 Evidence-based Practice OTD 716 Healthcare Advocacy: Policy, Legal & Ethical Context OTD 714 Foundations of Practice Scholarship in Occupational Therapy OTD 712 Evidence Analysis and Design OTD 724 Educating in Occupational Therapy OTD 732 Advanced Practice Scholarship in Occupational Therapy OTD 730 Emerging Roles for OT in Primary Care & Health Promotion OTD 720 Analysis & Evidence of Participation OTD 722 Measuring the Impact of Participation in Occupation MOT in Occupational Therapy, University of Mississippi Medical Center included the following courses: OT 416 Mgmt Pract & Prof Issues Mgmt Pract & Prof Issues OT 442 Community Practice Community Practice OT 501 Masters Project I Masters Project I OT 510 Adv Ther Mod & Apps Adv Ther Mod & Apps OT 520 Anal of Occ Models of Pra Anal of Occ Models of Pra OT 530 Adv Clin Reasoning Adv Clin Reasoning OT 437 Phy Dysfun Field Wk II Phy Dysfun Field Wk II OT 502 Masters Project II Masters Project II OT 541 Curr Issues in OT Practic Curr Issues in OT Practic	Served as Capstone Coordinator and Contracts Coordinator and Interim AFWC of OTD Program at the Univ. of Miss. Med Center (UMC) July 2022 -June 2023. Served as AFWC of the ULM OTA Program May 2020-Aug 2022. Certified as Registered Occupational Therapist by the National Board for Certification in Occupational Therapy (NBCOT): Initial Certification in Sept. 2009; Re-certification in Mar 2021. Licensed as Occupational Therapist by the Mississippi State Dept of Health: Occupational Therapist on March 1, 2022. Certified Leader in Academia, awarded by AOTA in April 2019 Licensed as Occupational Therapist by the Louisiana State Board of Medical Examiners: Initial Licensure on May 6, 2014. Licensed as Occupational Therapist by the Texas Board of Occupational Therapy Examiners Sept. 2009-July 2014. Previous practice in Physical Medicine and Rehabilitation, Outpatient Adult, Home Health, Skilled Nursing, Long-term Acute Care, and Spinal Cord Injury Rehab. Two peer reviewed journal article publications and multiple professional presentations. **Recent Professional Development/Continued Education Related to Teaching and Distance Education** • AOTA's Academic Leadership Council - Virtual conference. • UMMC Fieldwork Educator and Capstone Mentor Seminar.

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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**
			• LOTA NE District Meeting: Rehab Overview in the Treatment of Upper Limb Loss. • Youth Mental Health First Aid Certification. • Occupational Injustice and Human Trafficking. • The Opioid Crisis and the Role of OT. • 2019 AOTA Annual Conference & Expo. • Community-Built Occupational Therapy. Services for Those Who Are Homeless. • 2018 AOTA Annual Conference & Expo. • Suicide awareness and occupational therapy for suicide survivors. • Ball –A-Vis -Ex course completion. • MNRI Neurosensorimotor reflex integration. • Kinesio Taping course completion. • Occupational and Physical Therapy Management of SCI.
New Hire #1 (Summer 2025)	**Summer 2025** OCCT 5002 Conditions in OT Practice–Adult (G) OCCT 5004 Conditions in OT Practice –Mental Health (G) OCCT 5020 Foundations for the Practice of Occupational Therapy (G) **Fall 2025** OCCT 5080 Applied Reasoning and Theory (G) **Spring 2026** OCCT 5060 Occupational Therapy Methods and Application (G) **Summer 2026** OCCT 5004 Conditions in OT Practice –Mental Health (G) OCCT 5095 OT Research and Evidence Based Practices in OT (G) OCCT 6040 Research Proposal and Development (G) **Fall 2026** OCCT 6050 Applied Research for the OTD (G) OCCT 7010 Psychosocial Level I FW (G) **Spring 2027** OCCT 5110 Introduction to Occupational Therapy Assessment (G)	All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy. At least 50% of full-time core faculty must have a post-professional doctorate. Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.	

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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**
	OCCT 5060 Occupational Therapy Methods and Application (G) **Summer 2027** OCCT 5004 Conditions in OT Practice –Mental Health (G) OCCT 5095 OT Research and Evidence Based Practices in OT (G)		
New Hire #2 (Fall 2025)	**Fall 2025** OCCT 5300 Functional Anatomy for the OT (G) OCCT 5080 Applied Reasoning and Theory (G) **Spring 2026** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) **Summer 2026** OCCT 5095 OT Research and Evidence Based Practices in OT (G) OCCT 6030 Occupational Therapy Practice: Pediatrics 1 (G) **Fall 2026** OCCT 5300 Functional Anatomy for the OT (G) OCCT 5080 Applied Reasoning and Theory (G) OCCT 6070 Occupational Therapy Practice: Pediatrics 2 (G) **Spring 2027** OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 7020 OT Management: Leadership and Administration (G) OCCT 7050 Pediatric Level I FW (G) **Summer 2027** OCCT 5095 OT Research and Evidence Based Practices in OT (G) OCCT 6030 Occupational Therapy Practice: Pediatrics 1 (G)	All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy. At least 50% of full-time core faculty must have a post-professional doctorate. Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.	
New Hire #3 (Spring 2026)	**Spring 2026** OCCT 5115 Assist Techn and Current Trends to Enhance Occupational Performance (G) OCCT 5060 Occupational Therapy Methods and Application (G) **Summer 2026**	All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting	

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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**
	OCCT 6020 Occupational Therapy Practice: Adult 1 (G) **Fall 2026** OCCT 6060 Occupational Therapy Practice: Adult 2 (G) OCCT 6070 Occupational Therapy Practice: Pediatrics 2 (G) OCCT 7010 Psychosocial Level I FW (G) **Spring 2027** OCCT 7020 OT Management: Leadership and Administration (G) OCCT 7040 Adult Level I FW (G) OCCT 7050 Pediatric Level I FW (G) **Summer 2027** OCCT 6020 Occupational Therapy Practice: Adult 1 (G)	body. The doctoral degree is not limited to a doctorate in occupational therapy. At least 50% of full-time core faculty must have a post-professional doctorate. Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.	
New Hire #4 (Spring 2026)	**Spring 2026** OCCT 5110 Introduction to Occupational Therapy Assessment (G) OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) **Summer 2026** OCCT 5095 OT Research and Evidence Based Practices in OT (G) OCCT 6080 Psychosocial Occupational Therapy Practice (G) **Fall 2026** OCCT 5290 Functional Kinesiology for the Occupational Therapist (G) OCCT 5080 Applied Reasoning and Theory (G) OCCT 6090 Population-based OT (G) **Spring 2027** OCCT 5070 Occupational Therapy Methods and Application Lab (G) OCCT 6010 Therapeutic Media & Methods for Individuals & Groups (G) OCCT 7050 Pediatric Level I FW (G) **Summer 2027** OCCT 5095 OT Research and Evidence Based Practices in OT (G) OCCT 6080 Psychosocial Occupational Therapy Practice (G)	All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy. At least 50% of full-time core faculty must have a post-professional doctorate. Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.	

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Form Updated: April 2018

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 22, 2024

Item E.7.   **University of New Orleans'** request for approval to name the College of Business Administration "The Henry Bernstein College of Business Administration."

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to name the existing College of Business Administration *The Henry Bernstein College of Business Administration* in recognition of Henry Bernstein's significant economic, financial, and charitable contributions to the State of Louisiana, the City of New Orleans, and UNO.

Prior to retirement, Mr. Bernstein was an attorney and partner with the Law Firm of Milling, Benston and Woodward specializing in matters of taxation and corporate banking. After his retirement from the practice of law, Mr. Bernstein served, *gratis*, as an adjunct professor for 22 years with the Department of Management at UNO. Mr. Bernstein and his family have been long-time and staunch supporters of UNO. His mother, Annette Weinberg Bernstein, was an advocate for public education and an early sponsor of the UNO Foundation and, his father, Ruben Bernstein, served on the UNO Foundation Board of Directors. Mr. Bernstein and the Annette Weinberg Bernstein family donated $1M to fund the Annette Weinberg Bernstein Endowed Chair which resides in the Department of Management at UNO.

Mr. Bernstein's stellar legal and teaching careers are matched by his lifelong dedication to philanthropy. Examples of his community engagement include: Greater New Orleans Foundation, Democratic National Committee, Louisiana Bar Association, Ogden Museum of Southern Art (founding donor), New Orleans Speech and Hearing Center (Board of Directors and President) and Vieux Carre Commission and other non-profit groups working to improve and preserve the French Quarter in New Orleans. The University would like to honor Mr. Bernstein's accomplishments and his unwavering dedication to the City of New Orleans and UNO by naming the College of Business Administration after him.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to name the College of Business Administration "The Henry Bernstein College of Business Administration."*

THE UNIVERSITY of NEW ORLEANS

OFFICE OF THE PRESIDENT

January 3, 2024

Mr. Rick Gallot
President
University of Louisiana System
1201 North Third Street
Suite 7-300
Baton Rouge, LA 70802

Re: *Henry Bernstein College of Business Administration*

Dear Mr. Gallot:

On behalf of the University of New Orleans, I am requesting that the attached proposal for naming the University of New Orleans College of Business Administration as *The Henry Bernstein College of Business Administration* be submitted to the University of Louisiana System Board of Supervisors for its consideration and approval.

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

Sincerely,

Kathy E. Johnson, PhD
President

2000 Administration Annex I 2000 Lakeshore Drive I New Orleans, Louisiana 70148
phone 504.280.6201 I *fax* 504.280.6872

A Member of the University of Louisiana System Committed to Equal Opportunity

To: University of Louisiana System President Gallot and members of the University of Louisiana Board of Supervisors

Date: January 3, 2024

Re: *Henry Bernstein College of Business Administration*

The University of New Orleans requests that the College of Business Administration be dedicated as *"Henry Bernstein College of Business Administration"* in recognition of Henry Bernstein's significant economic, financial and charitable contributions to the State of Louisiana, the City of New Orleans and the University of New Orleans (University).

Mr. Bernstein is currently retired. Prior to retirement, Mr. Bernstein was an attorney and partner at the law firm of Milling, Benson and Woodward specializing in matters of taxation and corporate banking. After his retirement from the practice of law, Mr. Bernstein served, *gratis*, as an adjunct professor in the University's Department of Management where he taught Business Law for 22 years.

Mr. Bernstein's stellar business and teaching careers are matched by his lifelong dedication to philanthropy. The following are examples of Mr. Berstein's community engagement:

> Greater New Orleans Foundation
> Democratic National Committee
> Isadore Newman School
> Louisiana Bar Foundation
> Southern Repertory Theatre
> Ogden Museum of Southern Art/University of New Orleans, founding donor
> New Orleans Speech and Hearing Center, Board of Directors and President
> Vieux Carre Commission and other non-profit groups working to improve and preserve the French Quarter in New Orleans

Mr. Bernstein and his family have been long-time and staunch supporters of the University of New Orleans. His mother, Annette Weinberg Bernstein was an advocate for public education and an early sponsor of the UNO Foundation, and his father, Ruben Bernstein, served on the University of New Orleans Foundation Board of Directors.

Mr. Bernstein and the Annette Weinberg Bernstein family donated $1,000,000 to fund the Annette Weinberg Bernstein Endowed Chair in University Management at the University of New Orleans College of Business Administration's Department of Management.

Additionally, Mr. Bernstein's generosity for the University has included funding for the following:

- Professorship in African Studies a Louisiana Board of Regents Endowed Professorship
- UNO First, Annual Fund
- University of New Orleans Foundation Unrestricted Fund
- O'Brien Faculty Fund
- University of New Orleans Faculty Development Fund
- University of New Orleans Investiture Gala

Mr. Bernstein's most recent gifts include providing significant additional funding to The Twenty-first Century Scholarship Fund for the University of New Orleans and establishing and significantly funding the Henry Bernstein College of Business Administration Endowed Support Fund.

Mr. Bernstein currently serves as a member of the Campaign Cabinet for *Next Is Now: The Campaign for The University of New Orleans*, the University's $50 million comprehensive capital campaign. As a long-time friend and benefactor of the University of New Orleans, Mr. Bernstein chooses to remain a quiet donor who never hesitates to give when aware of a need.

Henry Bernstein earned both an undergraduate and juris doctorate (1971) from Tulane University and a Master of Laws (Taxation) (1973) from New York University. Following graduation from law school, he clerked for the Federal District Court for the Eastern District of Louisiana.

In 2012, Mr. Berstein was awarded an Honorary Doctorate by the University of New Orleans in recognition of his professional, civic, and philanthropic accomplishments.

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

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