



*Changing Lives,
Creating Futures*

Monty Sullivan
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Stephen C. Smith
Mark D. Spears, Jr.
Craig Spohn

Student Members:
Samantha Rushlow
Shanco Williams

Louisiana
Community
& Technical
College System

265 South Foster Drive
Baton Rouge, LA 70806

Phone: 225-922-2800
Fax: 225-922-1185

www.lctcs.edu

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

APPROVED

TO: Dr. Monty Sullivan
LCTCS President

FROM: Dr. René Cintrón
Chief Education and Training Officer

slk 6/10/20
LCTCS BOARD OF SUPERVISORS

SUBJECT: Staff Requests at Baton Rouge Community College

DATE: 5/25/2020

STAFF ACTION:

Recommendation: Staff recommends adoption of the following program in accordance with LCTCS Policy #1.024:

Program Adoption

1. Technical Diploma (TD), Process Technology, (CIP 15.0699) – **5 STARS**
 - a. Certificate of Technical Studies (CTS), Process Technology Support Technician, (CIP 15.0699) – **5 STARS**

Background: Baton Rouge Community College (BRCC) is seeking approval to adopt the Process Technology Technical Diploma (TD) and Certificate of Technical Studies (CTS) from River Parishes Community College (RPCC). Recent revisions to LCTCS Policy #1.024 updated the process that colleges use to create, modify, or adopt curriculum making it more efficient and streamlined. Staff is requesting that this program be adopted by BRCC.

Fiscal Impact: The administrative structure will not change. There are no anticipated expenditures associated with these modifications.

History of Prior Actions: There is a history of revising and creating new programs to meet student and workforce needs.

Benefits to the System: These requests will allow BRCC to better meet student and workforce needs.

Approved for Program Adoption
Dr. Monty Sullivan

Date



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APPROVED

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. René Cintrón
Chief Education and Training Officer

FROM: Dr. Adrienne Fontenot
Director of Adult Learning and Educational Programs

DATE: May 25, 2020

SUBJECT: Program Requests at Baton Rouge Community College

FOR BOARD ACTION:

Recommendation: Staff recommends the Board approve the following program requests listed below.

Program Additions

1. Career and Technical Certificate (CTC), Web Developer (CIP 11.1004) with IBCs in Site Development Associate from CIW, Advanced HTML5 & CSS3 Specialist from CIW, Microsoft Technology Associate Web from Certiport, Adobe Certified Associate in Visual Communication Using Adobe Photoshop from Adobe, and Adobe Certified Associate in Graphic Design and Illustration using Adobe Illustrator from Adobe – **5 STARS**
2. Career and Technical (CTC), Digital Cinema Production (CIP 50.0602) with an IBC in Adobe Certified Associate – Video Communication Using Adobe Premiere Pro, and Adobe Certified Associate – Visual Effects and Motion Graphics Using Adobe After Effects from Adobe – **5 STARS**
3. Career and Technical Certificate (CTC), Music Studio Production (CIP 10.0203) with an IBC in Avid Certified User for ProTools from Avid – **3 STARS**
4. Career and Technical Certificate (CTC), HVAC and Refrigeration Helper I (CIP 47.0201) with an IBC in Electrical from the HVAC Excellence – **3 STARS**
5. Career and Technical Certificate (CTC), Welding Fundamentals (CIP 48.0508) with and IBC in CORE from NCCER – **3 STARS**

Program Modifications

6. Technical Diploma (TD), Welding (CIP 48.0508) – **4 STARS**
 - a. Certificate of Technical Studies (CTS), Structural Welder (CIP 48.0508) – **3 STARS**

7. Technical Diploma (TD), Residential A/C and Refrigeration name change to HVAC/R Technician (CIP 47.0201) – **4 STARS**
 - a. Certificate of Technical Studies (CTS), Domestic A/C and Refrigeration name change to HVAC & Refrigeration Helper II (CIP 47.0201) – **3 STARS**

Program Terminations

8. Certificate of Technical Studies (CTS), Production Line Welder (CIP 48.0508) – **3 STARS**
9. Certificate of Technical Studies (CTS), FCAW Plate Welder (CIP 48.0508) – **3 STARS**
10. Certificate of Technical Studies (CTS), GMAW Plate Welder (CIP 48.0508) – **3 STARS**
11. Certificate of Technical Studies (CTS), GTAW Pipe Welder (CIP 48.0508) – **3 STARS**
12. Certificate of Technical Studies (CTS), SMAW Pipe Welder (CIP 48.0508) – **3 STARS**
13. Certificate of Technical Studies (CTS), Refrigeration Technician (CIP 47.0201) – **3 STARS**

Background: Baton Rouge Community College (BRCC) is seeking approval to add certificates to align with the AAS in Entertainment technologies. These awards are intended to provide students with evidence of achievement and Industry Based Certifications (IBCs) that will enhance employment prospects.

Baton Rouge Community College (BRCC) is seeking approval to add a certificate to the HVAC program that will provide students with the skills and IBCS needed to assist HVAC and Refrigeration Technicians.

Baton Rouge Community College (BRCC) is seeking approval to modify the welding program. The addition of a certificate in welding will provide students with fundamental skills related to welding safety and cutting processes. A modification to the Welding CTS includes the reorganization of content into new courses and a credit shift from 15 to 24 hours. The Welding TD is undergoing modifications in terms of content and a reduction in the number of courses. Due to these programmatic modifications, a few certificates are being terminated to allow for this restructuring.

Baton Rouge Community College (BRCC) is seeking approval to modify the HVAC program by updating content and proposing title changes. The Residential A/C and Refrigeration TD includes course modifications and a title change to HVAC/R Technician. The Domestic A/C and Refrigeration CTS is going to be renamed the HVAC & Refrigeration Helper II. Credit hours will be reduced from 26 to 24.

Fiscal Impact: The administrative structure will not change. There are no anticipated expenditures associated with these modifications unless otherwise noted.

History of Prior Actions: There is a history of revising and creating new programs to meet student and workforce needs.

Benefits to the System: These requests will allow BRCC to better meet student and workforce needs.

Approved
Dr. Monty Sullivan

Date



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APPROVED

Slk 6/10/20
LCTCS BOARD OF SUPERVISORS

TO: Dr. Monty Sullivan
LCTCS President

FROM: Dr. René Cintrón *RC*
Chief Education and Training Officer

SUBJECT: Staff Requests at Baton Rouge Community College

DATE: 5/25/2020

STAFF ACTION:

Recommendation: Staff recommends approval of the following program.

Background: Baton Rouge Community College (BRCC) is partnering with the East Baton Rouge Parish School System on an Early College Academy (ECA). The ECA will enable eligible East Baton Rouge school district high school students the opportunity to complete the requirements for both their high school diploma and a college degree/award in an industry growth field from BRCC during their high school years. The program also serves to encourage collaboration between educators at the high school and college levels and to foster the ongoing commitment of the School District and BRCC to promote student success.

The program will work with feeder high schools, the EBR Career and Technical Education Center (EBR CTEC), and BRCC to offer Associate of Applied Science Degrees, Technical Certificates, and Technical Diplomas to high school students that are linked to high wage, high demand careers in the Capital region. Hallmarks of the program include opportunities to earn industry-based credentials and participate in one-on-one mentoring, workplace visits, paid internships, and job fairs. ECA graduates will be fully prepared to begin entry-level careers in the 21st century workplace and/or continue their college education.

The EBPSS Board approved the ECA in March 2020. The focus of the ECA career pathways for 2020-2021 will be in the following areas: Automotive Technology, Computing and Information Systems, and Computer Networking.

Fiscal Impact: N/A

History of Prior Actions: There is a history of revising and creating new programs to meet student and workforce needs.

Benefits to the System: These requests will allow BRCC to better meet student and workforce needs.

Approved
Dr. Monty Sullivan

Date



Baton Rouge Community College
201 Community College Dr.
Baton Rouge, LA 70806
(225) 216-8000
www.mybrcc.edu

21 February, 2020

Board of Supervisors
The Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Attention: René Cintrón, Ph.D., Chief Education and Training Officer
Adrienne Fontenot, Ed.D., Director of Adult Learning and Educational Programs

Subject: Letter of Adoption of Process Technology CTS and associated modification of the BRCC Process Technology Associate of Applied Science (AAS)

Dear Drs. Fontenot and Cintrón:

Baton Rouge Community College (BRCC) is requesting approval by the Board of Supervisors to adopt the following programs, developed by the Process Technology Working Group and approved for River Parishes Community College (in 2018):

1. Process Technology Support Technician, Certificate of Technical Studies (CTS) (CIP15.0699) – 5 Stars
2. Process Technology, Technical Diploma (TD) (CIP 15.0699) – 5 Stars

In addition, BRCC requests approval of the modification of the existing Process Technology AAS to include the CTS as an exit point.

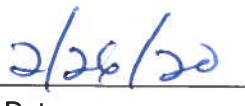
BRCC is a member of the LCTCS Process Technology Workgroup and participated in the statewide collaborative effort to standardize and optimize the core competencies taught and required for industrial processing occupations. The CTS and TD align with the curriculum recommended by the North American Process Technology Alliance (NAPTA), which sets the core curriculum standards and is supported by the Louisiana Chemical Association (LCA). The adoption of the CTS and TD align with statewide and institutional strategic plans aimed at reducing student costs and time-to-award completion by providing students with awards that represent the attainment of skills needed for entry-level employment. The proposed adoptions have been reviewed and approved by advisory boards and institutional committees.

SIGNATURES:


College Chief Academic Officer


Date


College Chief Executive Officer


Date

LY:mmc

Air Conditioning and Refrigeration - 05/18/2020

TYPE OF PROPOSED CHANGE : Curriculum Modification
PROGRAM NAME : Air Conditioning and Refrigeration

AWARD LEVEL(S)	
For Board of Regents and LCTCS Review: Name:	For LCTCS Review: Technical Diploma (T.D.) Certificate of Technical Studies (C.T.S.) Career and Technical Certificate (C.T.C.) TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)						
Stars : 5 Stars						
Name: Current: Residential A/C and Refrigeration				Program Delivery Mode: Standard		
CIP: 47.0201	Credit Hours: 45.00		Contact Hours: 1695.00		Technical Diploma (T.D.)	
IBC: Gas Heat	Issuing Body: HVAC Excellence	Course Title: Heating Systems	Course Prefix: HACR	Course Number: 2118	Credits Awarded: 8.00	IBC Awarded upon Completion? : No-Test is Required
IBC: Electric Heat	Issuing Body: HVAC Excellence	Course Title: Heating Systems	Course Prefix: HACR	Course Number: 2118	Credits Awarded: 8.00	IBC Awarded upon Completion? : No-Test is Required
IBC: Heat Pumps	Issuing Body: HVAC Excellence	Course Title: Residential Heat Pumps	Course Prefix: HACR	Course Number: 2124	Credits Awarded: 4.00	IBC Awarded upon Completion? : No-Test is Required
IBC: All IBCs listed for CTC and CTS	Issuing Body: HVAC Excellence	Course Title: Multiple	Course Prefix: HACR	Course Number: 1113, 1123, 1133, 1143, 1229,	Credits Awarded: 33.00	IBC Awarded upon Completion? : No-Test is Required

Stars : 4 Stars						
Name: Current: Domestic A/C and Refrigeration				Program Delivery Mode: Standard		
CIP: 47.0201	Credit Hours: 26.00		Contact Hours: 840.00		Certificate of Technical Studies (C.T.S.)	
IBC: EPA Section 608 HVAC Excellence Certification - Type I	Issuing Body: HVAC Excellence	Course Title: Principles of Refrigeration	Course Prefix: HACR	Course Number: 1229	Credits Awarded: 9.00	IBC Awarded upon Completion?: No-Test is Required
IBC: EPA Section 608 HVAC Excellence Certification - Type II	Issuing Body: HVAC Excellence	Course Title: Principles of Refrigeration	Course Prefix: HACR	Course Number: 1229	Credits Awarded: 9.00	IBC Awarded upon Completion?: No-Test is Required
IBC: EPA Section 608 HVAC Excellence Certification - Type III	Issuing Body: HVAC Excellence	Course Title: Principles of Refrigeration	Course Prefix: HACR	Course Number: 1229	Credits Awarded: 9.00	IBC Awarded upon Completion?: No-Test is Required
IBC: EPA Section 608 HVAC Excellence Certification - Universal	Issuing Body: HVAC Excellence	Course Title: Principles of Refrigeration	Course Prefix: HACR	Course Number: 1229	Credits Awarded: 9.00	IBC Awarded upon Completion?: No-Test is Required
IBC: Air Conditioning	Issuing Body: HVAC Excellence	Course Title: Principles of Refrigeration	Course Prefix: HACR	Course Number: 1229	Credits Awarded: 9.00	IBC Awarded upon Completion?: No-Test is Required
Stars : 3 Stars						
Name: HVAC & Refrigeration Helper I				Program Delivery Mode: Standard		
CIP: 47.0201	Credit Hours: 12.00		Contact Hours: 420.00		Career and Technical Certificate (C.T.C)	
IBC: Electrical	Issuing Body: HVAC Excellence	Course Title: (1) Electrical Fundamentals; (2) Electrical Components; (3) Electrical Motors; (4) Applied Electricity	Course Prefix: All courses: HACR	Course Number: 1113, 1123, 1133, 1143	Credits Awarded: 12.00	IBC Awarded upon Completion?: No-Test is Required

PROPOSED CHANGE

a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

- 1) HVAC and Refrigeration Helper I CTC: add new award (12 credit hours + HVAC Excellence IBC). Program will serve as confidence booster for students early in the technical program and provide an exit point with marketable credentials for students unable to finish additional semesters.
- 2) Refrigeration Technician CTS: modify the courses required for completion, reduce credit hours from 26 to 24, clock hours from 840 to 750, and change title to "HVAC and Refrigeration Helper II."
- 3) Residential A/C and Refrigeration TD: modify the courses required for completion of the award (see Justification section and attached curriculum) and change title to HVAC/R Technician. Credit hours will remain at 45; clock hours will be reduced from 1695 to 1125.

**IMPLEMENTATION DATE
(Semester and Year)**

Fall 2020

HISTORY OF PRIOR ACTIONS

Provide an overview of changes to this program.

In 2017, the following modifications to the Air Conditioning and Refrigeration curriculum (CIP code 470201) were approved by the LCTCS Board of Supervisors

- a) deletion of the Helper I Technical Competency Area (TCA);
- b) modification of the Helper II CTS (increase credit hours from 24 to 26 and change title to Domestic Refrigeration Technician); and
- c) incorporation of the Air Conditioning and Refrigeration technical credentials (CIP code 47.0201) as a concentration in the Technical Studies A.A.S. (CIP cod 47.9999).

JUSTIFICATION FOR THE PROPOSED CHANGE

Include support such as four-year university agreements, industry demand, advisory board information, etc.

- 1) HVAC and Refrigeration Helper I CTC (new award): The proposed new CTC is intended to provide students with the skills and IBCs needed to assist HVAC and Refrigeration Technicians with the service and repair of all aspects of domestic and commercial HVAC and refrigeration equipment. This new certificate program will serve as a pathway to employment for Air Conditioning and Refrigeration students who are interested in obtaining a credential that will allow them to work while pursuing the Air Conditioning and Refrigeration concentration within the Technical Studies AAS, as well as an exit point that will benefit those students who are not able to commit the time to completing the degree. In each situation, BRCC benefits because the students represent completers for the College.
- 2) HVAC and Refrigeration Helper II CTS (new title for existing award): course-level changes that include combining three refrigeration courses into one course and the elimination of an outdated course (see attached comparison of existing the revised programs) result in a reduction in credit hours, from 26 to 24. The remaining content of the program is essentially unchanged. The proposed new title is more appropriate given the title of the proposed CTC and is consistent with the revisions to the technical diploma (see #3 below). Students will be eligible for five additional IBCs upon completion of this award (see IBC table).
- 3) Residential A/C and Refrigeration H TD (modification): All current courses have been modified or replaced (see attached curriculum). The new courses not only represent updated content but also realistically represent the amount of lecture and lab time required to present course content and allow for students to demonstrate achievement of the course (and program) learning outcomes. The updated courses will prepare students for additional IBCs (see IBC section).

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION: Sites (list below)

Acadian

Elayn Hunt Correctional Center

QUALIFIED FACULTY (Check all that apply)		
Use Existing Faculty: No # - Full Time: 1 # - Part Time: 0	Hire Adjunct Faculty: No # - 1	Hire Full-Time Faculty: No # - 1

ADMINISTRATION and IMPLEMENTATION COSTS		
Department :		
How will this change affect the administrative structure and/or allocation of departmental funds in terms of:		
Faculty :	Facilities :	Library Resources :
Support :	Related Fields :	Other :

MINIMUM CREDENTIALS REQUIRED FOR FACULTY		
Education: Associate's degree preferred	Experience: Minimum of five (5) years work experience in the field of study plus industry-based certifications.	Certification: Refrigerant Transition and Recovery Universal certification required.

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS
Department : Technical Education
Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.
The benefits to the College and students include an updated curriculum, reduction in the number of courses required for completion, opportunities to earn IBCs, and with the course-level changes, matriculation of students as cohorts. All proposed changes are intended to increase student credit hours and student completion rates.

ANTICIPATED ENROLLMENT:					
Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	10 FT, 34 PT	12 FT, 41 PT	14 FT, 49 PT	17 FT, 59 PT	20 FT, 71 PT
EVENING	N/A	N/A	N/A	N/A	N/A
DISTANCE EDUCATION	unknow	unknown	unknown	unknown	unknown

Describe Process for Attaining & Estimating Enrollment:	The anticipated enrollment numbers are based on a 20% increase of Spring 2020 enrollment data.
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PROGRAM ACCREDITATION:	
Is Program Accreditation, Licensure or Certification Required?	Mandatory Accreditation status: Approved
Type/Name of Program Accreditation, Licensure or Certification Required:	HVAC Excellence

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.							
Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours
Program, Degree or Concentration:					Credit Hours: 0.00		

BENEFITS TO THE SYSTEM
Discuss how this change will benefit your students, your community, and the LCTCS.
<p>The curriculum for the various Air Conditioning and Refrigeration credentials provides individuals with training in the installation, diagnosis, repair, maintenance, and operation of heating, ventilation, air conditioning, and refrigeration systems. Upon graduation from the program, students are prepared to enter the employment market as entry-level mechanics/installers for various employers with an average annual wage of \$48,730 (Louisiana Workforce Commission).</p> <p>According to the Bureau of Labor Statistics, “employment of heating, air conditioning, and refrigeration mechanics and installers is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Commercial and residential building construction is expected to drive employment growth”.</p> <p>With the proposed changes to the courses and programs, BRCC is set to meet the employment demand of this industry. Students will begin matriculating through the curriculum as cohorts, therefore, increasing student credit hours and student completion rates. A positive impact on revenue is expected to be observed by using the cohort model.</p>

KEYWORDS

Air Conditioning
Refrigeration
HVAC Excellence



Baton Rouge Community College
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Baton Rouge, LA 70806
(225)216-8000
www.mybrcc.edu

May 15, 2020

Board of Supervisors
The Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Attention: René Cintrón, Ph.D., LCTCS Chief Academic Affairs Officer
Adrienne Fontenot, Ed.D., Director of Adult Learning and Educational Programs

Dear Drs. Fontenot and Cintrón:

Baton Rouge Community College (BRCC) requests the approval of the Louisiana Community and Technical College System (LCTCS) Board of Supervisors to implement the following curricular actions.

Program Additions:

1. Web Developer CTC (CIP code 11.1004) – 5 Stars
2. Digital Cinema Production, CTC (CIP code 50.0602) – 5 Stars
3. Music Studio Production, CTC (CIP code 10.0203) – 3 Stars
4. HVAC and Refrigeration Helper I, CTC (CIP code 47.0201) – 3 Stars
5. HVAC and Refrigeration Helper II, CTC (CIP code 47.0201) – 3 Stars
6. Welding Fundamentals, CTC (CIP code 48.0508) – 3 Stars

Program Modifications:

7. Structural Welder, CTS (CIP code 48.0508) – 3 Stars
8. Welding, TD (CIP code 48.0508) – 4 Stars
9. Domestic A/C and Refrigeration, CTS (CIP code 47.0201) – 3 Stars
10. Residential A/C and Refrigeration, TD (CIP code 47.0201) – 4 Stars

Program Deletions:

11. Production Line Welder, CTS (CIP code 48.0508)
12. FCAW Plate Welder, CTS (CIP code 48.0508)
13. GMAW Plate Welder, CTS (CIP code 48.0508)
14. GTAW Pipe Welder, CTS (CIP code 48.0508)
15. SMAW Pipe Welder, CTS (CIP code 48.0508)

Justifications for Program Additions

Web Developer CTC, Digital Cinema Production CTC, and Music Studio Production CTC: All three programs have been developed specifically for (but will not be limited to) students in the Entertainment Technologies Associate of Applied Science (AAS) program. The awards are intended to provide students with evidence of achievement and industry-based certifications (IBCs) that will enhance employment prospects while completing their degree. For students who are not able to commit additional time to complete the degree, the IBCs are expected to have the same benefit of improving employment prospects.

HVAC and Refrigeration Helper I CTC and HVAC and Refrigeration Helper II CTC: Both programs are intended to provide students with the skills and IBCs needed to assist HVAC and Refrigeration Technicians with the service and repair of all aspects of domestic and commercial HVAC and refrigeration equipment. The certificates and incorporated IBCs are intended to serve as pathways to employment for Air Conditioning and Refrigeration students who are interested in obtaining a credential that will allow them to work while pursuing the Air Conditioning and Refrigeration concentration within the Technical Studies AAS, as well as an exit point that

LY:mmc

will benefit those students who are not able to commit the time to completing the degree. The first CTC may be completed in the first semester, and the second during the second semester.

Welding Fundamentals CTC: The proposed new CTC provides students with the fundamental skills related to welding safety and cutting processes. Completion of the certificate in the first semester of the proposed, revised Welding curriculum will provide evidence of accomplishment for all students early in the program as well as an exit point for students who may not be able to commit to completing the entire Welding program as they had planned.

Justifications for Program Modifications

Structural Welder, CTS: The modifications to this program include the addition of CORE as well as extensive reorganization of content into new courses which realistically represent the amount of lecture and lab time required to present content and allow for students to demonstrate achievement of the course (and program) learning outcomes. Credit hours for the award will increase as a result of the course-level actions (from 15 to 24).

Welding, TD: Modifications include the addition of CORE and the reorganization of existing course content into new courses that more realistically represent the amount of lecture and lab time required to present content and allow for students to demonstrate achievement of the course (and program) learning outcomes. The content reorganization has resulted in a reduction in the number of courses required to complete the TD, will greatly facilitate scheduling the courses in Banner, and provide the College with a far simpler way to assign faculty workloads.

Domestic A/C and Refrigeration, CTS: one course with out-of-date content is being deleted, and remaining content reorganized into new courses. Proposing title change to "HVAC & Refrigeration Helper II" to reflect relevance of coursework and intermediacy of award between CTC and TD, along with credit hours reduction (from 26 to 24). Industry-based certifications are associated with one of the courses in the revised curriculum.

Residential A/C and Refrigeration, TD: All current courses have been modified or replaced so that the revised, updated curriculum realistically represent the amount of lecture and lab time required to present course content and allow for students to demonstrate achievement of the course (and program) learning outcomes. The title of the award is to be changed to HVAC/R Technician to reflect the incorporation of commercial systems to the curriculum. Industry-based certifications are associated with the revised curriculum.

Justifications for Program Deletions

Production Line Welder, CTS, FCAW Plate Welder, CTS, GMAW Plate Welder, CTS, GTAW Pipe Welder, CTS, and SMAW Pipe Welder, CTS: Course-level modifications result in changes to credit hours which, for most of the CTSs, result in the awards no longer meeting the definition of a CTS and for all, result in a significant and prohibitive amount of overlap in the coursework.

Thank you for your consideration of these actions.

Sincerely,



Laura Younger, M.S.
Vice Chancellor for Academic and Student Affairs, BRCC

Cc: Willie E. Smith, Sr., Ed.D., Chancellor, BRCC
Margaret McMichael, Ph.D., Director of Curriculum and Articulation, BRCC



LOUISIANA'S COMMUNITY & TECHNICAL COLLEGE SYSTEM

Requests for Programs: New, Modification, and Adoption

Baton Rouge Community College

TYPE OF PROPOSED CHANGE

☒ New Program ☐ Curriculum Modification ☐ Curriculum Adoption

Program Name: Web Development; Digital Cinema Production; Music Studio Production

AWARD LEVEL(S)

For Board of Regents and LCTCS Review:

- ☐ Associate of Applied Science (A.A.S.)
☐ Associate of Science (A.S.)
☐ Associate of Arts (A.A.)
☐ Other Associate Degree

Name:

- ☐ Certificate of Applied Science (C.A.S.)
☐ Certificate of General Studies (C.G.S.)

For LCTCS Review:

- ☐ Technical Diploma (T.D.)
☒ Career and Technical Certificate (C.T.C.)
☐ Certificate of Technical Studies (C.T.S.)

Name: Web Development – 5 Star

CIP: 11.1004	Credit Hours: 9	Contact Hours: 180	Award Level: C.T.C.
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Name: Digital Cinema – 5 Star

CIP: 50.0602	Credit Hours: 9	Contact Hours: 135	Award Level: C.T.C.
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Name: Music Studio Production – 3 Star

CIP: 10.0203	Credit Hours: 9	Contact Hours: 135	Award Level: C.T.C.
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IBC	Issuing Body	Course Title	Course Prefix	Course Number	Credits Awarded
Adobe Certified Associate in Visual Communication Using Adobe Photoshop	Adobe	Digital Art	ARTS	2003	3

Adobe Certified Associate-Graphic Design and Illustration using Adobe Illustrator	Adobe	Digital Art	ARTS	2003	3
Adobe Certified Associate – Video Communication Using Adobe Premiere Pro	Adobe	Digital Film Production II	ETEC	2223	3

PROPOSED CHANGE

a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

Create new Career and Technical Certificates (C.T.C.) in:

- **Web Development.** The CTC will enable students to seek gainful, entry-level employment in interactive digital media while concurrently working toward the Entertainment Technologies Associate of Applied Science (AAS) or the Graphic Arts Certificate of Technical Studies (CTS)¹. Completion of the CTC in addition to the Graphic Arts CTS, or in place of the AAS (if students do not wish or are unable to complete the AAS), will provide students with a marketable credential that, in conjunction with its applicable Industry Based Certifications (IBC), will allow students to quickly enter the workforce after only completing 9 credit hours.
- **Digital Cinema Production.** This CTC will enable students to seek gainful, entry-level employment in the film and television industry while concurrently working toward the Entertainment Technologies AAS². This is particularly important to students invited to visit and work on film/television productions as part of BRCC's partnership with Louisiana Economic Development's Entertainment Division.
- **Music Studio Production.** This CTC will enable students to seek gainful, entry-level employment in audio recording and engineering while concurrently working toward the Entertainment Technologies AAS. For students who do not wish to or are unable to complete the AAS, the CTC will serve as a marketable credential that, in conjunction with its applicable Industry Based Certifications (IBC), will allow students to quickly enter the workforce after only completing 9 credit hours.

¹ BRCC's Graphic Arts Certificate of Technical Studies is included among the locations at which an individual may seek training to become a multimedia artist and animator, one of the types of jobs for which a completer of the proposed CTC is eligible:

https://www.louisianaworks.net/hire/vosnet/CIS/CRS/programs.aspx?enc=e7AKr7bjUGRBEdrMte14UcX+X8cAPsRfrySigxXShwX5q339EvoiAqCKFvT22/O/OT2mro4s3BJyDAAAbAPfCRDZp/kXOHzoXouVGFI9P7vBl_dNEz2+oPic/tHRIA5obWWyIMi9dBTkCiWJa1Gqxgs9nxYhsKevIVz8QbyVi9P2SxNdeZL2VYZTcrJYnEKI0OqhOiXO/qNkPNcxG+s/Y8NNAnwbYihQTIU4PLosBcvFqcriulUFXojtSnJZXv

² BRCC's Entertainment Technologies AAS is recognized by the Louisiana Workforce Commission as a program that prepares individuals for the film and video editing professions:

<https://www.louisianaworks.net/hire/vosnet/CIS/CRS/programs.aspx?enc=e7AKr7bjUGRBEdrMte14UcX+X8cAPsRfrySigxXShwX5q339EvoiAqCKFvT22/O/OT2mro4s3BJyDAAAbAPfCbUsbwyQXXfv8VaB8Lvoy1vOHc2hDkKEE/4rCKQzzFc72KEyBNDabsNi1scFAptGSBSVoxkeDiCa1ko4FnSHWqW182zoqHD2VdRBMVvQR6nBN7M4Qp0YGVtTVDLB+K9B3q2ZzxJYYUEG8lyvXqhSN4=>

IMPLEMENTATION DATE (Semester and Year)

Spring 2021

HISTORY OF PRIOR ACTIONS**Provide an overview of changes to this program.**

The Entertainment Technologies AAS (AAS-ETEC) was approved as a new program by LCTCS during the 2006-2007 academic year. The degree was created in partnership with Louisiana Economic Development (LED) to develop a trained workforce for the state's burgeoning film and video game development industries as well as its established music and recording industries.

Between August 2009 and the 2014-2015 academic year, the AAS-ETEC was modified to better suit the needs of Louisiana's maturing and evolving film, video game, and audio recording industries. The majority of these modifications involved the addition of new ETEC courses, as requested by the program's advisory board and based on faculty discussions with industry professionals.

The AAS-ETEC was once again modified during the 2015-2014 academic year to include humanities requirements as per the recommendation of SACS-COC. This involved replacing the degree's speech (SPCH) requirement with humanities elective courses appropriate for an Associate of Applied Science.

During the 2018-2019 academic year, the AAS-ETEC was modified to include revised core areas (three distinct sequences of three essential courses) in *Interactive Digital Media* (web development), *Digital Film Production*, and *Audio Recording and Engineering*. The revision of the core areas was made in response to the growing need for web developers and other digital media professionals to fill positions classified as 4- or 5-star jobs by the Louisiana Workforce Commission (LWC).

Louisiana's digital media industries are experiencing sustained growth and the need for a robust workforce, particularly in the web development and digital filmmaking fields, is evident from the data published by the Louisiana Workforce Commission (LWC; Appendix A, which accompanies this proposal). Whereas higher paying positions may favor individuals with a degree, Digital media industries hire employees who demonstrate technical proficiencies that are usually acquired prior to the completion of two- or four-year curricula (60+ credit hours). In short, prospective employees who can demonstrate proficiencies in the most essential skills, regardless of their academic award levels, are desirable entry-level employees in various digital media industries.

Therefore, the three proposed CTCs are intended as alternative, more immediate routes to gainful employment in the web development, digital filmmaking, and audio recording fields. The CTCs will benefit non-traditional students who may not be able to commit to completing the AAS-ETEC by preparing them to seek related industry-based certification (IBCs) that attest to their job readiness. Along these lines, the CTCs will also serve as exit points for those students who choose to complete the AAS-ETEC, yet want to do so after earning a marketable credential that leads to gainful, industry-specific employment while they are in the process of completing the

AAS-ETEC. In addition, students pursuing BRCC's Graphic Arts CTS may finish both the Web Development CTC in addition to the CTS without significant overlap in credit hours and finish with IBCs that lead to employment in support of the artistic aesthetic they desire.

JUSTIFICATION FOR THE PROPOSED CHANGE

Include support such as four-year university agreements, industry demand, advisory board information, etc.

In his opening remarks at the 2020 LED Entertainment Summit, Governor John Bel Edwards announced that in 2019, the state certified \$446 million dollars in movie and television productions. This is a \$100 million increase in documented production activity from 2018. In terms of payroll, this spending generated more than \$148 million for Louisiana residents working in the industry.^{1, 2}

In 2018, a total of 7,216 jobs were either a direct or in-direct result of films shot in Louisiana, with \$332 million in earnings from \$946 million sales supported by the entertainment industry.^{1, 2}

According to LED's Louisiana Production Hotline, as of March 2020, thirteen (13) films and television projects were rolling in Louisiana, with another eight (8) ramping up for production between April and June 2020.

Beyond revenue from productions, Lt. Gov. Billy Nungesser shared the results of a Louisiana Film Tourism Study conducted by his office. According to the study, nearly 9% of state tourists visited notable filming locations, equating to \$1.3 billion in revenue for the state.^{1, 2}

In that same period of time, digital media certification went from \$52 million to \$92 million. Of that number, \$84 million was in payroll for Louisiana residents. Additionally, sound recording produced \$272,000 in audio recording alone with another \$10 million generated from lived music performances.^{1, 2}

LED describes Louisiana as an emerging software hub. According to The Software Alliance (BSA) Foundation, a nonpartisan research organization (www.software.org), the software industry had a \$1.5 billion impact on the state's economy.

The state is currently at a deficit of trained web developers. As of September 2019, the state had more openings in the field than it did candidates to fill these jobs. As supported by LWC estimates, the number of openings is likely to increase, especially as Louisiana pursues software companies such as DXC Technologies and while established companies such as Envoc and IBM continue to grow.

¹ Appendix B, from https://www.iberianet.com/louisiana-entertainment-progress-report/article_9c30748a-5e4a-11e9-ae42-8333c1927523.html

² Appendix C, from <https://www.brproud.com/news/local-news/gov-edwards-addresses-the-louisiana-entertainment-summit-on-thursday/>

<input checked="" type="checkbox"/> 5 Stars	<input type="checkbox"/> 4 Stars	<input checked="" type="checkbox"/> 3 Stars	<input type="checkbox"/> 2 Stars	<input type="checkbox"/> 1 Star	<input type="checkbox"/> 0 Stars (Transfer)
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SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION

<input checked="" type="checkbox"/> Main Campus	<input type="checkbox"/> All Locations	<input type="checkbox"/> Sites (list below)	<input checked="" type="checkbox"/> Distance Education
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QUALIFIED FACULTY (Check all that apply)

<input checked="" type="checkbox"/> Use Existing Faculty #: <u>2</u>	<input type="checkbox"/> Hire Adjunct Faculty #: _____	<input type="checkbox"/> Hire Full-Time Faculty #: _____
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MINIMUM CREDENTIALS REQUIRED FOR FACULTY

Education: Associates Degree in the teaching discipline being taught from a regionally accredited school. Bachelor degree in discipline being taught preferred.	Experience: Demonstrated competencies documented by professional work experience directly related to course(s) being taught.	Certification: Professional, nationally recognized, achievement-based certification in course(s) content being taught.
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FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department: Fine Arts and Communication

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

The proposed programs will not impact the administrative structure of the department (Fine Arts and Communication) or the division (Liberal Arts).

The proposed programs will not impact the allocation of funds in the department (Fine Arts and Communication) or the division (Liberal Arts).

The proposed programs are comprised of courses already taught as part of the AAS-ETEC. The courses currently have dedicated funding via the normal departmental budget, as well as supplemental funding via the Carl D. Perkins grant program and other avenues of external funding.

Faculty - \$0

No additional faculty will be needed for the proposed programs.

Facilities - \$0

No additional facilities or special buildings will be needed for the proposed programs.

Courses in CTC-Web Development and CTC-Digital Cinema Production are taught at the BRCC's Mid-City campus in 140 Governors. This room is a dedicated lab with 19 (18 student, 1 instructor) iMac computers used to run Adobe software required for courses, as well as Visual Studio Code for web development courses.

Courses in CTC-Music Studio Production are primarily taught in 138 Governors at BRCC's Mid-City campus. This room is a dedicated recording studio equipped with a 16-channel studio mixing board, DAWs, audio interfaces, patchbays, microphones/speakers, and a MacPro computer that serves as the central hub of operations. The studio is wired to record in a main sound booth, as well as in the nearby recital hall.

No additional library resources will be needed.

ANTICIPATED ENROLLMENT:

Students	Year One	Year Two	Year Three	Year Four	Year Five
<u>DAY</u>	<u>270</u>	<u>280</u>	<u>290</u>	<u>300</u>	<u>310</u>
<u>EVENING</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>DISTANCE EDUCATION</u>	<u>25</u>	<u>30</u>	<u>40</u>	<u>45</u>	<u>60</u>

Describe Process for Attaining & Estimating Enrollment:

As based on past enrollment trends for the AAS-ETEC, all core areas (below), the number of AAS-ETEC students who could potentially enroll in CTC courses is significant, as a majority of the AAS-ETEC students will be required to complete core area courses that are also required as part of the proposed CTC programs. Additionally, it should also be noted that students pursuing the Certificate of Technical Studies (CTS)-Graphic Arts can complete Digital Art, Web Development I, and Web Development II as three of the required ten courses needed toward completing the certificate. As stated, these three courses are also required to earn the CTC-Web Development.

Total of students enrolled in related AAS-ETEC/proposed CTC classes:

- Spring 2020—167 students
- Fall 2019—145 students
- Spring 2019—170 students
- Fall 2018—176 students

The ETEC program will offer two distance education courses (Web Development I and Web Development II) as part of the CTC-Web Development. These courses are already offered as distance education courses in the AAS-ETEC and, unlike the traditional face-to-face format (capped at 18 students), can accommodate a larger enrollment cap of 25 to 30 students.

PROGRAM ACCREDITATION:		
Is Program Accreditation, Licensure or Certification Required?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	If YES, please provide projected accreditation/licensure/certification date:	
Type/Name of Program Accreditation, Licensure or Certification Required:		

PROGRAM CURRICULUM (attached – Appendix D)

Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. **If you are adopting curriculum, you do not need to complete this section.**

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

The creation of CTCs in Web Development, Digital Cinema Production, and Music Studio Production are in direct support of LCTCS's goal to offer credentials that can help people move into meaningful careers, rather than needing to work "two or three part-time jobs with no benefits" as well as the Louisiana Board of Regents goal to see 60% of Louisiana's population holding a credential for the "knowledge-based economy" by 2030.^{1,2}

According to the LWC (www.laworks.net), an estimated 5,990 workers were employed in the motion picture and sound recording industries in Louisiana. This number is expected to increase by 8% to 6,417 by 2026. In addition, LWC expects the number of film-related jobs, including film editors and camera operators to increase to 770 by 2020. These jobs include an annual average state wage of \$39,572 for film and television editors and \$47,789 for camera operators³.

According to the LWC, an estimated 720 web developers were needed in 2015. Using this data as a starting point, the LWC projects the need for trained web developers in Louisiana will increase to 1,190 by 2024. This is a projected increase of 65% over the next 4 years. In addition, LWC projects that the state will need an estimated 2,430 software developers by 2024, up from the 1,260 needed in 2015. This is a nearly 92% increase over the next five years. As of 2018, the average state wage for web developers was \$55,308³.

The aim of these three CTCs is to graduate digital media professionals who, after completing their educations with little to no debt, can immediately join the still growing billion-dollar entertainment workforce in Louisiana. Both LWC and members of the ETEC Advisory Board have stated that either an associate's degree or technical certificate is enough to enter the workforce⁴.

- 1 Appendix E, from https://www.theadvocate.com/acadiana/news/business/article_98244f06-5d81-11ea-a30b-7187ccb6b302.html
- 2 Louisiana State Board of Regents Master Plan 2019
- 3 Appendix A, Louisiana Workforce Commission Long Term Employment Projections related to Web Development, Digital Cinema Production, and Music Studio Production.
- 4 Appendix F, minutes of BRCC's Entertainment Technologies Advisory Board meeting featuring discussion.

SIGNATURES:

Laura Younger

College Chief Academic Officer

5/10/2020

Date

[Signature]

College Chief Executive Officer

5/14/20

Date



State of Louisiana
Long Term Projections for Occupations Related to Entertainment Technologies Career and Technical Certificates to 2026
(in order by certificate and occupational code)

Web Development CTC:

Star Rating ¹	Stars	Occ. Code ²	Occupational Title ³	2016 Estimate ⁴	2026 Projected ⁵	10 Year Growth ⁶ (% Increase)	2018 State Hourly Average Wage ¹¹	2018 State Annual Average Wage ¹²	2018 State Hourly Avg. Wage - Lowest 10% ¹³	2018 State Annual Avg. Wage - Lowest 10% ¹⁴	2018 State Hourly Avg. Wage - Highest 10% ¹⁵	2018 State Annual Avg. Wage - Highest 10% ¹⁶	Most Significant Source of Education or Training ¹⁷	Work Experience	Job Training	Applicable IBCs
★★★★	4	15-1134	Web Developers	560	760	200 (36%)	\$26.59	\$55,308	\$9.35	\$19,443	\$41.69	\$86,710	Associate's Degree	None	Occupation-specific training	CIW Site Development Associate CIW Advanced HTML5 & CSS3 Specialist Microsoft Technology Associate Web
★★★★	4	27-1014	Multimedia Artists and Animators	530	570	40 (8%)	\$29.26	\$60,851	\$10.61	\$22,070	\$50.40	\$104,822	Bachelor's Degree	None	Moderate-term on-the-job training	

Digital Cinema Production CTC:

Star Rating ¹	Stars	Occ. Code ²	Occupational Title ³	2016 Estimate ⁴	2026 Projected ⁵	10 Year Growth ⁶ (% Increase)	2018 State Hourly Average Wage ¹¹	2018 State Annual Average Wage ¹²	2018 State Hourly Avg. Wage - Lowest 10% ¹³	2018 State Annual Avg. Wage - Lowest 10% ¹⁴	2018 State Hourly Avg. Wage - Highest 10% ¹⁵	2018 State Annual Avg. Wage - Highest 10% ¹⁶	Most Significant Source of Education or Training ¹⁷	Work Experience	Job Training	Applicable IBCs
★★★	3	27-4031	Camera Operators, Television, Video, and Motion Picture	470	510	40 (18%)	\$22.98	\$47,798	\$10.51	\$21,855	\$39.99	\$83,189	Bachelor's Degree	None	Occupation-specific training	Adobe Certified Associate - Video Communication Using Adobe Premiere Pro Adobe Certified Associate in Visual Effects and Motion Graphics Using Adobe After Effects
★★★★	4	27-4032	Film and Video Editors	220	260	40 (9%)	\$19.03	\$39,572	\$12.53	\$26,063	\$28.66	\$59,606	Bachelor's Degree	None	Occupation-specific training	
★★★★★	5	27-2012	Producers and Directors	1,080	1,210	130 (12%)	\$27.06	\$56,291	\$9.31	\$19,368	\$38.00	\$79,048	Bachelor's Degree	Less than 5 years	Occupation-specific training	

Music Studio Production CTC:

Star Rating ¹	Stars	Occ. Code ²	Occupational Title ³	2016 Estimate ⁴	2026 Projected ⁵	10 Year Growth ⁶ (% Increase)	2018 State Hourly Average Wage ¹¹	2018 State Annual Average Wage ¹²	2018 State Hourly Avg. Wage - Lowest 10% ¹³	2018 State Annual Avg. Wage - Lowest 10% ¹⁴	2018 State Hourly Avg. Wage - Highest 10% ¹⁵	2018 State Annual Avg. Wage - Highest 10% ¹⁶	Most Significant Source of Education or Training ¹⁷	Work Experience	Job Training	Applicable IBCs
★★★★	4	27-4011	Audio and Video Equipment Technicians	730	840	110 (15%)	\$23.60	\$49,079	\$11.76	\$24,460	\$51.74	\$107,615	Postsecondary non-degree award	None	Short-term on-the-job training	Avid Certified User for ProTools
★★★	3	27-4014	Sound Engineering Technicians	280	300	20 (7%)	\$42.60	\$88,609	\$17.04	\$35,442	\$71.39	\$148,501	Postsecondary non-degree award	None	Short-term on-the-job training	

¹ Stars represent occupational outlook and wages. Five star occupations have the best outlook and pay the highest wages.

² Unique code assigned to each occupation describing knowledge, skills and abilities necessary to perform a variety of activities and tasks.
<http://online.onetcenter.org/>

³ Title of the occupation.

⁴ 2016 Annual Average employment from employer payroll files, with estimates for self-employed workers.

⁵ 2026 Projected employment estimate includes new jobs and replacement needs of employers.

⁶ Projected 10 year growth in an occupation.

⁷ Number of projected new jobs for the occupation.

⁸ Number of jobs needed to fill those workers leaving an occupation.

⁹ Number of jobs needed to fill those workers retiring.

¹⁰ Annual job openings as a function of job separations (retirements + turnover) + new growth.

¹¹ 2018 Hourly average wage for all workers in this occupation.

¹² 2018 Annual average wage for all workers in this occupation.

¹³ Average hourly wage for lowest 10 percent of workers in this occupation.

¹⁴ Average annual wage for lowest 10 percent of workers in this occupation.

¹⁵ Average hourly wage for highest 10 percent of workers in this occupation.

¹⁶ Annual average wage of highest 10 percent of workers in this occupation.

¹⁷ Most Significant Source of Education- Researched and designated by the Bureau of Labor Statistics (BLS) and enhanced by Louisiana Workforce Commission

Long-Term Tng. & Exp. = Long-Term training and experience (more than 12 months of on-the-job training)

Mod.-term Tng. & Exp. = Moderate-term training and experience (1 to 12 months of combined on-the-job experience and informal training)

Short-term Tng. & Exp. = Short-term training and experience (up to 1 month of on-the-job experience)

https://www.iberianet.com/louisiana-entertainment-progress-report/article_9c30748a-5e4a-11e9-ae42-8333c1927523.html

FOCUS ON FILM

Louisiana Entertainment Progress Report

Politicians and professionals working to make things happen

VICKY BRANTON techelife.editor@daily-iberian.com

Apr 14, 2019



The Tribeca Film Festival in New York City will present on April 25 the world premiere of 'Lost Bayou' a Louisiana film. This is featured on the festival website.

The state of Louisiana's involvement in the entertainment industry dates back to the 1800s when the first movie theater was built in New Orleans, according to Linda Thurman's "Hollywood South" talk at the Books Into Movies presentation during the fourth Books Along the Teche Literary Festival last weekend. On average, the industry is given very little thought

and yet the subject of tax incentives affects for film production affects all resident tax payers. The incentives package that helps to build a viable interest in shooting in the state, is controversial at best — especially in legislative sessions.

An opinion piece from The Advocate published in The Daily Iberian April 5 suggested better ways of spending \$100 million dollars. What they neglected to say, is what economic impact the investment has made on the state and the creative talent choosing to reside in Louisiana.

At the March 28 Louisiana Entertainment Summit in Baton Rouge, Gov. John Bel Edwards, Secretary of Louisiana Economic Development Don Pierson and the director of Louisiana Entertainment Chris Stelly painted a much brighter picture — good news to the creative filmmakers hoping to see a boost in independent film development.

“Why is this summit important? Simply, creativity is at the heart of our culture here in Louisiana,” Edwards said. “The birthplace of jazz and zydeco, and bounce, I’m not really sure what Bounce is but I assume we gave birth to it, and we had a lot to do the creation of the rock-n-roll world. Places like the Strand Theater in Shreveport, The Orpheum Theater, The Saenger in New Orleans (played a role in building the success that continues today.)”

The governor went on to say the music recorded in Louisiana wins Grammys and Oscars. Motion pictures directors are raised here and begin as students making films. In addition to movies and television there is live performance and digital content contributing to the advancement of the industry. Activity from video games to feature films delivers millions of dollars to the state’s economy every single year, he said.

“Last year we certified \$446 million dollars in movie and television production. That’s an increase of more than \$100 million dollars of documented production activity just from the year before,” Edwards said. “These projects generated more than \$148 million dollars in payroll for Louisiana residents. That’s why I was so excited to go to California last year and visit eight studios. What I learned was that they love Louisiana and now have renewed confidence that our program is stable, predictable and they really want to and are returning.”

Digital media production certification last year was \$92 million up from \$52 million the year before. Of the \$92 million, \$84 million was payroll for Louisiana residents engaged in cutting edge endeavors. Another \$272,000 was brought in with sound recording production and \$10 million for live performance such as opera, ballet and Cirque du Soleil, who has been rehearsing and opening its tours from Louisiana.

“By any measure, 2018 was a banner year for entertainment production,” Edwards said.

In February six performers won seven Grammy Awards. The movie “Green Book” won three Academy Awards, including Best Picture. It was filmed in and around New Orleans with crew and cast members from Louisiana. In March, 17 feature films and television series were in production across the state.

“It’s estimated that this (5th) season of NCIS: New Orleans will result in more than \$86 million dollars spent in Louisiana with more than \$45 million in resident payroll,” Edwards said. “We also know that shows like NCIS draw a considerable amount of tourism to the state.”

Beyond the Industry

Last week thanks to the support of Lt. Gov. Billy Nungesser, Louisiana Seafood sponsored the Books Along the Teche Great Southern Chef Food Demo. His office shared a recently released Louisiana Film Tourism Study Summary in support of the governor’s claims.

“Many iconic movies and TV shows (productions) are filmed and set in Louisiana each year, from Steel Magnolias to American Horror Story,” said the report Nungesser initiated. “The primary research objective is to estimate the volume of travel that is influenced by productions

filmed and set in Louisiana.”

The Louisiana Office of Tourism tasked MDRG with conducting market research to understand the impact these productions have on tourism. Some of the films shot or about Louisiana interests or locations date back to Elvis Presley’s “King Creole” or Marlon Brando’s “A Streetcar Named Desire,” “Hush Hush Sweet Charlotte,” as well as more modern award winners like “12 Years a Slave” and “The Pelican Brief,” recognized as an inspiration for travel to New Orleans.

Iberia Connections

Updating the news connected to Iberia Parish native, cinematographer Natalie Kingston and Brian C. Miller Richard, her director-husband’s acceptance at the April 24 through May 5, 18th Annual Tribeca Film Festival in New York City. Tribeca is one of the most prestigious film festivals in the nation. The film viewing at the festival is being promoted as the world premiere for “Lost Bayou.”

On the festival website, reviewer Shayna Weingast said, “Featuring an immersive soundscape that evokes a world rich with lore and mysticism, ‘Lost Bayou’ is a hauntingly evocative slice of Louisiana life that traces the fraught journey out of pain and into healing.”

Good news for Iberia Film Festival in its second year. This year a new prize is an added incentive for the winners. The new Louisiana Film Channel launching in January 2020 has offered as a prize for three winners the opportunity to be interviewed about their production by invitation of Dr. Lucas Fry, founder of the channel and general manager of WLFT-TV in Baton Rouge. The interview and short film will have exposure for their film by Louisiana FilmChannel.com.

The early deadline for submissions has passed but another deadline to enter shorts in the Iberia Film Festival is May 12. Late deadline is June 2, with extended deadline June 22 and super-extended deadline July 12. The festival in New Iberia will be held Aug. 1-3.

Categories for any genre of one to 15 minutes in length, including credits, are short narrative, short documentary, animation and experimental, which includes music videos. For more information visit IberiaFilmFestival.com.

BY THE NUMBERS

\$446 million: More than \$446 million dollars of eligible spending on film production with an additional \$11 million for sound recording and live performance production as a result of tax credits. ¹

7,216: The total number of jobs resulting in direct and in-direct Economic Impacts of Film in 2018 shot in Louisiana expending \$926,472,170 total sales for an estimated \$325,742,116 in earnings. In all areas of tax credit, ROI findings were a total of 7,464 jobs supported, \$332 million in earnings from \$946 million sales supported by the entertainment industry. ¹

\$54 million: Tax revenue in 2018 off setting the \$150 million Tax Credits for a net “Investment of \$96 million. ¹

68%: Recent visitors to Louisiana have seen eight or more productions filmed and set in the state. ²

59%: From those recent visitors, a high percentage are likely to return to Louisiana in the near future. ²

83%: Visitors have a high overall impression of the state and 53% non-visitors have a positive view of the state. ²

\$1.3 billion: Estimated annual tourism revenue may be attributable to Louisiana productions. ²

1—**State of the Entertainment Industry Economy** preliminary numbers from Camoin Associates analysis for the 2nd Annual Louisiana Summit March 28, 2019.

2— **Louisiana Film Tourism Study Summary** recently released by Lt. Gov. Billy Nungesser.

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BREAKING NEWS / LDH confirms 2,213 total deaths due to COVID-19, 31,600 confirmed cases**LOCAL NEWS**

Gov. Edwards addresses the Louisiana Entertainment Summit on Thursday

by: **Michael Scheidt**

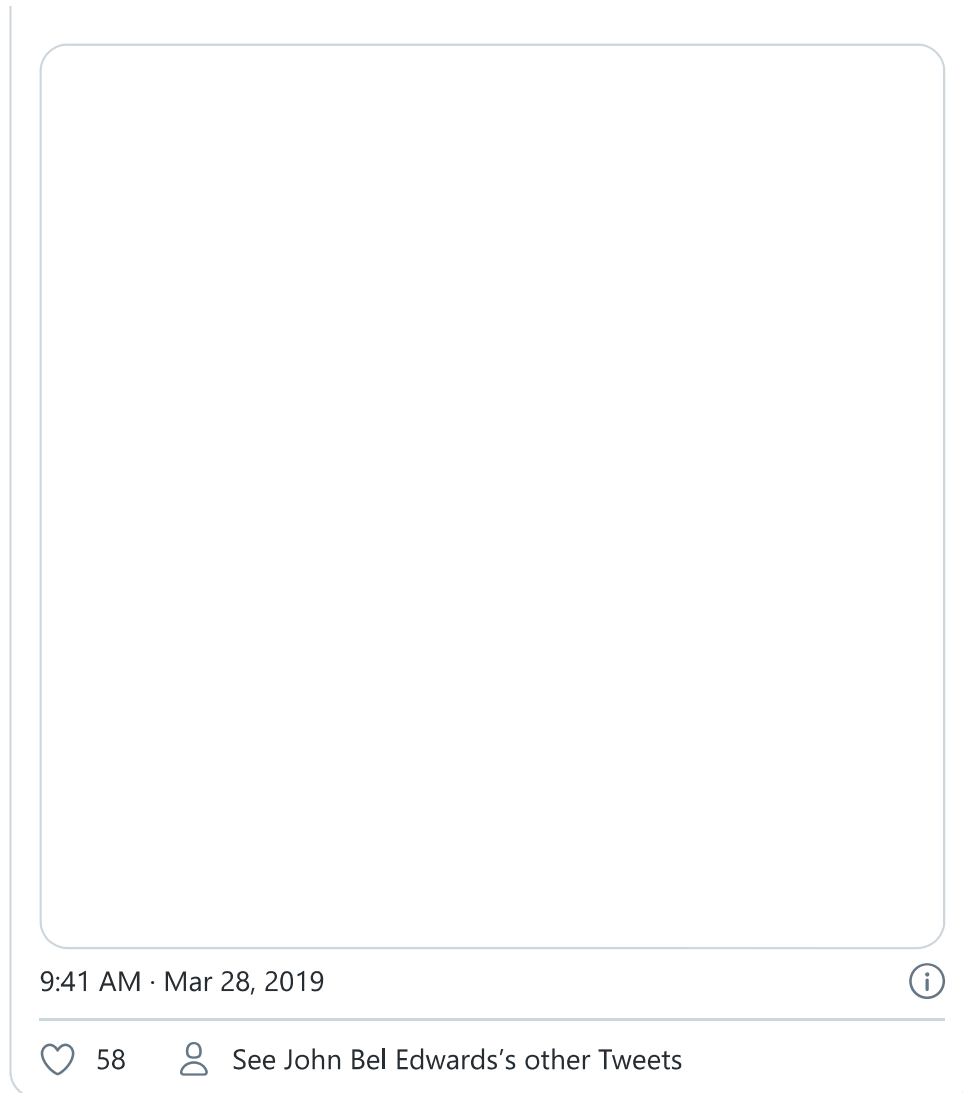
Posted: Mar 28, 2019 / 03:31 PM CDT / Updated: Mar 28, 2019 / 07:23 PM CDT

Governor John Bel Edwards spoke at the Louisiana Economic Development's Second Annual Louisiana Entertainment Summit on Thursday morning.



John Bel Edwards 
@LouisianaGov

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Gov. Edwards followed up his appearance at the Louisiana Entertainment Summit with this statement:

Today, Gov. John Bel Edwards and Asteri President Marcus Morton announced Asteri will expand digital development capabilities through an innovative state program that creates permanent entertainment industry jobs in Louisiana. Headquartered in Shreveport, Asteri is a digital content creator and large-scale testing solution provider.

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Entertainment Job Creation Program, launched by the State of Louisiana in 2017. The company's new jobs will have an average annual salary of \$58,200, plus benefits. Asteri is the latest company to participate in the Louisiana Economic Development program that cultivates sustainable jobs for Louisiana's motion picture, digital, music and theatrical industries. The performance-based program stimulates investment in permanent quality jobs for Louisiana residents in those entertainment fields.

"Louisiana's Entertainment Job Creation Program is encouraging innovative companies to invest locally and create quality jobs across the entertainment spectrum in Louisiana, from motion pictures to digital effects and other production activities," Gov. Edwards said. "Asteri is involved in cutting-edge development from its home in North Louisiana's I-20 Cyber Corridor. Its expansion is a good fit for the 21st-century economy we are working to create in Louisiana."

Gov. Edwards announced the Asteri expansion in his morning keynote address at the 2019 Louisiana Entertainment Summit in Baton Rouge. Morton later participated as a summit guest on "The Digital Horizon" panel, discussing with four other industry leaders the intersection of virtual reality, augmented reality, video games and the future of digital interactive media in Louisiana.

"The Asteri team has deep roots in entertainment content creation ranging from music to TV, and feature film to video games," Morton said. "Together, with the support of LED, we feel very well-positioned to build out a highly successful content portfolio while continuing to expand and improve upon our large-scale testing solution."

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telemetry-based analytics platform, music, movie and game makers can get meaningful consumer feedback on their work early enough in the development process to guide design decisions. The consumer testing insights help make a final product more successful in the marketplace.

Asteri CEO Steve Gray previously served as executive in charge of production for a major international digital entertainment company and was involved in the production of successful gaming series, including Final Fantasy and Lord of the Rings.

“Asteri’s announcement is welcomed news,” Shreveport Mayor Adrian Perkins said. “Shreveport sits at the center of the I-20 Cyber Corridor. The digital development jobs created by Asteri strengthen and diversify our economy, positioning Shreveport to thrive in the digital age.”

To grow the number of permanent Louisiana entertainment jobs, the state created program incentives in 2017 that reward investment in permanent quality jobs held by Louisiana residents. For jobs paying \$45,000 or more annually, a participating employer is eligible for a 15 percent payroll tax credit. That credit increases to 20 percent for new jobs paying more than \$66,000 annually. A similar incentive is available for music-related companies.

Under the performance-based program, applicants may qualify for up to \$1 million in payroll credits per year. By creating and maintaining a minimum of five new jobs, each participating company may be eligible for the payroll tax credit for five years, with an option to renew for five additional years. The companies must be engaged in the development or

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Louisiana pioneered modern-era film production tax incentives in 2002 and remains one of the leading destinations for motion picture production in the world. The industry generates hundreds of millions of dollars annually in project-based spending across the state, from feature films to episodic TV productions.



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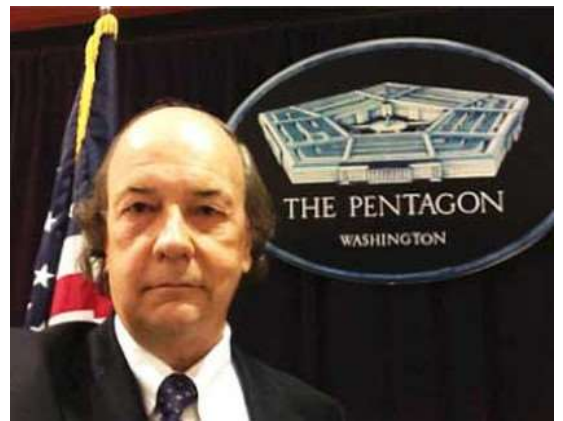
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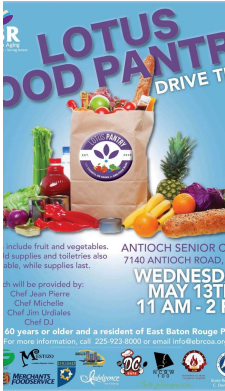
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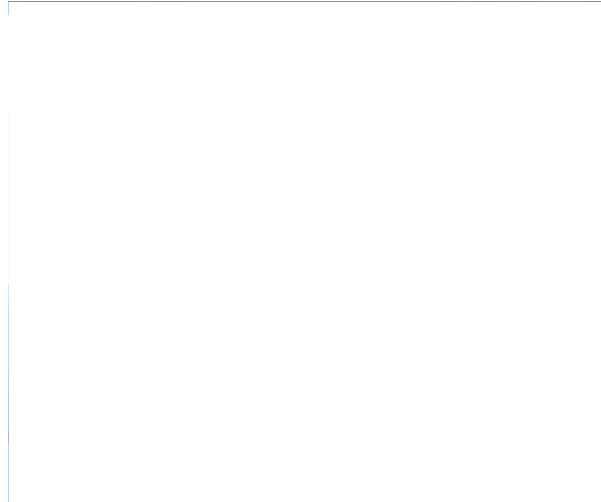
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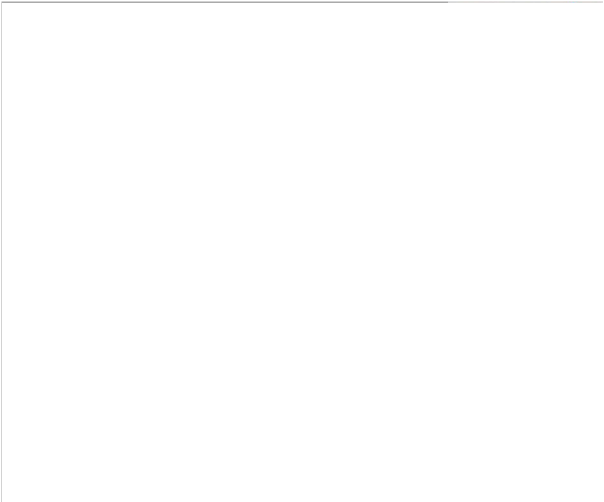
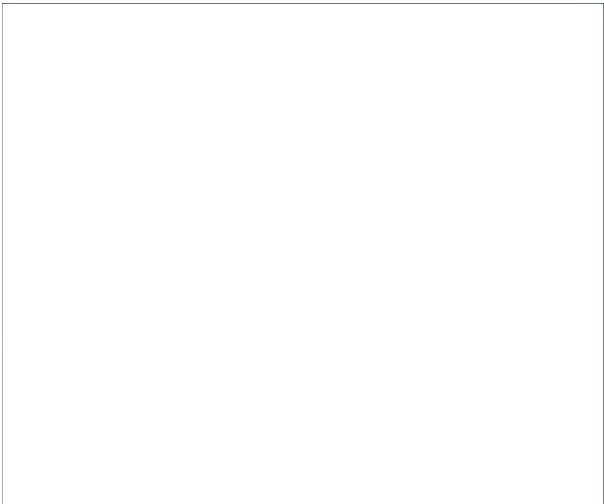


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Digital Cinema Production (Career and Technical Certificate)

The Career and Technical Certificate (CTC) in Digital Cinema Production covers all phases of the production cycle, including pre-production, production, and post-production. Courses in the CTC cover editing and visual effects/motion graphics using Adobe Premiere and Adobe AfterEffects. Upon completion of the CTC in Digital Cinema Production, students will be eligible to test for the Adobe Certified Associate – Video Communication using Adobe Premiere Pro or Adobe Certified Associate – Visual Effects and Motion Graphics using AfterEffects.

To receive this certificate, the student must:

- Complete ETEC 2213: Digital Film Production I with a grade of C or better
- Complete ETEC 2223: Digital Film Production II with a grade of C or better
- Complete ETEC 2233: Digital Post Production with a grade of C or better

Program Outcomes. Upon successful completion of the program, the graduate will be able to:

1. Develop digital video projects using structural elements such as tracks, timelines, and layers.
2. Create visual elements and effects as part of a digital video project.
3. Publish and export projects using media encoders.

Program of Study

First Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2213	Digital Film Production I	3	45
Semester Total:		3	45
Second Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2223	Digital Film Production II	3	45
Semester Total:		3	45
Third Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2233	Digital Post Production	3	45
Semester Total:		3	45
Total for credential:		9	135

For more information, contact the Division of Liberal Arts at 225-216-8165.

Music Studio Production (Career and Technical Certificate)

The Career and Technical Certificate (CTC) in Music Studio Production covers room acoustics, microphone selection and placement, audio capture, and the post-production process. Upon completion of the CTC in Music Studio Production, students will be eligible to test for Avid Certified User for ProTools.

To receive this certificate, the student must:

- Complete ETEC 2053: Introduction to Recording Technology with a grade of C or better.
- Complete ETEC 2303: Audio Engineering with a grade of C or better.
- Complete ETEC 2403: Audio for Digital Media with a grade of C or better.

Program Outcomes. Upon successful completion of the program, the graduate will be able to:

1. Judge the quality of room acoustics and alter the space in order to tune the room for a specific audio need.
2. Choose and place microphones that are appropriate for specific instruments and performance spaces.
3. Master a final product for use as an independent contractor.

Program of Study

First Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2053	Introduction to Recording Technology	3	45
Semester Total:		3	45
Second Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2303	Audio Engineering	3	45
ETEC 2403	Audio for Digital Media	3	45
Semester Total:		6	90
Total for credential:		9	135

For more information, contact the Division of Liberal Arts at 225-216-8165.

Web Development (Career and Technical Certificate)

The Career and Technical Certificate (CTC) in Web Development introduces students to the development of web pages using HTML5, CSS3, and JavaScript. Courses cover the role and use of HTML5, CSS3, and JavaScript in the creation of web pages. Upon completion of the certificate, students will be eligible to test for one or more web development certifications, including: CIW Site Development Associate, CIW Advanced HTML5 & CSS3 Specialist, or Microsoft Technology Associate WEB.

To receive this certificate, the student must:

- Complete ETEC 2513: Web Development I with a grade of C or better
- Complete ETEC 2523: Web Development II with a grade of C or better
- Complete ARTS 2003: Digital Art with a grade of C or better

Program Outcomes. Upon successful completion of the program, the graduate will be able to:

1. Utilize valid, standards-based code to create web pages.
2. Use CSS3 to shape content on web pages.
3. Create interactive web pages with JavaScript.

Program of Study

First Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2513	Web Development I	3	45
ARTS 2003	Digital Art	3	90
Semester Total:		6	135
Second Semester		Semester Credit Hours	Semester Contact Hours
ETEC 2523	Web Development II	3	45
Semester Total:		3	45
Total for credential:		9	180

For more information, contact the Division of Liberal Arts at 225-216-8165.

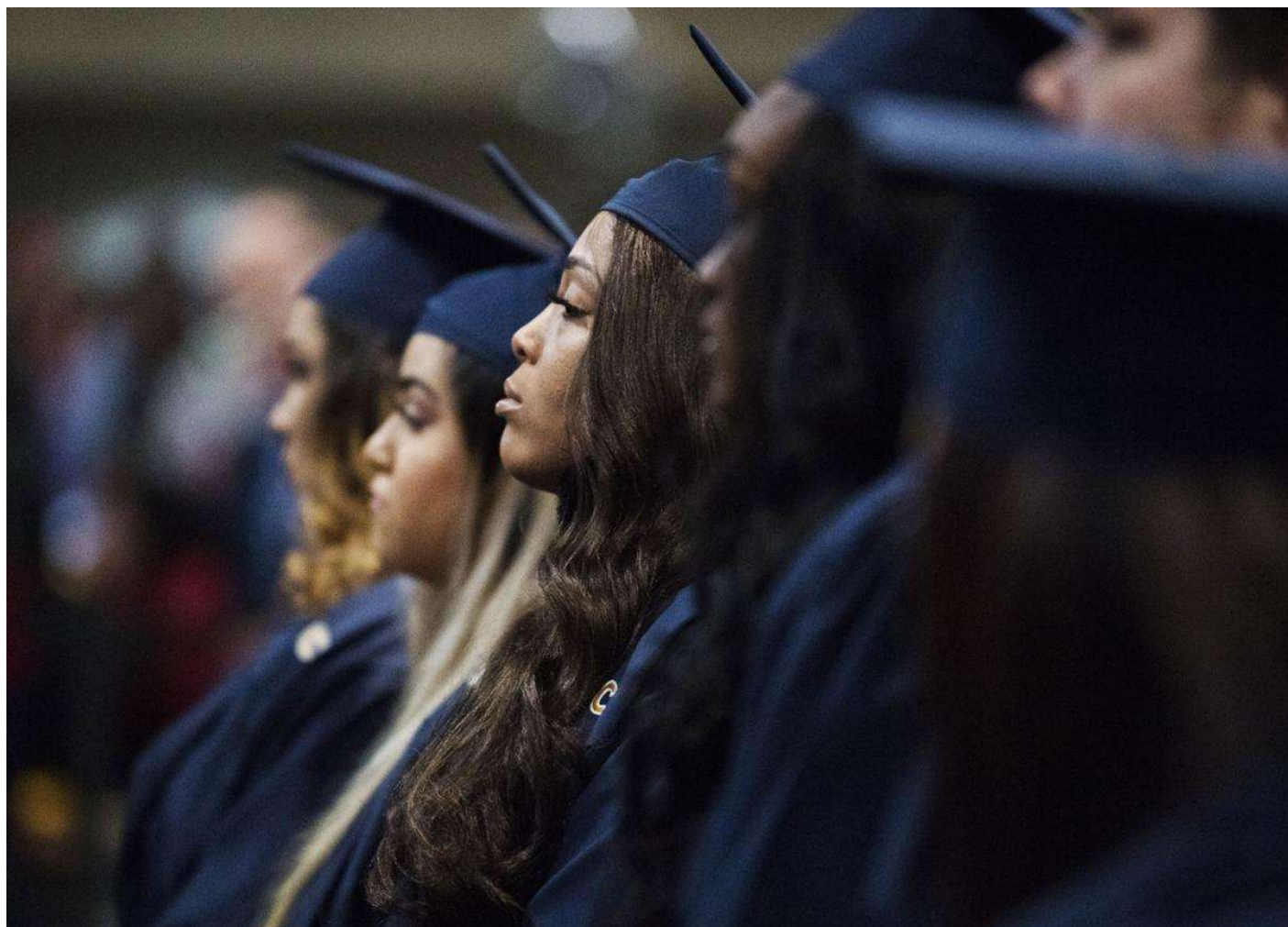
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https://www.theadvocate.com/acadiana/news/business/article_98244f06-5d81-11ea-a30b-7f87ccb6b302.html

Education systems must better match programs to La. workforce needs, panel members urge

BY KEN STICKNEY | STAFF WRITER

MAR 3, 2020 - 1:02 PM



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Ken Stickney

Leading educators promoted a mission of educating Louisiana people, including that hard-pressed portion of the population with a high school degree or less, for success in the workforce.

Kim Hunter Reed, commissioner of higher education; Holly Boffy, who represents District 7 of the Louisiana Board of Elementary and Secondary Education; and Monty Sullivan, president of the Louisiana Community and Technical College System spoke pointedly of the gap that rests between the state's people and the need for credentialed employees in the workforce.

The panel was part of Reset Louisiana's Future, a one-day program presented by the Public Affairs Research Council, CABL and the Committee of 100 for Economic Development. The program was the initial public program

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offered by the Kathleen Babineaux Blanco Public Policy Center at The University of Louisiana at Lafayette.

Reed said the state must invest in a system redesign, one that matches the needs of the vast, undereducated population with the benefits education can provide.

“Louisiana must solve the education gap to meet the workforce challenge,” she said, referring to that challenge as a “big-vision work.”

“What if every house had a degree or credential?” Sullivan asked. That would provide the solution to the state’s financial problems.

The state’s Board of Regents has set a goal of 60 percent of the population holding credentials for the “knowledge-based economy” by 2030. An outside study suggested 56 percent of Louisiana’s 2.42 million work-capable people should be credentialed now, such that they could qualify for jobs that pay living wages or better. But Barry Erwin, president and CEO of the Council for a Better Louisiana, panel moderator, said only 44 percent of the workforce holds such credentials.

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Sullivan said that LCTCS is in hot pursuit of people ages 21-27 who have missed opportunities to gain workforce credentials and need another chance.

“Adults in Louisiana face daunting circumstances,” he said. “With a high school diploma or less, they work two or three part-time jobs with no benefits.”

He said LCTCS has shifted in the past two decades from degrees to providing the chance for people to earn credentials that will help them land and keep meaningful jobs. That, he said, positions them to become “contributors,” not “takers” in the state’s social and economic systems.

Boffy said K-12 education pointed to diplomas with workforce value as early in this decade; the first class graduated 2 percent of its students poised for work. Since then, she said, some quarter of all K-12 students have become workforce ready by graduation.

But, she said, the conversation must shift: Parents need to promote not just four-year education but also two-year degrees or other

credentials that will help their sons and daughters enter the workforce with the chance to succeed.

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“The reality needs to match the message,” she said. “What are our true needs? Looking at data, not all students need a four-year degree.”

Reed said it’s important that school systems match aptitudes of students to opportunities in employment. She suggested an “intentional design” that exposes young people to workforce opportunities early in their educations – not at the end.

Sullivan touted efforts to reclaim the potential of workers who need continuing education. Educational opportunities, he said, can be imperiled for non-traditional students by simple, unexpected financial hits — car problems or other life challenges. He recommended more help for students who live on the financial edge.

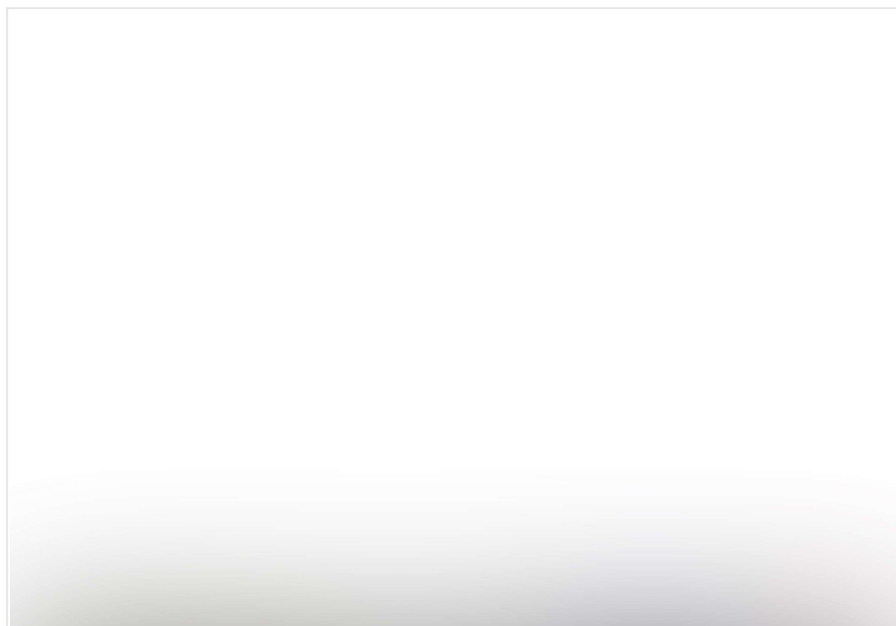
He said those at-risk learners need to know that enrolling in classes can gain them entry to excellent employers. For example, he said, students at SOWELA in Southwest Louisiana have an edge in getting jobs at premier

employers like Sasol near Lake Charles. Those
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non-traditional learners also need to see
success stories — people like them who've
earned credentials and are holding good jobs.

Boffy said students in K-12 can gain confidence
by enrolling in courses that point them toward
successful careers. They can develop
confidence on their high school campuses by
taking relevant courses.

She said K-12's goal by 2025 is that all students
will be exposed to dual-enrollment courses that
will point to workforce success.

Acadiana Business Today: Education
systems must better match programs
to La. workforce needs, panel members
urge; Opelousas residents voice
concern as part of city's upcoming
master plan



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Education systems must better match programs to La. workforce needs, panel members urge

BY KEN STICKNEY | STAFF WRITER MAR 3, 2020 - 1:02 PM

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BY DAN BOUDREAUX | STAFF WRITER MAR 7, 2020 - 9:15 AM

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BY KEN STICKNEY | STAFF WRITER MAR 3, 2020 - 4:44 PM

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BY DOMINICK CROSS | CONTRIBUTING WRITER

MAR 4, 2020 - 9:00 AM 3 min to read

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MEETING: Entertainment Technologies: Interactive Design Track Advisory Panel		DATE: 8/3/17
SUBMITTED BY: Ricky Tucker		MEETING PLACE: HR Conference/ Governors Building
PRESENT: Lynsey Jordan Gwin, Stephen Bowling, Quinton Jason, Justin Obney, Tucker Roussel, Joe Cancienne, Richard Tucker, Rhett Poche, Brittney Baptiste-Williams, Lisa Hebner, Gail Suberbielle ABSENT: GUEST: RECORDER: Richard Tucker		
AGENDA ITEM	DISCUSSION	ACTION TAKEN/ NEXT STEP
Introduction of Board Members; Introduction to ETEC (Interactive Track)	Board members introduced themselves and their companies: <i>Lynsey Jordan Gwin – Freelance designer; Stephen Bowling – Rockitscience Agency; Quinton Jason – X Design; Justin Obney – Turner Industries; Tucker Roussel – Gatorworks; Joe Cancienne – Gatorworks; Rhett Poche – BRCC; Brittney Baptiste-Williams – BRCC; Lisa Hebner – BRCC; Gail Suberbielle</i> ETEC Interactive Track/ Degree is focused on front-end web development and design.	
Discussion of current ETEC (Interactive Track)	Panel is informed of the current ETEC degree and changes ETEC faculty would like to make. This primarily involves replacing the current game-focused track with one focused on web development. ETEC faculty introduced the idea of also creating a TCA in web development for non-matriculating and graphic design/ ART students. Panel was asked about the feasibility of a degree/ certificate. Both would suffice, though ability to perform work/ understanding of web technologies/ work portfolio are more important to getting a job.	
Board is asked about proposed removal of ETEC 1013 as a pre-req for certain ETEC courses.	Unanimous agreement that ENGL 1013 pre-req isn't necessary, as long as ENGL 1013 and ENGL 1023 are part of the curriculum.	Removal of ENGL 1013 as a pre-requisite for ETEC 1013 and other ETEC courses.
Discussion of breadth/ scope/ goal of the degree.	Can be many things. "Web Development" is a large field and means many different things. – JC Hard to teach the specifics, so program needs to touch on fundamentals and teach students to self-teach themselves new technologies as they come into practice in industry. – SB Students need to know how to use documentation. – QJ Important to know patterns & components and how they break down into design patterns. – JC	
Discussion of the degree's "Core" courses and what needs to be included as a course.	ETEC 2513 & ETEC 2523 are good for fundamentals. – Board Decision was made to create a "Web Development Zero" course, ETEC 2503, that would teach "digital literacy." This would remove background information from 2513/2523, allowing for more coding content. "A Beginner's Guide to Toolkits, applications, and content." - JC	Development of a ETEC 2503: Digital Literacy and re-development of ETEC Web Core courses in ETEC degree.

[illegible]

Welding Fundamentals CTC, NEW

Course Number	Course Title	Credits
CORE 1003	Introduction to Craft Skills	3
WELD 1113	Welding Fundamentals	3
WELD 1211	Cutting Processes	1
Total		7

Structural Welder CTS, CURRENT

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1310	Cutting Processes - CAC/PAC	2
WELD 1411	SMAW Fillet Weld	3
WELD 1412	SMAW - V-Groove BU/Gouge	3
		15

Structural Welder CTS, REVISED

Course Number	Course Title	Credits
CORE 1003	Introduction to Craft Skills	3
WELD 1113	Welding Fundamentals	3
WELD 1211	Cutting Processes	1
WELD 1318	SMAW I (Fillet Weld)	8
WELD 1419	SMAW II (V-Groove Open, BU/Gouge, & Plate 2G-6G)	9
Total		24

Welding TD, CURRENT

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1310	Cutting Processes - CAC/PAC	2
WELD 1411	SMAW Fillet Weld	3
WELD 2110	FCAW - Basic Fillet Welds	3
WELD 2111	FCAW - Groove Welds	3
WELD 2310	GMAW - Basic Fillet Weld	3
WELD 2311	GMAW - Groove Weld	3
WELD 1420	SMAW - V-Groove Open	3
WELD 1510	SMAW - Pipe 2G	3
WELD 1511	SMAW - Pipe 5G	3
WELD 1512	SMAW - Pipe 6G	3
WELD 2220	GTAW - Pipe 5G	3
WELD 2221	GTAW - Pipe 2G	3
WELD 2222	GTAW - Pipe 6G	3
Total		45

Welding TD, REVISED

Course Number	Course Title	Credits
CORE 1003	Introduction to Craft Skills	3
WELD 1113	Welding Fundamentals	3
WELD 1211	Cutting Processes	1
WELD 1318	SMAW I (Fillet Weld)	8
WELD 1419	SMAW II (V-Groove Open, BU/Gouge, & Plate 2G-6G)	9
WELD 1519	SMAW III (Pipe Welds 2G-6G)	9
WELD 2116	GTAW (Pipe 2G-6G)	6
WELD 2213	FCAW (Fillet & Groove Welds)	3
WELD 2313	GMAW (Fillet & Groove Welds)	3
Total		45

Production Line Welder CTS - to be deleted

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1310	Cutting Processes - CAC/PAC	2
WELD 1411	SMAW Fillet Weld	3
WELD 1412	FCAW - Basic Fillet Welds	3
		15

FCAW Plate Welder CTS - to be deleted

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1310	Cutting Processes - CAC/PAC	2
WELD 2110	FCAW - Basic Fillet Welds	3
WELD 2111	FCAW - Groove Welds	3
		15

GMAW Plate Welder CTS - to be deleted

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1310	Cutting Processes - CAC/PAC	2
WELD 2310	GMAW - Basic Fillet Weld	3
WELD 2311	GMAW - Groove Weld	3

15

GTAW Pipe Welder CTS - to be deleted

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 2210	GTAW Basic Multi-Joining	3
WELD 2220	GTAW - Pipe 5G	3
WELD 2221	GTAW - Pipe 2G	3
WELD 2222	GTAW - Pipe 6G	3
		19

SMAW Pipe Welder CTS - to be deleted

Course Number	Course Title	Credits
WELD 1110	Shop Orientation and Safety	3
WELD 1140	Electrical Fundamentals	2
WELD 1210	Oxyfuel Systems	2
WELD 1420	SMAW - V-Groove Open	3
WELD 1510	SMAW - Pipe 2G	3
WELD 1511	SMAW - Pipe 5G	3
WELD 1512	SMAW - Pipe 6G	3
		19

Welding - 05/18/2020

TYPE OF PROPOSED CHANGE : Curriculum Modification
PROGRAM NAME : Welding

AWARD LEVEL(S)	
For Board of Regents and LCTCS Review: Name:	For LCTCS Review: Technical Diploma (T.D.) Certificate of Technical Studies (C.T.S.) Career and Technical Certificate (C.T.C.) TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)						
Stars : 4 Stars						
Name: Welding				Program Delivery Mode: Standard		
CIP: 48.0508	Credit Hours: 45.00	Contact Hours: 1695.00	Technical Diploma (T.D.)			
Stars : 4 Stars						
Name: Structural Welder				Program Delivery Mode: Standard		
CIP: 48.0508	Credit Hours: 15.00	Contact Hours: 420.00	Certificate of Technical Studies (C.T.S.)			
Stars : 3 Stars						
Name: Welding Fundamentals				Program Delivery Mode: Standard		
CIP: 48.0508	Credit Hours: 7.00	Contact Hours: 165.00	Career and Technical Certificate (C.T.C)			
IBC: Core	Issuing Body: National Center for Construction Education and Research (NCCER)	Course Title: Introduction to Craft Skills	Course Prefix: CORE	Course Number: 1003	Credits Awarded: 3.00	IBC Awarded upon Completion? :

PROPOSED CHANGE

a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

- 1) Welding Fundamentals CTC – new award. Certificate may be earned by completing first semester coursework in the proposed, revised Welding program of study. Intended to provide students with evidence of achievement to motivate students to continue in the Welding program and for those unable to continue, a marketable credential (NCCER Core).
- 2) Structural Welder CTS: modify the courses required for completion (additions and deletions/replacements, with extensive revision and distribution of content among courses and the addition of a flat lab fee to most courses) and an increase in credit hours (from 15 to 24) and clock hours (from 420 to 645).
- 3) Welding TD: modify the courses required for completion (additions and deletions/replacements, with extensive revision and distribution of content among courses and the addition of a flat lab fee to most courses). Credit hours will remain at 45; clock hours will be reduced, from 1695 to 1215.

**IMPLEMENTATION DATE
(Semester and Year)**

Fall 2020

HISTORY OF PRIOR ACTIONS

Provide an overview of changes to this program.

Incorporation of the Welding technical credentials (CIP code 48.0508) as a concentration in the Technical Studies A.A.S. was approved in 2017.

JUSTIFICATION FOR THE PROPOSED CHANGE

Include support such as four-year university agreements, industry demand, advisory board information, etc.

- 1) Welding Fundamentals CTC (new award): The proposed new CTC provides students with the fundamental skills related to welding safety and cutting processes. This new certificate program will provide evidence of accomplishment for all students early in the program as well as an exit point for students who may not be able to commit to completing the entire Welding program as they had originally planned. For the College, it represents an opportunity to count those that leave after finishing this coursework as completers. The embedded IBC is Core from the National Center for Construction Education and Research (NCCER).
- 2) Structural Welder CTS (modification): The modifications to this program include the addition of CORE as well as extensive reorganization of content into new courses which realistically represent the amount of lecture and lab time required to present content and allow for students to demonstrate achievement of the course (and program) learning outcomes.
- 3) Welding TD (modification): The changes include the deletion of 19 courses and the addition of nine new courses. The modifications to this program include the addition of CORE as well as extensive reorganization of content into new courses which realistically represent the amount of lecture and lab time required to present content and allow for students to demonstrate achievement of the course (and program) learning outcomes. The reorganization of content has resulted in a reduction in the number of courses that students are required to complete to earn the TD, will greatly facilitate scheduling the courses in Banner, and provide the College with a far simpler way to assign faculty workloads. Finally, all courses with lab or shop components will also include a flat lab fee of \$70 per student which will assist the division and College by offsetting costs that have previously been covered by the General Fund.

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION:**QUALIFIED FACULTY (Check all that apply)****Use Existing Faculty:** No

- Full Time: 12

- Part Time: 4

Hire Adjunct Faculty: No

- 0

Hire Full-Time Faculty: No

- 1

ADMINISTRATION and IMPLEMENTATION COSTS		
Department :		
How will this change affect the administrative structure and/or allocation of departmental funds in terms of:		
Faculty :	Facilities :	Library Resources :
Support :	Related Fields :	Other :

MINIMUM CREDENTIALS REQUIRED FOR FACULTY		
Education: Associate's degree preferred	Experience: Minimum of five (5) years work experience in the field of study plus industry-based certifications.	Certification: AWS Certified Educator certification required.

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS
Department : Technical Education
Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.
Costs to the College, following the time committed to developing these modifications, will be the commitment of time in developing the schedule of courses in Banner and the development of faculty schedules, both which are expected to be minimal. With the assessment of a flat lab/shop fee of \$70 per student per course, the implementation of the proposed changes will result in an increase in the funds available to the division since the General Fund will no longer be tapped to cover the cost of consumables for the relevant courses.

ANTICIPATED ENROLLMENT:					
Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	142 FT, 67 PT	170 FT, 80 PT	204 FT, 96 PT	245 FT, 115 PT	294 FT, 138 PT
EVENING	N/A	N/A	N/A	N/A	N/A
DISTANCE EDUCATION	unknown	unknown	unknown	unknown	unknown
Describe Process for Attaining & Estimating Enrollment:	The anticipated enrollment numbers are based on a 20% increase of Spring 2020 enrollment data.				

PROGRAM ACCREDITATION:

Is Program Accreditation, Licensure or Certification Required?	No Accreditation status:
Type/Name of Program Accreditation, Licensure or Certification Required:	

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.							
Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours
Program, Degree or Concentration:						Credit Hours: 0.00	

BENEFITS TO THE SYSTEM
Discuss how this change will benefit your students, your community, and the LCTCS.
<p>Benefits to Students The curriculum for the various Welding credentials prepares individuals for employment utilizing various processes and techniques which include, but are not limited to, shielded metal, gas tungsten, flux-cored arc, and gas metal arc welding. Upon graduation from the program, students are prepared to enter the employment market as entry-level welders for various employers in the Fabricated Metal Product Manufacturing field, with an average annual wage of \$61,776. The reorganization of content in the Welding courses has resulted in a curriculum with a more realistic amount of instructional time and a significant reduction in the number of courses and time required for completion of the awards in the program (CTS, TD, and Welding concentration in the Technical Studies AAS). Students will be able to register for at least 12 credit hours and thus be full-time each semester, a benefit to students dependent on financial aid. Completion of the programs in a timely fashion facilitates entry of students into the workforce.</p> <p>Benefits to the College Enrollment of students in at least 12 credit hours will benefit the College in terms of the number of full-time equivalents, tuition and fee revenue, and increase the number of students served and the number of completers. The assessment of the flat lab fee of \$70 per lab/shop course will significantly offset the amount of funding needed to support the welding program annually.</p> <p>Benefits to the System The anticipated improvements to the Welding curriculum will result in a greater number of individuals entering with workforce with the skills needed for entry-level positions, which reflects well on the System. According to the Louisiana Workforce Commission, welders, cutters, solderers, and brazers are ranked #1 among occupations with the highest estimated employment for the Fabricated Metal Product Manufacturing field in Louisiana based on 2016 data, with helper (production workers) ranked #3. Occupational projections indicate an annual employment increase of 0.81% in Louisiana alone from 2016 to 2026. An increase in the number of individuals employed and thus paying taxes is intended to result in a decrease on the financial burden of the College and System to rely on tuition and fee revenue to pay for operations.</p>

KEYWORDS

Welding
Structural Welder
NCCER Core