ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2024

Item F.1.   **Louisiana Tech University's** request for approval to offer a Bachelor of Science in Scientific Visual Communication.

EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) requests approval to offer a Bachelor of Science (BS) in Scientific Visual Communication. This proposed program will allow students to pursue an area of scientific interest, whether that is in natural sciences, biomedical sciences, or physical sciences, and master the visual communication skills necessary to work collaboratively and communicate effectively. The purpose of this new bachelor's program is to create a unique and interdisciplinary curriculum that allows students to explore the chosen scientific area of interest in greater depth, while also learning skills that enhance their creative forms of problem solving and communication. By allowing students to tailor their education to their specific career goals, whether in visual communication or in the medical field, LA Tech is ensuring that graduates are not only well-prepared but also uniquely positioned to excel in their chosen profession.

What began in 2015 as a single course planned to be offered only once a year has led to a minor in pre-medical illustration, designed to prepare students for application to graduate and/or professional school, a minor in scientific visualization, and an Undergraduate Certificate in Biological Visualization. The overall demand for courses, expertise and resources in this field of study led to the creation of the LA Tech VISTA (Visual Integration of Science Through Art) Center in 2019. The VISTA Center consistently attracts attention and recognition with the publication of children's books sold on Amazon, the creation of artwork by students for grant proposals and research publications, and the use of student illustrations in program promotional materials at LA Tech, the Lincoln Health Foundation, and the Louisiana Cancer Research Center. Establishing a 120-credit hour undergraduate degree program, with concentrations in Art & Design and Pre-Med/Pre-Dent, is a natural progression. Through various initiatives, academic minors, an undergraduate certificate, and impactful community projects, LA Tech has demonstrated the profound need for a more formalized educational pathway in this area. Despite more programs like this being established across the country, they remain in areas of the Midwest or East Coast and are primarily focused on biology and medical illustrations.

All courses required of the curriculum already exist at LA Tech. It is anticipated that one new faculty member will need to be hired to teach 3D modeling and/or animation. The University anticipates an initial enrollment of ten (10) students with that number increasing to 19 by the fourth year of program implementation. Partnerships with the Louisiana Art & Science Museum, Region 8 STEM Center, Lincoln Health Foundation, Association of Medical Illustrators, and various LA

Tech academic departments will ensure the proposed program has a pipeline of prospective students as well as provide opportunities (i.e., showcased work, workshops, etc.) for students that will enhance their educational experience.

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 Bachelor of Science in Scientific Visual Communication.*

LOUISIANA TECH
U N I V E R S I T Y®

Office of the President

November 8, 2024

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 program effective Fall Quarter 2025:

CIP: 51.2799   Bachelor of Science in Scientific Visual Communication

The proposed Bachelor of Science in Scientific Visual Communication program requires students to gain an in-depth understanding of science and art that collectively engage them in critical thinking, group projects, and real-world application of their skills and talents. The program will help to meet the increasing need for a workforce that is able to collaborate across disciplines and can communicate broadly and effectively.

The purpose of this new bachelor's program is to create a unique and interdisciplinary curriculum that allows students to explore an area of scientific interest in greater depth, while also learning skills that enhance their creative forms of problem solving and communication.

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

We appreciate your consideration of our proposal.

Sincerely,

Dr. James B. Henderson
President

Academic Degree Program Proposal Form

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

A. Overview

Institution Name: Louisiana Tech University		Designation (flagship, statewide, regional, HBCU, 2-year):			
College/School/Division: School of Design		Academic Department: College of Liberal Arts			
Degree Designation[a]: BS	Proposed Degree Name: Scientific Visual Communication	CIP Code: 51.2799	Credit Hrs[b]: 120		Contact Hrs[c]:
Planned Implementation Semester/Term & Year: Fall Quarter 2025		Was this program listed in the most recent Three-year Academic Plan? [x] Yes [ ] No			

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

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

[c] If applicable.

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

There is an ever increasing need for a workforce that can **collaborate** across disciplines and that can **communicate** broadly and effectively. The mission of higher education is to equip our students not only with discipline-specific skills and knowledge but with the greater capabilities of **problem solving, collaboration, and communication**. The proposed degree program requires students to gain an in-depth understanding of science and art that collectively engage them in **critical thinking, group projects**, and **real-world application** of their skills and talents. An on-going collaboration for over nine years now, Professor Bustamante and Dr. Newman have demonstrated the need and interest for this type of program in higher education.

Although medical and scientific visualization existed long before COVID-19, the recent pandemic highlighted the need for knowledgeable and skilled professionals who could understand the science, who could work with technology, who could collaborate across disciplines, and who could take all of that and create effective visual aids that educate communities around the world no matter language or education-level. The growing demand for this type of work is evident by other universities, such as Iowa State University, Cleveland Institute of Art, Ferris State University, and Rowan University creating academic minors and interdisciplinary degree programs. The BS in Scientific Visual Communication at Louisiana Tech University extends beyond the traditional areas of biology and art to create a unique and interdisciplinary curriculum that allows students to explore an area of scientific interest in greater depth, while also learning skills that enhance their creative forms of problem solving and communication. In the degree program and related concentrations described in this proposal, students will:
    - learn and demonstrate creative **problem-solving** skills through the creation of meaningful and impactful visuals
    - work **collaboratively** across disciplines to create complex products including children's books, educational packets, and brochures
    - understand and exhibit ethical and professional standards in **communicating** with clients and creating accurate visuals that meet client needs

What began in 2015 as a single course planned to be offered only once a year, was immediately in such high demand that it has been offered twice an academic year for the past 7 years. That first course, ART 310: Digital Painting, has now been taken by over 100 students from majors across campus including Studio Art, Graphic Design, Biology, Biomedical Engineering, and Chemistry. In addition, that single course has led to the creation of a minor in pre-medical illustration, designed to prepare students for application to graduate school, a minor in scientific visualization, and an undergraduate certificate in biological visualization. Students are continuously enrolled in and completing these programs. Additionally, it is not only students who see the value of this initiative, but faculty who have asked to join Professor Bustamante and Dr. Newman in offering workshops for poster design and presentation, classes on scientific communication, and summer camps for elementary and middle school students. The overall demand for the courses, expertise, and resources lead to the creation of the **Louisiana Tech University VISTA (Visual Integration of Science Through Art) Center** in 2019.

The VISTA Center consistently attracts attention and recognition with the publication of children's books sold on Amazon, the creation of artwork by students for grant proposals and research publications, and the use of student illustrations in program promotional materials at Louisiana Tech University, the **Lincoln Health Foundation**, and the **Louisiana Cancer Research Center**. The VISTA Center has presented conferences hosted by the **Center for Disease Control** and the **American Association of Colleges & Universities**. In 2022, the **Louisiana Art Science & Museum** invited the VISTA Center to install an exhibit highlighting the importance of illustrating health information. This exhibit featured the work of 50 Louisiana Tech undergraduates and was on display for 18 months. The museum records an average of 150,000 visitors per year with nearly half of those being school-aged children who were able to engage with the exhibit through additional museum programming. Most recently the **City of Ruston** awarded the VISTA Center $35,000 to create way-finding signs for the Rock Island Greenway, a rails-to-trails bike and walking path that runs through the city. These signs, set to be installed along the path this fall, educate and engage visitors of the Greenway to connect with nature and understand the impact they have on their environment. Professor Bustamante, in 2021, and Dr. Newman in 2024 have both been recognized with the **Louisiana Tech University Foundation Professorship Award** for contributions to their own academic areas and the VISTA Center. Taken together, these opportunities, awards, and exhibits demonstrate the interest and demand for a program that offers students unique educational experiences for their future.

As the VISTA Center has engaged students in classes and projects over the years, a challenge has been attracting students to an interdisciplinary minor with the full-time demands of an art or science major. This new degree program thoughtfully curates courses that will provide training and opportunities in areas of studio art, graphic design, and a specific area of science, while still providing opportunity for the combination of these disciplines through courses like Digital Painting, Introduction to Scientific Visualization, Practice in Scientific Visualization and the capstone portfolio sequence, something that is difficult to achieve with an academic minor. In addition, with concentrations in **Art & Design and PreMed/PreDent**, students can focus on their future goals, taking courses that further prepare them for that next step. With a concentration in Art & Design, students are focused on building a **portfolio**, **partnerships**, and **professional skills** that will help them to find a job in **visual communication** upon graduation. With a focus on Premed/Predent we allow students to pursue their goals of medical school and dental school while not giving up on their talent and passion for art and instead developing an enhanced skill set in **communication** and **collaboration**. We have already seen a need for the creation of both concentrations with former students continuing to medical school, graduate school for medical illustration, careers in the art and design industry, and positions as biomedical researchers.

Despite more programs like this being created across the country, they remain in areas of the Midwest or east coast and are primarily focused on biology and medical illustration. The BS in Scientific Visual Communication will allow students to pursue an area of scientific interest, whether that is in natural sciences, biomedical sciences, or physical sciences and master the **visual communication** skills necessary to **work collaboratively** and **communicate effectively**. A complete degree program brings this region of the country a much-needed interdisciplinary degree program focused on **problem solving** and **visual communication** while also contributing to the **interdisciplinary, experiential learning** opportunity for which Louisiana Tech is so well known.

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

> Accreditation is not required. However, the School of Design will voluntarily seek accreditation from the National Association of Schools of Art and Design (NASAD). During the recent 2022/23 re-accreditation visit for the Studio Art, Graphic Design, and Interior Design programs, the existing Pre-Medical Illustration minor, Scientific Visualization minor, and Biological Visualization undergraduate certificate were reviewed and approved by NASAD. Additionally, all proposed coursework that would be integrated in the BS in Scientific Visual Communication curriculum has been previously approved by this accrediting body. The official accreditation report recommended further developing Scientific Visualization into a major and is a significant motivator for putting forward this proposal.

3. Specify SACSCOC or other accreditation organization requirements. Mark all that apply.
   [ ] Substantive change requiring notification only
   [ ] Substantive change requiring approval prior to implementation
   [ ] Level Change
   [x] None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
   [ ] MJ Foster Promise Program
   [ ] Cyber-security Initiatives
   [ ] Louisiana Transfer Pathways
   [ ] Other:_____

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

   N/A

B. The Master Plan and Institutional Role, Scope, and Mission
6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

   The mission of Louisiana Tech is as follows:
   As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity and scholarship, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging environment within a safe and supportive, diverse community of learners. A degree in Scientific Visual Communication aligns closely with Louisiana Tech's mission by fostering quality education, research, creative activity, public service, and workforce/economic development. Here's how each aspect of the mission is supported:

   Quality in Teaching
   The program provides high-quality education by teaching advanced skills in scientific understanding and visual communication, maintaining rigorous academic standards and a robust curriculum.

   Research and Creative Activity
   Students engage in research projects, translating complex scientific data into accessible visual formats, supporting the university's goal of fostering research and creative activity.

   Public Service
   The curriculum includes creating visuals for public health campaigns and educational outreach, aligning with Louisiana Tech's mission to serve the community and address societal issues.

   Workforce/Economic Development
   Graduates are equipped with skills valued in various industries, preparing them for successful careers and contributing to workforce development and economic growth.

   Education and Development of Students
   The program prioritizes student education and development, providing a challenging yet supportive environment that encourages collaboration and innovation.

   Challenging, Safe, and Supportive Community
   The program balances rigorous coursework with support through mentoring and resources, fostering resilience and confidence in students.

Diverse Community of Learners
The interdisciplinary nature attracts diverse students, promoting inclusion and collaboration, supporting Louisiana Tech's mission of fostering a diverse community.

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

The Louisiana Tech 2030 (Tech 2030) Strategic Framework includes the following themes:

THEME ONE: Cultivate learners, leaders, and mentors for academic and professional excellence.
The BS in Scientific Visual Communication provides students with the opportunity to collaborate not only with other students but work directly with clients to gain critical professional experience. By working in small teams, students develop leadership skills as they learn and work together to create informative and impactful visuals for their client.

THEME TWO: Create scholarship, and advance research and innovation.
At its core, this program is focused on creativity and the use of impactful visuals to communicate complex ideas. The work generated by students throughout the degree program will create illustrations, diagrams, books, and infographics that advance scholarship, research, innovation, and initiatives across campus and in the community.

THEME THREE: Advance an integrated environment enabling an unparalleled learning experience.
As an interdisciplinary program, students will be regularly engaged in thinking and sharing across disciplines providing a unique academic experience. They will develop a vocabulary and ability to communicate within and beyond a specific area of art and science to work collaboratively with a client and classmates.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.
   - Accessibility (mode of delivery, alternate course scheduling)

The program is offered on-campus with face-to-face courses. The program does not have any prerequisites for entry and so is available to any interested students.

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

The program does not have any additional expenses or pre-requisites for students to be admitted or complete the degree.

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

Over the past 10 years, the VISTA Center at Louisiana Tech University has worked to establish meaningful relationships with the following organizations and institutions:

Lincoln Health Foundation: The Lincoln Health Foundation is a non-profit organization, established to improve health care and outcomes for residents of Lincoln Parish.

The Health Hut: The Health Hut is a nonprofit clinic in Ruston that provides free healthcare to qualified individuals within Lincoln Parish.

Foundation for Angelman Syndrome Therapeutics (FAST): The Foundation for Angelman Syndrome Therapeutics (FAST) is an all voluntary organization of families and professionals dedicated to finding a cure for Angelman syndrome and related disorders through the funding of research, education, and advocacy.

Louisiana Cancer Research Center (LCRC): LCRC is a collaboration hub that advances groundbreaking research, enhances prevention methods, and accelerates innovative treatments for those touched by the disease.

City of Ruston: Home of Louisiana Tech University and dedicated to improving quality of life for citizens of the community.

MedCamps: The goal of MedCamps is to improve the health and wellness of people living with chronic illnesses and disabilities through unique recreational and educational camping experiences

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

Since its inception, the VISTA Center at Louisiana Tech has been awarded grants totaling nearly $100,000. These grants along with privately sponsored client projects have provided work-based learning experiences for students while also providing a stipend or scholarship to support the student's education. Projects have included working with the Lincoln Health Foundation, The Health Hut, The City of Ruston, and MedCamps. In each case, whether a student is earning class credit through ART 303 or ART 495 or being paid, the student works with a client to produce work on time that meets the client's needs. The final pieces are displayed in the client's office, printed in client publications, shared with the community, or used to promote services offered by the client. These real-world experiential learning opportunities allow students to create a portfolio of professional work as well as help them, the VISTA Center, and Louisiana Tech University expand their professional network.

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

Louisiana Tech University offers a number of support services to aid a student along their journey:

The **Bulldog Achievement Resource Center (BARC)** connects students to Louisiana Tech University by providing them with academic and co-curricular resources, by giving them opportunities for involvement in the University and community, and by equipping them to succeed in earning a degree while enhancing the overall student experience.

Counseling Services strives to identify student needs regarding academic achievement, emotional/psychological and physical health, career involvement, and responsible decision-making. Through counseling, crisis intervention, educational programming, and counselor training, services are delivered that address needs in guiding the student toward the fulfillment of his/her fullest potential intellectually, socially, physically, and spiritually.

The **Louisiana Tech Career Center** is the central resource for career and professional development at Louisiana Tech University. Committed to students and alumni we work to develop career competencies and foster networking opportunities to create a meaningful and purposeful life.

The **University Help Desk** offers the help desk chat feature for IT support and online Library services for research support and access to periodicals. Academic advisors and success coaches will be available for student support through the program. The students will also be supported by the College of Liberal Arts dedicated retention specialist.

C. **Need**

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

Today's workforce requires individuals to be able to think and to communicate ideas beyond a single discipline. Today's challenges are solved by teams of individuals who are able to think creatively, communicate effectively, and collaborate across disciplines. A Bachelor of Science (BS) in Scientific Visual Communication supports the mission of the Louisiana Master Plan by fostering postsecondary talent development, aligning with 21st-century needs, and driving innovation and collaboration. Here's how the degree contributes to the envisioned "Prosperity Pipeline":

Talent Development: Graduates are well-versed in using technology to translate complex scientific data into accessible and engaging visual formats, enhancing their employability and contributing to the state's talent pool.

Alignment with 21st-Century Needs: As the future increasingly relies on STEM and technological advancements, the degree focuses on contemporary tools and methods. Students learn to create visualizations that aid in scientific research, education, and communication, meeting the needs of modern industries and driving technological innovation.

Innovative Thinking and Transformative Actions: The curriculum encourages creative problem-solving and innovation. By integrating design principles with scientific data, students are trained to think critically and develop new ways to present information. This approach fosters an environment where transformative actions are taken to address current and future challenges.

Deep Engagement and Collaboration: The program emphasizes collaboration with various stakeholders, including community representatives, employers, and regional organizations. Through client-based projects students engage deeply with real-world issues and contribute to community and economic development.

Education: The degree provides a comprehensive education that blends science and visual communication, ensuring students are prepared to meet the demands of a rapidly changing job market.

Innovation: By focusing on cutting-edge technology and creative methodologies, the program fosters innovation that can lead to significant advancements in how scientific information is communicated.

Collaboration: Partnerships with local businesses, health foundations, and advisory boards ensure that the curriculum remains relevant and impactful, promoting a collaborative approach to learning and problem-solving.

In summary, a BS in Scientific Visual Communication aligns with the Louisiana Master Plan by developing talent, embracing innovation, and fostering deep engagement and collaboration. It prepares students to contribute to the state's prosperity pipeline, meeting 21st-century needs with a focus on education, innovation, and community service.

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

> Faculty are engaged in all aspects of development and partnership-building. Working with experts in the field, interested alumni, and community partners provides critical insights into how to best create a program that serves our students and the needs of the workforce.
>
> **Fundraising Activities:** Alumni involvement in fundraising helped secure resources for program development, including advanced technology and software essential for scientific visualization.
>
> **Endowed Scholarship:** Contributions from alumni led to the establishment of scholarships, attracting talented students and ensuring financial support for those pursuing this degree.
>
> **VISTA Center Advisory Board:** The board, composed of professional medical illustrators, medical professionals, and community partners provides insights into industry trends and skills in demand, influencing the curriculum to meet current market needs.
>
> **Projects for the Lincoln Health Foundation:** Projects highlighted the importance of practical applications and community service in scientific visual communication, shaping project-based learning components.
>
> **Community Representatives:** Dialogues with local non-profit organizations, including the Lincoln Health Foundation and Ruston city officials, highlighted the necessity for materials that effectively convey scientific and health information to the public. This feedback led to the development of courses centered on public health communication and community outreach. Notable projects include creating health information posters for a local health clinic and designing a series of environmental educational signs along the Green-Way biking/walking path.

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

> Students who attend Louisiana Tech often come from and then engage in the workforce in Louisiana, Arkansas, and Texas.

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).

> Undergraduate Certificate in Biological Visualization: 2023-2024 5 total   enrollment completers: 5
> Minor, Premedical Illustration: 2021-2024 total enrollment   9; total completers: 7
> Minor, Scientific Visualization: 2022-2024 total enrollment   12; total completers: 9
>
> Support letters attached:
> Norman Hanes, CEO Lincoln Health Foundation
> Leah Lebowicz, Program Director Biomedical Visualization Graduate Program, University of Illinois Chicago
> Scott Barrows, Director, OSF Innovation Design Lab/Jump Simulation & Education Center

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   [ ] Sate Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Medical Illustrator* (requires MS) (Association of Medical Illustrators)		2023	2027		6% growth (2018-28)	10,175 (Association of Medical Illustrators)	$85,000
Physician and Surgeon* (requires MD or DO)	5	2023	2027		3% growth (2022-32) U.S. Bureau of Labor Statistics	816,900 U.S. Bureau of Labor Statistics	$239,200 U.S. Bureau of Labor Statistics
Dentist* (requires DMD or DDS)	4	2023	2027		4% growth (2022-32) U.S. Bureau of Labor Statistics	155,000 U.S. Bureau of Labor Statistics	$170,910 U.S. Bureau of Labor Statistics
Illustrator	2	2023	2027		4% growth (2022-32) U.S. Bureau of Labor Statistics	54,600 U.S. Bureau of Labor Statistics	$52,910 U.S. Bureau of Labor Statistics
Graphic Designer	3	2023	2027		3% growth (2022-32) U.S. Bureau of Labor Statistics	270,000 U.S. Bureau of Labor Statistics	$58,000 U.S. Bureau of Labor Statistics
Special Effects Artist	3	2023	2027		8% growth (2022-32) U.S. Bureau of Labor Statistics	89,300 U.S. Bureau of Labor Statistics	$99,060 U.S. Bureau of Labor Statistics
Teacher (science or art)	4	2023	2027		1% growth (2022-32) U.S. Bureau of Labor Statistics	1,072,300 U.S. Bureau of Labor Statistics	$65,220 U.S. Bureau of Labor Statistics

*Program prepares students to pursue graduate and professional degrees in these areas.

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
None		

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.

Visuals aid in communicating complex information across language and educational barriers. The creation of illustrations that better represent members of a given community and that are tailored to specific needs of a community have a great impact on educational and health outcomes. The program gives back to the community by creating unique and personalized visual aids to communicate complex and critical health information. In addition, there is a need for a qualified workforce that has both the skills and knowledge to accurately visually communicate health and scientific information in areas of graphic design for educational and promotional purposes.

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

Given the unique nature of this program, it is unlikely to draw students from any current programs but is likely to recruit new students to the university. This in turn will increase enrollment in those courses that are required and thereby support the degree programs in which those courses are housed.

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

Medical Illustrator	**Knowledge**
	1. Anatomy and Physiology
	  ○ In-depth understanding of human anatomy and physiological processes.
	2. Medical Terminology
	  ○ Proficiency in medical terminology and concepts.
	  ○ Understanding of pathophysiology and disease processes.
	3. Scientific Visualization
	  ○ Knowledge of principles and techniques for creating accurate scientific and medical illustrations.
	  ○ Understanding of the visual representation of complex biological processes.
	4. Art and Design
	  ○ Foundations of art, including color theory, composition, and perspective.
	  ○ Knowledge of visual storytelling and communication principles.
	Skills
	1. 2D Software
	  ○ Proficiency in digital illustration software (Adobe Illustrator, Photoshop, InDesign).
	2. 3D Software
	  ○ Familiarity with 3D modeling and animation tools (Maya, Blender, ZBrush).
	3. Graphic Design
	  ○ Ability to design engaging and informative visual content for publications, presentations, and educational materials.
	  ○ Proficiency in layout design, typography, and infographic creation.

Pre-Health Care Professional (Undergraduate preparation towards becoming Physician, Surgeon, Dentist, etc)	**Knowledge**
	1. **Medical Science**
	  ○ Beginning understanding of human anatomy, physiology, and pathology.
	  ○ Introductory knowledge of medical conditions, diseases, and their treatments.
	2. **Patient Care**
	  ○ Understanding of patient-centered care and communication strategies.
	Skills
	1. **Communication**
	  ○ Ability to communicate effectively with patients, families, and healthcare teams.
	  ○ Skill in explaining medical information clearly and compassionately.

Illustrator	Knowledge
	1. **Art and Design Principles**
	○ Understanding of color theory, composition, perspective, and visual balance.
	○ Knowledge of various artistic styles and movements.
	2. **Visual Storytelling**
	○ Understanding of narrative techniques and how to convey stories visually.
	○ Knowledge of character design, layout, and scene composition.
	3. **Art History and Cultural Context**
	• Awareness of historical and contemporary art and illustration trends.
	• Understanding of how cultural context influences visual art.
	Technical Skills
	1. **Illustration Techniques**
	○ Familiarity with traditional and digital illustration methods.
	○ Understanding of line work, shading, texture, and rendering techniques.
	2. **Digital Tools and Software**
	○ Knowledge of industry-standard software (Adobe Illustrator, Photoshop, CorelDRAW, Procreate).
	○ Familiarity with digital drawing tablets and other digital illustration tools.
	3. **Attention to Detail**
	○ High level of precision and accuracy in producing illustrations.
	○ Ability to ensure consistency and quality in all visual work.

Graphic Designer	**Knowledge**
	1. **Design Principles**
	o Understanding of color theory, typography, layout, and composition.
	o Knowledge of visual hierarchy, balance, and contrast.
	2. **Branding and Identity**
	o Knowledge of brand development and visual identity creation.
	o Understanding of how to maintain brand consistency across various media.
	3. **Printing Processes**
	o Understanding of print production techniques and materials.
	o Knowledge of color management, prepress, and print specifications.
	4. **User Experience (UX) and User Interface (UI) Design**
	o Knowledge of UX/UI principles and best practices.
	o Understanding of how to create user-friendly and visually appealing interfaces.
	Skills
	1. **Graphic Design**
	o Proficiency in creating visually compelling graphics for various media (print, digital, social).
	o Skill in developing logos, brochures, advertisements, and web graphics.
	2. **Digital Tools and Software**
	o Proficiency with industry-standard design software (Adobe Creative Suite: Photoshop, Illustrator, InDesign).
	o Familiarity with web design tools (Sketch, Figma, Adobe XD).
	3. **Typography**
	o Ability to choose and manipulate type to enhance readability and aesthetic appeal.
	o Skill in creating typographic layouts that complement the overall design.
	4. **Illustration and Image Editing**
	o Skill in creating custom illustrations and manipulating images.
	o Proficiency in photo editing, retouching, and compositing.

Special Effects Artist	**Knowledge**

	1. **Art and Design Principles**
	    ○ Understanding of color theory, composition, and visual storytelling.
	    ○ Knowledge of traditional and digital art techniques.
	2. **Illustration Techniques**
	    ○ Familiarity with traditional and digital illustration methods.
	    ○ Understanding of line work, shading, texture, and rendering techniques.
	
	Skills
	1. **Software and Tools**
	    ○ Proficiency with industry-standard software (Adobe After Effects, Autodesk Maya, Blender).
	    ○ Familiarity with video editing software (Adobe Premiere).
	2. **3D Modeling**
	    ○ Ability to create detailed 3D models
	    ○ Skill in rigging, texturing, and rendering 3D assets.
	3. **Project Management**
	    ○ Ability to manage time and resources effectively to meet project deadlines.

D. Curriculum

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

1. Mastery of Visual Communication Tools and Techniques

Outcome: Students will demonstrate proficiency in using various digital tools and techniques to create accurate and compelling scientific visualizations.

Assessment:

How: This outcome will be assessed through a series of project-based assignments, where students will be required to produce visual content such as infographics, 3D models, animations, and interactive data visualizations. Each project will be evaluated based on technical accuracy, creativity, and adherence to scientific communication standards.

When: Assessments will occur at multiple points throughout the degree program, particularly in intermediate and advanced-level courses. A comprehensive portfolio review at the end of the final year will serve as a culminating assessment.

2. Understanding of Scientific Concepts and Data Interpretation

Outcome: Students will be able to interpret scientific data accurately and effectively communicate complex scientific concepts to various audiences.

Assessment:

How: Students will complete written exams and practical assignments that test their ability to analyze scientific data, draw appropriate conclusions, and convey their findings through visual means. This may include creating visual explanations of experimental results, constructing data-driven graphics, and peer-reviewed presentations.

When: This will be assessed through mid-term and final exams in relevant courses. Additionally, students will present a capstone project that includes a thorough interpretation and visual representation of scientific data.

3. Application of Design Principles in Scientific Visualization

Outcome: Students will apply principles of design, such as color theory, typography, and layout, to enhance the clarity and effectiveness of scientific communication.

Assessment:

How: Students' understanding of design principles will be evaluated through critiques of their visual projects, peer reviews, and instructor feedback sessions. Assignments will specifically focus on the application of design principles to create visually appealing and informative scientific visuals.

When: This assessment will take place in design-focused courses and workshops throughout the program. Additionally, during their final year, students will be required to develop a major project that demonstrates their ability to integrate design principles into scientific communication.

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	Align strongly as students learn to think critically and solve problems through client-based projects
Oral/Written Communications	Align strongly as students must communicate with their professors, classmates, project groups, and clients to create effective final products.
Teamwork/ Collaboration	Align strongly as students must work effectively with their professors, classmates, project groups, and clients to create effective final products.
Digital Technology	Align strongly as students work with software including Excel, Photoshop, Rhino, Illustrator, Procreate, InDesign, and Maya.
Leadership	Align strongly as students work in teams to create final products and throughout the course of the program take on leadership roles on those teams.
Professionalism/ Work Ethic	Align strongly as students work with clients in a professional context to create applicable products.
Career Management	Align strongly as students create a final portfolio of their work throughout the program and learn to seek out, apply for, and interview in professional settings.
Equity and Global/Intercultural Fluency	Align strongly as most of the program's clients represent underrepresented and differently abled groups.
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)
Anatomy and Physiology	o In-depth understanding of human anatomy and physiological processes: This knowledge is crucial for students to create precise and accurate medical illustrations. Understanding the intricacies of human anatomy ensures that students can depict the human body accurately, which is essential for educational, clinical, and research purposes.
Foundations of Visual Communication	o Understanding principles of design and visual aesthetics: This knowledge enables students to create visually appealing and effective scientific visuals that adhere to design principles, enhancing the clarity and impact of their communication. o Knowledge of visual perception and how humans interpret visual information: Understanding how people perceive and interpret visuals helps

	students design graphics that are intuitive and easily comprehensible, improving the effectiveness of their communication.
Typography	o Hierarchy and Layout: Knowledge of typography helps students organize information in a way that guides the viewer's eye and highlights the most important content. This is crucial for creating effective infographics and data visualizations. o Legibility and Readability: Ensuring that text is legible and readable in different contexts (e.g., presentations, publications, digital media) is an essential part of effective information design
Scientific Concepts	o Basic knowledge of various scientific fields (biology, chemistry, physics, etc.): A broad understanding of different scientific disciplines allows students to accurately represent complex scientific concepts and data in their visualizations. o Understanding of scientific research methods and data interpretation: Familiarity with research methods and data analysis is crucial for accurately visualizing scientific data and ensuring that the representations are valid and reliable.
Technical Proficiency	o Knowledge of graphic design software (Adobe Illustrator, Photoshop, InDesign): Proficiency in these tools is essential for creating high-quality graphics, illustrations, and layouts, which are fundamental in scientific visual communication. o Familiarity with 3D modeling and animation software (Blender, Maya): Skills in 3D modeling and animation enable students to create more dynamic and detailed scientific visualizations, expanding the range of visual communication methods they can employ.
Illustration and Drawing	o Ability to create detailed and accurate medical illustrations by hand and digitally: This skill is particularly important for medical and biological visual communication, where precision and detail are paramount. o Proficiency in various artistic techniques and styles: Versatility in artistic techniques allows students to choose the most appropriate style for different types of scientific content and audiences.

	o effectively disseminate their visual communications across multiple platforms, reaching a wider audience.
Project Management	o Ability to manage multiple projects, deadlines, and collaborate with scientific and creative teams: Strong project management skills are vital for students to handle the multifaceted nature of scientific visual communication projects, ensuring timely and efficient completion. o Strong organizational skills and attention to detail: These skills help maintain the accuracy and quality of scientific visuals, which is critical for credible scientific communication.
Scientific Visualization	o Knowledge of principles and techniques for creating accurate scientific and medical illustrations: Mastery of scientific visualization techniques ensures that students can produce visuals that are both scientifically accurate and visually engaging. This knowledge is fundamental to the core objective of scientific visual communication, which is to make complex scientific information understandable and accessible to diverse audiences. o Understanding of the visual representation of complex biological processes: This understanding enables students to create detailed and accurate visual representations of biological processes, which is critical for effectively communicating complex scientific concepts

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	• FYE will be used as a way to introduce to the degree program and recruit students who may have an interest in both art and science.
Content-Area Research	• To communicate scientific concepts accurately through visuals, students must conduct extensive research on their selected concept. In the practice of scientific visualization courses, students are paired with an expert in the relevant field who serves as a mentor. This mentor provides research guidance and crucial oversight to ensure visual accuracy.
Common Intellectual Experiences	• Foundational courses such as BISC 235 will introduce students with essential concepts and skills in visual communication and scientific principles, offering an interdisciplinary educational experience • Inspires students by showcasing the diverse applications and career opportunities within the field of scientific visual communication. • A set of core courses ensures that all students gain a common foundation in visual communication principles, scientific concepts, and technical skills. This shared knowledge base supports a cohesive learning experience. • Client-based projects require students to synthesize knowledge and skills from across their coursework to address real-world problems. These projects often involve collaboration with peers, faculty, and external partners, fostering a shared intellectual experience.
Diversity/Global Learning	• Students learn to create visuals that communicate scientific information effectively across different cultures and languages, ensuring that their work is accessible and understandable to a global audience. • The curriculum often includes training on designing inclusive visuals that consider diverse audiences, including people with different cultural backgrounds, languages, and accessibility needs.
Learning Communities	• Regular workshops and critique sessions allow students to give and receive feedback, learning from each other's experiences and perspectives. • Students are encouraged to work together on projects, sharing knowledge and skills in design, science, and communication. This collaborative environment fosters a strong sense of community and mutual support.

ePortfolios	• The ART 495 Scientific Portfolio sequence requires students to create a professional portfolio that includes their work and resume materials. This portfolio showcases their best projects and highlights their skills in design, research, and collaboration.
Writing Intensive Courses	• In addition to a mandatory technical writing course, students must draft proposals for each intermediate and advanced level project. Generating substantial textual content is essential for developing educational materials and preparing poster presentations.
Service-Learning, Community-based Learning	• Working with local organizations helps students understand and address the specific needs of their communities. This can include creating educational materials, health campaigns, or visual aids for community partners.
Collaborative Assignments & Projects	• Intermediate and advanced level courses require interdisciplinary collaboration on projects. Students frequently work in teams with peers from other disciplines to achieve a common goal. This interdisciplinary approach fosters an appreciation for diverse perspectives and enhances their collaborative skills.
Internships	• After completing ART 303: Practice in Scientific Visualization, students have the opportunity to work on projects for clients, including non-profits, university faculty, educational institutions, healthcare providers, and community organizations.
Capstone Courses and Projects	• The Scientific Portfolio is structured as a Capstone sequence, requiring students to select a research theme and choose a client for whom they will create a series of visual communication materials. These capstone projects integrate research, collaboration, and practical application, culminating in a comprehensive project that showcases the students' skills and knowledge • Students are required to create a professional portfolio that includes their work and resume materials. This portfolio showcases their best projects and highlights their skills in design, research, and collaboration. It also includes a polished summary of their academic and professional experiences, preparing them for job searches.

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. (at end of proposal)
    - 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)
    [ ] 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)

    Transfer credit accepted

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.

    N/A

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

    None

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

[ ] High school CTAE   [x] Employers
[x] High school STEM   [x] Community organizations
[ ] Career academies   [x] 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.

Louisiana Art & Science Museum (LASM) - The Louisiana Art & Science Museum, located in Baton Rouge, recently hosted an 18-month exhibition of work by VISTA Center students. The museum engages thousands of guests each year including school tours, special events, and weekend workshops. Through our partnership with LASM we have presented our work at conferences and shared scientific visualization with guests from around the state and across the country.

Region 8 STEM Center - Louisiana Tech is home to one of nine regional STEM Centers in Louisiana. The STEM Collective for Innovative Louisiana Stakeholders (SCILS) is focused on meeting the critical need for science, technology, engineering, and math learning and job skills in our region. Through their efforts we have partnered to host camps, workshops, and provide educational content that engages students in STEM both through scientific inquiry and visual communication.

Lincoln Health Foundation - The Lincoln Health Foundation is a nonprofit agency concerned with improving health outcomes across the parish. Through our partnership with them, the VISTA Center can create educational content, sharing the activity of the VISTA Center, expertise of the university, and opportunities for members of the community.

Association of Medical Illustrators (AMI) - AMI is a professional organization that strives to further the use of visual media to advance life sciences, medicine, and healthcare. The VISTA Center has attended their annual conference, showcased student work, and developed relationships with professionals in the organization.

Academic programs: The VISTA Center collaborates with programs across Louisiana Tech University to create impactful imagery for presentations, publications, and grant proposals. Many scientific papers now require graphical abstracts and strong images may also be selected for a journal cover. The VISTA Center has created several journal covers over the past few years, created illustrations for book chapters, generated schematics for presentations and educational materials, and illustrated children's books for the community. Academic programs that have collaborated with the VISTA Center include School of Design, School of Biological Sciences, College of Education, Biomedical Engineering, Nutrition & Dietetics, Nursing, Animal Science, Agricultural Science, English, and Environmental Science.

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

Currently Louisiana Tech University offers the following programs that facilitate entry into this degree program as each program requires courses that are also required of the major. In addition, once created, the BS will easily allow students to complete a minor and/or undergraduate certificate listed below.

Pre-Medical Illustration, Minor
Scientific Visualization, Minor
Biological Visualization, Undergraduate Certificate

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

Professional networks, advisory boards, career services, and portfolio development will help students succeed in meeting their professional goals.

The VISTA Center at Louisiana Tech University has built relationships with several areas on campus as well as programs and professionals across the country who help us provide opportunity and advice to students.

Louisiana Tech Graduate School: On campus, the Graduate School has been a strong supporter of VISTA Center students and will continue to engage with students in faculty to identify academic opportunities for students interested in pursuing a graduate degree in an area of science, art, or communication.

VISTA Center Advisory Board: The VISTA Center Advisory Board is made up of professional medical illustrators as well as health care professionals who can provide advice on curriculum and opportunities for our students. As the BS in Scientific Visual Communication evolves the Advisory Board will also evolve to represent the needs of the students.

Graduate Programs: Some students may be interested in pursuing a professional degree in Medical Illustration and our relationship with those graduate programs provides a network and advice for those students. There are 5 accredited graduate programs in North America, with one of these being at the University of Illinois, Chicago. The VISTA Center has visited this program, hosted faculty from this program as seminar speakers, and saw their first student admitted to the program for Fall 2024.

Capstone Sequence: The Scientific Portfolio is structured as a Capstone sequence, requiring students to select a research theme and choose a client for whom they will create a series of visual communication materials. These capstone projects integrate research, collaboration, and practical application, culminating in a comprehensive project that showcases the students' skills and knowledge. Students are also required to create a professional portfolio that includes their work and resume materials. This portfolio showcases their best projects and highlights their skills in design, research, and collaboration. It also includes a polished summary of their academic and professional experiences, preparing them for job searches.

Career Center: Louisiana Tech University's Career Center is a resource available to all current students and alumni of the University. They will support students in developing CVs and interview skills as our students prepare to enter the job market.

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.

The following information will be collected and students will be surveyed annually to monitor progress and changes in status:
      Admission to graduate programs/Completion of graduate programs (MS, PhD)
      Admission to professional school/Completion of professional school (Medical School, Dental School, Veterinary School, etc.)
      Employment in professional agencies

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.

In the field, we promote the program via flyers to high school counselors and promote the program at high school counselor breakfasts and high school counselor drive-ins. University recruiters will identify prospective students at high school visits and college fairs via engagement and questions and promote the program in both direct conversations and in group presentations. In addition, during campus visits by prospective students, families, and school groups, the faculty engaged in the program share information with prospective students on campus tours, visits with college admissions specialists and via email campaigns to students.

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

2023: 10, 596 enrolled undergraduate students 2023: 82% retention rate 2017 (incoming): 58% graduation rate

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*		10	8	19
Lost to Attrition (should be negative)	0	-2	-1	-2
New to the institution	0	8	10	15
Shifted from existing programs within your institution	0	2	2	5
Total Enrollment	**0**	**8**	**19**	**37**
Graduates	0	0	0	9
Carry forward base enrollment for next year	0	8	19	28

*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.

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

> The VISTA center maintains a website and active social media presence showcasing student projects, testimonials, achievements, and industry news. Our ongoing initiatives include participation in career fairs, high school site visits, and recruiting events. Additionally, student work is regularly exhibited at galleries and museums statewide, such as the Art and Science Museum in Baton Rouge, where 150,000 visitors were exposed to student accomplishments during a year-long exhibit.
>
> The center collaborates with the **Louisiana School for Math, Science, and The Arts (LSMSA)** to raise awareness and establish pathways to our program. Furthermore, alumni support remains strong, exemplified by the Joseph and Charlotte Barron endowed VISTA scholarship for students pursuing current and proposed majors. We are committed to fostering continued alumni engagement.
>
> **Diversity initiatives** at the VISTA Center emphasize inclusivity in promotional materials and outreach efforts. The center is dedicated to community engagement, forging partnerships with local community organizations and minority-serving institutions to promote awareness of the program and its accessibility.
>
> Louisiana Tech is home to one of nine regional STEM Centers in Louisiana. The **STEM Collective for Innovative Louisiana Stakeholders (SCILS) Center** is focused on meeting the critical need for science, technology, engineering, and math learning and job skills in our region. Through their efforts we have partnered to host camps, workshops, and provide educational content that engages students in STEM both through scientific inquiry and visual communication.
>
> Hold **regular workshops** to share programs and opportunities with students in the region and students at Louisiana Tech. As a one-day workshop either on the weekend or during a K-12 school closure (Fall Break, President's Day etc.), these opportunities will teach prospective students what scientific visualization is, where they see it in their everyday lives, and how they can participate in it.

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?

> This degree program does not have additional costs for students above standard undergraduate tuition and fees for the university.

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.

> There are no additional indirect costs associated with this program.

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

> The university provides an annual budget of $56,000 to support additional salary for VISTA Center Director, Professor Bustamante, provide tuition and stipend for 1 graduate student, travel funds for recruitment and presentation at conferences, supplies for printers and classrooms. These funds are provided by the President's Office and not being reallocated from a departmental or college budget.

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.

> We anticipate hiring a new faculty member who can teach 3D modeling and/or animation. This will allow the creation of additional electives and skill-building opportunities for students.

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

> All courses in the curriculum already exist in the Louisiana Tech course catalog and so there would be no need to re-direct faculty to teach new courses for this degree program.

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.).

> A dedicated Student Experience Coordinator who can help to track student progress, work with admissions to coordinate campus visits, help students through the program, and assist the program director with forms, purchasing, and other administrative needs will allow for the appropriate promotion and growth of the degree program.

F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		Prof Bustamante Office, TVAC 115B Dr. Newman office, CTH242		
Fine Arts Spaces		TVAC Building		
Classrooms		Virtual Anatomy Lab, CTH237 VISTA Lab, UH 121		
Meeting Rooms		University Hall 122		
Student Study Space				
Shared Space with other campus units				
Other (Specify)				

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

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

*Include the name of the building or location being impacted and what will need to be done.
Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

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

N/A

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

No programs will be impacted as space already exists for faculty and students in this program.

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

NASAD standards require a faculty/student ratio of 15 to 1 or less, with studio classes capped at twenty-five students. Based on projected growth, an additional faculty member will be needed to meet these standards by the third year.

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
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
Not enough faculty to teach courses	Courses not offered for students to compete degree	Low	Request permission to hire faculty Provide overload salary for current faculty who may cover need
Not enough students in the program	Program risks not graduating enough students to be classified as a completer	Low	Efforts will be made to recruit students, use community partnerships to engage prospective students, and share information during orientation sessions, first year experience courses, and throughout a student's time at Louisiana Tech.
Inadequate Funding and Resources	Program may suffer from inadequate facilities, outdated technology, and an inability to attract qualified students	Low	Allocate a portion of the university's budget to ensure the program's foundational needs are met. Continue fundraising and working closely with Development Officers to engage donors in supporting program. Apply for Board of Regents Enhancement Grants and similar awards to support needs of program.

22a. 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.

Full list of course work can be found in the attached curriculum guide

General Education Requirement Courses

- ART 266: History of Art I 3 Semester Credit Hours
- COMM 101: Principles of Communication Studies 3 Semester Credit Hours
- ENGL 101: Freshman Composition I 3 Semester Credit Hours
- ENGL 102: Freshman Composition II 3 Semester Credit Hours
- Humanities Elective 6 Semester Credit Hours
- MATH 101: College Algebra 3 Semester Credit Hours
- MATH 112 or higher 3 Semester Credit Hours
- Natural Sciences Elective 9 semester hours
- Social/Behavioral Sciences Elective 6 Semester Credit Hours

22b. Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.

The Pre-Med/ Pre-Dent Bachelor of Science in Scientific Visual Communication Concentration and Art and Design Concentration curriculum guides are attached.

22c. List all major course requirements. Indicate the word "new" beside new courses.

Full list of course work can be found in the attached curriculum guide

22d. Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.

ART 303: Practice in Scientific Visualization

ART 310: Digital Painting

ART 410: Advanced Digital Painting

Through these courses, students participate in client-based projects, gaining practical experience in scientific visualization. Additional opportunities exist through ART 415: Directed Studies and ART 499: Special Topics elective courses.

22e. Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

The curriculum for the proposed BS in Scientific Visual Communication meets the learning outcome goals through the following required coursework.

	Visual Communication Tool & Techniques	Understand Scientific Concepts & Data Interpretation	Application of Design Principles & Scientific Visualization	Critical Thinking & Problem Solving	Oral & Written Communication	Collaboration	Professional Skills & Ethical Practices
ART 115, 125, 160	X			X		X	
BISC235	X	X	X	X	X	X	
ART 303	X	X	X	X	X	X	X
ART 310	X	X	X	X	X	X	
ART 410	X	X	X	X	X	X	X
ART 495	X	X	X	X	X	X	X
Science courses in area of interest		X		X	X	X	

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: ___Louisiana Tech University___   **Date:** ___August 20, 2024___

Degree Program, Unit: ___BS Scientific Visual Communication, School of Design_____

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST 2025-26**		**SECOND 2026-27**		**THIRD 2027-28**		**FOURTH 2028-29**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$		$		$65,000		$68,000	
Graduate Assistants								
Student Experience Coordinator			40,000		42,000		42,000	
Fellowships and Scholarships								
SUB-TOTAL	$		$40,000		$107,000		$110,000	

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

REVENUES				
Revenue Anticipated From:	**AMOUNT**	**AMOUNT**	**AMOUNT**	**AMOUNT**
*State Appropriations	$	$	$	$
*Federal Grants/Contracts				
*State Grants/Contracts				
*Private Grants/Contracts				
Expected Enrollment		8	19	37
Tuition		$14,808.00	$35,169.00	$68,487.00

Fees		$11,232.00	$26,676.00	$51,948.00
*Other (specify)				
TOTAL REVENUES	$	$26,040.00	$61,845.00	$120,435.00

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

July 22, 2024

Louisiana Board of Regents
1201 No. Third Street
Suite 6-200
Baton Rouge, LA 70802

RE: Louisiana Tech University Proposal for Creation of BS in Scientific Visual Communication

To Whom it may Concern:

I am writing this letter of support of Louisiana Tech University's proposal to create a BS in Scientific Visual Communication. It is my belief that creation of a degreed program of this type would ultimately benefit organizations, like Lincoln Health Foundation, who have experienced firsthand the benefits of scientific visual communication towards improving community health.

For the past five years, Lincoln Health Foundation has had the opportunity to collaborate with Dr. Jamie Newman and Nick Bustamante at Louisiana Tech University's VISTA Center involving the use of scientific visual technology to educate residents in Lincoln Parish about specific medical issues that have been identified as health priorities in our parish. Louisiana Tech students and faculty have engaged directly with a health care clinic and other Lincoln Health Foundation non-profits that provide primary care and mental health services to indigent residents in our parish.

The byproduct of Louisiana Tech's VISTA Center involvement with the Foundation has been (a) direct engagement by students and faculty to address specific health issues in our community; and (b) utilization of scientific visual technology to provide the uninsured and disadvantaged residents in our parish with medical education that is understandable and impactful.

The development of a BS degree in Scientific Visual Communication would, in my view, advance the overall wellness of our community by creating opportunities for Louisiana Tech students to engage with our community as part of their course work and, hopefully, in their local communities following graduation.

Sincerely,

LINCOLN HEALTH FOUNDATION

Norman L. Hanes, President and CEO

August 27, 2024

Dear Louisiana Board of Regents

I am writing this letter with great enthusiasm in support of Louisiana Tech University's proposal to create a Bachelor of Science in Scientific Visual Communication. As someone deeply familiar with the transformative power of visual communication in scientific fields, I can unequivocally attest to the tremendous impact this program will have on both students and the broader community. Having collaborated closely with the VISTA Center over the years, I have witnessed firsthand the incredible strides made by Professors Newman and Bustamante. Their vision and dedication have been instrumental in advancing the intersection of art and science at Louisiana Tech University. Through various initiatives, including academic minors, an undergraduate certificate, and impactful community projects, they have demonstrated the profound need for a more formalized educational pathway in this area.

One of the most compelling aspects of this proposed degree is its multidisciplinary approach. The curriculum is meticulously designed to equip students with a deep understanding of both scientific and artistic principles, fostering critical thinking, creativity, and collaboration. This program will prepare students not just for jobs but for leadership roles in emerging fields that require the ability to communicate complex information effectively. In today's rapidly evolving world, the ability to bridge the gap between science and public understanding is more crucial than ever, and this program will position Louisiana Tech as a leader in this essential area.

The impact of the VISTA Center's work is already evident. For example, the 18-month exhibit at the Louisiana Art & Science Museum in Baton Rouge, which showcased the work of 50 undergraduates and was viewed by over 15,000 guests, is a testament to the high level of talent and engagement this program cultivates. Moreover, the success of VISTA's graduates—who have gone on to careers in graphic design, medical school, and specialized graduate programs in medical illustration—underscores the program's ability to prepare students for diverse and meaningful career paths.

The proposed degree's two concentrations—Art & Design and PreMed/PreDent—further enhance its appeal and relevance. By allowing students to tailor their education to their specific career goals, whether in visual communication or in the medical field, Louisiana Tech is ensuring that graduates are not only well-prepared but also uniquely positioned to excel in their chosen professions. The integration of art and science within this program also addresses a critical need in higher education: the ability to produce graduates who can think across disciplines and solve complex problems with innovative solutions.

The recent COVID-19 pandemic highlighted, more than ever, the importance of effective scientific communication. The demand for professionals who can distill complex scientific data into accessible and actionable information is at an all-time high. This degree program will produce

graduates who are not only adept in these skills but who will lead the way in educating and informing the public, making a tangible difference in global health and scientific literacy.

In conclusion, the establishment of a BS in Scientific Visual Communication at Louisiana Tech University is a forward-thinking initiative that meets a critical need in higher education and beyond. It will empower students to become leaders in scientific visualization, enhance the university's reputation, and contribute significantly to the broader community. I am honored to offer my full support for this program and am confident that it will be a resounding success.

Sincerely,

Leah Lebowicz, MS, EdD, CMI
Program Director/Clinical Associate Professor
Biomedical Visualization Graduate Program
University of Illinois at Chicago

(312) 413-5533
laklein2@uic.edu

jump | SIMULATION

September 15, 2024

Louisiana Board of Regents
Cc: Louisiana Tech University

Dear Board of Regents,

This is a letter of support for Louisiana Tech University's proposal to create a Bachelor of Science degree in Scientific Visual Communication. Over the last eight years, it has been an honor for me to have been included as an advisor and a speaker at the VISTA Center at Louisiana Tech. What started as an idea and a single course in the winter of 2015 at LTU is now a curriculum with two academic minors and an undergraduate certificate. As the program has steadily developed and evolved, it now stands as a unique resource in the profession of biomedical visualization and creative innovation that is very much needed.

My leadership roles over many decades in academia, healthcare, technology, and in the biotechnology industry started in medical illustration, serving as the former director of the graduate program at the University of Illinois Chicago (UIC is one of three accredited graduate programs in the United States). The UIC graduate curriculum has always been very grounded in both current needs and future applications in healthcare through the development of numerous relationships and collaborations. Combining elements from visualization, digital technology, bioengineering, computer science, medicine, public health, biomedical research, communications, art, and human-centered design, needs are rapidly expanding. The expertise of the graduates from Louisiana Tech are needed more than ever.

Healthcare systems and technology have become increasingly sophisticated and interdisciplinary collaboration is more prevalent in patient treatment and healthcare delivery. Specialized training in biomedical visualization allows for the understanding of the perspectives of different healthcare specialties and the development of effective educational applications for each specialty. One focus has been in community health and providing healthcare access for underserved communities around the world. This has required new ways to think, design, create, and implement innovative resources. An example of this can be shared through spatial computing created through a recent Illinois Innovation Network grant supporting VENT, created to address the opioid crisis in the United States. https://news.uillinois.edu/view/7815/753098240 We are currently developing naloxone outreach, education, and access connection points in rural and urban areas to combat this deadly epidemic.

Other examples for the current need of LTU graduates are more typically in medical and healthcare education. Our research lab in Peoria, Illinois is currently working with Elsevier in an international study using spatial and mixed reality computing for the biomedical sciences. This is needed not only for healthcare professionals, but as a new way to engage our communities with new health literacy outreach methods.
https://www.elsevier.com/products/complete-heartx

Students from both the LTU undergraduate and the UIC graduate programs have gone on to careers in graphic design, medical school, graduate school, pharmaceutical marketing,

OSF HEALTHCARE

THE UNIVERSITY OF ILLINOIS
COLLEGE OF MEDICINE
PEORIA CHICAGO ROCKFORD URBANA

bioengineering, communications, patient education, and other emerging fields of study. The combination of in-depth understanding of science, technology, and visual art collectively engage students in critical thinking, group project management, design thinking, and real-world applications of their skills and talents in hospitals, research labs, communities, and universities.

The proposed degree at Louisiana Tech will help fill a void and lead the nation in providing new generations of innovators, problem solvers, communicators, and healthcare developers.

Please reach out to me should you have any additional questions.

Sincerely,

Scott Thorn Barrows, MA, FAMI
Director, OSF Innovation Design Lab / Jump Simulation & Education Center

Clinical Assistant Professor, Emergency Medicine
University of Illinois College of Medicine Peoria
https://peoria.medicine.uic.edu/profiles/scott-barrows/

Clinical Assistant Professor, Biomedical Visualization
University of Illinois Chicago Medical Center

Clinical Assistant Professor, Grainger College of Engineering
Adjunct Faculty, Siebel Center for Design
University of Illinois Urbana-Champaign

Adjunct Faculty, UI / UX Design
Bradley University

stbarrows@osfhealthcare.org
sbarrows@illinois.edu

Bachelor of Science in Scientific Visual Communication

Freshman Year

English (GER) 6 Hours
- **ENGL 101: Freshman Composition I** 3 Semester Credit Hours
- **ENGL 102: Freshman Composition II** 3 Semester Credit Hours

Humanities (GER) 3 hours
- **COMM 101: Principles of Communication Studies** 3 Semester Credit Hours

Mathematics (GER)3 hours
- **MATH 101: College Algebra** 3 Semester Credit Hours

Social/Behavioral Sciences (GER) 3 hours
- Social/Behavioral Sciences 3 Semester Credit Hours

Minor #1 Art or Graphic Design 3 hours
- 6 Semester Credit Hours.

Minor #2 Science Minor 6 hours
- 6 Semester Credit Hours.

Directed Electives 3 hours
- **BISC235: Intro to Scientific Visualization** 3 Semester Credit Hours

Total: 30 SCH

Sophomore Year

Fine Arts (GER) 3 hours
- **ART 266: History of Art I** 3 Semester Credit Hours

Humanities (GER) 3 hours
- Humanities Elective 3 Semester Credit Hours

Mathematics (GER) 3 hours
- MATH 112 or higher 3 Semester Credit Hours and

Minor #1 Art or Graphic Design 9 hours
- 9 Semester Credit Hours.

Minor #2 Science Minor 9 hours
- 9 Semester Credit Hours.

Minor #3 or additional courses in Minor #1 or Minor #2
- 3 Semester Credit Hours

Total: 30 SCH

Junior Year

Directed Electives 6 Hours
- **ENGL303: Technical Writing** 3 Semester Credit Hours

Or

- **ENGL 472: Health and Medical Discourse** 3 Semester Credit Hours
- **ART 303: Practice in Scientific Visualization** 3 Semester Credit Hours

Humanities (GER) 3 hours
- Humanities Elective 3 Semester Credit Hours

Minor #1 Art or Graphic Design 6 hours
- 6 Semester Credit Hours

Minor #2 Science Minor 6 hours

- 6 Semester Credit Hours

Minor #3 or additional courses in Minor #1 or Minor #2

- 9 Semester Credit Hours

Total: 30 SCH

Senior Year

Social/Behavioral Sciences (GER) 3 hours
- Social/Behavioral Sciences 3 Semester Credit Hours

Natural Sciences (GER) 3 hours
- Natural Sciences (GER) 3 semester hours

Directed Electives 3 hours
- ART 495 Scientific Portfolio 3 Semester Credit Hours

Minor #1 Art or Graphic Design 0-6 hours
0- 6 Semester Credit Hours depending on minor

Minor #2 Science Minor 0-6 hours
0-6 Semester Credit Hours dependent on minor

Minor #3 or additional courses in Minor #1 or Minor #2 3-12 hours
- 3 -12 Semester Credit Hours dependent on minor

Electives 6-18 hours
- Electives 6- 18 Semester Credit Hours dependent on minors

Total: 30 SCH

Total Semester Hours 120

Bachelor of Science in Scientific Visual Communication

Art and Design Concentration

Freshman Year

English (GER)

- **ENGL 101: Freshman Composition I** 3 Semester Credit Hours

Humanities (GER)

- **COMM 101: Principles of Communication Studies** 3 Semester Credit Hours

Mathematics (GER) 3 Hours

- **MATH 100B: College Algebra Lab** 2 Semester Credit Hours and
- **MATH 100C: College Algebra** 3 Semester Credit Hours
- or
- **MATH 101: College Algebra** 3 Semester Credit Hours
- or
- **MATH 102: Applied Algebra for College Students** 3 Semester Credit Hours

Major Courses 15 Hours

- **ART 115: Design** 3 Semester Credit Hours
- **ART 116: Color Design** 3 Semester Credit Hours
- **ART 125: Drawing** 3 Semester Credit Hours
- **ART 126: Drawing** 3 Semester Credit Hours
- **ART 160: Introduction To Graphic Design** 3 Semester Credit Hours

Science Minor Courses

Selected Science Minor Courses 6 Semester Credit Hours.

Total: 30 SCH

Sophomore Year

Mathematics (GER)

- **MATH 112 or higher** 3 Semester Credit Hours

English (GER)

- **ENGL 102: Freshman Composition II** 3 Semester Credit Hours

Major Courses 15 Hours

- **ART 225: Figure Drawing** 3 Semester Credit Hours or
- **ART 266: History of Art I** 3 Semester Credit Hours
- **ART 303: Practice in Scientific Visualization** 3 Semester Credit Hours
- **ART 310: Digital Painting** 3 Semester Credit Hours
- **BISC 235: Intro to Scientific Visualization** 3 Semester Credit Hours

Science Minor Courses

Selected Science Minor Courses 9 Semester Credit Hours.

Total: 30 SCH

Junior Year

Humanities (GER)

- **Humanities** 3 Semester Credit Hours

Social/Behavioral Sciences (GER)

- **Social/Behavioral Sciences** 3 Semester Credit Hours

English 3 Hours

- **English 313** 3 Semester Credit Hours
  or
- **English 472** 3 Semester Credit Hours

Major Courses 15 Hours

- **ART 280: Typography I: Form** 3 Semester Credit Hours
- **ART 281: Typography II: Systems** 3 Semester Credit Hours
- **ART 364: Information Design** 3 Semester Credit Hours
- 300 or 400 level courses from Studio Art or Graphic Design 3 Semester Credit Hours

Science Minor Courses
6 Hours

- **Selected Science Minor Courses** 6 Semester Credit Hours.

Total: 30 SCH

Senior Year

Social/Behavioral Sciences (GER) 3 Hours

- **Social/Behavioral Sciences** (GER) 3 Semester Credit Hours

Natural Sciences (GER)

- **Natural Sciences** 3 semester hours

Humanities (GER)

- **Humanities** 3 Semester Credit Hours

Major Courses 9 Hours

- **ART 410 Advanced Digital Painting** 3 Semester Credit Hours
- **ART 495 Scientific Portfolio** 3 Semester Credit Hours
- **300 or 400 level courses from Studio Art or Graphic Design** 3 Semester Credit Hours

Science Minor Courses 3-9 Hours dependent on minor

Selected Science Minor Courses 3-9 Semester Credit Hours.

Electives 3-9 Hours dependent on minor

- **Free Electives** up to 9 hours depending on requirements of science minor

Total: 30 SCH

Total Semester Hours 120

Bachelor of Science in ScientificVisual Communication
Pre-Med/Pre-Dent Concentration

Freshman Year

Natural Sciences 16 hours

- **BISC 130: Biological Principles** 3 Semester Credit Hours
- **BISC 131: Biological Principles Laboratory** 1 Semester Credit Hours
- **BISC 132: Biological Diversity** 3 Semester Credit Hours
- **BISC 133: Biological Diversity Laboratory** 1 Semester Credit Hours
- **CHEM 100: General Chemistry** 2 Semester Credit Hours
- **CHEM 101: General Chemistry** 2 Semester Credit Hours
- **CHEM 102: General Chemistry** 2 Semester Credit Hours
- **CHEM 103: General Chemistry Laboratory** 1 Semester Credit Hours
- **CHEM 104: General Chemistry Laboratory** 1 Semester Credit Hours

English (GER) 3 hours
- **ENGL 101: Freshman Composition I** 3 Semester Credit Hours

Humanities (GER) 3 hours
- **COMM 101: Principles of Communication Studies** 3 Semester Credit Hours

Mathematics (GER) 3 hours
- **MATH 100B: College Algebra Lab** 2 Semester Credit Hours **and**
- **MATH 100C: College Algebra** 3 Semester Credit Hours
  OR
- **MATH 101: College Algebra** 3 Semester Credit Hours

Major Art Courses 6 hours
- **ART 115: Design** 3 Semester Credit Hours
- **ART 125: Drawing** 3 Semester Credit Hours

Total: 31 SCH

Sophomore Year

Humanities (GER) 3 hours
- **Humanities Elective** 3 Semester Credit Hours

Mathematics (GER) 3 hours
- **MATH 112: Trigonometry** 3 Semester Credit Hours

Major Courses 8 hours
- **PHYS 209: General Physics I** 3 Semester Credit Hours
- **PHYS 210: General Physics II** 3 Semester Credit Hours
- **PHYS 261: General Physics Laboratory** 1 Semester Credit Hours
- **PHYS 262: General Physics Laboratory** 1 Semester Credit Hours

Concentration Courses 11 hours
- **BISC235: Intro to Scientific Visualization** 3 Semester Credit Hours
- **CHEM 250: Organic Chemistry** 2 Semester Credit Hours
- **CHEM 251: Organic Chemistry** 2 Semester Credit Hours
- **CHEM 252: Organic Chemistry** 2 Semester Credit Hours
- **CHEM 253: Organic Chemistry Laboratory** 1 Semester Credit Hours
- **CHEM 254: Organic Chemistry Laboratory** 1 Semester Credit Hours

Major Art Courses 9 hours
- **ART 116: Color Design** 3 Semester Credit Hours
- **ART 160: Intro to Graphic Design** 3 Semester Credit Hours
- **ART 266: Art History I** 3 Semester Credit Hours

Total: 34 SCH

Junior Year

Humanities (GER) 3 hours
- **Humanities Elective** 3 Semester Credit Hours

English (GER) 3 hours
- **ENGL 102: Freshman Composition II** 3 Semester Credit Hours

Social/Behavioral Sciences (GER) 3 hours
- **Social/Behavioral Science Elective** 3 Semester Credit Hours

Concentration Courses 12 hours
- **BISC 311: Genetics** 3 Semester Credit Hours
- **BISC 261: Microbiology** 3 Semester Credit Hours
- **BISC 315: Cell Biology** 3 Semester Credit Hours
- **CHEM 351: Biochemistry** 3 Semester Credit Hours

Major Art Courses 9 hours
- **ART 303: Practice in Scientific Visualization** 3 Semester Credit Hours
- **ART 310: Digital Painting** 3 Semester Credit Hours
- **ART 410:** Advanced Digital Painting 3 Semester Credit Hours
- **ART 3XX/4XX** 3 Semester Credit Hours

Total: 30 SCH

Senior Year

Major Courses 4 hours
- **BISC 320: Animal Physiology** 3 Semester Credit Hours
- **BISC 480: Undergraduate Seminar** 1 Semester Credit Hours

Social/Behavioral Sciences (GER) 3 hours
- **Social/Behavioral Science Elective** 3 Semester Credit Hours

English (GER) 3 hours
- **ENGL303 or ENGL472** 3 Semester Credit Hours

Art 9 hours
- **300 or 400 level courses from Studio Art or Graphic Desig**n 6 Semester Credit Hours
- **ART 495:** Scientific Portfolio 3 Semester Credit Hours

Free Elective 6 hours

Total: 25 SCH

Total Semester Hours 120

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2024

Item F.2. **Nicholls State University's** request for approval to name The William Dewitt Hunter Academic Excellence Program for Bridge to Independence.

EXECUTIVE SUMMARY

Nicholls State University is requesting approval to name the academic support program for degree-seeking students in the Bridge to Independence program as "The William Dewitt Hunter Academic Excellence Program for Bridge to Independence," in honor and recognition of private, philanthropic support to both the University and the Bridge to Independence program.

Originally hailing from Illinois, Mr. William "Bill" Dewitt Hunter was a well-respected maritime and personal injury attorney who relocated to Morgan City, Louisiana in the mid-1960s after graduating from Louisiana State University law school, where he led a distinguished 35-year career in the practice of law. His practice of law culminated with a 1995 appointment to the 16th Judicial District Court, where he paved the way for the district's first drug treatment court, seeking to make a positive impact on the lives of those who sought help.

In 2016, seeking to find an environment where one of their four children would receive the service, support, and encouragement needed to be academically successful, Mr. Hunter and his wife Colleen Whitley Hunter visited Nicholls State University and the Bridge to Independence program. With the wrap-around services provided by the Bridge program, their child successfully earned the Associate of General Studies in Fall 2019, the Bachelor of Interdisciplinary Studies in Fall 2021, and the dreamed-of Bachelor of Science in Geomatics in Spring 2024.

Mr. and Mrs. Hunter provided small-project funding over the years for Bridge initiatives. Following Mr. Hunter's passing in July 2023, Mrs. Hunter was instrumental in establishing the Jeanne Picariello Murphy Endowed Professorship in support of growing and maintaining excellence in the Bridge to Independence program, and she has been very generous in helping to fund a construction renovation project that will expand the services and learning provided to Bridge to Independence students far into the future. For these reasons and so many more, Nicholls proposes to recognize the contributions of the Hunter family with the naming of The William Dewitt Hunter Academic Excellence Program for Bridge to Independence in perpetuity.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to name The William Dewitt Hunter Academic Excellence Program for Bridge to Independence.*

Nicholls State University

Office of the President

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

November 13, 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 item to be placed on the agenda for the December 5, 2024 meeting of the Board of Supervisors for the University of Louisiana System:

Name Academic Excellence Program
"The William Dewitt Hunter Academic Excellence Program for Bridge to Independence".

Thank you for your assistance in this matter.

Sincerely,

Jay Clune, PhD
President

JC/apf
Enclosures
c: Mr. Terry Braud, Executive 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/Chief Academic Officer
    Ms. Renee Hicks, Assistant Vice President of Institutional Effectiveness Access & Success
    Ms. Alison Hadaway, Director of Human Resources
    Mr. Jerad David, Director of Communications & Legislative Affairs
    Ms. Paige Pierce, Director of Alumni Affairs
    Ms. Paulette Mayon, Controller & Ethics Liaison
    Dr. Martin Meder, Faculty Senate President

MEMO

To: Dr. Jay Clune, President, Nicholls State University
From: Dr. Todd Keller, Vice Provost and Chief Academic Officer
Date: 07NOV24
Re: Naming Request for The William Dewitt Hunter Academic Excellence Program for Bridge to Independence

Attached to this memo is a request for the naming of The William Dewitt Hunter Academic Excellence Program for Bridge to Independence. Rather than seeking to name a physical space, this request places Mr. Hunter's name on the concept of the wrap-around services that degree-seeking students in the Bridge to Independence program receive. Mr. Hunter passed away in July 2023. He and his wife, Colleen Hunter, were avid supporters of the Bridge to Independence program and remained appreciative of the support services received by one of their children through the program. Their support extended beyond kind words, and Mrs. Hunter remains involved with the Bridge program through continued philanthropic support helping to enhance and extend the services offered to continuing students. We believe that it is only fitting to grant the naming of The William Dewitt Hunter Academic Excellence Program for Bridge to Independence in honor and remembrance of the Hunter family's many contributions to the program.

Item F.3. **University of Louisiana at Lafayette's** request for approval to offer a Master of Science and Doctor of Philosophy in Social and Public Policy

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette requests approval to offer a Master of Science (MS) and a Doctor of Philosophy (PhD) in Social and Public Policy. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level proposal was reviewed by an external consultant. Dr. Jennifer Holmes, Dean, School of Economics, Political and Policy Sciences, The University of Texas at Dallas, conducted the review. Dr. Holmes noted in her report that the proposed graduate programs are an excellent choice for the College of Liberal Arts to add to its portfolio. She went on to say *"This multidisciplinary area of graduate level study is innovative and will have positive direct and indirect benefits to the university, students and community."*

The proposed MS and PhD programs will produce researchers with advanced methodological skills to tackle the defining social problems of the twenty-first century. Graduates will acquire substantive expertise in one of three fields of advanced social research: Equity, Resilience and Governance. Equity covers policy problems related to social inequality and group identification. Resilience covers policy problems related to crisis management and long-term planning. Governance relates to the networks and institutions, both public and private, that bring people together to formulate and implement policy responses. Graduates also will learn to apply quantitative, qualitative, and theoretical methods and findings in multiple arenas of governance, not only policy-making through governmental channels but also problem-solving across a wide range of private companies and non-profit organizations.

The creation of the proposed programs incorporated input from several parties involved in policy-making about state and regional needs for research and consulting expertise in the workforce of the future. The engagement of individuals from entities such as the Louisiana Department of Transportation, Lafayette International Center and the Louisiana Governor's Office helped design the curriculum for both proposed programs with a focus on skills most valued in the workplace: the ability to analyze and develop sophisticated responses to the complex real-world social impacts of planned and unplanned change. Letters of support indicate that the skills that are the focus of the proposed programs are increasingly critical to local, regional, state, and societal educational needs. The ability to analyze and optimize equity, resiliency, and governance issues is quickly becoming a priority in a wide variety of areas within the public and private sectors, and these analytical abilities are not currently the objective of existing graduate programs in the region serviced by UL Lafayette or the state. In addition, the proposed programs complement and align with the University's Kathleen Babineaux Blanco Public Policy Center, the Institute for Coastal and Water Research, and the Cecil J. Picard Center for Child Development and Lifelong Learning.

The proposed programs are being built on existing departments and programs and largely on existing faculty. Program implementation will require four (4) new tenure-track research faculty and one (1) full-time instructor. The University will undertake a recruiting campaign that combines professional networks, social media, print and digital advertising. In addition, on campus recruitment efforts will begin with students enrolled in relevant undergraduate and master's-level courses and programs. It is anticipated that there will be an initial enrollment of four (4) students with that number increasing to 32 by YR4.

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 University of Louisiana at Lafayette's request for approval to offer a Master of Science and Doctor of Philosophy in Social and Public Policy.

University of Louisiana at Lafayette

OFFICE OF THE PRESIDENT

P. O. Drawer 41008
Lafayette, LA 70504-1008
(337) 482-6203
Fax: (337) 482-5914
e-mail: president@louisiana.edu

Université des Acadiens

November 13, 2024

Mr. Richard J. "Rick" Gallot, Jr., J.D.
President and CEO
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear President Gallot:

This is a request for two new academic degree programs, the Doctor of Philosophy and Master of Science in Social and Public Policy.

Please place this item on the agenda for the December 2024 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

svc
Attachment

A Member of the University of Louisiana System

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

A. Overview

Institution Name: University of Louisiana at Lafayette		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide			
College/School/Division: College of Liberal Arts	Academic Department: College of Liberal Arts – Interdisciplinary; Department of Criminal Justice, Department of Political Science, Department of Psychology, Department of Sociology, Anthropology, and Human Development & Family Science				
Degree Designation: Doctor of Philosophy (PhD) / Master of Science (MS)	Proposed Degree Name: Social and Public Policy	CIP Code: 44.0501	Credit Hrs[b]: PhD: 72 MS: 33	Contact Hrs[c]:	
Planned Implementation Semester/Term & Year: Fall 2025	Was this program listed in the most recent Three-year Academic Plan? [X] Yes [ ] No				

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.
[c] If applicable.

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

The proposed M.S. and Ph.D. degree programs in Social and Public Policy at UL Lafayette will produce researchers with advanced methodological skills to tackle the defining social problems of the twenty-first century. They will acquire substantive expertise in social equity, including issues of diversity and inclusion, and in social resilience, including empowering individuals to overcome personal challenges as well as allowing communities and nations to meet global challenges of sustainability. Graduates also will learn to apply quantitative, qualitative, and theoretical methods and findings in multiple arenas of governance, not only policy making through governmental channels but also problem-solving across a wide range of private companies and non-profit organizations.

The three thematic components of the proposed programs include equity, resilience, and governance, reflecting the most vital issues in social and public policy in the twenty-first century. The program will draw on advanced analytical methods from political science, sociology, psychology, human development and family science, criminal justice, and other disciplines, with a special focus on their application to solving social problems along these three axes. The focus on equity signals the importance of understanding the impact of disparities among members of a community on the prosperity and security of our entire society. The crucial importance of resilience—the ability to adapt to the consequences of trauma as well as the capacity of communities and societies to adapt to economic and ecological crises as well as other large-scale disruptions—has become increasingly recognized in academic research as well as in public policy discussions, particularly in Louisiana. The theme of governance indicates the need to engage with the diversity of problem-solving and collective-action networks that characterize modern societies, including private non-profit and for-profit agencies as well as public institutions and government entities.

This multidisciplinary program stresses skills of both practical and intellectual integration. Students will integrate quantitative, qualitative, and theoretical methods of problem-oriented analysis. Students will identify causal linkages between equity and resilience and the challenges they pose for various interventions and governance strategies. Graduates will take their place on the cutting edge of theory and methods in the

social sciences and their application to real-world problems, carrying research expertise into careers in government, businesses, and non-profits as well as academia.

The proposed non-thesis M.S. degree program requires completion of 33 credit hours. In addition to preparing and defending a comprehensive portfolio of work, students will complete 18 credit hours of core course requirements and 9 credit hours of specialization.

The Ph.D. degree program requires completion of 72 credit hours, inclusive of 48 credit hours of post-baccalaureate graduate-level coursework and a minimum of 24 credit hours of dissertation research and dissertation. As in the M.S. degree program, students are required to complete 18 hours of core coursework that addresses qualitative and quantitative methods, social-scientific research design, and field seminars in equity, resilience, and governance. Students also select a primary and secondary specialization (from organizing themes of equity, resilience, and governance) to complete 12 credit hours of specialization coursework, and they complete 18 credit hours of additional elective coursework. Additional degree requirements include:

General Comprehensive Ph.D. Examination: A student must complete selected courses designed to test the student's mastery of core coursework content and application of this content to the field of study. A student may attempt this examination no more than twice.

Ph.D. Dissertation and Defense: A minimum of 24 hours must be earned in dissertation research. The Ph.D. dissertation is expected to offer an original contribution to theory or new applications of theory in the student's field of specialization. The oral defense of the dissertation constitutes the final examination for the degree.

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

> The proposed M.S. and Ph.D. degree programs do not meet any of the Board of Regents criteria for specialized accreditation. No specialized accreditation is available or expected for this program and it will not require such accreditation. The program will seek an affiliation with the Association for Public Policy and Management (https://www.appam.org), however the association does not accredit programs. The program's creation will constitute a substantive change under SACSCOC and thus, upon approval, a substantive change prospectus will be submitted to SACSCOC.

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

   [ ] Substantive change requiring notification only
   [X] Substantive change requiring approval prior to implementation
   [ ] Level Change
   [ ] None

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

   [ ] MJ Foster Promise Program
   [ ] Cyber-security Initiatives
   [ ] Louisiana Transfer Pathways
   [ ] Other:_____

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

1. Jennifer Holmes
University of Texas at Dallas
jholmes@utdallas.edu
Dr. Holmes serves as Dean of Economic, Political, and Policy Sciences at an R1 school in the South, in which capacity she oversees both Ph.D. and M.A. programs.

2. Kirby Goidel
Texas A&M University
kgoidel@tamu.edu
Dr. Goidel is a professor of Political Science at Texas A&M University, an R1 school in the South.

3. Deana A. Rohlinger
Florida State University
drohling@fsu.edu
Dr. Rohlinger, a professor of Sociology, is the Director of Research at the Institute of Politics at Florida State University, where she is also the Associate Dean for Faculty Development and Community Engagement.

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 proposed Ph.D. and MS degree programs in Social and Public Policy align with the Role, Scope and Mission (RSM) of the University of Louisiana at Lafayette and with its identity as an institution of higher learning. The programs in Social and Public Policy fit well within the University's array of programs and services, including offering "Doctoral programs in a variety of arts, sciences and professional fields." The two programs also add significantly to the University's ability to address nearly all of its core audiences, as defined in its RSM statement:

> a. Residents from throughout Louisiana...seeking a ...graduate degree or continuing professional education;
> b. Employers, both public and private – including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research;
> c. Economic development interests and entrepreneurs throughout the state;
> d. Academic disciplines and the research community; and
> e. The community and region, by providing a broad range of academic and cultural activities and public events.

More specifically, the program's three thematic areas, equity, resilience, and governance, correspond to core features of UL Lafayette's stated identity as an institution:

EQUITY – UL Lafayette has maintained a proud tradition of offering a platform in our city, region, and state for voices supporting justice, equality, and mobility. The current Strategic Plan (2023-2028) calls upon the University to provide "Access, Opportunity and Success" that ensures "inclusive excellence beyond the boundaries of comfort to engage across cultures, discovering, appreciating and leveraging the rich diversity of our campus community." Our current Mission, Vision and Values statement makes similarly clear that the UL Lafayette has long emphasized its commitment to expanding access to higher education for lower-income students and to promoting social mobility. This commitment is reinforced in specific ways within our Strategic Plan for Inclusive Excellence, which includes a strategic imperative focused on encouraging "learning opportunities to explore concepts, principles, perspectives and research related to diversity, equity, and inclusion." The proposed Social and Public Policy graduate programs would contribute much to our campus's portfolio of public impact research and efforts to ensure access, opportunity, and success in our community.

RESILIENCE – Our region stands on the front lines of climate change and adaptation, and we are already home to advanced research on sustainability-related themes in the Colleges of Arts, Engineering, and Sciences. The University's Institute for Coastal and Water Research, for example, has a research focus on the sustainability of habitats and communities with numerous state and federal grant projects underway. The SOPP program would add a new perspective from the College of Liberal Arts on how communities can be resilient in the face of future challenges, enabling synergies with other programs in a dynamic environment for attracting faculty, students, and funding. This component adds directly to the University's "special feature" of offering "Graduate and undergraduate programs in environment, energy and economics." Grant-funded research already underway, such as the Blanco Center for Public Policy's analysis of the funding streams that support Louisiana's Coastal Master Plan project, provides opportunities for this program to enhance the University's research mission in this critical area.

GOVERNANCE – The University has long maintained commitments to understanding and improving governance at the state and national levels. For example, the University's Kathleen Babineaux Blanco Public Policy Center conducts applied policy-related research, hosts events to advance policy, and assists those making and implementing policy in Louisiana with best practices, enhancing public services and technical assistance. Priority research areas for the Blanco Center include education, poverty and economic opportunity, criminal justice reform, health and healthcare, the coast and environment, and governmental ethics. The creation of the Blanco Center is one example of a commitment evident in the University's 2009-2014 Strategic Plan, which called for the institution to "increase the interface between the community and university: create a regional economic development council to leverage our intellectual assets and applied research for the betterment of the area" (Imperative 8C), and generally to "enhance the vibrancy of the State of Louisiana" (imperative 8D). The University's 2015-2022 Strategic Plan continued this commitment, devoting one of four sections to improving University governance, including issues of representation, human resource development, distribution of resources, and access to and use of data. The efforts undertaken under these initiatives have transformed many aspects of the functioning of the University. Through public impact research, inspirational teaching, and transformative service, the 2023-2028 Strategic Plan builds upon this commitment to governance at every level through its call to "develop citizens, leaders, and innovators who create solutions to community and regional challenges, improving the world for future generations." The proposed Social and Public Policy Ph.D. and M.S. degree programs will add depth to and expand the scope of these initiatives and this critical aspect of our campus mission, grounding our public research impact in social sciences research and teaching that few universities have.

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

The proposed Ph.D. and M.S. programs in Social and Public Policy build upon the University's 2015-2020 strategic plan and advances the priorities established in the University's 2023-2028 strategic plan.

From the University's 2023-2028 strategic plan:

The proposed Ph.D. and M.S. programs in Social and Public Policy build upon the priorities defined in the University's 2015-2020 strategic plan and advance the enduring commitments identified in the University's 2023-2028 strategic plan.

Strategic Priority 1: Academic Excellence

Key Initiative 1: Expand high-quality academic programs

Key Initiative 1.1: Develop new interdisciplinary, online, and graduate offerings

Key Initiative 2.2: Strategically increase the number of doctoral programs

The Ph.D. and M.S. programs in Social and Public Policy are part of the university's strategic growth and will help the University move toward creating new interdisciplinary programs that increase the number of doctoral programs and students. Program and student growth will enhance the research profile and help increase the amount and quality of cutting-edge public impact research that addresses real societal and political needs.

Strategic Priority 2: Exceptional Student Experience

The proposed Social and Public Policy graduate programs align with the University's goal of " helping students identify and leverage their talents in an increasingly diverse society." As the University grows, creating interdisciplinary programs with practical applications for research will help students reach their educational goals by giving them the ability to conduct real-world, high-level research that will be useful in both public and private settings.

Key Initiative 4: Become an institution of choice for new students.

Given the expertise in the social sciences at UL Lafayette, this interdisciplinary program will attract outstanding graduate students from across the region to study in this unique, mixed methods Social and Public Policy program. The Ph.D. and M.S. programs in Social and Public Policy will help establish UL Lafayette as "an institution of choice for new students."

Strategic Priority 4: Public Impact Research:

The Ph.D. and M.S. programs in Social and Public Policy are designed with public impact research in mind. Graduates will not only be able to compete in the workforce but also make direct impacts by applying their research to social and public policy.

Key Initiative 1: Enhance research culture, values, and infrastructure across the entire University

Key Initiative 3: Grow the University's research and innovation capacity

Key Initiative 3.2: Expand opportunities for student engagement in research, innovation, and entrepreneurship

The creation of interdisciplinary Ph.D. and M.S. programs in Social and Public Policy will help the University enhance its research profile and production by bringing our social scientist faculty and students into graduate, and especially doctoral, education and allowing them to work together on the applications of their research.

Key Initiative 4: Increase the number of doctoral graduates:

Key Initiative 4.2: Support the creation of new doctoral programs aligned with regional and national innovation and workforce needs:

The proposed interdisciplinary Ph.D. and M.S. programs in Social and Public Policy provide innovative approaches to working across disciplines to increase the number of doctoral students and graduates who will be prepared for real-world work experience in their fields of social science research and study.

Beyond these strategic imperatives and key performance indicators, the University's strategic priorities since 2015 have focused intently on an organizing vision of improving the human condition and advancing nationally prominent research at the institution.

Improving the Human Condition:

As part of its commitment to improving the human condition, the University has identified three values that are embedded into the new strategic plan, drive our research, and shape our academic portfolio.

Sustainability: Our research and academic programs offer students and faculty a living lab for research in watershed management, solar power, energy conservation, and environmental restoration.

Diversity and Equity: Our research and academic programs recognize and value differences across society and across disciplines. We aim to improve diversity and equity in culture, opportunity, literacy, and design.

Social and Economic Development: Our research and academic programs develop leaders who shape policy, advance educational practices, improve health care, attract businesses, and preserve our cultural heritage.

The Ph.D. and M.S. programs in Social and Public Policy are designed to empower students to harness the analytical tools of the social science disciplines to address the most pressing issues of equity, resiliency and governance that are so crucial for the advancement of our region, state and nation. Sustainability is addressed by the program's resiliency emphasis and track, as resiliency and sustainability are closely linked across the entire scope of local, regional, state and national levels of governance and Social and Public Policy. Diversity and Equity are addressed in the program's emphasis on equity and governance, which have always been a pressing need in our region and State and have become a driving factor in policy and fiscal decision-making. As such the program's primary goal is perfectly aligned with the University's vision of improving the human condition. Social and Economic Development is addressed throughout the program, particularly in the governance and resilience emphases and tracks, which focus on regional social and economic development issues.

Top-Tier Research University: UL Lafayette has positioned itself among the top public research universities in the nation. We recently achieved the prestigious R1 designation by the Carnegie Classification of Institutions of Higher Education, the leading framework for describing colleges and universities in the United States.

The doctoral degree programs in our academic program portfolio are critical to the gains made as a top-tier research university. The University currently offers Ph.D. programs that contribute to a robust research mission in Applied Language and Speech Sciences, Computer Engineering, Computer Science, Earth and Energy Sciences, English, Environmental and Evolutionary Biology, Francophone Studies, and Mathematics. We also offer doctoral degree programs in Educational Leadership (Ed.D.) and Nursing Practice (D.N.P.) Health Sciences (and Nursing Practice) that contribute significantly to applied research.

What our University presently lacks in its highest-level academic program portfolio is a research Ph.D. degree program in the traditional social sciences, which one would expect at a top-tier research university. The MS and Ph.D. programs in Social and Public Policy fills this significant hole in our academic portfolio by building upon existing strengths, resources, and expertise to add a research doctoral degree in the social sciences that will have broad appeal to students with a wide variety of situations, training, and career goals.

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)

     Where possible, courses will be scheduled in the evening to accommodate working professionals, and, where appropriate, hybrid courses will be offered to allow for greater flexibility. Additionally, because of its interdisciplinary nature, this program will consider a wide range of degrees and coursework as qualifying for admission to the program thereby increasing its accessibility.

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

     Graduate teaching assistantships will be offered to students pursuing the Ph.D. degree to help offset student costs. Additionally, we expect research centers such as the Blanco Center will provide graduate research assistantship opportunities for students enrolled in the Ph.D. and M.S. programs.

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

     As the support letters indicate, the program will partner with private and state agencies and community organizations. According to Dr. Stephen Barnes, Director of the Blanco Center for Public Policy at UL Lafayette, "A program like this would be a natural asset for the Blanco Center as a source for graduate research assistants and future full-time research staff. I expect that the Blanco Center would also help enhance students' experience by offering hands-on research opportunities." According to Charles Sutcliffe, chief resilience officer for the state of Louisiana, "I do think the state would be interested in partnering with your students towards these questions, as interns or apprentices and potentially as consultants/researchers even before they graduate as well. I can see where students might be tasked to weigh in on specific topics for government

clients akin to how the Blanco Center is used today." Former Louisiana Department of Transportation secretary Dr. Shawn Wilson recognized opportunities for partnerships with state agencies, explaining: "I see opportunities to partner with MPA programs at other campuses … and I would be happy to think through with you and other cabinet officials how their agencies could be a part of the program … I also think it is prime from an advancement and development perspective that could allow for strategic corporate partnerships." The College of Liberal Arts is also working closely in developing the program with the Lafayette Economic Development Authority, whose CEO, Brittany Deal, has said that "it is a consensus here at LEDA that this program will prove to be a valuable asset for aspiring executive level candidates for companies throughout the region and the state," and the Lafayette International Center, whose Director, David Domingue, has said that "Having such a program at the doctoral level in the community would be a tremendous benefit to both the local government and the business economy. Having graduates available to the workforce in the areas of race and ethnicity, immigration, political participation and political inequality, and workplace inequality, among others, would be a tremendous asset. Not only would these graduates bring considerable skills and training to these two arenas, but their presence would make the entire region more attractive to companies considering relocation or retention and others looking to move to this area to join the workforce." Students can earn up to six hours of elective course credit from approved internships with public agencies or private firms; a dedicated internship course (SOPP 580) would be created for this purpose.

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

  Internships would be part of the partnerships with state and local agencies and research teams identified above. Private firms will also serve as sites for such learning experiences, and the program leadership will develop relationships with relevant companies. Program rules allow students to earn up to 6 hours of elective course credit from approved internships. In addition, students will have opportunities to engage in fieldwork and social and public policy research, which will provide them with work-based, experiential learning experiences.

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

  Widening access to the highest academic credential – the doctoral degree – is critical to closing the achievement gap with historically underrepresented and underserved populations. To help accomplish this, seminars will generally be scheduled once per week during the evening, accommodating traditional work schedules. Further, the broad conception of admissions qualifications for the program (see #26 below) will make it available to applicants from various backgrounds and forms of preparation including educational backgrounds in multiple disciplines and different relevant work experience. Given the program's focus, special care will be given to ensuring that the program serves a broad spectrum of interested students from various backgrounds. As explained by SREB in its 2021 report, "Now Is the Time to Focus on Faculty Diversity,"(https://www.sreb.org/sites/main/files/file-attachments/2020_dspbrief.pdf?1611778131) for example, increasing the number of scholars of color in our doctoral programs is critical: "According to the U.S. Census Bureau, approximately 21.% of the U.S. population in 1990 was from a minority group, yet in 1992 just 14% percent of all doctoral degrees awarded to U.S. citizens went to minorities and only 13.5% of full-time instructional faculty and staff were from these groups." These numbers have not changed enough. The report explains, "The percentages of minority faculty remain unacceptably low. While the country grows increasingly diverse, the demographics of higher education faculty do not reflect that reality. The pipeline of scholars of color narrows as students move through the American higher education system, and the professors that students see at the front of their classrooms do not reflect their diversity."

C. **Need**

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

   As the support letters make clear, the skills that are the focus of this program are increasingly critical to local, regional, state, and societal educational needs. The ability to analyze and optimize equity, resiliency, and governance issues is quickly becoming a priority in a wide variety of areas within the public and private sectors, and these analytical abilities are not currently the object of other degree programs in the region or state. As a doctoral program, SOPP does not fall under the purview of existing Louisiana workforce strategies. Still, other data demonstrates the alignment with workforce strategies and future educational needs (see #12 below). A broad spectrum of sources indicate the increasing demand for the skills provided by this program. Indeed reports that DEI job postings, for example, rose by 123% just between May and September 2020.

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

    Faculty engaged several parties involved in policy-making about state and regional needs for research and consulting expertise in the workforce of the future, including Dr. Shawn Wilson, director of the Louisiana Department of Transportation and alumnus of the former bachelor's degree in Urban Planning degree at UL Lafayette; Dr. Stephen Barnes, director of the Kathleen Babineaux Blanco Public Policy Center at UL Lafayette and alumnus of the bachelor's degree in Economics at Louisiana State University; and Charles Sutcliffe, Chief Resilience Officer of the Louisiana Governor's office and alumnus of the Bachelor's degree in History at LSU. We also engaged Dr. Brian Bolton, Professor of Finance and Dwight W. Andrus Jr./BORSF Eminent Scholar Endowed Chair in Finance in the B. I. Moody III College of Business Administration at UL Lafayette and a former financial analyst for PricewaterhouseCoopers, about workforce needs related to social science research in the financial sector. Former Dean of the College of Liberal Arts, Dr. Jordan Kellman, has led a dialogue with Mr. David Domingue, Director of the Lafayette International Center, a branch of the Lafayette city-parish government that supports international business in the Acadiana region, representing both local companies doing business abroad and international companies doing business in the region. We are working with the Lafayette Economic Development Authority, which is actively engaged in researching and developing employment opportunities for graduates of the program. These conversations have allowed us to fine-tune the program's curriculum to focus on the skills we now know will be most valued in the workplace: the ability to analyze and develop sophisticated responses to the complex real-world social impacts of planned and unplanned change.

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

    The service areas for the Social and Public Policy Ph.D. and MS programs would be nationwide and statewide. Job opportunities in the private sector are very promising nationwide since global companies headquartered in the United States need research methods and expertise in the SOPP program's three thematic components: equity, resilience, and governance. Job opportunities statewide would be based on the demand for research and consulting expertise related to Social and Public Policy analysis in state and local government.

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).

    Nationwide: The themes and skillsets at the core of this program have nationwide scope and applicability. These are issues that are central to large organizations of all kinds, regardless of region or specialization. Dr. Brian Bolton, Professor of Finance and Dwight W. Andrus Jr./BORSF Eminent Scholar Endowed Chair in Finance, explains, "If I were a hiring manager [in the financial sector], I would

absolutely want a Ph.D. – especially someone from something like your [SOPP] design. To me, that would essentially replace 4-8 years of experience. I sense that … companies have very fluid and evolving ESG [environmental, social, and governance] programs and departments, and if they see (or you can show) that [a SOPP] Ph.D. has unique research and quantitative skills relative to someone with a marketing undergraduate degree and five years of experience reading CSR [corporate social responsibility] reports, then that Ph.D. will have the opportunity to craft the position and role in creative ways."

Statewide: Louisiana has a particularly urgent need for analytical skills in equity, resiliency, and governance. Climate change, natural disasters, and social disparities make our state a natural proving ground for theories and analytical techniques for understanding the impact of policy and systemic change on a diverse and vulnerable population. Healthcare disparities are among the highest in the nation (https://www.americashealthrankings.org/learn/reports/2021-disparities-report/state-summaries-louisiana). The high rate of educational disparities in Louisiana are highlighted in a variety of research, including the 2017 Race for Results report from the Annie E. Casey Foundation (https://www.aecf.org/resources/2017-race-for-results), where the state was found to have the second highest rate of educational racial disparities in the country. Former Louisiana Secretary of Transportation Dr. Shawn Wilson has said that, with this degree program, "[State] agencies and the government in general would … have a well-trained workforce to consider when recruiting. As a secretary, I see first-hand the challenges of getting career staff to be forward-leaning in policy development and implementation. This program could address growing workforce needs." Likewise, Governor's office Chief Resiliency Officer Charles Sutcliffe noted, "I would love to see graduates of a program like this, who are armed with a real background in theory and up-to-date understandings of the three themes you laid out, be in the world assisting government, nonprofits, and the private sector better tackle social problems. Right now, federal and state agencies are being asked (through executive order and as a prerequisite for the Infrastructure Law's grant programs) to describe and deliver their approach to equity. They are being asked to define how they will contribute to a more resilient state and country." Dr. Stephen Barnes, Director of the Blanco Center for Public Policy at UL Lafayette, added: "The proposed Social and Public Policy Ph.D. and M.S. programs would be a tremendous asset to the state and a great benefit to the Kathleen Babineaux Blanco Public Policy Center. In our work with state agencies, non-profit organizations, and the private sector, we are often asked to help identify talented candidates to fill vacant positions and I am confident that graduates with the training outlined in this proposal would be well prepared for a wide array of positions across Louisiana."

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

Graduate students engaged in Social and Public Policy research have many opportunities. Louisiana has a particularly urgent need for the analytical skills involved in Social and Public Policy research and analysis. Climate change, natural disasters, and various disparities (e.g., healthcare, educational, social) make our state a proving ground for theories and analytical techniques for understanding the impact of social and public policy and systemic change on diverse and vulnerable populations. Beyond Louisiana, these challenges are shared by many communities across the South and in the United States more broadly.

Louisiana has a particularly urgent need for analytical skills in equity, resiliency, and governance. Climate change, natural disasters, and social disparities make our state a natural proving ground for theories and

analytical techniques for understanding the impact of policy and systemic change on a diverse and vulnerable population.

While every industry has policy-related jobs, opportunities in public policy-related work (excluding academic positions) tend to fall into the following sectors:

- GOVERNMENT

    At the local, state, and federal levels, public policy jobs are plentiful among civil service employment, a broad category that includes government employees who are hired rather than appointed or elected as career civil servants. Examples include public policy and/or budget analysts, program developers and/or managers, and public relations and/or communications positions.

- POLITICAL

    While legislators at the state and federal levels, as well as those elected at the local level, are perhaps the most visible public policymakers, many public policy influencers operate behind the scenes with (and beyond) elected officials to develop, guide into law, and implement public policy. From campaign managers and legislative analysts to research associates and fellows at think tanks and policy institutes, these positions require deep expertise, research and analytical skills, strategic and creative thinking, and experienced communicators and leaders.

- NON-PROFIT

    Perhaps more than many, non-profit organizations have the most direct and steady interaction with those being (or who are going to be) impacted by public policy. Not only do those employed in the non-profit sector found and lead their organizations, but they also employ others who engage in advocacy work, carry out research and analysis, serve on government relations teams, and know how to collaborate and cooperate with diverse groups.

- PRIVATE

    Private businesses often require employees who serve in roles that collaborate and engage with government relations, community affairs, and regulatory compliance.

Positive growth is projected through 2030 in all of the occupations relevant to this degree:

Related Occupation	LWC Star Rating	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings	Average Salary
Legislators	1	5,1900	54,600	2700	5.2	4300	$57,110
Political Scientists	2	7,000	7,600	300	8.6	700	$120,430
Social Scientists and Related Workers		39,900	41,100	1,200	3	3,700	$84,430
Social Science Research Asst	3	39,600	43,100	3500	8.8	5300	$49,720
Political Science Teachers, post-secondary	2	20,300	21,800	1500	7.4	1900	$98,980

14. 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
Southern University	Ph.D. in Public Policy	30

Note: There are no comparable Master's programs within the service area (within the state of Louisiana)

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.

Compared to the existing Ph.D. in Public Policy Analysis at the Nelson Mandela College of Government and Social Studies at Southern University, the proposed Ph.D. and M.S. Social and Public Policy (SOPP) programs are similar in some respects and different in others. The differences are predominant, methodologically and substantively. Methodologically, the Ph.D. program (there is no M.S. public policy program) at Southern University offers a traditional "public policy" curriculum with an emphasis on quantitative methods, econometrics, and program evaluation. The proposed Ph.D. and M.S. programs at UL are methodologically broader and draw on wide-ranging faculty expertise in the College of Liberal Arts on not only (a) quantitative methods but also (b) qualitative methods and (c) theoretic validation of quantitative measurement tools. The tripartite methodological core of proposed programs reflects this difference. The third of these methodological pillars is novel, nationally, because it requires students to become not only data analysts but also data practitioners, not only using existing measurement paradigms but also creating new ones. Substantively, the Ph.D. program at Southern University offers specific foci on governmental policies concerning the environment, public health, public finance, and international development.

The national workforce projections for programs in Public Policy Analysis (see #13 above) are positive. Even so, they likely understate the employment potential of the proposed Ph.D. and M.S. programs both nationwide and statewide. The occupational categories used by the U.S. Department of Labor omit the words "consulting" and "consultant" entirely, thereby ignoring a large global industry on which businesses and governments rely for advanced social research. Many businesses and governments also employ in-house research teams to support strategic planning and policy development on the specific topics of social equity, community resilience, and political risk. Other occupational categories that are not currently associated with Public Policy Analysis in U.S. Department of Labor projections provide a fuller and more accurate picture of this type of policy consulting and research. "Data Scientists" (Occ. Code 15-2098) are projected to increase by more than 35% in Louisiana, with 10 new job openings per year by 2030. In that same period, "Social Scientists and Related Workers" (Occ. Code 19-3000) are projected to provide almost 140 new openings per year. Our Social and Public Policy Ph.D. and MS programs provide training in advanced methods and substantive expertise. Our graduates are well-equipped to compete in the state labor market and beyond.

In addition to meeting these projected demands in the job market, this program provides education that will create its own opportunities and further the public good. There is an increasing awareness in state and local government that social problems and issues of equity and resiliency are both deeply intertwined and far more complex than has been supposed in the past and that current programs and analyses are able to capture and address. This program is specifically designed to address that complexity with the highest level of analytical methodology in the social sciences available, grounded in but not limited to each of the disciplines that make up the program.

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

Adding graduate students in Social and Public Policy to our campus community will add new opportunities for collaboration on research projects and grant-writing with the Blanco Public Policy Center, the Department of Economics & Finance in the B. I. Moody III College of Business Administration, and other research graduate programs like the Ph.D. program in Earth and Energy Sciences. It will provide

an avenue to pursue graduate-level study and preparation to completers of our undergraduate and graduate programs in the social sciences, particularly political science, criminal justice, sociology, human development and family science, and psychology. As the support letters emphasize, high level professional practice in these fields increasingly requires a graduate degree if not a doctoral degree. This is reflected in the lifetime earnings projections for those with graduate degrees, whose return on investment is far higher than the bachelor's degree (https://www.aplu.org/our-work/4-policy-and-advocacy/publicuvalues/employment-earnings.html), with further advantage from a doctoral degree (https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm). Social scientists, and in particular urban and regional planners, with master's or doctoral degrees, are projected to have increasing job openings through 2026 (https://www.bls.gov/careeroutlook/2018/article/graduate-degree-outlook.htm).

The University's Blanco Center for Public Policy will benefit from this program in a number of ways. Many students in the program will have assistantships based in the Blanco Center, and thus will be assisting in policy research projects while in the program. The two roles will be mutually beneficial, as the methods, theory and other curriculum in the program will enhance the work being done at the Blanco Center, while their real-world research experience at the Center will inform their work in the Ph.D. program. The Blanco Center will also partner with faculty in the program to design faculty and student research projects beneficial to the Center and to the State and help guide student research when it is in an area in which the Center has expertise, data, or other resources.

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
Political Scientists	Analytical or scientific software
	Database user interface and query software
	Information retrieval or search software
	Reading comprehension
	Law and government
	Oral expression
Sociologists	Analytical or scientific software
	Database user interface and query software
	Information retrieval or search software
	Analyzing Data or Information
	Getting Information
	Interpreting the Meaning of Information for Others

B. Curriculum

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

1) Graduates acquire substantive expertise in one of three fields of advanced social research. The three fields in this program are Equity, Resilience, and Governance. Equity covers policy problems related to social inequality and group identity. Resilience covers policy problems related to crisis management and long-term planning. Governance relates to the networks and institutions, both public and private, that bring people together to formulate and implement policy responses. This first outcome is assessed in a second-year literature review and through Comprehensive Exams. A literature review, which also is typically included in the dissertation, demonstrates mastery of a specific body of scholarly knowledge as well as a creative research agenda to expand that body of knowledge.

2) Graduates acquire methodological skills in theory-building, empirical testing, and the construction of original measurement tools. Theory-building sets the framework for advanced research by identifying

causal relationships between general concepts that characterize social life, posing important policy questions and delimiting the range of likely answers to those questions. Empirical testing employs qualitative and quantitative methods to compare theoretical expectations with observed evidence. Measurement tools are essential to empirical testing but arise from a process of carefully matching rigorous theory to reliable evidence. This second outcome is assessed in the dissertation proposal and proposal defense, and again in the dissertation and dissertation defense, which applies principles of method to an original research question.

3) Graduates acquire the skill of translating research findings into institutional application. This third outcome is assessed in a substantive policy proposal accompanying and based on the doctoral dissertation. The policy proposal ensures that research engages with not only academic debates but also practical implementation.

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

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	1, 2, 3
Oral/Written Communications	1, 2, 3
Teamwork/ Collaboration	1, 2, 3
Digital Technology	1, 2, 3
Leadership	3
Professionalism/ Work Ethic	1, 2, 3
Career Management	3
Equity and Global/Intercultural Fluency	1, 2, 3
Other (list others)	N/A

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

Technical Skills and KSAs	Student Learning Outcome (s)
Analytical or scientific software	2, 3
Database user interface and query software	1, 2, 3
Information retrieval or search software	1, 2, 3
Reading comprehension	1, 2, 3
Law and government	1, 2, 3
Oral expression	2, 3

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

AACU HIPs	
First Year Experience	N/A
Undergraduate Research	N/A
Common Intellectual Experiences	All graduate seminars in the program provide a strong common intellectual experience.

Diversity/Global Learning	The program's emphasis on governance and equity issues means that diversity and global perspective are a core part of the curriculum and experience. Particularly relevant elective courses include:
	    CJUS 501 - Special Topics in Criminology: Feminist Criminology
	    CJUS 570 - Inequality, Crime and Justice
	    CJUS 6XX - Immigrant Studies
	"G"-level designations and/or graduate-level courses will be developed for the courses identified below currently offered at the advanced undergraduate level. Instructors are required to distinguish different assignments and grading practices for graduate and undergraduate students in 4XXG courses:
	    POLS 459 - Race and Politics
	    POLS 487G - Civil Rights Law
	    SOCI 310 - Minority Groups

Learning Communities	This program will be structured as a learning community. Students admitted each year will be encouraged to form a cohort though common courses and related projects.

Writing Intensive Courses	Required writing intensive courses include one of:
	    SOPP 511 – Theory/Field Seminar in Equity
	    SOPP 512 – Theory/Field Seminar in Resilience
	    SOPP 513 – Theory/Field Seminar in Governance
	The majority of the other elective courses in the program are writing-intensive, requiring a final paper or shorter papers throughout the semester.

Service-Learning, Community-based Learning	Most research projects will be developed from real world problems and will contribute to their solutions.

Collaborative Assignments & Projects	Required field seminars including:
	    SOPP 501 – Theory and Measurement
	    SOPP 502 – Qualitative Methods
	    SOPP 503 – Quantitative Methods
	and one of the following courses:
	    SOPP 511 – Theory/Field Seminar in Equity
	    SOPP 512 – Theory/Field Seminar in Resilience
	    SOPP 513 – Theory/Field Seminar in Governance
	will be structured around collaborative discussions and projects. Many of the additional elective courses also include collaborative assignments and project.

Internships	The program will offer embedded research projects with state agencies and other organizations
Capstone Courses and Projects	The program requires completion and defense of a dissertation, which serves as a capstone project.

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, clinical, etc.) if applicable.
   - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

The Curriculum Map is attached.

The following programs were benchmarked in determining curriculum and program requirements.

Benchmark Programs and Requirements where available				
University	Program	Total Hours	Dissertation Hours	Admission requirements
UL Lafayette (proposed)	Social and Public Policy, Ph.D.	72	24	B.A./B.S.
	Social and Public Policy, M.S.	33	N/A	
Southern University	Public Policy, Ph.D.	48	12	M.A./M.S.
University of Arizona	Government & Public Policy, Ph.D.	63	18	B.A.
	Master of Public Policy, M.P.P.	42	N/A	N/A
University of Arkansas	Public Policy Ph.D.	65	18	M.A.
University of South Florida	Geography and Environmental Science and Policy, Ph.D.	90	18	M.A.
	Environmental Science & Policy, M.S.	36	N/A	B.A./B.S.
University of Central Florida	Public Affairs, Ph.D.	57	15	M.A./M.S./M.P.A.
	Master of Public Policy, M.P.P.	36	N/A	B.A./B.S.
Oregon State University	Public Policy, Ph.D.	100	36	M.A./M.S.
	Master of Public Policy, M.P.P.	54	N/A	B.A./B.S.
Brandeis University	Social Policy, Ph.D.	60		
	Master of Public Policy, M.P.P.	64	N/A	
	Social Impact M.B.A.	68	N/A	
	Global Health Policy Management, M.S.	36	N/A	
Indiana University	Public Policy, Ph.D.	90		B.A.
University of Texas at Dallas	Public Policy and Political Economy Ph.D.	75	26	B.A/B.S.
	Master of Public Policy, M.P.P.	36	N/A	B.A./B.S.
University of Texas at Arlington	Public Administration and Public Policy, Ph.D.	48	9	B.A./B.S.
	Master of Public Policy, M.P.P.	39/42	N/A	

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)

    Current policy does not permit PLA credit to be assessed and awarded at the graduate level. However, as requested by the Board of Regents in 2022, UL Lafayette is currently developing institution-wide guidelines for prior learning assessment that will provide a framework for the evaluation and awarding of credit for college-level learning that has occurred outside of the traditional academic learning environment, and these may impact graduate credit. Should graduate-level course credit be permitted by this new University policy and the Graduate Council, it is expected that a significant number of applicants could qualify for PLA credit because of the nature of the program's subject matter and the expected work experience of applicants. If permitted, a graduate faculty committee in the program will evaluate professional, research and other work experience for prior learning credit based on a combination of portfolio evaluation and subject placement exams that ensure student learning matches the learning outcomes of courses and is assessed according to guidelines and training offering best practices for graduate credit PLA practices. Students will be required to be fully admitted prior to applying for PLA credits, and the number of PLA graduate credit hours will be limited to 6 credit hours for prior learning experience with either public agencies or private firms.

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.

    Faculty members and their courses in the College of Liberal Arts currently go to great lengths to use low- or no-cost instructional materials, and this program would be no exception. By their nature, graduate seminars typically assign fewer textbooks and more journal articles, which library services may provide free of charge through institutional subscriptions and interlibrary cooperative agreements, as well as shorter excerpts from copyrighted material which comply with "fair use" provisions of copyright law.

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.

    This program and the UL Lafayette Graduate School embrace holistic or "whole file" review in graduate admissions by which program faculty consider a broad range of characteristics when reviewing applications for admission. Following the growing body of scholarly work on holistic review in graduate admissions, our admission decisions will consider traditional measures such as grades and standardized test scores as well as three letters of reference from three academic faculty or employment mentors and referees, a statement of purpose, and CV and evidence of professional and/or research experience. Applicants with bachelor's degrees from any discipline will be considered for admission. Applicants without prior coursework in key areas such as statistics will be advised to enroll in additional leveling coursework as needed. Unconditional admission criteria will include an overall undergraduate GPA of at least 3.0 (4.0 scale) for undergraduate coursework attempted or an overall GPA of 3.3 (4.0 scale) on graduate work attempted.

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

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

List specific partners for each category checked above.

Employers:
Louisiana Department of Transportation

Community Organizations:
Lafayette Economic Development Agency

Other Programs at UL Lafayette:
Blanco Center for Public Policy
Picard Center for Early Childhood Education
Economics Department

Other Partners:
Lafayette International Center

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

Applicants may be considered for admission to the SOPP program with either a bachelor's or master's degree, in any field of study. No graduate certificate programs or master's degrees currently exist at UL Lafayette onto which the SOPP Ph.D. degree can be stacked, but proposals for complementary graduate certificates and master's degrees within the contributing SOPP departments are being planned. Further, all courses required for the M.S. program are designed to fully nest, or stack, into the Ph.D. program curriculum.

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

The program faculty are committed to charting diverse career paths to employment for graduates. With the Blanco Center, the Picard Center, and other campus resources, UL Lafayette has multiple paths to the policy community. Research projects, as well as internships for students, will be developed with these entities, which will allow students to work on current policy research projects and develop an understanding of the state policy community as well as connections with policy analysts and makers. Beyond these program-specific efforts to support career preparation, other units on campus provide professional development for graduate students, such as the Graduate School and Career Services. The Graduate School, for example, offers programming aimed at preparing graduate students for diverse career paths—from career discernment to job talk panels and workshops on CVs, resumes, cover letters, and interviewing; communicating to different audiences; and CPT and OPT opportunities for our international students. Additionally, our NCFDD institutional membership provides a wealth of added support for graduates to meet academic and career goals, with support focused on strategic planning, explosive productivity, healthy professional relationships and networking, and personal-professional work-life balance as well as a dissertation success curriculum aimed at coaching advanced graduate students through the dissertation by adhering to writing goals, routines, and accountability practices and groups. LinkedIn Learning too has long been available to graduate students pursuing both academic and non-academic career pursuits. The Office of Career Services, including the Career Closet, provides important services and resources for our students. While this support presently tends to focus on meeting undergraduate student needs, added and more direct attention to graduate student and program needs and partnerships to support those needs is underway as we prepare for U.S. Department of Education proposed regulations that expand expectations for career training and career services programs.

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.

The program will consider employment in and beyond academia and in any field using the knowledge and skills from the program as successful, and program graduates will pursue a wide variety of career paths

consistent with the broad conception of the program and curriculum. The program will necessarily have to rely on a variety of mechanisms to track graduates' paths and success. All doctoral graduates at UL Lafayette complete the Survey of Earned Doctorates (SED) as well as an exit survey, both of which offer a baseline of first-placement employment and other future plans of program graduates. The SED has a very high response rate, typically 100% at UL Lafayette, and collects data on a wide number of variables, including information about the program of study, financial support, student debt, and postgraduate plans. The program will strive to collect and maintain contact information for all program graduates. Professional development during the program, such as the creation of LinkedIn profiles and professional web presence development, will facilitate maintaining alumni contact and tracking of post-graduation outcomes beyond the first employer. Graduates who enter professional positions in industry or government will become important points of contact for developing content expertise, serving, for example, as guest lecturers and hosting student interns. Implementation of efforts to meet the broad scope of the new gainful employment, administrative, and financial responsibility regulations that extend to all institutions of higher education also will support these tracking efforts.

31. **Students** 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.

Enrollment in the following advanced undergraduate courses demonstrates potential student interest in the proposed program. These courses will also serve as recruiting sites for prospective students.

Anthropology:
- ANTH 480-G Cultural Resource Management

Criminal Justice:
- CJUS 311 - Crime and Mental Health
- CJUS 420 - Drugs & Crime: Policy & Politics of Getting High
- CJUS 421 - Gender, Race, and Crime
- CJUS 501 – Special Topics in Criminal Justice
- CJUS 505 - Seminar in Juvenile Prevention, Intervention and Rehabilitative Programs
- CJUS 515 - Seminar in Criminal Justice Administration and Operations
- CJUS 570 - Inequality, Crime and Justice

Political Science:
- POLS 313 - Louisiana Politics
- POLS 317 - State and Local Government
- POLS 340 - Public Administration
- POLS 442G - Bureaucratic Power
- POLS 452G - Environmental Policy
- POLS 457G - Public Policy Analysis
- POLS 459 - Race and Politics
- POLS 467G - International Ethics and Law
- POLS 487G - Civil Rights Law

Sociology:
- SOCI 310 - Minority Groups
- SOCI 350 - Sociology of Deviance
- SOCI 380 - Sociology of Disability
- SOCI 395 - Political Sociology
- SOCI 408G - Advanced Social Research
- SOCI 440G - Environmental Sociology
- SOCI 445G - Risk and Disaster
- SOCI 452G - Social Stratification
- SOCI 471G - Rural and Urban Sociology

Human Development and Family Science:
- HDFS 370 - Research Methods and Evaluations in HDFS
- HDFS 431G - Human Development: Gerontology
- HDFS 432G – Families in Crisis
- HDFS 440 - Family Law and Public Policy

Psychology:
- PSYC 415 - Applied Psychological Statistics
- PSYC 455 - Developmental Science
- PSYC 513 - Quantitative Models in Psychology
- PSYC 538 - Advanced Social Psychology

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

6 Year Graduation Rate (fall 2017 cohort)
UL Lafayette – 51%
College of Liberal Arts – 56%
Dept of Criminal Justice, ugrd – 50%
Dept of Criminal Justice, grad – 50%
Department of Psychology, ugrd – 50%
Department of Psychology, grad– 50%

3 Year Retention Rate (Fall 2017 cohort)
UL Lafayette – 64%
College of Liberal Arts – 67%
Dept of Criminal Justice, ugrd – 66%
Dept of Criminal Justice, grad– 67%
Department of Psychology, ugrd – 63%
Department of Psychology, grad– 70%

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2025-2026	2026-2027	2027-2028	2028-2029
Base enrollment*	4	4	12	20
Lost to Attrition (should be negative)				
New to the institution	4	8	10	12
Shifted from existing programs within your institution				
Total Enrollment	4	12	22	32
Graduates	0	0	2	4
Carry forward base enrollment for next year	4	12	20	28

*Total enrollment becomes the base enrollment for the following year

The enrollment projections above appear to be in line with other programs in public policy or social policy. For example, the Ph.D. program at Southern University had enrollments of 73, 67, 92, 69, and 104 in the Fall semesters of 2019-20, 2020-21, 2021-2022, 2022-2023, and 2023-2024 academic years, respectively.

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

Doctoral Time to Degree

Doctoral programs have a different profile of retention and graduation rates than undergraduate programs and, thus, than the University overall. Below is the average time to degree for doctoral programs at UL Lafayette for the last five years. NOTE: The chart below does not exclude time for students with Official Leave of Absence prior to 2022-2023.

Doctoral Program	Graduation Year					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	5 Year Avg Time to Degree (in Years)
PHD_ALSS Applied Language & Speech Sciences	6.67	4.47	5.43	5.52	5.38	5.44
PHD_BIO Environmental/Evolutionary Biology	5.23	5.39	7.01	7.22	5.88	6.28
PHD_CMPE Computer Engineering	5.18	3.94	5.32	6.88	6.72	6.14
PHD_CMPS Computer Science	5.82	8.52	5.15	4.86	5.27	5.65
PHD_EES Earth and Energy Sciences	N/A	N/A	1.70	N/A	N/A	1.70
PHD_ENGL English	5.56	4.08	6.29	4.04	5.00	5.00
PHD_FS Francophone Studies	6.18	3.71	N/A	5.123	4.71	5.31
PHD_MATH Mathematics	4.61	5.32	6.93	5.19	5.26	5.21
PHD_SYSE Systems Engineering	3.71	4.60	3.50	4.82	5.38	4.50
EDD_EDLD Educational Leadership	4.51	5.12	4.73	5.34	3.97	4.69
DNP_NP Nursing Practice	3.50	2.92	3.19	3.27	3.22	3.22
Time to Degree (In Years) -All Doctoral Programs	4.97	4.89	5.06	5.21	4.92	5.01

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.

In partnership with the Office for Communications and Marketing, the Graduate School, and the College of Liberal Arts, the contributing departments will undertake a recruiting campaign that combines professional networks, social media, print, and digital advertising. Print marketing materials will be developed and distributed locally, regionally, and nationally to relevant potential feeder programs. On-campus recruitment efforts will begin with the College of Liberal Arts, which has the tools and resources to reach all undergraduates as well as master's students in the College. In addition, faculty from the contributing departments will recruit for the programs in relevant undergraduate and master's-level courses at UL Lafayette (see question 32 above). Further outreach will focus on faculty of similar undergraduate courses at other state institutions to encourage them to make the programs known to their students. Faculty also will use their regional and national discipline networks and list serves to promote the programs among colleagues beyond Louisiana. Program faculty and College leadership will

undertake additional outreach efforts that include local, regional, and state agencies and companies to promote the new graduate programs.

The College of Liberal Arts, in collaboration with the Office of Communication and Marketing, is currently developing a branding suite of digital and print materials, and the proposed program will be incorporated into these materials. When approved, the programs will be introduced via a social media and web campaign, and print materials will be distributed to relevant feeder programs state-wide, region-wide, and nationwide. These initiatives, and others, will be supported by University and Graduate School funding provided to doctoral programs and, for master's programs, through competitive recruitment applications and awards.

A digital marketing campaign including search engine optimization and a social media campaign will be developed targeting the specific target recruiting populations (see budget):

1. Louisiana-based college graduates seeking an in-state, non-academic career.
   a. Skills and expertise would enable employment as leaders in social-research units within governmental agencies or business firms, or in independent consulting firms competing for governmental or corporate contracts. For example, our graduates could produce social-impact assessments for state agencies prior to public-works projects or policy changes, or for business firms as part of strategy development. Currently, state agencies typically hire out-of-state consultants to assess social impact.

2. College graduates from around the country seeking a non-academic research career.
   a. The wide social and intellectual currency of 'sustainability,' 'equity,' and 'access' issues has led to a great deal of research in these areas, yet no doctoral program currently targets these important public impact research areas. The program will be appealing to students seeking research positions in these areas in public agencies, non-profits, think tanks and the private sector.

3. College graduates from around the country seeking an academic career.
   a. The wide social, intellectual, and political currency of these same focus areas extends to the trend in explicitly multidisciplinary hiring in academia, as opposed to traditional disciplinary [e.g., Sociology, Political Science, etc.] hires. This program will provide ideal training for this kind of position, and graduates will compete successfully against candidates with more narrow, traditional training.

4. Mid-career executives and civil servants need to expand their research training.
   a. The recent proliferation of hiring of sustainability officers and inclusion officers in industry and government means that a novel focus on equity and/or resilience could help people fill those roles. In the private sector, firms may prefer to fill high-level strategy roles with people possessing both industry experience and research training; we provide the latter. In the public sector, a similar dynamic may exist with the increasing need for policy implementation to consider similar issues within social impact.

5. International students.
   a. The American higher education system leads the world, reputationally, and business executives and civil servants from other countries would see significant value added to their contributions within their own societies from a degree that helps them to address globally applicable social problems – especially climate-change adaptation, which requires significant policy activity and restructuring of business activity.

36. Discuss plans to address enrollment if projected program enrollment is not realized during the program's progress report phase.

Because the program is built on existing departments and programs and largely on existing faculty, flexibility exists to scale back the commitment of resources to the program if enrollment goals are not realized. The core departments all have stable and substantial enrollments:

CJUS B.S.	250
CJUS M.S.	13
POLS B.S.	174
PSYC B.S	684
PSYC M.S.	36
SOCI B.A.	75
ANTH B.A.	44
HDFS B.S.	167

These enrollments will easily support current faculty and the additional tenure track and instructor-level faculty proposed for the program, with workload adjustments, even if the program does not meet enrollment goals or must be canceled. For example, faculty given a 2-2 teaching load to teach in the program would be assigned a 3-2 or 3-3 load. Because the new hires all also serve department needs, and with a combined total of 19 vacancies currently in these departments, the workload for these positions can easily be shifted to serving primarily or entirely department needs.

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

Budget form is attached.

Tuition waivers and assistantships are accounted for separately. Three additional (and continuing) assistantships originally allocated to the Blanco Center will be reassigned to the SOPP Ph.D. program. These numbers also anticipate that Blanco Center grants and contracts will fund one tuition waiver and assistantship.

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

The program will not involve any additional costs for students apart from tuition and fees and occasional book and other resource purchases.

The University will provide the following tuition waivers and assistantships for a significant number of students.

Assistantships and Tuition Waivers				
	Year 1	Year 2	Year 3	Year 4
Tuition Waivers				
New	5	5	5	5
Continuing		5	10	10
Total	5	10	15	15
Assistantships				
New	4	4	4	4
Continuing		4	4	4
Total	4	8	8	8
Total Cost	$114,720	$240,912	$378,840	$521,120

Tuition waivers and assistantships are accounted for separately. 3 additional (and continuing) assistantships originally allocated to the Blanco Center will be reassigned to the SPOL Ph.D. program. These numbers also anticipate that one tuition waiver and assistantship will be funded by Blanco Center grants and contracts.

39. 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.

Existing student support services available to all students will accommodate the students in this program.

Student academic advising will be handled as faculty service as the program grows, with a course release for the graduate coordinator as program size warrants.

As a research-intensive program, this degree will create significant library needs. An estimate of journal and database needs was conducted by faculty and Dupré Library staff in consultation with EBSCO and several existing programs including the University of Arkansas and Brandeis University. The conclusion of these discussions was that an investment of anywhere between $10,000 and $125,000 annually would be needed to acquire the needed library access and materials. Given this range, we recommend that $55,000 annually, which corresponds to access to the full catalogs of the two principal collections in the field, be dedicated to allowing the program to have access to the most important materials in the discipline. The program will work with Academic Affairs and the Library to meet these needs.

The program will have startup computer needs estimated at $5,000 annually and continuing computer needs at $2,000 as well as software needs estimated at $5,000 annually. These needs will be met with a combination of University funding, STEP grant funding, and fundraising.

Program faculty will partner with the Graduate School and Office of Career Services to provide additional career counseling and other job placement development and services. See also response to question #29 above.

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

The only funds being reallocated are the graduate research assistantships currently awarded by the Graduate School to the Blanco Public Policy Center. Some of these will continue to serve the Blanco Center as holders will have research duties in the Center, and grant-funded positions in the Blanco Center will replace the remainder.

F2. Instruction and Student Support

41. 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.

At the time of the launch of the proposed Ph.D. and M.S. programs, additional faculty resources will be needed to cover the three core courses in the Fall and three core courses in the Spring, at three graduate credit hours each. Twelve contributing faculty members in total should be in place, two capable of covering each core course, to ensure continuity in case of a mid-semester emergency in any one course. To cover these core classes and others in the SOPP program and in the contributing departments, four new tenure-track research faculty and one full-time continuing instructor will need to be hired. In addition, one visiting faculty member will be needed in the first two years to help cover the undergraduate load in the contributing departments. Once graduate students are trained to teach introductory courses and meet SACSCOC undergraduate teaching requirements, they can assume the load of the visiting faculty member.

in the program's second year, in addition to covering six core courses at 3 graduate credit hours each, enough faculty must be available to offer additional topics, seminars, and electives, including advanced methods courses. Some of these additional courses will belong not to SOPP per se but to contributing departments and may, therefore, be populated by students from other graduate programs in addition to SOPP students. Also, some existing courses outside of the contributing departments may be counted for credit toward SOPP, and thus, these courses may experience enrollment growth as SOPP students enroll.

Also in the program's second year, it will be expected that participating faculty be distinguished as 'core' and 'affiliated' SOPP faculty. The reason is that the first cohort of students will be taking qualifying exams at the end of the second year, and 'core' faculty members will need to be allocated to qualifying committees to assess these exams. Also, at the end of the second year, students progressing toward the Ph.D. will need to form dissertation committees, with 'core' faculty members serving as committee chairs in addition to their teaching contributions to the program. If individual faculty members' graduate advising load reaches a certain point, they will require relief from other teaching duties. The teaching needs created by this shift in faculty expectations may be offset or met through the contributions of students holding GTA roles and/or adjunct faculty. If the program thrives and these needs multiply, additional GTA lines or instructor hires may be appropriate to fulfill these undergraduate teaching obligations.

CORE COURSES - Coverage Options for Faculty across Core Courses

PSOP 501 – Theory and Measurement	Asare, Li, Maloy
PSOP 502 – Qualitative Methods	Managan
PSOP 503 – Quantitative Methods	Asare, Li, Lin
PSOP 511 – Theory/Field Seminar in Equity	Blosser
PSOP 512 – Theory/Field Seminar in Resilience	Blosser, Lin, Sandoz
PSOP 513 – Theory/Field Seminar in Governance	Maloy

NON-CORE COURSES [topics, advanced methods]

ANTH 480-G	Cultural Resource Management		Rees
CJUS 501	Special Topics in Criminology: Feminist Criminology	Jeanis	
CJUS 501	Special Topics in Criminology: Drugs, Crime, & Social Policy		Khey
CJUS 501	Special Topics in Criminology: Justice & Mental Health Policy	Khey	
CJUS 6XX	Immigrant Studies	Shih	
CJUS 6XX	Advanced Methods: Mixed Methods & Policy	Khey	
CJUS 6XX	Advanced Methods: Categorical Data Analysis & Measurement	Khey	
CJUS 6XX	Advanced Methods: Data Management	Shih	
HDFS 432-G	Families in Crisis		Branscum
HIST 525	US Environmental History	Skilton	
PSYC 530	Cognitive Behavioral Therapy	McDermott	
PSCY 538	Social Psychology	Li	

PSYC 6XX	Trauma & Cognition	Michael
PSYC 6XX	Behavior Analysis	Sandoz
SOCI 445-G	Risk & Disaster	DeRouen
SOCI 494-G	Sociology of Climate Change	DeRouen

Significant Gaps
1. Qualitative methods, both basic [SOPP 502] & advanced
2. Social-science theories of DEI [SOPP 511]
3. Climate change, sustainability, environmental policy [at 5/600-level]
4. POLS participation [currently only 1]
5. Social-science theories of governance [SOPP 513]

To ensure adequate coverage of core courses, a depth chart of three permanent faculty for each of the six core courses would be ideal, with no one faculty member responsible for more than two of the six core courses. Within this structure, we estimate ensuring four permanent, tenure-line faculty members are hired can each contribute to needs within their home departments as well as contributing to the program. For purposes of budget and workload calculation, their effort is tentatively divided as 50% in their department and 50% for the SOPP program. Although each of SOPP 501, 503, and 512 is adequately covered by at least three existing faculty, the following courses are currently only covered by one faculty member: Qualitative Methods, Equity Field, and Governance Field.

In order to provide coverage by at least two faculty members per area, a minimum of three new faculty hires will be needed. Some new faculty may be able to contribute to more than one area but wouldn't be able to do so alone over repeated semesters.

In addition, since core faculty members in the Ph.D. program will have multiple new responsibilities, reductions in teaching load will be required for some faculty. The standard teaching load at UL Lafayette in the contributing departments is currently three courses per semester. The two-course standard is justified by the extra service workload associated with adding the two Social and Public Policy graduate programs—e.g., handling graduate recruitment and admissions, advising graduate students, supporting curricular review and revision, evaluation of M.S. and Ph.D. comprehensive exams, and supervising and contributing to Ph.D. dissertations committees. Since participating departments would thereby lose course availability from existing faculty, additional GTA lines or faculty hires would be required to cover undergraduate teaching previously handled by core faculty. Assuming at least six core faculty members would be designated as such as of the third year (when the first doctoral committees are formed), a total loss of 6 courses per semester (or approximately 3 FTE instructors) would need to be compensated by additional non-core faculty hires, which would include some combination of instructors and adjuncts, or courses taught by graduate students holding GTA instructor of record positions. This need is reflected in the budget in the GA and in the instructor expenses.

In light of these needs and the fact that each existing and new faculty member will also have departmental teaching responsibilities and workload, new instructor, adjunct, and GTA positions will need to be spread across the four core program departments (CJUS, POLS, PSYC, SOCI) will be needed for adequate coverage of the needs of the new programs and the contributing departments. While each is a department hire, the SOPP leadership committee will have a role in the process, from the drafting of the vacancy announcement to the selection committee.

The four core departments all have robust enrollment and have vacant lines and faculty needs independent of this program, but specific departmental needs do not necessarily coincide with the needs for this program. Further, department faculty hires are generally strongest at the assistant professor level, but because these programs will be at the Ph.D. and M.S. levels, it will require at least some more senior faculty hires. These needs can all be met by granting each of the four core departments one new faculty line specifically directed toward the needs of this program, even though such hires will also cover some other needs within their departments.

Since these four tenure-track appointments are all split equally between the SOPP programs and their home department, they are budgeted at ½ FTE for the SOPP graduate programs.

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

Existing faculty in Political Science, Sociology, Human Development and Family Science, Criminal Justice, and Psychology will participate in the delivery of the proposed new Ph.D. and M.S. programs. Faculty with terminal degrees in social science disciplines and interest in the program have already been identified and helped to develop the program proposal. Each faculty member will retain their position in their home department and will occasionally substitute seminars for the Social and Public Policy Ph.D. and M.S. programs for departmental courses in their regular load. They will take on master's and doctoral students and, if doctoral student advising and direction of dissertations become overly burdensome due to higher-than-anticipated enrollment, their workload load will be adjusted accordingly. A SOPP graduate program leadership committee made up of faculty teaching in the program, the heads of the contributing departments, and the dean of the College of Liberal Arts will determine the schedule and consider new faculty proposals for teaching in the program.

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

The faculty roster is attached.

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

As the proposed new graduate programs launch, administrative work will be shared by administrative assistants in the contributing departments. If the number of students enrolled in the graduate program increases and the workload becomes unmanageable, an unclassified staff member will be recruited to support the graduate coordinator. The staff member will provide administrative assistance and help with regular paperwork and processes, such as assistantship appointments, tracking applicant inquiries, admissions, graduation, and job placement. Academic advising will be handled by graduate faculty members who serve as the program graduate coordinator and/or dissertation committee chairpersons, in the case of advanced Ph.D. students.

F3. Facilities
43. Where will the program be offered? Mark all that apply.
[X] Main Campus [ ] Satellite campus (specify campus here) [ ] Other (specify here) [ ]100% Online

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		X		
Fine Arts Spaces				
Classrooms		X		
Meeting Rooms		X		
Student Study Space			X	Fall 2025
Shared Space with other campus units		X		
Other (Specify)				

45. 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					
Renovations and Infrastructure*					
Renovation to finish portion of Mouton Hall 3rd floor (attic). Stairs, HVAC, electrical and network needed, no plumbing.	1000	$1.1M			University General Fund
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		$1.1M	$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.

46. 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.

Renovation construction is in currently unused space and will not impact other programs.

47. 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.

The only possible negative impact is if space is repurposed for the new graduate programs. The most likely space Is the current Moot Court study room, 106 Mouton Hall. Moot Court is being administered by a faculty member in Criminal Justice, which is housed in a different building, Rougeou Hall. The solution would be to move Moot Court to the existing space in Rougeou Hall and, with the recent departure of the University's Office of Sustainability, adequate space should become available there.

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

No

F4. Technology and Equipment
49. 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
SPSS		$2,000	8/1/2025
Other software		$3,000	
Computers for student use	$5,000	$2,000	8/1/2025
Total Technology and Equipment Costs	$5,000	$7,000	

G. RISKS AND ASSUMPTIONS

50. 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
University unable to hire adequate faculty to launch and sustain the two new programs and the adjacent programs upon which they are based	Existing faculty would be stretched too thin and existing undergraduate programs could be affected	Medium	The proposal includes hiring adequate faculty to teach in the two new programs. Before students are admitted, a full assessment of faculty strength in the program and adjacent programs. If faculty strength is inadequate to support a successful launch, the start of the programs and student admission will be postponed.
University will not be able to provide adequate space	The program will not provide adequate space for graduate student work and for graduate students to develop coherent cohort communities	Low	Existing spaces will be studied carefully to determine if some can be repurposed for this program, particularly graduate student shared workspace.
Recruitment will be more difficult than expected	Program failure due to low completer	Medium	Multiple recruiting strategies for the programs are under development. 1. Recruitment among all of the social science majors at UL Lafayette 2. Recruiting trips to social science schools and departments at other Louisiana institutions to build awareness of the program among faculty and leadership 3. Use of the McNair Scholars Directory and the National Name Exchange for targeted recruitment 4. Journal ads in the major social science journals 5. Social media campaign in conjunction with the Office of Communication and Marketing 6. Targeted print mailings to select undergraduate and master's programs nationwide in conjunction with the Office of Communication and Marketing

UL Lafayette College of Liberal Arts
Social and Public Policy PhD & M.S. Proposal

Ph.D. Program Curriculum Map

To earn the Ph.D. degree in Social and Public Policy, students must complete a minimum of 72 graduate credit hours, inclusive of 48 credit hours of COURSEWORK and a minimum of 24 credit hours of DISSERTATION.

The 48 COURSEWORK credit hours include 18 CORE hours, 12 SPECIALIZATION hours, and 18 ELECTIVE hours.

CORE COURSES (18 credit hours)
The CORE courses are all new. Because of the novelty of the program, only SOPP 502 and SOPP 503 can be substituted or transferred. (New courses below are marked with an asterisk [*]).

*SOPP 601 – Theory and Measurement – An accelerated introduction to social-scientific research design, with special emphasis on the integration of theoretic, qualitative, and quantitative reasoning, and on the design and construction of indexes and ratings.

*SOPP 602 – Qualitative Methods – An introduction to advanced qualitative methods, including case selection, comparative analysis, process-tracing, etc.

*SOPP 603 – Quantitative Methods – An introduction to advanced quantitative methods, including factor analysis, multivariate regression, Bayesian inference, etc.

*SOPP 611 – Field Seminar in Equity – An introduction to theories and empirical strategies related to collective goods such as fairness, justice, and identity, and their relation to individual welfare and social stability.

*SOPP 612 – Field Seminar in Resilience – An introduction to theories and empirical strategies related to resilience at the individual, communal, and global levels of analysis: at the individual level, including personal trauma and addiction; at the communal and global levels, including ecological sustainability and economic adaptation.

*SOPP 513 – Field Seminar in Governance – An introduction to theories and empirical strategies related to political, economic, and social institutions, including informal customs and networks as well as formal rules and procedures.

SPECIALIZATION COURSEWORK (12 hours)
The specialization courses are to be drawn from advanced topics seminars, including some existing offerings and some new offerings within participating departments. Of the 12 credit hours required, at least 9 credit hours must be concentrated in a student's primary specialization (either equity, resilience, or governance), and at least 3 must be from a secondary specialization. These courses may include:

ANTH 480-G	Cultural Resource Management – Rees
CJUS 501	Special Topics in Criminology: Feminist Criminology – Jeanis
CJUS 501	Special Topics in Criminology: Drugs, Crime, & Social Policy – Khey

CJUS 501	Special Topics in Criminology: Justice & Mental Health Policy – Khey
CJUS 6XX	Immigrant Studies – Shih
CJUS 6XX	Advanced Methods: Mixed Methods & Policy – Khey
CJUS 6XX	Advanced Methods: Categorical Data Analysis & Measurement – Khey
CJUS 6XX	Advanced Methods: Data Management – Shih
HDFS 432-G	Families in Crisis – Branscum
HIST 525	US Environmental History – Skilton
PSYC 530	Cognitive Behavioral Therapy – McDermott
PSCY 538	Social Psychology – Li
PSYC 6XX	Trauma & Cognition – Michael
PSYC 6XX	Behavior Analysis – Sandoz
SOCI 445-G	Risk & Disaster – DeRouen
SOCI 494-G	Sociology of Climate Change – DeRouen

ELECTIVE COURSEWORK (18 hours)

The 18 ELECTIVE credit hours may be drawn from any graduate-level courses across campus that have been selected as relevant to a student's program with graduate coordinator approval. Students are encouraged to include at least 6 hours of advanced methods as electives.

DISSERTATION (24 hours)

A minimum of 24 credit hours of SOPP 699: Dissertation Research and Dissertation, is required to satisfy the degree requirements.

PLAN OF STUDY

The full-time course load for a Ph.D. student in SOPP is 9 graduate credit hours per semester. It is expected that all 18 hours of core coursework will be completed within the first two years and, by the end of the third year, all required coursework. Upon completion of all coursework, students must pass a general comprehensive examination. The fourth year is devoted to dissertation completion. The curriculum is designed to be completed by a full-time student in four to five years.

GENERAL COMPREHENSIVE EXAMINATION

After the completion of coursework, each student is expected to complete a general comprehensive exam. This exam will focus on the student's mastery of core course content and the application of this content to the field. Comprehensive exams are designed, administered, and assessed by a committee comprised of three faculty members who most recently taught the core courses and a chair.

DISSERTATION AND DISSERTATION DEFENSE

As soon as possible after beginning graduate study, students should identify a field of specialization and, in consultation with a specialist in that field, identify a dissertation topic for investigation. In the semester following successful completion of the General Comprehensive Examination, the student should submit a prospectus for the proposed dissertation. The student should begin this step early enough to allow for its approval by a committee of graduate faculty. The chairperson of the student's dissertation committee, in consultation with other committee members, will then recommend to the dean of the Graduate School that the student's dissertation committee be approved. This committee will direct the candidate through the final stages of the program. The dissertation should meet the minimum standards for publication.

The oral defense of the dissertation, which is open to the public, constitutes the final examination for the degree. A rigorous examination of the dissertation as well as discussions related to equity, resilience, and governance are expected during the dissertation defense. The written dissertation must be reviewed by the doctoral committee prior to the defense. The dissertation is expected to represent original work by the student and to be of a quality acceptable for publication in peer-reviewed journals in the specific field of study. If the oral dissertation defense is unsatisfactory to fifty percent or more of the committee, a second defense shall be allowed within a year from the first attempt. If the second oral defense is unsatisfactory to fifty percent or more of the committee, the student shall become ineligible to continue in the program and will be evaluated by the graduate advisory committee for M.S. degree program options.

After completing all required revisions of the doctoral committee members, the candidate must prepare the final version of the dissertation in accordance with the requirements of the Graduate School.

LEARNING OUTCOMES
This curriculum contributes to all three of SOPP's learning outcomes. The specialization courses and the core courses (SOPP 511, 512, 513) establish substantive expertise (SLO-1) by covering a range of topics in the three fields of equity, resilience, and governance. The core courses (SOPP 501, 502, 503) and the elective courses establish methodological skills (SLO-2) in theory and measurement, qualitative reasoning, and quantitative reasoning. The dissertation hours put students in close consultation with their research supervisors and dissertation committee members and, through the iterative process of drafting, critiquing, and revising written presentations of original research findings, contribute to their ability to translate research (SLO-3).

M.S. Curriculum Map

To earn the MS degree in Social and Public Policy, students must complete a minimum of 33 graduate credit-hours.

The 33 COURSEWORK credit hours include 18 CORE hours, 9 SPECIALIZATION hours, and 6 ELECTIVE hours.

CORE COURSES (18 credit hours)
The CORE courses are all new. Because of the novelty of the program, only SOPP 502 and SOPP 503 can be substituted or transferred. (New courses below are marked with an asterisk [*]).

*SOPP 601 – Theory and Measurement – An accelerated introduction to social-scientific research design, with special emphasis on the integration of theoretic, qualitative, and quantitative reasoning, and on the design and construction of indexes and ratings.

*SOPP 602 – Qualitative Methods – An introduction to advanced qualitative methods, including case selection, comparative analysis, process-tracing, etc.

*SOPP 603 – Quantitative Methods – An introduction to advanced quantitative methods, including factor analysis, multivariate regression, Bayesian inference, etc.

*SOPP 611 – Field Seminar in Equity – An introduction to theories and empirical strategies related to collective goods such as fairness, justice, and identity, and their relation to individual welfare and social stability.

*SOPP 612 – Field Seminar in Resilience – An introduction to theories and empirical strategies related to resilience at the individual, communal, and global levels of analysis: at the individual level, including personal trauma and addiction; at the communal and global levels, including ecological sustainability and economic adaptation.

*SOPP 513 – Field Seminar in Governance – An introduction to theories and empirical strategies related to political, economic, and social institutions, including informal customs and networks as well as formal rules and procedures.

SPECIALIZATION COURSEWORK (9 hours)
The specialization courses are to be drawn from advanced topics seminars, including some existing offerings and some new offerings within participating departments. Of the 9 credit hours required, at least 6 credit hours must be concentrated in a student's primary specialization (either equity, resilience, or governance). These courses may include:

ANTH 480-G	Cultural Resource Management – Rees
CJUS 501	Special Topics in Criminology: Feminist Criminology – Jeanis
CJUS 501	Special Topics in Criminology: Drugs, Crime, & Social Policy – Khey
CJUS 501	Special Topics in Criminology: Justice & Mental Health Policy – Khey

CJUS 6XX	Immigrant Studies – Shih
CJUS 6XX	Advanced Methods: Mixed Methods & Policy – Khey
CJUS 6XX	Advanced Methods: Categorical Data Analysis & Measurement – Khey
CJUS 6XX	Advanced Methods: Data Management – Shih
HDFS 432-G	Families in Crisis – Branscum
HIST 525	US Environmental History – Skilton
PSYC 530	Cognitive Behavioral Therapy – McDermott
PSCY 538	Social Psychology – Li
PSYC 6XX	Trauma & Cognition – Michael
PSYC 6XX	Behavior Analysis – Sandoz
SOCI 445-G	Risk & Disaster – DeRouen
SOCI 494-G	Sociology of Climate Change – DeRouen

ELECTIVE COURSEWORK (6 hours)

The 6 ELECTIVE credit hours may be drawn from any graduate-level courses across campus that have been selected as relevant to a student's program with graduate coordinator approval.

PLAN OF STUDY

The full-time course-load for a MS student in SOPP is 9 graduate credit hours per semester. Typically in the fourth semester, students complete their coursework and sit for oral examination based on their portfolio. The curriculum is designed to be completed by a full-time student in two years.

COMPREHENSIVE REQUIREMENT

Each student will be required to demonstrate a general, comprehensive knowledge of the field of study. To meet this degree requirement, students will assemble a portfolio, which includes work completed in the program as well as any other work defined by the graduate committee. In the final semester, students will submit the portfolio to a committee of three SOPP graduate faculty members for review and complete an oral comprehensive examination.

LEARNING OUTCOMES

This curriculum contributes to all three of SOPP's learning outcomes. The specialization courses and the core courses (SOPP 511, 512, 513) establish substantive expertise (SLO-1) by covering a range of topics in the three fields of equity, resilience, and governance. The core courses (SOPP 501, 502, 503) and the elective courses establish methodological skills (SLO-2) in theory and measurement, qualitative reasoning, and quantitative reasoning. The dissertation hours put students in close consultation with their research supervisors and dissertation committee members and, through the iterative process of drafting, critiquing, and revising written presentations of original research findings, contribute to their ability to translate research (SLO-3).

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

Name of Institution: University of Louisiana at Lafayette

Name of Primary Department, Academic Program, or Discipline: College of Liberal Arts; Departments of Criminal Justice, Political Science, Psychology, & Sociology, Anthropology, and Human Development & Family Science; Disciplines: Criminal Justice, Political Science, Psychology, Sociology, Anthropology, Human Development and Family Science

Academic Term(s) Included: Fall and Spring   Date Form Completed: Spring 2024 to support PhD and MS in Social and Public Policy proposal

NAME (F,P; Dept)	COURSES TAUGHT (Term, Course Number & Title, Credit Hours, Status)	Academic Degrees	Other Qualifications
Michelle Jeanis Associate Professor (F) Dept: Criminal Justice	**Fall** • CJUS 305 Criminal Behavior (3 cr) UT • CJUS 401, Serial Killers II (3 cr) UT • CJUS 497 Special Projects (3 cr) UT • CJUS 498 Special Projects (3 cr) UT • CJUS 501 Serial Killers II (3 cr) G **Spring** • CJUS 360, Sexual Offending (3 cr) UT • CJUS 401, Forensic Psychology (3 cr) UT • CJUS 497, Special Projects (3 cr) UT • CJUS 590, Research Methods (3 cr) G • CJUS 597, Directed Individual Studies (3 cr) G • CJUS 599, Thesis Research & Thesis (3-9 cr) G	Doctor of Philosophy, Criminology University of South Florida Master of Science, Psychology Univ of Louisiana at Lafayette Bachelor of Science, Psychology Univ of Louisiana at Lafayette	ULearn Certification
David Khey Professor (F) Dept: Criminal Justice	**Fall** • CJUS 499 Senior Seminar: Crime & Public Policy (3 cr) UT, G • CJUS 561 Theories of Crime and Delinquency (3 cr) G • CJUS 597 Directed Individual Studies (3 cr) G **Spring** • CJUS 497, Special Projects (3 cr) UT • CJUS 499 Senior Seminar: Crime & Public Policy (3 cr) UT, G	Doctor of Philosophy, Criminology University of Florida Master of Science, Pharmaceutical Sciences University of Florida Master of Arts, Sociology University of Florida	ULearn Certification Department head of Criminal Justice Associate Director, Center for Critical Infrastructure Cybersecurity

Abbreviations: F – Full Time, P – Part Time; UN – Undergraduate Nontransferable, UT – Undergraduate Transferable, G – Graduate, Duel – High School Dual Enrollment Course; CJUS – Criminal Justice, POLS – Political Science, PSYC – Psychology, SOCI – Sociology, ANTH - Anthropology, HDFS – Human Development and Family Science

Shih, Lily Assistant Professor (F) Dept: Criminal Justice	**Spring** • CJUS 490 Research Methods (3 cr) UT • CJUS 510 SE in Juvenile Justice (3 cr) G • CJUS 597 Directed Individual Studies (3 cr) G **Spring** • CJUS 301, Intro to Research Methods (3 cr) UT • CJUS 498, Special Projects (3 cr) UT • CJUS 501, Immigration & Justice (3 cr) G • CJUS 597, Directed Individual Studies (3 cr) G • CJUS 599, Thesis Research & Thesis (3-9 cr) G	Doctor of Philosophy, Criminology University of Texas - Dallas	ULearn Certification Graduate Coordinator
Proposed New Hire (F) Dept: Political Science		Terminal Degree in Field of Political Science	

Jason Maloy
Professor (F)
Dept: Political Science
	Fall
	• POLS 220 World Politics (3 cr) UT
	• POLS 221 Honors World Politics (3 cr) UT
	• POLS 467 International Ethics & Law (3 cr) UT, G
	• POLS 468 Honors Global Ethics and Law (3 cr) UT, G
	Spring
	• POLS 360 International Relations (3 cr) UT
	• POLS 361 Honors International Relations (3 cr) UT
	• POLS 462 Global Political Economy (3 cr) UT, G
	• POLS 463 Honors Global Political Economy (3 cr) UT, G
	• POLS 497 Special Projects I (3 cr) UT, G
		Doctor of Philosophy, Political Science
		  Harvard University
		Master of Arts, Philosophy
		  University of Cambridge
		Bachelor of Arts, Philosophy
		  Brown University	

Vacancy (F) Currently Hiring Dept: Political Science		Terminal Degree in Field of Political Science	
Vacancy (F) Currently Hiring Dept: Political Science		Terminal Degree in Field of Political Science	

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Amy Brown Associate Professor (F) Dept: Psychology	**Fall** • PSYC 330 Social Psychology (3 cr) UT • PSYC 517 Adv Theories of Personality (3 cr) G • PSYC 599 Thesis (3-9 cr) G **Spring** • PSYC 321 Substance Abuse (3 cr) UT • PSYC 597 Directed Research in Psychology (3 cr) G • PSYC 599 Thesis (3-9 cr) G	Doctor of Philosophy, Psychology Miami University-- Oxford Master of Arts, Psychology Miami University-- Oxford	Department Head of Psychology
Manyu Li Associate Professor (F) Dept: Psychology	**Fall** • PSYC 599 Thesis (3-9 cr) G **Spring** • PSYC 599 Thesis (3-9 cr) G	Doctor of Philosophy, Psychology UNIV. of Pittsburgh - Pittsburgh Master of Science, Psychology UNIV. of Pittsburgh - Pittsburgh Bachelor of Science, Psychology Chinese UNIV. of Hong Kong	Research Interviewer ULearn Certification
Hung-Chu Lin Professor (F) Dept: Psychology	**Fall** • PSYC 311 Child Psychology (3 cr) UT • PSYC 455 Developmental Science (3 cr) UT • PSYC 497 Supervised Research I (3 cr) UT **Spring** • PSYC 311 Child Psychology (3 cr) UT • PSYC 534 Advanced Developmental Science (3 cr) G • PSYC 597 Directed Research in Psychology (3 cr) G • PSYC 599 Thesis (3-9 cr) G	Doctor of Philosophy University of Connecticut	ULearn Certification Chair, Institutional Review Board Sponsored Collaborator, Pediatric Newborn Medicine, Pediatric Newborn Medicine, Brigham and Women's Hospital, Harvard Medical School
Robert Michael Associate Professor (F) Dept: Psychology	**Fall** • PSYC 110 Introduction to Psychology (3 cr) UT • PSYC 115 Honors Introduction to Psychology (3 cr) UT • PSYC 360 Cognitive Psychology (3 cr) UT **Spring** • PSYC 115 Honors Introduction to Psychology (3 cr) UT • PSYC 360 Cognitive Psychology (3 cr) UT • PSYC 497 Supervised Research I (3 cr) UT • PSYC 512 Advanced Cognitive Psychology (3 cr) G	Doctor of Philosophy, Psychology University of Wellington - Vic Bachelor of Science, Psychology University of Wellington - Vic	

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Emily Sandoz
Professor (F)
Dept: Psychology
	Fall
	• PSYC 370 Behavioral Modification (3 cr) UT
	• PSYC 595 Field Practicum (4 cr) G
	• PSYC 597 Directed Research in Psychology (3 cr) G
	• PSYC 599 Thesis (3-9 cr) G
	Spring
	• PSYC 370 Behavioral Modification (3 cr) UT
	• PSYC 594 Pre-Practicum (1 cr) G
	• PSYC 595 Field Practicum (4 cr) G
	• PSYC 597 Directed Research in Psychology (3 cr) G
	• PSYC 599 Thesis (3-9 cr) G
		Doctor of Philosophy, Psychology
		  UNIV. of Mississippi/Ole Miss
		Master of Science, Psychology
		  Univ of Louisiana at Lafayette
		Bachelor of Science, Psychology
		  Univ of Louisiana at Lafayette
			Graduate Coordinator,
			Psychology

Vacancy (F) Currently Hiring Dept: Psychology		Terminal Degree in Field of Psychology	
Proposed New Hire (F) Dept: Psychology		Terminal Degree in Field of Psychology	
Lionel Asare Assistant Professor (F) Dept: Sociology, Anthropology, and Human Development & Family Science	**Fall** • HDFS 201 Diverse Families (3 cr) UT • HDFS 370 Research Methods/Evaluation (3 cr) UT • HDFS 440 Family Law & Public Policy (3 cr) UT **Spring** • HDFS 201 Diverse Families (3 cr) UT • HDFS 370 Research Methods/Evaluation (3 cr) UT • HDFS 440 Family Law & Public Policy (3 cr) UT	Doctor of Philosophy, Human Devel and Fam Studies, Gen University of North Texas	ULearn Certification

Emily Blosser
Assistant Professor (F)
Dept: Sociology,
Anthropology, and
Human Development &
Family Science
	Fall
	• SOCI 310 Minority Groups (3 cr) UT
	• SOCI 454 Sociology of Gender (3 cr) UT, G
	• SOCI 497 Special Projects in Sociology I (3 cr) UT, G
	• SOCI 498 Special Projects in Sociology II (3 cr) UT, G
	Spring
	• SOCI 310 Minority Groups (3 cr) UT
	• SOCI 494 Sociology of Food Eating (3 cr) UT, G
	• SOCI 497 Special Projects in Sociology I (3 cr) UT, G
		Doctor of Philosophy, Sociology
		  LSU - Baton Rouge
		Master of Arts, Sociology
		  LSU - Baton Rouge
		Master of Arts, Public Relations
		  University of Texas - Austin
			ULearn Certification

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Anne Branscum
Assistant Professor (F)
Dept: Sociology,
Anthropology, and
Human Development &
Family Science
	Fall
	• HDFS 350 Family Resource Management (3 cr) UT
	• HDFS 431 Human Development Gerontology (3 cr) UT, G
	• HDFS 432 Families in Crisis (3 cr) UT, G
	Spring
	• HDFS 350 Family Resource Management (3 cr) UT
	• HDFS 431 Human Development Gerontology (3 cr) UT, G
	• HDFS 432 Families in Crisis (3 cr) UT, G
		Doctor of Philosophy, Human Devel and FamStudies,Gen
		  Cy-Tag/Iowa State University
		Master of Arts, Child and Family Studies
		  Southeast Missouri State UNIV.
			ULearn Certification

Jo DeRouen Professor (F) Dept: Sociology, Anthropology, and Human Development & Family Science	**Fall** • SOCI 100 General Sociology (3 cr) UT • SOCI 375 Sociology of Sport (3 cr) UT • SOCI 494 Sociology of Climate Change (3 cr) UT, G **Spring** • SOCI 100 General Sociology (3 cr) UT • SOCI 375 Sociology of Sport (3 cr) UT • SOCI 497 Special Projects in Sociology I (3 cr) UT, G	Doctor of Philosophy, Sociology Colorado State University	ULearn Certification
Hua-Lun Huang Associate Professor (F) Dept: Sociology, Anthropology, and Human Development & Family Science	**Fall** • SOCI 100 General Sociology (3 cr) UT • SOCI 362 Criminology (3 cr) UT • SOCI 364 Juvenile Delinquency (3 cr) UT • SOCI 411 Sociological Theory (3 cr) UT, G **Spring** • SOCI 100 General Sociology (3 cr) UT • SOCI 362 Criminology (3 cr) UT • SOCI 364 Juvenile Delinquency (3 cr) UT • SOCI 411 Sociological Theory (3 cr) UT, G	Doctor of Philosophy, Sociology University of Kansas	

Kathe Managan
Assistant Professor (F)
Dept: Sociology,
Anthropology, and
Human Development &
Family Science
	Fall
	• ANTH 201 Cultural Anthropology (3 cr) UT
	• ANTH 320 Anthropology of Food (3 cr) UT
	Spring
	• ANTH 201 Cultural Anthropology (3 cr) UT
	• ANTH 390 Linguistic Anthropology (3 cr) UT
	• ANTH 470 Anthropological Theory (3 cr) UT, G
		Doctor of Philosophy, Anthropology
		  New York University
		Master of Arts, Anthropology
		  New York University
		Bachelor of Arts, French
		  Univ of Cali - Berkeley
			ULearn Certification

Abbreviations: F – Full Time, P – Part Time; UN – Undergraduate Nontransferable, UT – Undergraduate Transferable, G – Graduate, Duel – High School Dual Enrollment Course; CJUS – Criminal Justice, POLS – Political Science, PSYC – Psychology, SOCI – Sociology, ANTH - Anthropology, HDFS – Human Development and Family Science

Jessica Pearce Assistant Professor (F) Dept: Sociology, Anthropology, and Human Development & Family Science	**Fall** • SOCI 301 Sociological Synthesis (3 cr) UT • SOCI 350 Sociology of Deviance (3 cr) UT **Spring** • SOCI 241 Contemporary Social Problems (3 cr) UT • SOCI 308 Social Research Methods (3 cr) UT • SOCI 309 Social Research Lab (1 cr) UT • SOCI 420 Social Interaction (3 cr) UT, G	Doctor of Philosophy, Sociology LSU - Baton Rouge	ULearn Certification Program Coordinator for Sociology
Mark Rees Assistant Professor (F) Dept: Sociology, Anthropology, and Human Development & Family Science	**Fall** • ANTH 100 Introduction to Anthropology (3 cr) UT • ANTH 203 World Archaeology (3 cr) UT • ANTH 493 Historical Archaeology (3 cr) UT, G • ANTH 497 Special Projects in Anthropology I (3 cr) UT, G **Spring** • ANTH 203 World Archaeology (3 cr) UT • ANTH 303 Archaeology (3 cr) UT • ANTH 440 Louisiana Archaeology (3 cr) UT, G	Doctor of Philosophy, Anthropology University of Oklahoma	ULearn Certification

David Yarbrough
Professor
Dept: Sociology,
Anthropology, and
Human Development &
Family Sciences
		Doctor of Philosophy, Child and Family Studies
		  University of Tennessee
		Master of Social Work
		  University of Alabama
		Bachelor of Arts, Mass Communication
		  University of Alabama
			Dean of Community Service

Proposed New Hire (F) Dept: Sociology, Anthropology, and Human Development & Family Sciences		Terminal Degree in specified area	

Abbreviations: F – Full Time, P – Part Time; UN – Undergraduate Nontransferable, UT – Undergraduate Transferable, G – Graduate, Duel – High School Dual Enrollment Course; CJUS – Criminal Justice, POLS – Political Science, PSYC – Psychology, SOCI – Sociology, ANTH - Anthropology, HDFS – Human Development and Family Science

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2024

Item F.4.   Proposed revision to Board Rule, Chapter III, Faculty and Staff, Section XV. Termination

EXECUTIVE SUMMARY

Board Rule, Chapter III, Faculty and Staff, Section XV. Termination, pertains to termination relevant to the faculty body. Current policy does not allow for the termination of tenure track faculty (after two of more years of uninterrupted service) without 12 months' notice; the only exception is program discontinuation. In regards to instructors and non-tenure track faculty, current policy requires one month's notice. Proposed changes (highlighted in yellow) to existing policy will provide member institutions with an avenue for a timelier termination based on cause. Chief Academic Officers from the nine member institutions have reviewed proposed changes as has legal counsel.

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 proposed revisions to Board Rule, Chapter III, Faculty and Staff, Section XV. Termination.

CHAPTER III

FACULTY AND STAFF

SECTION XV. TERMINATION

A. <u>Tenure Track Faculty</u>. An appointment carries no assurance of reappointment, promotion, or tenure. Reappointments are made solely at the discretion of the institution with the approval of the Board. The non-reappointment of a faculty member does not necessarily reflect on the faculty member's work record or behavior. The determination to reappoint, or not to reappoint, should be based upon a review of the specific conditions relating to the position. Notice that a probationary appointment is not to be renewed shall be given to the faculty member in advance of the expiration of the appointment as follows:

1. Not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination. In the specific case of program discontinuance, the notice requirement shall be at least three months in advance of termination.

2. Not later than December 15 of the second academic year of service if the appointment expires at the end of that academic year, or at least six months in advance of its termination. However, in the specific case of program discontinuance, the notice requirement shall be at least three months in advance of termination.

3. At least 12 months before the expiration of an appointment after two or more years of uninterrupted service at the institution. However, in the specific case of program discontinuance, the notice requirement shall be at least three months in advance of termination.

4. Advance notice to a tenure-track faculty member, as may be required in the preceding paragraphs, that the appointment will not be renewed or will be altered shall not be required when there is cause for the termination due to reasons other than program discontinuance. Cause for discharge, termination or alteration of contract, or demotion in rank of tenure-track faculty shall consist of conduct seriously prejudicial to the college or university system such as infraction of law or commonly accepted standards of morality, failure to follow proper orders, violation of institutional or Board rules and regulations, neglect of duty, incompetence, or other conditions that impair discharge of duties and the efficiency of the institution. The foregoing enumeration of cause shall

not be deemed exclusive. However, action to discharge, terminate, or demote shall not be arbitrary or capricious, nor shall it infringe upon academic freedom.

B. Instructors and Non-Tenure-Track Faculty. Lecturers and other special appointees are temporarily employed with appointment letters. Their appointments expire at the end of the term. Advance notice of non-renewal shall not be required. However, in the specific case of program discontinuance, an Instructor or other non-tenure-track faculty may be terminated upon one month's notice.

1. Notwithstanding Section B, advance notice to an Instructor or non-tenure-track faculty member that the appointment will not be renewed or will be altered shall not be required when there is cause for the termination due to reasons other than program discontinuance. Cause for discharge, termination or alteration of contract, or demotion in rank of Instructors and non-tenure-track faculty shall consist of conduct seriously prejudicial to the college or university system such as infraction of law or commonly accepted standards of morality, failure to follow proper orders, violation of institutional or Board rules and regulations, neglect of duty, incompetence, or other conditions that impair discharge of duties and the efficiency of the institution. The foregoing enumeration of cause shall not be deemed exclusive. However, action to discharge, terminate, or demote shall not be arbitrary or capricious, nor shall it infringe upon academic freedom.

C. Cause for Terminating Tenured Faculty.

1. Cause for discharge, termination of contract, or demotion in rank of tenured faculty shall consist of conduct seriously prejudicial to the college or university system such as infraction of law or commonly accepted standards of morality, failure to follow proper orders, violation of institutional or Board rules and regulations, neglect of duty, incompetence, or other conditions that impair discharge of duties and the efficiency of the institution. The foregoing enumeration of cause shall not be deemed exclusive. However, action to discharge, terminate, or demote shall not be arbitrary or capricious, nor shall it infringe upon academic freedom.

2. Financial Exigency constitutes cause, as does program discontinuance.

D. Academic Dismissal Policy. Each institution shall have a written policy for due process concerning academic dismissal for tenured faculty. This policy shall provide for hearings before a committee that includes faculty members. Its findings and recommendations shall be forwarded to the chief executive officer of the university who shall make a final determination.

E. Petition for Review. Except in cases where termination occurs pursuant to financial exigency or program discontinuance, the member of the academic staff who has exhausted due process procedures at the institutional level may petition the Board within 30 days when the institution is in session for a review and no official action shall be taken by the institution until a final determination is made by the Board.

BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 5, 2024

Item F.5.   **University of New Orleans'** request for approval of a restructuring plan.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to implement a restructuring plan beginning in January 2025. The proposed plan will consolidate existing academic colleges and departments as well as leadership positions in upper administration. The proposed plan also includes the creation of a University College that will be dedicated to the academic and personal success of UNO students through a foundation of support services and beyond.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of a restructuring plan.*

December 2, 2024- DRAFT Contingent on Board Approval

Proposed Restructuring: University of New Orleans

The purpose of the proposed university restructuring is to significantly reduce administrative costs while at the same time enhancing support for student learning and success, protecting our mission, and preserving all our academic programs. While details will be informed through conversations with faculty, staff, and student governance groups in December, changes will be implemented in January 2025 with interim leaders appointed in University College (director), Science & Engineering (dean), and Liberal Arts & Professional Studies (dean). In Spring 2025 we also will begin to implement shared services models for IT support, administrative support, and other back-office functions.   Projected annual savings associated with university reorganization is $2.1M.

	Current	**Proposed**
Vice Presidents	**5** - Enrollment Management - Student Affairs - Finance & Administration - Information Technology - Research (vacant)	**3** - Enrollment Management & Student Success - Finance & Administration - Information Technology
Degree-Conferring Units	**5** - Business - Liberal Arts & Education - Science - Engineering - Interdisciplinary Studies	**2** - Science & Engineering - Liberal Arts & Professional Studies (includes BIS, Interdisciplinary Studies)
Academic Leaders	**5** Deans (COBA, COLA-ED, SCI, ENG, Library) **4** Directors (Arts, Education, HRT, Interdisciplinary Studies) **6** Associate/Assistant Deans **23** Chairs	**3** Deans (S&E, LA&PS, Library) **3** Directors (Liberal Arts, Business, Education) **4** Associate/Assistant Deans **15** Chairs
Associate Provosts/AVPs	**3** - Academic Programs - Faculty Affairs - Graduate School	**3** - Student Success and Institutional Effectiveness - Faculty Affairs - Research and Graduate Education
Undergraduate Student Success	Distributed across student affairs, academic affairs, and colleges with limited integration or coordination	Consolidated in an integrated **University College,** led by Director, reporting to VP for Enrollment Management & Student Success. Academic advising will be centralized, and all offices must use Navigate360 to support retention and student success. Outside of University College the following units will report to the Dean of Students: - Wellness Services (Health, Counseling, Connection & Belonging)

		- Residential Life - Accessibility Services - Student Involvement & Leadership

Enhancing Undergraduate Student Success:

University College will serve as a gateway into the university, an academic home for pre-majors, and a hub for academic support. Academic advisors will be centralized in University College, organized into clusters or "meta-majors" that share foundational gateway courses, and will be supported by trained peer advisors. Career Services professionals will support each advising cluster to ensure that career planning and development is woven through the entire undergraduate student experience, connecting all majors with opportunities to acquire transferable career-relevant skills through minors, certificates and alternative credentials. University College will house the following areas and initially will be staffed by reorganizing areas aligned with Academic Affairs and Student Affairs:

- First Year Experience (Orientation, First Year Seminars, Learning Communities)
- Academic Advising and Career Development/Planning
- Student Employment (including on-campus and community-based work study)
- TRIO Programs
- Peer Mentoring and Supplemental Instruction
- Tutoring and Coaching Services
- International Education
- Center for Excellence in Teaching and Experiential Learning
- Honors Program
- University College Faculty (engaged in FYE, experiential learning, oversight for UNIV (first year seminar) curricula
- Student Success Council

University College faculty will be appointed for 2Y (renewable) terms by academic deans and will be critically involved in developing the First Year Experience, improving student success in gateway and general education courses, and overseeing academic policies and practices that are critically important for beginners, transfer students, and degree completers.

While initially the administrative functions within University College will be distributed across multiple locations, an important goal will bring units together in a shared physical location – ideally in or near the Earl K. Long library.