

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.1.**      **McNeese State University's** request for approval of a Five-Year Strategic Plan for 2024-29 and revised Vision, Mission, Core Values and Organizational Statements.

**EXECUTIVE SUMMARY**

In September 2022, McNeese State University (MSU) held a 3-day Future Search Conference as the initial step in the University's strategic planning process. This collaborative event brought together faculty, staff, administrators, students, and community members to develop vision themes that would guide the planning process.

In Fall 2024, with new executive leadership in place, MSU reviewed the work from 2022 and developed a Five-Year Strategic Plan for 2024-29; input from University stakeholders was part of this process. The Plan establishes four main goals: (1) Stabilize enrollment; (2) Create a thriving learning community for student advancement; (3) Enhance internal and external collaboration and communication; and (4) Expand support for faculty and staff. In addition, revisions to vision, mission, core values, and organizational statements were also made. Creation and implementation of the Plan will steer the University toward greater growth, service, and impact, both regionally and globally.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of the Five-Year Strategic Plan for 2024-29 and revised Vision, Mission, Core Values and Organizational Statements.



OFFICE OF THE PRESIDENT  
**MCNEESE STATE UNIVERSITY**  
WADE ROUSSE, PhD

E.1.

*Via Electronic Transmittal Only*

February 6, 2025

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

Dear President Gallot:

McNeese State University requests consideration and approval of the following to be placed on the agenda for the February 27, 2025 meeting of the Board of Supervisors:

*Review and approval of the Five-Year Strategic Plan for 2024-2029.*

Thank you for your assistance in this matter.

Sincerely,

Wade Rousse, PhD  
President

Attachments



OFFICE OF THE PRESIDENT

MCNEESE STATE UNIVERSITY

WADE ROUSSE, PhD

February 6, 2025

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

Dear President Gallot:

McNeese State University requests your review and approval of the Five-Year Strategic Plan for 2024-2029. Developed with input from University stakeholders, this plan outlines the goals and priorities that will guide the institution's decisions, actions, and growth. As a result of the strategic planning process, the University's mission, vision, core values, and organizational statements have also been revised.

Sincerely,

Wade Rousse, PhD  
President

Attachment



## **Five-Year Strategic Plan (2024-2029)**

### **Goal 1: Stabilize Enrollment**

1. Each year, increase fall-to-fall enrollment from the 2023 enrollment baseline of 6061.
2. Each year, improve the first-time freshman retention rate from our baseline measure of 69%.
3. Each year, increase 4-, 5-, and 6-year graduation rates from the baselines for the Fall 2017 cohort of 34%, 47%, and 51%, respectively.
4. Establish a tracking system to evaluate job placement and graduate and professional school acceptance across disciplines.

### **Goal 2: Create a Thriving Learning Community for Student Achievement**

1. Ensure each campus unit defines and delivers services that reinforce student success.
2. Increase the number of experiential learning opportunities (e.g., hands-on projects, internships) across campus.
3. Provide support services that meet student needs.

### **Goal 3: Enhance Internal and External Collaboration and Communication**

1. Develop and sustain partnerships with professionals and employers to ensure curricula remain relevant for the workforce.
2. Increase brand awareness by promoting student, staff, faculty, and alumni achievement.
3. Implement a comprehensive communication plan to educate employees on how funding is allocated to support the institution's mission and operations.

### **Goal 4: Expand Support for Faculty and Staff**

1. Explore opportunities to address faculty and staff pay and increase average compensation by 2029, subject to funding availability.
2. Seek additional funding for professional development.
3. Provide internal and external professional development opportunities tailored to faculty and staff needs.
4. Establish a structured onboarding process for all new faculty and staff.

## Mission

Our mission is to deliver a life-changing higher education experience by fostering a dynamic teaching and learning community committed to excellence with a personal touch.

## Vision

Our vision is to be the premier regional university in Louisiana and Southeast Texas, recognized for excellence in academic programs, scholarship, student success, and impactful community engagement.

## Core Values

McNeese State University upholds six core values that shape our actions and guide decision-making:

- **Student-Centric** – We prioritize students at the core of everything we do, dedicating ourselves to their academic achievement, personal development, and overall well-being.
- **Adaptable** – We embrace change and continuously evolve to meet the challenges of a dynamic world.
- **Collaborative** – We cultivate partnerships and teamwork across disciplines and communities to drive progress and innovation.
- **Transparent** – We foster trust and understanding by communicating openly and honestly.
- **Accountable** – We hold ourselves responsible for achieving excellence in all aspects of our work.
- **Accommodating** – We foster an environment that supports and respects the needs of individuals, ensuring access and opportunity for all.

At McNeese State University, we foster an adaptable and collaborative environment where innovation and teamwork drive progress. We are student-centric in all we do, ensuring that our actions support student success and well-being.

## Excellence with a Personal Touch: An Organizational Statement

McNeese State University strives for excellence in all we do as we work to become the premier regional university for Louisiana and southeast Texas. We enhance the quality of life in our region through academic programs designed to support economic development and an educational experience that provides our students with life-changing opportunities. We embrace a culture of continuous improvement, where each goal achieved serves as a foundation for the next, fostering perpetual growth.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.2.**      **McNeese State University's** request for approval to convert the existing Master of Arts in Psychology to a Master of Science in Applied Behavior Analysis.

**EXECUTIVE SUMMARY**

McNeese State University (MSU) currently offers a Master of Arts (MA) in Psychology under which there are concentrations in Applied Behavior Analysis (ABA) and General/Experimental. The ABA concentration is the more substantive of the two and is accredited by the Association for Behavior Analysis International (ABAI). Following an ABAI site visit last summer, the Department of Psychology and Counseling indicated in its follow-up report that it would seek approval to transition the concentration into a standalone degree program. As such, the University would like to convert the existing MA in Psychology to a Master of Science (MS) in ABA.

Enrollment in the ABA concentration for the last three years has been as follows: FL22: 19, FL23: 12, and FL24: 16. The three-year completer average for the ABA concentration is 10.3, well above the low completer viability threshold for a master's program. As of Spring 2025, there are 17 students enrolled in the MA in Psychology. Of those 17, 13 are in the ABA concentration. Students currently in the program will have the option to either complete their studies within the existing MA in Psychology or transition to the MS in ABA (if approved). Students opting for the teach-out option would complete the program by Spring 2027, with no additional fees or expenses incurred as a result of the transition.

The University currently offers all courses required for the intended degree, taught by existing full-time and part-time faculty. The department already has the necessary curriculum, faculty, staff, equipment, software, facilities, and student interest to administer the proposed MS in ABA without requiring additional funding. All necessary resources are in place to separate the ABA concentration from the MA in Psychology without modifying curriculum, course offerings, faculty, or support.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to convert the existing Master of Arts in Psychology to a Master of Science in Applied Behavior Analysis.***



OFFICE OF THE PRESIDENT  
**MCNEESE STATE UNIVERSITY**  
WADE ROUSSE, PhD

E.2.

*Via Electronic Transmittal Only*

February 6, 2025

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

Dear President Gallot:

McNeese State University requests consideration and approval of the following to be placed on the agenda for the February 27, 2025 meeting of the Board of Supervisors:

*Request to establish Master of Science in Applied Behavior Analysis*

***NOTE: This request is contingent upon the separate request to terminate the MA in Psychology being approved.***

Thank you for your assistance in this matter.

Sincerely,

Wade Rousse, PhD  
President

Attachments



Office of Institutional Research & Effectiveness



MCNEESE  
STATE UNIVERSITY

Box 91540  
Lake Charles, LA 70609  
Burton Business Center, Room 432

Phone: (337) 475-5591

Fax: (337) 475-5511

[www.mcneese.edu/ire](http://www.mcneese.edu/ire)

January 30, 2025

Dr. Michael Buckles  
Provost and Vice President for Academic Affairs  
McNeese State University  
Box 93220  
Lake Charles, LA 70609

SUBJECT: Request to Establish Master of Science in Applied Behavior Analysis

Dear Dr. Buckles,

On behalf of the Department of Psychology and Counseling, the College of Nursing and Health Professions, and the Graduate Council, I request your approval to establish a Master of Science (MS) in Applied Behavior Analysis (ABA) with CIP code 42.2814, effective with the 2025-2026 academic year. Upon your approval, this request will be submitted to the University of Louisiana System along with a separate—but conditional—request to terminate the Master of Arts (MA) in Psychology, under which Applied Behavior Analysis is currently a concentration.

The ABA concentration is one of two remaining concentrations under the MA in Psychology, with the Counseling Psychology concentration having been terminated a few years ago due to the creation of the MS in Clinical Mental Health Counseling. The ABA concentration is the more substantive of the two remaining concentrations and is accredited by the Association for Behavior Analysis International (ABAI). Following an ABAI site visit last semester, the Department of Psychology and Counseling indicated in its follow-up report that it would seek approval to transition the concentration into a standalone degree program.

As shown in the attached curriculum schemas from the 2024-2025 and 2025-2026 academic catalogs, no changes will be made to the existing curriculum. The requested change in degree designation from MA to MS is intended to emphasize the scientific rigor of the curriculum, particularly its thesis requirement.

The University currently offers all the courses required for the intended degree, taught by existing full-time and part-time faculty. The department already has the necessary curriculum, faculty, staff, equipment, software, facilities, and student interest to administer the proposed MS in ABA program without requiring additional funding or resources in the foreseeable future. Given that all necessary resources are in place to separate the ABA concentration from the MA in Psychology program without modifying existing curriculum, course offerings, faculty, or support, I request approval for the department to proceed with implementation upon authorization by the University of Louisiana System and the Louisiana Board of Regents.

Students currently enrolled in the program will have the option to either complete their studies within the existing MA in Psychology program or transition to the MS in ABA program. Students opting for the teach-out plan are expected to complete the program by Spring 2027, with no additional fees or expenses incurred as a result of the transition.

While the termination of the MA in Psychology program is a substantive change that must be submitted to SACSCOC for approval, the MS in ABA program does not require a substantive change submission, as it does not meet SACSCOC's definition of a new program (a minimum of 25% new content).

Thank you for your time and consideration. Please let me know if you have any questions regarding this request.

Sincerely,



Wesley LeJeune  
Executive Director and SACSCOC Institutional Accreditation Liaison  
Office of Institutional Research and Effectiveness

Attachments: 2024-2025 Curriculum Schema - Psychology, Applied Behavior Analysis Concentration, MA  
2025-2026 Curriculum Schema - Applied Behavior Analysis, MS

**Approval:**



Dr. Michael Buckles, Provost and Vice President for Academic Affairs

1/31/2025  
Date

## Psychology, Applied Behavior Analysis Concentration, MA

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Total Hours Required for Degree: 58

McNeese State University's Master of Arts in Psychology program with a concentration in Applied Behavior Analysis (ABA) has been approved by the Behavior Analysis Certification Board and accredited by the Association for Behavior Analysis International (ABAI). The program prepares master's level graduates to practice in community settings as applied behavior analysts. It provides the academic training and supervised experience necessary for graduates to apply for national board certification in behavior analysis. Training emphasizes the development of both assessment and intervention skills.

The student is required to complete 18 hours of core credits and 40 credit hours of concentration classes for a total of 58 credit hours. This is a thesis program and internship. All practicum and internship placements are in the McNeese Autism Program and/or the Clinical Applied Behavior Analysis Academy. The Department of Psychology and Counseling also has human and animal operant lab facilities in which students can gain experience in single-subject procedures.

The Psychology, Applied Behavior Analysis Concentration, MA program is offered both face-to-face and 100% online.

### Program Admission

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In addition to the [general requirements for admission](#) to the William J. Doré, Sr. School of Graduate Studies, applicants for admission to the Psychology, Applied Behavior Analysis Concentration, MA program must meet the following requirements:

- A minimum score of 285 on the GRE (Quantitative + Verbal); and
- Three hours of statistics plus a minimum of 18 hours in psychology, including 3 hours in each of the following: experimental psychology, abnormal psychology, and social psychology.

The above are considered minimum requirements. In addition, students must be accepted by the Departmental Admissions and Retention Committee, which will make its determination subsequent to the student's completion of 12 hours or the first semester of graduate work. Students are considered to be working on the Master of Arts in Psychology only after being accepted by the committee and being admitted to candidacy.

### Term 1: Fall - 10 hours

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- [PSYC 603 - Principles of Learning and Behavior](#) Cr: 3
- [PSYC 605 - Practicum in Applied Behavior Analysis](#) Cr: 1
- [PSYC 620 - Single-Subject Methodology](#) Cr: 3
- [PSYC 647 - Introduction to Applied Behavior Analysis](#) Cr: 3

### Term 2: Spring - 9 hours

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- [PSYC 612 - Conceptual Foundations of Behavior Analysis](#) Cr: 3
- [PSYC 627 - Applied Research Methods in Applied Behavior Analysis](#) Cr: 3
- [PSYC 628 - Applied Behavior Analysis Interventions](#) Cr: 3

### Term 3: Summer - 9 hours

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- [PSYC 625 - Ethics for Behavior Analysts](#) Cr: 3
- [PSYC 639 - Human Growth and Development](#) Cr: 3
- [PSYC 660 - Applied Behavior Analysis Internship I](#) Cr: 3

### Term 4: Fall - 12 hours

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- [PSYC 615 - Verbal Behavior](#) Cr: 3
- [PSYC 658 - Experimental Analysis of Behavior](#) Cr: 3
- [PSYC 661 - Applied Behavior Analysis Internship II](#) Cr: 3
- [PSYC 699 - Thesis](#) Cr: 1-6 (Must accrue 3 credit hours)

### Term 5: Spring - 9 hours

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- [PSYC 617 - Behavioral Assessment](#) Cr: 3

- [PSYC 662 - Applied Behavior Analysis Internship III](#) Cr: 3
- [PSYC 684 - Professional Standards for Behavior Analysts](#) Cr: 3

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**Term 6: Summer - 3 hours**

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- [PSYC 663 - Applied Behavior Analysis Internship IV](#) Cr: 3

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**Term 7: Fall - 6 hours**

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- [PSYC 600 - Advanced Topics in Behavior Analysis](#) Cr: 3
  - [PSYC 664 - Applied Behavior Analysis Internship V](#) Cr: 3

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**General Notes**

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- At least one-half of the total number of credit hours required for a graduate degree, excluding credit for thesis, must be at the 600 level.
  - Credits applied must be earned within 6 calendar years from the time the student first enrolled in the program.
  - No grade below C and not more than 6 credit hours of C work can be applied toward the degree.
  - Only transfer credits with a grade of B or better may be applied toward the degree.
  - All degree and graduation requirements may be found on the [Graduate School Regulations](#) page.
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## Applied Behavior Analysis, MS

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***\*\*This program is pending approval by the University of Louisiana System and Louisiana Board of Regents.\*\****

Total Hours Required for Degree: 58

McNeese State University's Master of Science in Applied Behavior Analysis program has been approved by the Behavior Analysis Certification Board and accredited by the Association for Behavior Analysis International (ABAI). The program prepares master's level graduates to practice in community settings as applied behavior analysts. It provides the academic training and supervised experience necessary for graduates to apply for national board certification in behavior analysis. Training emphasizes the development of both assessment and intervention skills.

The student is required to complete 58 credit hours. This is a thesis program and internship. All practicum and internship placements are in the McNeese Autism Program.

The Applied Behavior Analysis, MS program is offered both face-to-face and 100% online.

### Program Admission

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In addition to the [general requirements for admission](#) to the William J. Doré, Sr. School of Graduate Studies, applicants for admission to the Applied Behavior Analysis, MS program must have:

- A minimum undergraduate GPA of 2.5; and
- A minimum score of 285 on the GRE (Quantitative + Verbal).

The above are considered minimum requirements.

The Applied Behavior Analysis, MS program accepts new students only in the fall semester. The program does not accept non-degree seeking students.

### Term 1: Fall - 10 hours

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- [PSYC 603 - Principles of Learning and Behavior](#) Cr: 3
- [PSYC 605 - Practicum in Applied Behavior Analysis](#) Cr: 1
- [PSYC 620 - Single-Subject Methodology](#) Cr: 3
- [PSYC 647 - Introduction to Applied Behavior Analysis](#) Cr: 3

### Term 2: Spring - 9 hours

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- [PSYC 612 - Conceptual Foundations of Behavior Analysis](#) Cr: 3
- [PSYC 627 - Applied Research Methods in Applied Behavior Analysis](#) Cr: 3
- [PSYC 628 - Applied Behavior Analysis Interventions](#) Cr: 3

### Term 3: Summer - 9 hours

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- [PSYC 625 - Ethics for Behavior Analysts](#) Cr: 3
- [PSYC 639 - Human Growth and Development](#) Cr: 3
- [PSYC 660 - Applied Behavior Analysis Internship I](#) Cr: 3

### Term 4: Fall - 12 hours

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- [PSYC 615 - Verbal Behavior](#) Cr: 3
- [PSYC 658 - Experimental Analysis of Behavior](#) Cr: 3
- [PSYC 661 - Applied Behavior Analysis Internship II](#) Cr: 3
- [PSYC 699 - Thesis](#) Cr: 1-6 (Must accrue 3 credit hours)

### Term 5: Spring - 9 hours

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- [PSYC 617 - Behavioral Assessment](#) Cr: 3
- [PSYC 662 - Applied Behavior Analysis Internship III](#) Cr: 3
- [PSYC 684 - Professional Standards for Behavior Analysts](#) Cr: 3

### Term 6: Summer - 3 hours

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- [PSYC 663 - Applied Behavior Analysis Internship IV](#) Cr: 3

### Term 7: Fall - 6 hours

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- [PSYC 600 - Advanced Topics in Behavior Analysis](#) Cr: 3
- [PSYC 664 - Applied Behavior Analysis Internship V](#) Cr: 3

### General Notes

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- At least one-half of the total number of credit hours required for a graduate degree, excluding credit for thesis, must be at the 600 level.
  - Credits applied must be earned within 6 calendar years from the time the student first enrolled in the program.
  - No grade below C and not more than 6 credit hours of C work can be applied toward the degree.
  - Only transfer credits with a grade of B or better may be applied toward the degree.
  - All degree and graduation requirements may be found on the [Graduate School Regulations](#) page.
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OFFICE OF THE PRESIDENT  
**MCNEESE STATE UNIVERSITY**  
WADE ROUSSE, PhD

*Via Electronic Transmittal Only*

February 6, 2025

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

Dear President Gallot:

McNeese State University requests consideration and approval of the following to be placed on the agenda for the February 27, 2025 meeting of the Board of Supervisors:

*Request to terminate an Academic Degree Program for MA in Psychology*

***NOTE: This request is contingent upon the separate request to establish the MS in ABA being approved.***

Thank you for your assistance in this matter.

Sincerely,

Wade Rousse, PhD  
President

Attachments



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

<b>1. Institution:</b> McNeese State University
<b>2. Type of Termination (check one)</b> <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)
<b>3. Degree Designation.</b> (BA, MS, PhD, etc.) MA
<b>4. Title and CIP Code.</b> Psychology / 42.0101
<b>5. Semester/year at which no new enrollments will be accepted.</b> Summer 2025
<b>6. Teach-out plan, including semester/year at which reporting of degrees shall cease.</b> <p>Effective Summer 2025, McNeese State University will close its Master of Arts in Psychology program. To ensure a smooth transition, currently enrolled students, students with lapsed enrollment, and prospective students will be informed of the closure through communications issued by the Department of Psychology and Counseling. Faculty and staff have already been informed of the impending closure during the curriculum and course development process. Additional communications will be distributed by the Department of Psychology and Counseling and the Office of Institutional Research and Effectiveness upon approval of the closure by the Louisiana Board of Regents. Community and industry partners will also be notified through communications from the Department of Psychology and Counseling.</p> <p>All currently enrolled students will be able to complete their studies as required coursework will continue to be offered, with the expectation that all students will finish no later than Spring 2027. Students subject to the teach-out plan will not incur any additional charges or expenses because of the closure. All faculty and staff associated with the program will remain employed at the University. Faculty will transition to teaching primarily in other programs, including the new Master of Science in Applied Behavior Analysis, which evolved from the Applied Behavior Analysis concentration of the program being terminated, as well as the Master of Science in Clinical Mental Health Counseling program. Staff in the McNeese Autism Program, the internship site for the Applied Behavior Analysis concentration of the program being terminated, will continue in their roles, as the program will remain operational as an internship site for the new Master of Science in Applied Behavior Analysis.</p>
<b>7. Reason for request.</b> (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)  <b>Explanation:</b> The department is realigning its graduate program offerings to increase enrollment and retention through the establishment of a Master of Science in Applied Behavior Analysis (ABA), which is currently a concentration under this program. ( <b>NOTE: This request is contingent upon the separate request to establish the MS in ABA being approved.</b> )  <small>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</small>

**8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.**

N/A

**9. Program/Unit Contact** (name, title, email address, telephone number)

Dr. Kevin Yaudes, Head of the Department of Psychology and Counseling, [kyaudes@mcneese.edu](mailto:kyaudes@mcneese.edu),  
(337) 475-5457

**Campus Head:**



**Date:**

2/5/25

**Management Board:**

**Date:**

*For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.*

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.3.**     **Nicholls State University's** request for approval to offer a Bachelor of Arts in Social Work.

**EXECUTIVE SUMMARY**

Nicholls State University (Nicholls) requests approval to offer a Bachelor of Arts in Social Work (BSW). The proposed 120 credit hour degree, with a 480-hour internship, will prepare graduates for entry level jobs in the field of social work in the areas of social service counselors, social and community service managers; child, family and school social service providers; healthcare social service providers; and many other areas of society. The BSW would also prepare students for MSW graduate school programs and provide advanced standing status, eliminating one year of academic work.

Currently seven public postsecondary institutions in Louisiana (SLU, ULM, SUBR, GSU, LSU, NSU and SUNO) offer an undergraduate degree in social work and collectively graduate, on average, a total of 212 students. The program proposed by Nicholls would complement the existing programs and help meet the growing need for social services workers, with particular emphasis on rural southern Louisiana. According to the Louisiana Workforce Commission, there are 279 job openings for social service providers at the bachelor's level. Letters of support provided by the START Corporation and Terrebonne General Hospital demonstrate the demand for the proposed BSW program and the impact it would have on the service area and the profession.

The proposed program would build on the Social Work concentration that currently exists under the Bachelor of Arts in Sociology. As of the 2024-25 academic year there are 32 students pursuing the Social Work concentration. Because of the existing concentration, current faculty would be able to provide instructional support; a full-time faculty member would need to be hired in YR3 as enrollment expands and the duties of the Field Supervisor increases. The majority of courses required of the proposed program are already offered and partnerships are in place for the internship component.

**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 offer a Bachelor of Arts in Social Work.***



Nicholls State University

Office of the President

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

E.3.

February 6, 2025

**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 February 27, 2025 meeting of the Board of Supervisors for the University of Louisiana System:

*New Degree Program Proposal:  
Bachelor of Arts in Social Work-CIP 44.070.*

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. Paulette Mayon, Assistant Vice President for Business Affairs & Ethics  
Ms. Alison Hadaway, Director of Human Resources  
Mr. Jerad David, Director of Communications & Legislative Affairs  
Ms. Caitlin Westerman, Internal Auditor  
Ms. Paige Pierce, Director of Alumni Affairs  
Dr. Martin Meder, Faculty Senate President



**Nicholls State University**

**Provost/Vice President for Academic Affairs**

P.O. Box 2002 | Thibodaux, LA 70310 | 985.448.4012 | 985.448.4026 [F]

## **MEMORANDUM**

To: Dr. Jay Clune, President, Nicholls State University  
From: Todd M Keller, DNS, Vice Provost and Chief Academic Officer  
Date: January 30, 2025  
Subject: Proposal for the Bachelor of Arts in Social Work (BSW)

Please accept this proposal for the Bachelor of Arts in Social Work (BSW) to be implemented in the Fall semester of 2025. This proposal has been crafted by Dr. Tina Granger and Ms. Rebecca Picou in the Department of Sociology, under the guidance of Dr. David Whitney, Department Head for Social Sciences. This proposal represents a four-year degree that will prepare graduates for entry level jobs in the field of social work in the areas of social service counselors, social and community service managers; child, family, and school social service providers; healthcare social service providers; and many other areas of society. Furthermore, graduates of an accredited BSW program can significantly decrease the completion time of a Masters degree should they choose to enter into a Master of Social Work degree program. This proposed degree program not only provides graduates with first-day work-ready knowledge and skills; but also provides an advantage for entering advanced studies in the field of social work, something that the current concentration in social work under the Bachelor of Sociology does not provide.

We respectfully ask that this proposal be submitted to the University of Louisiana System for consideration and approval.

Thank you.



# Academic Degree Program Proposal Form

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

## A. Overview

Institution Name: Nicholls State University		Designation (flagship, statewide, regional, HBCU, 2-year): Regional		
College/School/Division: College of Liberal Arts		Academic Department: Department of Social Sciences		
Degree Designation <sup>a</sup> : Bachelor of Arts	Proposed Degree Name: Social Work	CIP Code: <b>44.0701</b>	Credit Hrs <sup>b</sup> : 120	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2025		Was this program listed in the most recent Three-year Academic Plan? [ X ] Yes [ ] No		

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

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

<sup>c</sup> If applicable.

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

**Description:** The Bachelor of Arts in Social Work (BSW) degree would offer a thorough education for entry-level employment in case management with individuals, families, groups, organizations, and communities. Social work is defined as “a program that prepares individuals for the professional practice of social welfare administration and counseling, and that focuses on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling” (National Center for Education Statistics, (NCES), 2024). BSW programs are accredited by the Council on Social Work Education (CSWE) that provides professional standards that are recognized in the field of social services. Individuals who hold the BSW are registered with the state they live in and are under a professional standard of conduct. Currently, the state of Louisiana and other states require an individual to have the CSWE accredited BSW or MSW to work as a social worker. The BSW requires 400+ internship hours enhancing social work skills and concepts. The BSW would prepare students for MSW graduate school programs and provide advanced standing status, eliminating one year of academic work, thus reducing the financial burden. The MSW degree is a major step in the licensure process of social workers.

**Reason:** In 2022 there were 728,600 social workers in the United States (Bureau of Labor Statistics (BLS), 2024). Social workers offer 60% of psychotherapeutic treatment. About 63,800 openings for social workers are projected each year, on average, over the decade (BLS, 2024). “Louisiana, like the rest of the U.S., is facing critical behavioral health workforce challenges, while the need for services is as great as ever. Louisiana ranks 35th among all states for its suicide rate. Expanding access to services by increasing the number of providers... is a critical part of LDH’s priority to address these complex behavioral health challenges” (LDH, 2024). Nicholls State University Sociology student career motivations, Alumni employment areas, and graduate school admissions indicate that the trend in the sociology program is shifting to social work. Current Sociology program enrollment numbers reveal that over half of the majors are social work concentration students. Two other programs on campus advertise that their students proceed to MSW education post-graduation. These programs do not adequately prepare students to proceed to MSW graduate school education, because they are missing the foundational concepts and theories of social work. Additionally, full-time faculty within the two programs do not hold terminal degrees in social work nor have had employment experience in social work. The proposed BSW program would fill this gap and once accreditation is approved, provide an advanced standing status that could not be gained in the other programs. The mission of the proposed BSW program is to develop evidence-based social work professionals who are competent to meet the growing need for entry-level practitioners in the regional and national workforce, particularly in rural central and southern Louisiana.

**Primary objective:** The addition of the BSW degree would better serve the needs of the University students who are inclined toward social work, by offering a degree that is specific to their career interests and that are taught by faculty who hold degrees and experiences in social work. A BSW would make students immediately eligible for positions in the field of social work, which would make the program more marketable, increasing university enrollment. Notable goals of the program include:

1. To prepare students for lifelong learning as generalist social work practitioners at the BSW professional level, including preparation for graduate school by modeling professionalism, values of the social work profession, and service to the community.
2. Apply critical thinking skills to professional social work practice using empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
3. Practice within the context of social work’s professional values, ethics, and principles by:

- a. analyzing the effects of social policy and understanding the methods to influence policy decisions.
  - b. Apply knowledge of bio-psycho-social factors that affect individual development and behavior across the lifespan.
4. Effectively use communication skills appropriately to interact with clients, colleagues, and members of the community without discrimination related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
  5. Use supervision (internship) effectively to enhance generalist social work practice.
  6. Apply knowledge and skills of generalist social work practice with systems of all sizes, with special attention to the people of the tri-parish area, Louisiana, and its adjacent areas.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers. t <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited June 25, 2024).

Louisiana Department of Health. <https://ldh.la.gov/news/provisional-licensure> (visited June 25, 2024).

National Center for Education Statistics  
<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88564> (visited, June 25, 2024).

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.

Individuals who engage in clinical social work practice at the Master's level must have a degree from a CSWE accredited University. This accreditation would provide a nationally recognized accreditation standard and graduates would be eligible to receive advanced standing status in MSW programs and/or meet social work employment criteria. The BSW program would be required to obtain accreditation from the Council on Social Work Education (CSWE) for the benefit of the graduates and to align with the mission of the University to provide accredited programs. The Commission on Accreditation (COA) through the CSWE is the accrediting body for social work programs in the US. Upon approval by the Board of Regents to proceed, we will begin the accreditation process with CSWE. The candidacy process for full accreditation by CSWE is a three-and-a-half-year process. In summary, the steps and tentative dates are as follows:

**Candidacy eligibility application, Institutional Letter of Intent, and eligibility fee** is submitted to CSWE. (once approval is received from BOR to proceed).

**Benchmark 1 Draft and Benchmark 1 Review Brief** submitted, approved by Associate Director of CSWE for pre-candidacy, and placed on the agenda for the next available COA meeting. (October 2025 or February 2026). \* Upon Pre-candidacy status approval, the program can admit the first cohort of students that would receive advanced standing status.

Benchmark I standards reviewed for approval by commissioner site visitor, commissioner readers, and the full COA → Candidacy Status Decision.

**Benchmark II submitted during the second year** and reviewed for approval by commissioner site visitors, commissioner readers, and the full COA→2nd year of candidacy decision.

**Benchmark III submitted and reviewed** for approval by commissioner site visitor, commissioner readers, and the full COA; all standards reviewed for approval→ Initial Accreditation Decision.

**Initial accreditation – June 2028** (covers students admitted to program Fall 2026 or later, regardless of graduation date).

<https://www.cswe.org/accreditation/>

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
- ☐ Substantive change requiring notification only
  - ☒ Substantive change requiring approval prior to implementation
  - ☐ Level Change
  - ☐ None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
- ☐ MJ Foster Promise Program
  - ☐ Cyber-security Initiatives
  - ☐ Louisiana Transfer Pathways
  - ☒ Other: Louisiana Board of Regents - expand the pipeline of behavioral health professionals.
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 direct affiliation with a Louisiana institution.

This proposal is not for a Master's or Doctoral program.

**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 BSW program aligns with Nicholls's role, scope, and mission in several ways. Part of the mission of Nicholls State University is to prepare students for careers. The proposed program would provide students with the knowledge, skills, and requirements to enter the field of social services upon graduation. The BSW program would develop trained social service workers who are competent to meet the growing need for social services workers in our regional and national work force, with particular emphasis on providing services in rural southern Louisiana. Currently, there are 279 job openings for social service providers at the bachelors level (LaWorkforce Commission). These jobs are in high demand in our region and the state. This employment area is prone to high burnout rates due to acceptance of degrees outside of social work for entry-level jobs. The BSW will provide specific skill sets that focus on the social and psychological functioning of children and their families, including advanced skill sets in intake, assessment, planning, and monitoring, which aligns with the Louisiana Title IX initiative to enhance behavioral sciences.

As part of the Louisiana Coastal Community, our area is prone to natural disasters and as a community we often face lack of resources and support when needed most. The proposed BSW program at Nicholls State University would prepare workers to respond to the demands these disasters place on our area. One of the Sociology faculty holds a certificate in Disaster Mental health and has volunteer experience with the Red Cross. The Sociology program offers 2 courses in Disaster Management. Nicholls is dedicated to being immersed in the Louisiana Coastal Community, and this program would support students' ability to foster growth and address the needs of this community.

Nicholls is the southernmost university in Louisiana. Our area is characterized by several socio-economic downfalls, including high unemployment, lack of affordable housing, rural poverty, lack of educational resources, and geographic and cultural isolation. We have historically been harmed by natural disasters, economic crises, and lack of resources. The need for support in this area is great. Social service agencies are often called upon during times of need to provide not only substantive resources, but also mental health support. This program, in alignment with Nicholls' vision to be the intellectual, economic, and cultural

heart of the Louisiana Coastal Community, would give students the necessary skills needed to support, maintain, and raise this area.

Nicholls Mission & Vision. Retrieved online from <https://www.nicholls.edu/about/>

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

The proposed BSW program aligns with the strategic plan and academic program portfolio of Nicholls in several ways. Nicholls State University supports values that promote citizenship, concern for self and others, and the desire for a better world by embracing its core values. These core values include civic engagement, diversity, excellence, integrity, respectfulness, responsibility, and safety. Along with our values, the foundational principles permeate every aspect of the institution. These principles support the people and places of Nicholls by ensuring a safe and financially stable living and working environment and a culture of open and effective communication. These principles are defined around pillars that will guide our work and create an exceptional experience for students, faculty, staff and the community.

**Pillar 1: Student Experience**

In alignment with Nicholls' devotion to helping students reach their full potential and aspirations for the future, the BSW program will utilize high impact practices, including but not limited to guest speakers, service learning, and internships. Students will be guided through the program by Social Workers who are not only experienced in the field, but also experienced in academics. Academic success will be ensured by providing academic advising and clear paths to academic completion. Through the program students will gain mental and physical awareness for others and themselves. The program will promote resource allocation and promote effective services that address wellness, mental and physical health of our students. The program will foster skills needed for effective career decision making. High impact practices, course work that aligns with real life experiences, and internships will provide professional development and allow students to become self-advocates of their values to future employers. This program, through strong engagement with the institution, will allow students to earn a BSW and become active members of the communities we serve.

**Pillar 2: Employee Experience**

Nicholls is an institution with a caring community culture. Nicholls is committed to achieving performance excellence and the continuous improvement of our people and processes. Faculty in the proposed BSW program include MSWs, LMSWs, LCSW, Sociologists, and Social Work PhDs. Employees are able to bring not only social service work experience, but also years of academic experience. Employees of this program participate in professional development annually, require state training, collaborative research, and hold and maintain state licensure. Faculty of this program hold an annual Social Work Advisory Board with local professionals in the social work field to determine current trends in the field and how our program can align with those trends. An annual Social Work Panel is held each March. Students are invited to participate in this event where they can gain knowledge of the field.

**Pillar 3: Academic Experience**

Nicholls provides academic degree programs that meet current and future needs of our coastal region, nation, and world. The proposed BSW program would meet multiple goals. This program would enhance our existing Sociology degree program to better meet the needs of our region. The creation of the BSW program would provide our area with much needed social service workers that could respond to the needs of our community in terms of disaster response, resource allocation, community health services, child and family services, government services, and many more.

#### **Pillar 4: Community Experience**

Nicholls is committed to strengthening regional engagement by serving as a strong partner with community members, area organizations, and companies. Nicholls experiences within the community are critical to ensure our impact extends far beyond our campus boundaries and into the daily lives of our coastal communities. We strive to develop mutually beneficial partnerships, initiatives, and economic engagement to incubate new opportunities for our future along with continuing to lead efforts in research and collaboration in coastal resilience and restoration. Through deep strategic relationships, we will distinguish ourselves as a valued partner and community resource. This program will support Nicholls' relationship to the community through internships and service learning. The Department of Social Sciences has established MoU's with the Department of Public Health, Terrebonne General Hospital, START, Lafourche Parish Sheriff's Office and many other agencies that provide collaborative relationships that guide our degree program toward the regions' needs.

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 BSW program will be offered through a combination of face-to-face, hybrid, and asynchronous online courses. Nicholls has been offering a Bachelor of Art in Sociology with a concentration in Social Work for some years. This degree is offered face-to-face and online. While the BSW will only be available through face-to-face course offerings, the Bachelor of Art in Sociology with a concentration in Social Work will continue to be offered in the online college.

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

Nicholls has always strived to remain an affordable institution. The university has long been ranked as one of the top fifteen colleges with affordable out of state tuition. The BSW program will support Louisiana Transfer Pathways in conjunction with all Board of Regent approved General Elective courses. OERs will be utilized when available and the textbook cost will be kept to a minimum when able. The BSW program will work with stakeholders to establish scholarships and program funding.

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

The Department of Social Sciences has established MoU's with the Department of Public Health, Terrebonne General Hospital, START, Lafourche Parish Sheriff's Office and many other agencies that provide collaborative relationships that guide our degree program toward the regions' needs. Faculty of this program hold an annual Social Work Advisory Board with local professionals in the social work field to determine current trends in the field and how our program can align with those trends. An annual Social Work Panel is held each March. Students are invited to participate in this event where they can gain knowledge of the field.

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

A 480-hour internship will be required of each student in order to complete the program. In addition to this internship, students will participate in service-learning activities and community-based activities.

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

As a First Generation and Veteran friendly university, faculty at Nicholls participate in First Generation events and work closely with the university's veteran coordinator. Each student in the program will be assigned an advisor that will mentor them through their academic journey. BSW advisors will assist students with academic planning, and in the process of securing financial support and scholarships when needed. Students that are currently working in the social service field will be allowed to complete their internships at their place of employment.

## C. Need

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

**Local needs** - The tri-parish area of Lafourche, Terrebonne, and Assumption parishes are dependent on social workers to provide supportive services to: children, adolescents, families, mental health and substance abuse agencies, and veterans. The BSW program would provide workforce ready social workers specifically trained for assessment and service provision.

**Regional needs** -The seven regional parishes include: Assumption, Lafourche, St. Charles, St. James, St. John the Baptist, St. Mary, and Terrebonne. All have higher poverty rates and lower educational attainment rates than the national average. Coupled with poverty and poor education are the high rates of obesity and medical issues. Louisiana has a 41.6% minority rate (Black 31.4%); which leads to disparity of services to impoverished communities. The BSW program will focus on resource development and community organization skills that would facilitate services to the above-mentioned populations.

**State level needs** - The BoR request for universities to enhance the pipeline for behavioral health professionals is a priority for Louisiana citizens. This program would provide advanced standing and reduce the MSW degree to one-year, thus providing quick entry into the behavioral health field. Due to the historic impacts of natural and man-made disasters in our region, the need for mental health provision is at the forefront. The proposed BSW program aligns with workforce strategies and future societal educational needs. The need for Licensed Clinical Social Workers is well-known and the program will provide a fast-track through a CSWE BSW accredited program.

<https://hdpulse.nimhd.nih.gov/data-portal/quick-profile/22/social>

Data from Lightcast™ indicates that in 2024 there were approximately 1,220 job positions in the social work field across the state of Louisiana, with an average of 134 job postings per month to fill vacant positions with varying degrees of educational preparation at both the baccalaureate and masters level. Lightcast™ also projects that approximately 255 current social work employees in the state are reaching retirement age soon. Average annual compensation across all jobs and all educational levels for social work in the state of Louisiana is reported as \$54,101; which is in-line with the national average of \$53,934. The primary employer of persons in the social work field in Louisiana is state government jobs, with medical facilities placing second. Among the top distinguishing skills providing salary boosting benefits and stable-to-rapidly growing employment projections are: background in Sociology, Family Support, Child Welfare, and Trauma Informed Approaches; all of which are included in this proposed program. Louisianan ranks high for racial diversity among those employed in the social work field, with 703 of the estimated 1,220 current jobs filled by racially diverse employees (57.6%). The top three regional areas for employment in the state of Louisiana are: Baton Rouge (207 jobs), New Orleans/Metairie (196 jobs), and Houma/Bayou Cane/Thibodaux (98 jobs). All areas are in close proximity to the Nicholls service region.

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.

Social Work full-time and adjunct faculty are involved with Nicholls Alumni as graduates from Nicholls State University and attendees at numerous community events. Interaction with alumni through face-to-face encounters, social media, and the Sociology Club Facebook page are documented in the program's Alumni Tracking Chart. Community representatives are engaged through social activism events held on campus. Employers and stakeholders are invited to attend the annual Social Work Panel held every March in commemoration of Social Work Month. The Department of Social Sciences holds 10 Memorandum of Agreements with local employers and stakeholders including: Lafourche Parish Sheriff's Office, Terrebonne General Hospital, SART Corp. The Social Work Advisory Board is composed of regional Social Workers, retired and employed within the tri-parish area, who have provided guidance in curriculum development, employment needs, and field work. This board has provided consultation to the Nicholls Sociology program's Social Work Concentration since 2017. The population of South Louisiana has specific needs related to trauma from natural and man-made disasters, as well as socioeconomic trends that have exacerbated poverty and severe housing loss. One full-time faculty member has a certification from Tulane University in Disaster Mental Health and a ten-year experience as a volunteer with the Red Cross as a Shelter Manager. Social Work faculty hold the Louisiana LMSW licensure and are required to complete 20 CEU hours annually. The Social Work Program Director has completed 300+ CEU hours in various areas including trauma and PTSD therapeutic interventions, community activism, clinical treatment of ADHD, pharmacology, family counseling, Substance Abuse therapies, ethics, and mental health assessment, diagnosis, and treatment planning, etc. The Program Director's doctoral dissertation focused on the career motivation and aspirations of Social Work students. This focus has uniquely prepared the proposed social work program in light of the current trends in student career motivations and employment needs.

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

The proposed program's service area is Southern Louisiana. The majority of undergraduate students are from the tri-parish area that includes Terrebonne, Lafourche, and St. Mary. The fall 2024 undergraduate enrollment number from the tri-parish area was 3,207 students. The following parishes of St. James, Jefferson, St. Charles, Assumption, East Baton Rouge, St. Tammany, and Orleans had 1,405 undergraduates enrolled at Nicholls State University (See link below). Currently, students who wish to pursue a BSW must go outside of the service area to obtain a degree. Recent student surveys indicate that some students cannot afford to commute out of the area and choose other fields of study that are closely related to their interests, but do not offer advanced standing for the MSW programs. The BSW would align with student interests and attract other students who are financially able to commute, thus increasing enrollment.

<https://www.nicholls.edu/irep/wp-content/uploads/sites/54/2024/09/Fast-Facts-Fall-2024.pdf>

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).

Student interest surveys as well as alumni tracking indicates a high demand for the BSW. Currently, there are 75 students enrolled in the Sociology program and 38 are pursuing the Social Work Concentration. This indicates a high demand for social work education. The tri-parish and surrounding communities are dependent on social service agencies to provide mental health provision, substance abuse treatment, community organizing and activism, generalist case management services, program evaluations, medical and hospice services, monitor resource distribution for federal entitlement programs, school social work, civilian and corporate debriefing sessions related to catastrophic loss through disaster or violence, the Department of Child and Family Services, and advanced social work services for major medical insurance companies (requires a LMSW and LCSW license).

Letters of support from START Corporation and Terrebonne General Hospital Social Worker Mrs. Penny Brooks, LCSW-BACS, are provided to demonstrate the demand for the BSW program and the impact it would have on the service area and the profession (See Appendix C).

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

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

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

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

☒ Service Area Data      ☐ State Data      ☐ National Data

Related Occupation	LWC Star Rating	Current Employment [2023]	Projected Employment [2025]	# Change	% Change	Average Annual Openings	Average Salary
Social Service Counselors	4	74	75	1	1.35%	5	36, 379
Social and Community Service Managers	4	74	75	1	1.35%	13	47, 044
Child, Family, and School Social Worker	3	35	35	0	0%	5	30, 608
Healthcare Social Worker	4	39	41	2	5.13%	9	36, 893
Probation Officers and Correctional Treatment Specialist	3	42	41	-1	2.38%	6	38, 470

[https://www.laworks.net/LaborMarketInfo/LMI\\_OccAllProj\\_short.asp?years=20232025](https://www.laworks.net/LaborMarketInfo/LMI_OccAllProj_short.asp?years=20232025)

**Note:** The above information does not reflect private for-profit agencies that provide mental health, family counseling, and life coaching services, nor does it contain non-profit agencies that provide supportive community services. It is best to refer to the Lightcast data located in item 9.c.

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
There are no institutions in the service area of Terrebonne, Lafourche, and St. Mary that offers a BSW or similar program.		

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.

Based on the data provided in question 13 there is projected growth for the majority of the star rated jobs in Louisiana. In particular in Region 3, which is the service area in which our university is located. The highest area of projected growth is in the field of healthcare social services, which will directly align with our proposed Case Management concentration. As stated in question 14, no other programs in this area provide the same or similar programs. A BSW in Region 3 would provide well educated, trained, and competent individuals that possess the skills needed to address service gaps in our area.

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

Currently, the only similar program at our institution is the Sociology degree program that offers a Social Work Concentration. The concentration would continue to be offered in the Online Sociology degree program and the following face-to-face courses would not be offered in the traditional program: SOCI 300 - Social Service Institutions, SOCI 304 - Community Development, and SOCI 306 - Case Management. These courses will be replaced by the SOWK 101 - Introduction to Social Work, SOWK 326 - Social Work Practice II - Organizations and Communities, and SOCI 306 - Generalist Social Work Practice.

Related programs such as Psychology and Pre-Counseling would be minimally affected. These two programs are advertised as feeder programs to the Master of Clinical Mental Health Program (MCMH). The fields of psychology and social work differ in theory and clinical therapeutic interventions. Social Work has a broader scope of practice and the curriculum differs greatly from that of the psychology and pre-counseling degree plans. Students will be able to access the four degree plans (SOCI, SOWK, PSYC, and Pre-Counseling) and determine the appropriate degree that aligns with their career aspirations. Undergraduate students who desire a career in Clinical Mental Health may choose the BSW program, but it will not hinder their admission to the MCMH program.

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. <https://www.onetonline.org/>

17.

Occupation	Occupation-specific skills & KSAs
Social Service Counselors	<b>Technical Skills:</b> Database user interface & query software, Presentation software, Medical software <b>KSAs:</b> Sociology and Anthropology, Active Listening, Deductive Reasoning
Social and Community Service Managers	<b>Technical Skills:</b> Database user interface & query software, Presentation software, Medical software <b>KSAs:</b> Sociology and Anthropology, Critical Thinking, Inductive Reasoning
Child, Family, and School Social Worker	<b>Technical Skills:</b> Database user interface & query software, Presentation software, Medical software <b>KSAs:</b> Sociology and Anthropology, Social Perceptiveness, Information Ordering
Healthcare Social Worker	<b>Technical Skills:</b> Database user interface & query software, Presentation software, Medical software <b>KSAs:</b> Sociology and Anthropology, Systems Evaluation, Fluency of Ideas
Probation Officers and Correctional Treatment Specialist	<b>Technical Skills:</b> Database user interface & query software, Presentation software, Project management software <b>KSAs:</b> Sociology and Anthropology, Judgment and Decision Making, Problem Sensitivity

## 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.

### **A. Programmatic Student Learning Outcomes.**

The CSWE accreditation agency has nine (9) competencies that social work programs must incorporate into the BSW curriculum for student assessment. These competencies assure that students are competent with the knowledge, skills, and values needed to work with clients and communities (CSWE EPAS, 2022). The three programmatic student learning outcomes are:

#### **1. Demonstrate ethical and professional behavior.**

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. Use technology ethically and appropriately to facilitate practice outcomes; and
- d. Use supervision and consultation to guide professional judgment and behavior.

#### **2. Advance human rights and social, racial, economic, and environmental justice.**

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

#### **3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.**

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **4. Engage in practice-informed research and research-informed practice.**

- a. Apply research findings to inform and improve practice, policy, and programs; and
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **5. Engage in policy practice.**

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

#### **6. Engage with individuals, families, groups, organizations, and communities.**

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

#### **7. Assess individuals, families, groups, organizations, and communities.**

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. Demonstrate respect for client self-determination during the assessment process by

collaborating with clients and constituencies in developing a mutually agreed-upon plan.

**8. Intervene with individuals, families, groups, organizations, and communities.**

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**9. Evaluate practice with individuals, families, groups, organizations, and communities.**

- a. Select and use culturally responsive methods for evaluation of outcomes; and
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

**B. Student Learning Outcome Assessment.**

The practice behaviors outlined in each of the nine competencies in section A above will be assessed using a competency-based approach. The CSWE requires BSW programs to assess students on the following four dimensions: knowledge, values, skills, and cognitive and affective processes. This competency-based approach is described as “Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The 2022 EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base” (CSWE-EPAS, 2022, p.6).

Each competency will incorporate two of the four dimensions. Assessments will include end of semester faculty evaluations and end of academic year field practicum evaluations completed by field placement supervisors. Faculty evaluations will include exams, papers, class participation, and student presentations to demonstrate competency in the practice behaviors.

Council on Social Work Education. (2022). 2022 EPAS: Educational and policy accreditation standards for baccalaureate and master’s social work programs. Arlington, VA: CSWE Press.

[https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf)

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	<b>Competency 8: Intervene with individuals, families, groups, organizations, and communities.</b> <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
Oral/Written Communications	<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b> <b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
Teamwork/ Collaboration	<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>
Digital Technology	<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b> <b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
Leadership	<b>Competency 5: Engage in Policy Practice</b>
Professionalism/ Work Ethic	<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
Career Management	<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
Equity and Global/Intercultural Fluency	<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>
Other (list others)	

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

Technical Skills and KSAs	Student Learning Outcome (s)
Database user interface & query software	<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>
Judgment and Decision Making	<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
Deductive Reasoning	<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>
Presentation software	<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>
Sociology and Anthropology	<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
Medical software	<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
Information Ordering	<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>
Social Perceptiveness	<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>
Systems Evaluation	<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>

Fluency of Ideas	<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>
Project management software	<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
Critical Thinking	<b>Competency 8. Intervene with individuals, families, groups, organizations, and communities.</b>
Inductive Reasoning	<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>

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

AACU HIPs	
First Year Experience	Students will be invited to join the Social Work Student Club and participate in many Social Work Month activities on campus.
Undergraduate Research	Students will complete a minimum of 6 course hours of research.
Common Intellectual Experiences	Students must meet all competency standards for specific courses before moving on to upper level courses.
Diversity/Global Learning	Students will enroll in specific courses that address the CSWE Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice. Students will be able to participate in many diversity events both on campus and in the community.
Learning Communities	Students will participate in team based and group-based learning throughout their time in the program.
ePortfolios	Students will utilize Watermark in order to maintain an online portfolio of writing samples, internship evaluations, and a resume.
Writing Intensive Courses	Students will complete intensive writing during all research-based courses.
Service-Learning, Community-based Learning	Students will complete Service and Community-based Learning projects in fulfillment of CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities and Competency 8. Intervene with individuals, families, groups, organizations, and communities.
Collaborative Assignments & Projects	Students will complete a number of team-based and group projects. Students will also be exposed to working with multidisciplinary teams.
Internships	Students will complete a minimum 480-hour internship.
Capstone Courses and Projects	Students will complete a capstone exam in their final semester as part of the Senior Seminar course. Students will also complete a portfolio based on their internship experience.

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

## **Bachelor of Social Work**

### **Proposed Curriculum Plan**

#### **Nicholls State University – Department of Social Sciences**

#### **Full-Time Traditional Program – 120 Credit Hours, 4-Year Curriculum**

<b>Prefix/#</b>	<b>Title</b>	<b>Credit Hours</b>	<b>GenEd (Y/N)</b>	<b>New (Y/N)</b>
<b>Year 1 – Fall Semester</b>				
ENGL 101	English Composition I	3	Y	N
SOWK 101	Introduction to Social Work	3	N	Y
Freshman Studies (UR)		1	N	N
HIST 101 or 150	Hist. of West. Civ or World History	3	Y	N
MATH El.		3	Y	N
Natural Sc. El.		3	Y	N
<b>Year 1 – Spring Semester</b>				
ENGL 102	English Composition II	3	Y	N
SOWK 102	Social Welfare	3	N	Y
HIST 102 OR 151	Hist. of West. Civ or World History	3	Y	N
MATH El.		3	Y	N
SOCI 151	Introductory Sociology	3	Y	N
<b>Year 2 – Fall Semester</b>				
English Lit. El.		3	Y	N
SOCI 225	Writing for the Social Services	3	N	N
Natural Science Elective		3	Y	N
PSYC 101	General Psychology	3	N	N
SOWK 240	Social Work Skills and Interviewing Tech.	3	N	Y
<b>Year 2 – Spring Semester</b>				
GOVT 101 or 105	Am. Nat. Gov. or Fund. Issues of Pol.	3	Y	N
Natural Science Elective		3	Y	N
SOCI 204	Cult. Div. in American Society	3	Y	N
SOWK 280	Human Bhv. in the Social Environment I	3	N	Y
Elective/Minor/Concentration (200/300 level)		3	N	N/N/Y

<b>Prefix/#</b>	<b>Title</b>	<b>Credit Hours</b>	<b>GenEd (Y/N)</b>	<b>New (Y/N)</b>
<b>Year 3 – Fall Semester</b>				
Fine Arts El.		3	Y	N
SPCH 101	Fundamentals of Public Speaking	3	N	N
SOWK 300	Human Diversity and Social Justice	3	N	Y
SOWK 306	Generalist Social Work Practice	3	N	Y
Elective/Minor/Concentration (200/300 level)		3	N	N/N/Y

### **Year 3 – Spring Semester**

COMP Lit. El.		2	N	N
SOWK 305	Social Research	3	N	Y
SOWK 345	Social Work Practice I	3	N	Y
SOWK 380	Human Bhv. in the Soc. Environment II	3	N	Y
ENGL 366 or 368	Advc'd. Exp. Writing or Tech. & Prof Writing	3	N	N

### **Year 4 – Fall Semester**

SOCI 310 or SOWK El. 300+	Stat. for the Soc. Sc. or New Course	3	N	N/Y
SOWK 346	Social Work Practice II	3	N	Y
SOWK 401	Policy	3	N	Y
SOWK 403	Field Practice I (200 hrs. Internship)	3	N	Y
Elective/Minor/Concentration 200/300 level		3	N	N/N/Y

### **Year 4 – Spring Semester**

SOWK 404	Field Practice II (200 hrs. Internship)	3	N	Y
SOWK EL 300+	New course - Pending	3	N	Y
Elective/Minor/Concentration 200/300 level		3	N	N/N/Y
Elective/Minor/Concentration 200/300 level		3	N	N/N/Y
Elective/Minor/Concentration 200/300 level		3	N	N/N/Y
Senior Seminar		0	N	Y

### **Case Management Concentration**

#### **21 Credit Hours**

<b>Prefix/#</b>	<b>Title</b>	<b>Credit Hours</b>	<b>GenEd (Y/N)</b>	<b>New (Y/N)</b>
SOWK 325	Medical Social Work (40 hr. internship)	3	N	Y
SOWK 387	Substance Abuse	3	N	Y
SOWK 391	Families and Children	3	N	Y
SOWK 410	DSM V, Generalist Practice Diagnosis	3	N	Y
SOWK 424	Trauma and Disaster	3	N	Y
SOCI 385, 390, or NURS 352	Criminal., Interp. Viol. & Persp Death/Dying	3	N	N
ENGL 366 or 368	Advc'd. Exp. Writing or Prof. & Tech, Writing	3	N	N

Note: See the BSW Student Advising Sheet & BSW Course Descriptions in the Appendix section.

## Summary:

The transference of professional social work skills and the internalization of social work values and ethics is accomplished through the immersion of the student into the historical roots of social work. The understanding of the evolving mission of social workers to provide individuals, families, and communities with evidence-based practices is presented in each course and the student must model this behavior. The student will learn the professional language and theories of social work practice as well as generalist practice skill sets in assessment, diagnosis, and treatment planning. All of the nine CSWE competencies are used as benchmarks for student assessments. The field practice courses will provide an external evaluation of the students' competencies. The agency setting provides the student with real-world client interactions under the supervision of licensed social workers. This experience allows the student to increase skill sets and obtain competency. The agency supervisor will provide a detailed assessment of the student's ability to demonstrate the CSWE nine competencies in an end of the semester evaluation. Community engagement is required in a number of courses and furthers professional development as generalist practitioners of social work. The research course will provide critical thinking skills and introduce the student to ethical research practices as well as strengthen oral and written communications and digital technology skill sets. Students who choose to pursue the Case Management Concentration will gain knowledge to work with populations in the specific employment areas of: medical, substance abuse, families and children, and trauma and disaster. This concentration aligns with the Louisiana workforce development initiative to meet the demands of the market. Please review the course descriptions provided in the Appendix for further information on course content and alignment with student learning outcomes and CSWE competencies.

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

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

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

Students that are transferring into the BSW program from another university with prior learning in the program's curriculum will receive full credit for courses that align with the BSW curriculum. Students who have life experiences, credentials, and certifications will be considered on a case by case basis, not to exceed 6 credit course hours in SOWK 372 - Selected Topics course (3 hours).

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

The Social Work Advisory Panel meets annually to review curriculum choices, textbooks, and provides consultation relative to future course development. Program faculty meet on an annual basis to discuss course textbooks and review affordability issues. OER textbook choices are reviewed for costs, quality of resources, and content. OER textbook options are approved when there is a consensus among faculty members that the textbook meets the needs of the course. Nicholls offers students an option to purchase a bundle package that reduces textbook costs.

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

For entrance into the 120-hour BSW program students will need to meet the University admission standards.

26. Identify the partners you are working with to create an educational and career pipeline for this program.

Mark all that apply.

- ☐ High school CTAE
- ☐ High school STEM
- ☒ Career academies
- ☒ 2-year college
- ☐ 4-year college/university

- ☒ Employers
- ☒ Community organizations
- ☒ Professional associations
- ☒ Other Programs at your Institution
- ☐ Other Partner

List specific partners for each category checked above.

Career academies are identified as local high schools. The BSW faculty in conjunction with the Nicholls State Admissions Department will collaborate to provide informational flyers to local high school advisors. Recruiters will be informed by BSW faculty of social work career paths.

Nicholls State University has a two-year college located within 10 miles of the University. Program faculty attend Career Day and Graduate Day at Fletcher Technical Community College to discuss furthering their careers with a 4-year degree.

Employers and Community organizations offering internships are: Lafourche Parish Sheriff's Office, McDonnell's Children's Services, CASA of Lafourche, Terrebonne General Hospital, START Corp, Wallace Community Center, Woody Falgoust Law Firm, Lafourche Parish Juvenile Justice Facility, Terrebonne General Hospital, and the Louisiana Dept. of Health - Region #3. The Social Work Advisory Board has made connections with numerous social workers in the area who consistently participate in panels on campus to directly connect with students.

Professional Associations: National Association of Social Workers (NASW) and Louisiana Board of Social Work Examiners, LANASW, and CSWE.

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

The BSW program will utilize the Statewide General Education Requirements to determine transfer coursework and the Social Work Transfer Pathways developed in 2023. Certificates and credentials will be assessed on a case-by-case basis for course credit.

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

Career day events provide students with the opportunity to meet and greet local employers and practice interview skills. The Annual Social Work Panel occurs over a two-day period and highlights 12 regional Social Workers with diverse licensures and employment histories. Students are able to ask questions regarding career motivations, graduate school, and trends in social work provision. guest speakers, internships, service-learning activities.

The Nicholls State University Office of Career Services offers assistance to students with career counseling, resume review, and mock interviews. Additionally, they offer resources that support students' and graduates' candidacy with graduate/professional schools and employers. Online services are available through the 'Handshake' program that connects the student with employers.

The BSW internship requires 480 hours in a field placement agency. These agencies are one of the primary sources of job prospects for social work students and sources of recommendations for graduate school and/or future employment. Students engage with supervisors and colleagues, learn about the culture of the agency, and receive professional development at their practicum sites.

29. 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 success of the program will be tracked and assessed in the following areas:

**Nicholls State University BSW Social Work page:** a social media page will be developed to allow graduates to share Alumni news. This information will be transferred to a tracking file.

**Graduation Rates:** The accrediting agency CSWE is requiring all accredited programs to monitor and report graduation rates for all program levels. In addition to monitoring and reporting graduation rates, programs also have to choose one other outcome to assess and report, including employment rates, education acceptance rates, or time to program completion rates. The BSW program will track Alumni information from the social media page and faculty graduate school recommendation letters and the program exit surveys.

**Program Exit Surveys:** Students will be invited to participate in a program exit survey which will be sent to all graduates at the time of graduation and at six (6) month, and twelve (12) month intervals following graduation. These surveys will include questions to track employment placement, salary information, educational enrollment, and other employment related data.

## E. Students

30. 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 2013, an informal survey among sociology majors was conducted during class and at advising sessions to ascertain student career motivations. The findings indicated that students were interested in social work. The Sociology Program Coordinator approved the development of five (5) courses over the course of 2 years to provide students with specific social work course content. These courses were later developed into the Social Work Concentration in 2016: SOCI 300 - Social Service Institutions, SOCI 302 - Sociology of Aging, SOCI 303 - Religion - A Social Force, SOCI 305 - Community Development, and SOCI 306 - Case Management. Enrollment increased in the Sociology program. The Sociology program has seen a steady increase in majors that seek the Social Work Concentration. Due to the increased interest, SOCI 333 - Sociology of Social Work and SOCI 392 - Child Welfare were added. As of the 2024-2025 academic year there are 32 students enrolled in Sociology with a Social Work Concentration. The following chart indicated the number of students enrolled in these seven social work specific courses from diverse programs across the campus from 2021-2025 academic years. There is sufficient data to indicate student interest in the program.

<b>Course</b>	<b>24-25</b>	<b>23-24</b>	<b>22-23</b>	<b>21-22</b>
300 - Intro.	27	28	9	34
302 - Aging	47	37	41	47
303 - Religion	12	NO	23	27
304 - Cmnty. Dev.	34	NO	33	17
306 - Case Mgmt.	10	28	NO	19
333 - Soc. SW	NO	9	23	11
392 - Child Welfare	NO	14	17	14

NO = Not Offered

The annual Social Work Panel draws students from diverse university programs who are interested in pursuing a career in social work. Many express that they were not aware of the option of a sociology degree with the social work concentration.

The development of the BSW would be advertised on the University campus digital media board, with flyers and information tables at orientations, and through campus wide email, as well as on the College of Liberal Arts home page. The program will develop a strategy to inform the University Admission Department of the BSW degree program and the career path options available.

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

The following retention statistics were provided by the Nicholls Office of Institutional Research and Planning in January of 2025:						
<b>Retention Rates:</b>						
	<b>Cohort Began 2022</b>	<b>Cohort Retained 2023</b>	<b>%</b>	<b>Cohort Began 2023</b>	<b>Cohort Retained 2024</b>	<b>%</b>
Institution	966	736	76.2	1165	882	75.7
College	137	93	67.9	168	114	67.9
Department	32	22	68.8	50	33	66.0
<b>Graduation Rates:</b>						
	<b>Degrees Awarded</b>					
<b>Year</b>	<b>23-24</b>	<b>22-23</b>	<b>21-22</b>	<b>20-21</b>	<b>19-20</b>	
Institution	1219	1374	1435	1467	1289	
College	307	345	355	321	314	
Department	38	49	44	41	43	
						<b>Graduation Rates Based on 2017 Cohort</b>
						<b>Institution</b> 54.2%
						<b>College</b> 46.8%
						<b>Department</b> 42.9%

32. 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	2028-29
Base enrollment*	0	13	28	44
Lost to Attrition (should be negative) Inst. 76.2%	0	-2	-6	-10
New to the institution	6	10	15**	15
Shifted from existing programs within your institution	7	7	7	7
<b>Total Enrollment</b>	<b>13</b>	<b>28</b>	<b>44</b>	<b>56</b>
Graduates	0	0	0	13
Carry forward base enrollment for next year	13	28	44	34

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

\*\*In Year 3 (2027-2028) CSWE Candidacy will be approved (retro-active advanced standing) and the effects of program advertising is projected to increase enrollment numbers.

Note: The above enrollment numbers are a conservative projection that 13 students will enroll in the BSW program in Year 1 (it is anticipated that 7/17 traditional Sociology students will change their major and 6 new freshmen will declare the BSW as their major). It is possible that all 17 traditional SW concentration sociology students will transfer to the BSW program.

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

Projected retention and graduation rates are not significantly different.

34. 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 marketing and recruitment initiatives include the use of social media platforms to introduce the program and future student achievements. Social work students' activities will be highlighted on the Social Work program homepage, and in information boards on campus with QR codes linking students to the homepage. Social Work program marketing cards will be created and provided at recruiting events.

The BSW faculty will attend all on campus recruiting events such as Orientation and Colonel Day activities. The University digital billboard will be used to market the BSW degree. This will provide awareness to the public as well as Nicholls students who enter and exit the University. Faculty attend Orientation and Career Day events at a local 2-year technical community college. The annual Social Work month is marked with a Social Work Panel discussion among local social work professionals that describe current employment trends and career path options. Students interact with these professionals and inquire as to practice preferences, licensure, and scope of practice. This provides clarity of career paths for students who are confused as to which program they need to enroll in. Sociology faculty in the lower-level General Education courses discuss career options related to the degree during lecture. Upper-level sociology courses include students from diverse degree programs and are exposed to career paths through interactions with guest speakers and other Sociology students. Similarly, BSW courses will be open to all majors and are a draw due to interesting course content. During lectures students will be exposed to diverse career paths and graduate school opportunities.

## **F. RESOURCES**

### **F1. Finance**

35. Attach the completed Regents budget template.

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

Institution: NICHOLLS STATE UNIVERSITY

Date: January 20, 2025

Degree Program, Unit: Bachelor of Social Work

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$50,000	X	\$50,000	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	\$0		0		\$50,000	X	\$50,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other CSWE Fees	12,500		7,500		7,000		10,500	
<b>SUB-TOTAL</b>	\$12,500		\$7,000		\$		\$	
<b>TOTAL EXPENSES</b>	\$12,500		\$7,000		\$57,000		\$57,000.	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	

*Federal Grants/Contracts				
*State Grants/Contracts				
*Private Grants/Contracts				
Expected Enrollment	13	28	44	56
Tuition	\$113,126.00	\$243,656.00	\$382,888.00	\$487,312
Fees				
*Other (specify)				
<b>TOTAL REVENUES</b>	\$100,626.00	\$236,656.00	\$325,888.00	\$430,312.00

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

Note: Nicholls State University tuition direct cost per student is \$8,702.00. <https://www.nicholls.edu/financial-aid/coa/>

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

Student affordability is at the heart of the proposed BSW program. The Social Work Panel reviews textbook selections to provide an external assessment of required content and costs. Open Resource options are compared to more costlier textbooks and strategies for course resources are discussed. The cost for BSW students to attend face to face at Nicholls is \$8,702.00; which includes tuition and mandatory fees.

37. 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.

An initial cost that would have to be covered by the program is the eligibility application fee required by CSWE of \$12,500. Other candidacy fees are listed in the chart below. The BSW program will seek to fulfill the University mission to "Provide accredited degree programs and learning experiences" by seeking the CSWE accreditation, thus providing BSW graduates with advanced standing. This process will reduce the cost of graduate school by 50%. The University has committed to covering the application fee cost as the benefit received to the University and students would far exceed the initial investment. Faculty are seeking other funding sources.

The costs associated with student supportive services and technology are covered under the University Assessed fees of \$706.00 per student registered for 12 hours. More information can be found in the following link <https://www.nicholls.edu/fees/fall-2024-spring-2025-mandatory-tuition-and-fees>

The increased revenue would offset any increase in the indirect costs associated with the proposed program. Students will receive all advising from BSW faculty as is standard in existing departmental policy. The program would utilize existing library infrastructure and existing university wide technology including Canvas, Office 365 programs, computer labs (and the SPSS license already purchased by the university yearly) etc. There are no additional costs related to these categories that the program can foresee at this time



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation (BOA)**

**Department of Social Work Accreditation (DOSWA)**

*Baccalaureate and Master's Social Work Program Accreditation*

## **Candidacy Fees and Related Expenses**

Below are the costs associated with the candidacy process. Accreditation fees are subject to change by CSWE each fiscal year. The fees below are effective from July 1, 2024, to June 30, 2025. Refer to the program's [timetable for candidacy](#) to determine invoice and due dates.

- 1. Candidacy Eligibility Fee: \$12,500**  
The candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.
- 2. Candidacy Visit 1 Fee: \$7,000**  
The Candidacy Visit 1 fee covers the work of the staff in processing and reviewing program documents and that of the Board of Accreditation in reaching a decision regarding the Benchmark 1 standards.
- 3. Candidacy Visit 2 Fee: \$7000**  
The Candidacy Visit 2 fee covers the work of the staff in processing and reviewing program documents and that of the Board of Accreditation in reaching a decision regarding the Benchmark 2 standards.
- 4. (If applicable) Additional Candidacy Visit Fee: \$3,500**  
Typically, programs do not require more than three candidacy visits to complete their development and write their documents. However, if a program needs further development, the Board of Accreditation orders an additional year of candidacy, an additional visit will take place. The additional candidacy visit fee covers the work of the staff in processing and reviewing program documents and that of the Board of Accreditation in reaching a decision regarding the program's compliance with the accreditation standards.
- 5. Initial Accreditation Fee: \$7,000**  
The Initial Accreditation fee covers the work of the staff in processing and reviewing program documents and that of the Board of Accreditation in reaching a decision regarding the program's compliance with the accreditation standards.
- 6. Benchmark Document Costs**  
Benchmark costs will vary by program. Examples of expenses include faculty-assigned time, meeting expenses, and other administrative costs.
- 7. Candidacy Visit Expenses**  
All expenses related to the candidacy visit are borne by the program. Programs are to prepay all travel expenses and hotel, and reimburse the site visitor's out-of-pocket expenses, which may include, but is not limited to, ground transportation and meals.

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

No existing funds are being reallocated.

## **F2. Instruction and Student Support**

### **39. Faculty**

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

There is no new faculty needed for the BSW program in year one and two. In year three, a FTE faculty will need to be hired to teach courses as the enrollment expands and the duties of the Field Supervisor increase. Currently, two FTE faculty are attending bi-monthly meetings with CSWE representatives for training in the CSWE accreditation process.

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

Current faculty include: The Sociology Program Coordinator who will be redirected to the position of BSW Program Director and a full-time instructor of Sociology who will be redirected to the Field Education Director position.

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

### Faculty Roster Form

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

Name of Institution: NICHOLLS STATE UNIVERSITY

Name of Primary Department, Academic Program, or Discipline: DEPARTMENT OF SOCIAL SCIENCES, BACHELOR OF SOCIAL WORK

Academic Term(s) Included: 2024-2025

Date Form Completed: 01/28/2025

1	2	3	4
NAME (F, P)	<b>COURSES TAUGHT</b>  <b>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G) [Dual]</b>  Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b>  <b>Relevant to Courses Taught, Including Institution &amp; Major</b>  <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b>  <b>Related to Courses Taught</b>

<p><b>Dr. Tina B. Granger, LMSW</b></p>	<p><b>Fall 2024:</b></p> <p>SOCI 151 - Introductory Sociology, 3, UT</p> <p>SOCI 204- Cultural Div. in Am. Society, 3,UT</p> <p>SOCI 225 – Writing for the Social Sciences</p> <p>SOCI 303 – Religion – A Social Force</p> <p>SOCI 304 – Community Development</p> <p><b>Spring 2024:</b></p> <p>SOCI 151 - Introductory Sociology, 3, UT</p> <p>SOCI 204- Cultural Div. in Am. Society, 3,UT</p> <p>SOCI 225 – Writing for the Soc. SC.</p>	<p><b>2022 - PhD. – Social Work,</b> Louisiana State University, Baton Rouge, La. + 18 hours Anthropology Dissertation Title: Understanding the Effects of Socioeconomic Variables, Career Motivation, and MSW Education on Practice Preferences: A Quantitative National Survey of MSW Students.</p> <p><b>2009 – Master of Social Work,</b> Tulane University, New Orleans, La.</p> <p><b>2008 – BA – Sociology, Family &amp; Youth Advocacy Concentration,</b> Nicholls State University, Thibodaux, La.</p>	<p>2008-2011: Internship and employment as a Social Worker at Terrebonne Addictive Disorders Clinic.</p> <p>2009 - Certificate in Disaster Mental Health, Tulane University</p> <p>2009 –present: Licensed with the LABSWE</p> <p>2009 – present: LMSW licensure requirements of 20 CEU hours per year equals 300 CEU hours of clinical, ethics, and general social work practice skills.</p> <p>2011-2019: Instructor, Sociology and Sociology Program Coordinator, Nicholls State University.</p> <p>2020 - Assistant Professor</p> <p>2014 - present: UL System Service Learning Liaison.</p>
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Mrs. Rebecca Picou, LMSW	<p><b>Fall 2024:</b> SOCI 151- Introductory Sociology, 3, UT</p> <p>SOCI 151- Introductory Sociology, 3, Dual</p> <p>SOCI 204- Cultural Div. in Am. Society, 3,UT</p> <p>SOCI 390- Interpersonal Violence, 3, UT</p> <p>SOCI 403- Senior Internship, 6, UT</p> <p><b>Winter 2024:</b></p> <p>SOCI 387 – Sociology of Drug Abuse, 3, UT</p> <p><b>Spring 2025:</b></p> <p>SOCI 151- Introductory Sociology, 3, UT</p> <p>SOCI 151- Introductory Sociology, 3, Dual</p> <p>SOCI 155- Introductory Sociology, 3, UT</p> <p>SOCI 204- Cultural Div. in Am. Society, 3,UT</p> <p>SOCI 300- Social Service Institutions, 3, UT</p> <p>SOCI 302- Sociology of Aging, 3, UT</p> <p>SOCI 306- Case Mgmt. – Gen. Pract., 3, UT</p> <p>SOCI 403- Senior Internship, 6, UT</p>	<p>2013 – ABD, Education with Concentration in Curriculum and Instruction, University of Louisiana in Monroe</p> <p>2009 – Master of Social Work, Louisiana State University, Baton Rouge, La.</p> <p>2007 – BS – Family and Consumer Sciences with Child Family Social Services Concentration, Nicholls State University</p>	<p>2010-2011: Case Manager for the Nicholls Family Service Center</p> <p>2011-2019: Academic Advisor, Nicholls State University</p> <p>2019- Present: Instructor of Sociology</p> <p>2020 - Sociology Program Field Intern Coordinator</p> <p>2022 - Licensed with the LABSWE</p>
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40. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

No additional staff will be needed for this program.

### F3. Facilities

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

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

42. 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		
Shared Space with other campus units		X		
Other (Specify)				

43. 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
<b>New Construction</b>					
N/A					
<b>Renovations and Infrastructure*</b>					
N/A					
<b>Purchases: Land, Buildings etc.</b>					
N/A					
<b>Lease space</b>					
N/A					
<b>TOTAL Cost</b>	<b>N/A</b>	<b>\$0</b>	<b>\$0</b>	<b>N/A</b>	

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

44. 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

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

N/A

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

N/A

#### F4. Technology and Equipment

47. 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
No major equipment or technology will be needed.			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	

## G. RISKS AND ASSUMPTIONS

48. 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
<b>CSWE Accreditation Process delay. See chart below that describes the time-sensitive application and approval process.</b>	<u>Medium</u>	Low	<b>Faculty have completed CSWE training sessions and receive bi-monthly mentoring from CSWE representatives. This collaboration ensures oversight and strategic planning of the application process. Upon approval of pre-candidacy status a CSWE representative will be assigned to guide the BSW faculty through the Benchmark process. CSWE Benchmark site visits provide an intense review of completed work and templates for future benchmark objectives and outcome assessments.</b>

## Submission Deadlines

Submission of BM1 for Staff Approval*	BM1 Staff <u>Approval Deadline</u>	BOA Meeting Agenda for Candidacy Status Decision	Retroactive Accreditation Status
June 1, 2024	December 1, 2024	October 2025	2025-2026 Academic Year
December 1, 2024	June 1, 2025	February 2026	2025-2026 Academic Year
March 1, 2025	September 1, 2025	June 2026	2025-2026 Academic Year
June 1, 2025	December 1, 2025	October 2026	2026-2027 Academic Year
December 1, 2025	June 1, 2026	February 2027	2026-2027 Academic Year
March 1, 2026	September 1, 2026	June 2027	2026-2027 Academic Year
June 1, 2026	December 1, 2026	October 2027	2027-2028 Academic Year

\* Additional actions and due dates are integrated throughout timetable. These are the highlighted items.



CSWE 70TH ANNUAL PROGRAM MEETING  
OCTOBER 24-27, 2024 | KANSAS CITY, MO



## APPENDIX A - BSW STUDENT ADVISING SHEET

SOCIAL WORK ADVISING CHECKLIST 2025-2026									
FRESHMAN YEAR		Hrs	Elect or Sub	Se m	Grad e	Electives, Minor, or Case management Concentration			
Subject						Hrs	Subject	Se m	Grad e
Engl 101 (GER)	3				Elective/Minor/ Conc. 200/300+ LEVEL SOWK 325	3			
Engl 102 (GER)	3								
SW 101 INTRO	3				Elective/Minor/ Conc. 200/300+ LEVEL SOWK 387	3			
SW 102 - SOC. WELF	3								
Freshman Studies (UR)	1				Elective/Minor/ Conc. 300+ LEVEL SOWK 391	3			
Hist 101 or <b>150</b> (GER)	3								
Hist 102 or <b>151</b> (GER)	3				Elective/Minor/ Conc. 300+ LEVEL SOWK 410	3			
Math Elective (GER)	3								
Math Elective (GER)	3				Elective/Minor/ Conc. 300+ LEVEL SOWK 424	3			
Nat. Science Elective (GER)	3								
Soci 151	3				ENGL 366 or 368	3			
	<b>31</b>				SOCI 385, 390, or NURS 352	3			
SOPHOMORE YEAR	Hrs	Elect or Sub	Se m	Grad e					
Subject					Total hours	21			
Engl Lit Elective (GER)	3								
SOCI 225	3								
Govt 101 or Govt 105 (GER)	3								
Natural Science Elective (GER)	3								
Natural Science Elective (GER)	3								
Psyc 101	3								
Soci <b>204</b> (GER)	3								
SOWK 240 Interviewing Skills	3								
SOWK 280 HBSE I	3								
Speech 101	3								
	<b>30</b>								



## SOCIAL WORK COURSE DESCRIPTIONS

**SOWK 101 – Introduction to Social Work– 3-3-0.** A systematic overview of the structure of social service provision at the micro, mezzo, and macro levels of society. Social work concepts of client advocacy and empowerment, resource allocation, and the effect of social policy on the individual. Soci-political-economic issues are examined. (44.0701)

**SOWK 102 – SOCIAL WELFARE 3.3.0.** This course will examine the history, functions, policies, and ethics associated with the social welfare system. Participants will discuss specific issues associated with the management of programs and systems supporting disadvantaged populations. This course will focus on children and family supportive services. (44.0701)

**SOWK 240 - Social Work Skills and Interviewing Techniques. 3-3-0.** An applied learning course focusing on evidence-based Motivational Interviewing techniques to facilitate patient/client change. Use of case studies, vignettes, and video-taped role play sessions to evaluate personal interview skills. (44.0701)

**SOWK 280 - HBSE I:** Study of individual and social behavior over the life-span and application of social work theories and perspectives. General Systems Theory is applied to ethno-cultural issues in a construct which enables the student to describe the range and nature of social interactions. (44.0701)

**SOWK 300 - Human Diversity and Social Justice, 3-3-0.** This course focuses on the principals and skill sets of multicultural social work practice. A historical review of sociopolitical forces and its consequences on marginalized groups is explored with discussions of current policy practice. Each student completes a client file demonstrating cultural competence with diverse populations. (44.0701)

**SOWK 305 – Social Research. 3-3-0.** Advanced concepts and applications of social science research methods and data analysis techniques. This course is an introduction to descriptive and inferential statistics used in analyses of data in the social sciences. This course has an applied focus on Social Work evidence-based practice and interventions. Pre-requisite: Completion of SOCI 225 with a grade of C or better. (44.0701)

**SOWK 306 – Generalist Social Work Practice. 3-3-0.** Interactive course focusing on case management, effective communication, and inter-agency relations are presented with application to case history. Cultural perspectives are applied to diverse populations in a case management folder demonstrating the three levels of client care. (44.0701)

**SOWK 325 - Medical Social Work. 3-3-0.** Examination of the significance of social and cultural factors in the production, service, delivery and utilization of health care. Students are introduced to biopsychosocial assessments in medical settings and appropriate resource referrals. Interdisciplinary team work models are examined and the student participates in role play activities and panel discussions. The completion of 40 hours in a medical field placement setting is required. (44.0701)

**SOWK 345- Social Work Practice I. 3-3-0.** This course focuses on the foundational nine (9) core concepts of social work education. Students will learn ethical and professional behavior, human rights advocacy, how to engage with individuals, families, groups, organizations, and communities. Assessment strategies and evidence-based practice are explored. (44.0701)

**SOWK 346 - Social Work Practice II. 3.3.0.** Study of concepts of social activism and progressive organizing relative to grass roots movements and the process of societal change. Organizational models are examined and applied in a real-world setting. (44.0701)

**SOWK 380 – Human Behavior in the Social Environment II, 3-3-0.** This course builds on HBSE I and introduces the student to theories and perspectives of human development to analyze the relationship between individuals and macro systems. The impact of complex social institutions and structures on individuals, groups, and organizations are explored. Students are given the skills necessary to engage with clients and client systems to promote social and economic justice. (44.0701)

**SOWK 387 – Substance Abuse. 3-3-0.** Causes, processes, and consequences of the use and abuse of legal and illicit substances. Social work theories and treatment models are explored and the student will apply case management skills in assessment, diagnosis, and service referrals. The Strengths-Based and Person-in-Environment Models are applied to addiction therapy and recovery in a case management final project. (44.0701)

**SOWK 391 – Families and Children, 3-3-0.** This course builds on Social Welfare and Social Work Practice I & II with a focus on generalist practice with families and children. Students will apply the ecological model of helping families and children, utilize different intervention methods, and assess family needs in different circumstances in a changing world. The student will complete a series of case management scenarios through role-play and video assessments. Pre-requisites: SOWK 102, SOWK 325, and SOWK 326. (44.0701)

**SOWK 401. Social Work Policy & Practice. 3-3-0.** This course builds on the foundation knowledge of social work and focuses on political elements and policy development. Students examine and critically analyze social policy formulation in a comparative historical context. Pre-requisites: SOWK 102, 300, 306, and 325. (44.0701)

**SOWK 403 – Field Practice I, 3-3-0.** This course provides an opportunity for students to apply social work theory and perspectives in generalist social work practice with individuals, families, communities, and groups. A minimum of 200 clock hours will be in an approved agency setting. Senior social work students only. (44.0701)

**SOWK 404 – Field Practice II, 3-3-0.** This course is a continuation of SOWK 403 and provides an opportunity for students to apply social work theory and perspectives in generalist social work practice with individuals, families, communities, and groups. A minimum of 200 clock hours will be in an approved agency setting. Senior social work students only. (44.0701)

**SOWK 410 – DSM V – Generalist Practice Diagnosis. 3.3.0.** This course introduces the student to the three major sections of the DSM-V manual. The student will become familiar with terms and diagnostic criteria. Experiential learning experiences using vignettes and videos aid the student in assessment and diagnosis skills for social work generalist practice. (44.0701)

**SOWK 424 – Trauma and Disaster. 3-3-0.** An advanced course that surveys institutions, federal policies, and historical trends in disaster response management. Students will complete specific FEMA-NIMS, CDC-ERHMS, and Red Cross certifications as a major component of course work. The life-disrupting effects of natural and man-made disasters will be discussed and the student will apply current assessment and therapeutic models for trauma impacted individuals, groups, and organizations. (44.0701)

**SOWK 490. Capstone Course. 0-0-0.** This course has four components: preparation of students for entry into the workforce, professional development, career paths, and preparation for graduate school. (44.0701)

START

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CORP.....e

"CREATING OPPORTUNITIES"

235 Civic Center Blvd., Houma, LA 70360

December 6, 2024

Dr. Tina B. Granger, MSW, LMSW  
Service Learning Liaison  
Dept. of Social Sciences  
Peltier 245H  
Nicholls State University

Dear Tina,

I am writing this letter in support of Nicholls State University's efforts to develop and implement a Bachelor of Social Work (BSW) program. Start Corporation, a nonprofit organization, that operates Federally Qualified Health

Centers (FQHC) and community-based behavioral health services, including Assertive Community Treatment (ACT), Permanent Supportive Housing (PSH), Supportive Services for Veteran Families (SSVF), Multisystemic Therapy, Functional Family Therapy, and others, is aware of the current workforce needs in the Houma/ Thibodaux area. We currently employ over 500 workers statewide, including all levels of social work degree and licensure.

The quality of work we are challenged to deliver to the community is ever increasing and a BSW program in our area would be a natural feeder to multiple levels of employment within our agency. If the program was approved, Start Corporation would be happy to provide internship and part-time employment to potential students, and would work with the proposed department to place students post-graduation in employment.

We are excited to support this new endeavor. Please don't hesitate to reach out to me at [casey@startcorp.org](mailto:casey@startcorp.org) if you have any questions.

Warm regards,  
Casey Guidry, LCSW  
President & CEO

Tina Granger  
Department of Social Sciences  
PO Box 2089  
Thibodaux, LA 70301

To Whom It May Concern:

It is with great pride and enthusiasm that I write this letter of support for the proposed BSW program at Nicholls State University. I have been a social worker for 32 years working primarily in the healthcare setting. I started my internship while attending Tulane University 33 years ago at Terrebonne General Health System, and remain here as a Licensed Clinical Social Worker. I have also conducted contract work in juvenile justice, private adoptions, home health and hospice. I have had and continue to have the opportunity to supervise undergraduate students, graduate students and individuals working toward their LCSW licensure. I have been a member of National Association of Social Workers for 33 years, and advocate continuously for social workers throughout Louisiana and the United States. I have served in many roles with NASW Louisiana. I also had the opportunity to serve on a panel to help educate students on the role of a social worker and need for social workers. We have a shortage of social workers and will continue for many years to come.

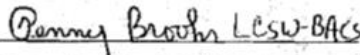
With this being said, I am very pleased to know that we are looking to bring a BSW program to our area. Many students in high schools choose to leave our area to attend a BSW program miles away. It is a hardship, and many do not complete their application process or drop out due to the hardships that go along with trying to obtain a degree in another town, or even another state. Without a BSW option this forces students to select other degree options and it also inhibits the visibility of social worker efforts and community improvement that they can achieve.

As we all know the United States has a critical shortage of social workers. The Bureau of Labor estimates 74,000 annually. The rural areas are hit the hardest, and we feel the consequences of this shortage daily. Approximately 70,000 social workers leave annually from the profession due to going to other industries and due to burnout.

I have had the opportunity to review the nineteen new BSW courses that were approved by the Nicholls Course and Curricula Committee. This curriculum will prepare students for entry-level careers in social work agencies, school, corrections/criminal justice, and other community agencies. This degree will also prepare students who wish to pursue graduate studies in social work, and we give them the option to be part of the advanced placement program.

Students graduating from the BSW program bring knowledge of evidence-based practices and critical thinking, communication, analytical, and research skills to front-line social work jobs throughout the state of Louisiana. This program will be beneficial to our healthcare system, Juvenile justice system, palliative care system, school system, mental health system and any area focusing on human services.

It is with great honor that I support this program, and will support the future operations of this endeavor.

 12/16/2024  
Penny Brooks, LCSW-BACS 12/16/2024

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.4.**     **Nicholls State University's** request for approval to offer a Bachelor of Science in Engineering Technology.

**EXECUTIVE SUMMARY**

Nicholls State University (Nicholls) is requesting approval to offer a Bachelor of Science in Engineering Technology (BSET). The proposed 120 credit hour BSET program is specifically designed through collaboration with regional industry to address current and emerging workforce needs in the state's energy sector, and is financially supported by the H2theFuture Grant secured by GNO, Inc. in 2022. This proposed degree program will focus on training in a diversity of skills, including electrical, mechanical, and geospatial technologies, as well as construction management, cybersecurity, and safety. The regional economy, and the economy of the state, depend on the availability of an educated technical workforce, foundational components of which include engineers, engineering technicians, and engineering technologist positions for which the proposed program will help ensure are filled with well-trained candidates.

The proposed program will provide an educational opportunity currently not available in the region served by Nicholls. According to data from the Louisiana Board of Regents, over 2,700 students between 2016 and 2023 left the Nicholls service region to earn engineering field degrees elsewhere, and after graduation these students are not returning to fill regional workforce needs. By offering the proposed BSET, students will have the option to stay in the area to further their education and pursue employment opportunities. The University projects an initial enrollment of 20 students with that number growing to 67 by year four of implementation.

Students who enroll in the proposed BSET program will complete some of their degree requirements by enrolling in courses currently offered in conjunction with geomatics, safety technology, safety management, and petroleum engineering technology programs. Nicholls will need to hire four new faculty; one hire each year for the first four years of program implementation. Funds for the additional faculty lines (salary, fringe and support) were budgeted within the H2theFuture Grant. As such, there will be no impact on the University's operating budget.

**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 offer a Bachelor of Science in Engineering Technology.



Nicholls State University

Office of the President

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

E.4.

February 6, 2025

**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 February 27, 2025 meeting of the Board of Supervisors for the University of Louisiana System:

*New Degree Program Proposal:  
Bachelor of Science in Engineering Technology-CIP 15.0000.*

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. Paulette Mayon, Assistant Vice President for Business Affairs & Ethics  
Ms. Alison Hadaway, Director of Human Resources  
Mr. Jerad David, Director of Communications & Legislative Affairs  
Ms. Caitlin Westerman, Internal Auditor  
Ms. Paige Pierce, Director of Alumni Affairs  
Dr. Martin Meder, Faculty Senate President



**Nicholls State University**

**Provost/Vice President for Academic Affairs**

P.O. Box 2002 | Thibodaux, LA 70310 | 985.448.4012 | 985.448.4026 [F]

## **MEMORANDUM**

To: Dr. Jay Clune, President, Nicholls State University  
From: Todd M Keller, DNS, Vice Provost and Chief Academic Officer  
Date: January 30, 2025  
Subject: Proposal for the Bachelor of Science in Engineering Technology (BSET)

Please accept this proposal for the Bachelor of Science in Engineering Technology to be implemented in the Fall 2025 semester. This proposal has been crafted by Dr. John Doucet, Dean of the College of Sciences and Technology with the assistance and input of faculty and industry partners. This proposal represents a four-year degree that will bring engineering technology back to the Nicholls campus to prepare local and regional students for entry-level technology jobs in the fields of energy (existing and newly developed); mechanical, electrical, and civil engineering; and construction/project management. This initiative is highly supported through grant funding and industry partnerships to increase the supply of highly skilled workers in the southeastern region of Louisiana, as well as across the entire state.

We respectfully ask that this proposal be submitted to the University of Louisiana System for consideration and approval.

Thank you.



# Academic Degree Program Proposal Form

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

## A. Overview

Institution Name: <b>Nicholls State University</b>		Designation: <b>Regional</b>		
College/School/Division: <b>College of Sciences &amp; Technology</b>		Academic Department: <b>Wm. Clifford Smith School of Engineering</b>		
Degree Designation <sup>a</sup> : <b>Bachelor of Science</b>	Proposed Degree Name: <b>Engineering Technology</b>	CIP Code: <b>15.0000</b>	Credit Hrs <sup>b</sup> : <b>120</b>	Contact Hrs <sup>c</sup> : <b>147</b>
Planned Implementation Semester/Term & Year: <b>Fall 2025</b>		Was this program listed in the most recent Three-year Academic Plan? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

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

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

<sup>c</sup> If applicable.

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

Nicholls will enter a workforce capacity-building program by offering an engineering technology degree program focused on serving the needs of new energy generation and delivery in south Louisiana. At the same time, the university will be supporting through this curriculum dislocated, incumbent, and new workers emerging from oilfield downturns and the lingering economic aftermaths of decadal hurricanes (like Ida) and the COVID-19 pandemic. Based on discussions with industry advisors, the curriculum will be multifaceted, including foundational training in electrical, mechanical, and geospatial engineering, as well as construction management, cybersecurity, and safety. The curriculum will lead to a four-year bachelor of science degree in engineering technology (BSET); in addition, (1) credentials in each engineering technology discipline will be stackable; as such, students can complete the program in short courses, discontinuously, and as a function of the job market, and (2) students with prior training in alternative fields (e.g. applied sciences, petroleum engineering technology, safety technology) may enter the program with earned credit and complete the program in fewer years than the traditional four-year term. The curriculum is designed to prepare students for jobs in the new energy industry, including personnel for construction, maintenance, inspections, and ongoing security of Louisiana energy infrastructure. In addition to engineering technology jobs, graduates will become eligible to enter engineering programs and advanced study.

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.

In accordance with BOR guidelines, the university will seek accreditation for BSET by the Accreditation Board for Engineering and Technology (ABET) under the general criteria of the Engineering Technology Accreditation Commission. Nicholls is already home to an ABET-accredited program with the B.S. in Geomatics.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
  - ☐ Substantive change requiring notification only
  - ☐ Substantive change requiring approval prior to implementation
  - ☐ Level Change
  - ☒ None
  
4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
  - ☐ MJ Foster Promise Program
  - ☒ Cyber-security Initiatives
  - ☐ Louisiana Transfer Pathways
  - ☐ Other: \_\_\_\_\_
  
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. BSET is a baccalaureate program.

**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.

Nicholls serves the south-central bayou and coastal region of Louisiana. Located in the eastern aspect of "Cajun Country," its location on historical Bayou Lafourche allows easy access to the Mississippi, its distributaries, the coastal wetlands, and the Gulf of Mexico. For more than 76 years, Nicholls has been the sole provider of higher education in a region with abundant cultural and natural resources as well as businesses and industries serving Louisiana's energy corridor. By maintaining a major partnership with communities and businesses, Nicholls is an active contributor to the economic, cultural, and intellectual well-being of the region. Our mission directly encompasses this degree proposal by providing that the university "...prepares all students for careers and life... immersed in the Louisiana Coastal Community."

As defined by the 2011 Regents Master Plan (revised), "Nicholls is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. Nicholls is responsible for serving residents of south-central Louisiana who have completed high school and are seeking either a college degree or continuing professional education, two-year college transfer students, particularly those from Fletcher Technical Community College, employers in the region, both public and private, school districts, health care providers, local governments, private businesses, economic development interests and regional entrepreneurs."

The BSET program is specifically designed (1) to train workers for new energy technologies and delivery, (2) for the current and future needs of regional industry, and (3) with input and support of bayou businesses. With this design, Nicholls is clearly providing "successful education of undergraduate students and services to the employers and communities in its region."

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

Pillar 3, Goal 2, Objective 1 of the Nicholls State University's 2023-28 Strategic Plan is to "investigate and implement new undergraduate and graduate degree programs and concentrations." The new BSET will be supported by courses and assets from the university's portfolio of applied sciences and technology offerings, including the existing baccalaureate programs in geomatics, petroleum engineering technology, safety technology, and safety management, as well as the non-degree pre-engineering curriculum.

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 BSET program will be delivered on-ground. This is planned for two important reasons: (1) the nature of practical experiences intrinsic in the learning process for a technology curriculum and (2) the general preferred mode of delivery as determined by survey of Nicholls students. However, realizing that some BSET students may be concurrently employed, we will develop forms of hybrid delivery where applicable and as needed to ensure timely completion of the curriculum. We have decades of experience providing such experiences for shift workers enrolled in our petroleum services, petroleum engineering technology, safety technology, and safety management programs.

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

Nicholls will offer prior learning assessments for incoming students. Because we will market BSET as an opportunity to reskill and upskill workers, prior learning assessment will be valuable in both ensuring program enrollment and, for students, graduation in a fair manner. We will seek to enhance our current transfer agreements in technology programs with Fletcher Technical Community College, as well as other two-year institutions in the state offering appropriate coursework. Regarding OER and AER for new courses, we are currently deferring that design to the discretion of incoming faculty; however, we note that the majority of existing applied sciences courses that will be included in the BSET curriculum are currently supported by AER and OER resources.

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

A number of major companies in our service region who stand to benefit from the educated and skilled graduates emerging from the BSET program stand in support as partners. (See appended Letters of Support.) Their representatives will serve on our program advisory board and guide continuous improvement of the program. These and others will also be sources of student support, guest lectures and instruction, internships, and employment. The South Louisiana Economic Council, which is located on our campus and with which we have a long-standing relationship, fully supports development of BSET and, in fact, advised us on the major grant award that will support inauguration of this new program offering.

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

A credit-bearing internship opportunity is integrated into the BSET curriculum.

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

Nicholls makes tremendous efforts in support of underserved populations. This in part is evidenced by enrollment in university current portfolio of technology programs. For instance, the portfolio includes 21% adult learner, 40% minority, 8% non-stereotypical, and 12% low income. With the exception of low income, each of these categories exceeds corresponding university-wide data by 5-9 percentage points. The number of low-income reporters is in part a reflection of concurrent part-time employment, which is more common in this portfolio (particularly regarding students enrolled in our petroleum engineering technology and safety degree programs) than others as well as the general university as a whole. Further, the university has instituted a number of programs to support achievement of underserved populations, all of which will be available to new students of the BSET program. These include multiple affinity groups for minority students (C.R.O.W.N., Legacy Leaders), disability services, special services for parenting students, the Dyslexia Center, and an agreement with the Intertribal Council of Louisiana to provide focused STEM education and advising.

### C. Need

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

The Nicholls service region is home to major business and industries involved in offshore drilling services, energy production, petrochemical production, shipbuilding, coastal restoration, sediment diversion, industrial and post-disaster construction, as well as emerging alternative energy industries, including wind and hydrogen.

Regional employers have noted a deficit in available, employable engineers and technologists willing to work in southeast Louisiana, and they struggle to both attract and retain suitable workers. This problem, however, is not indicative of lack of interest by regional citizens in obtaining engineering degrees and working in the engineering profession. According to data from the Louisiana Board of Regents, over 2700 students between 2016 and 2023 left the Nicholls service region to earn engineering field degrees elsewhere, and after graduation these students are not returning to fill regional workforce needs. In the same period of time, Nicholls enjoyed the second highest pre-engineering enrollment among University of Louisiana System schools. Industry realizes that long-term commitments to employment in the region are made by graduates who derive from the region. Together, these data point to the need for Nicholls to develop a regional training program to fill this critical gap in the regional workforce.

Toward addressing the workforce gap in engineering, Nicholls is enhancing its growing portfolio of engineering offerings. (1) Nicholls is home to the only four-year geomatics (geospatial technology) program in Louisiana, and this program offers career-ready training and certification coursework in surveying technology for surveyors and civil engineers. (2) For over 56 years, Nicholls has served both the Louisiana onshore and offshore oil field workforce with two-and four-year programs in petroleum engineering technology through traditional as well as 7-and-7 and 14-and-14 modes of delivery. (3) In collaboration with GNO, Inc., Nicholls received a \$1.8M grant to develop and support a new degree program in engineering technology (i.e., this proposal) to develop students to serve the “new energy” workforce. (4) In collaboration with the University of New Orleans, Nicholls will be hosting accredited engineering instruction and laboratory experiences on its main campus in Thibodaux beginning in 2025. (5) Nicholls is an education and research partner in the Louisiana F.U.E.L. (Future Use of Energy) Consortium recently funded by a historic grant award from the National Science Foundation and Louisiana Economic Development. (6) Nicholls is home to the new Coastal Center that will serve as hub for science and engineering solutions focused on Louisiana’s coastal restoration and protection. (7) Nicholls has been designated as home to the new Universities of Louisiana System Maritime Academy that promises to expand the maritime services, maritime technology, and pilot workforce for Louisiana and U.S. waters.

The need for engineering education in the Nicholls region is also noted by sources independent of the university and the region. The Southeast Louisiana Economic Council (SLEC) notes that “engineering services” is an emerging sector for the Nicholls service region and recommends investment in training this sector (SLEC Regional Economic Strategic Action Plan 2023, [https://bayouregion.com/wp-content/uploads/2023/04/SLEC\\_StrategicPlan\\_2023\\_web-1.pdf](https://bayouregion.com/wp-content/uploads/2023/04/SLEC_StrategicPlan_2023_web-1.pdf)). As of 10 April 2024, the Louisiana Workforce Commission lists nearly 900 unfilled 4-and 5-star engineering jobs in Louisiana, the majority of which pertain to economic and environmental activity in southeastern Louisiana (<https://www.laworks.net/Stars/default.aspx>).

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.

BSET was designed by Nicholls in close collaboration with SLEC and a number of industry leaders whose businesses need the type of workers the program will develop. These leaders and their companies have documented their support by affixing their signatures to letters in support for the program (appended) and have pledged to continue support and consultation as the program grows. In addition, Nicholls collaborated with GNO, Inc., on winning a \$1.8M grant from the U.S. Economic Development Administration that will be used to inaugurate the program. Historically, faculty of our applied sciences portfolio have maintained continuous relationships with employers in the surveying, petroleum services, and safety industries.

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

As part of Nicholls, the BSET program will primarily serve the south-central bayou and coastal region of Louisiana. Over 90% of our current students derive from the parishes of Ascension, Assumption, Lafourche, Terrebonne, St. Mary, St. James, St. Charles, and Jefferson. The region is home to major oil field, ship building, and energy service businesses, as well as coastal ports and levee districts.

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

As a response to deficits in the regional engineering workforce, employers have collaborated with Nicholls on the design of the BSET program and have offered their continuous support (as evidenced by letters appended to this application). In addition, state enrollment data indicated that the Nicholls region has lost over 2700 students interested in engineering training between 2016 and 2023. At the same time, Nicholls enrolled the second highest number of pre-engineering students among University of Louisiana System institutions. After these students leave for education elsewhere, they typically do not return to fill regional workforce needs. These data clearly point to an unfilled demand in the regional engineering workforce.

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

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

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

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

☐ Service Area Data    ☒ State Data    ☐ National Data

Related Occupation	LWC Star Rating	Current Employment [2022]	Projected Employment [2023-25]	# Change	% Change	Average Annual Openings	Average Salary
"Mining"		5040				130	75K
Utilities		545				28	75K
Construction		5948				508	85K
Professional/Technical		2901				595	136K
Management		763				38	159K
Engineering managers	5	1430	1450	20	1.4	100	162K
Engineering tech		2570	2590	20	1.0	240	80K
Production managers	5		26				123K
Civil engineering tech	4	440	450	10	2.3	401	62K
Elec Engin Tech	4	410	420	10	2.4	40	111K
Indust Engine Tech	4	540	560	20	3.7	60	99K
Mech Engine Tech	4	410	420	10	2.4	40	160K
Indust Managers	4	2030	2050	20	1.0	150	60K
Wind Tech	3		4				56K
Petro/Refin Operators	4	4330	4320	-10	-0.2	390	100K
Construct Managers	5		121				97K
Construct Inspectors	4		73				59K

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

There are no other engineering technology programs in the Nicholls service area.

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.

No technology degree program in the state is specifically focused on addressing energy industry needs. Nicholls has more than 56 years of continuous experience in educating and training the energy workforce in Louisiana and has continually adapted its service to students through economic downturns and technological changes. We propose BSET, with the support of regional industry leaders, to provide specially educated and trained graduates to fulfill current and emerging workforce needs in the region and elsewhere in the state.

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

Students enrolled in the BSET program will complete part of the curriculum by joining existing students in courses currently produced by our geomatics, safety technology, safety management, and petroleum engineering technology programs. We anticipate that some underclassman petroleum engineering technology students may change majors to BSET, but this is not anticipated to dramatically change enrollment for a number of reasons: (1) most petroleum services students are currently invested in the oil and gas workforce, and they seek higher education to improve both their knowledge and their employment status in the specific field; (2) the BSET curriculum is significantly different and diverse enough to specifically attract new students not currently employed or otherwise interested in working in oil and gas; and (3) BSET is supported by a set of industries different from oil and gas, as well as diverse in focus, who have called for and helped design this new program.

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

Occupation	Occupation-specific skills & KSAs
Mechanical engineering technologist	Tech: mechanical, design, mathematics. KSA: deductive reasoning, near vision, critical thinking
Mechanical engineering technologist	Tech: GIS, design, computer. KSA: maps, software, customer relations
Energy engineering technologist	Tech: design, computer, data analytics. KSA: problem solving, mechanical, critical thinking
Construction manager	Tech: design, project management software, database software. KSA: construction, management, customer service
Wind energy development manager	Tech: GIS, project management software, database software. KSA: critical thinking, management, technology
Engineering manager	Tech: design, database software, object-oriented development software. KSA: mathematics, management, problem solving.

#### 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.

Students in the BSET program will:

- analyze data related to operations, costs, energy transformation, and other industry needs; assessed during senior year coursework through evaluation of components of the Project Management course.
- evaluate graphical and spatial designs; assessed during junior and senior year coursework through evaluation of components of the mechanical, electrical, and survey technology courses.
- engage in experiential learning activities through internships, service learning, and research experiences; assessed beginning in the sophomore year through mentor and/or client evaluations.

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	BSET students will use diverse data sets and other information to propose actions and reach conclusions
Oral/Written Communications	BSET students will demonstrate ability to create reports, interpret reports, present findings
Teamwork/ Collaboration	BSET students will complete collaborative projects
Digital Technology	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software
Leadership	BSET students will lead project teams during coursework and serve on extramural student organization boards
Professionalism/ Work Ethic	BSET students will complete diverse time-sensitive intramural projects and extramural internship experiences
Career Management	BSET students will participate in intramural career activities and extramural internships
Equity and Global/Intercultural Fluency	BSET students will demonstrate aptitude in intercultural communications

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)
Tech: mechanical, design, mathematics. KSA: deductive reasoning, near vision, critical thinking	BSET students will use diverse data sets and other information to propose actions and reach conclusions
Tech: GIS, design, computer. KSA: maps, software, customer relations	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software
Tech: design, computer, data analytics. KSA: problem solving, mechanical, critical thinking	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software; BSET students will use diverse data sets and other information to propose actions and reach conclusions
Tech: design, project management software, database software. KSA: construction, management, customer service	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software
Tech: GIS, project management software, database software. KSA: critical thinking, management, technology	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software; BSET students will use diverse data sets and other information to propose actions and reach conclusions
Tech: design, database software, object-oriented development software. KSA: mathematics management, problem solving.	BSET students will demonstrate fluency with database, spreadsheet, presentation, word processing, and GIS software

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	BSET STUDENTS WILL:
First Year Experience	explore breadth and diversity of career opportunities (required).
Undergraduate Research	collaborate on research projects with faculty and present findings at intramural and professional conferences (optional).
Common Intellectual Experiences	complete a thematic core curriculum focused on energy needs, economy, workforce, and society (required)
Diversity/Global Learning	collaborate on diversified teams, including those associated with course projects and service learning projects (required).
Learning Communities	have the opportunity to contribute to research and entrepreneurship projects (optional).
ePortfolios	use a software platform to collate and curate their program work (required).
Writing Intensive Courses	complete our scientific technical writing course and otherwise produce project reports (required).
Service-Learning, Community-based Learning	contribute to service learning activities (optional).
Collaborative Assignments & Projects	collaborate on projects with other students throughout the program (required) as well as have the opportunity to contribute to research and entrepreneurship projects (optional).
Internships	complete internships for course credit (optional).
Capstone Courses and Projects	to complete a capstone project relevant to aspects of BSET curriculum learning for course credit (required).

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.

See curriculum map appended. *Summary:* The BSET program is designed to prepare students for the technical workforce of Louisiana's and the nation's energy industry. As such, BSET graduates will be invaluable to society, and the curriculum is designed to provide diverse experiences to prepare them to make substantial contributions to the future of energy sector. With learning in various engineering technology fields, graduates will not only be prepared for a variety of jobs but also be able to understand, contribute to, and collaborate within a company's portfolio of activities. They will understand concepts of energy operations, construction, economics, and chemical and physical transformations; in the process, they will be empowered to assimilate and analyze data from these activities, reach conclusions, compose and interpret reports, and contribute to employer needs and projects. In addition, the BSET curriculum provides hands-on experiences with spreadsheet, database, mechanical drawing, visualization, and other technology software, as well as technology instrumentation in major engineering fields pertinent to the energy sector, in addition to experiences with cybersecurity challenges. Collaborative work and service learning opportunities are embedded in various points in the curriculum, and a capstone experience is included in the Project Management course. The curriculum includes a high-impact learning experience in research, and the university hosts an annual intramural research exposition where students will be encouraged to present their findings to an extramural professional audience likely for the first time. Students will be continually exposed to career opportunities through faculty, service in events produced by professional organizations, appearances by guest lectures from our industry advisory board, participation in the university's annual Career Fair, interaction with our Career Services Office, and participation in internships. The BSET curriculum encompasses the breath of learning and experience necessary for a productive engineering technologist in the contemporary energy sector, including those skills identified by industry as critical for the workforce.

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

☒ On campus (<50% online)

☐ Hybrid (51-99% online)

☐ 100% online

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

Nicholls has existing procedures that assess prior learning experiences for course credit. In addition, for some courses, a credit-by-exam procedure is offered. In these two ways, BSET students can earn advance credit and accelerate progression through the curriculum.

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.

Nicholls faculty have led a robust effort in adopting open and affordable education resources. Some existing courses in safety and petroleum services are currently OER or AER. Since "new energy" is an emerging field, and in an effort toward education adaptive to continually changing technology, education resources for relevant course content will likely include OER.

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

There are no special requirements for students to enter the BSET program beyond general admission requirements of the university. In general, we will advise potential incoming students from high schools to maximize their experiences with secondary education courses in mathematics, computer science, and spatial comprehension (drafting, art, and any other relevant courses).

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

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

List specific partners for each category checked above.

**High School STEM**

Career Magnet Academy (CMA)  
Lafourche Parish School District  
Terrebonne Parish School District  
St. Mary Parish School District

**2-Tear Colleges**

Fletcher Technical Community College  
Nunez Community College  
Baton Rouge Community College  
Delgado Community College  
Bossier Parish Community College

**Employers**

Bollinger Shipyards, Lockport, LA  
C-Innovation, Houston, TX  
Edison Chouest Offshore, Cut Off, LA  
Marine Technologies, Mandeville, LA  
Morrison Energy, Houma, LA  
Port Fourchon, Fourchon, LA

**Other Programs at Institution**

Petroleum Engineering Technology Program  
Safety Technology and Management Program  
Geomatics Program

**Other Unit at Institution**

Office of Career Services

**Other Partner**

LA STEM Region 3  
GNO, Inc.

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

The incoming BSET faculty will develop outreach programs, which may include introductory coursework on high school campuses, to engage potential students in studying engineering technology as preparation for a career. In addition, faculty will work with community colleges in the region (initially, and then beyond) to determine and codify transfer credentials and coursework, such as, for instance, the GIS Technology and Wind Technology offerings at Nunez Community College.

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

Nicholls supports new employment of graduates in multiple ways. The University supports an Office of Career Services, which provides services and resources that support the candidacy of students and graduates with employers. The office provides career counselling and publishes a number of resources focused on facilitating the relationship of students with future employers. In addition, the office produces annual Career Fairs where invited employers meet, interact, and share information with students. Further, potential employers will be integrally involved not only in advising the program but also by serving as presenters and guest lecturers in classes. Finally, our current faculty in petroleum education technology and safety technology and management are expert in aligning student learning with industry certifications.

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.

Like graduates of other programs at Nicholls, BSET graduates will be encouraged to join LinkedIn and engage in actively uploading employment information throughout their careers. Information through this social medium will facilitate passive tracking by the university. In addition, our sciences and technology programs traditionally keep close track with recent graduates through both employee and employer surveys. Some of our graduates remain engaged in classroom activities and are otherwise members of professional organizations alongside faculty and other alumni. Finally, the Nicholls Alumni Federation conducts robust efforts at maintaining contact with and information gathering from graduates.

## 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.

According to data from the Louisiana Board of Regents, over 2700 students between 2016 and 2023 left the Nicholls service region to earn engineering field degrees elsewhere. In the same period of time, Nicholls enjoyed the second highest pre-engineering enrollment among University of Louisiana System schools. Further, news that Nicholls will host a UNO satellite campus for engineering (beginning with mechanical in Fall 2025) has resulted in a proliferation of inquiries from parents and students interested in attending Nicholls to study a form of engineering (pre-engineering, engineering technology [BEST], engineering [UNO collaboration], petroleum safety technology, safety technology, geomatics).

Nicholls first offered industry-specific education in 1969 with an Oil Field Technology curriculum. Over the past 56 years, those historical offerings became the current petroleum engineering technology and safety technology programs. Thus, Nicholls has over a half century of continuously and successfully providing energy-related education and technology training to the region for both new students and oil field workers seeking advancement and reskilling. Further, the energy workforce is to a large extent transgenerational, and the reputation that Nicholls has built over time in this higher education field is evidenced in part by alumni sending their children as students. This reputation is represented in the workplace itself, as well, and the BSET proposal is supported by multiple major industry players in the region who are enthusiastic to realize graduates with BSET training for their future workforce. This enthusiasm is consistent with the long-term job prospects mentioned in sections above.

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

The university-wide first-to-second year retention rate of our most recent cohort (2023) is 75.7%, and the most recent three-year average rate (2021-2023, i.e. post-pandemic) is 76.1%. The same rates among our sciences and technology curricula are nearly identical (75.3% most recent, 74.8% three-year average). First-to-third year retention rates show a similar parallel (64.0% university/63.2% sciences & technology most recent; 63.8% university/65.8% sciences & technology three-year average).

The university graduate rate in our most recent cohort (2018) is a ten-year high at 54.2%; the most recent five-year average is 48.9%. Graduation rates in sciences and technology programs are traditionally lower than university rates, and this reality is explained by a number of factors, most prevalently student departures for professional opportunities prior to program completion. This phenomenon includes pre-professional students leaving before graduation for matriculation at professional schools around the U.S, as well as technology students leaving after completion of coursework critical for either industry certification or for high-paying job opportunities. In addition, a large percentage of our student body is concurrently employed, and retention suffers during economic upturns, particularly in the petroleum and safety job markets. Finally, the university attracts a significant number of transfer students from both 2- and 4-year institutions, and these data are not included in graduation rates.

However, we expect retention and graduation rates to increase with implementation of BSET. Our Honors Program, which offers students high-impact experiences like mentored research opportunities in the discipline and privately funded international study, has one of the largest enrollments among state institutions. Such high achieving students at all universities inherently increase retention and graduation rates, as well as other rates, like time-to-completion. At Nicholls, 85%-95% of Honors enrollment each year is sciences and technology majors. Thus, with the introduction of a new curriculum in sciences and technology, we expect to attract high-achieving students that are more likely to complete the new degree program and in a timely fashion.

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*		20	43	67
Lost to Attrition (should be negative)	0	-2	-4	-6
New to the institution	15	20	25	25
Shifted from existing programs within your institution	5	5	5	5
<b>Total Enrollment</b>	<b>20</b>	<b>43</b>	<b>69</b>	<b>91</b>
Graduates	0	0	2	18
Carry forward base enrollment for next year	20	43	67	73

\*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.

With the renewed interest in engineering education in the university service region and the strong support of industry employers, together the university's long tradition at recruiting high-achieving students through our Honors Program (traditionally second largest program enrollment in the state), we believe that retention and graduation rates of the new BSET will exceed those of the university as a whole.

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.

Nicholls serves an important role in providing education opportunities to special populations. Enrollment of adult learners, minorities, and nontraditional students in each of our current energy-related technology programs (petroleum engineering technology and safety technology) exceeds the university rate by several percentage points. In addition to continuing these recruiting efforts, our industry partners will play a vital role in marketing the new BSET program among their employees and professional networks. Our office of both University Marketing and Admissions are prepared to announce inauguration of the BSET program. Admissions recruiters visit high schools around the state and entertain a significant flow of visitors interested in campus tours and visits with professors. Faculty from our technology programs participate in student career- and college-planning events at regional high schools. We currently have community college transfer agreements for the aforementioned technology programs (with Fletcher Technical Community College) and will continue to develop others (e.g., Nunez and others). All of these efforts will support robust enrollment in the new program.

## F. RESOURCES

### F1. Finance

36. Attach the completed Regents budget template.

*Completed template appended.* We will hire an engineering technologist with specific expertise (mechanical, electrical, geospatial, cybersecurity) in each of four successive years, with the initial hire also serving as curriculum designer for future engineering technology lecture and laboratory courses. These costs, together with expenses for programmatic travel and supplies, are budgeted in a \$1.8 M grant awarded to Nicholls as part of the H<sub>2</sub>theFuture consortium, sponsored by GNO, Inc., and funded through the U.S. Economic Development Administration. In addition, we have a proposal pending with the Gulf Research Program to extend funding for five years. We anticipate private support in the form of \$25 K to renovate laboratory space in Gouaux Hall to house engineering technology laboratories. Per semester tuition (\$3076.50) and total fees (\$4116.65) are based on an average 15-credit hour semester load.

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

There are no additional financial costs beyond tuition and fees associated with the program. Nonetheless, we anticipate successful development of scholarship giving from industry.

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.

The university anticipates addressing increased needs through existing resources. Student advising will be undertaken as an integral component of BSET faculty duties. Tutoring and career services will be adequately provided from existing units. Library materials currently include holdings in cybersecurity (64 items), computer and information sciences (over 10,000 items), and energy subjects (over 100 items); if deemed necessary by BSET faculty, we will reallocate resources from these areas based on their historical usage. Regarding infrastructure, we are currently raising funds for new engineering space on campus to be associated with the new Coastal Center, and we anticipate procuring and otherwise upgrading technology through both industry partner investment and faculty grantsmanship.

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

No existing funds will be reallocated. Funds, primarily for faculty and support, are budgeted within the H<sub>2</sub>theFuture funding award.

### 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.

To offer the BSET program, we will need additional faculty, and funds for these new hires are budgeted within the H<sub>2</sub>theFuture grant funding. New faculty salaries, fringe, and support are included in the grant award. Through the endowment of a local engineering firm, we have established in 2024 the W. Clifford Smith School of Engineering at Nicholls and have appointed an existing faculty member with degrees in engineering and geomatics as the new director.

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

Some of the courses in the BSET curriculum currently exist and support other curricula—namely geomatics, safety technology and management, and petroleum engineering technology, but none of the faculty teaching these courses will be redirected. The new BSET curriculum will be infused with existing classes.

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

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

The BSET program will function through staff from existing university units. The program will be administered under the newly formed Wm. Clifford Smith School of Engineering, a unit of the College of Sciences and Technology at Nicholls. The School's programming is administered by a Director and administrative staff. Advising is conducted both in the Office of Academic Services (for freshman and sophomores) and through faculty of the School (for upperclassmen). The Office of Student Success and Retention provides dedicated academic coaching for students.

### F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)			✓	Fall 2026
Wet Labs (STEM related)		✓		Fall 2025
Dedicated Offices		✓		Fall 2025
Fine Arts Spaces		✓		Fall 2025
Classrooms		✓		Fall 2025
Meeting Rooms		✓		Fall 2025
Student Study Space		✓		Fall 2025
Shared Space with other campus units		✓		Fall 2025
Other (Specify)		n/a		

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space. Minor spatial renovations will be required in Gouaux Hall for laboratory areas previously occupied by programs that have moved to new buildings.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
<b>New Construction</b>					
None					
<b>Renovations and Infrastructure*</b>					
Gouaux Hall (dry lab): drywall and roof modifications, installation of laboratory benches and casework.	300	\$25,000	n/a	August 2026	Industry contribution
<b>Purchases: Land, Buildings etc.</b>					
None					
<b>Lease space</b>					
none					
<b>TOTAL Cost</b>		<b>\$25,000</b>	<b>\$0</b>		

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.

The space targeted for a multipurpose BSET laboratory has been left available since relocation of Culinary Arts to a new facility. Therefore, there will be no disruption to learning processes. This laboratory space will have adequate benchtop space for multiple demonstrations and student work, and, when available, it could be utilized for appropriate benchtop laboratory sessions from other programs.

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.

BSET will be housed in Gouaux Hall, which houses multiple science program facilities, in spaces left available after relocation of the Culinary Arts faculty and teaching areas to their new facility. These spaces include both office and laboratory spaces. The building includes sharable classrooms and computer laboratories that currently have daytime availability to accommodate BSET class meetings. Thus, there will be negligible negative impact on existing programs.

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

The 2023-24 ABET criteria for accrediting engineering technology programs includes the requirement that “the physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.” Similar to the university’s current ABET-accredited program (geomatics), the physical and natural sciences content of BSET is selected from the university’s general education curriculum, which includes well-established science laboratory facilities, as well as computer classroom resources. In addition, the criteria state that “modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded.” It is intrinsic to the BSET that teaching technology must reflect the changing technology of the workforce. Faculty grantsmanship has provided for acquisition of initial equipment, and we will continually upgrade and render laboratories modern through continues grantsmanship as well as industrial partnerships and private funding.

**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
			August 2025
Through prior procurements, our current technology programs hold fundamental equipment for demonstration and operational training in oil and gas, new energy, renewable energy, and energy transformation technologies. Identification of additional major equipment will be identified by incoming faculty in collaboration with industry advisors. Procurement of to-be-determined major equipment, as well as on-going costs, will proceed through a combination of grantsmanship, industry contributions, and private funding.			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	

## G. RISKS AND ASSUMPTIONS

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

Risk	Impact	Probability	Risk Mitigation Strategy
Low enrollment	low	low	Because inauguration of the new BSET program is externally funded, there will be no impact on the university's operating budget. If enrollment proves insufficient to sustain program through tuition and fees, then the program can be sunset with little impact.
Changing workforce needs	low	moderate	With 56 continuous years of experience in managing student enrollment and retention during dynamic and sometimes unpredictable fluctuations of the oil and gas industry, the university and its technology faculty have proven adept at adapting to both workforce and student needs. In addition, the BSET program is expressly and flexibly designed to incorporate new technologies as they emerge from and for industry.

### APPENDICIES:

Item 22: Curriculum Map  
Item 36: Budget Template  
Item 40: Roster  
Letters of Support (7)

# Curriculum Map and Summary (Item 22)

Bachelor of Science in Engineering Technology						
DISPL	NO.	CR hrs	CT hrs	Description	GenEd (Y/N)	New (Y/N)
<b>SEMESTER 1 (FALL1)</b>						
ENGL	101	3	3	English Composition I	Y	N
MATH	101	3	3	Algebra	Y	N
UNIV	101	1	1	University Prep	Y	N
ENGS	111	2	5	Computer-Aided Drawing	N	N
SATC	101	3	3	Government Regulatory Agencies	N	N
HUMA	elective	3	3	humanities elective	Y	N
<b>SEMESTER 2 (Spring1)</b>						
ENGL	102	3	3	English Composition II	Y	N
MATH	102	3	3	Trigonometry	Y	N
CHEM	105	3	3	General Chemistry I	N	N
GEOL	101	3	3	Physical Geology	Y	N
SOCI	103	3	3	Physical Geography	Y	N
<b>SEMESTER 3 (Fall 2)</b>						
PHYS	101	3	3	Basic Physics I	Y	N
PHYS	103	1	3	Basic Physics laboratory 1	N	N
CMPS	200	3	3	Computing for the Sciences	N	N
CHEM	106	3	3	General Chemistry II	N	N
GOVT	252	3	3	State & Local Government	Y	N
PSET	200	3	3	Drilling & Production	N	Y
<b>SEMESTER 4 (Spring 2)</b>						
PHYS	102	3	3	Basic Physics 2	Y	N
PHYS	104	1	3	Basic Physics Laboratory II	N	
EGTC	281	3	3	Energy Molecules & Transformations	N	Y
EGTC	382	2	6	Energy Molecules Laboratory	N	Y
HUMA	elective	3	3	humanities elective	Y	N
SATC	220	3	3	Safety, Health, & Environmental Training	N	N
<b>SEMESTER 5 (Fall 3)</b>						
EGTC	201	3	3	Mechanical Engineering Technology I	N	Y
EGTC	221	3	3	Electrical Engineering Technology I	N	Y
MATH	301	3	3	Statistics	N	N
PETS	293	3	3	Renewable Energy	N	N
ENGL	468	3	3	Technical Writing for Sciences	N	N
<b>SEMESTER 6 (Spring 3)</b>						
EGTC	301	3	3	Mechanical Engineering Technology II	N	Y
EGTC	302	2	6	Mechanical Engineering Technology Laboratory	N	Y
EGTC	321	3	3	Electrical Engineering Technology II	N	Y
EGTC	322	2	6	Electrical Engineering Technology Laboratory	N	Y
FNAR	elective	3	3	fine arts elective	Y	N
PETS	320	3	3	Alternative Energy & Advanced Systems	N	N
<b>SEMESTER 7 (Fall 4)</b>						
EGTC	241	3	3	Surveying Technology I	N	Y
EGTC	361	3	3	Cybersecurity for Technologists	N	Y
EGTC	401	3	3	Project Management	N	Y
HUMA	elective	3	3	humanities elective	Y	N
approved	elective	3	3	Approved Elective <sup>1</sup>	N	Y/N
<b>SEMESTER 8 (Spring 4)</b>						
EGTC	341	3	3	Surveying Technology II	N	Y
EGTC	342	2	6	Surveying Technology Laboratory	N	Y
EGTC	elective	2	6	EGTC Experiential Elective <sup>2</sup>	N	Y
SATC	420	3	3	Safety Management Systems	N	N
approved	elective	3	3	Approved 300+ Elective <sup>1</sup>	N	Y/N
Totals		120	147			

## NOTES:

DISPL = curricular discipline

CR hrs = Credit Hour value

CT hrs = Contact Hour value

GenEd = General Education requirement

<sup>1</sup> Approved Electives	MGMT	330	3	3	Maritime Management	N	N
	EGTC	402	2	6	Research Problems II	N	Y
	GEOL	203	3	3	Petroleum Geology	N	N
	GEOL	300	3	3	Oceanography	N	N
	GEOL	310	3	3	Coastal Geology	N	N
	GEOL	370	3	3	Environmental Geology	N	N
	GEOM	222	2	5	Geovisualization	N	N
	SATC	350	3	3	Industrial Safety	N	N
	SATC	365	3	3	Industrial Hygiene	N	N

<sup>2</sup> EGTC Elective	EGTC	401	2	6	Research Problems I	N	y
	EGTC	421	2	6	Internship	N	y

## Summary of Additional Costs/Income for Proposed Program (Item 36)

Date: 30 January 2025

Institution: Nicholls State University

Degree Program, Unit: Bachelor of Science in Engineering Technology

FTE = Full Time Equivalent: 24 credit hours or equivalent duty per year

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2025-2026		SECOND 2026-2027		THIRD 2027-2028		FOURTH 2028-2029	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$126,000	1	\$252,000	2	\$378,000	3	\$504,000	4
Graduate Assistants	0		0		0		0	
Support Personnel	0		0		0		0	
Fellowships and Scholarships	0		0		0		0	
<b>SUB-TOTAL</b>	\$126,000	1	\$252,000	2	\$378,000	3	\$504,000	4
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$25,000		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	1000		2000		3000		4000	
Supplies	3000		7000		10000		15000	
Other (specify)	0		0		0		0	
<b>SUB-TOTAL</b>	\$29000		\$9000		\$13000		\$19000	
<b>TOTAL EXPENSES</b>	\$155000		\$261000		\$391000		\$523000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	\$155000		\$261000		\$391000		\$523000	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	25,000							
Expected Enrollment	20		43		69		91	
Tuition	123060		264579		424557		559923	
Fees	164666		354012		568098		749230	
*Other (specify)	0		0		0		0	
<b>TOTAL REVENUES</b>	\$467726		\$879591		\$1,383.655		\$1832153	

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

## Faculty Roster for Proposed Program (Item 40c)

Dr. Edrisi and Dr. Saidu, who are current tenured faculty (Spring 2025), will serve as instructors of petroleum technology and safety technology courses, respectively. (See below latest Roster of Instructional Staff, 30 July 2024). In addition, the expertise of faculty positions that need to be filled in the future is included.

### ROSTER OF INSTRUCTIONAL STAFF

**Nicholls State University**

**Academic Department / School:** Sciences and Technology, Applied Sciences

**Academic Term:** Fall 2023

**Date Form Completed:** 30-Jul-24

1	2	3	4
Name, Rank, and Status (F, P)	Courses Taught Course Number Title, (UT) or (G) and Credit Hours	Academic Degrees Earned	Other Qualifications or Experience
Edrisi, Ali Reza Associate Professor F	PSET171: WELL DRILLING(U)- 1 PSET241: OIL PRODUCTION(U)- 1 PSET301: HUMAN RESOURCE UTIL PETROL IND(U)- 1 PSET371: DRILLING FLUIDS(U)- 1 PSET452: SENIOR SEMINAR & RESRCH METHODS(U)- 1	Doctorate Petroleum Engineering - LSU  Master Petroleum Reservoir Engineering - UNIV OF TEHRAN, IRAN  Bachelor Petroleum Production Engineering - PETROLEUM UNIV OF TECHNOLOGY	
Saidu, Milton Associate Professor F	PSET121: PETROLEUM COMPUTATIONAL METHOD(U)- 1 PSET295: PETROLEUM SEMINAR CAPSTONE(U)- 1 SATC240: MARINE ACCIDENT PREVENTION(U)- 1 SATC440: ENVIRONMENTAL TECHNOLOGY(U)- 1	Doctorate Engineering Science - LSU  Masters Industrial Engineering - LSU  Bachelor Physics - USL	

### Faculty Positions Need in the Future

Mechanical engineering technology specialist

Electrical engineering technology specialist

Cybersecurity specialist

Geospatial technology specialist



(985) 532-2554

8365 LA-308  
Lockport, LA 70373

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

July 16, 2024

To the Louisiana Board of Regents for Higher Education:

Bollinger strongly supports Nicholls State University's plan to develop a Bachelor of Science degree in Engineering Technology. This program is specifically designed through partnership of Nicholls with regional industry to address current and emerging workforce needs in the state's energy sector. This degree program will focus on training in electrical, mechanical, and geospatial technologies, as well as construction management, cybersecurity, and safety. Bollinger is the largest privately-owned shipyard in the United States with 13 shipyards, strategically located throughout Louisiana with direct access to the Gulf of Mexico, Mississippi River, and the Intracoastal Waterway. Bollinger is also the largest vessel repair company in the Gulf of Mexico region.

The economy of the region and the state depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community.

As an institution serving a seven-parish region in southeast Louisiana, Nicholls is strategically located at the epicenter of the energy industry within the state. Regional industry partners have communicated their need for the university to create degree programs designed to prepare a highly skilled, well-trained workforce to enable them to capitalize upon emerging demand for workforce needs in the energy sector. Nicholls has committed to addressing regional workforce needs for over 75 years. Undoubtedly, the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, liaising with industry partners, and research to support this degree program.

Here at Bollinger, we see this program in our vital interest both as an employer of qualified workers and a stakeholder in the regional and state energy economy. We wholeheartedly support development of this new program at Nicholls.

Sincerely,

A handwritten signature in blue ink, appearing to read "BB", with a long, sweeping horizontal line extending to the right.

Ben Bordelon  
CEO & President



July 23, 2024

To the Louisiana Board of Regents for Higher Education:

I am writing in support of the proposal by Nicholls State University to develop a Bachelor of Science degree in Engineering Technology. The program is specifically designed through collaboration with regional industry to address current and emerging workforce needs in the state's energy sector. This degree program will focus on training in a diversity of skills, including electrical, mechanical, geospatial, cybers, safety, and construction, that will prepare graduates for the technical workforce ahead.

The economy of Louisiana and the bayou region depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community.

When it opened its doors in 1948, Nicholls immediately and directly addressed regional workforce needs by developing and graduating schoolteachers committed to serving the region. Now, as it serves the south-central bayou and coastal region of Louisiana, Nicholls is strategically located at the epicenter of the states' energy industry. Regional industry partners have communicated their need for the university to create degree programs designed to prepare a highly skilled, well-trained workforce to enable them to capitalize upon emerging demand for workforce needs in the energy sector. Because Nicholls has committed to addressing regional workforce needs for over 75 years now, we at [your business] are confident that the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, collaboration with industry and businesses, and research and development through the new program.

Here at C-innovation, we see this program in our vital interest both as an employer of qualified workers and a stakeholder in the regions and state's energy economy. We wholeheartedly support the development of this new program at Nicholls.

Sincerely,

David Sheetz

Vice President  
C-Innovation, LLC.

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2000 W. Sam Houston Pkwy S. Suite 1100  
Houston, Tx. 77042  
+1 (832) 251-6665



# EDISON CHOUEST OFFSHORE

22 July, 2024

To the Louisiana Board of Regents for Higher Education:

I am writing to you today to express my strong support for the Nicholls State University (NSU) plan to develop a Bachelor of Science degree in Engineering Technology that will focus on training in electrical, mechanical, and geospatial technologies, as well as construction management, cybersecurity, and safety.

Edison Chouest Offshore (ECO) is headquartered in Cut Off, Louisiana, and has been in the business of designing, engineering, constructing, owning and operating offshore marine vessels since 1960 and are recognized as one of the most diverse, dynamic and high technology marine transportation solution providers in the world today. ECO operates a growing fleet of almost 300 vessels, up to 525 feet in length, that serves a global customer base. ECO is the largest provider of offshore marine vessels to the U.S. offshore marine market, the Central and South American markets and provide world-class services on every ocean, including the Arctic and Antarctic regions. In addition to offshore vessels, the ECO affiliate group also contains the largest base of shipyards in the U.S., owns and manages world-class port terminal facilities, logistics services, subsea engineering and support services, offshore facilities operations and maintenance, as well as a marine technologies company that manufactures integrated bridge systems, global communications, asset digitization and remote monitoring and emissions reduction technology. Engineers and/or engineering-related positions exist in each of our lines of business.

Staying on the forefront of new technologies is an integral part of the ECO vision, as evidenced by recent patents and advances in the areas of emission-reduction technologies, integrated bridge systems, remote monitoring of vessel systems and global communications. The success of ECO has been built upon engineering and constructing the highest quality and most technologically advanced vessels in the world. Our diverse fleet of vessels serve oil & gas, U.S. military, the river cruise industry and offshore wind.

The NSU Engineering Technology program is specifically designed through a partnership between NSU and regional industry to address current and emerging workforce needs in Louisiana's energy sector. The long-term economic impact of this program cannot be overstated. Our regional economy, and the economy of the

16201 East Main Street • Cut Off, Louisiana 70345 • USA  
Phone: (985) 601-4444

state, depends on the availability of an educated technical workforce, foundational components of which include engineers, engineering technicians, and engineering technologist positions for which the NSU program will help ensure are filled with well-trained candidates. Graduates of this program will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, NSU will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, highly skilled community.

As an institution serving a seven-parish region in southeast Louisiana, NSU is strategically located at the epicenter of the energy industry within our state. ECO has voiced our need for NSU to create degree programs designed to prepare a highly skilled, well-trained workforce, enabling us to meet current and future workforce demand in the offshore maritime and energy sectors. NSU has shown its commitment to addressing regional workforce needs for over 75 years, benefitting not only our region but the state of Louisiana as a whole, and we are confident the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, liaising with industry partners, and research to support this degree program.

ECO views this program as one of vital interest both as an employer of qualified workers as well as a stakeholder in the region's and state's energy economy and we fully support it's development.

Sincerely,

A handwritten signature in black ink, appearing to read 'RC', with a large loop at the end.

Robert Clemons  
Vice President  
Edison Chouest Offshore Companies



10 PARISHES  
Jefferson  
Orleans  
Plaquemines  
St. Bernard  
St. Charles  
St. James  
St. John the Baptist  
St. Tammany  
Tangipahoa  
Washington

July 19, 2024

Louisiana Board of Regents  
1201 N 3rd St suite 6-200  
Baton Rouge, LA 70802

**Subject:** NSU Engineering Technology Degree

To the Louisiana Board of Regents for Higher Education:

As Southeast Louisiana's economic development organization we are pleased to support the proposal by Nicholls State University to develop a Bachelor of Science degree in Engineering Technology. The program is specifically designed through collaboration with regional industry to address current and emerging workforce needs in the state's energy sector, and is financially supported by the [H2theFuture grant](#) secured by GNO, Inc. in 2022. This degree program will focus on training in a diversity of skills, including electrical, mechanical, geospatial, cybers, safety, and construction, that will prepare graduates for the technical workforce ahead.

The energy economy continues to grow across Southeast Louisiana; economic developers have announced nearly \$60 billion in energy projects totaling over 25,000 new jobs since 2018. Leading energy employers will have a continued need for a STEM-focused workforce. This is especially true within the bayou region, where economic health depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity.

The H2theFuture initiative is supported by \$75 million in grant funds from both U.S. Economic Development Administration and Louisiana Economic Development. Through the collaboration of 25-project partners, these funds have been invested in higher education, community college, entrepreneurial accelerator and economic development programs to ensure Louisiana remains a global energy leader. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community. The program proposed herein is a key initiative of the H2theFuture program.

GNO, Inc. is thrilled to endorse the Engineering Technology program and grateful for Nicholls' leadership in energy workforce development. We wholeheartedly support development of this new program at Nicholls.

Sincerely,

Lacy McManus  
Executive Director of Future Energy, GNO, Inc.



## Marine Technologies, L.L.C.

July 16, 2024

To the Louisiana Board of Regents for Higher Education:

I am writing in support of the proposal by Nicholls State University to develop a Bachelor of Science degree in Engineering Technology. The program is specifically designed through collaboration with regional industry to address current and emerging workforce needs in the state's energy sector. This degree program will focus on training in a diversity of skills, including electrical, mechanical, geospatial, cybers, safety, and construction, that will prepare graduates for the technical workforce ahead.

The economy of Louisiana and the bayou region depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community.

When it opened its doors in 1948, Nicholls immediately and directly addressed regional workforce needs by developing and graduating school teachers committed to serving the region. Now, as it serves the south-central bayou and coastal region of Louisiana, Nicholls is strategically located at the epicenter of the states' energy industry. Regional industry partners have communicated their need for the university to create degree programs designed to prepare a highly skilled, well-trained workforce to enable them to capitalize upon emerging demand for workforce needs in the energy sector. Because Nicholls has committed to addressing regional workforce needs for over 75 years now, we at [your business] are confident that the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, collaboration with industry and businesses, and research and development through the new program.

Here at Marine Technologies, we see this program in our vital interest both as an employer of qualified workers and a stakeholder in the region's and state's energy economy. We wholeheartedly support development of this new program at Nicholls.

Sincerely,

**Jan Mikalsen** *CEO*

**MARINE TECHNOLOGIES** / Superior Vessel Control and Communications Solutions

**Direct** +1 985 612-1314

**US Cell** +1 (985) 966-5466

**Receptionist** +1 (985) 951-7771 | Ext. 52914

**Email** [jan@mtllc.us](mailto:jan@mtllc.us)



July 24,  
2024

To:  
Louisiana  
Board of

MorrisonEnergy.com

Louisiana Board of Regents for Higher Education

**Subject:** Morrison support for Engineering Technology Curriculum

Morrison strongly supports Nicholls State University's plan to develop a Bachelor of Science degree in Engineering Technology. This program is specifically designed through the partnership of Nicholls with regional industry to address current and emerging workforce needs in the state's energy sector. This degree program will focus on training in electrical, mechanical, and geospatial technologies, as well as construction management, cybersecurity, IT, Safety and basic accounting.

The economy of the region and the state depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community.

As an institution serving a seven-parish region in southeast Louisiana, Nicholls is strategically located at the epicenter of the energy industry within the state. Regional industry partners have communicated their need for the university to create degree programs designed to prepare a highly skilled, well-trained workforce to enable them to capitalize upon emerging demand for workforce needs in the energy sector. Nicholls has committed to addressing regional workforce needs for over 75 years. Undoubtedly, the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, liaising with industry partners, and research to support this degree program.

Here at Morrison, we see this program as a vital necessity both as an employer of qualified workers and a stakeholder in the region's, states and U.S. energy economy. Morrison wholeheartedly supports development of this new program at Nicholls State University.

Should you have any questions, please do not hesitate to correspond with the undersigned or you can email [kmeche@morrisonenergy.com](mailto:kmeche@morrisonenergy.com).

Sincerely,

*Kirk Meche*

Kirk Meche

Director of Renewable Energy

Phone: 985-868-1950

Cell: 985-665-2101

CC via email: [john.doucet@nicholls.edu](mailto:john.doucet@nicholls.edu)

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**CORPORATE HEADQUARTERS**

9 Bayou Dularge Road  
Houma, Louisiana 70363  
985.868.1950

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**CORPORATE MAILING**

Post Office Box 3301  
Houma, Louisiana 70361  
985.868.1950

US | Mexico | West Indies

July 16, 2024

To the Louisiana Board of Regents for Higher Education:

I am writing in support of the proposal by Nicholls State University to develop a Bachelor of Science degree in Engineering Technology. The program is specifically designed through collaboration with regional industry to address current and emerging workforce needs in the state's energy sector. This degree program will focus on training in a diversity of skills, including electrical, mechanical, geospatial, cybers, safety, and construction, that will prepare graduates for the technical workforce ahead.

The economy of Louisiana and the bayou region depends on the availability of an educated technical workforce, vital components of which include engineers, engineering technicians, and engineering technologists. Nicholls will help ensure a steady supply of well-trained, job-ready candidates for a diversity of technical positions. Such university graduates will reduce the need for extensive on-job training and will help introduce new technologies and practices to improve operational efficiency and productivity. By establishing this engineering technology program, Nicholls will play a pivotal role in transforming the local workforce, driving economic development, and supporting a vibrant, skilled community.

When it opened its doors in 1948, Nicholls immediately and directly addressed regional workforce needs by developing and graduating school teachers committed to serving the region. Now, as it serves the south-central bayou and coastal region of Louisiana, Nicholls is strategically located at the epicenter of the states' energy industry. Regional industry partners have communicated their need for the university to create degree programs designed to prepare a highly skilled, well-trained workforce to enable them to capitalize upon emerging demand for workforce needs in the energy sector. Because Nicholls has committed to addressing regional workforce needs for over 75 years now, we at the Greater Lafourche Port Commission are confident that the university will provide invaluable education and workforce preparedness through high-quality educators and mentors, resource development, collaboration with industry and businesses, and research and development through the new program.

Here at the GLPC, we see this program in our vital interest both as an employer of qualified workers and a stakeholder in the regions and state's energy economy. We wholeheartedly support development of this new program at Nicholls.

Sincerely,



Chett Chiasson, MPA  
Greater Lafourche Port Commission Executive Director

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**Port Fourchon  
Operations Center**

180 A.O. Rappelet Road  
Port Fourchon, LA 70357

Phone: (985) 396-2750

**Greater Lafourche Port Commission  
Administration Office**

16829 East Main Street  
Cut Off, LA 70345

Phone: (985) 632-6701  
Fax: (985) 632-6703  
Email: [glpc@portfourchon.com](mailto:glpc@portfourchon.com)

[www.portfourchon.com](http://www.portfourchon.com)

**GAO - South Lafourche  
Leonard Miller, Jr. Airport**

149 King Air Drive  
Galliano, LA 70354

Phone: (985) 475-6701

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.5.**     **Northwestern State University's** request for revalidation of the University's Mission, Vision, and Core Values Statements.

**EXECUTIVE SUMMARY**

Northwestern State University (NSU) is requesting revalidation of the University's Mission, Vision, and Core Values Statements. A deliberate, holistic, and thoughtful analysis was conducted to ensure the existing statements aligned with the Louisiana Constitution as well as the Board of Regents Master Plan. It was determined that no changes were warranted; however, the University finds it appropriate to have its governing board revalidate the statements in order to be in compliance with its regional accrediting body.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for revalidation of the University's Mission, Vision, and Core Values Statements.*

*Office of the President*

February 6, 2025

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

Re: Revalidation of Mission, Vision and Values

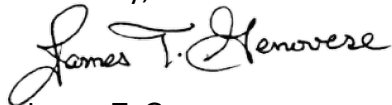
Dear President Gallot:

Northwestern State University is requesting that the following item be placed on the agenda for approval at the February 2025 Board Meeting:

*Request to Revalidate Northwestern State University's Mission, Vision and Values*

Thank you for your consideration of this request.

Sincerely,



James T. Genovese  
President

Attachment

# NORTHWESTERN STATE

## *Office of the President*

February 6, 2025

James T. Genovese  
President  
Northwestern State University  
175 Sam Sibley Drive  
Natchitoches, LA 71457

Dear President Gallot,

Northwestern State University requests consideration and approval of the following item to be placed on the agenda for the February 27, 2025, Board of Supervisors, University of Louisiana System (ULS) meeting.

I request that you and the Boards of Supervisors revalidate Northwestern's Mission, Vision, and Core Values.

Northwestern has conducted a deliberate, holistic, and thoughtful mission analysis of the mission, roles, and functions in concert with the Louisiana Constitution, Article VIII, 5D (4), Acts 241 of 1987 and 1360 of 1997, the specified tasks per the Board of Regents Master Plan 2011, revised 2012, and the 2019 Board of Regents Master Plan, *Louisiana Prospers: Driving Our Talent Imperative and lastly its Strategic Plan 2023-2028 Providing Education of Enduring Value*.

While Northwestern's mission has remained unchanged since it was last approved by the Board of Supervisors for the University of Louisiana System in February 2020, the institution finds it appropriate to have its governing board revalidate its mission, vision, and core values statements. This action also aligns with the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC) guidance.

**Mission Statement.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**Vision.** Northwestern State University will become the nation's premier regional university through the innovative delivery of transformative Student learning experiences that prepare graduates for life and career success.

*est 1884*

**Core Values** Our core values capture the guiding principles for how we make decisions and work together. They are the foundation for the type of University community and regional partner we strive to become. Our guiding values are:

**Our students are our priority.** We provide each student with transformational and experiential learning experiences to assist in the development of an ever-growing individual, scholar, and professional.

**Diversity helps define who we are.** We welcome and respect everyone traveling on a journey for knowledge. Differences make us stronger.

**We are future-focused.** We are in constant search of individual and organizational improvement by seeking new, inclusive, and innovative opportunities to develop our students and improve our university.

**Innovation leads the forward edge of change.** We strive to be on the forefront in all we do.

**We honor and respect the ideals of freedom.** We protect the freedom of all members of our community to seek truth and express their views.

**We are careful stewards.** We responsibly and sustainably manage the economic and natural resources entrusted to us.

**Integrity is our cornerstone.** We hold ourselves to the highest ethical standards as educators, scholars, students, and professionals.

**We are a team.** We are a collaborative community that focuses on ensuring the success of every member.

We thank you for your leadership and support in this matter. The undersigned is the point of contact for this action.

Very Respectfully,



James T. Genovese  
President  
Northwestern State University

*est 1884*

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

- Item E.6.**     **Northwestern State University's** request for approval to award an Honorary Doctorate of Humanities to Mr. Jerry Adkins "Jaf" Fielder, II at the Spring 2025 Commencement Exercises.

**EXECUTIVE SUMMARY**

Northwestern State University (NSU) is requesting approval to award an Honorary Doctorate of Humanities to Mr. Jerry Adkins "Jaf" Fielder, II at the Spring 2025 commencement exercises. Mr. Fielder has had a distinguished 35-year career with Willis Knighton Health where he currently serves as President and CEO. His visionary leadership has been pivotal in overseeing Willis Knighton's integrated healthcare system, which comprises four acute care hospitals, a rehabilitation institute, a multi-specialty physician network of more than 600 healthcare providers, and Louisiana's largest retirement community, The Oaks.

Beyond his professional accomplishments, Mr. Fielder's extensive service to the Shreveport community has earned him considerable respect. He has served as Chair of the Board of Directors for the Food Bank of Northwest Louisiana and holds leadership roles with the Louisiana Hospital Association, MLK Community Clinic, American Heart Association in Northwest Louisiana, Louisiana State Fair, North Louisiana Goodwill Industries, and the Northwest Louisiana Society for Human Resource Management. His contributions were further recognized in 2024 when Governor Jeff Landry appointed him to the Healthcare Pelican Transition Team.

Mr. Fielder's steadfast support of Northwestern, in particular to the College of Nursing & School of Allied Health, has been critical in the development and accreditation of the DNP Nurse Anesthesia program as well as several specialty programs in Radiologic Sciences. His commitment extends beyond the University through community initiatives such as a free cancer screening program for current and former firefighters, the Willis Knighton Health Occupations Partnership, and the expansion of the Willis Knighton Graduate Medical Education Program, which has significantly enhanced residency and fellowship opportunities in northwest Louisiana.

In recognition of his outstanding achievements in business and healthcare, his unwavering support of NSU, and his exemplary commitment to community engagement, the University would like to confer an Honorary Doctorate of Humanities upon Mr. Fielder. Doing so would not only honor his contributions but also bring significant prestige to Northwestern State University.

## **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,*** *that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to award an Honorary Doctorate of Humanities to Mr. Jerry Adkins "Jaf" Fielder, II at the Spring 2025 Commencement Exercises.*

 **NORTHWESTERN STATE**  

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*Office of the President*

E.6.

February 6, 2025

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

Re: Honorary Doctorate of Humanities for Mr. Jerry Adkins "Jaf" Fielder, II

Dear President Gallot:

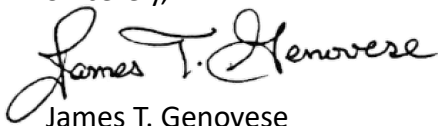
Northwestern State University is requesting that the following item be placed on the agenda for approval at the February 2025 Board Meeting:

*Permission to award an "Honorary Doctorate of Humanities"  
to Mr. Jerry Adkins "Jaf" Fielder, II during the Spring 2025 commencement ceremonies*

The College of Nursing and School of Allied Health has approved the attached recommendation.

Thank you for your consideration of this request.

Sincerely,



James T. Genovese  
President

Attachment

*est 1884*



Office of the  
**Executive Vice President  
and Provost**

Dear President Genovese:

On behalf of the faculty in the College of Nursing and School of Allied Health, I am honored to recommend that Northwestern State University bestow an Honorary Doctorate of Humanities degree upon Mr. Jerry Adkins (Jaf) Fielder II during the Spring 2025 commencement ceremonies.

Mr. Fielder is one of the University's and College's most dedicated and influential supporters. As President and Chief Executive Officer of Willis Knighton Health since 2021—and with a distinguished 35-year career at the organization dating back to 1991—he has held a series of leadership roles including Vice President of Willis Knighton North, Senior Vice President and Chief Operating Officer, and, most recently, President and CEO. His visionary leadership has been pivotal in overseeing Willis Knighton's integrated healthcare system, which comprises four acute care hospitals, a rehabilitation institute, a multi-specialty physician network of more than 600 healthcare providers, and Louisiana's largest retirement community, The Oaks.

Mr. Fielder's steadfast support of Northwestern has been critical in the development and accreditation of the DNP Nurse Anesthesia program as well as several specialty programs in Radiologic Sciences. His commitment extends beyond the University through community initiatives such as a free cancer screening program for current and former firefighters, the Willis Knighton Health Occupations Partnership—an innovative initiative offering high school students hands-on healthcare experience and educational scholarships—and the expansion of the Willis Knighton Graduate Medical Education Program, which has significantly enhanced residency and fellowship opportunities in northwest Louisiana.

Beyond his professional accomplishments, Mr. Fielder's extensive service to the Shreveport community has earned him considerable respect. He has served as Chair of the Board of Directors for the Food Bank of Northwest Louisiana and holds leadership roles with the Louisiana Hospital Association, MLK Community Clinic, American Heart Association in Northwest Louisiana, Louisiana State Fair, North Louisiana Goodwill Industries, and the Northwest Louisiana Society for Human Resource Management. His contributions were further recognized in 2024 when Governor Jeff Landry appointed him to the Healthcare Pelican Transition Team. Additionally, Willis Knighton Healthcare received accolades such as the Bossier Chamber of Commerce Business of the Year (2024 and 2025) and the Shreveport Chamber of Commerce Centennial Award (2024) under Mr. Fielder's leadership. Mr. Fielder's



Office of the  
**Executive Vice President  
and Provost**

individual honors include being named Honorary Commander of the 307th Medical Squadron at Barksdale Air Force Base and receiving the Distinguished Clyde E. Fant Award from the United Way of Northwest Louisiana in 2023.

In recognition of his outstanding achievements in business and healthcare, his unwavering support for our academic programs, and his exemplary commitment to community engagement, we believe that conferring an Honorary Doctorate of Humanities Degree upon Mr. Fielder would not only honor his contributions but also bring significant prestige to Northwestern State University.

Thank you for considering this recommendation. We are confident that you will agree that Mr. Fielder's exemplary record makes him a most worthy candidate for this distinguished honor.

Sincerely,

Greg A. Handel, DMA  
Executive Vice President and Provost  
Dean, The Graduate School  
Professor of Music Education

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

- Item E.7.**     **University of Louisiana at Lafayette’s** request for approval to award an Honorary Doctorate of Arts to Mr. Richard “Dickey” Landry at the Spring 2025 Commencement Exercises.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette is requesting approval to award an Honorary Doctorate of Arts to Mr. Richard “Dickey” Landry at the Spring 2025 Commencement Exercises. Born in Cecilia, Louisiana, Mr. Landry is an alumnus of the Visual Arts program, now in the College of the Arts, at the University of Louisiana at Lafayette (UL Lafayette) where he studied painting while honing his abilities as a musician.

From his collaborative experiences working with legendary creative thinkers, makers, and doers like Philip Glass, Richard Serra, and many others across the disciplines, Mr. Landry has been at the forefront of the arts for over seven decades – in music, performance and as an internationally exhibiting painter and photographer. His portfolio and contribution to the arts is extensive.

The University of Louisiana at Lafayette is proud of the accomplishments of their alumnus as he is a true testament to the fertile landscape of the University and the infinite possibilities for the many talented individuals who traverse the campus, of which he is a shining exemplar. The University believes Mr. Landry is deserving of this prestigious recognition and, as such, would like to bestow an Honorary Doctorate of Arts to him at the Spring 2025 Commencement Exercises.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,*** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette’s request to award an Honorary Doctorate of Arts to Mr. Richard “Dickey” Landry at the Spring 2025 Commencement Exercises.



February 6, 2025

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:

I am requesting approval to award an Honorary Doctorate of Arts to Mr. Richard "Dickey" Landry at the University of Louisiana at Lafayette's spring commencement ceremonies to be held in May 2025. Documents related to this recommendation are attached.

Please place this item on the agenda for consideration at the February 2025 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a large, stylized flourish extending from the end.

E. Joseph Savoie  
President

svc  
Attachment



RECEIVED

DEC 16 2024

Vice President  
for Academic Affairs

College of the Arts | Office of the Dean

To: Dr. Dianne Olivier, Provost AVPAA

From: Daryl Joseph Moore, Dean

Date: December 12, 2024

Re: Honorary Doctorate of Arts | Richard "Dickey" Landry

I am delighted to have the privilege, as Dean of the College of the Arts, to nominate Mr. Richard "Dicky" Landry to be recognized by the University of Louisiana, Lafayette, with the prestigious "Honorary Doctorate of Arts" designation in 2025.

From his collaborative experiences working with legendary creative thinkers, makers, and doers like Philip Glass, Richard Serra, and many others across disciplines, Richard "Dickey" Landry has been at the forefront of the arts for over seven decades — in music, performance and as an internationally exhibiting painter and photographer.

As evidenced in his accompanying portfolio, Richard "Dickey" Landry's talents are exceptional. He is an alumnus of the Visual Arts program, now in the College of the Arts, where he studied painting while honing his abilities as a musician. We are proud of his accomplishments as he is a testament to the fertile landscape of our University and the infinite possibilities for the many talented individuals who traverse our campus, of which he is a shining exemplar.

Please let me know if you require additional amplification on the merits of the nomination of Richard "Dickey" Landry for this prestigious and deserved recognition. Thank you so much for your time and consideration.

Sincerely,

APPROVED:

E. JOSEPH SAVOIE, President

1/8/25

Recommend Approval  
Jaimi Helbert  
12-18-2024

## **Richard Landry**

### **Born:**

Cecilia, Louisiana 1938

### **Education:**

BME ULL Lafayette, Louisiana 1964

### **Scholarships or awards:**

Fullbright Indo-US. Sub commission Travel Grant 1992

Clifton Chenier Award 1989

Meet the Composer 1989

Gold & Multi-Platinum Sales Award Record 1986, Paul Simon's  
"Graceland"

Gold Sales Award Record 1983, Talking Heads "Speaking in  
Tongues"

National Endowment for the Arts Composer Fellowship 1978-  
1979

National Endowment for the Arts Video Fellowship 1975-1976

### **Public Commissions:**

"Mass for Pentecost Sunday" A Dominique de M  nil & M  nil  
Foundation Commission for the inaugural opening of the  
M  nil Collection in Houston, Texas

"ROCI" (Rauschenberg Overseas Cultural Interchange) As  
soloist, Mr. Landry performed with the exhibition tour of  
the works of Robert Rauschenberg

"Astral Convertible" Trisha Brown Dance Company, Robert  
Rauschenberg sets.  
Premiered City Center, New York City and the Montpellier  
Dance Festival, France

### **List of private and public collections:**

Robert and Marylin Tarpy

Francis and Cathy Pavy

Steve and Cherri May

Kerry & Tiffy Boutte

Sharon Moss

Terri Fontenot

Russ Morgan

Dominique Morgan

Keith Sonnier

Zoe Lee

Lawrence Weiner

Babs Case

Johnny Depp  
Tabitha Denholm  
Cayla Zeek  
Lester Lloyd  
Poppy Lloyd  
Diane Benson  
Jill Grisamore  
Tony Trunt  
Jerry Colley  
Jimmy MacDonell  
Lucious Fontenot  
Katherine Wood Meredith  
Jennifer Scarborough  
Holly Harrison  
Cody Collins  
Ross Martin  
Richard Serra  
Tarka Cordell  
Allan Bacque  
Rebecca Guinnese  
Michael Guy  
Matthew Wilkenson  
Susan Rothenberg  
Robert Rauschenberg Foundation  
Robert Wilson  
Robert Wilson Foundation Watermill, NY  
Ogden Museum New Orleans, LA  
Whitney Museum New York City  
Museum of Modern Art New York City  
Norman Fischer Collection MOCA Jacksonville, FL  
New York University  
Chicago Institute the Arts/ Video Data Bank  
Hilliard Museum of Art Lafayette, LA

**RESIDENCES:**

Master Artist, Atlantic Center for the Arts - New Smyrna  
Beach, FL  
Composer in Residence, The Center for the Arts - Stuart,  
Florida  
Master Artist, Memphis Academy of the Arts - Memphis,  
Tennessee  
"The Retreat" Ahmedabad, India  
Robert Wilson's Watermill Center Watermill, NY 2009/2010

**Richard Landry**  
**Composer/Saxophonist/Photographer/Producer/Artist**

**PROFESSIONAL EXPERIENCE:**

SOLO CONCERTS 1972 - PRESENT: 6 Continents: United States, Germany, Switzerland, Austria, France and, Spain, Italy, England, Netherlands, Belgium, Yugoslavia, Canada, Mexico, Russia, Cuba, Haiti, Brazil, India, Taiwan and Japan.

PHILIP GLASS ENSEMBLE 1969 -1981

TALKING HEADS "Speaking in Tongues" 1983 Gold Record

LAURIE ANDERSON "Home of the Brave" - Heartbreak Tour & Film 1984

PAUL SIMON "Graceland" 1986 Gold and Platinum Record

BOB DYLAN "New Orleans Jazz Festival" 2003

ROBERT PLANT "Going Home" Tribute CD to Fats Domino 2007

LIL BAND O GOLD "SWAMP POP" 2004/2013

TRUE MAN POSSE "CREOLE REGGAE" 2006

ROBERT WILSON "Einstein on the Beach" 1976 -"Grace for Grace" 1991 - "1433" 2010 - "The Blacks" 2014

**SELECTED RECORDINGS:**

"Music with Changing Parts" 1970, with Philip Glass

"Similar Motion" 1971, with Philip Glass

"Music in Twelve Parts"(Parts 1 & 2) 1974, with Philip Glass

"North Star" 1975, with Philip Glass

"Music in Fifths" 1975 with Philip Glass

"Einstein on the Beach" 1976, with Philip Glass

"Solos" 1972, Richard Landry

"Four Cuts Placed In" 1973, Richard Landry

"Having Been Built On Sand" 1974 Landry/Lawrence Weiner

"Fifteen Saxophones" 1977, Richard Landry

"Speaking in Tongues" 1983, with Talking Heads

"Innocent" 1984, with Peter Gordon

"These Things Happen" 1984, with David van Teighem

"Causal Gods" with Jerry Harrison 1986

"Home of the Brave" 1984, with Laurie Anderson

"Graceland" 1986, with Paul Simon

"Safety in Numbers" 1987, with David van Teighem

"Lil Band O' Gold" 2002,

"Creole Reggae" with True Man Posse 2003

"Frigg A Go Go" 2003 with Frigg  
"Fats Domino Tribute" "Goin' Home" with Robert Plant/Lil  
Band o' Gold 2007  
"Solo" Dickie Landry 2007  
"The Promised Land" Lil Band o' Gold DVD Documentary/CD  
2010  
"Fifteen SAXOPHONES" re-release 2010  
"Creole Moon" Cedric Watson. Nominated for Grammy 2011  
"Downtown Rockers" Tom Tom Club 2012  
"David Egan" 2013

**PRODUCER:**

"Tribute to the Blues" 1978, Carnegie Hall with Clifton  
Chenier, John Lee Hooker, Lighting Hopkins, Honeyboy  
Edwards, Big Mama Thornton and Lighting Slim.  
"Zydeco on the Bayou" CD 1991, Terrance Simien & the Mallet  
Playboys (Zydeco)  
"Blue Dog" CD 1992, John DuBois (Cajun)

**FILMS:**

"Home of the Brave" Laurie Anderson, Director  
"The Big Easy" Jim McBride, Director  
"Four Cuts Placed In" Lawrence Weiner, Director  
"A First Quarter" Lawrence Weiner, Director  
"Office Baroque" Gordon Matta-Clark  
"New Orleans Mon Amour" Michael Almereyda, Director

**SELECTED VIDEOS:**

Distributed by Video Data Bank, Chicago Institute of the  
Arts  
"1,2,3,4"  
"Quad Suite"  
"Sax One"  
"Divided Alto"

**SELECTED COMMISSIONS:**

"Mass for Pentecost Sunday" A Dominique de Ménil & Ménil  
Foundation Commission for the inaugural opening of the  
Ménil Collection in Houston, Texas

Premier - Rothko Chapel Houston, Texas 1987  
New Music America Festival Miami, Florida 1988  
Abbey de Sylvannes Cameras, France 1988  
Yale School of Sacred Music New Haven, CN 1989  
Sao Bento Cathedral Sao Paulo, Brazil  
New Music Festival Madrid, Spain 1998

Voix Sacrées du Monde (Sacred Music Festival) Lausanne,  
Switzerland 1999

"ROCI" (Rauschenberg Overseas Cultural Interchange) As  
soloist, Mr. Landry performed with the exhibition tour of  
the works of Robert Rauschenberg:

Rufino Tamayo Museum - Mexico City, Mexico

Tretyakov Gallery - Moscow, Russia,

Museo Nacional de Bellas Artes - Havana, Cuba

Castillo de la Fuerza - Havana, Cuba

Casa de las Americas - Havana, Cuba

National Gallery - Washington D.C.

"Astral Convertible" Trisha Brown Dance Company, Robert  
Rauschenberg sets.

Premiered City Center, New York City and the Montpellier  
Dance Festival, France

**Dance:**

"Astral Convertible" Trisha Brown Dance Company

"Trialogue" Barbara Case

"T. V. Love" Jane Comfort Dance Company

"Faith Healing: Jane Comfort Dance Company

"Light of the Body" Deborah Hay

**AWARDS AND RECOGNITION:**

Indo-US. Sub commission Travel Grant 1992

Meet the Composer 1989

Gold & Multi-Platinum Sales Award Record 1986, "Graceland"

Gold Sales Award Record 1983, "Speaking in Tongues"

National Endowment for the Arts Composer Fellowship 1978-  
1979

National Endowment for the Arts Video Fellowship 1975-1976

**RESIDENCES:**

Master Artist, Atlantic Center for the Arts - New Smyrna  
Beach, FL

Composer in Residence, The Center for the Arts - Stuart,  
Florida

Master Artist, Memphis Academy of the Arts - Memphis,  
Tennessee

"The Retreat", Ahmedabad, India

**SELECTED SOLO PERFORMANCES:** Galleries and Museums I have preformed in:

Guggenheim Museum of Art New York City  
New Orleans Jazz Festival  
Leo Castelli Gallery - New York City  
Metropolitan Museum of Art - New York City  
National Gallery - Washington, D.C.  
Walker Art Center - Minn. MN  
Buhea der Stadt Koln - Koln, Germany  
Documenta 5 - Kassel, Germany  
Texas Gallery - Houston, Texas  
Salvatori Ala Gallery - Milan, Italy  
Galleria Froma - Genoa, Italy  
Contemporary Art Center - Houston, Texas  
Kirchenalle Deutches, Hamburg, Germany  
Salle Simon Patino - Geneva, Switzerland  
Koln Art Fair - Koln, Germany  
I.C.C. - Brussels, Belgium  
Palais de Beaux Arts - Brussels, Belgium  
De Fleeshal - Middleberg, Holland  
Van Abbemuseum - Eindhoven, Holland  
Forum Stadpark - Graz, Austria  
Halle Galerie - Innsbruck, Austria  
Galerie Nacht Stephan - Vienna, Austria  
Muzicki Salon - Zagreb, Yugoslavia  
Kunstahalle - Basel, Switzerland  
Centre D'Art Contemporian - Geneva, Switzerland  
I.N.K. - Zurich, Switzerland  
Alfieri - Florence, Italy  
Chapel De La Sorbonne - Paris, France  
Stadlishe Galerie - Stuttgart, Germany  
Stedelijk, Museum - Amsterdam, Holland  
Groninger Museum - Groninger, Holland  
Museo Tamayo - Mexico City, Mexico  
Rothko Chapel - Houston, Texas  
Castillo de la Fuerza - Havana Cuba  
Casa de las Americas - Havana, Cuba  
Museo Nacional - Havana, Cuba  
Central House of Culture - Moscow, Russia  
Ogden Museum of Art - New Orleans, Louisiana  
Chinati Foundation - Marfa, Texas  
Sprengal Museum - Hanover, Germany  
ACA - Lafayette, Louisiana  
Van Hedendaagse Kunst - Antwerp, Belgium

Aula Seminar - Kreuzlingen Switzerland  
Kunstverein - Wintertur, Switzerland  
Aargauer Kunsthaus - Aarau, Switzerland  
Kunsthalle - Basel, Switzerland  
Kunstmuseum - St. Gallen, Switzerland  
Menil Collection - Houston, Texas  
Contemporary Museum of Art - New Orleans, Louisiana  
Les Trielles - Tourtour, France  
Art Tapes - Florence, Italy  
Project 74' - Koln, Germany  
Whitney Museum - New York City  
Brooklyn Academy of Music - New York City  
Institute of Contemporary Art - Boston, Mass  
Yale School of Sacred Music - New Haven, CN  
Galeria Schmela - Dusseldorf, Germany  
The Kitchen - New York City  
Voix Sacrees du Monde - Lusanne, Switzerland  
Town Hall - New York City  
Roxy - Los Angeles, CA  
Tyronne Guthrie Theater - Minneapolis, MA  
Piramide Theater - Rome, Italy  
Carnegie Hall - New Your City  
DAR Constitution Hall - Washington, DC  
Lincoln Center (Outdoors) - New York City  
112 Greene St. - New York City  
Montreal Museum of Fine Arts - Montreal, Canada  
Museum of Contemporary Art - Chicago, Ill  
San Francisco Museum of Modern Art - San Francisco, CA  
Lincoln Center, Metropolitan Opera - New York City  
Holland Festival, Theatre Carre - Amsterdam, Holland  
Schouwburg Thearte - Rotterdam, Holland  
Deutsches Schauspielhaus - Hamburg, Germany  
Monnaie - Brussels, Beligum  
La Biennale, Teatro la Fenice - Venice, Italy  
Le XXXeme Festival D'Avignon - Avignon, France  
Cathedral of Saint John the Divine - New York City  
Princeton University - Princeton, NJ  
Wallraf Richartz Museum - Koln, German  
Pasadena Art Museum - Pasadena, CA  
Mudd Club - New York City

**SELECTED SOLO PERFORMANCES:** Galleries and Museum I have preformed in:

Guggenheim Museum - New York City  
Leo Castelli Gallery - New York City  
Metropolitan Museum of Art - New York City  
National Gallery - Washington, D.C.  
Walker Art Center - Minn. MN  
Buhea der Stadt Koln - Koln, Germany  
Documenta 5 - Kassel, Germany  
Texas Gallery - Houston, Texas  
New Orleans Jazz Festival  
Salvatori Ala Gallery - Milan, Italy  
Galleria Froma - Genoa, Italy  
Contemporary Art Center - Houston, Texas  
Kirchenalle Deutches, Hamburg, Germany  
Salle Simon Patino - Geneva, Switzerland  
Koln Art Fair - Koln, Germany  
I.C.C. - Brussels, Belgium  
Palais de Beaux Arts - Brussels, Belgium  
De Fleeshal - Middleberg, Holland  
Van Abbemuseum - Eindhoven, Holland  
Forum Stadpark - Graz, Austria  
Halle Galerie - Innsbruck, Austria  
Galerie Nacht Stephan - Vienna, Austria  
Muzicki Salon - Zagreb, Yugoslavia  
Kunstahalle - Basel, Switzerland  
Centre D'Art Contemporian - Geneva, Switzerland  
I.N.K. - Zurich, Switzerland  
Alfieri - Florence, Italy  
Chapel De La Sorbonne - Paris, France  
Stadlishe Galerie - Stuttgart, Germany  
Stedelijk, Museum - Amsterdam, Holland  
Groninger Museum - Groninger, Holland  
Museo Tamayo - Mexico City, Mexico  
Rothko Chapel - Houston, Texas  
Castillo de la Fuerza - Havana Cuba  
Casa de las Americas - Havana, Cuba  
Museo Nacional - Havana, Cuba  
Central House of Culture - Moscow, Russia  
Ogden Museum of Art - New Orleans, Louisiana

Chinati Foundation - Marfa, Texas  
Sprengel Museum - Hanover, Germany  
ACA - Lafayette, Louisiana  
Van Hedendaagse Kunst - Antwerp, Belgium  
Aula Seminar - Kreuzlingen Switzerland  
Kunstverein - Wintertur, Switzerland  
Aargauer Kunsthaus - Aarau, Switzerland  
Kunsthalle - Basel, Switzerland  
Kunstmuseum - St. Gallen, Switzerland  
Menil Collection - Houston, Texas  
Contemporary Museum of Art - New Orleans, Louisiana  
Les Trielles - Tourtour, France  
Art Tapes - Florence, Italy  
Project 74' - Koln, Germany  
Whitney Museum - New York City  
Brooklyn Academy of Music - New York City  
Institute of Contemporary Art - Boston, Mass  
Yale School of Sacred Music - New Haven, CN  
Galeria Schmela - Dusseldorf, Germany  
The Kitchen - New York City  
Voix Sacrees du Monde - Lusanne, Switzerland  
Town Hall - New York City  
Roxy - Los Angeles, CA  
Tyronne Guthrie Theater - Minneapolis, MA  
Piramide Theater - Rome, Italy  
Carnegie Hall - New Your City  
DAR Constitution Hall - Washington, DC  
Lincoln Center (Outdoors) - New York City  
112 Greene St. - New York City  
Montreal Museum of Fine Arts - Montreal, Canada  
Museum of Contemporary Art - Chicago, Ill  
San Francisco Museum of Modern Art - San Francisco, CA  
Lincoln Center, Metropolitan Opera - New York City  
Holland Festival, Theatre Carre - Amsterdam, Holland  
Schouwburg Thearte - Rotterdam, Holland  
Deutsches Schauspielhaus - Hamburg, Germany  
Monnaie - Brussels, Beligum  
La Biennale, Teatro la Fenice - Venice, Italy  
Le XXXeme Festival D'Avignon - Avignon, France  
Cathedral of Saint John the Divine - New York City  
Princeton University - Princeton, NJ  
Wallraf Richartz Museum - Koln, German  
Pasadena Art Museum - Pasadena, CA  
Mudd Club - New York City

**Selected exhibitions of photographs, videos, paintings and drawings:**

Leo Castelli Gallery	New York City
Whitney Museum	New York City
Brazil Bienal	Sao Paulo, Brazil
Roger Ogden Collection	New Orleans,
LAEverson Museum	Syracuse, New York
Cranbrook Museum	Bloomfield,
Michigan	
Henri Gallery	Seattle, Washington
Festival of Contemporary Art	Oberlin, Ohio
Xerox "Art in Evolution"	Rochester, New York
School of Museum of Fine Arts	Boston, Mass.
Los Angeles County Museum	Los Angeles, CA
Basel Art Fair	Basel, Switzerland
Kunstmart Art Fair	Cologne, Germany
Institute of Contemporary Art	Philadelphia, PA
Camel Award Exhibition	Milan, Italy
Oberlin College	Oberlin, Ohio
Vanabben Museum	Eindhoven, Holland
Cincinnati Museum	Cincinnati, Ohio
Hartford Athenium	Hartford, Conn.
University of Utah	Salt Lake City,
Utah	
San Fransisco Museum of Art	San Fransisco, CA
Orange County Community College	Costa Mesa, CA
Video Art USA Museum of Cont. Art	Cincinnati, Ohio
New Orleans Museum of Art	New Orleans, LA
Texas Gallery	Houston, TX
Kitchen	New York City
Gallerie Forma	Genoa, Italy
Castelli Graphics	New York City
112 Greene St. Gallery	New York City
USA Zeichungen 3 Museum	Leverkusen, Germany
P.S. I "Projects"	New York City
Memphis Arts Academy	Memphis, TN
Franklin Furnace	New York City
Holly Solomon Gallery	New York City

Arthur Rogers Galley  
Manship Theatre Gallery  
Saloman Contemporary

New Orleans, LA  
Baton Rouge, LA  
New York city

## RICHARD LANDRY WITH THE PHILIP GLASS ENSEMBLE

1969	NEW SCHOOL	NEW YORK CITY
	WHITNEY MUSEUM	NEW YORK CITY
1970		
	GUGGENHEIM MUSEUM	NEW YORK CITY
	WALKER ART CENTER	MINNEAPOLIS, MN
	FIFTH AVENUE PRESBYTERIAN CHURCH	NEW YORK CITY
1971		
	KUHGASS	DUREN, GERMANY
	KUNSTHALLE	DUSSELDORF, GERMANY
	WIMBLEDON COLLEGE OF ART	LONDON, ENGLAND
	ROYAL COLLEGE OF ART	LONDON, ENGLAND
	YALE UNIVERSITY	NEW HAVEN, CONN.
	WHITNEY MUSEUM OF ART	NEW YORK CITY
	BROOKLYN BRIDGE EVENT	NEW YORK CITY
	NOVA SCOTIA COLLEGE OF DESIGN	HALIFAX, NOVA SCOTIA
	HOME OF MR. & MRS. MORTON HORNICK	NEW YORK CITY
1972		
	HOFSTRA UNIVERSITY	HEMPSTEAD, NY.
	VILLAGE PRESBYTERIAN CHURCH	NEW YORK CITY
	112 GREENE ST. GALLERY	NEW YORK CITY
	UNIVERSITY OF CALIFORNIA	IRVINE, CA
	PASADENA ART MUSEUM	PASADENA, CA
	CALIFORNIA INSTITUTE OF THE ARTS	VALENCIA, CA
	PORTLAND STATE UNIVERSITY	PORTLAND, OR
	VANCOUVER ART GALLERY	TACOMA, WA
	HENRY GALLERY, UNIV. OF WASHINGTON	SEATTLE, WA
	WESTERN WASHINGTON UNIVERSITY	BELLINGHAM, WA
	WALKER ART CENTER	MINNEAPOLIS, MN
	ST. LOUIS ART MUSEUM	ST. LOUIS, MO
	RHODE ISLAND UNIVERSITY	KINGSTON, RI
	LEO CASTELLI GALLERY	NEW YORK CITY
	HAMMARSKJOLD PLAZA	NEW YORK CITY
	WALLRAF RICHARTZ MUSEUM	KOLN, GERMANY
	RADIO BREMEN	BREMEN, GERMANY
	KURHGASSE	DUREN, GERMANY
	FESTIVAL OF MUSIC & DANCE L'ATTICO GALL	ROME, ITALY
	SPOLETO FESTIVAL	SPOLETO, ITALY

	NOVA SCOTIA SCHOOL OF ART WBAI FREE MUSIC STERNER NEW YORK UNIVERSITY MICKERY THEATER STEDTELIKE MUSEUM	HALIFAX, NOVA SCOTIA NEWYORK CITY NEW YORK CITY AMSTERDAM, HOLLAND AMSTERDAM, HOLLAND
1973	10 BLEECKER ST JOHN WEBER GALLERY 10 BLEECKER ST THE KITCHEN HOME OF DONALD JUDD OBERLIN COLLEGE YALE UNIVERSITY ART GALLERY 10 BLEECKER ST VAN CORTLANDT PARK CLOVE LAKE PARKS CUNNINGHAM PARK MAX'S KANSAS CITY PROSPECT PARK CENTRAL PARK MALL BAND SHELL BATTERY PARK FESTIVAL d'Automne A PARIS, MUSEE RICE UNIVERSITY UNIVERSITY OF SOUTH WESTERN LA DARTMOUTH COLLEGE SCHOOL OF THE MUSEUM OF FINE ARTS 10 BLEECKER ST.	NEW YORK CITY NEW YORK CITY NEW YORK CITY NEW YORK CITY NEW YORK CITY OBERLIN, OH NEW HAVEN, CT NEW YORK CITY BRONX, NY STATEN ISLAND, NY QUEENS, NY NEW YORK CITY BROOKLYN, NY NEW YORK CITY NEW YORK CITY HOUSTON, TX HOUSTON, TX LAFAYETTE, LA HANOVER, NH BOSTON, MA NEW YORK CITY
1974	10 BLEECKER ST. CONTEMPORANEA FESTIVAL THE KITCHEN INSTITUTE OF CONTEMPORARY ART TOWN HALL ART NOW 74' KENNEDY CENTER PROJECT 74' KURGRASSE BERLIN MUSIC FESTIVAL GALERIE SCHMELA KULTURAMT SALVATORE ALA GALLERY LAVAL UNIVERSITY MUSEE D'ART CONTEMPORAIN LEO CASTELLI GALLERY CONTEMPORARY ARTS MUSEUM HOME OF FREDRICKA HUNTER	NEW YORK CITY ROME, ITALY NEW YORK CITY PHILADELPHIA, PA NEW YORK CITY WASHINGTON, DC. KOLN, GERMANY DUREN, GERMANY BERLIN, GERMANY DUSSELDORF, GERMANY BONN, GERMANY MILAN, ITALY QUEBEC, CITY, CANADA MONTREAL, CANADA NEW YORK CITY HOUSTON, TX HOUSTON, TX
1975	THE IDEA WAREHOUSE WASHINGTON SQUARE METHODIST CHURCH	NEW YORK CITY NEW YORK CITY

1976

TOWN HALL  
CONCERTGEBOUW  
DE DOELEN  
STADSSCHOUSBURG  
THEATRE CARRE  
KURZAAL  
THEATRE D'ORSAY  
ARNOLFINI GALLERY  
MUSEUM OF MODERN ART  
CARLISLE CATHEDRAL  
ST. JOHN'S CHURCH  
ARTS CENTER  
MERSEYSIDE ARTS ASSOCIATION  
BIRMINGHAM ARTS LABORATORY  
UNIVERSITY OF KEELE  
THE ROUNDHOUSE  
ELECTRONIC BODY ARTS, INC.

NEW YORK CITY  
AMSTERDAM, HOLLAND  
ROTTERDAM, HOLLAND  
EINDHOVEN, HOLLAND  
AMSTERDAM, HOLLAND  
SCHEVENINGEN, HOLLAND  
PARIS, FRANCE  
BRISTOL, ENGLAND  
OXFORD, ENGLAND  
CARLISLE, ENGLAND  
NEWCASTLE-UPON-TYNE  
YORK, ENGLAND  
LIVERPOOL, ENGLAND  
BIRMINGHAM, ENGLAND  
KEELE, ENGLAND  
LONDON, ENGLAND  
ALBANY, NY

THE KITCHEN  
YALE UNIVERSITY OF THE ARTS  
PRINCETON UNIVERSITY  
CATHEDRAL OF SAINT JOHN THE DIVINE  
"EINSTEIN ON THE BEACH"  
LE XXXeme FESTIVAL D'AVIGNON  
LA BIENNALE, TEATRO LA FENICE  
BITEF 10 THEATRE DES NATIONS  
OPERA NATIONAL THEATRE ROYAL DE LA  
MONNAIE  
CENTRE D'ART CONTEMPORAIN  
FESTIVAL D'AUTOMNE A PARIS OPERA  
DEUTSCHES SCHAUSPIELHAUS  
SCHOUWBURG THEATRE  
HOLLAND FESTIVAL, THEATRE CARRE  
LINCOLN CENTER, METROPOLITAN OPERA

NEW YORK CITY  
NEW HAVEN, CT  
PRINCETON, NJ.  
NEW YORK CITY

AVIGNON, FRANCE  
VENICE, ITALY  
BELGRADE, YUGOSLAVIA

BRUSSELS, BELGIUM  
GENEVA, SWITZERLAND  
PARIS, FRANCE  
HAMBURG, GERMANY  
ROTTERDAM, HOLLAND  
AMSTERDAM, HOLLAND  
NEW YORK CITY

1977

LA JOLLA MUSEUM OF CONTEMPORARY ART  
UCLA  
SAN FRANCISCO MUSEUM OF MODERN ART  
SCHOWALTER PAVILION  
DANCE CENTER AT COLUMBIA COLLEGE  
MUSEUMS OF CONTEMPORARY ART  
GUTHRIE THEATRE  
CENTRE FOR EXPERIMENTAL ART & COMM.  
MONTREAL MUSEUM OF FINE ARTS  
COLLEGE DE LIMOILLOU  
HARTFORD ART SCHOOL  
112 GREENE ST. WORKSHOP  
DIPLOMAT HOTEL GRAND BALLROOM

LA JOLLA, CA  
LOS ANGELES, CA  
SAN FRANCISCO, CA  
INDIANAPOLIS, IN  
CHICAGO, IL  
CHICAGO, IL  
MINNEAPOLIS, MN  
TORONTO, CANADA  
MONTREAL, CANADA  
QUEBEC CITY, CANADA  
HARTFORD, CT  
NEW YORK CITY  
NEW YORK CITY

1978	<p>CUSTOMS HOUSE-CREATIVE TIME  LINCOLN CENTER-OUTDOORS  DAR CONSTITUTION HALL</p> <p>CARNEGIE HALL  PIRAMIDE THEATER  ANDRES NEUMAMN  SANTA CHIARA  SALLE DE MUSIQUE DE CHAMBRE  ART &amp; LA SOCIETE PHILHARMONIQUE  THE TYRONE GUTHRIE THEATER  PORTLAND CENTER FOR THE VISUAL ARTS  ROXY  SOME SERIOUS BUSINESS  STANLY &amp; ELYSE GRINSTEIN  TOWER THEATER  SOCIETY OF THE PERFORMING ARTS  ST. JOHN'S SCHOOL PLAYHOUSE  TEXAS GALLERY</p>	<p>NEW YORK CITY  NEW YORK CITY  WASHINGTON DC.</p> <p>NEW YORK CITY  ROME, ITALY  ROME, ITALY  ROME, ITALY  BRUSSELS, BELGIUM  BRUSSELS, BELGIUM  MINNEAPOLIS, MA  PORTLAND, OR  LOS ANGELES, CA  LOS ANGELES, CA  LOS ANGELES, CA  HOUSTON, TX  HOUSTON, TX  HOUSTON, TX  HOUSTON, TX  HOUSTON, TX</p>
1979	<p>TEXAS GALLERY</p>	<p>HOUSTON, TX</p>
1981	<p>TOWN HALL</p>	<p>NEW YORK CITY</p>

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.8.**      **University of Louisiana at Lafayette's** request for approval to offer a Bachelor of Arts in Recording Arts.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a Bachelor of Arts (BA) in Recording Arts. The proposed program responds to the growing demand for specialized training in the recording arts, particularly within commercial music production, live sound, and computer-based music creation. As the music industry evolves, students are increasingly seeking a focused curriculum that prepares them for the practical and technical aspects of music production. The proposed BA in Recording Arts aims to bridge the gap between artistic creativity and technical proficiency, equipping students with the skills needed to thrive in a competitive and rapidly changing industry.

The proposed BA in Recording Arts will be created from an existing concentration within the BA in Music. As mentioned, the proposed program has been developed to address the growing demand from industry for specialized training in the recording arts. However, there is also demand from students as evidenced by enrollment in the Recording Arts concentration that began in Fall 2021. Enrollment in the Recording Arts concentration has grown from 20 in Fall 2021 to 59 in Fall 2024. Based on National Student Clearing House data, future enrollment growth is estimated to be 2.5%. The University projects an initial enrollment of 59 students with enrollment increasing to 67 within four years.

When discussing the proposed program with recording studios owners, live event production companies, music venues, and similar local and regional businesses, it was clear that a need for more competently trained entry level applicants in music production and technology was needed. The program proposed by UL Lafayette would be unique in Louisiana's public higher education space since the only program similar in nature is a BA in Music Industry Studies offered by Loyola University in New Orleans. Existing resources allocated to support the Recording Arts concentration in the BA in Music will be utilized to implement the proposed program. The addition of one new faculty member will be needed along with start-up technology and equipment.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request to offer a Bachelor of Arts in Recording Arts.



*University of Louisiana at Lafayette*

OFFICE OF THE PRESIDENT

E.8.

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

*Université des Acadiens*

February 6, 2025

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 authority to offer a new academic program, the Bachelor of Arts (BA) in Recording Arts.

Please place this item on the agenda for the February 2025 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a stylized flourish at the end.

E. Joseph Savoie  
President

SVC  
Attachment



BOARD of REGENTS  
STATE OF LOUISIANA

## Request for Exception to AA Policy 2.04

### Off-Cycle Addition of a Degree Program to Year 1 of Academic Plan

According to Board of Regents “AA Policy 2.04: Academic Planning and Degree Program Proposals” all planned degree programs must be listed in an institution’s Year 1 academic plan before the program proposal will be considered by Regents for final approval. This form is to request an exception to the policy and submit a degree program proposal (associate, nexus, bachelor’s, master’s, and doctoral degrees) that was not included on Year 1 of the most recent academic plan.

All off-cycle requests must undergo CAO review and Regents staff approval.

Institution Name: University of Louisiana at Lafayette		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: College of the Arts		Academic Department: School of Music		
Degree Designation <sup>a</sup> : Bachelor of Arts (BA)	Proposed Degree Name: Recording Arts	CIP Code: 50.0913	Credit Hrs <sup>b</sup> : 120	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2025		Was this program listed in the most recent Three-year Academic Plan? [ <input checked="" type="checkbox"/> ] Yes [ ] No		

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives. Briefly describe the intended learning and employment outcomes, alignment with master plan goals, and resources needed to implement the program. (Max 350 words)

The proposed Bachelor of Arts (BA) in Recording Arts program responds to a growing demand for specialized training in the recording arts, particularly within commercial music production, live sound, and computer-based music creation. As the music industry evolves, students are increasingly seeking a focused curriculum that prepares them for the practical and technical aspects of music production. This program aims to bridge the gap between artistic creativity and technical proficiency, equipping students with the skills needed to thrive in a competitive and rapidly changing industry.

The primary purpose of this program is to provide students with an in-depth education that emphasizes hands-on experience and technical expertise in recording arts. The three primary objectives of the program are to (1) equip students with the necessary skills to operate recording equipment, software, and production techniques relevant to current industry standards; (2) provide ample opportunities for hands-on experience through studio work, live sound events, and collaborative projects with industry professionals; (3) prepare graduates for a diverse range of careers in the recording arts by offering a balanced mix of creative and technical coursework.

The BA in Recording Arts aligns closely with UL Lafayette's mission to provide exceptional education informed by diverse worldviews, grounded in tradition, heritage, and culture. This program supports the university's commitment to fostering creativity, intellectual curiosity, and public service by equipping students with skills in music, technology, and collaboration.

The employment outcomes are favorable for the program. Existing resources for the existing Recording Arts concentration in the BA in Music will be utilized to implement the program as a stand-alone BA.

2. If the planned program was NOT included on Year 1 of your most recent Academic Plan, please provide justification for why it was not included.

The proposed Bachelor of Arts in Recording Arts program was included on the University of Louisiana at Lafayette 2024-2025 Academic Plan Proposed Programs and was approved by the UL System. The Louisiana Board of Regents was required to reduce their number of program approvals to only four and, subsequently, the BA in Recording Arts was removed the initial approval list.

3. Provide an explanation for the urgency of program approval. Why is it critical that the program be proposed and approved outside of the normal academic planning cycle? Include evidence.

The National Association of Schools of Music (NASM) Commission Action Report (2023), and previous reports, conveyed the Commission's expectation that the program currently offered by the School of Music at the University of Louisiana at Lafayette as a Bachelor of Arts in Music with a concentration in Recording Arts become a stand-alone degree to better align with the accrediting body's expectations for professional degrees in Music and appropriate degree titling.

The Plan Approval Response submitted by leadership in the School of Music in May 2024 outlined a good faith plan and schedule to create a stand-alone degree for the Recording Arts by May 2025.

4. Provide evidence that the planned program will be ready to launch upon approval.

The proposed Bachelor of Arts in Recording Arts program will be created from an existing concentration in the Bachelor of Arts degree awarding program and will be implemented immediately with existing resources. The proposed program responds to a growing demand for specialized training in the recording arts as evidenced by enrollment data from the concentration's conception. In Fall 2021 to Fall 2022 timeframe enrollment growth was 69%, Fall 2022 to Fall 2023 enrollment growth was 49%, more recently, there has been no enrollment growth and no loss in enrollment. In future terms, there is an anticipated 2.5% growth based on National Student Clearinghouse data.

If approved by the Board of Regents, students would be admitted into the program pending NASM approval as early as Fall 2025.



# 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 the Arts		Academic Department: School of Music and Performing Arts		
Degree Designation <sup>a</sup> : B.A.	Proposed Degree Name: Recording Arts	CIP Code: 50.0913	Credit Hrs <sup>b</sup> : 120	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2025		Was this program listed in the most recent Three-year Academic Plan? [ x ] Yes [ ] No		

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

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

<sup>c</sup> If applicable.

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

#### Reasoning

The proposed program responds to a growing demand for specialized training in the recording arts, particularly within commercial music production, live sound, and computer-based music creation. As the music industry evolves, students are increasingly seeking a focused curriculum that prepares them for the practical and technical aspects of music production. This program aims to bridge the gap between artistic creativity and technical proficiency, equipping students with the skills needed to thrive in a competitive and rapidly changing industry.

#### Purpose

The primary purpose of this program is to provide students with an in-depth education that emphasizes hands-on experience and technical expertise in recording arts.

#### Primary Objectives

1. **Technical Proficiency:** Equip students with the necessary skills to operate recording equipment, software, and production techniques relevant to current industry standards.
2. **Practical Experience:** Provide ample opportunities for hands-on experience through studio work, live sound events, and collaborative projects with industry professionals.
3. **Industry Readiness:** Prepare graduates for a diverse range of careers in the recording arts by offering a balanced mix of creative and technical coursework.

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.

For the proposed Bachelor of Arts in Recording Arts, it is crucial to address the accreditation standards set forth by the National Association of Schools of Music (NASM). Although specialized accreditation is not mandatory, obtaining NASM accreditation will enhance the program's credibility and alignment with industry expectations.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
  - ☐ Substantive change requiring notification only
  - ☐ Substantive change requiring approval prior to implementation
  - ☐ Level Change
  - ☒ None
4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
  - ☐ MJ Foster Promise Program
  - ☐ Cyber-security Initiatives
  - ☐ Louisiana Transfer Pathways
  - ☐ Other: \_\_\_\_\_
5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

Not applicable.

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

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

The proposed Bachelor of Arts in Recording Arts Program aligns closely with UL Lafayette's mission to provide exceptional education informed by diverse worldviews, grounded in tradition, heritage, and culture. This program supports the university's commitment to fostering creativity, intellectual curiosity, and public service by equipping students with skills in music, technology, and collaboration. The program also enhances UL Lafayette's distinctive focus on Louisiana's arts, culture, and heritage, offering students an opportunity to contribute to the state's vibrant creative economy. Furthermore, it strengthens the university's role in providing relevant, innovative academic offerings that meet the needs of students and the local community, while preparing graduates for careers in a growing industry.

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

The proposed Bachelor of Arts in Recording Arts aligns closely with the University of Louisiana at Lafayette 2023-2028 Strategic Plan, which emphasizes academic excellence, exceptional student experience, and community engagement. This alignment positions the program as a valuable addition to the university's academic program portfolio by offering an in-demand degree program within the university's capabilities and supportive of our University 2023-2028 Strategic Plan

1. **Academic Excellence:** The University's Strategic Plan prioritizes the development of innovative academic programs that meet the needs of our students. The creation of a stand-alone degree in Recording Arts demonstrates a commitment to this goal while fostering an environment of academic rigor and creativity.
2. **Exceptional Student Experience:** The University's strategic plan prioritizes the need to meet the needs of contemporary students. The Recording Arts degree, delivered by an award-winning faculty with extensive industry studio experience equips our students with the technical skills and practical experience needed in the evolving music industry.
3. **Community Engagement:** The University's Strategic Plan prioritizes transformational community collaborations and mutually beneficial partnerships that enrich the teaching and learning environments. The Recording Arts Program will engage local music and arts organizations. Our graduates will support the local economic growth and contribute to cultural enrichment.

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

- Accessibility (mode of delivery, alternate course scheduling)

The program will be available in a traditional, face to face, model.

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

The proposed Bachelor of Arts in Recording Arts is designed with affordability in mind. All discipline specific courses are designated as Affordable Education Resources (AER) and are compliant with Act 125/SB117. None of the discipline courses require textbooks, and no additional instructional materials need to be purchased by students.

While a course fee of \$30 is assessed for use of the MIDI Lab in years 2-4, these fees are excluded from AER calculations, and the total assessed fees for use of the MIDI Lab does not exceed \$60 per term.

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

The proposed Bachelor of Arts in Recording Arts will actively pursue partnerships with local recording studios, music venues, and community organizations. These collaborations will create pathways for internships, mentorships, and job placements, enriching the educational experience.

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

The proposed Bachelor of Arts in Recording Arts may incorporate an elective paid and for-credit internship to facilitate the application of classroom knowledge in professional settings, enhance skill development, and improve employability upon degree completion.

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

The proposed Bachelor of Arts in Recording Arts Program is committed to promoting diversity, equity, and inclusion, particularly for underserved populations such as low-income, minority, and adult learners. This program offers a unique opportunity to close the achievement gap by creating equitable pathways to upward mobility through its carefully designed curriculum. Core courses like MUS 238: Introduction to the Music Industry and MUS 355: Music Industry in the 21st Century provides foundational knowledge, while advanced courses such as MUS 455: Management, Booking, and Touring, and MUS 456: Music Business Entrepreneurship empower students with practical skills for career management and entrepreneurship. Additionally, MUS 457: Legal Issues of the Music Industry equips students with critical knowledge in intellectual property and contracts. This program is particularly valuable for students from under-resourced communities who may lack the traditional background in instrumental or choral performance, often due to the absence of music programs in K-12 schools. By offering a viable path into music-making and industry-related fields, we ensure that students, regardless of their prior experience, can thrive and achieve long-term career success, fostering both economic mobility and social inclusion.

### C. Need

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

The proposed Bachelor of Arts in Recording Arts aligns closely with local, regional, and state workforce strategies by focusing on high-demand, high-growth occupations in the creative and entertainment industries as identified using the US Department of Labor Long-term Occupational Projections database. The Program prepares students for several 3–4-star related jobs identified by the Louisiana Workforce Commission including:

1. **Producers and Directors:** With a projected growth of 3.0% in Louisiana, and an average of 90 openings annually, this career path offers good opportunities for graduates. Graduates will be prepared to meet industry demands having developed the necessary skills in audio production and project management.
2. **Audio and Video Technicians:** With a projected growth of 4.2% in Louisiana, and an average of 70 annual openings, this career path offers excellent opportunities for graduates. Hands-on experience in audio and video production technologies, embedded in coursework will ensure that students are workforce ready.
3. **Sound Engineering Technicians:** With a projected growth of 4.2% in Louisiana, and an average of 20 openings annually, this career path offers good opportunities for graduates. Graduates will be competitive in this workforce environment having developed skills related to technical aspects of sound production in their coursework.

By aligning the curriculum with these occupational needs, we address current job market demands and long-term growth projects. The Program supports individual career advancement and contributes to the overall economic development of the region.

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

The department conducted exit discussions with Music Media and Music Business graduating seniors in their final semester. These exit interviews began conversations with graduating seniors and alumni. A common theme was the desire to see a program that focused primarily on music technology and production but did not emphasize music performance or business. Alumni indicated a strong demand for such a program among their younger peers. This demand was further confirmed when faculty consulted with recording studio owners, live event production companies, music venues, and similar local and regional businesses. It was clear that a need for more competently trained entry level applicants in music production and technology was expressed and support for the creation of the Recording Arts program was enthusiastic.

Additional conversations were had with high school educators specializing in the Arts and Talented Arts programs both locally and regionally. They perceived a strong interest among their students in a program that would enable them to pursue a career in music production with specializations in technology.

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

While UL Lafayette primarily serves a local and regional audience within Louisiana, guided by the Louisiana Board of Regents, in response to the growing demand for specialized training in the recording arts, we seek to expand our recruitment efforts nationally.

As the music industry continues to evolve, students increasingly seek a focused curriculum that prepares them for both the creative and technical challenges of music production. This program will provide students with a comprehensive education that emphasizes hand-on experience and technical expertise in recording arts. By attracting students from outside our traditional service area, we aim to enrich our academic community and enhance educational experiences for all. While we remain committed to servicing our local

and regional constituents, our national recruitment initiative aligns with our goal of fostering innovation and preparing students for success in an interconnected industry.

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

The proposed Bachelor of Arts in Recording Arts Program is based on evidence of demand from student feedback and strong enrollment growth. Exit discussions with Music Media and Music Business seniors revealed a clear desire for a program focused on music technology and production, without a heavy emphasis on performance or business. Enrollment in the Recording Arts concentration grew by 69% from Fall 2021 to Fall 2022 and 49% from Fall 2022 to Fall 2023, with stable enrollment in the past year. The estimated graduation rate aligns with a 60% six-year rate, and national data shows a 2.5% growth in higher education enrollment for Spring 2024, indicating continued demand for the program.

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

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

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

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

☐ Service Area Data    ☒ State Data    ☐ National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Producers and Directors	4	1,010 (2022)	1,040 (2032)	30	3.0%	90	\$44,240 (TYP)
Audio and Video Technicians	3	720	750	30	4.2%	70	\$48,598 (TYP)
Sound Engineering Technicians	3	240	250	10	4.2%	20	\$55,768 (TYP)
Film and Video Editors	3	270	280	10	3.7%	30	\$48,902 (TYP)
Art, Drama, and Music Teachers, Postsecondary	3	62	66	4	6.5%	5	\$64,682 (TYP)

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 CIP	Graduates in past year
American InterContinental University-Houston	Bachelor of Fine Arts (BFA) Degree in Media Production with a Specialization in Audio Recording and Sound Design	N/A
Dallas College	Associate of Applied Science in Recording Technology (10.0203?)	N/A
Loyola University New Orleans	Bachelor of Arts in Music Industry Studies (CIP 50.0913)	0
Oral Roberts University	Bachelor of Science (B.S.) in Commercial Music (CIP 50.0913)	3
Southwestern Christian University	Bachelor of Art degree in Music Technology (CIP 50.0913)	0
University of Central Oklahoma	Associate of Applied Science in Contemporary Music Production (CIP 50.0913)	30

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

The proposed Bachelor of Arts in Recording Arts program addresses a labor market need for specialized training in the music industry. With projected employment growth in key related occupations – such as Producers and Directors and Audio and Video Technicians – this program is poised to fill a critical gap in our service area.

While other institutions, such as Loyola University New Orleans focus on the business side of the music industry, our proposed program emphasizes hands-on experience in music recording and production. This practical approach prepares students for the technical challenges they will face in industry.

Additionally, our program will support the public good by enhancing the local and regional music scene, enabling graduates to contribute to cultural events and local businesses. By aligning with market demands and fostering community engagement, UL Lafayette aims to make a meaningful impact in the recording arts sector.

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

The proposed Bachelor of Arts in Recording Arts program will have a notable impact on the existing BA Music program with the removal of the RA concentration from the BA Music degree. While the BA Music degree will remain healthy overall, the enrollment for this program is expected to decrease by approximately 50%, as students currently pursuing the RA concentration will shift to the new dedicated Recording Arts program. This reallocation is a natural consequence of offering a more specialized and focused program, and it will allow the BA Music program to maintain its strength while providing students with a clearer, more direct path into music technology and production.

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
<b>Audio and Video Technicians</b>	<p><b>Skills</b></p> <p><b>Critical Thinking</b> — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</p> <p><b>Complex Problem Solving</b> — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</p> <p><b>Judgment and Decision Making</b> — Considering the relative costs and benefits of potential actions to choose the most appropriate one.</p> <p><b>Systems Analysis</b> — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.</p> <p><b>Knowledge</b></p> <p><b>Communications and Media</b> — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</p> <p><b>Telecommunications</b> — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.</p> <p><b>Fine Arts</b> — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.</p> <p><b>Engineering and Technology</b> — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.</p> <p><b>Administration and Management</b> — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</p>

<p><b>Producers and Directors</b></p>	<p><b>Skills</b></p> <p><b>Management of Personnel Resources</b> — Motivating, developing, and directing people as they work, identifying the best people for the job.</p> <p><b>Time Management</b> — Managing one's own time and the time of others.</p> <p><b>Judgment and Decision Making</b> — Considering the relative costs and benefits of potential actions to choose the most appropriate one.</p> <p><b>Negotiation</b> — Bringing others together and trying to reconcile differences.</p> <p><b>Systems Evaluation</b> — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.</p> <p><b>Learning Strategies</b> — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.</p> <p><b>Management of Financial Resources</b> — Determining how money will be spent to get the work done, and accounting for these expenditures.</p> <p><b>Knowledge</b></p> <p><b>Communications and Media</b> — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</p> <p><b>Telecommunications</b> — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.</p> <p><b>Administration and Management</b> — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, and production.</p> <p><b>Customer and Personal Service</b> — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</p>
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#### D. Curriculum

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

SLO 1: Graduates of the Bachelor of Arts in Music with a concentration in Recording Arts will know the repertoire of and be able to use recording equipment, software, and venues.

SLO 2: Graduates of the Bachelor of Arts in Music with a concentration in Recording Arts will know and be able to apply music theory and keyboard techniques.

SLO 3: Graduates of the Bachelor of Arts in Music with a concentration in Recording Arts will be able to collaborate and communicate with a variety of groups such as other recording arts professionals and musicians in various recording environments.

SLO 4: Graduates of the Bachelor of Arts in Music with a concentration in Recording Arts will be able to place music in historical, cultural, a stylistic context.

SLO 5: Graduates of the Bachelor of Arts in Music with a concentration in Recording Arts will be able to compose original or derivative music.

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.

Ready Competencies	Student Learning Outcome
Critical Thinking/Problem Solving	Students will analyze information and solve problems creatively, essential for making decisions during the recording and production process.
Oral/Written Communications	Students will demonstrate strong verbal and written communication skills to effectively collaborate with artists, producers, and technical teams throughout the recording process.
Teamwork/ Collaboration	Students will work collaboratively to produce a large-scale audio project.
Digital Technology	Students will apply knowledge of media production, communication, and dissemination techniques and methods.
Leadership	Students will identify complex problems and review related information to develop and evaluate options and implement solutions.
Professionalism/ Work Ethic	Students will demonstrate time management in the production of a recording project.
Career Management	Students will utilize the techniques, skills, and tools necessary for industry practice.
Equity and Global/Intercultural Fluency	Students will appropriately apply industry laws, codes, and regulations.
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)
<b>Communications and Media</b> — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.	SLO 3: Graduates will be able to collaborate and communicate with a variety of groups, such as other recording arts professionals and musicians in various recording environments.

<p><b>Engineering and Technology</b> — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.</p>	<p>SLO 1: Graduates will know and be able to use recording equipment, software, and venues.</p>
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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.

HIPs	
First Year Experience	First-year students are provided with the necessary resources for a strong foundation for success. Students can transition to college through integrated academic support (UNIV classes), freshmen programs, and freshmen events that provide an enriching collegiate experience.
Undergraduate Research	<p>The Advance Student Research Experience (ASRE) Pathways expands research, skills and hands-on experiences for undergraduate students. The ASRE Pathways increase the quality of students' knowledge and marketable skills in research, creativity, and scholarship.</p> <p>Beginning in the Fall 2025, Recording Arts students can complete designated courses and co-curricular activities to earn the Advance attribute on their transcript.</p>
Common Intellectual Experiences	Students choose a First-Year Seminar topic or theme that interests them and enroll in that UNIV 100 section. The course is problem-based or project-based and engages students in meaningful inquiry and activities that develop core cognitive skills such as critical thinking, information literacy, and oral and written communication skills. Many UNIV 100 courses will culminate in a student-produced project – the best projects are then shown off in the UNIV 100 Showcase.
Diversity/Global Learning	UL Lafayette strives to create a diverse and inclusive community where all members feel valued, respected, and able to reach their full potential. We work with campus and community partners to cultivate an inclusive learning environment, one that values different perspectives and promotes intercultural engagement.
Learning Communities	UL Lafayette offers a Gate Way to the Arts Living Learning Communities (LLC). LLCs are residential communities for freshmen with a special emphasis on an academic major or area of interest. Freshmen who participate have the unique experience of learning where they live while meeting friends with similar majors and interests. They also enjoy experiences and special events specifically designed for their LLC, transforming their residential setting into an active, supportive, and exciting place to live and learn.
ePortfolios	Not applicable
Writing Intensive Courses	The General Education Curriculum is a set of courses required in all colleges and majors. The General Education Curriculum ensures competence in communication, critical thinking and analytical skills. This includes at least 12 credit hours of writing intensive courses in English, Literature, and Communications.
Service-Learning, Community-based Learning	A large part of the College of the Arts' mission is to serve the local and national communities by producing high quality art. We have dozens of community outreach opportunities throughout the year.

Collaborative Assignments & Projects	Students collaborate with other music majors from the recording arts, music media, and music business concentrations on our student-run record label, Ragin' Records. Students work on the conception, creation, production, promotion, distribution, and performance of music in an environment that closely parallels a real-world experience.
Internships	A Recording Arts Internship course to facilitate experience in recording arts through supervised field work may be developed.
Capstone Courses and Projects	MUS 466: Capstone Project completed in the second semester of senior year is the creation of a large-scale audio project that highlights the techniques and concepts explored in previous courses. Examples include a full-length recording project, collection of computer-based music compositions, cross-platform and cross-discipline.

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.

- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
- Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
- List all major course requirements. Indicate the word "new" beside new courses.
- Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
- Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

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

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

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

Students will receive transfer credit for college level credit transferred from regionally accredited institutions and in accordance with the University's transfer credit policy.

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.

Not applicable.

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

There is no audition required for acceptance into the Bachelor of Arts Recording Arts program. No additional special preparation for admission is required.

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

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

List specific partners for each category checked above.

Bachelor of Music in Business and Music Media concentrations. Partners include Lafayette Talented Arts Program, Go Media, Christian Youth Theater, Acadiana Center for the Arts, Festival International, Cajun Dome, Moving Image Arts Program, and the Theater Program.

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

The educational pipeline will function primarily by fostering existing relationships with area and regional high school music programs. There has been a continual increase in the use of music technology for audio recording and music creation within high school music programs. Many of the faculty who recognize the necessity to include this technology also lack the expertise to instruct students on its usage. We have assisted these faculty in the selection of music technology equipment and curriculum development that will best prepare students for entering the Recording Arts program. We also use this relationship as a pipeline for recruiting.

Currently, transferable credentials are dealt with on a case-by-case basis, depending on the institution the incoming freshman or transfer student is coming from. Two plus two models have been discussed with multiple community colleges, but nothing has come to fruition to date.

Graduates of the Recording Arts program will possess the credentials to pursue graduate and doctoral degrees in recording arts, music technology, new/computer media composition, and music technology/app development.

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

Graduates will be assisted in meeting career goals by developing a substantial and diverse portfolio derived from content created during their sophomore, junior, and senior years. The Pro Tools sequence of courses will prepare them to become certified on that specific software which is a highly marketable asset. There are several live event and music production internships and entry level positions available locally. Students will be notified of openings and encouraged to pursue those positions to build experience prior to graduation. The same assets and experience are beneficial to graduate level study and would be useful to include in application materials.

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.

Graduate success will be tracked by employment, self-employment, and pursuit of further degrees through post-graduation surveys. Employment may include, but is not limited to, recording studios, media companies, radio stations, live event production companies, music equipment sales/development/manufacturing, studio/live performance, music creation for catalog libraries (film and television), and record labels.

## E. Students

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

The University of Louisiana at Lafayette gauges student interest through various channels, including admission inquiries, tour and event registrations, applications, and housing and orientation sign-ups. These interactions provide insights into prospective students' interests in specific programs, minors, or concentrations. Additionally, student surveys help assess current student satisfaction from tours and events and interest in courses and programs, enabling the University to adjust its offering and enrollment strategies accordingly.

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

The Bachelor of Arts in Music cohort six-year graduation rate is 60%. The Fall 2022 to Fall 2023 retention rate for BA Music is 76.67%. These numbers are consistent in comparison to Bachelor of Music majors (70% six-year graduation rate, and 77.78% fall to fall retention rate). They are above the College's six-year graduation rate of 58.82% and just below the College's fall to fall retention rate of 78.41%.

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

	1			
Academic Year (Summer, Fall, Spring)	202x-xx	202x-xx	202x-xx	202x-xx
Base enrollment*	45	59	63	64
Lost to Attrition (should be negative)	0	0	0	0
New to the institution	0	0	0	0
Shifted from existing programs within your institution	2	2	2	2
<b>Total Enrollment</b>	<b>59</b>	<b>63</b>	<b>64</b>	<b>67</b>
Graduates	35	45	46	48
Carry forward base enrollment for next year	0	0	0	0

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

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

The Recording Arts concentration's six-year graduation rate and Fall to Fall retention rates are at or above the University's strategic goal.

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

Marketing strategies for traditional students include expanded immersive experiences and website enhancements with program details, student and alumni testimonials, and career pathways. Enhanced community partnerships with local businesses and music studios may allow adult learners to see the program as a viable option for career advancement and upskilling. Flexible scheduling options conveyed in marketing materials will be part of the program's recruitment campaign for adult learners. Endowed Scholarships, Travel Fellowships, and Endowed Scholarships Experience Funds are intended to reduce financial barriers and meaningful co-curricular mentored experiences are part of the recruitment plan to make the RA program a program of choice for underrepresented populations.

## 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?

The proposed Bachelor of Arts in Recording Arts is designed with affordability in mind. All discipline specific courses are designated as Affordable Education Resources (AER) and are compliant with Act 125/SB117. While students will incur the cost of software and equipment through course fees, the college strives to offset this cost because None of the discipline courses require textbooks, and no additional instructional materials need to be purchased by students.

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.

In addition to the existing resources dedicated to supporting the program, increased indirect costs associated with the proposed Bachelor of Arts in Recording Arts program will be met by utilizing a combination of program fees (when authorized), existing course fee reassessments, and available grant funding. Program-specific fees will help offset costs for the maintenance and upgrading of technology and infrastructure. Additionally, funds from the Student Technology Enhancement Program (STEP) will be directed toward technology-related needs, ensuring that students have access to up-to-date recording equipment and software.

The program will also leverage the Advance Program Equipment Grants, to support the purchase of specialized equipment and supplies necessary for the program. These grants, combined with other funding streams, will ensure that the program can cover the associated costs while maintaining high standards of student support and resources.

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

Funds will be removed from the BA Music concentration and will be reallocated to the BA RA. There will be no impact on the existing BA Music as the funds were specific to the RA concentration.

### F2. Instruction and Student Support

40. Faculty

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

The proposed Bachelor of Arts in Recording Arts program requires the addition of at least one new faculty member to ensure effective leadership and academic rigor. Currently, the Coordinator of Music Media also serves as the Coordinator of Recording Arts, but ideally, these leadership responsibilities will eventually be divided between two faculty members to better support the program's growth. A new faculty line for an Assistant Professor of Recording Arts will help manage this transition and provide the necessary expertise to expand the program and will be critical to support the program's expansion and ensure its academic integrity.

Anticipated challenges in hiring adequate faculty include the difficulty in finding candidates with diverse expertise in audio production, who can teach a broad range of courses in Recording Arts, such as technical studio recording, music production, sound design, and synthesis/computer-based music. Additionally, as the program grows, meeting the demand for courses may be hindered by limited seating in the music technology lab, restricting course enrollment. The availability of an adjacent faculty will also be a secondary challenge when it comes to offering additional sections.

While the program's growth is promising, the hiring of qualified faculty remains a challenge, compounded by competition for talent and the limited physical space for instruction. Addressing these challenges is vital to maintain

academic excellence and to meet accreditation standards, as well as to support the increasing enrollment and evolving needs of the program.

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

The Coordinator of Music Media is currently the only faculty member that has been re-directed to teach additional courses in Recording Arts. This will continue to be the case with the addition of a new Recording Arts faculty. The only anticipated change is the assignment of courses to be taught based on the incoming faculty member's expertise.

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.).

Beyond new faculty, there are no additional needs for staffing.

### F3. Facilities

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

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

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

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

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

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

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

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

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

Not applicable.

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

Room scheduling for high demand classrooms equipped with specialized equipment may impact other Music concentrations. Impacts will be mitigated by rescheduling courses to times when there is less demand for facility use. Additional sections of high-demand courses with limited seats (i.e. courses in the music technology lab) will be added as needed.

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

Not applicable.

#### F4. Technology and Equipment

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

Software licenses are currently in place and will need renewals only.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Mac Pro Computers with Display and Stand (+Apple Care)	\$56,000		
Music Tech Lab Upgrade (17 iMac Computers, keyboards, software)	\$53,000		
Annual Software License Renewals		\$25,000	
Software Licenses			
Recording Studio Console, Monitors, Audio Interface Upgrades	\$65,000		
Post-production/Mastering Lab Monitoring System Upgrade	\$27,000		
<b>Total Technology and Equipment Costs</b>	<b>\$201,000</b>	<b>\$25,000</b>	

#### G. RISKS AND ASSUMPTIONS

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

	Impact	Probability	Mitigation Strategy
Potential need for additional space based on increased enrollment.	Medium	Medium	To mitigate the risk of limited classroom space, we will optimize current space usage through flexible scheduling, explore adjunct hiring, and invest in infrastructure upgrades using grant funding. Additionally, we will explore partnerships with local businesses or institutions for access to additional teaching facilities.
Faculty appointment, failure to fund	High	High	To mitigate the risk of not hiring a critical additional faculty member, we will prioritize the use of adjunct faculty with specialized expertise, while exploring internal funding options and leveraging existing faculty resources to cover essential courses until the position can be filled.
Failure to assess program fees	High	High	To mitigate the risk of not securing program fees for recurring non-consumable costs like software subscriptions, we will seek alternative funding sources such as grants, reallocating existing departmental budgets, and exploring partnerships with industry providers for discounted or sponsored access to necessary software.

## **Curriculum Map**

**University Name:** University of Louisiana at Lafayette

**Program Name:** Bachelor of Arts in Recording Arts

**Program Credit Hours:** 120

**College Name:** College of the Arts

**Department/School Name:** School of Music

## Music, BA, Recording Arts

Degree Awarded:	Total Credit Hours:
Bachelor of Arts	120
Career Opportunities:	
Audio Engineer, Live Sound Engineer, Mix Engineer, Music Producer, Broadcast Engineer, Mastering Engineer, Beat Maker, Electronic Music Producer, Recording Studio Management	

### Freshman Year, First Semester (14 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
UNIV 100 - First Year Seminar	Credit Hours: 3			
ENGL 101 - Introduction to Academic Writing <b>Repeatable Course:</b> No <b>Prerequisite(s):</b> Minimum ACT English subscore of 18 or HS Cumulative GPA of 3.0 or higher	Credit Hours: 3  Credit Hours: 2			
MUS 102 - Keyboard Fundamentals for Music Majors I				
MUS 120 - Foundations of Western Music Theory	Credit Hours: 3			

### Mathematics (3 credit hours)

Choose from the General Education Curriculum list of Mathematics courses.

### Freshman Year, Second Semester (18 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
CMCN 170 - Media in the 21st Century	Credit Hours: 3			
ENGL 102 - Writing and Research About Culture <b>Prerequisite(s):</b> Minimum ACT English subscore of 28 or ENGL 101 with a grade of "C" or better	Credit Hours: 3			
MUS 237 - History of the Recording Industry	Credit Hours: 3			
MUS 238 - Introduction to the Music Industry	Credit Hours: 3			

### Mathematics (3 credit hours)

Choose from the General Education Curriculum list of Mathematics courses.

### Social/Behavioral Sciences (3 credit hours)

Choose from the General Education Curriculum list of Behavioral Science courses.

### Sophomore Year, First Semester (15 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
CMCN 250 - Audio Production	Credit Hours: 3			
MUS 243 - Pro Tools 1	Credit Hours: 3			
MUS 276 - Introduction to Music Technology	Credit Hours: 3			
MUS 355 - Music Industry in the 21st Century <b>Prerequisite(s):</b> MUS 238	Credit Hours: 3			

### Natural Sciences (3 credit hours)

Choose from the General Education Curriculum list of Natural Science courses.

### Sophomore Year, Second Semester (15 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
MUS 104 - Music Appreciation: History of American Popular Music	Credit Hours: 3			
MUS 244 - Pro Tools 2 <b>Prerequisite(s):</b> MUS 243	Credit Hours: 3			
MUS 277 - Music Synthesis <b>Prerequisite(s):</b> MUS 276	Credit Hours: 3			

### English Literature (3 credit hours)

Choose from the General Education Curriculum list of Literature courses.

## History (3 credit hours)

Choose from the General Education Curriculum list of History courses.

## Junior Year, First Semester (15 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
AMUS 333 - Recital Seminar	Credit Hours: 0			
MUS 311 - Abelson <b>Prerequisite(s):</b> MUS 277	Credit Hours: 3			
MUS 376 - Audio Recording Techniques I	Credit Hours: 3			
MUS 455 - Management, Booking and Touring	Credit Hours: 3			

## Social/Behavioral Sciences (3 credit hours)

Choose any 200-level or above course from the General Education Curriculum list of Behavioral Science courses.

## Natural Sciences (3 credit hours)

Choose from the General Education Curriculum list of Natural Science courses.

## Junior Year, Second Semester (18 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
AMUS 333 - Recital Seminar	Credit Hours: 0			
CMCN 450G - Podcasting <b>Prerequisite(s):</b> CMCN 250	Credit Hours: 3			
MUS 313 - Live Event Production <b>Prerequisite(s):</b> MUS 376	Credit Hours: 3			
MUS 366 - Jazz History	Credit Hours: 3			
MUS 377 - Audio Recording Techniques II <b>Prerequisite(s):</b> MUS 376 with a grade of "C" or better	Credit Hours: 3			

## Natural Sciences (3 credit hours)

Choose from the General Education Curriculum list of Natural Science courses.

## Communication (3 credit hours)

Choose from the General Education Curriculum list of Communication courses.

## Senior Year, First Semester (13 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
AMUS 333 - Recital Seminar	Credit Hours: 0			
MUS 422 - Live Sound and Postproduction <b>Prerequisite(s):</b> MUS 376	Credit Hours: 2			
MUS 432 - Advanced Electronic Music <b>Prerequisite(s):</b> MUS 311	Credit Hours: 3			
MUS 456 - Music Business Entrepreneurship <b>Prerequisite(s):</b> MUS 238 and MUS 355	Credit Hours: 3			
MUS 457 - Legal Issues of Music Industry <b>Prerequisite(s):</b> MUS 238	Credit Hours: 3			

## General Elective (2 credit hours)

Choose in consultation with academic advisor.

## Senior Year, Second Semester (12 credit hours)

Course Name	Credit Hours:	Term Taken	Grade	Gen Ed
AMUS 333 - Recital Seminar	Credit Hours: 0			
MUS 433 - DIY Recording <b>Prerequisite(s):</b> MUS 422	Credit Hours: 2			
MUS 435 - Critical Listening <b>Prerequisite(s):</b> MUS 422	Credit Hours: 2			
MUS 436 - Mastering	Credit Hours: 3			

<b>Prerequisite(s):</b> MUS 422				
MUS 441 - Advanced Topics in Music Media <b>Prerequisite(s):</b> MUS 438	Credit Hours: 3			
MUS 466 - Capstone Project <b>Prerequisite(s):</b> MUS 422	Credit Hours: 2			

## General Education Curriculum

English (6 cr)	Mathematics (6 cr)	Natural Sciences (9 cr)	Social/Behavioral Sci (6 cr)
ENGL 101 ENGL 102	Choose from the Gen Ed Course List	Choose from the Gen Ed Course List	Choose from the Gen Ed Course List
History (3 cr)	Fine Arts (3 cr)	Communication (3 cr)	Literature (3 cr)
Choose from the Gen Ed Course List	MUS 104	Choose from the Gen Ed Course List	Choose from the Gen Ed Course List

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

**Name of Institution:** University of Louisiana at Lafayette

**Date:** 01/15/2025

**Name of Academic Program:** Bachelor of Arts in Recording Arts

**Name of Primary College:** College of the Arts

**Name of Primary Department:** School of Music

**Academic Term(s) Included:**

<b>NAME (F,P; Dept)</b>	<b>COURSES TAUGHT (Term, Course Number &amp; Title, Credit Hours, Un or G Status)</b>	<b>Academic Degrees</b>	<b>Other Qualifications</b>
Zi Lang, Adjunct	Fall term, <b>MUS 102 - Keyboard Fundamentals for Music Majors I</b> , 2 credit hours, Undergraduate	DMA in Piano Performance-University of Cincinnati, Master of Music in Piano Performance NYU, Bachelor of Music in Piano Performance CUNY Queens	
Courtney Legnon, Adjunct	Fall, <b>MUS 102 - Keyboard Fundamentals for Music Majors I</b> , 2 credit hours, Undergraduate	MM in Piano Pedagogy-University of Louisiana Lafayette, BM in Piano Pedagogy-University of Louisiana Lafayette	
William Plummer, Associate Professor	Fall term, <b>MUS 102 - Keyboard Fundamentals for Music Majors I</b> , 2 credit hours, Undergraduate	Bachelor of Arts in Piano, Berea College; Master of Music in Choral Conducting, University of Louisville; Doctor of Musical Arts in Choral Conducting, Louisiana State University	
Scott Durbin, Assistant Professor	Fall term, <b>MUS 238 - Introduction to the Music Industry</b> , 3, Undergraduate; Fall term, <b>MUS 355 - Music Industry in the 21st Century</b> , 3 credit hours; Fall term, <b>MUS 456 - Music Business Entrepreneurship</b> , 3 credit hours	Bachelor of Arts, Centenary College of Louisiana; Masters in Curriculum and Instruction, University of Louisiana at Lafayette	
Chad Viator, Adjunct	Fall term, <b>MUS 243 - Pro Tools 1</b> , 3 credit hours; Fall term, <b>MUS 311 - Ableton</b> , 3 credit hours; Spring term, <b>MUS 244 - Pro Tools 2</b> , 3 credit hours; Spring term, <b>MUS 377 - Audio Recording Techniques II</b> , 3 credit hours;	BM Music Media University of Louisiana at Lafayette, also "qualification by other means" paperwork on file with Dr. Olivier's office	
Holly Bradford, Adjunct	Fall term, <b>MUS 104 - Music Appreciation: History of American Popular Music</b> , 3 credit hours	MM in Flute Performance, University of Oklahoma. BM in Performance and Music education, Austin Peay State University	

**Abbreviations:** F – Full Time, P – Part Time;

Brianne Little, Assistant Professor	Fall term, <b>MUS 104 - Music Appreciation: History of American Popular Music</b> , 3 credit hours	Bachelor of Arts in History, Capital University; Master of Music in Music, Colorado State University; Doctor of Musical Arts, Flute Performance, James Madison University	
Edward Caponera, Adjunct	Fall term, <b>MUS 104 - Music Appreciation: History of American Popular Music</b> , 3 credit hours	MM in Performance-Univ of Southern Mississippi, BM in Performance-Slippery Rock University	
Jonathan Kulp, Professor	Fall term, <b>AMUS 333 - Recital Seminar</b> , 0 credit hours	Bachelor of Arts in Guitar Performance, University of Tennessee at Chattanooga; Master of Music in Music Theory, University of Texas at Austin, Doctor of Musicology, University of Texas at Austin	
Logan Turner, Adjunct	Fall term, <b>MUS 376 - Audio Recording Techniques I</b> , 3 credit hours	Currently pursuing Master of Music, UL Lafayette	
Faculty not yet assigned	Spring term, <b>MUS 455 - Management</b> , Booking and Touring, 3 credit hours		
Garth Alper, Professor	Fall term, <b>MUS 366 - Jazz History</b> , 3 credit hours	Master of Music in Jazz Studies, New York University; Doctor of Arts, University of Northern Colorado	
Christopher Munson, Professor	Fall term, <b>MUS 422 - Live Sound and Postproduction</b> , 2 credit hours; Spring term, <b>MUS 277 – Music Synthesis</b> , 3 credit hours; Spring term, <b>MUS 237 - History of the Recording Industry</b> , 3 credit hours; Spring term, <b>MUS 276 - Introduction to Music Technology</b> , 3 credit hours	Bachelor of Music in Percussion Performance, Eastern Kentucky University; Master of Arts in Jazz Studies, Middle Tennessee State University	
Fox Schwach, Adjunct	Spring term, <b>MUS 432 - Advanced Electronic Music</b> , 3 credit hours	Master of Music, University of Louisiana at Lafayette Bachelor of Fine Arts, New York University	
Christopher Goyzueta, Adjunct	Fall term, <b>MUS 457 - Legal Issues of Music Industry</b> , 3 credit hours	Master of Science in Entertainment Business, Full Sail University (Florida) Bachelors of Science, Psychology, University of Central Florida	
Eric Auclair, Adjunct	Spring term, <b>MUS 433 - DIY Recording</b> , 2 credit hours	DEC, Cegep de Drummondville	
Aaron Thomas, Adjunct	Fall term, <b>MUS 436 – Mastering</b> , 3 credit hours; Spring term, <b>AMUS 313 – Live Event Production</b> , 3 credit hours;	Bachelor of Arts in Music Performance, McNeese State University	

Abbreviations: F – Full Time, P – Part Time;

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.9.**      **University of Louisiana at Lafayette's** request for approval to offer a Bachelor of Science in Cardiopulmonary Science.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a Bachelor of Science (BS) in Cardiopulmonary Science. This proposed program is designed to offer comprehensive professional training in key health science disciplines, including respiratory therapy, cardiovascular sonography, cardiovascular technology, and pulmonary rehabilitation. The curriculum will begin with four semesters of general education courses, complemented by two introductory courses in cardiopulmonary science. Students will then progress through four semesters of specialized coursework in their chosen track, providing focused, in-depth preparation for their future careers.

The respiratory therapy track will be the initial track made available to students and is a strategic move to address the current and future demand for respiratory therapists, ensuring better healthcare outcomes in Louisiana. Louisiana, like much of the nation, is experiencing a growing demand for healthcare services due to an aging population, increasing prevalence of chronic respiratory conditions, and the lingering effects of pandemics like COVID-19. The Bureau of Labor Statistics data shows that there is a shortage of respiratory therapists anticipated through year 2023. To have a clear understanding of needs, UL Lafayette representatives met with top-level administrators at the VieMed Corporation, a Lafayette-based home health company specializing in respiratory care, as well representatives with two large health systems in the Acadiana region. These administrators expressed the need for additional qualified respiratory therapists in the Acadiana area and within the state. Although three other programs in the state offer similar educational opportunities (LSUHSC-NO, LSUHSC-S and Fran U), launching the BS in Cardiopulmonary Science program at UL Lafayette will accommodate additional students who will contribute to the state's workforce needs.

Three essential faculty are needed for the program leadership (Program Director, Director of Clinical Education and Medical Director). The Program Director and the Director of Clinical Education must be hired 12-18 months prior to the start of the program. The accrediting agency for respiratory therapy education, Commission on Accreditation for Respiratory Care (CoARC), requires that a program be accredited before admitting students into the program. This process takes approximately 18 months and is led by the Program Director. The University anticipates that classes for the proposed program will begin in Spring 2028. At the time of program implementation, one full-time faculty member will need to be hired and start-up costs associated with technology and equipment will be incurred.

## **RECOMMENDATION**

It is recommended that the following resolution be adopted:

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



*University of Louisiana at Lafayette*

OFFICE OF THE PRESIDENT

E.9.

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

*Université des Acadiens*

February 6, 2025

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 authority to offer a new academic program, the Bachelor of Science (BS) in Cardiopulmonary Science.

Please place this item on the agenda for the February 2025 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to be "E. Savoie", written over a large, stylized "D" shape.

E. Joseph Savoie  
President

SVC  
Attachment



# Academic Degree Program Proposal Form

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

### A. Overview

Institution Name: University of Louisiana at Lafayette		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: College of Nursing and Health Sciences		Academic Department: Department of Health Sciences		
Degree Designation <sup>a</sup> : Bachelor of Science	Proposed Degree Name: Cardiopulmonary Science	CIP Code: 51.0908	Credit Hrs <sup>b</sup> : 120	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2026		Was this program listed in the most recent Three-year Academic Plan? [ X ] Yes [ ] No		

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

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

<sup>c</sup> If applicable.

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

The University of Louisiana at Lafayette, College of Nursing and Health Sciences, and Department of Health Sciences is proposing a new Bachelor of Science (BS) program in Cardiopulmonary Science. This program is designed to offer comprehensive professional training in key health science disciplines, including respiratory therapy, cardiovascular sonography, cardiovascular technology, and pulmonary rehabilitation. The curriculum will begin with four semesters of general education courses, complemented by two introductory courses in cardiopulmonary science. Students will then progress through four semesters of specialized coursework in their chosen track, providing focused, in-depth preparation for their future careers.

This proposal outlines the development of the general education requirements for the program and describes the immediate need for the respiratory therapy track.

A respiratory therapy track will be the initial track made available to students and is a strategic move to address the current and future demand for respiratory therapists, ensuring better healthcare outcomes in Louisiana. The Bureau of Labor Statistics data shows that there is a shortage of respiratory therapists anticipated through year 2033. There are several key reasons that this program is needed at the University of Louisiana at Lafayette:

**Increase Workforce Supply:** The program's primary goal is to expand the pool of baccalaureate degree qualified respiratory therapists. By offering a four-year program on our campus, more in state students can be trained and prepared to enter the workforce, helping to alleviate the shortage.

**Improve Access to Care:** With more respiratory therapists, hospitals and healthcare facilities across Louisiana, especially in rural and underserved areas, can provide increased access to respiratory care services. This is particularly important for managing conditions such as asthma, COPD, and other respiratory issues.

**Enhance Education and Skills:** A four-year baccalaureate program provides a more comprehensive education, allowing respiratory therapists to develop advanced skills. Our BS in Cardiopulmonary Science program will include more in-depth clinical training, research opportunities, and leadership development, making graduates better equipped to handle complex cases.

**Improve Patient Outcomes:** A well-prepared workforce of baccalaureate degreed respiratory therapists can contribute to improved patient outcomes. Graduates with the BS in Cardiopulmonary Science will have the knowledge and skills to provide evidence-based care, manage complex cases, and collaborate effectively with other healthcare professionals.

**Meet Accreditation and Certification Requirements:** Many healthcare systems are increasingly requiring respiratory therapists to have advanced degrees. The BS in Cardiopulmonary Science program will ensure that graduates meet both state and national accreditation and certification standards, specifically those set by the Commission on Accreditation for Respiratory Care (CoARC) and the National Board for Respiratory Care (NBRC).

**Promote Career Advancement:** The BS in Cardiopulmonary Science respiratory therapy track creates opportunities for career advancement, including leadership, education, and specialized roles. It also provides program graduates with a more competitive advantage in the job market, attracting more individuals to the program and profession.

Address Public Health Needs: With an aging population and increasing rates of respiratory diseases, the demand for respiratory care is rising. The BS in Cardiopulmonary Science aims to prepare respiratory therapists to meet the growing public health needs, including chronic condition management and emergency response to emerging infectious diseases such as COVID-19.

The Program Director and Director of Clinical Education will be hired to begin in Fall 2026 in order to compile the CoARC's Provisional Self Study Report. The provisional accreditation process takes between 12-18 months. Classes should begin in Spring 2028.

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.

Respiratory therapy programs, such as our BS in Cardiopulmonary Science, require accreditation through the Commission on Accreditation for Respiratory Care (CoARC). This specialized accreditation is essential to ensure that the program meets rigorous standards of quality, preparing graduates to provide high-level respiratory care. The Department of Health Sciences will seek program accreditation through CoARC with a Letter of Intent. The Program Director and Director of Clinical Education will be hired in the Fall of 2026 and will prepare the CoARC's Provisional Self Study Report (PSSR). The PSSR will be submitted and provisional accreditation awarded by Fall 2027. Classes will begin in Spring 2028.

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

☐ Substantive change requiring notification only

☐ Substantive change requiring approval prior to implementation

☐ Level Change

☒ None

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

☐ MJ Foster Promise Program

☐ Cyber-security Initiatives

☐ Louisiana Transfer Pathways

☒ Other: Workforce Development

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 the University of Louisiana at Lafayette is to "provide an exceptional educational and professional experience driven by diverse worldviews and enriched by shared cultural traditions. Through public impact research, inspirational teaching and transformative service, we develop citizens, leaders and innovators who create solutions to community and regional challenges, improving the world for future generations".

In alignment with that mission is that of the Department of Health Sciences, which is to prepare students to assume leadership roles in the health care industry in their respective disciplines, with the goal of improving the health outcomes of individuals, institutions, and communities. This mission is accomplished by providing students in health sciences programs with the knowledge, skills, and attitudes that result in the development of an appreciation for a culture of safety, high-quality care, continuous improvement, and ethical practice across a variety of ancillary health roles and health care settings.

The vision of the University is, in part, to “improve the human condition” and by offering high-quality educational programs to increase the number of healthcare workers in the state and country, the Department of Health Sciences is embracing that vision.

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

The first strategic priority of the University's strategic plan is Academic Excellence, more specifically, academic excellence based on teaching and learning, which provides the conduit through which the university delivers the core of its mission. At the heart of educating students is the university's responsibility to instill in our students a desire to impact the human condition positively and meaningfully.

One of the initiatives supporting academic excellence is expanding high-quality academic programs. The Department of Health Sciences has identified and is proposing a program relevant to the critical issues in healthcare as stated in item #1 of this proposal.

This program also supports the University's Strategic Priority Five which is Transformational Community Engagement. This program embraces the university culture that values interaction with the community and service to it. The program will also elevate the University's presence in and contribution to the local community, region, state and beyond.

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

- Accessibility (mode of delivery, alternate course scheduling)

The proposed program will allow students in Louisiana and the nation to achieve a career in the dynamic field of healthcare. Although the program is proposed as a traditional face-to-face program, administrators will attempt to schedule course and clinical practicums to accommodate students when needed.

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

The University will support students who have transfer credits, allowing them to complete the program in a timely fashion. OER will be used where appropriate.

The College of Nursing and Health Sciences and Department of Health Sciences plans to partner with a local respiratory-care enterprise to assist with the program's organization and perhaps offer teaching expertise. Partnering with the community will also assist in several ways:

Ensuring that the curriculum is aligned with current workforce current needs and demands of the relevant workforce.

Integrating guest lectures and involvement of industry experts in the to enhance the educational experience.

Providing students with access to industry-specific resources, databases, and tools to enhance their learning experience.

Facilitating community engagement initiatives to include community outreach, service-learning projects, and initiatives that address local needs.

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

The students will be required to participate in and complete four clinical practicums in the last two years of study. Students will engage with the Regional Simulation Center at UL Lafayette that provides a simulated work environment allowing students to practice and study their skills in a controlled setting.

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

The program is designed with cultural competence in mind, ensuring that the curriculum reflects diverse perspectives and experiences. This approach resonates with underserved populations, creating a more inclusive and relevant educational experience.

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

The BS in Cardiopulmonary Science aligns with local, regional, and state workforce strategies and future societal educational needs in several ways:

**1. Meeting the Demand for Highly Skilled Respiratory Therapists:**

**Growing Healthcare Needs:** Louisiana, like much of the nation, is experiencing a growing demand for healthcare services due to an aging population, increasing prevalence of chronic respiratory conditions (e.g., COPD, asthma), and the lingering effects of pandemics like COVID-19. The BS in Cardiopulmonary Science ensures that graduates are equipped with advanced skills and knowledge, making them more capable of handling complex patient care scenarios.

**Workforce Shortages:** The state has identified shortages in various healthcare professions, including respiratory therapy. By offering a four-year program, our institution can contribute to alleviating these shortages by producing graduates who are ready to enter the workforce and fill critical roles in hospitals, clinics, and other healthcare settings.

**2. Aligning with State and Regional Healthcare Initiatives:**

**Louisiana's Department of Health and other regional healthcare entities** focus on improving public health outcomes, particularly in underserved and rural areas. The BS in Cardiopulmonary Science program will train respiratory therapists to a higher standard and will support these objectives by providing highly qualified professionals who can deliver quality care in a variety of settings, including areas with limited access to healthcare.

**Collaborative Care Models:** The shift toward collaborative and interdisciplinary care in Louisiana's healthcare system requires respiratory therapists who are not only clinically skilled but also capable of leadership, critical thinking, and effective communication. A baccalaureate education prepares students to work in these evolving care models, contributing to better patient outcomes and more efficient healthcare delivery.

**3. Supporting Economic Development and Workforce Readiness:**

**Economic Impact:** By producing a workforce of well-educated respiratory therapists, the program supports the economic development of Louisiana. These professionals will contribute to the healthcare industry, which is a significant sector in the state's economy, and ensure that Louisiana remains competitive in providing high-quality healthcare services.

**Workforce Readiness:** The emphasis on clinical experience, advanced skills, and leadership training within the baccalaureate program ensures that graduates are job-ready and capable of stepping into roles that require a higher level of responsibility. This readiness aligns with the state's workforce development strategies, which prioritize equipping individuals with the skills needed for immediate employment in high-demand fields.

**4. Addressing Future Societal Educational Needs:**

The healthcare industry is moving toward requiring higher levels of education for many allied health professions. The BS in Cardiopulmonary Science aligns with the future trajectory of respiratory therapy as a profession, which is increasingly favorable of bachelor's degrees as the standard entry-level qualification. This prepares graduates for future licensure changes, certification requirements, and career advancement opportunities.

The BS in Cardiopulmonary Science will foster a culture of lifelong learning, critical for adapting to the rapidly changing healthcare environment. It will also open pathways for graduates to pursue advanced degrees (e.g., master's, doctoral programs) and specialized certifications, further aligning with the evolving educational needs of the society.

**5. Enhancing Public Health and Respiratory Care Education:**

The BS in Cardiopulmonary Science will include coursework in public health, health promotion, and disease prevention, affording respiratory therapists' opportunities to engage in community health initiatives. This aligns with Louisiana's public health strategies focused on reducing the burden of respiratory diseases through education and preventive care.

In summary, our program is strategically aligned with Louisiana's workforce needs and future educational demands. It supports the state's goals of improving healthcare delivery, addressing workforce shortages, advancing the respiratory therapy profession, and ensuring that healthcare providers are prepared to meet the diverse needs of the population.

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

The Dean of the College of Nursing and Health Sciences and the head of the Department of Health Sciences met with top-level administrators at the VieMed corporation, a Lafayette-based home health company specializing in respiratory care. VieMed administrators expressed the need for additional qualified respiratory therapists in the Acadiana area and within the state. After discussions with these administrators, it became clear that UL Lafayette could play a major role in mitigating the shortage of future respiratory therapists. Additional conversations with administrators of the two large health systems in the Acadiana region, Ochsner Lafayette General and Our Lady of Lourdes Regional Medical Center, also confirmed the demand for respiratory therapists in the acute care setting.

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

The program will service local, regional, and state areas, but specifically Lafayette and its eight parishes: Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermilion.

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

The University was approached by top-level executives at VieMed to address the shortage of respiratory therapists both locally and statewide. This concern was further substantiated by the data presented in question 13. Following discussions with VieMed's administration and securing their support for this initiative, we are pleased to present this program. See letter of support

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

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

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

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

☐ Service Area Data    ☒ State Data    ☐ National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Respiratory Therapist	5 star	2574 (2020)	3009 (2030)	435	16.9%	174	\$46,976-\$74,384

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

Institution	Program (degree and title)	No. Graduates in past year
LSU Health Science Center – New Orleans	Bachelor of Science in Cardiopulmonary Science	BOR Data: 2023-2024 = 15
LSU Health Sciences Center - Shreveport	Bachelor of Science in Cardiopulmonary Science	BOR Data: 2023-2024 = 3
Fran U Baton Rouge	Bachelor of Science in Respiratory Therapy	CoARC Data: 2022 = 12 2021 = 9

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

The U.S. Bureau of Labor Statistics predicts that employment of respiratory therapists will grow 13% from 2023-2033, much faster than the average of all occupations. About 17,5000 positions for respiratory therapists are projected yearly over the next decade. Information from the service area question (#13) supports the Bureau of Labor Statistics data. Although three other programs in the state offer similar opportunities, with this growing demand, launching the BS in Cardiopulmonary Science program at the University of Louisiana at Lafayette will accommodate additional students who will contribute to the state's workforce. The program will be tailored to address the emerging trends in healthcare, particularly in the field of respiratory therapy. There will be an element of research in the curriculum to benefit UL Lafayette's research vision as an R1 institution.

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

There are no similar or related programs at the University of Louisiana at Lafayette.

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
Respiratory Therapists	Technology: Medical software; Database user interface and query software; Office suite software
	Knowledge: Medicine and dentistry
	Skills: Speaking
	Abilities: Inductive reasoning

### C. 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.

To develop graduates who:

1. Demonstrate the ability to comprehend, apply and evaluate clinical information relevant to the role of an advanced-level respiratory therapist
2. Demonstrate the technical proficiency in all the skills necessary to fulfill their roles as an advanced-level respiratory therapist
3. Demonstrate professional behaviors and soft skills consistent with employer expectations of an advanced-level respiratory therapist
4. Apply critical thinking skills to respiratory care practice
5. Demonstrate leadership skills in healthcare
6. Serve as a role model to promote professionalism and teamwork within the respiratory care setting
7. Engage and communicate within diverse cultural contexts by identifying and analyzing cultural differences, applying strategies for respectful interaction, and adapting their communication styles to enhance mutual understanding in intercultural environments
8. Practice effective communication skills in professional settings to maintain collegial and collaborative relationships

The assessment of learning outcomes within this proposed program will be conducted through a rigorous and multifaceted approach. Faculty members will employ a combination of formative and summative assessments, including but not limited to examinations, practical assignments, project evaluations, and presentations.

Additionally, continuous feedback loops and peer reviews will contribute to a comprehensive understanding of students' mastery of the prescribed learning objectives. The assessment framework is designed to ensure accuracy, fairness, and alignment with industry standards, thereby fostering a robust learning environment that prepares students for success in their chosen field.

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	Apply critical thinking skills to respiratory care practice
Oral/Written Communications	Demonstrate professional behaviors and soft skills consistent with employer expectations of an advanced-level respiratory therapist  Practice effective communication skills in professional settings to maintain collegial and collaborative relationships
Teamwork/ Collaboration	Serve as a role model to promote professionalism and teamwork within the respiratory care setting
Digital Technology	Demonstrate the technical proficiency in all the skills necessary to fulfill their roles as an advanced-level respiratory therapist
Leadership	Demonstrate leadership skills in healthcare
Professionalism/ Work Ethic	Demonstrate professional behaviors and soft skills consistent with employer expectations of an advanced-level respiratory therapist
Career Management	Demonstrate leadership skills in healthcare
Equity and Global/Intercultural Fluency	Engage and communicate within diverse cultural contexts by identifying and analyzing cultural differences, applying strategies for respectful interaction, and adapting their communication styles to enhance mutual understanding in intercultural environments
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)
Technical Skills: Active Listening, Critical Thinking, Monitoring	Practice effective communication skills in professional settings to maintain collegial and collaborative relationships; Apply critical thinking skills to respiratory care practice; Demonstrate the ability to comprehend, apply and evaluate clinical information relevant to the role of an advanced-level respiratory therapist
Knowledge: Medicine and Dentistry	Demonstrate the technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists
Skills: Speaking	Practice effective communication skills in professional settings to maintain collegial and collaborative relationships
Abilities: Inductive reasoning	Apply critical thinking skills to respiratory care practice

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	Traditional freshman will be required to schedule the University (UNIV) 100 course which is the first-year experience course
Undergraduate Research	One of the requisite courses will require research, in alignment with ADVANCE, the undergraduate research QEP for UL Lafayette (CPS 440) (required)
Common Intellectual Experiences	Students will be encouraged to attend seminars to explore overarching themes, methodologies or foundational theories that are relevant across all healthcare disciplines (optional)
Diversity/Global Learning	Required course, CPS 430, will examine cultural diversity among patient populations.
Learning Communities	n/a
ePortfolios	n/a
Writing Intensive Courses	Students are required to complete 9 credit hours in English, within the general education curriculum, meeting the writing intensive component.
Service-Learning, Community-based Learning	n/a
Collaborative Assignments & Projects	Many of the projects and assignments will include collaborative projects, specifically in required courses CPS 405 and CPS 425.
Internships	n/a
Capstone Courses and Projects	Students will be required to take four clinical practicum courses.

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

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

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

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

Students will have the opportunity to transfer undergraduate courses supported by the University’s transfer credit policy.

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

The University of Louisiana at Lafayette, College of Nursing and Health Sciences, Department of Health Sciences, provides resources that are accessible to and affordable to our students. Unit modules for the courses including class resources will be created by expert faculty and updated regularly to reflect the nature of the healthcare field. For some healthcare courses, OER are the source for the most accurate and up-to-date information for the everchanging and dynamic healthcare field and these sources will be used. When textbooks are required, more affordable options, including electronic or rental versions of the textbook, will be available to students.

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

Students may declare the BS in Cardiopulmonary Science as their program of study at any time. There are University-wide criteria for admission but no specific criteria for the program itself. There are no leveling courses, selective admission criteria or work experience required.

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

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

List specific partners for each category checked above.

This program will be available to all incoming students. We will actively promote the program within UL Lafayette and to other 2-year colleges/universities in Louisiana and nationally. The Department works with the University's Office of Undergraduate Admissions and Recruitment and heavily recruits in local and area high schools and will include information about the BS in Cardiopulmonary Science in its presentations and literature. SOWELA may be interested in pursuing a 2+2 articulation program with their associate degree in cardiopulmonary science.

We will also partner with the Louisiana Society of Respiratory Care, a chapter of the American Association of Respiratory Care, to promote the program. The Society is a professional organization committed to advancing the field of respiratory care in the state. Comprised of skilled and passionate respiratory care professionals, the Society focuses on promoting excellence, education, and advocacy within the respiratory care community.

VieMed is a national company, headquartered in Lafayette, LA and provides home respiratory care. They have offered support to the program.

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

As an undergraduate program, the BS in Cardiopulmonary Science will rely on traditional recruitment and admissions methods, supported by the University's Office of Undergraduate Admissions and Recruitment. We plan to encourage students from other UL Lafayette programs and two-year colleges to consider transferring their general education and biology credits to our program. We anticipate partnering with SOWELA to provide a 2+2 articulation from their cardiopulmonary science associate degree program.

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

Faculty in the Department of Health Sciences are committed to charting paths to employment and advancement for graduates of the proposed program. The department will maintain a database of all graduates and faculty will disseminate job opportunities as they become known. Beyond these program-specific efforts to support career preparation, other units on campus provide professional development for students, such as the Office of Career Services. The Office of Career Services, including the Career Closet, provides important services and resources for our students. A division of Student Affairs, the Office of Career Services provides important career planning, development, and job-seeking strategies as well as a major link between students/alumni and potential employers.

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.

One year after completion of the program, the Department of Health Sciences will survey graduates to ascertain job employment/advancement and recommendations relating to the program. Exit surveys with graduating seniors will also be utilized for the purpose of assessing the strengths and weaknesses of the program. Certification exam results will be tracked.

#### **D. 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.

There are several mechanisms that will be used to determine interest in the program. Undergraduates in several existing programs at the University of Louisiana at Lafayette will be surveyed for their interest. These existing programs include nursing, health information management, health services administration, general studies, and health promotion and wellness. This program could also offer an alternative pathway for students who face challenges in their current programs or desire to change their career focus while maintaining a concentration within the healthcare field.

The General Education requirements often result in easy transfer of students from one major to another. Other approaches include traditional recruitment through the Office of Undergraduate Admissions & Recruitment, market research, online open houses and information sessions, social media engagement, and partnerships with other colleges.

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

6-Year Graduation Rate 2017 Cohort:

CONHS 44.61%

Health Science 55%

University 51.93%

Fall to Fall Retention Rate 2017 Cohort:

CONHS 74.48%

Health Sciences 80%

University 76.01%

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2026-27	2027-28	2028-29	2029-30
Base enrollment*			15	30
Lost to Attrition (should be negative)				
New to the institution		15	15	15
Shifted from existing programs within your institution				
<b>Total Enrollment</b>		<b>15</b>	<b>30</b>	<b>45</b>
Graduates		0	0	0
Carry forward base enrollment for next year		15	30	45

\*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.

Projected retention and graduation rates are in line with or better than the institution and department rates.

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

The Office of Undergraduate Admissions & Recruitment will be an important source of assistance in disseminating the information to the various UL Lafayette recruiters in other regions and states. The recruiting staff will be consulted for recommendations for how to market the program to Louisiana high school students and students in surrounding states.

## E. RESOURCES

### F1. Finance

36. Attach the completed Regents budget template

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

Student affordability is a central consideration in the design of the program with the following key elements incorporated to mitigate financial barriers:

Use of Open Educational Resources (OER) when appropriate  
Affordable course materials  
Financial aid guidance  
Transparent fee structure  
Access to financial literacy resources

By incorporating these affordability-focused strategies, the intent is to create an inclusive and accessible educational environment that addresses the diverse financial needs of its student population.

There may be some travel to practicum sites, although the distance will be minimal. Clinical courses may require some equipment such as stethoscopes and scrubs.

Our commitment to financial transparency ensures that students can anticipate and plan for all relevant costs associated with their academic journey without encountering unexpected or unconventional fees.

The Department of Health Sciences will pursue academic practice partnerships that may help defray the costs to students.

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.

The university/college/department is committed to absorbing indirect costs associated with the proposed program, encompassing essential services such as advising, support services, career guidance, tutoring, library support and technology upgrades.

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

There will be no reallocation of existing funds.

## **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.

Three essential faculty are needed for the program leadership. These include the Program Director, the Director of Clinical Education, and the Medical Director. The Program Director and the Director of Clinical Education must be hired 12-18 months prior to the start of the program. CoARC, the accrediting agency for respiratory therapy education, requires that a program be accredited before admitting any students into the program. This process takes approximately 18 months and is led by the Program Director.

At the time of program implementation, one full-time faculty member will need to be hired. Adjunct faculty may be used until enrollment necessitates more full-time faculty members.

Due to the high salaries commanded by respiratory therapists, it may be difficult to hire faculty unless the salaries offered by the university are commensurate with industry wages.

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

Current faculty will be used for all general education courses. One of the required courses in the program is currently taught by other faculty members in the Department of Health Sciences; new students can be easily accommodated.

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

Please note attached SACSCOC faculty roster available. As noted in this report, three key essential people will be initially hired: the Program Director, the Director of Clinical Education and a Medical Director. The Medical Director is not a full-time position but serves in an advisory role. At the time that students are admitted one full-time faculty member will be required and adjuncts will be used, if needed to teach the courses. As enrollment grows, more full-time faculty will be required.

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

At this time, we do not foresee the need for additional staff for the implementation and administration of this program. The existing resources and support structures within the college and department are anticipated to effectively manage the operational requirements of the proposed program.

The LHC Group • Myers School of Nursing Simulation Program faculty and staff have advanced knowledge and skills in simulation pedagogy and will offer their expertise to the respiratory therapy faculty.

**F3. Facilities**

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

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

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

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

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

While new space for offices, classes, meeting rooms, and simulation labs are needed, the College of Nursing and Health Sciences has capital outlay money already allocated for the continued renovation of Moncus Hall, part of the Health Sciences Campus. This money will provide needed classroom and office space. The Regional Stimulation Center will house the simulation labs and is already funded from the capital outlay budget.

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

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

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

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

The College of Nursing and Health Sciences is transitioning to Moncus Hall located at the new Health Sciences Campus. Classroom and office space for the new program will be available at Moncus Hall and the simulation labs will be located in the Regional Simulation Center. There should be no construction impact on the new program.

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 existing programs will be negatively impacted. The Health Sciences Campus provides adequate faculty space for existing and new faculty.

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.

CoARC addresses the following in standard 2.01 "Physical resources refer to the space allocated to the program including that for offices, classrooms and laboratories, for confidential counseling of students, for program conferences and meetings and for secure storage of student files and records."

These requirements should be met through the allocated space at Moncus Hall on the Health Sciences Campus of UL Lafayette.

#### 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
Mechanical Ventilators	\$160,000		Fall 2027
Simulators and Mannequins	100,000		Fall 2027
Blood gas analyzers	15,000		Fall 2027
Capnography Monitors	10,000		Fall 2027
Pulmonary Function Testing (PFT) Equipment	81,000		Fall 2027
Nebulizers, CPAP/BiPAP Devices, Humidifiers, and Oxygen Concentrators	20,000		Fall 2027
Ventilator Software and Simulation Programs	30,000	\$30,000	Fall 2027
Electronic Health Record System	50,000		Fall 2027
<b>Total Technology and Equipment Costs</b>	<b>\$466,000</b>	<b>\$30,000</b>	Fall 2027

## F. RISKS AND ASSUMPTIONS

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

Risk	Impact	Probability	Risk Mitigation Strategy
Faculty resignation	Medium	Low	With appropriate salary levels, we should be able to hire faculty as needed.
Cost of the program	High	Low	The need for healthcare professionals is supported by national and state shortages of respiratory therapists, and the university recognizes the importance of meeting the healthcare needs of the state.

## **Curriculum Map**

**University Name:** University of Louisiana at Lafayette

**Program Name:** Bachelor of Science in Cardiopulmonary Science

**Program Credit Hours:** 120

**College Name:** College of Nursing and Health Sciences

**Department/School Name:** Department of Health Sciences

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

The program consists of 54 credit hours of general education courses and 66 credit hours of cardiopulmonary science courses. Through a combination of these gen ed and professional courses, the learning outcome goals described in questions 18-21 will be met.

**Identify Work Based Learning Experiences (internships, clinicals, etc). List courses.**

There are four practicum courses which offer 800 hours of hands-on experiences. The practicum courses are CPS 370, 380, 450 and 460.

**Describe concentration requirements or alternate tracks.**

N/A

LEGEND: GE=General Education; CPS courses are all new

### **Curriculum Course Guide**

#### **Year 1 – Fall Semester**

UNIV 100 – First Year Seminar	3 credits, GE
ENGL 101 – Introduction to Academic Writing	3 credits, GE
MATH 105 – Applied College Algebra	3 credits, GE
FINE ARTS - Choose from the General Education Curriculum list of Fine Arts courses	3 credits, GE
SOCI 241 – or choose from the General Education Curriculum course list of Social/Behavioral Sciences	3 credits, GE

#### **Year 1 – Spring Semester**

BIOL 110 – Fundamentals of Biology I	3 credits, GE
ENGL 102 – Writing and Research about Culture	3 credits, GE

CMCN 100 - or choose from the General Education Curriculum course list of Communication courses	3 credits, GE
PSYC 110 – or choose from the General Education Curriculum course list of Social/Behavioral Sciences	3 credits, GE
History - Choose from the General Education Curriculum list of History courses.	3 credits, GE

#### **Year 2 – Fall Semester**

BIOL 220 – Survey of Human Anatomy and Physiology	3 credits, GE
BIOL 221 – Survey of Human Anatomy and Physiology Laboratory	1 credit
STAT 214 – Elementary Statistics	3 credits, GE
English Literature - Choose from the General Education Curriculum list of Literature courses.	3 credits, GE
LCHI 303 – Fundamentals of Health Information Systems	3 credits
CHEM 101 - Survey of Chemistry I or CHEM 107 General Chemistry 1 or CHEM 123 – Survey of General, Organic and Biological Chemistry	3 credits, GE

#### **Year 2 – Spring Semester**

BIOL 318 – Advanced Human Anatomy and Physiology	4 credits
BIOL 261 – General Microbiology	3 credits
BIOL 263 – General Microbiology Lab	1 credit
CPS 200 - Cardiopulmonary Human Anatomy and Physiology	3 credits
CPS – Foundations of Cardiopulmonary Care	3 credits

#### **Year 3 – Fall Semester**

CPS 300 – Patient Assessment	3 credits
CPS 305 – Cardiopulmonary Pharmacology	3 credits

CPS 310 – Respiratory Care Modalities and Equipment	3 credits
CPS 320 – Cardiopulmonary Pathophysiology	3 credits
CPS 370 – Clinical Practicum 1	3 credits

#### **Year 3 – Spring Semester**

CPS 330 – Adult Care Monitoring	3 credits
CPS 340 – Home Health and Rehabilitative Care	2 credits
CPS 350 – Medical Legal and Ethical Issues	3 credits
CPS 360 – Pulmonary Diagnostic Tests	3 credits
CPS 380 – Clinical Practicum 11	4 credits

#### **Year 4 – Fall Semester**

CPS 400 – Critical Care Monitoring	4 credits
CPS 405 – Neonatal, Perinatal and Pediatric Monitoring	4 credits
CPS 410 – Healthcare Finance, Economics and Reimbursement	3 credits
CPS 450 – Clinical Practicum III	4 credits

#### **Year 4 – Spring Semester**

CPS 420 – Management and Leadership in Health Care	3 credits
CPS 425 – Geriatric Care	2 credits
CPS 430 – Professional Seminar in Cardiopulmonary Science	3 credits
CPS 440 – Research Methods	3 credits
CPS 460 – Clinical Practicum IV	4 credits

# **Faculty Roster Form – Cardiopulmonary Science Qualifications of Full-Time and Part-Time Faculty**

Name of Institution:   University of Louisiana at Lafayette  

Name of Primary Department, Academic Program, or Discipline: **College of Nursing and Health Sciences, Department of Health Sciences**

Academic Term(s) Included:   Fall 2026-Fall 2027  

Date Form Completed: **01/15/2025**

Courses: **ALL NEW**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Program Director – new hire, full time	CPS 305, CPS 330, CPS 400, CPS 405, CPS 440	Master's Degree	Registered Respiratory Therapist (RRT) credential
Director of Clinical Education – new hire, full time	CPS 370, CPS 380, CPS 450, CPS 460 CPS 310, CPS 360	Master's Degree	Registered Respiratory Therapist (RRT) credential
Adjunct faculty (3 positions)	CPS 200, CPS 210, CPS 300, CPS 320, CPS 405, CPS 410, CPS 340, CPS 350, CPS 425, CPS 430	Master's Degree	Registered Respiratory Therapist (RRT) credential
Medical Director	Consulting role	M.D.	

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

*Form Updated: April 2018*

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

Institution: University of Louisiana at Lafayette

Date: 1/15/2025

Degree Program Name: Bachelor of Science in Cardiopulmonary Science

College & Department/School: College of Nursing and Health Sciences; Deptment of Health Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$210,000	2	\$300,000	3	\$330,000	3.5	\$330,000	3.5
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
<b>SUB-TOTAL</b>	\$210,000	2	\$300,000	3	\$330,000	3.5	\$330,000	3.5
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment	\$466,000.00		\$30,000.00		\$30,000.00		\$30,000.00	
Travel	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
Supplies	\$10,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
Other (specify)								
<b>SUB-TOTAL</b>	\$481,000		\$38,000		\$38,000		\$38,000	
<b>TOTAL EXPENSES</b>	\$691,000		\$338,000		\$368,000		\$368,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment		15		30		45		
Tuition	0		\$169,230		\$338,460		\$507,690	
Fees	0							
*Other (specify)	0							
<b>TOTAL REVENUES</b>	\$0		\$169,230		\$338,460		\$507,690	

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 27, 2025**

**Item E.10.**     **University of Louisiana at Lafayette's** request for approval to offer a Doctor of Philosophy in Applied Computing and Information Sciences.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a Doctor of Philosophy (Ph.D.) in Applied Computing and Information Sciences. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level proposal was reviewed by an external consultant. Dr. Fred Martin, Professor and Chair, Computer Science, University of Texas at San Antonio, conducted the review. Dr. Martin noted the following in his report: "*UL Lafayette's School of Computing & Informatics has strong programs in Computer Science, Computer Engineering and Informatics, and is well-positioned to expand its existing BS and MS programs in Informatics with its proposed Ph.D. in Applied Computing and Information Sciences.*" He went on to state that there is a strong need for Informatics-related doctoral programs, and there is demand regionally and nationally for such expertise.

The mission and purpose of the proposed graduate program is to educate graduate students in the application of the scientific method to computing and information technologies, as well as to educate graduate students in the design, maintenance, and adaptation of applied computing and information systems that solve problems pertinent to human needs. The proposed Ph.D. in Applied Computing and Information Sciences differs from Computer Science in that Computer Science uses mathematical rigor to understand and solve computational problems from an algorithmic perspective, requiring advanced mathematics such as calculus, linear algebra, and discrete algebraic structures. Additionally, the proposed Ph.D. program differs from Computer Engineering in that Computer Engineering focuses on hardware design aspects of processor, memory, input/output, system-on-chip, or larger systems. The proposed Ph.D. program does not employ mathematical rigor or hardware specialization as it instead focuses on the commercial/organizational aspects of information technology, which includes databases, data science, machine learning applications, user interfaces, ease of use, and networking, to name a few.

Although there are other Ph.D. programs in the field of Applied Computing at various institutions across the United States (i.e., Georgia Southern University and University of Maryland Eastern Shore, etc.), the graduate program proposed by UL Lafayette would be the first of its kind in Louisiana. The proposed program will build on UL Lafayette's existing Ph.D. programs in Computer Science and Computer Engineering, along with their existing Master of Science (MS) programs in Informatics, Computer Science, and Computer Engineering. The Ph.D. in Allied Computing and Information Sciences will offer a unique dimension and address "gaps" within computing and informatics research and advanced education. The University intends to leverage

the existing MS in Informatics program as the primary source of prospective students for the proposed Ph.D. in Applied Computing and Information Sciences program. A secondary source of prospective Ph.D. students would be from their MS in Computer Science and MS in Computer Engineering programs, as well as their MBA program.

While current faculty will provide support for the proposed program, implementation will require three to four new faculty lines over the next four years along with additional staff to assist the graduate coordinator. Understanding that graduate assistantship (GA) support is essential to attract and retain top Ph.D. students, the University will allocate six GAs in YR1 with that number growing to 21 in YR4. Tuition and fees will help to offset the cost of the proposed program along with grants that the faculty of the School of Computing and Informatics will apply for in the future. The workload of the faculty in the School is heavy on research which comes with the expectation of writing grant proposals. Over the past five years, this faculty has averaged over \$10M annually in state, federal and private grant funding and the University expects this grant funding success to continue or increase due to new and anticipated hires.

## **RECOMMENDATION**

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,*** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette's request to offer a Doctor of Philosophy in Applied Computing and Information Sciences.



*University of Louisiana at Lafayette*

OFFICE OF THE PRESIDENT

E.10.

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

*Université des Acadiens*

February 6, 2025

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 authority to offer a new academic program, the Doctor of Philosophy (Ph.D.) in Applied Computing and Information Sciences.

Please place this item on the agenda for the February 2025 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to be "E. Savoie", written over a large, stylized "R" or "S" shape.

E. Joseph Savoie  
President

svc  
Attachment

# Academic Degree Program Proposal Form

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



## A. Overview

Institution Name: University of Louisiana at Lafayette		Designation (flagship, statewide, regional, HBCU, 2-year): Statewide		
College/School/Division: Ray P. Authement College of Sciences		Academic Department: School of Computing and Informatics		
Degree Designation: Doctor of Philosophy (Ph.D.)	Proposed Degree Name: Applied Computing and Information Sciences	CIP Code: 11.0104	Credit Hrs <sup>b</sup> : 72	Contact Hrs <sup>c</sup> :
Planned Implementation Semester/Term & Year: Fall 2025		Was this program listed in the most recent Three-year Academic Plan? [ X ] Yes [ ] No		

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

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

<sup>c</sup> If applicable.

**Responses to “Review of UL Lafayette’s Proposed PhD in Applied Computing and Information Sciences” by Dr. Fred Martin, Professor and Chair, Computer Science, UT San Antonio**

**COMMENT #1**

Regarding student enrollment, the proposal describes recruiting from its existing base of MS students, citing a student survey that reflected interest.

Given that the MS program does have a Thesis Track (per program description at <https://computing.louisiana.edu/informatics/masters-informatics/courses>), this is a viable approach for recruiting some students who discover their love of research during an MS degree.

Per a conversation I had with Dr. Martin Margala, he anticipates some current CS PhD students, particularly those working with the four existing Applied Computing-oriented faculty, would be likely to switch into the new PhD program.

This would also be a welcome way to bootstrap the new program.

Given this, I suggest updating the enrollment projection table (#33 on page 21); presently, the “Shifted from existing programs within your institution” row does not indicate such.

**RESPONSE TO COMMENT #1:** Thank you for your comments and recommendations, Dr. Martin. As per your recommendation, we have revised the enrollment projection table (#33 on page 21) such that it reflects “Shifted from existing programs within your institution.”

**COMMENT #2**

“Overall, the student enrollment numbers seem a bit optimistic, at least in terms of the number of faculty members who would be required to support them. Given the plan to have 6 to 7 faculty dedicated to the program (4 existing plus 2 to 3 new), and each faculty member can support (on average) four PhD students, that would indicate capacity for 24 to 28 students.”

**RESPONSE TO COMMENT #2:** Thank you for your comments, Dr. Martin. We intend to increase the number of new faculty lines by 3 to 4 by Year 4. Ten faculty would support (on average) four PhD students each. This assumes that roughly 25% of PhD students in their first year would not yet have a PhD research supervisor. We have revised our proposal (see #38, #40, #49).

### COMMENT #3

Related to the budget, I'd like to see a clearer discussion of how the PhD students will be supported with GTA awards vs. GRA awards from faculty fundraising. E.g., the budget indicates approx. \$30K per grad student per year, with counts of 6, 12, 18, and 21 students to be supported over the first four years of the program (respectively).

The earlier enrollment table has corresponding counts of 5, 15, 30, and 50 in the first four years.

These budgeted figures should be improved with a presentation of what fraction of the students will be supported by GTA vs. GRA in each year and rectified with the prior enrollment projections table. (I'd note the budgeted enrollment figures seem more realistic.)

**RESPONSE TO COMMENT #3:** Thank you for your comments, Dr. Martin. Note that PhD students are supported with GTA in their first two years. After their first two years, the PhD students would then receive GRA support until they complete their PhD program. It is worth noting that the fraction of the students who will be supported by GTA vs. GRA in each year is expected to vary over time. Also noteworthy is the School's current policy that each graduate faculty member is assigned 2 GTA supported PhD students at the outset. We have revised our proposal (see #38).

### COMMENT #4

Also on the budget, there are revenues listed from Federal, State, and Private Grants and Contracts. I would understand this to be faculty grant revenue, of which approximately 2/3 would go to direct grant expenditures and 1/3 would be institutional overhead. As such, I wouldn't expect this revenue to be directly charged against the expenses? Relatedly, of the anticipated tuition revenue, is this externally charged revenue (e.g., from grant-funded GRAs), or is it an internally funded expense from a tuition waiver?

**RESPONSE TO COMMENT #4:** Thank you for your comments, Dr. Martin. In answer to your question about the anticipated tuition revenues shown in the budget table, the "Tuition" line in the REVENUES section reflects the total revenues for PhD students enrolled each year, the sources of which include both externally charged revenue and internally funded expenses from tuition waivers and fees. We

have revised the “Expected Enrollment” figures in the REVENUES section of the budget table so that they reconcile with the enrollment figures in #33 on page 21. Note that the “Tuition” and “TOTAL REVENUES” figures reflect the revised “Expected Enrollment” figures.

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

The mission and purpose of the Ph.D. in Applied Computing and Information Sciences program is to educate graduate students in the application of the scientific method to computing and information technologies, as well as to educate graduate students in the design, maintenance, and adaptation of applied computing and information systems that solve problems pertinent to human needs. In addition to aligning with the strategic initiatives of the “Fostering Innovation through Research in Science and Technology in Louisiana” (FIRST Louisiana) framework, the proposed Ph.D. supports advanced education and research in information sciences and information technology.

As defined by the National Center for Education Statistics (NCES), and as per the Integrated Postsecondary Education Data System (IPEDS), Classification of Instructional Programs (CIP), Informatics, as a field of study, is: “a program that focuses on computer systems from a user-centered perspective and studies the structure, behavior and interactions of natural and artificial systems that store, process and communicate information. It includes instruction in information sciences, human-computer interaction, information system analysis and design, telecommunications structure, and information architecture and management” (from

<http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=Informatics&sw=1,2,3&ct=1,2,3&ca=1,2,5,3,4>). As such, the new Ph.D. program provides the foundation for the areas of information sciences and information technology by training students on the principles of information systems, statistics, network and information security, decision support systems, usability engineering, and human factors. The curriculum is sufficiently generalized to allow graduates to find employment within and outside Louisiana and become leaders in academia, government, industry, or the nonprofit sector. In addition, the program integrates the use and application of the scientific method (see *Scientific Method in Practice*, by Hugh G. Gauch, Jr., Cambridge University Press, 2002) in several required courses. These courses are described in the curriculum section of the report. (Section D).

Although there are other Ph.D. programs in the field of Applied Computing at various institutions across the United States (for example, Georgia Southern University and University of Maryland Eastern Shore), our Ph.D. in Applied Computing and Information Sciences program would be the **first of its kind** in Louisiana. The proposed Ph.D. in Applied Computing and Information Sciences program differs from Computer Science in that Computer Science uses mathematical rigor to understand and solve computational problems from an algorithmic perspective, requiring advanced mathematics such as calculus, linear algebra, and discrete algebraic structures. Additionally, the proposed Ph.D. program differs from Computer Engineering in that Computer Engineering focuses on hardware design aspects of processor, memory, input/output, system- on-chip, or other larger systems. The proposed Ph.D. program does not employ mathematical rigor or hardware specialization as it instead focuses on the commercial/organizational aspects of information technology, which includes databases, data science, machine learning applications, user interfaces, ease of use, and networking, to name a few.

The primary objectives of our Ph.D. in Applied Computing and Information Sciences program are as follows:

- A. To offer a curriculum that covers the full breadth of the field of applied computing and information sciences, while also providing depth in one of several specialized areas.
- B. To prepare Ph.D. students for professional roles in applied computing and information sciences.
- C. To develop and enhance Ph.D. students’ computational and critical thinking skills and problem-solving abilities through scientific methods.

Students who complete our Ph.D. in Applied Computing and Information Sciences program will be well-prepared for one or more of the following career outcomes:

1. To attain a postdoctoral position; or

2. To attain a full-time, tenure-track faculty position; or
  3. To attain a research position in the industry.
- 2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek voluntary accreditation or certification for the program.**
- There currently are no existing program accreditation requirements associated with a Ph.D. in Applied Computing and Information Sciences Program in the United States.
- 3. Specify [SACSCOC](#) or other accreditation organization requirements. Mark all that apply.**
- ☐ Substantive change requiring notification only
- ☐ Substantive change requiring approval prior to implementation ☐ Level Change
- ☒ None
- 4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.**
- ☐ MJ Foster Promise Program ☐ Cyber-security Initiatives
- ☐ Louisiana Transfer Pathways
- ☒ Other: Board of Regents (BOR) Master Plan for Public Postsecondary Education in Louisiana: 2019 (including annual reviews 2020 through 2023); Fostering Innovation through Research in Science and Technology in Louisiana" (FIRST Louisiana)
- 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.**

Name: Dr. Fred Martin

Institution: Department of Computer Science, University of Texas at San Antonio

Email address: Fred.Martin@utsa.edu

Brief summary of qualifications: Dr. Fred Martin invents and studies new technologies to enable teaching and learning in computer science, data science, and artificial intelligence. Martin received the 2022 AAAI/EAAI Outstanding Educator Award. He is also a past chair of the Computer Science Teachers Association (CSTA) and past Associate Dean of College of Science at the University of Massachusetts Lowell. Since August 2023, he has been a Professor and Chair of Computer Science at The University of Texas at San Antonio.

Name: Dr. Mark Tehranipoor

Institution: Department of Electrical and Computer Engineering, University of Florida

Email address: tehranipoor@ece.ufl.edu

Brief summary of qualifications: Mark M. Tehranipoor is currently the Sachio Semmoto Chair of the Department of Electrical and Computer Engineering (ECE) and the Intel Charles E. Young Preeminence Endowed Chair Professor in Cybersecurity at the University of Florida. He served as the founding Director for Florida Institute for Cybersecurity (FICS) Research from 2015-2022, and currently serving as Director for Edaptive Computing Inc. Transition Center (ECI-TC), Co-director for the AFOSR/AFRL Center of Excellence on Enabling Cyber Defense in Analog and Mixed Signal Domain (CYAN), and Co-Director for the National Microelectronic Security Training Center (MEST). He also served as the Associate Chair for Research and Strategic Initiatives for the ECE Department from 2017-2019 and the Program Director of

Cybersecurity in the Herbert Wertheim College of Engineering from 2019-2022. His current research projects include hardware security and trust, electronics supply chain security, IoT security, and reliable and testable VLSI design. Dr. Tehranipoor has published numerous journal articles and refereed conference papers and has delivered 230+ addresses. In addition, he has 22 patents issued, 28 pending invention disclosures, and has published 16 books, two of which are textbooks. 50+ companies and Government agencies have sponsored his projects. Dr. Tehranipoor is a Fellow of IEEE, a Fellow of ACM, a Fellow of the National Academy of Inventors (NAI), a Golden Core Member of IEEE Computer Society, and a Member of ACM SIGDA. He is also a member of the Connecticut Academy of Sciences and Engineering (CASE). He is a recipient of 18 best paper awards and nominations, the 2009 NSF CAREER award, the 2014 AFOSR MURI award on Nanoscale Security, the 2008 IEEE Computer Society (CS) Meritorious Service award, the 2012 and 2017 IEEE CS Outstanding Contribution, the 2010 and 2016 IEEE TTTC/CS Most Successful Technical Event for co-founding and chairing HOST Symposium, the 2018 IEEE HOST Hall of Fame Member, the 2009 and 2014 UConn ECE Research Excellence award, the 2012 UConn SOE Outstanding Faculty Advisor award, the 2016 UF College of Engineering Excellence in Leadership award, the 2016 UF ECE Research Excellence Award, the 2020 UF's College of Engineering Teacher/Scholar of the year award, the 2020 UF Inventor of the Year Award, the 2022 IEEE CS TTTC Bob Madge Innovation Award, and the 2023 Semiconductor Research Corporation (SRC) Aristotle Award.

Name: Dr. Lin Lin, Associate Chair Division of Information Systems Institution: Department of Informatics, College of Computing Sciences, NJIT  
Email address: Lin.lin@njit.edu

Brief summary of qualifications: Dr. Lin has a PhD in management information systems at the University of Arizona, where he studied data mining algorithms and their application in e-commerce and healthcare systems. He was Assistant Professor at Lehigh University, where he designed novel neural network algorithms for radiology applications, investigated the use of stochastic modeling algorithms to predict customers' purchase tendencies on e-commerce websites based on their visiting behaviors, and worked on many other machine learning and data mining - related projects. His interests focus on machine learning models and their application in finance, healthcare, and e-commerce. At NJIT, Lin teaches courses on databases, data analytics, web mining, and business processes.

Name: Dr. Karen Panetta

Institution: Dean of Graduate Studies, Tufts University

Email address: karen@computer.org

Brief summary of qualifications: Dr. Karen Panetta is the Dean of Graduate Education for the School of Engineering, a Professor of Electrical and Computer Engineering, and the Director of the Simulation Research Laboratory at Tufts University. She is also the IEEE-USA President, HKN (Eta-Kappa-Nu), and the IEEE WIE Magazine Editor-in-Chief. She earned a B.S. in Computer Engineering from Boston University and M.S. and Ph.D. degrees in Electrical Engineering from Northeastern University. As an active IEEE Fellow, Dr. Panetta has several awards for outstanding teaching and mentoring as well as creative curriculum development and outreach activities. In 2011, the President of the United States awarded her the nation's highest award for Engineering, Science and Mathematics Education and Mentoring. Her numerous awards include, but are not limited to, the 2010 Norm Augustine Award from the National Academies of Engineering and Science, American Association of Engineering Societies, the 2011 Women of Vision Award from the Anita Borg Institute, the 2013 IEEE Ethical Practices Award, the 2013 New England Engineers Week Leadership Award, and the 2011 Harriet B. Rigas Award for outstanding female Educator. Dr. Panetta is also the recipient of several NASA and National Science Foundation research grants, including the NSF CAREER Award. Because of her intellectual prowess, Dr. Panetta was the first woman engineer granted tenure in the Tufts University School of Engineering, works in countries such as the US, India, Malawi, and Australia, and is the STEM Advisor to Her Excellency, Joyce Banda, President of Malawi.

## **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.**

Our Ph.D. in Applied Computing and Information Sciences program aligns well with the University's mission as articulated in its own Mission Statement, as part of its continuing excellence in graduate education, research, and public service. Moreover, our Ph.D. program will contribute to the University's ongoing development of scholars who advance knowledge and improve the material conditions of society. The program also aligns with the University's Statewide Mission as included in the Master Plan for Postsecondary Education in Louisiana: 2011, specifically with regard to serving "economic development interests and entrepreneurs throughout the state" (p. 70).

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

#### Alignment with UL Lafayette's Strategic Plan

The Ph.D. in Applied Computing and Information Sciences aligns with UL Lafayette's 2023-2028 University Strategic Plan priorities: Academic Excellence and Transformational Community Engagement.

The proposed program is vital to achieving the Academic Excellence strategic priority. It aligns with the goal of developing new and innovative graduate-level programs and courses. The addition of the program will provide students with access to many professional opportunities that will further the University's mission.

The proposed Ph.D. program will contribute to the Transformational Community Engagement Priority by providing the University opportunities to collaborate with other community entities. This Ph.D. is important to continue the integration of information technology infrastructure by small, medium, and large businesses in our local community, region, and state that must be supported by IT professionals with current and advanced knowledge and skills in the computing and information science fields. This priority, in turn, directly supports the State of Louisiana's economic prosperity through the development of a skilled, educated citizenry, and it aligns with the Board of Regents Master Plan, which has established a goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025.

#### Alignment with Academic Program Portfolio

The proposed graduate program is one of the two proposed by the College of Sciences, and it's a crucial part of our academic program portfolio as research focused R1 institution. Adding this program will support advanced education and research in the information sciences and information technology, which aligns with the Campus Research Office's priorities.

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

- **Accessibility (mode of delivery, alternate course scheduling)**

Initially, most courses will be taught using traditional delivery methods; however, opportunities may arise in the future for online and/or hybrid delivery of some individual courses.

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

The School of Computing and Informatics Graduate Advisory Committee shall consider the application of transfer credits for completed coursework by new Ph.D. students as applicable toward their coursework requirements, provided that such transfer course credits were earned at an accredited institution.

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

The School of Computing and Informatics already leverages such partnerships for its existing Ph.D. programs in Computer Science and Computer Engineering. As such, the new Ph.D. in Applied Computing and Information Sciences program will leverage these existing partnerships.

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

A graduate internship course, INFX 593, already exists and will be available as an elective option to graduate students in the program.

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

UL Lafayette has been recognized in 2018, 2019, 2020, 2021, 2022, 2023 by the largest diversity magazine and website in higher education (INSIGHT Into Diversity) for its work to promote diversity, inclusion, and belonging. Essential to these recognitions has been the work of the Office for Campus Diversity with campus and community partners to cultivate an inclusive learning environment, one that values different perspectives and promotes intercultural engagement. Additionally, the Ronald E. McNair and Louis Stokes-Louisiana Alliance for Minority Participation (LS-LAMP) programs continue to offer a wide range of services to assist students in defining their goals and creating a plan to achieve them. These programs provide individualized seminars on research skills, the application process for graduate school, and preparation for the Graduate Record Examination; they organize cultural and recreational activities on and off campus to help students better understand graduate school activities; and they provide students with access to research, computing facilities, and other opportunities (including attending national conferences with faculty mentors) to interact with successful role models who have earned terminal degrees.

The proposed new program will build upon this work to close the achievement gap with underserved populations including low income, minority, and adult learners. In particular, we will actively support and recruit Ronald E. McNair and Louis Stokes-Louisiana Alliance for Minority Participation (LS-LAMP) Scholars from our institution and, by use of the McNair Scholars Directory, other institutions. We also will use the Graduate School's McNair Graduate Scholars Program, which offers a graduate application fee waiver and graduate tuition/fee waivers, as a recruitment tool to our program.

We will encourage students to participate in the James Jackson Community of Scholars. Named for the first African American student to obtain a graduate degree at UL Lafayette, the James Jackson Community of Scholars provides a network of support, community, and professional development to underrepresented minority graduate students at the University. The Community of Scholars provides cross-disciplinary peer mentorship and faculty mentorship along with opportunities for graduate students from underrepresented groups to present research and to engage with faculty from a variety of disciplines.

Ph.D. students in the proposed program also will be eligible for SREB-BOR Diversity and Inclusion Fellowships at UL Lafayette. This fellowship requires (and financially supports) recipients to attend annually for three years the SREB Institute on Teaching and Mentoring; advisors are provided support to attend these meetings with their students.

Finally, we will support faculty with ever-increasing opportunities to develop a greater understanding of the needs and promise of graduate students from heretofore underrepresented communities. All faculty involved in admissions and/or funding decision are required to complete training hosted by the Graduate School on holistic review in graduate admissions and funding decisions. Additionally, faculty mentor workshops offered by the Graduate School, often in partnership with the Office of Campus Diversity, also include sessions aimed at better preparing faculty to mentor underrepresented graduate students.

## C. Need

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

The proposed Ph.D. in Applied Computing and Information Sciences program will address the current and expected demand for well-prepared computing and information science researchers and professionals across the state, including the Acadiana region. According to information provided by Louisiana Economic Development (LED), Louisiana's traditional and emerging industries continue to grow at a healthy rate. These industries include the following:

- Aerospace
- Agribusiness
- Automotive
- Energy
- Entertainment & Game Design
- Manufacturing
- Process Industries
- Software Development
- Water Management

Businesses choose Louisiana because of competitive incentives, a skilled workforce, a business-friendly tax environment, and a unique quality of life. Such companies include but are not limited to, the following: AAR, Albemarle Corporation, Bell Helicopter, Benteler, Bercen, Inc., CenturyLink, CGI, Cheniere, ConAgra Foods, CSC, Dr. Reddy's, Electronic Arts, Gameloft, Gardner Denver, GE Capital, Halliburton, IBM, K&B Machine, Moonbot Studios, Nucor, Perficient, Pixel Magic, Sasol, Schumacher Group, SNF Flopam, Zagis, and Gulf Coast Spinning.

A May 2023 report by the Lafayette Economic Development Authority (LEDA) identifies the following major industries in Lafayette Parish:

- Construction
- Retail Trade/Leisure & Hospitality/Entertainment
- Finance
- Manufacturing
- Medical/Health care
- Oil and Gas
- Technology
- Transportation/Distribution

The 21st-century economy necessitates direct support of computing and IT needs, irrespective of the industry or market space within which an organization operates. Our proposed program would directly support the computing and information technology needs and requirements of these major industries in Lafayette Parish and across the state. This is due in no small measure to our proposed program's multidisciplinary and cross-functional nature.

### 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.

- Engagement with external stakeholders has contributed significantly to the motivation and structure of our proposed Ph.D. in Applied Computing and Information Sciences program, which aligns closely with the strategic focus areas identified by the BOR in the Prosperity Pipeline framework.
- We combine these interrelated focus areas into one unique Ph.D. program, as opposed to multiple programs administered by different colleges or administrative units.

- Our program is unique in its focus to provide educational and research activities at the Ph.D. level that bridge the gap between fundamental and application-based research. This problem-solving approach will result in more tech transfer, research commercialization, and business partnerships, providing a real return on investment for Louisiana.
- The Ph.D. program will greatly increase our ability to secure external research funding and provide more national and international recognition for Louisiana.
- The Ph.D. program will build on our existing B.S. and M.S. programs in Informatics and generate a mutually beneficial interaction with these undergraduate and master's programs.
- Additional costs for program implementation are limited because we can rely heavily on existing faculty, staff, and research infrastructure.
- The Ph.D. program will increase the level of STEM degree attainment within the state by providing more upper-level educational opportunities in areas of high growth where more intellectual capacity is needed.

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

Like other Ph.D. programs in our portfolio, the proposed Ph.D. program will focus on servicing Louisiana and national employment needs. As stated in Section 1, the initial area of focus of the program will be to use information from local and regional organizations to improve products and services. This goal will facilitate Lafayette's transformation into a regional hub of information technology and service industries by supporting companies such as (e.g., CGI and Perficient in Lafayette, GE Capital Technology Center, IBM Baton Rouge, and CenturyLink in Monroe).

**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).**

A survey of graduate students (i.e., M.S. and Ph.D.) in the School of Computing and Informatics was conducted in January of 2024. Of the 35 respondents, 19 (54%) indicated "Highly interested" in pursuing a Ph.D. in Applied Computing and Informatics at UL Lafayette. Additionally, 7 (20%) indicated "Somewhat interested." From this student poll, we can surmise that this group of 26 respondents would apply for acceptance into such a program, if it were in place today.

Other evidence of demand includes current information by Louisiana Economic Development (LED), which includes the following:

- The State of Louisiana ranks Number 1 in the "Tech Talent Pipeline in the U.S."
- 18% projected tech job growth rate between 2022-2032
- "Software and digital media clusters are emerging in Baton Rouge, New Orleans, Lafayette, and Shreveport. With total and direct job growth at three times the national average, Louisiana's vision of technology ecosystem is well supported."

**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](#).

According to Louisiana Economic Development (LED), the State of Louisiana continues to enjoy growth in the technology sector. From LED's website, the following illustrates this growth:

- The State of Louisiana ranks Number 1 in the “Tech Talent Pipeline in the U.S.”
- 18% projected tech job growth rate between 2022-2032
- \$5.3 billion direct impact on Louisiana’s economy
- Low cost of living (5% below the national average)
- “Software and digital media clusters are emerging in Baton Rouge, New Orleans, Lafayette, and Shreveport. With total and direct job growth at three times the national average, Louisiana’s vision of a technology ecosystem is well supported.”

In addition to the expected several thousand jobs created by these technology companies, so-called “non- technology” companies (e.g., Bell Helicopter, Benteler, ConAgra Foods, and others) require computer and information technology solutions developed and deployed by Informatics professionals.

Overall, the job outlook for computing and information technology occupations is expected to grow faster than average for all occupations from 2022-2032, according to the U.S. Bureau of Labor Statistics (bls.gov).

Moreover, among the various computing and information technology occupations, the median pay is \$100,530 per year in May 2022, which was higher than the median annual wage of \$46,310 for all occupations.

It should be noted that, even with this new Ph.D. program, the needs and requirements of the companies mentioned above for graduates of such a program will still be unmet. Nevertheless, the production of graduates from this Ph.D. program will help greatly in meeting these needs.

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

NOT APPLICABLE (See above)

☐ Service Area Data ☐ State Data ☒ National Data

Related Occupation	LWC Star Rating	Current Employment [2022]	Projected Employment [2032]	# Change	% Change	Average Annual Openings	Average Salary
Computer and Information Research Scientists	Not available	36500	44,800	8,300	22.7%	3,400	\$136,620
Software Developers	Not available	1,594,500	2,004,900	410,400	25.7%	136,300	\$127,260
Software Quality Assurance Analysts and Testers	Not available	200,800	241,600	40,800	20.3%	17,500	\$99,620
Web and Digital Interface Designers	Not available	117,900	135,800	17,900	15.2%	10,700	\$83,240

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
Louisiana State University	Ph.D. in Computer Science	23 graduates
Tulane University	Ph.D. in Computer Science	1 graduate

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

The programs shown in question 14 are aligned with a particular computing area, namely, computer science. In contrast to these programs, our Ph.D. graduates will be educated in the applied computing aspect of enterprise computing, regardless of end-user/organization domain or area. Enterprise computing involves all the diverse computing solutions, such as database systems, network and Web infrastructures, application software, and business processes. Pertaining to question 13, the curriculum is sufficiently generalized to allow graduates to find employment within and outside Louisiana, primarily in IT companies. In Louisiana, examples of such companies include CGI and Perficient in Lafayette, GE Capital Technology Center, IBM Baton Rouge, and CenturyLink in Monroe, to name a few. The initial area of focus of the Ph.D. program will be to use information from local and regional organizations to improve products and services. This goal will facilitate Lafayette's transformation into a regional hub of information technology and service industries (e.g., CGI and Perficient).

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

The proposed Ph.D. in Applied Computing and Information Sciences program aligns well with the University's mission as articulated in its own Mission Statement, as part of its continuing excellence in graduate education, research, and public service. Moreover, our Ph.D. program will contribute to the University's ongoing development of scholars who advance knowledge and improve the material conditions of society. The program also aligns with the University's Statewide Mission as included in the Master Plan for Postsecondary Education in Louisiana: 2011, specifically with regard to serving "economic development interests and entrepreneurs throughout the state" (p. 70).

The proposed Ph.D. program is an institutional priority at this time because the continuing integration of information technology infrastructures by small, medium, and large businesses must be supported by IT professionals who have currency in the field, as well as the intellectual agility to assimilate new technologies as they become available. This priority, in turn, directly supports the State of Louisiana's economic prosperity through the development of a skilled, educated citizenry, and aligns with the Board of Regents' Master Plan, which has established a goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025.

In terms of impact on existing programs, the proposed Ph.D. program aligns with the Vision and Mission of the School of Computing and Informatics, as published on our website, as follows:

**Our Vision Statement**

The School of Computing and Informatics' vision is to be among the nation's premier research and teaching programs in Computing and Informatics, with leadership and recognition in identified focus areas.

**Our Mission Statement**

The School of Computing and Informatics' mission is to create, share, and apply knowledge in Computing and Informatics, including in interdisciplinary areas that benefit humanity and society; to educate students from diverse backgrounds to be successful, ethical, and effective problem-solvers and professional leaders who will contribute positively to our university, state, nation and the world.

As with our existing Ph.D. programs in Computer Science and Computer Engineering, along with our existing M.S. programs in Informatics, Computer Science, and Computer Engineering, the proposed program offers yet another unique dimension to computing and informatics. In fact, it will address “gaps” (i.e., unmet needs) within computing and informatics research and advanced education.

It is important to note the following (published on our School’s website) as it pertains to our School’s existing M.S. and Ph.D. programs in Computer Science and Computer Engineering:

*The Center for Advanced Computer Studies offers graduate programs in computer science and engineering that provide students with endless opportunities for research. Students are given access to several research labs on campus, and maintain close working relationships with other research facilities in the area. Computer engineering is the design and prototyping of computing devices and systems. While sharing many areas of interest with computer science, computer engineering concentrates its effort on the ways in which computing ideas are mapped into working physical systems.*

Similarly, note the following (published on our School’s website) as it pertains to our School’s existing M.S. Informatics program:

*UL Lafayette’s School of Computing and Informatics offers the state’s only Master of Science in Informatics. Our focus is on information technology and enterprise computing, so you’re prepared to design and maintain systems that solve problems in a range of industries, from health care to entertainment to governmental work.*

The proposed program will complement (i.e., not negatively impact) the existing graduate programs described above. Please refer to our discussion about a January 2024 survey of existing graduate students in the School, #12 above. As indicated, from the graduate student poll, we can surmise that the group of 32 graduate student respondents would apply for acceptance into such a program, if it were in place today. Moreover, because of our School’s active participation in ADVANCE (i.e., research experiences for undergraduates), we plan to leverage this important initiative by actively engaging undergraduate students in the research that will take place as part of the proposed program.

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

Occupation	Occupation-specific skills & KSAs
Database Architect	Teradata Database
Database Administrator	Oracle SQL Developer
Senior Systems Administrator	Unix Shell
Data Scientist	Problem solving and analytical ability
AI Engineer	Technical Knowledge
UX/UI Designer	Communication

#### 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.**

Upon successful completion of the proposed Ph.D. in Applied Computing and Information Sciences program, graduates will be able to:

1. Identify, understand, and employ the fundamental principles of applied computing and information

sciences, including those of pervasive themes in computing and information sciences, history of computing and information sciences, information and data sciences and their related and informing disciplines, and application domains;

2. Analyze and design computing and information sciences hardware and software infrastructures that are of varying complexity and configuration, as applied to a variety of criteria and/or processes relevant to the task;
3. Conduct independent research, including problem formulation, literature review, data collection, analysis, and interpretation;
4. Design and implement complex research projects, using appropriate methodologies and tools;
5. Solve structured, unstructured, and semi-structured problems by means of computational thinking and appropriate design choices thereby demonstrating working knowledge of current computational and analytical tools, techniques, and skills.

These programmatic student learning outcomes will be assessed through a general comprehensive examination covering all areas of study undertaken by the student (the examination will include a written portion and may include an oral portion) as well as the dissertation and its defense (final examination). The dissertation shall be concerned with a well-defined problem lending itself to a study of reasonable scope and shall represent a significant contribution to learning in the discipline concerned. The dissertation defense, also known as the final examination, is an oral exercise concerned with the dissertation but may be extended to other areas at the discretion of the committee.

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	Students shall learn to solve structured, unstructured, and semi-structured problems through computational thinking and appropriate design choices, and demonstrate a working knowledge of current computational and analytical tools, techniques, and skills. (SLO 5)
Oral/Written Communications	Students shall develop expertise in conducting independent research, including problem formulation, literature review, data collection, analysis, and interpretation. (SLO 3)
Teamwork/ Collaboration	Students shall be able to design and implement complex research projects, using appropriate methodologies and tools. (SLO 4)
Digital Technology	Students shall employ the fundamental principles of applied computing and information sciences, including those of pervasive themes in computing and information sciences, history of computing and information sciences, information and data sciences and their related and informing disciplines, and application domain. (SLO 1)  Students shall analyze and design computing and information sciences hardware and software infrastructures that are of

	varying complexity and configuration, as applied to a variety of criteria and/or processes relevant to the task. (SLO 2)
Leadership	Students shall possess the ability to design and implement complex research projects, using appropriate methodologies and tools. (SLO 4)
Professionalism/ Work Ethic	Students shall acquire the ability to solve structured, unstructured, and semi-structured problems through computational thinking and appropriate design choices, and demonstrate a working knowledge of current computational and analytical tools, techniques, and skills. (SLO 5)
Career Management	Students shall develop expertise in conducting independent research, including problem formulation, literature review, data collection, analysis, and interpretation. (SLO 3)
Equity and Global/Intercultural Fluency	Students shall employ the fundamental principles of applied computing and information sciences, including those of pervasive themes in computing and information sciences, history of computing and information sciences, information and data sciences and their related and informing disciplines, and application domain. (SLO 1)
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)
Teradata Database	Students shall possess the ability to design and implement complex research projects, using appropriate methodologies and tools. (SLO 4)
Oracle SQL Developer	Students shall possess the ability to design and implement complex research projects, using appropriate methodologies and tools. (SLO 4)
Unix Shell	Students shall possess the ability to design and implement complex research projects, using appropriate methodologies and tools. (SLO 4)
Problem solving and analytical ability	Students shall acquire the ability to solve structured, unstructured, and semi-structured problems by means of computational thinking and appropriate design choices, and to demonstrate a working knowledge of current computational and analytical tools, techniques, and skills. (SLO 5)

Technical Knowledge	Students shall employ the fundamental principles of applied computing and information sciences, including those of pervasive themes in computing and information sciences, history of computing and information sciences, information and data sciences and their related and informing disciplines, and application domain. (SLO 1)
Communication	Students shall develop expertise in conducting independent research, including problem formulation, literature review, data collection, analysis, and interpretation. (SLO 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	Ph.D. students in this program may serve as mentors to undergraduates who are engaged in research through our Student Center for Research, Creativity, & Scholarship.
Common Intellectual Experiences	Students assigned the same classes will have the opportunity to discuss and learn from each other. Each admitted cohort will have the opportunity to learn and grow together over time.
Diversity/Global Learning	Ph.D. students in this field are often international students.
Learning Communities	Students will be admitted in cohorts and participate as members of particular research groups and labs.
ePortfolios	Extensive use of GitHub
Writing Intensive Courses	All Ph.D. students in this program will be expected to become active researchers in their respective research areas. As such, they will perform experimental designs, obtain results, and write scholarly papers and articles for submission to high-tier academic conferences and peer-reviewed journals.
Service-Learning, Community-based Learning	Students will have the opportunity to participate in an internship course.
Collaborative Assignments & Projects	Ph.D. students in this program are likely going to serve as coauthors of scholarly papers, as well as Co-PI on one or more research grant proposals.
Internships	INFX 593 (Internship) may be considered as a coursework elective.
Capstone Courses and Projects	Each student will be required to complete a dissertation, the

	content of which is expected to be a quality that is publishable in peer-reviewed proceedings and/or journals
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**22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.**

- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
- Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
- List all major course requirements. Indicate the word “new” beside new courses.
- Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
- Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

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

- ☒ On campus (<50% online)  
☐ Hybrid (51-99% online)  
☐ 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](#))**

Graduate students who have been admitted to the new Ph.D. program with prior advanced degrees (i.e., Master’s / Ph.D.) may apply to have applicable, previously-earned graduate credits toward their coursework requirements, if applicable. Per current University policies, “An unspecified number of semester hours of transfer graduate credit may be applied toward fulfillment of requirements toward the doctoral degree, but the majority of credits toward a graduate degree must be earned at UL Lafayette.”

**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.**

Depending upon the research interests by individual Ph.D. students in this program, use of Open Education Resources (OER) and the various network hubs hosted on Affordable Learning LOUISiana server clusters shall be encouraged.

**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.**

By definition, the proposed Ph.D. in Applied Computing and Information Sciences program is multifaceted and interdisciplinary. Beyond the general application and admission criteria set by the Graduate School, students will need to demonstrate the following for admission to the program: (1) at minimum, an earned bachelor’s degree from an accredited institution, but preferably an earned master’s degree; and (2) completion of a survey of calculus course, a course in probability and statistics, and completed coursework in programming using a high level language such as Python, databases / SQL, and computer networking and telecommunications.

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

☐ High school CTAE

☐ Employers

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

List specific partners for each category checked above.

#### **University of Louisiana at Lafayette**

- School of Computing and Informatics: Computer Science and Computer Engineering M.S. and Ph.D. programs, Informatics M.S. program
- B.I. Moody College of Business Administration: MBA and MBA-HCA program
- College of Nursing & Health Sciences: Health Information Management and Health Services Administration

#### **Community and Industry in Lafayette and Surroundings:**

- CGI
- Opportunity Machine
- Apex Innovation
- Perficient
- Acadiana Ambulance
- IBM
- Apple
- LEDA
- FlyGuys
- RADER
- Stuller
- L3Harris
- Cisco
- Microsoft
- Oracle
- Amazon
- AMD
- Broadcom
- Juniper Networks
- Golfballs.com
- Something Borrowed Blooms

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

Relevance of the Ph.D. in Applied Computing and Information Sciences to the Board of Regents (BOR) Master Plan for Public Postsecondary Education in Louisiana: 2019 (including annual reviews 2020 through 2023)

Leveraging the education (or prosperity) pipeline as envisioned by the Board of Regents, our program specifically addresses the following goals and objectives in the BOR 2019 Master Plan:

#### **Goal: "Educate"**

Our Ph.D. program will educate a new generation of workers to support applied computing and IT management and problem-solving in areas critical to Louisiana. We specifically address this need in our

curriculum through our business and internship modules. Contributing to the development of a qualified labor pool in the domain of applied computing and information sciences will facilitate business attraction and retention.

**Goal: “Innovate”**

Our Ph.D. program will leverage the various strengths of our faculty to support the discovery of effective techniques for heterogeneous learning styles and graduate student populations, as well as ongoing, accelerated support of leading faculty innovators so that completion rates of doctoral studies by our students are maximized.

**Goal: “The Power of Research Universities”**

As an R1 institution, the addition of a Ph.D. program in Applied Computing and Information Sciences will allow us to greatly expand our research in Computational Science and Information Technology, which will attract quality research-active faculty and provide an incentive to retain them as members of the University community. Although we already have and are building leading-edge laboratory facilities (e.g., a Virtual Desktop Infrastructure, or VDI), the Ph.D. program will provide new opportunities to advance infrastructure. We can leverage the Ph.D. program to secure new technologies through grants, and we can rely on the more highly trained Ph.D. students to help operate and maintain hardware and software.

**Goal: “Collaborate”**

Applied Computing and Information Sciences is multidisciplinary. Our multidisciplinary approach reflects the University of Louisiana at Lafayette’s strategic plan for advancing multidisciplinary research. We are embracing translational research as our primary focus, with the aim of bridging the gap between fundamental and applied research. Our Ph.D. program framework and educational approach of embracing translational research will foster collaborations between higher education and industry and government partners. Our course threads are closely aligned with the research priorities of UL Lafayette and the State of Louisiana. By filling these niches, we add value to our program for our students, our community, and society.

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

Internally, School of Computing of Informatics has very active mandatory weekly graduate seminar program that brings industry, academic, and non-profit leaders that expose students to the latest developments in all relevant sectors. Finally, School of Computing and Informatics has research faculty that are well connected globally with the academic community and industry. They will continue to support and advise their students in how to obtain postdoctoral, academic or industrial jobs. They have a strong track record in placing their student in jobs that meet their career goals.

The School of Computing and Informatics also leverages and promotes the use of University services to support our graduate students, and will do so for Ph.D. students in this program, in meeting career goals such as securing employment, further education, and industry certification. UL Lafayette has a very active (and proactive) Office of Career Services, for example, that, according to information from its webpage, “is a division of Student Affairs and provides services to UL Lafayette students and alumni in career planning, development, and job-seeking strategies.” This office and its staff serve as a major link between students/alumni and potential employers. Additionally, the Graduate School 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. Our institutional membership in NCFDD provides more 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.

**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 School of Computing has a very successful and productive relationship with the UL Lafayette Alumni Association, whereby all alumni are encouraged to maintain currency regarding their academic and professional careers. We also leverage the use of LinkedIn as an important mechanism through which we stay in regular contact and communication with our graduates at all levels; we intend to continue this practice with the new Ph.D. program. The School of Computing and Informatics supplements these partnerships and efforts with the Graduate School Exit Survey results and NSF Survey of Earned Doctorates, which collects information on the doctoral recipient's educational history, demographic characteristics, and postgraduation plans, to track and assess the success of program graduates.

**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.**

We intend to leverage the existing M.S. Informatics program as our primary source of prospective graduate students for the Ph.D. in Applied Computing and Information Sciences program. Secondary sources of prospective Ph.D. students in this program include our existing M.S. Computer Science and M.S. Computer Engineering programs, as well as our institution's existing MBA program.

It is worth noting that, within the School of Computing and Informatics, we begin to "reach out" to prospective students very early in our undergraduate students' program studies. We leverage the fact that all programs in the School of Computing and Informatics are housed in James R. Oliver Hall. As such, myriad "touchpoints" exist among undergraduate and graduate students in our School.

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

Enrollment/completer data for the School of Computing and Informatics are as follows:

The B.S. Informatics 2017 cohort (students entering the program in 2017) has a 53.85% retention rate with graduation in 6 years. The B.S. Computer Science program has a 44.37% retention rate with graduation in 6 years. Current enrollment (as of January 2024) in Informatics is 156 students at the undergraduate level, and 90 graduate students, which is a 45% increase since spring 2023. The charts below offer retention, completion, and time to degree information for existing graduate programs.

University of Louisiana  
Lafayette  
Continuation Rates, Graduation Rates First-Time Masters Students

Computer Science (MS\_CMPS) Full and Part Time Combined

Cohort Year	Head Count	Continuation Rates --					Graduation Rates and Continuation Rates					
		Grad in 1 Yr	Cont to 2nd Yr	Grad in 2 Yrs	Cont to 3rd Yr	Grad in 3 Yrs	Cont to 4th Yr	Grad in 4 Yrs	Cont to 5th Yr	Grad in 5 Yrs	Cont to 6th Yr	Grad in 6 Yrs
FA07	46	0.00%	91.30%	34.78%	58.70%	89.13%	2.17%	95.65%	0.00%	95.65%	0.00%	95.65%
FA08	59	0.00%	86.44%	35.59%	42.37%	83.05%	0.00%	84.75%	0.00%	84.75%	0.00%	84.75%
FA09	23	0.00%	100.00%	26.09%	65.22%	95.65%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA10	19	0.00%	100.00%	78.95%	21.05%	94.74%	5.26%	100.00%	0.00%	100.00%	0.00%	100.00%
FA11	17	0.00%	82.35%	70.59%	11.76%	82.35%	0.00%	82.35%	0.00%	82.35%	0.00%	82.35%
FA12	8	0.00%	100.00%	87.50%	12.50%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA13	27	0.00%	96.30%	77.78%	14.81%	92.59%	0.00%	92.59%	0.00%	92.59%	0.00%	92.59%
FA14	34	0.00%	70.59%	64.71%	2.94%	70.59%	0.00%	70.59%	0.00%	70.59%	0.00%	70.59%
FA15	17	0.00%	82.35%	70.59%	11.76%	76.47%	5.88%	88.24%	0.00%	88.24%	0.00%	88.24%
FA16	14	0.00%	85.71%	57.14%	28.57%	78.57%	0.00%	85.71%	0.00%	85.71%	0.00%	85.71%
FA17	17	0.00%	100.00%	70.59%	17.65%	88.24%	0.00%	88.24%	0.00%	88.24%	0.00%	88.24%
FA18	7	0.00%	85.71%	71.43%	14.29%	71.43%	0.00%	85.71%	0.00%	85.71%	0.00%	85.71%
FA19	5	0.00%	80.00%	60.00%	20.00%	60.00%	20.00%					
FA20	3	0.00%	100.00%	100.00%	0.00%							
FA21	12	0.00%										
FA22	19		91.67%									

Computer Science (MS\_CMPS) Full Time

Cohort Year	Head Count	Continuation Rates --					Graduation Rates and Continuation Rates					
		Grad in 1 Yr	Cont to 2nd Yr	Grad in 2 Yrs	Cont to 3rd Yr	Grad in 3 Yrs	Cont to 4th Yr	Grad in 4 Yrs	Cont to 5th Yr	Grad in 5 Yrs	Cont to 6th Yr	Grad in 6 Yrs
FA07	46	0.00%	91.30%	34.78%	58.70%	89.13%	2.17%	95.65%	0.00%	95.65%	0.00%	95.65%
FA08	59	0.00%	86.44%	35.59%	42.37%	83.05%	0.00%	84.75%	0.00%	84.75%	0.00%	84.75%
FA09	23	0.00%	100.00%	26.09%	65.22%	95.65%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA10	18	0.00%	100.00%	83.33%	16.67%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA11	15	0.00%	80.00%	73.33%	13.33%	86.67%	0.00%	86.67%	0.00%	86.67%	0.00%	86.67%
FA12	8	0.00%	100.00%	87.50%	12.50%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA13	27	0.00%	96.30%	77.78%	14.81%	92.59%	0.00%	92.59%	0.00%	92.59%	0.00%	92.59%
FA14	34	0.00%	70.59%	64.71%	2.94%	70.59%	0.00%	70.59%	0.00%	70.59%	0.00%	70.59%
FA15	16	0.00%	81.25%	75.00%	12.50%	81.25%	6.25%	87.50%	0.00%	87.50%	0.00%	87.50%
FA16	13	0.00%	84.62%	61.54%	23.08%	76.92%	0.00%	84.62%	0.00%	84.62%	0.00%	84.62%
FA17	15	0.00%	100.00%	80.00%	13.33%	93.33%	0.00%	93.33%	0.00%	93.33%	0.00%	93.33%
FA18	7	0.00%	85.71%	71.43%	14.29%	71.43%	0.00%	85.71%	0.00%	85.71%	0.00%	85.71%
FA19	5	0.00%	80.00%	60.00%	20.00%	60.00%	20.00%					
FA20	3	0.00%	100.00%	100.00%	0.00%							
FA21	11	0.00%										
FA22	17		100.00%									

Computer Science (MS\_CMPS) Part Time

Cohort Year	Head Count	Continuation Rates --					Graduation Rates and Continuation Rates					
		Grad in 1 Yr	Cont to 2nd Yr	Grad in 2 Yrs	Cont to 3rd Yr	Grad in 3 Yrs	Cont to 4th Yr	Grad in 4 Yrs	Cont to 5th Yr	Grad in 5 Yrs	Cont to 6th Yr	Grad in 6 Yrs
FA10	1	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA11	2	0.00%	100.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%
FA15	1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA16	1	0.00%	100.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
FA17	2	0.00%	100.00%	0.00%	50.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%
FA21	1	0.00%	0.00%									
FA22	2											

## 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. The Ph.D. program most-closely aligned to the proposed program is the Ph.D. Computer Science program. NOTE: The chart below does not exclude time for students with Official Leave of Absence prior to 2022-2023.

Doctoral Program	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
<b>Time to Degree (In Years) - All Doctoral Programs</b>	<b>4.97</b>	<b>4.89</b>	<b>5.06</b>	<b>5.21</b>	<b>4.92</b>	<b>5.01</b>

**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*	5	12	25	40
Lost to Attrition (should be negative)	0	0	0	0
New to the institution	0	10	15	20
Shifted from existing programs within your Institution	7	3	2	1
<b>Total Enrollment</b>	<b>12</b>	<b>25</b>	<b>42</b>	<b>61</b>
Graduates	0	0	2	7
Carry forward base enrollment for next year	12	25	40	54

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

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

Projected retention and graduation rates are expected to be similar to other PhD programs at our institution that are included in question #32 above.

**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 Ray P. Authement College of Sciences, the School of Computing and Informatics will undertake a recruiting campaign that combines professional networks, social media, print, and digital advertising. On-campus recruitment efforts will begin with efforts to reach undergraduates as well as master's students in relevant degree programs. Added focus will be placed on targeted recruitment of students in the Ronald E. McNair and Louis Stokes-Louisiana Alliance for Minority Participation (LS-LAMP) programs via the McNair Scholars Directory, the National Name Exchange, and other similar directories. Print marketing materials will be developed with the Office of Communications and Marketing and distributed locally, regionally, and nationally to relevant potential feeder programs. In addition, faculty will recruit for the programs in relevant undergraduate and master's-level courses at UL Lafayette. 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.

## **F. RESOURCES**

### **F1. Finance**

#### **36. Attach the completed Regents budget template.**

SEE ATTACHED BUDGET

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

The School of Computing and Informatics considers graduate assistantship support essential for attracting and retaining top Ph.D. graduate students. This consideration shall continue for the new Ph.D. program. As with existing graduate programs, students in the proposed Ph.D. in Applied Computing and Information Sciences program will be required to cover other costs, such as: textbooks, licenses for specialized software used in particular courses, etc.

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

Student advising and mentoring will be performed by current and future faculty. We expect that 3 to 4 additional faculty lines will be needed for full implementation of this program, as described in section 40. Note that PhD students are supported with GTA in their first two years. After their first two years, the PhD students would then receive GRA support until they complete their PhD program. It is worth noting that the fraction of the students who will be supported by GTA vs. GRA in each year is expected to vary over time. Also noteworthy is the School's current policy that each graduate faculty member is assigned 2 GTA supported PhD students at the outset. Other student services will be provided by the existing graduate programs in computing and the Graduate School. There will not be a need for new buildings or renovations to create this program. Current dry labs, offices, meeting rooms, classrooms, and study space that are employed by CMIX students and faculty will be used. Infrastructure costs are not expected. The department representative on the library committee will work with librarians to purchase texts that will support the program. The library has a yearly budget to add reference works to the collection, and it is advised by representatives of each unit. Furthermore, Dupré Library currently provides the following research databases that directly support the fields of applied computing and informatics:

ACM (Association for Computing Machinery) Digital Library Computer Source (EBSCO)

IEEE Xplore Digital Library

Information Science & Technology Abstracts (ISTA) (EBSCO) Sage Journals

Science & Technology Collection (EBSCO) Science Citation Index (Web of Science) ScienceDirect Freedom Collection

Web of Science Core Collection

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

N/A

## **F2. Instruction and Student Support**

### **40. Faculty**

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

The proposed Ph.D. program requires 3 to 4 new faculty lines over the next four years to support the anticipated rigor and quality of research and pedagogy. Additionally, support staff will be needed to assist the graduate coordinator (who also serves as coordinator of the M.S. Informatics program). At the current time, we have four research active faculty in applied computing and informatics, each having on average four PhD students in their respective research teams. To support the new PhD program, the proposed enrollment of new PhD students will come in small extent from our existing faculty, but majority of the new PhD students will have to come from the new faculty lines. Hiring new faculty is time-consuming and highly competitive process for the top talent in these areas of interest. The hiring process is commonly delayed as a result and therefore can impact the planned achievement metrics described above.

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

The program will be absorbed by current faculty (see previous question). Some of the current faculty members teach lower-level courses. In cases when such graduate faculty members are assigned to teach a graduate course in Informatics, instructors shall be assigned to replace those graduate faculty members reassigned to graduate classes, such that the instructors will teach lower-level courses.

Considering the above, the proposed Ph.D. program requires 3 to 4 new faculty lines over the next four years to support the anticipated rigor and quality of research and pedagogy.

- c. Attach your SACSCOC Faculty Roster for the proposed program.**

#### **Primary Faculty with appropriate Graduate Faculty Membership**

- Christoph Borst, Ph.D., Professor, School of Computing and Informatics
- Beenish Chaudhry, Ph.D., Assistant Professor, School of Computing and Informatics
- Li Chen, Ph.D., Assistant Professor, School of Computing and Informatics
- Sheng Chen, Ph.D., Associate Professor, School of Computing and Informatics
- Henry Chu, Ph.D., Professor, School of Computing and Informatics
- Shuvalaxmi Dass, Ph.D., Assistant Professor, School of Computing and Informatics
- Xiali Hei, Ph.D., Associate Professor, School of Computing and Informatics
- Sonya Hsu, Ph.D., Associate Professor, School of Computing and Informatics
- Aminul Islam, Ph.D., Associate Professor, School of Computing and Informatics
- Arun Kulshreshth, Ph.D., Associate Professor, School of Computing and Informatics
- Ashok Kumar, Ph.D., Associate Professor, School of Computing and Informatics
- Arun Lakhotia, Ph.D., Professor, School of Computing and Informatics
- Tony Maida, Ph.D., Associate Professor, School of Computing and Informatics
- Martin Margala, Ph.D., Professor and Director, School of Computing and Informatics
- M. Hassan Najafi, Ph.D., Assistant Professor, School of Computing and Informatics
- Michael Totaro, Ph.D., Associate Professor, School of Computing and Informatics
- Mehmet Tozal, Ph.D., Associate Professor, School of Computing and Informatics

#### **Supporting Faculty with appropriate Graduate Faculty Membership**

- Magdy Bayoumi, Ph.D., Professor, Center for Advanced Computer Studies
- Subrata Dasgupta, Ph.D., Professor Emeritus, Center for Advanced Computer Studies

- Vijay V. Raghavan, Ph.D., Professor Emeritus, Center for Advanced Computer Studies

Additionally, three new faculty will be hired in the near future in research area that support applied computing and information sciences.

#### Faculty Teaching Assignments

Numbering of the INFX courses is structured such that the first digit of the course number represents the level of the course, and the second digit of the course number represents a knowledge area within Informatics, as follows:

Course Number Code (second digit)	Knowledge Area	At least one of the following faculty members <u>may</u> teach courses in this knowledge area
"0"	Of general interest to all areas	All faculty
"1"	Human computer interaction	Borst, Hsu, Maida
"2"	Information assurance and security	Lakhotia, Tozal
"3"	Information management	Chu, Totaro, Raghavan
"4"	Information technology infrastructure	Chu, Kumar, Totaro, Tzeng
"5"	System administration and maintenance	Kumar, Totaro, Tozal
"6"	Entertainment, multimedia	Borst, Chu, Kumar
"7"	Web systems and technologies	Raghavan, Totaro, Tozal
"8"	Systems integration and architecture	Hsu, Totaro, Tzeng, Zhao
"9"	Special courses	All faculty

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

With new graduate student enrollments into the Ph.D. program, the graduate coordinator will require support staff to assist in day-to-day and other related activities necessary to the efficient operations of the new Ph.D. program. The graduate coordinator shall serve as academic advisor to all graduate students in the Ph.D. program.

#### F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
-------	-----------	----------------------------	--------------------------------	----------------------

Dry Labs (STEM related)		X		
Wet Labs (STEM related)				
Dedicated Offices		X		
Fine Arts Spaces				
Classrooms		X		
Meeting Rooms		X		
Student Study Space		X		
Shared Space with other campus units		X		
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
<b>New Construction</b>					
N/A					
<b>Renovations and Infrastructure*</b>					
N/A					
<b>Purchases: Land, Buildings etc.</b>					
N/A					
<b>Lease space</b>					
N/A					
<b>TOTAL Cost</b>		<b>\$0</b>	<b>\$0</b>		

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

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

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

No new construction or renovation of existing campus infrastructures are required.

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.

With adequate facilities, we do not anticipate negative impact to existing programs in our School of Computing and Informatics.

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

N/A

#### F4. Technology and Equipment

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

The School of Computing and Informatics will leverage the current equipment and technology infrastructure, which already supports two other Ph.D. programs (i.e., Computer Science and Computer Engineering).

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
N/A			
<b>Total Technology and Equipment Costs</b>	<b>0</b>	<b>0</b>	

#### G. RISKS AND ASSUMPTIONS

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

Risk	Impact	Probability	Risk Mitigation Strategy
Inability to receive approval for 3 to 4 new faculty lines, as needed	HIGH	MEDIUM	Provide university administration with clear evidence and justification for three new faculty lines.
Assuming 3 to 4 new faculty lines are approved, risk involved with attracting high-quality faculty for these lines.	HIGH	MEDIUM	Leverage UL Lafayette's designation as an R1 institution.

Risk associated with retaining faculty	HIGH	MEDIUM	Faculty salaries, benefits, research and travel support are among the factors necessary to retain high-quality faculty. (This includes existing and new faculty.)
Risk associated with direct and indirect support by existing and new human resources	HIGH	HIGH	Provide university administration with clear evidence and justification for such direct and indirect human resource support.

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

Institution: University of Louisiana at Lafayette

Date: 01/17/2024

Degree Program, Unit: Ph.D. in Applied Computing and Information Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$110,000	1	\$224,400	2	\$343,376	3	\$476,148	4
Graduate Assistants	\$172,080	6	\$361,368	12	\$568,260	18	\$683,970	21
Support Personnel	\$45,000	1	\$46,800	1	\$48,672	1	\$50,618	1
Fellowships and Scholarships								
SUB-TOTAL	\$327,080	8	\$632,568	15	\$960,308	22	\$1,210,736	26
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment	\$3,000		\$		\$		\$3,000	
Travel	\$5,000		\$5,000		\$5000		\$10,000	
Supplies								
Library								
Other (specify)	\$60,000		\$60,000		\$60,000		\$60,000	
SUB-TOTAL	\$68,000		\$65,000		\$65,000		\$73,000	
TOTAL EXPENSES	\$395,080		\$697,568		\$1,025,308		\$1,283,736	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts	\$1,000,000		\$1,500,000		\$2,000,000		\$2,500,000	
*State Grants/Contracts	\$700,000		\$700,000		\$700,000		\$700,000	
*Private Grants/Contracts	\$200,000		\$200,000		\$200,000		\$200,000	
Expected Enrollment	12		25		40		54	
Tuition	\$170,551		\$355,300		\$568,480		\$767,448	
Fees	(incl. in tuition)		(incl. in tuition)		(incl. in tuition)		(incl. in tuition)	
*Other (specify)								
TOTAL REVENUES	\$2,070,551		\$2,755,300		\$3,468,480		\$4,167,448	

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

## Ph.D. Applied Computing and Informatics

### Curriculum Map

A total of 66 credit hours will be required beyond the B.S. degree. Students with an M.S. degree may transfer graduate credit applied toward the fulfillment of the coursework requirements toward the doctoral degree, but the majority of credits toward the Ph.D. degree must be earned at UL Lafayette. The breakdown of course requirements is as follows:

1. At least 18 credit hours of required core coursework;
2. At least 21 credit hours of additional coursework, details of which are as follows:

These courses will consist of relevant graduate-level courses in Informatics, Computer Science, and Computer Engineering. Students, in consultation with their dissertation committee, will develop a plan of study and will select courses to enroll in based on their specific career goals and interests. As mentioned above, students who are admitted to the program with an M.S. degree in a closely related field will be eligible to transfer graduate credit that can be applied toward the fulfillment of the coursework requirements toward the doctoral degree, but the majority of credits toward the Ph.D. degree must be earned at UL Lafayette. The remaining hours can be taken in any of the disciplines indicated above.

3. At least 6 credit hours Graduate Seminar, which is structured as follows:

These hours will be accumulated from 6 semesters of taking a 1-credit hour graduate seminar course offered each semester. Seminars will include invited presentations from internal and external speakers with relevant content expertise or professional experience. Several speakers will address Ethics in Science and Computing. Otherwise, external speakers will include a mix (approximately 50/50) of academic researchers and industry professionals so that students can gain insight into fundamental research and applied research topics. Students will be required to deliver at least one presentation at the graduate seminar each year, as they progress through the doctoral program.

4. At least 24 credit hours of INFX 699 Dissertation research and dissertation

Graduate courses in Informatics shall be organized as follows:

#### **REQUIRED CORE COURSES**

INFX 501 Foundations of Informatics  
INFX 502 Systematic Methods in Informatics  
INFX 510 Human-Computer Interaction (HCI) in Informatics  
INFX 540 Informatics Network Infrastructures and Management  
INFX 580 Systems Development  
INFX 590 IT Governance, Risk Management, and Compliance (GRC)  
INFX 591 Informatics Capstone  
INFX 593 Master's Internship  
INFX 597 Directed Individual Study  
INFX 598 Special Topics in Informatics

## **INFX ADDITIONAL COURSEWORK AND ELECTIVES**

INFX 512 - Data Analysis and Visualization  
INFX 520 - IT and Network Security  
INFX 531 - Distributed Database Management  
INFX 532 - Data Mining and Business Intelligence  
INFX 533 - Cloud Computing and Big Data Applications  
INFX 570 - Web Application Development  
INFX 575 - Mobile/Pervasive Application Design and Development  
INFX 581 - Process Analysis, Modeling and Design  
INFX 609 - Advanced Topics in Informatics  
INFX 619 - Advanced Topics in Human Computer Interaction  
INFX 629 - Advanced Topics in Cybersecurity  
INFX 639 - Advanced Topics in Data Science  
INFX 649 - Advanced Topics in Information Technology Infrastructure  
INFX 659 - Advanced Topics in Systems and Network Administration  
INFX 669 - Advanced Topics in Health Informatics  
INFX 679 - Advanced Topics in Web Systems and Technologies  
INFX 689 - Advanced Topics in Systems Integration and Architecture

## **GRADUATE SEMINAR**

INFX 592 - Graduate Seminar

## **ELECTIVES OUTSIDE OF INFX**

A maximum of six hours may, with the approval of the student's committee chair and the Graduate Coordinator, be taken in a discipline other than Informatics.

## **REQUIRED CORE COURSE DESCRIPTIONS**

**INFX 501** Foundations of Informatics (3 credit hours). This course serves as an intensive introduction to the most central technical tools of Informatics: most importantly, probability and statistics, computation and data analysis (using R). It also examines ethical, legal, and social issues surrounding contemporary research and practice in science informatics. Topics include the nature of science and technology, the ramifications of recent advances in science Informatics, relevant science policy, ethics, and surveys of diverse theories of globalization to identify the best approaches for professional informatics career planning.

**INFX 502** Systematic Methods in Informatics (3 credit hours). This course surveys a broad range of research methods employed in Informatics. The course explores the theoretical foundation and exemplifies the application of systematic methods to specific research questions. The course introduces qualitative and quantitative research methods in sampling, data collection, data analysis and the mathematical prerequisites for understanding probability and statistics.

**INFX 510** Human-Computer Interaction (HCI) in Informatics (3 credit hours). This course explores, analyzes, and appraises underlying assumptions and the rationale behind some of the most influential theoretical attempts in HCI and related fields. This course offers a survey of the field of Human-

Computer Interaction Design. It introduces interaction design, cognitive modeling, distributed cognition, computer-supported cooperative work, data visualization, ubiquitous computing, affective computing, and domestic computing.

**INFX 540** Informatics Network Infrastructures and Management (3 credit hours). This course presents the foundations of data communications – with particular emphasis on the ISO-OSI Reference Model and TCP/IP – and takes a bottom-up approach to computer networks. The course concludes with an overview of core network security and management concepts.

**INFX 580** Systems Development (3 credit hours). This course provides students with the tools and skills needed to define, understand, and implement successful enterprise architectures that provide real value to organizations. Agile (e.g., Scrum) and object-oriented methods of information systems analysis and design for organizations with data-processing needs are discussed. The course aims to develop proficiency in all basic project management tools and software techniques, including software architecture, project communications, risk analysis, cost estimation and budgeting, and quality control, as well as proficiency in preparing and implementing a comprehensive project plan and a software development life cycle. This course will enhance students' competence sufficiently to oversee the architecture, design, and implementation of software systems.

**INFX 590** IT Governance, Risk Management, and Compliance (GRC) (3 credit hours). This course looks at systems and protocols and prepares students to design threat models and to use a large number of current security technologies and concepts to block specific vulnerabilities. The course begins with an introduction to relevant definitions (i.e. security, privacy, trust, etc.), then moves to a series of timely case studies of security technologies. This course covers the integration of risk management into governance and compliance, but it is not limited to security design/implementations that allocate risk, determine authority, reify or alter relationships, and determine trust extended to organizational participants.

**INFX 593** Master's Internship (3 credit hours).

**INFX 597** Directed Individual Study (3 credit hours).

**INFX 598** Special Topics in Informatics (3 credit hours).

#### **ADDITIONAL INFX COURSEWORK / INFX ELECTIVES DESCRIPTIONS**

**INFX 512** Data Analysis and Visualization (3 credit hours). This course focuses on analytical reasoning facilitated by interactive visual interfaces. It serves as an introduction to the science and technology of visual analytics. The course content will include both theoretical foundations of this interdisciplinary science as well as practical applications of integrated visual analysis techniques to real-world problems.

**INFX 520** IT and Network Security (3 credit hours). This course is an extensive survey of system and network security. It discusses methodologies for identifying, quantifying, mitigating, and controlling risks. Students implement comprehensive IT risk management plans (RMP) that identify alternate sites for processing mission-critical applications, and techniques to recover infrastructure, systems, networks, data, and user access. The course provides the foundation for more advanced security courses and hands-on experiences through course projects.

**INFX 531** Distributed Database Management (3 credit hours). This course covers advanced aspects of database management systems, including advanced normalization and de-normalization, query optimization, object-oriented and object-relational databases, data warehousing, data mining, distributed databases, XML, XSL, and databases for web applications.

**INFX 532** Data Mining and Business Intelligence (3 credit hours). The course provides an introduction to concepts behind data mining, text mining, and web mining. Algorithms will be tested on data sets using the Weka Data mining software and Microsoft SQL Server 2014 (Business Intelligence Development Studio).

**INFX 533** Cloud Computing and Big Data Applications (3 credit hours). This course provides an introduction to applied parallel computing using the MapReduce programming model facilitating large scale data management and processing. Emphasis on hands-on experience working with the Hadoop architecture, an open-source software framework written in Java for distributed storage and processing of very large data sets on computer clusters. Also. The course includes the use of related big data technologies from the Hadoop tool environment, such as Hive, Impala, and Pig in developing analytics and solving problems faced by enterprises today.

**INFX 570** Web Application Development (3 credit hours). This course focuses on building core competencies in web design and development. It begins with a complete immersion into HTML — essentially XHTML and Dynamic HTML (DHTML). Students are exposed to Cascading Style Sheets (CSS), as well as Dynamic CSS. The fundamentals of JavaScript language, including object-oriented JavaScript, are covered comprehensively. AJAX with XML and JSON are covered, as they are the primary means to transfer data from client and server. Topics also include comparison of e-commerce procedures, payment mechanisms, applications in different industry sectors, security, and the challenges of starting and maintaining an electronic business site.

**INFX 575** Mobile/Pervasive Application Design and Development (3 credit hours). The aim of this course is to provide students with the ability to design and implement novel interactions with mobile and pervasive technologies. The course will engage in discussions of interaction paradigms and explore different technologies related thereto. Students will design, build, implement, and refine mobile and pervasive computing applications for their domain of interest.

**INFX 581** Process Analysis, Modeling and Design (3 credit hours). This course aims to identify, execute, measure, monitor, and control both automated and non-automated business processes to achieve consistent, targeted results aligned with an organization's strategic goals. The course focuses on use of information technology to manage, transform, and improve business processes. It examines the modeling of processes, relationships, and costs, as well as the re-engineering of processes to reduce waste, add value, shorten cycle times, decrease variability, and improve productivity. This course provides a detailed understanding of project management and presents concepts that promote efficient communication and coordination among various groups. Students will learn to construct a project plan and manage project costs, risk, and communication within the context of Project Portfolios.

**INFX 591** Informatics Capstone (3 credit hours). Project-based capstone course on the relevant issues of effectively managing information services. Highlights areas of greatest current and potential application

of IT to business needs, and reviews electronic business, enterprise business systems, and decision support systems.

**INFX 592** Graduate Seminar (1 credit hour). Presentation of current research topics and results.

**INFX 609** Advanced Topics in Informatics (3 credit hours). Course content varies.

**INFX 619** Advanced Topics in Human Computer Interaction (3 credit hours). Course content varies.

**INFX 629** Advanced Topics in Cybersecurity (3 credit hours). Course content varies.

**INFX 639** Advanced Topics in Data Science (3 credit hours). Course content varies.

**INFX 649** Advanced Topics in Information Technology Infrastructure (3 credit hours). Course content varies.

**INFX 659** Advanced Topics in Systems and Network Administration (3 credit hours). Course content varies.

**INFX 669** Advanced Topics in Health Informatics (3 credit hours). Course content varies.

**INFX 679** Advanced Topics in Web Systems and Technologies (3 credit hours). Course content varies.

**INFX 689** Advanced Topics in Systems Integration and Architecture (3 credit hours). Course content varies.

## 5. General Comprehensive Examination

Each student will be required to complete a general comprehensive examination.

## 6. Final Examination

The oral defense of the dissertation constitutes the final examination for the degree. A rigorous examination of the dissertation and discussions covering topics in related areas are to take place during the dissertation defense. The written dissertation must be reviewed by the doctoral committee prior to the defense. The dissertation is expected to represent the student's original work and be of a quality acceptable for publication in peer-reviewed journals in the field of study. Upon completing all required revisions of the doctoral committee members, the student must prepare the final version of the dissertation per the requirements of the Graduate School.

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

Name of Institution: University of Louisiana at Lafayette

Proposed Program: Ph.D. Applied Computing and Information Sciences

Name of Primary Department, Academic Program, or Discipline: College of Sciences; School of Computing and Informatics; Discipline: Informatics

Academic Term(s) Included: Fall 2023 and Spring 2024 Date Form Completed: Spring 2024 to support Ph.D. Applied Computing and Information Sciences

NAME (F,P)	COURSES TAUGHT (Term, Course Number & Title, Credit Hours, Status)	Academic Degrees	Other Qualifications
<b>Department: School of Computing and Informatics (CMIX)</b>			
Christoph Borst Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CMPS 415 Computer Graphics (3 cr) UT, G</li> <li>CSCE 515 Principles of Computer Graphics (3 cr) G</li> <li>CSCE 599 Thesis Research and Thesis (3-9 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CMPS 499 Special Topics in Computer Science (3 cr) UT</li> <li>CSCE 598 Virtual Reality Techniques (3 cr) G</li> <li>CSCE 615 Virtual Reality (3 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 669 Adv Topics in Cmp Info Systems (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul>	Doctor of Philosophy, Computer Science Texas A & M UNIV. - COL. Stat	
Beenish Chaudhry Assistant Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> <li>INFX 210 Human-Computer Interaction (3 cr) UT</li> <li>INFX 380 Systems Integration and Architecture (3 cr) UT</li> </ul>	Doctor of Philosophy, Computer Science Indiana University Bloomington Master of Arts, Mathematics Indiana University Bloomington Bachelor of Arts, Computer Science	

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	<ul style="list-style-type: none"> <li>• INFX 595 Master's Projects (3 cr) G</li> <li>• INFX 597 Directed Individual Research (3 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> <li>• INFX 510 Human-Computer Interaction (HCI) in Informatics (3 cr) G</li> </ul>	Smith College	
Li Chen Assistant Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>• CMPS 432 Parallel and Distributed Computing (3 cr) UT, G</li> <li>• CSCE 513 Principles of Computer Communications and Networks (3 cr) G</li> <li>• CSCE 533 Distributed Computing Systems (3 cr) G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>• CMPS 432 Parallel and Distributed Computing (3 cr) UT, G</li> <li>• CSCE 533 Distributed Computing Systems (3 cr) G</li> <li>• CSCE 555 Principles of Operating Systems Theory (3 cr) G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>	Doctor of Philosophy, Elect,Electronics,&Cmcn Engr University Of Toronto Master of Science, Elect,Electronics,&Cmcn Engr University Of Toronto Bachelor of Science, Computer Science Huazhong UNIV. of Sci. & Tech.	
Sheng Chen	<b>Fall</b> <ul style="list-style-type: none"> <li>• CSCE 550 Principles of Program Language (3 cr) G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 599 Thesis Research and Thesis (3-9 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> </ul>	Doctor of Philosophy, Computer Science Oregon State University	ULearn Certification

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	<ul style="list-style-type: none"> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CMPS 450 Programming Languages (3 cr) UT, G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul>		
Henry Chu Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CMPS 490 Senior Project (3 cr) UT</li> <li>CSCE 508 Image Processing (3 cr) G</li> <li>CSCE 609 Advanced Topics in Machine Vision (3 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> <li>INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CSCE 509 Pattern Recognition (3 cr) G</li> <li>CSCE 609 Advanced Topics in Machine Vision (3 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> <li>INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul>	Doctor of Philosophy, Electrical Engineering Purdue UNIV. - W Lafayette Master of Science, Computer Engineering UNIV. of Michigan - Ann Arbor Bachelor of Science, Computer Engineering UNIV. of Michigan - Ann Arbor	Executive Director, Informatics Research Institute
Shuvalaxmi Dass Assistant Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CSCE 590 Special Project (1-6 cr) G</li> <li>INFX 455 Cyber Physical System Security (3 cr) UT</li> <li>INFX 629 Advanced Topics in Cybersecurity: Cyber Physical System Security (3 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>INFX 301 Computational Thinking (3 cr) UT</li> </ul>	Doctor of Philosophy Texas Tech University	
Xiali Hei Associate Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CSCE 590 Special Project (1-6 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b>	Doctor of Philosophy, Computer Science Temple UNIV. - Philadelphia Master of Science, Computer Science Tsinghua/Qinghua University Bachelor of Science, Information Technology Xi'an Jiaotong University	

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	<ul style="list-style-type: none"> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>		
Sonya Hsu Associate Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> <li>• INFX 391 Internship I (3 cr) UT</li> <li>• INFX 481 Business Process Analysis and Design (3 cr) UT</li> <li>• INFX 490 Information Technology Project Management (3 cr) UT</li> <li>• INFX 491 Internship II (3 cr) UT</li> <li>• INFX 581 Process Analysis, Modeling and Design (3 cr) G</li> <li>• INFX 593 Master's Internship (3 cr) G</li> <li>• INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> <li>• INFX 391 Internship I (3 cr) UT</li> <li>• INFX 490 Information Technology Project Management (3 cr) UT</li> <li>• INFX 491 Internship II (3 cr) UT</li> <li>• INFX 580 Systems Development (3 cr) G</li> <li>• INFX 593 Master's Internship (3 cr) G</li> </ul>	Doctor of Philosophy, Business Administration Southern Illinois Univ-Carbondale	ULearn Certification
Aminul Islam Associate Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CMPS 340 Algorithm Design &amp; Analysis (3 cr) UT</li> <li>• CMPS 390 Junior Project (3 cr) UT</li> <li>• CMPS 460 Database Management Systems (3 cr) UT, G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul> <p><b>Spring</b></p>	Doctor of Philosophy, Computer Science Ottawa University Master of Science, Computer Science Ottawa University	ULearn Certification

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	<ul style="list-style-type: none"> <li>• CMPS 340 Algorithm Design &amp; Analysis (3 cr) UT</li> <li>• CMPS 460 Database Management Systems (3 cr) UT, G</li> <li>• CMPS 490 Senior Project (3 cr) UT</li> <li>• CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>		
Arun Kulshreshth Associate Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CMPS 261 Advanced Data Structures &amp; Software Engineering (3 cr) UT</li> <li>• CMPS 327 Intro to Video Game Design &amp; Development (3 cr) UT</li> <li>• CMPS 490 Senior Project (3 cr) UT</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• CMPS 261 Advanced Data Structures &amp; Software Engineering (3 cr) UT</li> <li>• CMPS 427 Video Game Design &amp; Development (3 cr) UT, G</li> <li>• CSCE 538 Entertainment Computing (3 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>	<p>Doctor of Philosophy, Computer Science University of Central Florida</p> <p>Master of Science, Computer Science University of Central Florida</p>	<p>ULearn Certification Co-op engineer</p>
Ashok Kumar Associate Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CMPS 455 Operating Systems (3 cr) UT, G</li> <li>• CMPS 497 Special Projects I (3 cr) UT</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• CMPS 455 Operating Systems (3 cr) UT, G</li> <li>• CMPS 490 Senior Project (3 cr) UT</li> <li>• CMPS 497 Special Projects I (3 cr) UT</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>	<p>Doctor of Philosophy, Computer Engineering Univ of Louisiana at Lafayette</p>	<p>Associate Dean, Ray P Authement College of Sciences</p> <p>Chair, Committee on Assessment and Instructional Improvement</p>

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Arun Lakhotia Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CMPS 453 Introduction to Software Methodology (3 cr) UT, G</li> <li>CSCE 553 Principles of Software Methodology (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CMPS 453 Introduction to Software Methodology (3 cr) UT, G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul>	Doctor of Philosophy, Computer Science Case Western Reserve UNIV.	ULearn Certification  Chair, Public Relations Committee
Tony Maida Associate Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CSCE 588 Neural Networks (3 cr) G</li> <li>CSCE 590 Special Project (1-6 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CSCE 588 Neural Networks (3 cr) G</li> <li>CSCE 590 Special Project (1-6 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul>	Doctor of Philosophy, Psychology SUNY - Buffalo Master of Science SUNY - Buffalo	ULearn Certification
Martin Margala Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>CMPS 359 Undergraduate Seminar (3 cr) UT</li> <li>CMPS 422 Machine Learning (3 cr) UT</li> <li>CMPS 499: Special Topics in Computer Science: Machine Learning (3 cr) UT</li> <li>CSCE 584 Fault Diagnosis of Digital Systems (3 cr) G</li> <li>CSCE 590 Special Project (1-6 cr) G</li> <li>CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>CSCE 669 Advanced Topics in Computer Info Systems (3 cr) G</li> <li>CSCE 699 Dissertation (3-24 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>CMPS 359 Undergraduate Seminar (3 cr) UT</li> <li>CSCE 573 Analog VLSI Design (3 cr) G</li> <li>CSCE 582 Computer Arithmetic (3 cr) G</li> </ul>	Doctor of Philosophy, Electrical Engineering University Of Alberta	Director of School of Computing and Informatics

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	<ul style="list-style-type: none"> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>• CSCE 669 Advanced Topics in Computer Info Systems (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>		
M. Hassan Najafi Assistant Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CMPS 490 Senior Project (3 cr) UT</li> <li>• CSCE 585 VLSI Design (3 cr) G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 595 Graduate Seminar (1 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 659 Advanced Topics in Computer Software Systems (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• CSCE 583 Computer Design and Implementation (3 cr) G</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 595 Graduate Seminar (1 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> </ul>	<p>Doctor of Philosophy, Electrical Engineering UNIV. of Minnesota - Crookston Master of Science, Computer Engineering University of Isfahan Bachelor of Science, Computer Engineering Tehran University</p>	
Michael Totaro Associate Professor (F)	<p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>• INFX 443 Distributed Information Systems (3 cr) UT</li> <li>• INFX 501 Foundations of Informatics (3 cr) G</li> <li>• INFX 540 Informatics Network Infrastructure (3 cr) G</li> <li>• INFX 591 Informatics Capstone (3 cr) G</li> <li>• INFX 595 Master's Projects (3 cr) G</li> <li>• INFX 597 Directed Individual Study (1-3 cr) G</li> <li>• INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul>	<p>Doctor of Philosophy, Computer Science Univ of Louisiana at Lafayette Master of Science Univ of Louisiana at Lafayette Master of Business Admin. Univ of Louisiana at Lafayette</p>	<p>ULearn Certification</p> <p>Associate Director for Operations</p> <p>Coordinator for Informatics Program</p>

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	<b>Spring</b> <ul style="list-style-type: none"> <li>• CSCE 490 Senior Project (3 cr) UT</li> <li>• CSCE 590 Special Project (1-6 cr) G</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 629 Advanced topics in Artificial Intelligence (3 cr) G</li> <li>• INFX 435 BI and Advanced Databases (3 cr) UT</li> <li>• INFX 497 Special Project (3 cr) UT</li> <li>• INFX 501 Foundations of Informatics (3 cr) G</li> <li>• INFX 531 Distributed DB Management (3 cr) G</li> <li>• INFX 540 Informatics Network Infrastructure (3 cr) G</li> <li>• INFX 595 Master's Projects (3 cr) G</li> <li>• INFX 597 Directed Individual Study (1-3 cr) G</li> <li>• INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul>		
Mehmet Tozal Associate Professor (F)	<b>Fall</b> <ul style="list-style-type: none"> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> <li>• INFX 320 Information Assurance/Security (3 cr) UT</li> <li>• INFX 502 Systematic Methods in Informatics (3 cr) G</li> <li>• INFX 595 Master's Projects (3 cr) G</li> <li>• INFX 599 Thesis Research and Thesis (3-9 cr) G</li> </ul> <b>Spring</b> <ul style="list-style-type: none"> <li>• CSCE 599 Thesis Research and Thesis (3-9 cr) UT</li> <li>• CSCE 619 Advanced Topics in Computer Science (3 cr) G</li> <li>• CSCE 699 Dissertation (3-24 cr) G</li> <li>• INFX 412 Visual Analytics (3 cr) UT</li> <li>• INFX 512 Data Analysis &amp; Visualization (3 cr) G</li> </ul>	Doctor of Philosophy, Computer Science University of Texas - Dallas	Chair, Space Advisory Committee
Proposed New Hire (F)		Terminal Degree	
Proposed New Hire (F)		Terminal Degree	
Proposed New Hire (F)		Terminal Degree	

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