BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
10:00 a.m., Tuesday, August 20, 2013**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Approval of June 25, 2013 Board Meeting Minutes

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Louisiana Tech University’s request for approval for realignment of its organizational structure.

2. McNeese State University and Southeastern Louisiana University’s request for approval of an amendment to Southeastern Louisiana University’s Letter of Intent for a Bachelor of Science degree program in Health Management Systems to include McNeese State University as an equal partner.

3. Nicholls State University’s request for approval to change the name of the Department of Psychology and Counselor Education to the Department of Psychology, Counseling, and Family Studies.

4. University of Louisiana at Lafayette’s request for approval of the Center for Visual and Decision Informatics.

** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board.
5. **University of Louisiana at Monroe**’s request for approval to establish a Post Baccalaureate Certificate (PBC) in Unmanned Aircraft Systems Management in the College of Business Administration.

6. **University of Louisiana at Monroe**’s request for approval of a Proposal for a Bachelor of Science degree program in Pharmaceutical Sciences.

7. **University of Louisiana at Monroe**’s request for approval to offer a Certificate in Computed Tomography degree program in the Department of Radiologic Technology in Fall 2014.

8. **University of Louisiana at Monroe**’s request for approval of an Agreement of Academic Cooperation with GEUMGANG University, Nonsan, Republic of Korea.

9. **University of Louisiana at Monroe**’s request for approval of a Student Exchange Agreement with the University of Stirling.

10. **University of New Orleans**’ request for approval of a Letter of Intent for a Bachelor of Science degree program in Health Care Management.

11. **University of New Orleans**’ request for approval of a Letter of Intent for a Master of Fine Arts degree program in Creative Writing.

12. **University of Louisiana System**’s request for approval of System Universities’ 2013-14 Promotions in Faculty Rank and Recommendations for Tenure.

13. **University of Louisiana System**’s report of Academic Highlights.

14. Other Business

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**F. REPORT OF ATHLETIC COMMITTEE**

1. **McNeese State University**’s request for approval of a contract with Mr. Andre A. Burk, Jr., Head Men’s Golf Coach, effective July 1, 2013.

2. **McNeese State University**’s request for approval of a contract with Mr. Michael E. Fluty, Head Women’s Golf Coach, effective July 1, 2013.

3. **McNeese State University**’s request for approval of a contract with Mr. Brendon J. Gilroy, Head Men’s and Women’s Track Coach, effective July 1, 2013.

4. **McNeese State University**’s request for approval of a contract with Mr. Justin W. Hill, Head Baseball Coach, effective July 1, 2013.
5. **McNeese State University**’s request for approval of a contract with Mr. Michael J. Smith, Head Women’s Softball Coach, effective July 1, 2013.

6. **McNeese State University**’s request for approval of a contract with Ms. Danielle Steinberg, Head Women’s Tennis Coach, effective July 1, 2013.

7. **Northwestern State University**’s request for approval of a contract with Mr. Mike McConathy, Head Basketball Coach, effective May 1, 2013.

8. **Northwestern State University**’s request for approval of a contract with Mr. Donald Pickett, Head Women’s Softball Coach, effective July 1, 2013.

9. **Southeastern Louisiana University**’s request for approval of a contract with Mr. Tim Baldwin, Head Golf Coach, effective August 1, 2013.

10. **Southeastern Louisiana University**’s request for approval of a contract with Mr. James Brady, Head Track & Field/Cross Country Coach, effective August 1, 2013.

11. **University of Louisiana at Monroe**’s request for approval of a contract with Mr. Brian Wickstrom, Athletic Director, effective July 14, 2013.

12. **University of Louisiana System**’s report of significant athletic activities for the period of June 12 to August 4, 2013.

13. Other Business

G. **REPORT OF AUDIT COMMITTEE**

1. **University of Louisiana System**’s request for acceptance of Fiscal Year 2012-13 Financial and Compliance and Federal Award Programs Representation Letters for:
   
   a. Grambling State University
   b. Louisiana Tech University
   c. Nicholls State University
   d. Northwestern State University
   e. Southeastern Louisiana University
   f. University of Louisiana at Lafayette
   g. University of New Orleans

2. **University of Louisiana System**’s report on internal and external audits submitted for the period of June 15 to August 6, 2013.

3. Other Business
H. REPORT OF FACILITIES PLANNING COMMITTEE

1. Louisiana Tech University’s request for approval to enter into a ground lease with Louisiana Tech Foundation, Inc. to begin improvement on the Thomas Assembly Center scoreboard and to accept donations from the Foundation for the improvements to the facility upon completion of the installation.

2. Louisiana Tech University’s request for approval to accept bequest and complete transfer of property from Ms. Frances Baxter Mitchell.

3. University of Louisiana at Lafayette’s request for approval of the form and authorization to execute a Ground and Buildings Lease Agreement and Agreement to Lease with Option to Purchase with Ragin’ Cajun Facilities Corporation to develop the University’s Tier I Athletic Facilities Project.

4. University of Louisiana at Lafayette’s request for approval of the form and authorization to execute a Ground and Buildings Lease Agreement and Agreement to Lease with Option to Purchase with Ragin’ Cajun Facilities Corporation to develop the University’s Lewis Street Parking Garage and related facilities project.

5. University of New Orleans’ request for approval to enter into a Ground Lease with McDonald’s USA, LLC.


7. Other Business

I. REPORT OF FINANCE COMMITTEE

1. Grambling State University’s request for approval of a resolution providing for the issuance of not exceeding $7,500,000 Revenue Bonds, approving the form of a Supplemental Trust Indenture, approving the form and authorizing the execution of other documents in connection therewith; authorizing the office and trustees of the System to do all things necessary to effectuate this resolution; and providing for other matters in connection with the foregoing.

2. Southeastern Louisiana University’s request for approval to issue refunding bonds (Southeastern Louisiana Student Housing/University Facilities, Inc. Project) not to exceed $55,000,000.

3. University of Louisiana at Monroe’s request for approval to enter into a Management Agreement with the ULM Athletic Foundation effective August 21, 2013.
4. **University of Louisiana System’s** request for approval of Fiscal Year 2013-14 Operating Budgets, including organizational charts, undergraduate/graduate mandatory attendance fees, scholarships, and System Shared Costs.

5. **University of Louisiana System’s** request for approval of Fiscal Year 2013-14 distribution of Overcollections Fund allocated to the Board of Supervisors for the University of Louisiana System in HB1 of the 2013 Legislative Session.

6. Other Business

J. **REPORT OF PERSONNEL COMMITTEE**

1. **Grambling State University’s** request for approval to appoint Dr. King David Godwin as Interim Dean of the College of Arts and Sciences, effective July 1, 2013.

2. **Grambling State University’s** request for approval to appoint Mr. Aaron James as Athletic Director, effective September 1, 2013.

3. **Louisiana Tech University’s** request for approval of a Memorandum of Understanding with Mr. Tommy McClelland as Director of Athletics, effective August 1, 2013.

4. **University of Louisiana at Lafayette’s** request for approval to appoint Dr. Bradd E. Clark as Interim Provost and Vice President for Academic Affairs, effective July 1, 2013.

5. **University of Louisiana at Lafayette’s** request for approval to continue the appointment of Mr. Ken Ardoin as Interim Vice President for University Advancement, effective July 1, 2013.

6. **University of Louisiana at Lafayette’s** request for approval to appoint Dr. Azmy S. Ackleh as Dean of the Ray P. Authement College of Sciences, effective August 1, 2013.

7. **University of Louisiana at Lafayette’s** request for approval to appoint Dr. Mary J. Farmer-Kaiser as Acting Dean of the Graduate School, effective August 1, 2013.

8. **University of Louisiana at Monroe’s** request for approval to appoint Dr. Brian D. Wickstrom as Director of Athletics, effective July 14, 2013.

9. **University of Louisiana at Monroe’s** request for approval to appoint Ms. Pamela Jackson as Interim Dean of Students, effective August 1, 2013.

10. Other Business
K. **SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. MyEdu Presentation

4. Louisiana Tech University Presentation

5. Other Business

L. **BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Other Business

M. Other Business

N. Adjournment
Item E.1. Louisiana Tech University’s request for approval for realignment of its organizational structure.

EXECUTIVE SUMMARY

Louisiana Tech University requests to realign the academic and administrative structures. As part of re-visioning of Louisiana Tech’s strengths and opportunities, discussions with units across campus and senior administrators have focused on ensuring the maximum use of resources available. The University proposes the following changes:

- The Office of Student Affairs will oversee Enrollment Management, Admissions and Financial Aid.
- The Office of the Registrar, Institutional Research, and the Computing Center will operate in Academic Affairs.
- The Barksdale Center will reside in Academic Affairs and will continue to be an integral part of Tech’s mission in Shreveport-Bossier.
- The Bulldog Achievement Resource Center (BARC) will continue to function as a collaborative enterprise under the guidance of the Vice President for Student Affairs and Vice President for Academic Affairs.
- The Enterprise Center and Enterprise Campus will fall as a direct report to the University’s President.

The proposed reorganization will increase campus efficiencies and effectiveness. As well, reduction in workforce is not anticipated as a result of these actions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University’s request for approval for realignment of its organizational structure.
LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM:

As part of re-visioning of Louisiana Tech’s strengths and opportunities, discussions with units across campus and senior administrators have focused on ensuring that we maximize the excellent resources we have available to us.

I am requesting approval of the following realignments that will move some of the duties I held as Executive Vice President to Vice President of Student Affairs, Dr. Jim King, and to Vice President of Academic Affairs, Dr. Terry McConathy.

• Dean Pamela Ford will lead Enrollment Management, Admissions, and Financial Aid as part of Vice President Jim King’s team in Student Affairs.

• The Office of the Registrar, Institutional Research, and the Computing Center will operate in Academic Affairs.

• The Barksdale Center will reside in Academic Affairs, and will continue to be an integral part of Tech’s mission in Shreveport-Bossier.

• The Bulldog Achievement Resource Center (BARC) will continue to function as a collaborative enterprise under the guidance of Vice President Jim King and Vice President McConathy.

• The Enterprise Center and Enterprise Campus, directed by Dr. Davy Norris, will report directly to the President.

Sincerely,

Leslie K. Guice
President
ORGANIZATION CHART FOR LOUISIANA TECH UNIVERSITY

MEMBER, UNIVERSITY OF LOUISIANA SYSTEM

REVISED JULY 29, 2013
Item E.2.  **McNeese State University and Southeastern Louisiana University**’s request for approval of an amendment to Southeastern Louisiana University’s Letter of Intent for a Bachelor of Science degree program in Health Management Systems to include McNeese State University as an equal partner.

**EXECUTIVE SUMMARY**

McNeese State University and Southeastern Louisiana University wish to collaborate to establish a Bachelor of Science degree program in Health Management Systems. Southeastern Louisiana University’s Letter of Intent to establish a Bachelor of Science degree program in Health Management received Board approval on June 25, 2013. However, McNeese and Southeastern wish to amend Southeastern’s Letter of Intent for the proposed program to include McNeese as an equal partner.

The program is an integration of healthcare, business management, and information systems. Upon completion of the program, graduates will understand current and future healthcare industry trends and issues; will be able to develop, communicate, and manage resources and solutions to healthcare industry challenges; and improve overall healthcare system quality and outcomes. The 120-hour curriculum will be offered in a traditional classroom setting. The BS in Health Management Systems would be designed to accept most prerequisite courses acquired in the first two years of students’ academic study plan. The additional course work required could be achieved within the last two years of a 4-year plan.

Currently, there are no public universities in Louisiana offering a Bachelor of Science degree program in Health Management Systems. Although a similar degree program is offered at the University of Louisiana at Lafayette, it focuses less on the use of data to manage systems than the proposed program. The BS in Health Management Systems will be designed to improve the quality and safety of healthcare, improving access, and evaluating the effectiveness of healthcare systems and costs. As well, the BS in Health Management Systems will be an interdisciplinary program that blends healthcare delivery systems, health information systems, and business management. Graduates will be prepared to serve in executive-level positions in the healthcare industry.

The Bureau of Labor Statistics has projected a 16% increase in medical and health services managers between 2008 and 2018, a higher rate of job growth than the national average. As the Patient Protection and Affordable Care Act is implemented in the state, the healthcare industry will continue to expand and diversify, requiring managers to help ensure efficient
operations. The program will help meet these diverse needs of businesses and healthcare institutions. Courses and internships will be directed toward workforce requirements in the southeast region of Louisiana. The creation of the proposed program would satisfy workforce needs according to national and statewide projections for medical and health service managers.

Students will be recruited from those interested in healthcare or related areas. Southeastern projects that 30 students will be admitted each semester during the first five years. Articulation agreements for Southeastern and McNeese will be created with community and technical colleges to attract students enrolled in Associate Degree or Certificate programs. The proposed academic partnership would include the sharing of faculty and library resources to offer the same curriculum by both universities. Each university would offer the degree program, but the institutions would develop a system for rotating required major course offerings based on student demand, avoiding unnecessary duplication of offerings at either institution. Didactic courses will be offered online. Internship and capstone experiences will be regionally-based, affording students with experiences that can potentially lead to job offers in the region in which they wish to work and reside.

If approved, the program will be implemented Fall 2014 at both institutions. The program will meet the diverse needs of businesses and healthcare institutions. Local and state entities will benefit as courses and internships will be directed toward workforce requirements in the state.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University and Southeastern Louisiana University’s Letter of Intent for a Bachelor of Science degree program in Health Management Systems to include McNeese State University as an equal partner.
August 1, 2013

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request for the amendment of Southeastern’s Letter of Intent for a Bachelor of Science degree program in Health Management Systems to include McNeese State University as an equal partner.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the August 19, 2013 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosures
July 30, 2013

Dr. Sandra Woodley  
President, University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, Louisiana  70802

Dear Dr. Woodley:

We are requesting the amendment of Southeastern's Letter of Intent for a Bachelor of Science degree program in Health Management Systems to include McNeese State University as an equal partner. The proposed academic partnership would include the sharing of faculty and library resources to offer the same curriculum by both universities. Each university would offer the degree program, but the institutions would develop a system for rotating required major course offerings based on student demand, avoiding unnecessary duplication of offerings at either institution. Didactic courses will be offered online. Internship and capstone experiences will be regionally-based, affording students with experiences that can potentially lead to job offers in the region in which they wish to work and reside.

Sincerely,

John L. Crain, President  
Southeastern Louisiana University

Philip C. Williams, President  
McNeese State University
Item E.3. Nicholls State University’s request for approval to change the name of the Department of Psychology and Counselor Education to the Department of Psychology, Counseling, and Family Studies.

EXECUTIVE SUMMARY

Nicholls State University requests approval to change the name of the Department of Psychology and Counselor Education to the Department of Psychology, Counseling, and Family Studies. The date of implementation is contingent upon Board approval.

The change is requested so that the name of the department is inclusive of the degree programs within the department; therefore, Family Studies is being added. The verbiage Counselor Education is antiquated. The counseling industry refers to the field as “Counseling.” In 2009, the Department of Family and Consumer Sciences merged into the Departments of Teacher Education and Psychology and Counselor Education. The General Family and Consumer Sciences Program is the program that is currently included in the Department of Psychology and Counselor Education from the dissolved department. The other degree programs included in the department are the Specialist Degree in School Psychology, Master of Education in School Counseling, the Master’s in Clinical and Mental Health Counseling, and Undergraduate Psychology program.

Nicholls’ administrators have determined that the name change would best meet the needs of the programs, its students, and the University. This reorganization would not have a financial impact on the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request for approval to change the name of the Department of Psychology and Counselor Education to the Department of Psychology, Counseling, and Family Studies.
July 26, 2013

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

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the enclosed items to be placed on the agenda for the August 20, 2013, meeting of the Board of Supervisors for the University of Louisiana System:

Approved to change the name of an existing academic department, the Department of Psychology and Counselor Education, to the Department of Psychology, Counseling, and Family Studies

The rationale for this request is attached.

Thank you for your assistance in this matter.

Sincerely,

[Signature]

Stephen Hulbert
President

STH/AD

Attachment

cc: Mr. Larry Howell, Executive Vice President
    Dr. Laynie Barrilleaux, Vice President for Academic Affairs
    Dr. David Boudreaux, Vice President for Institutional Advancement
    Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services
    Mr. Mike Naquin, Associate Vice President for Finance and CFO
    Mr. Mike Davis, Assistant Vice President for Facilities
    Mrs. Stacy LeJeune, Internal Auditor
    Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
MEMORANDUM

DATE: July 3, 2013

TO: Dr. Stephen T. Hulbert
   President

FROM: Dr. Laynie Barrilleaux
       Vice President for Academic Affairs

RE: Staff Approval Requested to Change the Name of Existing Academic Department

Your support and concurrence is requested in this action to obtain approval from the Board of Supervisors and the Board of Regents to change the name of an existing department, the Department of Psychology and Counselor Education, to the Department of Psychology, Counseling, and Family Studies. The effective date of this change will be upon Board approval of the request.

Rationale: The change is requested so that the name of the department is inclusive of the degree programs within the department; therefore, we are adding “Family Studies.” The verbiage Counselor Education is antiquated. The counseling industry refers to the field as “Counseling.” In 2009, the Department of Family and Consumer Sciences merged into the Departments of Teacher Education and Psychology and Counselor Education. The General Family and Consumer Sciences Program is the program that is currently included in the Department of Psychology and Counselor Education from the dissolved department. The other degree programs included in the department are the Specialist Degree in School Psychology, Master of Education in School Counseling, the Master’s in Clinical and Mental Health Counseling, and Undergraduate Psychology Program.

Thank you for your consideration of this request.

AB/sa
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 20, 2013

Item E.4. University of Louisiana at Lafayette’s request for approval of the Center for Visual and Decision Informatics.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette’s request for approval of the Center for Visual and Decision Informatics (CVDI) whose mission is to research and develop next generation visual and decision support tools and techniques to enable decision makers in government and industry to fundamentally improve the way their organization’s information is interpreted and analyzed. CVDI will bring together analytic, visual, and perceptual techniques by advancing the state-of-the-art in the research fields of Information Visualization, Visual Analytics, and Automated Analysis. This research will be supported by advanced computing and visualization facilities to create Decision-Making Environments (DME) – a framework that will enable users to explore and customize information streams in a variety of modalities to gain better insight to that information.

The proposed Center will accelerate the creation and transfer of knowledge and technology to industry and commercial products. Also, the Center will create future workforce that benefit the local and national economy by educating a diverse body of students on the interdisciplinary field of Visual and Decision Informatics. Graduate students, as well as undergraduates, will have the opportunity to work on CVDI projects. This will reinforce the value and relevance of the skills and knowledge provided to the students and provides them with additional insight on the needs and expectations of industrial and government members.

CVDI will be created to impact research, both in terms of focus, quality and funding and increasing the economic impact of research conducted at universities. No similar unit exists at any other state university/college. It will be the only center of its kind in the nation. The Center derives its base funds from the National Science Foundation and Industry Membership Fees. Funds from the National Science Foundation will cover the operational costs of the Center while funds from Industry Membership Fees will be used to fund membership projects. These projects are research projects that develop techniques and tools within the realm of Visual and Decision Informatics, in which two or more of the industry participants have interest.

Existing resources will be used to manage the Center and will be administered by the Office of Vice President for Research. The Center will be beneficial to both campus and community.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for approval of the Center for Visual and Decision Informatics.
July 31, 2013

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

Dear Dr. Woodley:

This is to request notice of intent to seek Board of Regents approval of the Center for Visual and Decision Informatics.

Please place this item on the agenda for consideration at the August, 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

Attachments
LOUISIANA BOARD OF REGENTS

Form B

Request for Full Approval of a Conditionally Approved Center, Institute, and/or Similar Academic/Research Unit

PLEASE SUBMIT ONE COPY AND ONE ELECTRONIC COPY (Email attachment, Word or Word Perfect Document – no PDFs please) including:

1. Name of Institution: UL Lafayette
2. Name of Proposed Unit: Center for Visual and Decision Informatics
3. Name and Title of Administrators:

Vijay V Raghavan, Center Director
Email: vijay@caes.louisiana.edu
Phone: 337-482-6603
Address:
The Center for Advanced Computer Studies (CACS)
University of Louisiana at Lafayette, UL Lafayette
P.O. Box 44330, Lafayette, LA 70504-4330
Cian Robinson, Site Director  
Email: cianrobinson@louisiana.edu  
Phone: 337-482-0615  
Address:  
Center for Business and Information Technologies  
University of Louisiana at Lafayette, UL Lafayette  
P.O. Box 44932, Lafayette, LA 70504-4932

4. Department or Academic Unit Responsible for the Unit:  
Office of Vice President for Research

5. Date to Be Implemented: Spring 2012

6. Date Approved by Management Board:
FORM B – PROPOSAL FORMAT

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A. Description

1. Provide a description and set of objectives for the proposed unit.

UL Lafayette is seeking formal approval from the Louisiana Board of Regents for the official recognition of the Center for Visual and Decision Informatics (CVDI), an industry/university cooperative research center of excellence approved by the National Science Foundation on February 5, 2012. The CVDI is now recognized as the nation’s only NSF center with a technical focus on Visual and Decision Informatics and the first ever NSF center focusing on Industry/University cooperative research in the history of the State of Louisiana. In approving this center (see NSF Award Letter within Appendix), NSF program managers and an external panel of peer reviewers has not only recognized the national need for the proposed center but has also attested to the lack of overlap with any existing NSF centers.

The Center for Visual and Decision Informatics (CVDI) is a National Science Foundation (NSF) Industry/University Cooperative Research Center (I/UCRC)\(^1\), which serves to drive continuous innovation through knowledge sharing among partners leading to invention and commercialization of data-driven decision support technologies. Under the NSF program, a I/UCRC is established to conduct research that is of mutual interest to both the industrial members and the university researchers who are involved, with the provision that industry must provide the major financial support to the center’s core research projects. The center is also strongly focused on the education of graduate students via the center’s research projects, thus developing students who will be knowledgeable in industrially-relevant research.

NSF’s I/UCRC model strongly encourages multi-university centers, with the requirement that each center be a partnership between at least two academic institutions. CVDI is composed of two academic sites and is currently supported by 14 industrial/government members. The two sites are UL Lafayette, which is the lead institution, and Drexel University.

CVDI’s mission is “to research and develop next generation visual and decision support tools and techniques to enable decision makers in government and industry to fundamentally improve the way their organization’s information is interpreted and analyzed. CVDI will bring together, analytic, visual and perceptual techniques by advancing the state-of-the-art in the research fields of Information Visualization, Visual Analytics and Automated Analysis. This research will be supported by advanced computing and visualization facilities to create Decision-Making Environments (DME) – a framework that will enable users to explore and customize information streams in a variety of modalities to gain better insight to that information.”

The goals and objectives of the Center are to:

1. Accelerate the creation and transfer of knowledge and technology to industry and commercial products;
2. Discover, share and leverage synergies of concepts, technologies and resources needed by industry-relevant Visual and Decision Informatics research; and
3. Create future workforce that benefit the local and national economy by educating a diverse body of students on the interdisciplinary field of Visual and Decision Informatics.

In summary, CVDI’s value proposition is to offer a low-cost, low-risk venue for industry and government agencies to validate early stage innovation with involvement of university faculty, post-doctorate scholars and students.

2. Correlate objectives of the proposed unit with the role, scope, and mission of the institution.

CVDI supports UL Lafayette’s mission as expressed within its 2009-2014 Strategic Plan, the Master Plan for Public Postsecondary Education in Louisiana 2011-Revised 2012, and the Board of Regents FIRST Louisiana plan. The next two subsections will address how CVDI supports these plans.

UL Lafayette Strategic Plan

The UL Lafayette 2009-2014 Strategic Plan: Tradition, Transition, Transformation includes eight imperatives; CVDI directly supports three of them. These are Fostering Economic and Community Development, Supporting the Research Portfolio of Our Community of Scholars, and Facilitating the Quality of Teaching and Learning.

The first objective of CVDI is to “Accelerate the creation and transfer of knowledge and technology to industry and commercial products.” This directly supports the two goals of the strategic imperative Fostering Economic and Community Development, which are
- Enable both knowledge advancement via research and economic development
- Support internal stakeholders working to generate a positive economic, scientific, cultural or social impact

This is being done in multiple ways. First, CVDI is structured to attract multiple sources of funding, which is detailed in the Budget section. However, what is immediately relevant is that all industrial/government members provide financial support to the Center via an annual “membership fee” of $30,000 per year for regular members and $20,000 per year for businesses that are deemed “small” according to Small Business Administration criteria. These membership fees are distributed to research projects selected, on a yearly-basis, by the members. Most typically, the selected projects will address the common needs/issues of multiple members. Furthermore, the members provide direction on the types of projects that should be proposed, within the Visual and Decision Informatics theme. Thus, the projects are known to be relevant to industry needs and have both high-interest and support; this increases the likelihood of adoption and the impact on economic development. The projects are typically expected to reside
in the “valley of death” for research, which is the early to middle stages of applied research. Such projects will offer researchers the opportunity to hone their research skills as well as their abilities to develop robust prototypes. This plays into the need for forming strong research teams, and as a result, University researchers have opportunities to make positive impacts both economically and scientifically.

The second CVDI objective, “Discover, share and leverage synergies of concepts, technologies and resources needed by industry-relevant Visual and Decision Informatics research,” supports the imperative Supporting the Research Portfolio of Our Community of Scholars. In particular, the following objectives are addressed:

- Forge avenues for interdisciplinary collaboration on meaningful and influential research projects
- Launch innovative and non-redundant signature initiatives to take advantage of our potential strengths and external opportunities for funding and support
- Increase attainment of competitive federally and industry supported grants for funding research and graduate assistants

CVDI researchers are drawn from multiple units, including different departments, centers and colleges and all have different skill sets and domains of knowledge. In fact, as two universities are committed to this effort, we now have a multi-institutional interdisciplinary collaboration. Further, CVDI is designed to take advantage of the strengths and resources available to UL Lafayette, including LONI (Louisiana Optical Network Initiative), LITE (Louisiana Immersive Technologies Enterprise), NIMSAT (National Incident Management Systems and Advanced Technologies), and the investment in personnel with backgrounds in visualization, decision support and analytical techniques, such as data mining. As this is the first I/UCRC center to be established in the State of Louisiana and will be the only I/UCRC Center with the theme of Visual and Decision Informatics in the nation, CVDI is a non-redundant signature initiative. Finally, CVDI enhances the opportunities to obtain competitive federal and industry grants.

This is accomplished in several ways. First, there are several NSF funding opportunities that are only available to I/UCRCs and/or require a university to have a NSF Center. Consequently, not only the opportunities for funding are increased, but also, as there are only approximately 70 I/UCRCs in the nation, the competition, in terms of the number of proposal submissions, for these opportunities is lower than that for standard NSF initiatives. Second, CVDI, by definition, involves cooperation with multiple industry members. As the collaboration matures, this increases the ability to create partnerships aimed at applied technology grants from sources such as the NIH (National Institutes of Health), DOD (United States Department of Defense), and Homeland Security.

The third objective “Create future workforce that benefit the local and national economy by educating a diverse body of students on the interdisciplinary field of Visual and Decision Informatics, supports the imperative Facilitating the Quality of Teaching and Learning. The two objectives most directly supported are
• Raise the profile of graduate study and create the environment and funding structure for growth
• Grow and encourage internships and co-op experiences

Graduate students, as well as undergraduates, will have the opportunity to work on CVDI projects. This will reinforce the value and relevance of the skills and knowledge provided to the students and provides them with additional insight on the needs and expectations of industrial and government members. Furthermore, this could translate into hires when students graduate, since the industrial/government members know the students who have worked on Center projects already have knowledge and skills relevant to their organizations. Finally, we expect that the membership will likely seek additional students to serve as interns and/or as co-ops over the course of their participation with the Center. In fact, we have seen some early indications of this. By making potential collaborative partners aware of UL Lafayette’s efforts and capabilities relating to the theme of visual and decision informatics, a few entities have recently contacted faculty at UL Lafayette asking about the possibility of hiring interns.

FIRST Louisiana

The Louisiana Board of Regents has approved the FIRST Louisiana plan as the organizing framework for the research component of the Regents Master Plan for Higher Education. In this plan, six goals were specified, each with different strategies and implementations. CVDI supports these goals, especially Goal 3 (Core Enabling Science & Technology Research), Goal 4 (Translational Research Domains) and Goal 5 (Core Industry Science & Technology Sectors).

The manner in which these goals have been met is addressed in the next few paragraphs.

Goal 3 (Core Enabling Science & Technology Research) seeks as its primary strategy to “Stimulate High-Levels of Innovation” and “Pursue Multi-Institutional Center Grants”. To implement those strategies, FIRST Louisiana seeks to create clusters of innovation on and across campuses and establish collaborative multi-institutional R&D centers including industrial partners. One means for achieving such activity is through competitive federal grants. CVDI fulfills this strategy by

• Forming an innovation cluster at UL Lafayette for Visual and Decision Informatics,
• Being a multi-institutional R&D center that includes industrial partners, and
• Having been established through the award of a competitive federal grant, namely, an award through the Industry & University Cooperative Research Program of the NSF Computer Information Science and Engineering (CISE) Directorate.

Goal 4 (Translational Research Domains) has the following two primary strategies:

• Target niche area aligned with resources, strengths, needs and opportunities
• Invest resources to build capacity in areas of competitive advantage
One means to implement the above strategies is to “promote multi-institution and multi-state R&D initiatives.” Again, as mentioned above, CVDI is a multi-institutional entity as it is composed of UL Lafayette and Drexel University. As Drexel University is based in Pennsylvania, CVDI also qualifies as a multi-state R&D initiative.

Finally, Goal 5 (Core Industry Science & Technology Sectors) seeks, as one of the primary strategies, to “foster University/Industry/Government collaborative R&D innovation.” One means for implementing this strategy is to “expand upon networking environments for academia and industry” and to seek “Industry R&D funding.” CVDI is designed with the goal of fostering University/Industry/Government collaboration in Research and Development. It links the research capabilities of the universities, with the needs of the industry and government members and is supported by member funding as well as funding from and the endorsement of the NSF. Furthermore, it creates an opportunity for the university faculty/staff to interact with industry members, leading to new networking and collaborative opportunities. The inaugural industrial members and supporters of the CVDI are

1. Children’s Hospital of Philadelphia
2. Elsevier
3. First Call Network, Inc.
4. Johnson and Johnson
5. Lockheed Martin
6. Stuller, Inc.
7. SunGard Availability Services LP
8. Thomson Reuters

The inaugural government members of the CVDI are

1. Louisiana Department of Health and Hospitals
2. Louisiana Department of Revenue
3. Louisiana Immersive Technologies Enterprise

In addition, three companies have joined CVDI within the past two months. They are

1. Microsoft Corporation
2. IMS Health Incorporated
3. Louisiana Health Care Quality Forum (LHCQF)

In addition, though not a formal industry member, the Institute of Museum and Library Services (IMLS) has supported some of the CVDI activities via a grant.

As a final note, the FIRST Louisiana plan focuses on a number of Foundational Sciences and Core Technologies. Computer Science is one of the Foundation Sciences and is also a key component of the CVDI’s science and technology base to deliver innovations in Visual and Decision Informatics. As a result, Visual and Decision Informatics falls within the FIRST Louisiana Core Technologies of Computational Science & Information Technology.
Master Plan

The Board of Regents Master Plan for Public Postsecondary Education in Louisiana, 2011-Revised 2012, includes, for each Louisiana university, a list of “Special Programs/Features.” The Center clearly falls within one of the University’s five identified areas, “Computing, informatics and smart systems development.”

In addition, the Plan includes three goals and supporting objectives. The Center specifically supports Goal 2 – Foster Innovation Through Research and Technology in Louisiana and the following objectives:

Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.

Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.

Objective 2-4: Develop and periodically update campus-based plans for science and technology research.

Objective 2-5: Assess and encourage the articulation of statewide priorities for investment with campus research priorities and activities.

Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.

B. Need

1. Provide a rationale of need for the proposed unit.

Two important motivations for creating CVDI revolved around (a) impacting research, both in terms of focus, quality and funding; and (b) increasing the economic impact of research conducted at universities. Both are objectives of great significance to the universities involved in this effort as well as to the Louisiana Board of Regents. After examining various options, the NSF I/UCRC model is found to be a proven means for achieving both. The next two subsections will discuss I/UCRCs’ historical impacts.

Research Impact

The NSF Industry/University Cooperative Research Centers (I/UCRCs) have had a strong impact on research focus, quality and funding. Over a five year period ending in 2011, 54% of the researchers involved with I/UCRCs indicated that, compared to the research projects they typically conducted, the center projects were more applied; 36% indicated the focus was equivalent. In addition, 83% of the researchers were quite satisfied with the center-supported research program and 81% of the researchers felt the center-supported research program was quite relevant to their professional goals. Equally
important, 64% of the researchers felt the center had a very positive impact on their opportunities for grants and contracts; another 20% felt the centers had a moderately positive impact. Additionally, 62% of the researchers indicated that the center had a very positive impact on their ability to support graduate students; another 17% felt the center had a moderately positive impact for graduate student support. Thus, while center supported projects had over half the researchers focusing on more applied research than normal, the vast majority were satisfied with the center research program, found the research quite relevant, felt it greatly enhanced their opportunities for grants and contracts and that their ability to support graduate students increased positively.

Financially, over the same five year period, the average I/UCRC obtained approximately $399,870/year in NSF funding. Roughly $222,296 was related to the I/UCRC center funding and I/UCRC specific funding opportunities and $177,574 to other NSF programs. In addition, the average center received $472,927/year in federal funding, not including the NSF funds. Hence, the average I/UCRCs obtained a total of $872,797 a year in federal funding. Furthermore, $72,622/year, beyond the money previously mentioned, were obtained by researchers for non-I/UCRC-related projects that they believe would not have been received if the I/UCRC did not exist. If membership fees are included, then, on average, an I/UCRC has funding income of just under $1,000,000 per year.

**Economic Impact**

**General Impacts of I/UCRCs**

The NSF Industry/University Cooperative Research Centers (I/UCRCs) have had a strong impact on economic development outcomes. Over a five year period ending in 2011, 2,071 students were directly hired by the members of the I/UCRCs; 741 were doctoral students, 708 were master students, and 622 were undergraduates. Furthermore, 232 invention disclosures were made, 191 patent applications filed, 72 patents were granted, 18 software copyrights were obtained, and 41 licensing agreements were acquired.

Over the same period, the average median amount invested by each individual member organization to support center stimulated research was $45,000. These additional investments are for research projects, including internal projects and projects contracted to outside performers, which are not covered by the center membership fees. This corresponds well with the finding that the membership of all I/UCRCs spent approximately $60 million a year in follow-on funding (center stimulated research). Additional impact is also found in cost savings, that is, savings resulting from (a) the acceleration of internal projects due to center research and/or (b) the R&D cost avoidance achieved via the value of projects they would have done internally but did not. In this case, members indicated that they received an estimated average cost avoidance of $300,000.

Over a recent five year period (ending in 2011), 86% of members believe their research and development efforts were enhanced by the I/UCRCs; 67% indicated that the improvement was moderate to very high. Fifty-one percent believe the I/UCRC
enhanced their commercialization efforts (another 18% indicated commercialization was not/applicable or did not respond). As a result, each year an average of 78% of the members indicate they were inclined to renew membership; only 3% were inclined to drop membership.

Another indication of the value of the I/UCRCs can be viewed in terms of the leveraging effect. For every dollar invested by the NSF I/UCRC program, a center typically obtained $7.3 to $10.9 in additional funding. This is significant, as the members themselves typically invest only $2.9 to $3.8 dollars (per NSF dollar) in the center. In some cases, individual members have seen their money leveraged as high as two-to-three hundred to one.

There is another, indirect testament to the economic impact of I/UCRCs. Of the more than 70 IUCRCs which have graduated (no longer funded by NSF IUCRC Program), over 2/3 of these centers are still in operation; some of these centers have been in existence for more than 30 years. Collectively these centers reported over $100 million/year in research funding.

Economic Impact, Targeted centers

In a recent study, three mature I/UCRCs were investigated along with 16 “high impact beneficiaries” from those three IUCRCs. In terms of the centers, the impressive economic impact of the three centers is readily apparent. The present value of realized impacts of $1.27B were generated from NSF investments of approximately $19.4M. If NSF investments are removed, a net present value of $1.25 B was achieved.

In terms of members, six members of one center realized $3,000,000 in R&D efficiencies over past five years. Included in this figure is an estimated $400k-$800k in cost savings related to hiring center students and over $2M in avoided person-year costs by leveraging center research capabilities (instead of going in-house).

In another case, a member has applied center-related ideas and technology to various processes in its global operations. The firm estimates that involvement with the center was at least partially responsible for these developments and enabled an estimated $500,000,000 annually in returns related to improved productivity and maintenance costs. Furthermore, a start-up company used ideas and technology obtained from one of the three mature centers to generated $90,000,000 in revenue in 2009. The company expects strong growth in upcoming years; they currently employ 120 people within US. In another case, technology licensed by a start-up food processing company took 14 years to be marketed and deployed. The company employs 40 people and earned more than $7M in revenue.

2. Does a similar or closely-related unit exist at any other state university/college?

No similar unit exists at any other state university/college. This is the first I/UCRC center to be established in the State of Louisiana. It is and will be the only I/UCRC Center with the theme of Visual and Decision Informatics in the nation. In fact, during
the evaluation of our proposal, the NSF checked for the absence of significant overlap with existing I/UCRCs as one of the criteria to be eligible for the award.

The data provide in this section has been obtained from
1. Denis Gray, private communications, February 2012.
2. Denis Gray, *NSF IUCRC Primer on Program Background, Status and Evaluation Findings*

C. Faculty

1. List the primary faculty members who will work directly within the proposed new unit.

From UL Lafayette, two employees have been tasked with administrating the Center. Dr. Vijay Raghavan, Distinguished Professor in the Center for Advanced Computer Studies is the Center Director; Cian Robinson, Associate Director of the Center for Business and Information Technologies is the Site Director. In addition, 10 faculty and staff form the core of the UL Lafayette research staff for the Center. They are:

- Dr. Ryan Benton, Ph.D., Computer Science, University of Louisiana at Lafayette
- Dr. Carolina Cruz-Neira, PhD, Electrical Engineering and Computer Science (EECS), University of Illinois at Chicago
- Dr. Raju Gottumukkala, Ph.D., Computer Science, Louisiana Technical University
- Dr. Rakesh Bajpai, Ph.D., Chemical Engineering, IIT Kanpur, India
- Dr. Chrisophr Borst, Ph.D., Computer Science, Texas A&M University
- Dr. Dmitri Perkins, Ph.D., Computer Science and Engineering, Michigan State University
• Dr. Michael Pratt, Ph.D., Computer Engineering, University of Louisiana at Lafayette
• Dr. Dirk Rieners, Ph.D., Computer Graphics, Technical University Darmstadt, Germany
• Dr. Michael Totaro, Ph.D., Computer Science, University of Louisiana at Lafayette
• Dr. Wu Xu, Ph.D., Bioinformatics and Computational Biology, Iowa State University

This number will be increasing as UL Lafayette continues internal promotion of the Center.

From Drexel, three personnel have been tasked with administrating the Center. They are Dr. Xiaohua Tony Hu, who is a Co-Director, Dr. Il-Yeol Song, who is the Center’s Deputy Director and Mr. Rod Miller, who is the Drexel Site Director. Drexel also has a number of faculty, approximately 11, who will be participating as research staff for the Center.

2. Describe involvement of faculty, present and projected, in research, extension, and other activities and the relationship of these activities to unit operations.

Center Membership Projects

The Center derives its base funds from two sources: the National Science Foundation and the Industry Membership Fees. The former is used to cover the operational costs of the Center and the latter is used to fund the Membership Projects. These projects are research projects that develop techniques and tools, within the realm of Visual and Decision Informatics, in which two or more of the industry participants have interest. In the general course of events, the industry members articulate their IT needs, the Center puts out a call for proposals, and faculty from the two universities submit proposals in response. At this point, after initial vetting by the Center administration, the top 10 proposals are presented to the industry members, who rank them according to the extent to which they meet the needs of their organization. The proposals are then funded, based on the rankings and budgetary constraints.

Hence, the involvement of an interested faculty member consists of creating a short proposal, presenting the proposal to the industry members, and, in the event the project is funded, executing the project, which will be for a duration of one year or less. At present, CVDI has sponsored 5 projects; all 5 involved UL Lafayette faculty and provide support for graduate students. In total, the projects are actively involving, at UL Lafayette, 5 faculty, 3 research staff, and 8 graduate students. The projects are slated to run from July 2012 to June 2013.

Industry Sponsored Projects

Based on the experiences of other I/UCRCs, a second source of faculty interaction is via industry and government agency sponsored projects. Opportunity for such a project arises when an industry member has a problem that they wish to have addressed but do not want to share the outcomes with the other members. In this case, the Center administration would find faculty/staff that have the necessary skill sets and bring them into the discussions. After the scope and budget are negotiated, the faculty/staff involvement would be as per a normal, one-on-one industry-sponsored project.
Center-related Research Projects

In the future, CVDI will be seeking funding to expand the basic and early applied research portfolio of the Center faculty and staff. This will be accomplished via two primary focuses. First, there are NSF solicitations that require those submitting institutions to be affiliated with an active I/UCRCs and/or NSF Centers. Hence, the Center administration will actively seek these solicitations and form teams, with complementary skills, to pursue and obtain funding from those sources.

Second, CVDI will also work with Center faculty and staff to identify solicitations relevant both the Center and the investigators from various federal agencies, such as NIH, NGA, NSF, and so forth. The Center will then aid in identifying potential collaborators, available resources, known tools and other resources that will enhance the ability to acquire the funding. In this case, the goal is to bring value to the faculty for participating in the Center as well as broaden the research funding opportunities that are available to Center members.

At this time, several proposals have been submitted that require an active I/UCRC; they are currently under review by the NSF. In addition, teams have been formed to pursue various funding opportunities at the state and federal level, with proposals having been submitted.

NSF Funding Under Evaluation:
- Fundamental Research - Visualization-Based Gap Analysis, and Link Discovery, CVDI, submitted Feb 2013, $200,000.
- Innovative Managing Director Supplement, CVDI, submitted Feb 2013, $600,000.
- Major Research Instrumentation, UL Lafayette, submitted Feb 2013, $1,347,924.

NSF Funding Awarded
- Research Experience for Veterans (REV) Supplement, Drexel, May 2012: $8,000.
- REU Supplement, UL Lafayette, Feb 2013: $13,585.

Center-related Application Projects

Finally, an area often overlooked by University researchers is application-oriented projects, which encompass the majority of the federal R&D budget. Some examples include the SBIR and STTR programs, along with a large part of the extramural research budget of the federal agencies. CVDI will start initiatives, targeting both industrial members as well as university faculty/staff, designed to acquire such application-oriented funding. This arrangement would serve to (a) provide more value to the industrial members, (b) provide new sources of funding to the University community, and (c) increase the availability and diversity of visual and analytical tools within the Center.
Agencies that would be considered include DARPA (Defense Advanced Research Projects Agency), the Department of Energy and the Department of Homeland Security.

D. Facilities and Equipment

1. Existing Facilities

UL Lafayette

The UL Lafayette facilities and infrastructure available to CVDI can be categorized as university/state level, departmental level and specialized laboratories. In the following subsections, more information will be provided.

University/State

The University maintains thirteen general purpose laboratories containing more than 400 computers as well as peripheral devices such as projectors, scanners and printers. Ten of the laboratories are aimed to support efforts such as report writing, web search and other activities. Three of the laboratories provide tools for statistical and analytical activities as well as for software development; they also provide support for efforts such as report writing, web search and other activities.

The University maintains a gigabit Ethernet campus-area-network along with a wireless network. We also maintain connections to the commodity Internet via Louisiana's LaNet network as well as a connection to the research-oriented Internet2 network. In addition, the University is linked through the Louisiana Optical Network Initiative (LONI) to the Internet2 network. LONI, which is administered under the authority of Louisiana Board of Regents, is a high-speed, fiber optic network that connects supercomputing resources among the state's major research universities – Louisiana State University, Southern University, University of Louisiana at Lafayette, Louisiana Tech University, University of New Orleans and Tulane University – along with the two LSU Health Sciences Centers in New Orleans and Shreveport and four universities in Mississippi. LONI connects Louisiana to major national research networks and is one of 11 resource providers on TeraGrid, the backbone of national cyber infrastructure.

LONI provides 6 high-performance computing clusters that are interconnected via the LONI fiber backbone and dedicated to furthering the efforts of researchers throughout Louisiana. Five of the clusters are each composed of 128 compute nodes, and is capable of 4.77 TFlops Peak Performance. They run the Red Hat Enterprise Linux 4 operating system. Each node contains two Intel dual-core Xeon 64-bit processors operating at a frequency of 2.33 GHz. The sixth, called Queen Bee, is a 50.7 TFlops peak performance cluster from Dell. It contains 680 nodes, each with 2 Quad-Core 2.33 GHz Intel Xeon 64bit processors running Red Hat Enterprise Linux (RHEL) v4. Memory is 8 GB RAM per node.

With respect to visualization facilities, CVDI has no-cost access to 4 advanced visualization venues, which are especially useful in the research of immersive
technologies. The first is the Total Immersion Space (TIS), which allows several users to be totally immersed in a virtual environment. The TIS is a 10x10x10 foot room with screens on each of the four walls, the ceiling and the floor, using multiple projectors in a motion-tracked environment. The TIS allows users to walk in and experience their data in a computer-generated virtual world, in much the same way we explore the real world. For research and display involving larger groups, CVDI has access to a large theatre which seats 165 and is equipped with a projection screen that is 26.5-feet by 11-feet, High Definition, 3-D projection and THX surround sound. It is designed classroom-style to facilitate group decision-making sessions, training exercises, and is well-suited for a range of investigations involving film screenings, visualization services and presentations. The other two visualization venues are the Flex room and the Executive Conference Room. The Flex contains a two-projector curved screen and motion tracking system, which supports small working groups that cannot comfortably fit in the TIS. The Executive Conference Room, which features a two-camera video-conferencing system, stereoscopic 3D viewing and virtual reality tracking systems, allows for remote collaboration on a project via a video-conferencing system.

**Departmental Resources**

**CACS**

The Center for Advanced Computer Studies operates more than 300 workstations, including those belonging to specialized laboratories. Some of this equipment is for general use and others are housed in the CACS research laboratories. Swamp, which is a general purpose research lab, contains Intel-based workstations running Linux and Microsoft Windows as well as Sun Microsystems Unix workstations. CACS also operates a 96-node Linux cluster. Numerous peripherals are also available such as color and monochrome laser printers, large format plotters, scanners, and so forth.

With respect to network capacity, CACS operates an extensive Ethernet network with both gigabit Ethernet and 100Mb Ethernet services. In turn, the CACS network is connected to the University's gigabit Ethernet campus-area-network. A wireless network is also maintained, permitting access for students, faculty, staff and visitors.

**Department of Chemistry**

The Department of Chemistry at the University of Louisiana at Lafayette offers other research facilities to carry out the proposed project. These include the following equipment:

- A new Varian NMR 400 MHz spectrometer available for routine measurements
- A Mass selective spectrometer Hewlett-Packard 5972 GC-MS
- HP 5890 Series II GC
- HPLC-Dionex (Ultimate 3000)
- UV-Visible 550 Jasco spectrometer for routine measurements
- A FT-IR spectrometer (JASCO FT/IR-480 Plus)
- A second spectrometer for near IR measurements FT/IR-NIR (IR Digilab-Excalibur series)
Electrical and Computer Engineering

The Electrical Engineering Department maintains ten departmental instructional/research laboratories as well as one general purpose laboratory. The instructional/research labs are designed to support particular education purposes, as well as specific types of research such as network simulations, circuit and microprocessor testing, fault tolerant aerospace controls investigations. The general purpose lab has two dozen networked PCs with all essential academic software and tools along with Matlab.

Specialized Laboratories

The CVADI will also have access to a number of specialized laboratories, including the Laboratory for Internet Computing (LINC), CACS Virtual Reality Lab, Creative Research for Experiences with Advanced Technological Environments (CREATE), Wireless Systems and Performance Engineering Research (WiSPER) and Dr. Wu’s Chemistry Lab. These laboratories generally support (a) development of analytical and visualization tools and/or (b) evaluation of the effectiveness of tools (via experimentation and/or validation). In terms of computational support, the laboratories provide over fifty workstations customized to support visualization and analytic development, five dedicated visualization venues, numerous tracking and input devices for immersive visualization, several dedicated computational, database and web servers, a small Hadoop cluster, terabytes of storage, two wireless test beds (which supports data collection and algorithm evaluation), and several biochemistry tools and software.

Drexel University

The iSchool at Drexel provides access to a variety of specialized facilities, including a large server IBM e1350 Linux Cluster dedicated to research use. It contains: an IBM eServer Cluster 42U Enterprise Rack; 15 IBM x335 servers (computing nodes) containing: Dual 2.8Ghz Intel Xeon Processors, 1.5GB PC2100 ECC DDR SDRAM 100Mhz Bus, 512KB L2 Cache, 40GB Fixed IDE; an IBM x345 server; an IBM DS400 SAN Storage Subsystem; and 14 300GB 10000rpm Ultra320 SCSI Hot Swap drivers, which is approximately 3 TB on 2 RAID-5 Volumes.

The iSchool at Drexel houses two newly renovated research facilities that have substantial computing facilities. The Knowledge Management Collaboratory contains 7 PC P3-700 workstations with flat panel monitors and connected by a mixed wired and wireless network, a SmartTech smart board rear projection unit, and an InSight controller. This provides an excellent facility in which to study collaborative design; it is also used as a research and training facility by the Institute for Healthcare Informatics, which is housed within The iSchool at Drexel. The Usability Laboratory contains 6 PC computers, a Panasonic front projection unit, and a mirror for observation of participants in experiments. This provides an excellent facility in which to verify the usability of systems developed in research or classroom projects.

The KMC/Usability Lab computing needs are supported by an IBM NetFinity dual P3-700 server with 2 gigabytes of RAM (upgradeable to 10) and a maximum 360 gigabyte storage capability. A newly acquired UNYSIS server with 1-2 gigabytes of RAM and 720 gigabytes maximum storage capacity is also available.
Geographic Information Systems & Spatial Analysis Lab (GISSA) is an active laboratory engaged in progressive GIScience research. Leveraging state-of-the-art spatial analytical tools for geospatial analysis, geovisualization, and spatial process modeling, GISSA both develops and implements these tools for engaging in evidence-based decision making, policy evaluation and contract-based industry research. GISSA was founded and is directed by Tony H. Grubesic, Associate Professor of The iSchool at Drexel. Recent work includes the development of spatial decision support systems (SDSS).

The ACIN Technology Center in Camden, NJ is an offsite applied industrial research facility owned, operated and managed by The iSchool at Drexel. The facility includes 10,000 square feet of reconfigurable computer laboratories and other space suitable for US DoD classified research. Drexel University has a successful and approved security program in place, recently rated as “Exceptional” by the DHS. The ACIN technology center is co-located with the Drexel ACIN business incubator—a partnership between Drexel and the Department of Defense to create opportunities for small businesses to rapidly transition commercial technology to military use. ACIN Computing facilities include: (1) the NEER-IP test bed—a 160 processor supercomputing cluster designed for network emulation and network centric application development, (2) dozens of mobile computing platforms (tablet PCs and mobile phones), (3) a local cell phone base station, and (4) a number of software licenses (OPNet, Qualnet, Exata, Matlab, et al).

2. New Facilities

The Center for Visual and Decision Informatics does not require new facilities. It is designed to work with existing infrastructure.

E. Administration

1. Administrative structure for the proposed unit

Center Structure

The Center shall be governed by a/an:
   a. Center Director/Co-Directors
   b. Deputy Director
   c. Site Directors
   d. Center Administration
   e. Academic Policy Board
   f. Industrial Advisory Board
   g. Center External Evaluator
a. **Center Director/Co-Directors.** The Center Director and Co-Directors are the primary decision-makers for the Center and shall have responsibility and authority for all aspects of Center’s operation and performance, and will report directly to the Academic Policy Board. The Center Director/Co-Directors will be advised by the Industrial Advisory Board. In addition, the Center Director shall provide a semi-annual report to the Academic Members and Industrial Members. Further, the Center Director shall report to the National Science Foundation as required.

b. **Deputy Director.** The Center Deputy Director holds an appointment with an Academic Member (currently UL Lafayette and Drexel) and conducts research within the Center’s Research Focus. Typically, the Deputy Director will have an appointment at an academic member that is not the same as the one with which the Center Director is affiliated. The Deputy Director, in addition to assisting the Center Director, will have responsibility for activities relating to the strategic planning and the growth of the Center. The Deputy Director is a member of the Center Administration and has responsibility for the growth the Center by addition of new academic members, broadening of technical focus and coordinating other related efforts.

c. **Site Directors.** Each Academic Member shall select a site director to oversee Center activities at their university. The site directors will be responsible for Center activities at their university and will report directly to their respective university administrators and to the Center Director. The various faculty and staff, for activities relating to the Center, will report to their site directors. The Site Directors and Project Principal Investigators shall provide interim reports to the Center Director as necessary at the completion of major research tasks. The site directors will serve as a liaison between the Center and the appropriate departments of the academic members.

d. **Center Administration.** The Center Administration consists of the Center Director, Co-Directors, the Site Directors (one from each Academic Member) and the Deputy Director. The Center Administration shall select research projects to receive
f. Industrial Advisory Board. "Industrial Advisory Board" shall refer to a board comprised of one representative appointed by each of the Industrial Members. The representative shall be designated in writing by the authorized signatory on the Industrial Member Agreement, which designation may be changed from time to time at the written request of the Industrial Member. The Industrial Advisory Board (IAB) is led by an Industry Board Chair elected by the IAB. An organization will be entitled to have one voting representative on the Industrial Advisory Board for every paid membership. Membership fees will be used to support the Center activities.

The Industrial Advisory Board will assist the Center Director, Site Directors and participating faculty in identifying pre-competitive, generic, industry-related, research problems in Center focus areas; recommend research projects for funding; identify appropriate internship opportunities for graduate and undergraduate students; assist the Center Director and Site Directors in identifying new members; review the research and educational accomplishments of the Center; and recommend restructuring and/or redirecting of on-going programs to meet Industrial Members’ needs and concerns.

g. Center External Evaluator. A Center External Evaluator, appointed by the National Science Foundation, will advise the Center Director, Site Directors, Academic Policy Board, and the Industrial Advisory Board on the organization and operation of the Center and will provide an independent assessment of the operation of the Center. The Center External Evaluator will report directly to the I/UCRC Program Manager at the NSF.
The Center evaluator is responsible for conducting a survey of all Center participants to probe the participant satisfaction with Center activities; participating in I/UCRC Center and informational meetings; performing exit interviews to determine why members chose to withdraw from the Center; and participating in continuous quality process improvement by providing information to the NSF I/UCRC program officials.

**Internal Structure at UL Lafayette**

Though not discussed in the Center budget submitted to the National Science Foundation, the Administration of UL Lafayette is highly committed to the success of CVDI. In addition to the cost share reflected in the proposal budget, the UL Lafayette Administration has committed the following in support of the Center:

1. Dr. Vijay Raghavan is expecting to spend 20% of his time in managing the Center.

2. Mr. Cian Robinson will be committing 10% of his time in retaining/recruiting members and managing the UL Lafayette site.

3. UL Lafayette has hired a Director for Innovation Management; 10% of the Director’s time will be committed to recruiting new member companies and facilitating IP transfer.

4. A Research Scientist will be dedicated full-time (100%) to the Center to (a) facilitate the Center research and (b) acquire research funding for the Center.

5. A Business Developer will be hired in the second year to (a) aid in the recruiting and retention of the IAB members, (b) expand the Center capabilities to include products and services, and (c) acquire funding for application projects.

6. Administrative assistants within the Center for Business and Information Technology (CBIT) and the School of Computing and Informatics (CMIX) will be tasked, as part of their duties, to aid in the book-keeping and monitoring tasks associated with the Center.

---

**Office of Vice President for Research**

---

![Figure 2. Center within UL Lafayette](image-url)
2. **Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.**

There will not be a significant impact upon the administrative structure of the campus.

**F. Budget**

1. **Revenue**

There are two primary sources of sustained revenue for the CVDI Center; each source can be subdivided by revenue collected by UL Lafayette and by Drexel University. In addition, for a 3 year period, there will be seed funding provided by UL Lafayette to enable the Center growth and operations.

The first source of sustained revenue is membership fees. As per NSF requirement, each site of the Center must obtain and maintain at least 5 industry/government agency members. Members join by signing an Industry Membership Agreement with a site and then paying the $30,000 membership fee; an organization is permitted to buy multiple memberships. These fees are expected to be used to support research efforts. A Small Business Membership Agreement is also currently being considered; if implemented, the membership fee for a small business would be $20,000.

Initial NSF goals of UL Lafayette for year 1 (2012) were set at $150,000 in membership fees. For the 2012 year, the UL Lafayette site exceeded the goal by collecting $170,000 in membership fees from 5 members. As part of the growth plan, the UL Lafayette site set its goal to increase the membership by 1 per year or $30,000 from the initial NSF goal, until at least 10 members are obtained and maintained.
Initial NSF goals for Drexel for year 1 (2012) were set at $210,000 in membership fees. For the 2012 year, the Drexel University site had executed membership agreements with 6 entities, resulting in $180,000 in membership fees. In addition, an agency provided $30,000 via a grant to support CVDI research. Hence, for the first year, the Drexel University site obtained $210,000 in membership and support fees.

The second primary source of revenue is funding from the NSF who has committed to providing funding to each site for five years, as long as the minimum site requirements are maintained. These funds are expected to support operational costs.

The NSF will provide $80,000 per year to UL Lafayette, the lead institution. Funding will increase by $15,000 when UL Lafayette site membership reaches a minimum of 10.

The NSF will provide $55,000 a year to Drexel University. As is the case at UL Lafayette, funding will increase by $15,000 when Drexel site membership reaches a minimum of 10.

The third source of funding is seed funding provided by UL Lafayette in the amount of $50,000 in year 1 of operations, $200,000 in year 2 and $200,000 in year 3.

Table A, in the Appendix section, reports the revenue and expense breakdowns.

2. Anticipated Expenditures

UL Lafayette

Anticipated expenditures by UL Lafayette can be classified as Research Endeavors, which are funded by the UL Lafayette Membership Fees, and Operational Costs, which are funded by the NSF and UL Lafayette seed funds. Both will be discussed further in the next two subsections.

Operational Costs

Personnel Costs

The Center will support, in part with UL Lafayette seed funds, a research scientist. During the second year, $83,676 (87.5%) of support will be provided. During the third year $52,597 (55%) of support will be provided. The remaining salary during year 2, year 3, and future years will come from external sources, such as research funding.

The Center will support a business development professional for the last half of the second year ($32,500) and the entire third year ($65,000) of operations. The support will come from the UL Lafayette seed funds.

A graduate student, who will support operational tool development, will be funded during the summer months. The student will implement tools and technologies to support Center operations and goals, such as enhancing the Center website, evaluating the new Center content management system, implementing project tracking tools, and so forth.
The principal goal will be to, at least once a year, have a concentrated effort to develop new tools/ideas that aid Center operations, as opposed to simply maintaining current Center tools. At present, the graduate student will receive a stipend of $2,400 for approximately two months of work. The funds are provided by the NSF.

In addition, the Center will support graduate students who will be acting as research assistants. The students will be supported via a stipend rate of $1,500 a month. For the first year, support is provided for one graduate student for twelve months and a second student for six months. For years 2 and 3, support is provided for one graduate student each year for twelve months. In addition, tuition is budgeted at $2,500 per semester during the Fall and Spring semesters for the graduate students receiving stipends. The costs for the research assistants will be covered by the UL Lafayette seed funds.

**Fringe Rate**

UL Lafayette has a fringe rate of 40.09% which is applied to all personnel who are employed by UL Lafayette, excluding undergraduate and graduate students. Hence, for this effort, the fringe rate is applied against the research scientist and the business development professional. As a result, for year 2, the fringe is $46,575 and, for year 3, $47,145. This will be covered by UL Lafayette seed funds.

**Travel**

Travel to meet with and recruit new academic sites has been provided by UL Lafayette. The funding is $1,250 for the year 1 and $2,000 for years 2 and 3.

The travel budget provided by NSF can loosely be broken down into four categories:

<table>
<thead>
<tr>
<th>Type</th>
<th>Year 1</th>
<th>Years 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSF Annual Director’s Meeting</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>IAB Meeting at Drexel University</td>
<td>9,800</td>
<td>9,800</td>
</tr>
<tr>
<td>Travel to Current Members</td>
<td>3,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Recruitment Travel</td>
<td>7,500</td>
<td>7,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$21,800</strong></td>
<td><strong>$24,800</strong></td>
</tr>
</tbody>
</table>

The National Science Foundation requires the Center Director (or designee) to attend the Annual Director’s Meeting in Washington D.C.; this is typically held in January. This is expected to cost $1,500.

With respect to the IAB Meeting travel, Drexel University will be hosting one IAB meeting a year. As such, funds have been set aside for the Center Director, the Site Director, and faculty/staff to attend the meeting. The five faculty/staff may include UL Lafayette administration, presenters of new research projects and/or members of the UL Lafayette staff that actively support the CVDI operations. The cost per person is expected to be $1,400 (total $9,800).

In addition, funds have been allocated for the Center and/or Site Director (or their designees) to visit current members. The goal of the trip is to ensure that member's
needs are being met and to explore additional ways the Center can meet those needs. Funds are expected to cover two trips during year 1 and 4 trips during years 2-5. The cost per trip is expected to be $1,500 (total $3,000 year 1; $6,000 year 2-5).

Finally, funds have been allocated for five trips by the Center and/or Site Director (or their designees) to visit prospective members. The cost per trip is expected to be $1,500 (total $7,500).

**Operating Services**

UL Lafayette is providing $250 in year 1 and $500 in years 2 and 3 to cover the cost of operating services that may be required by the Center.

**Supplies**

NSF is providing $436 per year for supplies that may be needed for the IAB meeting hosted by UL Lafayette each year of the project. In addition, UL Lafayette is providing $1,000 in year 1, $1,749 in year 2, and $1,758 in year 3 to cover the cost of supplies that may be required for operation of the Center.

**Documentation**

In order to communicate with current members and prospective members, the Center will need to develop and distribute material, as appropriate, such as:

- Marketing material
- Annual reports
- Periodic updates/news
- White papers

NSF is providing $2,744 per year to aid in the creation, production and dissemination of these initiatives.

**IAB Meeting**

The Center is expected to hold two IAB meetings a year, approximately six months apart. UL Lafayette will be hosting one of the meetings each year. The cost of holding this meeting is expected to be approximately $13,564 during the first year and $10,564 during future years. The funding is provided by NSF.

**Professional Services / Center Evaluator**

As the lead institution, UL Lafayette is required to establish a sub-award to the Center Evaluator, who is responsible for evaluating the progress of the Center and making recommendations. The Evaluator must attend the first and second IAB meetings; the Annual Director’s Meeting; the Annual Evaluator Meeting and complete required reports.

Annual NSF funding of $15,000 covers this cost. As per NSF requirements, the entire amount must be provided to the Evaluator.
Capital Outlay

The Center will acquire equipment to support both the current and future research endeavors. While a number of Center researchers are able to bring resources to the projects, the long-term stability of the Center requires the establishment of a base set of resources that are available to any of its investigators. In order to acquire the initial equipment, devices and software, UL Lafayette is providing $13,000 in year 1, $10,000 in year 2, and $8,000 in year 3.

Research Endeavors

The UL Lafayette IAB membership funds, minus the NSF allowed 10% overhead, will be used to fund the Center Member Projects, which were discussed in an earlier section. Proposed projects are presented to the current IAB members for funding selection. The total actual funds awarded are based on the actual membership fees collected. Detailed budgets for IAB funded projects are provided for the selected projects at that time.

Indirect Costs

NSF is providing $24,056 per year for indirect cost. Indirect is calculated at the university’s federally negotiated rate of 43% modified total direct cost (MTDC).

The National Science Foundation requires that the membership fees be subject to no more than 10% overhead (lower than 10% is permitted). UL Lafayette and Drexel University have agreed that the Center for Visual and Decision Informatics will charge the maximum permitted by NSF. As such, a 10% indirect rate on the total direct cost of all research endeavors is being funded by the IAB membership funds.

Drexel University

The funds expended by Drexel University can be classified as Research Endeavors and Operational Costs as discussed further in the next two subsections. The Drexel IAB membership funds will be used to fund the Center Member Projects; while funding of $55,000 per year is provided by NSF to fund Drexel operational costs.
### G. Appendix

Table A. Current and Projected Income and Expense for CVDI

<table>
<thead>
<tr>
<th>Category</th>
<th>Source</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
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<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership Fees</td>
<td>IAB</td>
<td>150,000</td>
<td>180,000</td>
<td>210,000</td>
<td>240,000</td>
<td>270,000</td>
</tr>
<tr>
<td>1/UCRC</td>
<td>NSF</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
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<td>200,000</td>
<td>200,000</td>
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<td></td>
</tr>
<tr>
<td><strong>UL Subtotal</strong></td>
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<td>280,000</td>
<td>460,000</td>
<td>490,000</td>
<td>320,000</td>
<td>350,000</td>
</tr>
<tr>
<td>Membership Fees</td>
<td>IAB</td>
<td>210,000</td>
<td>240,000</td>
<td>240,000</td>
<td>270,000</td>
<td>270,000</td>
</tr>
<tr>
<td>1/UCRC</td>
<td>NSF</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
</tr>
<tr>
<td><strong>Drexel Subtotal</strong></td>
<td></td>
<td>265,000</td>
<td>295,000</td>
<td>295,000</td>
<td>325,000</td>
<td>325,000</td>
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<tr>
<td><strong>TOTAL INCOME</strong></td>
<td></td>
<td>$545,000</td>
<td>$755,000</td>
<td>$785,000</td>
<td>$645,000</td>
<td>$675,000</td>
</tr>
</tbody>
</table>

| **EXPENDITURES**       |        |         |         |         |         |         |
| Personal Services      |        | 36,900  | 188,151 | 190,142 | 2,400   | 2,400   |
| Salaries               | UL     | 116,176 | 117,597 |         |         |         |
| Fringe Benefits        | UL     | 46,575  | 47,145  |         |         |         |
| GA Stipend             |        | 29,400  | 20,400  | 20,400  | 2,400   | 2,400   |
| Seed Funds             | UL     | 27,000  | 18,000  | 18,000  |         |         |
| 1/UCRC                 | NSF    | 2,400   | 2,400   | 2,400   | 2,400   | 2,400   |
| GA Tuition             | UL     | 7,500   | 5,000   |         |         |         |
| Travel                 |        | 23,050  | 26,800  | 26,800  | 24,800  | 24,800  |
| Seed Funds             | UL     | 1,250   | 2,000   | 2,000   |         |         |
| 1/UCRC                 | NSF    | 21,800  | 24,800  | 24,800  | 24,800  | 24,800  |
| Operating/Supplies      |        | 17,994  | 15,993  | 16,002  | 13,744  | 13,744  |
| Operating              | UL     | 250     | 500     | 500     |         |         |
| Supplies               | UL     | 1,000   | 1,749   | 1,758   |         |         |
| Publications           | NSF    | 2,744   | 2,744   | 2,744   | 2,744   | 2,744   |
| Supplies               | NSF    | 436     | 436     | 436     | 436     | 436     |
| IAB Meeting            | NSF    | 13,564  | 10,564  | 10,564  | 10,564  | 10,564  |
| Professional Services  | NSF    | 15,000  | 15,000  | 15,000  | 15,000  | 15,000  |
| Capital Outlay         | UL     | 13,000  | 10,000  | 8,000   |         |         |
| Research Endeavors     | IAB    | 135,000 | 162,000 | 189,000 | 216,000 | 243,000 |
| Indirect               |        | 39,056  | 42,056  | 45,056  | 48,056  | 51,056  |
| 1/UCRC                 | NSF    | 24,056  | 24,056  | 24,056  | 24,056  | 24,056  |
| Research Endeavors     | IAB    | 15,000  | 18,000  | 21,000  | 24,000  | 27,000  |
| **UL Subtotal**        |        | 280,000 | 460,000 | 490,000 | 320,000 | 350,000 |
| Research Projects      | IAB    | 210,000 | 240,000 | 240,000 | 270,000 | 270,000 |
| 1/UCRC Phase 1         | NSF    | 55,000  | 55,000  | 55,000  | 55,000  | 55,000  |
| **Drexel Subtotal**    |        | 265,000 | 295,000 | 295,000 | 325,000 | 325,000 |
| **TOTAL EXPENDITURES** |        | $545,000| $755,000| $785,000| $645,000| $675,000|

27
NSF AWARD LETTER ESTABLISHING CVDI

National Science Foundation
4201 WILSON BOULEVARD, ARLINGTON, VIRGINIA 22230

Award Date
February 4, 2012

Award No.
IIP-1160958
IIP-1160958

Proposal No.

Dr. E. Joseph Savole
President
University of Louisiana at Lafayette
104 University Circle
P.O. Drawer 41008
Lafayette, LA 70503-2701

Dear Dr. Savole:

The National Science Foundation hereby awards a grant of $80,000 to University of Louisiana at Lafayette for support of the project described in the proposal referenced above as modified by e-mail dated January 12, 2012.

This project, entitled "I/UCRC Phase I: Center for the Visual and Decision Informatics (CVDI)," is under the direction of

Vijay V. Raghavan, Carolina Cruz-Neira, Raju Gottumukkala, Ramesh Kolluru, Ryan G. Benton, in collaboration with the following proposals

Proposal No.: 1160960
PI Name/Institution: Xiadhu

This award is effective February 15, 2012 and expires January 31, 2017.

This is a continuing grant which has been approved on scientific/technical merit. Contingent on the availability of funds and the scientific progress of the project, NSF expects to continue support at approximately the following level:

FY 2013 $80,000
FY 2014 $80,000
FY 2015 $80,000
FY 2016 $80,000

The scientific/technical progress of the project is documented through submission of annual and final project reports to NSF. Such reports are to be submitted electronically via the NSF FastLane System (www.fastlane.nsf.gov). Information regarding the specific due dates of such reports also is available in FastLane.
This grant is awarded pursuant to the authority of the National Science Foundation Act of 1950, as amended (42 U.S.C. 1861-75) and is subject to Research Terms and Conditions (RTC), dated July 1, 2008, and NSF RTC Agency Specific Requirements, dated 10/10, available at http://www.nsf.gov/awardmgmt/rtc.jsp.

This award is subject to the Federal Funding Accountability and Transparency Act (FFATA) award term entitled, Reporting Subawards and Executive Compensation, which has been incorporated into the NSF Terms and Conditions referenced above.

If the awardee has any questions related to the pre-populated data associated with this award in the FFATR Subaward Reporting System, such questions should be submitted to: FFATR@Reporting@nsf.gov or by phone (866) 673-6186.

This award is made in accordance with the provisions of "Industry/University Cooperative Research Centers Program (I/UCRC)", NSF 10-596.

As a condition of this award, the grantee agrees to provide total cost sharing as specified in the referenced proposal in the amount of $247,560. No Federal funds may be used to meet the grantee's cost sharing obligation for this project.

Costs of entertainment, amusement, diversion and social activities, and any costs directly associated with such costs (such as meals, lodging, rentals, transportation and gratuities) are unallowable. When certain meals are an integral and necessary part of a conference or meeting (i.e., working meals where business is transacted), grant funds may be used for such meals. Grant funds may also be used to furnish a reasonable amount of coffee or soft drinks for conference or meeting participants and attendees during coffee breaks.

All materials produced as part of this project, including electronic components such as World Wide Web pages, must include a clear indication of source(s) of support (both NSF and any other contributors).

As a further condition of this award, near the end of each 12 month period, the Program Director and or the Division Director will review the center on a number of renewal criteria including the following: 1) the extent to which the Industry/University interaction is developing; 2) the extent to which the support base is developing; 3) the extent to which a robust research program is developing; 4) adherence to the I/UCRC program requirements. If the review is satisfactory, the Program Director will recommend support for the next period of this continuing award.

Please view the project reporting requirements for this award at the following web address: https://www.fastlane.nsf.gov/research/admin/prsloginHome.do?awdID=1160958.

The attached budget indicates the amounts, by categories, on which NSF has based its support.

The cognizant NSF program official for this grant is Rathindra DasGupta, (703) 292-8353.

The cognizant NSF grants official contact is Stephanie Gorman, (703) 292-4809.
Sincerely,

Kim M. Hub
Grants and Agreements Officer
CFDA No. 47.041
orp@louisiana.edu

IIP-1160958

SUMMARY PROPOSAL BUDGET
Award No. 1160958

3 of 4
<table>
<thead>
<tr>
<th>Person MOS</th>
<th>Funds granted</th>
<th>csl</th>
<th>acad</th>
<th>sumr</th>
<th>By NSF</th>
</tr>
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<tr>
<td>A. (5.00) Total Senior personnel</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>B. Other Personnel</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1. (6.00) Post Doctoral associates</td>
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<td>0.00</td>
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<td>2. (6.00) Other professionals</td>
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<td>4. (6.00) Secretarial-clerical</td>
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<td>5. (6.00) Undergraduate students</td>
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<td>6. (6.00) Other</td>
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<td></td>
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<td>Total salaries and wages (A+B)</td>
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<td>C. Fringe benefits (if charged as direct cost)</td>
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<tr>
<td>Total salaries wages and fringes (A+B+C)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>D. Total permanent equipment</td>
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<tr>
<td>E. Travel</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Domestic</td>
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<tr>
<td>2. Foreign</td>
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<tr>
<td>F. Total participant support costs</td>
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<tr>
<td>G. Other direct costs</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>2. Publication costs/page charges</td>
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<tr>
<td>3. Consultant services</td>
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<tr>
<td>4. Computer (ADPE) services</td>
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<tr>
<td>5. Subcontracts</td>
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<td>6. Other</td>
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<td>Total other direct costs</td>
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<td>H. Total direct costs (A through G)</td>
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<td>J. Total direct and indirect costs (H+1)</td>
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</tr>
<tr>
<td>K. Residual funds / Small business fee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Residual funds (if for further support of current projects AAG 1.D.2 and 1.D.3)</td>
<td>$0</td>
<td></td>
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<td></td>
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<tr>
<td>2. Small business fee</td>
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<td>L. Amount of this request (J1 or (J+K1+K2)</td>
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<tr>
<td>M. Cost sharing</td>
<td>$49,500</td>
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</table>
Item E.5. University of Louisiana at Monroe's request for approval of a Proposal to establish a Post Baccalaureate Certificate (PBC) in Unmanned Aircraft Systems Management in the College of Business Administration.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) proposes to offer a Post Baccalaureate Certificate (PBC) in Unmanned Aircraft Systems (UAS) Management in the College of Business Administration. The proposed Certificate program will meet the educational requirements for individuals who have earned a baccalaureate degree and who are seeking functional competency in drone management. The program will provide graduates to work as pilots/operators and/or developmental team members of unmanned aircraft systems while fully understanding the operational and safety environments of the National Airspace System.

The UAS is an emerging industry under strict control of the Federal Aviation Administration (FAA). Currently the only agencies allowed to operate UAS are federal, state and local government, and qualifying universities. The proposed 15-hour certificate focuses specifically on managing UAS and is not equivalent to the comprehensive aviation degree program. The program seeks to provide a well-qualified, ethical workforce for the emerging field of UAS. As well, the program will strive to provide students and faculty access and training on leading edge technology that will have practical applications in a variety of disciplines. Professional development of individuals who seek to obtain a formal educational credential in the aviation field can be supported by the PBC in Unmanned Aircraft Systems Management.

The creation of the proposed PBC in UAS Management will help meet the expected demand for well-trained employees in the aviation industry; provide an alternative educational path for individuals displaced by downturns in other occupational fields; and create entrepreneurial opportunities for the commercial application of UAS technology. Currently there are no similar post baccalaureate certificate programs offered by either public or private institutions in Louisiana.

Classes will be offered in the traditional format and will utilize course content and teaching methods that will allow students to complete the program in 24 months. ULM projects that the program will begin with an enrollment of 2 students and increase to 25 students by 2017. By the end of the third year, it is projected that there will be two completers and 12 by year five. Students for the program will be recruited from a pool of professionals displaced from declining
industries within the region and from a group of individuals currently working in the aviation industry who want the specialized knowledge related to UAS technology so that they can transition into that segment of the aviation industry.

The proposed program will be administered in the College of Business Administration. ULM has sufficient technology, facilities, and library holdings to support the proposed program. No additional faculty will be needed. Revenue generated from tuition and fees of the proposed program will be more than adequate to offset additional expenses that may result from the hiring of adjunct faculty and/or overload pay. No additional funding will be required.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for a Proposal to establish a Post Baccalaureate Certificate in Unmanned Aircraft Systems Management in the College of Business Administration.
July 30, 2013

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

Dear Dr. Woodley:

The University of Louisiana at Monroe requests approval of the attached proposal for the Post-Baccalaureate Certificate in Unmanned Aircraft Systems Management in the College of Business Administration.

We strongly believe that the certificate program will meet the educational requirements for individuals who have earned a baccalaureate degree and who are seeking functional competency in drone management. The program will provide graduates to work as pilots/operators and/or developmental team members of unmanned aircraft systems while fully understanding the operational and safety environments of the National Airspace System. Also, the program will assist in meeting the regional workforce needs for the emerging field of UAS.

We respectfully request that this proposal be placed on the agenda for the Board of Supervisors meeting on August 20, 2013.

Sincerely,

[Signature]

Nick J. Bruno, Ph.D.  
President
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)

Name of Institution Submitting Proposal
University of Louisiana at Monroe

Specific Degree to be Awarded Upon Completion
PBC in Unmanned Aircraft Systems (UAS) Management

Recommended 2010 CIP Taxonomy
49.0199

Date to be Initiated
August 2013

Name of Department or Academic Subdivision Responsible for the Program
Dept. of Management and Aviation

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program
David King, Assoc. Professor and Faculty Chair, Aviation

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
1. PROGRAM DESCRIPTION
   
a. Title, degree/certificate level: Post Baccalaureate Certificate in UAS Management (CIP Code 49.0199)
   
   Description: This PBC in UAS Management is designed for individuals who have earned a baccalaureate degree and who are seeking functional competency in UAS (drone) management. The Unmanned Aircraft Systems PBC is offered to those students whose career objectives are aimed at the emerging unmanned aircraft systems industry. The program provides the breadth and depth of instruction needed to ensure graduates are prepared to work as pilots/operators and/or developmental team members of unmanned aircraft systems while fully understanding the operational and safety environments of the National Airspace System.
   
   Note: The UAS is an emerging industry and under strict control of the FAA. Currently the only agencies allowed to operate UAS are government, state/local government, and qualifying universities. The program focuses specifically on managing UAS and should not, therefore, be considered as equivalent to the comprehensive aviation degree program offered by ULM.
   
b. Objectives of the proposed program:
   
   This program strives to meet the educational requirements for individuals attempting to transition into UAS management-related positions. The program is intended to support the overall educational mission of the university by:
   
   ▪ Providing a well qualified, ethical workforce for the emerging field of UAS
   
   ▪ Providing students and faculty access and training on leading edge technology that will have practical applications in a variety of disciplines
   
   ▪ Meeting the entry-level educational requirements for individuals interested in pursuing careers in fields related to the vast array of applications for UAS
   
   ▪ Supporting the professional development of individuals who seek to obtain a formal educational credential in the aviation field
c. List and describe the program curriculum (i.e., required courses), in sequence or term by term.

Certificate Program Content/Requirements:

1. Baccalaureate Degree
2. University Admission
3. Flight School Security Notice:
   To comply with Transportation Security Administration (TSA) regulations, all non-U.S. citizens or other individuals designated by the TSA desiring to receive flight or simulator instruction must register and be approved by the TSA before instruction can begin. As some of the technologies involved with UAS fall under International Traffic in Arms Regulations, students wishing to pursue this certificate program must be able to prove United States citizenship prior to enrolling in the following courses: AVIA 2080, 3080, 3081, 4080, and 4081. There are no exceptions to this policy.
4. Prerequisite: Current FAA regulations require that any individual who controls/flies an UAS in class “G” airspace must have passed the FAA Private Pilot written exam. To fly in other than "G" airspace it will require at least an FAA Private Pilot license. For individuals who have not accomplished this pre-requisite, they may take AVIA 1001 and AVIA 1002 to prepare for the FAA Private Pilot written exam.
5. Successful completion of each required course listed below with a minimum grade of "C".
6. Completion of at least 12 hours of the required courses listed below in-residence at ULM.
7. Completion of 15 hours of the following aviation courses:
   a. AVIA 2080 (Intro of Unmanned Aircraft Systems– 3 cr. Hrs.)
   b. AVIA 3080 (UAS Design and Systems– 3 cr. Hrs.)
   c. AVIA 3081 (Unmanned Aircraft Ground Systems and Communication and Telemetry Systems– 3 cr. Hrs.)
   d. AVIA 4080 (Image Interpretation and Geospatial Information– 3 cr. Hrs.)
   e. AVIA 4081 (UAS Operations– 3 cr. Hrs)

   Projected Schedule for Course Offerings:

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<tr>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
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<tr>
<td>AVIA 2080</td>
<td>AVIA 3080</td>
<td>AVIA 4080</td>
<td>AVIA 4081</td>
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<tr>
<td>AVIA 3081</td>
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   d. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

   Program will be delivered in the traditional classroom environment with some field experience.

   The technological focus of this program limits options for extended access via online delivery mechanisms. The most promising possibilities for cooperative programs would be between the university and industry. Course content and teaching methods used in
this program are oriented towards generating graduates that can be quickly integrated into various industries, such as governmental, agricultural, etc. Students who graduated from baccalaureate programs at other institutions could complete the specific UAS-related classes from ULM to earn the PBC.

e. **Furnish documentation of the approval of the proposed program by the institution's Governing Board.**

Will be provided by the UL System.

2. **NEED**

a. **Describe how the proposed program fits within the institution's existing role, scope and mission.**

ULM is currently charged with meeting the regional educational needs of students and employers. This program provides students with the opportunity to be on the forefront of the emerging application of UAS technology. While the FAA currently does not allow commercial use of UAS, it is anticipated that they eventually will and this will create a demand for well qualified employees who understand how to use the technology. Given ULM’s location and proximity to possible UAS application areas, such as agricultural enterprises, historic locations (Poverty Point), and the area’s history and culture of entrepreneurship, developing expertise in UAS technology is in alignment with ULM’s role, scope and mission.

By creating the PBC in UAS Management, we will:

- Help meet the expected demand for well trained employees in the aviation industry;
- Provide an alternative educational path for individuals displaced by downturns in other occupational fields;
- Create entrepreneurial opportunities for the commercial application of UAS technology.

b. **Has the proposed program, or a similar one, been offered at the institution previously?**

No; however, ULM recently added a concentration in its B.S. degree program in aviation that includes the courses required to complete this PBC. Students enrolled in the program will have the same opportunities as those individuals who complete the PBC. The PBC will allow students with degrees in other fields to obtain the necessary skills to work in the UAS management field.

c. **List similar programs offered at other institutions (public and private) in Louisiana.**

No similar programs exist as far as we know.

d. **If similar programs exist in Louisiana, why is an additional program needed?**
Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

N/A

e. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

No

f. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

As identified, ULM serves as a regional educational institution meeting the needs of individuals and employers. This PBC directly relates to numerous objectives of the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011. Specifically, this proposal addresses the following objectives:

Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs. Our PBC proposal impacts “adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

Objective 1-7: Develop a skilled workforce to support an expanding economy. UAS technology is in a developing stage and will eventually be available for commercial applications. ULM will be on the forefront in providing employees for this expanding segment of the economy.

3. STUDENTS

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

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<tr>
<td>Graduates</td>
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<td>2</td>
<td>7</td>
<td>10</td>
<td>12</td>
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</table>

UAS management is an emerging field of study with significant commercialization opportunities, as well as career opportunities. The excitement about the area of UAS will help attract students who are interested in the field. The University has had interest from the launch of the new undergraduate concentration in our B.S. degree program in Aviation.

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.
We are looking to attract individuals to this program from two primary sources. The first of these are professionals displaced from declining industries within the region, or who are attempting to re-enter the workforce. These individuals may possess baccalaureate degrees outside the aviation area. The second group is individuals currently working in the aviation industry who want the specialized knowledge related to UAS technology so that they can transition into that segment of the aviation industry. Many ULM aviation alumni may fall into this category.

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

Certificate Program Entrance Requirements:

1. Baccalaureate Degree from an accredited institution
2. University Admission

Current FAA regulations require that any individual who controls/flies an UAS in class "G" airspace must have passed the FAA Private Pilot written exam. To fly in other than "G" airspace it will require at least an FAA Private Pilot license. For individuals who have not accomplished this pre-requisite, they may take AVIA 1001 and AVIA 1002 to prepare for the FAA Private Pilot written exam.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years’ enrollments in existing programs by level, and number of degrees granted.

The university has created a new concentration in UAS in the BS program in Aviation. This program begins fall 2013. The BS degree in Aviation is related to the PBC in UAS Management through this concentration. Enrollment numbers for the BS in Aviation program are for fall semesters while graduation numbers are for the academic year.

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<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>60</td>
<td>46</td>
<td>34</td>
<td>27</td>
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<tr>
<td>Graduates</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

4. FACULTY

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

Faculty Name: David King
Date of Appointment: 2011
Rank: Associate Professor of Aviation and Faculty Chair
Degrees: M.A. in Industrial/Org Psychology; La Tech, B.S. Professional Aviation, La Tech (licensed pilot and certified flight instructor)
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

2012 FTE Faculty 1.75
2012 FTE Students 27.25
Student-Faculty Ratio: 15.6 to 1

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

We do not anticipate hiring additional full-time faculty to meet the demands of this program. Currently, excess capacity exists in most aviation courses. The five new courses will be taught by current aviation faculty through revised course offerings. However, adjuncts could be used to offer additional sections as needed.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

We do not plan to recruit a new faculty member to support this program.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Traditionally, ULM aviation faculty have not been expected to conduct research. This program, along with the concentration in the B.S. degree program, does provide
significant opportunities for partnerships with the various application areas related to UAS. Faculty who undertake significant responsibilities in creating and maintaining these relationships may be granted release time from their teaching responsibilities.

5. LIBRARY AND OTHER SPECIAL RESOURCES

a. Are present library holdings in related fields adequate to initiate the proposed program?

Yes

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

Not necessary to expand library holdings

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

Current resources utilized by existing students on campus and through existing relationships with sister institutions are more than adequate to support this program.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

2011-2012 Management and Aviation $1,500 (estimated)
2012-2013 Management and Aviation $1,500 (estimated)

e. Project library expenditures needed for the first five years of the proposed program.

The current level of funding of approximately $1,500 per year should be sufficient. This amount was estimated by the Dean of the Library from costs of databases that are shared across the system.

f. What additional special resources, other than library holdings, will be needed?

Unmanned Aircraft System and accompanying software and hardware. The university has acquired these resources with the support of a private donor.

6. FACILITIES AND EQUIPMENT

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

The College of Business, which houses the aviation program, recently moved into
Colonel William T. Hemphill Hall, a 10-year old 50,000 square foot building. The aviation program is delivered in classrooms equipped with instructional technology including symposiums and ceiling mounted projectors. The program also has access to the various computer labs in the building, and across campus. No additional facilities are required for the implementation of this proposal. All faculty have private offices.

b. **Describe present utilization of these facilities where facilities are assigned to the department.**

Existing classroom space utilized by the aviation program has sufficient capacities to accommodate students participating in the PBC program. Students in the program will enroll in existing courses with students pursuing the BS degree in Aviation.

c. **c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.**

Existing facilities are adequate for supporting this program.

7. **ADMINISTRATION**

a. **In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.**

The program will be administered in the College of Business through the aviation area.

b. **Indicate if the proposed program will affect the present administrative structure of the institution.**

The implementation of the proposed program will not impact the present administrative structure of the University or College.

c. **Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.**

The B.S. in Aviation program has a long history and connection to the aviation industry and has traditionally had a high placement rate of graduates in the aviation industry. ULM's aviation faculty have significant aviation experience, including flight, management, and UAS management. The proposed program will benefit from the experiences of the faculty and the strong tradition of excellence.

8. **ACCREDITATION**

a. **Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.**
PBC programs are not eligible for accreditation.

b. Delineate the initial costs of accreditation and subsequent annual cost. N/A

9. RELATED FIELDS

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

All of the courses are Aviation courses.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

N/A

10. COSTS

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

At this time, ULM only expects minimal additional costs to develop and implement this program. Students will enroll in existing ULM aviation courses with undergraduate degree-seeking students. Revenue generated from the tuition and fees of this proposal will be more than adequate to offset additional expenses for potential adjuncts or overload pay that may occur if program grows beyond initial projections. No additional appropriations are required.

<table>
<thead>
<tr>
<th>Year #</th>
<th>Students</th>
<th>Additional Cost</th>
<th>Reason for Additional Cost</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>$3,400</td>
<td>Salary for adjuncts, as needed</td>
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<td>4</td>
<td>20</td>
<td>$3,400</td>
<td>Salary for adjuncts, as needed</td>
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</table>

The University will commit to funding the additional costs required to deliver the program through the additional revenue generated by the program.

b. Indicate Departmental Costs:

i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program. (Management and Aviation Department—includes management faculty)
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<thead>
<tr>
<th>Management and Aviation</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tr>
<td>Personnel Services</td>
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<td>$741,984</td>
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<tr>
<td>Travel</td>
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<tr>
<td>OS/Supplies/Other</td>
<td>$250</td>
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<td>Total</td>
<td>$820,555</td>
<td>$742,234</td>
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ii. **How will the proposed program affect the allocation of these funds?**

No changes are anticipated.

c. **Indicate if additional funds for research will be needed to support the proposed program.**

No additional funds for research are anticipated for supporting this program.

d. **Provide estimates of additional cost on the attached form.**
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: University of Louisiana at Monroe Date: June 10, 2013

Program/Unit: PBC in UAS Management

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

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Amount & Percentage of Total Anticipated From:

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<td>$37,980</td>
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</tbody>
</table>
Dr. Pani, VP Academic Affairs

University Louisiana Monroe

Dr. Pani,

My organization recently purchased a UAS for the aviation department at ULM. We did so because I want to see ULM be the pioneer in UAS technology in the state of Louisiana and provide students with the best academic program possible for this emerging technology. My company’s interest is primarily agriculture and forestry related. It is hopeful that interest in these related fields will be something ULM seriously considers with its UAS program. I am asking that ULM position itself to offer students a post Bacc. Certificate in the UAS.

As alumni of ULM I ask that ULM explore opportunities to partner with Arkansas on this new initiative.

Thanks in advance for your serious consideration.

Thanks again,

Bruce Leggitt, Director

Central Arkansas RC&D Council, Inc.
July 17, 2013

Dr. Nick Bruno, President
University of Louisiana at Monroe
700 University Avenue
Monroe LA 71209

Dear President Bruno:

I am writing in support of the College of Business proposal to create a Post Baccalaureate Certificate in UAS (Drone) Management.

While I know there is considerable debate currently about the use of UAS in the military and other areas, I believe that there are very positive uses of drones, especially in the area of agriculture, pipelines, and forestry. As I understand, the drone that ULM has acquired has the capability to fly over agricultural fields and help determine if crops are diseased or if they are receiving proper amounts of irrigation. Cameras attached to the drone can also provide aerial observation using normal cameras as well as infrared technology. Using drones to accomplish this is an effective and efficient approach that could lead to significant productivity gains for many agricultural related industries in our region.

I appreciate ULM for being on the forefront of this technology and its practical applications that could benefit our region greatly.

Sincerely,

Joe Jacobs, President
GasMasters, Inc
Item E.6. University of Louisiana at Monroe's request for approval of a Proposal for a Bachelor of Science degree program in Pharmaceutical Sciences.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe requests approval of a Proposal to establish a Bachelor of Science in Pharmaceutical Sciences. Consistent with practice at pharmacy programs at institutions such as Michigan, Purdue, Ole Miss and Houston, the proposed degree would be awarded to students who successfully complete the first year of the professional portion of the Doctor of Pharmacy (Pharm.D.) program. At this stage of this doctoral program, students have earned credit hours comparable to that of other baccalaureate degrees.

The proposed program is compatible with ULM’s mission to deliver pharmacy graduates for the state. It is a priority for the institution at this time because it furthers its mission by adding a baccalaureate degree to the professional and graduate degrees already offered. The proposed degree will replace the degree in General Studies currently awarded to students after completing the first professional year of the Pharm.D. program.

The College of Pharmacy typically admits 100 students per year into the Pharm.D. program. There is currently a 7.8% attrition rate from the professional program, which equates to 5-8 students lost per class. This suggests that 92-95 students per year will earn this degree. For those students who earn this baccalaureate but do not complete the Pharm.D. program, the Bachelor of Science distinction will broaden employment opportunities.

There will be no additional costs to implement the Bachelor of Science in Pharmaceutical Science as it will be awarded upon successful completion of existing courses in the pre-pharmacy and Pharm.D. programs.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval of a Proposal for a Bachelor of Science degree program in Pharmaceutical Sciences.
July 30, 2013

Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street – 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

    The University of Louisiana at Monroe requests approval of the attached proposal for a new academic program named the Bachelor of Science in Pharmaceutical Sciences.

    This degree program will be awarded to all students who successfully complete the first year of the professional portion of the Doctor of Pharmacy program. The justification of awarding this degree is to recognize the achievement of these students when they have earned credit hours in an amount comparable to that of students receiving other baccalaureate degrees and to give appropriate recognition for their academic accomplishment at that point in their education.

    We respectfully request that this item be placed on the agenda for the Board of Supervisors meeting on August 20, 2013.

Sincerely,

Nick J. Bruno, Ph.D.  
President
**LOUISIANA BOARD OF REGENTS**

**REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM**

*SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)*

<table>
<thead>
<tr>
<th>Name of Institution Submitting Proposal</th>
<th>University of Louisiana at Monroe</th>
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</thead>
<tbody>
<tr>
<td>Specific Degree to be Awarded Upon Completion</td>
<td>Bachelor of Science in Pharmaceutical Sciences</td>
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<tr>
<td>Recommended 2010 CIP Taxonomy</td>
<td>51.2099</td>
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<td>Date to be Initiated</td>
<td>Fall 2013</td>
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<tr>
<td>Name of Department or Academic Subdivision Responsible for the Program</td>
<td>College of Pharmacy</td>
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<tr>
<td>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</td>
<td>Benny Blaylock, Dean</td>
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*Date Approved by Governing Board*

<table>
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<th>Date Received by Louisiana Board of Regents</th>
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<tr>
<td>Academic Affairs Committee Review</td>
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<tr>
<td>Board Action (Nature of Action)*</td>
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* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
PROPOSAL OF A NEW ACADEMIC PROGRAM
Bachelor of Science in Pharmaceutical Sciences
University of Louisiana at Monroe
College of Pharmacy

1. Description
   a. Title, degree/certificate level, description, and objectives of the proposed program.

   Title: Bachelor of Science in Pharmaceutical Sciences (CIP 51.2099)
   Degree/Certificate Level: Undergraduate

   Selected learning objectives after completion of the above-listed courses:
   1. Develop an understanding of infectious disease pathogenesis and potential antibiotic
      treatment and preventions
   2. Describe structural and functional characteristic of important molecular targets of drug
      action: (1) receptors, (2) enzymes, and (3) nucleic acids
   3. Describe structural and functional characteristics of important macromolecular
      assemblages and tissue microstructures as affects drug absorption, distribution,
      biotransformation and excretion
   4. Evaluate the appropriateness of a given prescription or medication order based on patient
      and disease-specific factors
   5. Based on principles of medication mechanisms of action, the student should be able to
      predict physiological reactions to challenges at the cellular level and utilize information
      to explain the pathological basis of disease

   b. List and describe the program curriculum (i.e., required courses), in sequence or term by term.
      Indicate new courses by an asterisk (*). Include any special requirements (internships,
      comprehensive examination, thesis, dissertation, etc.).

   The Bachelor of Science in Pharmaceutical Science (BSPS) would be awarded to all students
   who successfully complete the first year of the professional portion of in the Doctor of Pharmacy
   (Pharm.D) program. The purpose of awarding this degree is to recognize the achievement of
   these students when they have earned credit hours in an amount comparable to that of students
   receiving other baccalaureate degrees and to give appropriate recognition for their academic
   accomplishment to that point in the educational process.

   The basic structure is as follows:
   1. Pre-Pharmacy:
      a. University Seminar (1 semester credit)
      b. English (9 semester credits: 6 credits in composition, 3 credits in technical writing)
      c. Mathematics (9 semester credits: 3 hours pre-calculus or trigonometry, 3 credits in
         calculus, 3 credits in statistics)
      d. Biology (22 semester credits: 3 credits in principles of biology, 1 credit in principles
         of biology lab, 4 credits in microbiology with laboratory, 8 credits in
human/comparative anatomy with lab and human/mammalian physiology with lab, 3 credits in cell biology/cell physiology, 3 credits in genetics

- e. Chemistry (19 semester credits: 8 credits in inorganic chemistry with lab, 8 credits in organic chemistry with lab, 3 credits in biochemistry
- f. Physics (4 semester credits)
- g. Business (3 semester credits in economics)
- h. Humanities (3 semester credits in public speaking)
- i. First Aid and CPR (1 semester credit)
- j. Regents Core (15 credits: Humanities – 9 semester credits, Social Sciences – 3 semester credits, Fine Arts – 3 semester credits)

2. First year of Pharmacy Professional Curriculum:
   - a. Medical Microbiology (3 semester credits)
   - b. Principles of Immunology (2 semester credits)
   - c. Principles of Drug Action I & II (5 semester credits in Fall, 3 semester credits Spring)
   - d. Pharmaceutical Calculations (2 semester credits)
   - e. Pharmaceutics I & II (6 semester credits)
   - f. Introduction to Pharmacy (1 semester credit)
   - g. Pharmacy Practice Ethics and Law (2 semester credits)
   - h. Pathophysiology I & II (5 semester credits)
   - i. Drug Information Retrieval (3 semester credits)
   - j. Parenterals (1 semester credit)
   - k. Top Drugs and Medical Terminology (1 semester credit)
   - l. Integrated Lab Sequence I & II (2 semester credits)

A typical sequence of courses follows.

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<th>Pre-Pharmacy Curriculum ULM</th>
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<tr>
<td><strong>First Semester</strong></td>
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<td>Chemistry 1009 (General Chem Lab I)</td>
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<td>*Mathematics (Pre-Calc or Algebra + Trig)</td>
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<tr>
<td><strong>First Semester</strong></td>
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<td>Chemistry 2030 (Organic Chemistry I)</td>
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<tr>
<td>PHRD 4050</td>
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<tr>
<td>Total</td>
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</table>
c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Students may complete Pre-Pharmacy requirements through a mixture of face-to-face, hybrid, and online courses. All professional Pharmacy courses are taught face-to-face.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

See attached.

2. Need
a. Describe how the proposed program fits within the institution’s existing role, scope and mission.

This program is compatible with ULM’s mission to deliver pharmacy graduates for the state. It is a priority for the institution at this time because it furthers its mission by adding a baccalaureate degree to the professional (Pharm.D.) and the graduate (Ph.D.) degrees already offered. In doing so, ULM is adding adults to Louisiana’s workforce who are well educated and possess sufficient knowledge in the pharmaceutical sciences that they can be employed in a variety of occupations other than a pharmacist.

b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

No such program currently exists at ULM or any other institution within the state. The Pharmaceutical Sciences degree will replace the degree in General Studies currently awarded to the students after completing the first professional year of the Pharm.D. program.

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

N/A

e. If a graduate program is requested, indicate:
   i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.
   ii. Are there possibilities for cooperative programs?

N/A
f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

No.

g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

The College of Pharmacy typically admits 100 students per year into the Pharm.D. program. There is currently a 7.8% attrition rate from the professional program. This rate equates to 5-8 students lost per class either through voluntary withdrawal or for academic problems. The BSPS would be of significant help to these students for the following reasons:

1. The BSPS would be an appropriate indication of the work they had successfully completed in a very demanding curriculum while maintaining a high grade point average which is required for admission into the PharmD program and progression requirements while in the program.
2. The BSPS would allow the student to seek employment in a variety of positions in the larger pharmaceutical industry (sales, bench scientist) or in government (regulatory affairs).
3. These graduates would provide Louisiana with well-trained life science research technicians for industry and government regulatory positions.
4. According to the OSDS demand indicators, the demand for such graduates will increase by 9.5% through 2018.
5. The major needs in Louisiana include research and development in life sciences and for positions in testing laboratories.

Other universities offering the Bachelor of Science in Pharmaceutical Sciences include:
University of Mississippi
Purdue University
University of Michigan
The Ohio State University
University of Missouri Kansas City
The University of Toledo
Albany College of Pharmacy and Health Sciences
University of Houston
Campbell University

The proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011 by meeting the following goals:

- Increase the Educational Attainment of the State’s Adult Population
  - Increase graduation of transfer students (5-8 students per entering class would be awarded a degree)
  - Increase the rate and number of students earning a postsecondary credential.
o Develop a skilled workforce to support an expanding economy
  • Foster Innovation Through Research In Science And Technology In Louisiana
    o Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana

3. Students
a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

The College of Pharmacy typically admits 100 students per year into the Pharm.D. program. All students admitted to the Pharm.D. program and successfully completing the first professional year will be awarded the degree. Thus, 92-95 students per year will earn this degree.

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

For students entering the Pharm.D. program in the Fall of 2012 (92 students), 9 percent came from out of state and 49 percent completed their pre-pharmacy coursework at an institution other than ULM. Those numbers were 14 percent and 86 percent, respectively, for the class entering Fall 2011 (98 students).

c. What preparation will be necessary for student to enter the program?

Completion of the Pre-Pharmacy requirements and admission to the professional pharmacy program.

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

N/A

e. If a graduate program is requested, indicate sources of financial support for students.

N/A

4. Faculty
a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

There are no additional faculty resources required for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula. There will not be any
change in present credits, contact hours, student credit hours or other assignments in the proposed degree. (See attached list of P1 Professional Year Faculty)

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

For Fall 2012:

\[
\begin{align*}
\text{PHRD and PHAR SCH Total} & = 6124 \\
\text{PHRD FTE Total} & = 6124/12 = 510.3 \\
\text{PHRD Faculty} & = 47 \\
\text{Student-to-Faculty Ratio} & = 510.3/47 = 10.9:1
\end{align*}
\]

There are no additional faculty resources required for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula. There will not be any change in student-faculty ratios in the proposed degree.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

There are no additional faculty resources required for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

N/A

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

There is no additional library or other special resources required for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

No.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
Yes.

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

Approximately $1.2 million per year.

e. Project library expenditures needed for the first five years of the proposed program.

No expenditures in excess of those already anticipated should be necessary.

f. What additional special resources, other than library holdings, will be needed?

None.

g. If a graduate program is requested, indicate:
   i. Special library resources needed to offer a program of quality.
   ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

N/A

6. Facilities and Equipment
   a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

The first three years of the proposed program will utilize current facilities at ULM and other state and national colleges and universities with no change. These facilities consist of typical classrooms and teaching laboratories. The final year will utilize the existing facilities within the ULM College of Pharmacy Building current utilized by the first year professional class. Again, these facilities consist of typical classrooms and teaching laboratories. No change in utilization is needed.

b. Describe present utilization of these facilities where facilities are assigned to the department.

The seven classrooms and teaching laboratories within the Pharmacy building were used for a total of 64.4 hours per week during the Fall 2012 semester. Thus, the average utilization was 9.2 hrs per week. During this time, the average usage was 80% (2141 enrollments/2666 total seats).

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

There are no additional facilities and equipment resources required for this degree since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.
7. Administration
a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

The proposed degree will be administered by the College of Pharmacy within the University of Louisiana at Monroe.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

The program will require no changes to the current administration of the College or University.

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

ULM offers the only state-supported professional program in pharmacy. The graduates of this program routinely pass the national licensure examination for pharmacists at a rate exceeding the national average. Furthermore, the Doctor of Pharmacy program is supported by faculty in the Department of Basic Pharmaceutical Sciences. These scientists have active research programs supported by external agencies such as the National Institutes for Health, the Louisiana Board of Regents, and private foundations, and their work keeps the information presented to the students in class up-to-date with knowledge being developed in the field. The proposed program will have no effect on departmental strengths and/or weaknesses since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.

8. Accreditation
a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

The proposed degree will not be accredited, however, the Pharm.D. degree will continue to be accredited by the Accreditation Council for Pharmacy Education (ACPE).

b. Delineate the initial costs of accreditation and subsequent annual cost.

N/A

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

N/A

9. Related Fields
a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.
The following is a list of subject matter in the Pre-Pharmacy and P1 Professional Pharmacy Curriculum:

- Basic Pharmaceutical Sciences
- Biology
- Chemistry
- Communication Studies
- Economics
- English
- Kinesiology
- Mathematics
- Microbiology and Immunology
- Pharmacy Law
- Physics

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Subject matter support for the proposed program will not change from the current program.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

There is no additional cost to ULM for this degree as the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.

b. Indicate departmental costs:
   i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.
   ii. How will the proposed program affect the allocation of these funds?

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<td>Clinical and Administrative Sciences</td>
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<td>School of Sciences</td>
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There will be no changes in departmental operating expenses since the students are already taking the courses as part of the pre-pharmacy and Pharm.D curricula.

c. Indicate if additional funds for research will be needed to support the proposed program.

N/A
d. Provide estimates of additional cost on the attached form.

See attached.
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: The University of Louisiana at Monroe Date: 11/15/2012

Program/Unit: Bachelor of Science in Pharmaceutical Sciences/College of Pharmacy

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

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Insert proof on Governing Board approval
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<tr>
<th>Name</th>
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<th>Degrees/Institution</th>
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<tr>
<td>Andrews, Laurel L.</td>
<td>August 2005</td>
<td>Assistant Professor</td>
<td>PharmD, Pharmacy, University of Louisiana at Monroe</td>
</tr>
<tr>
<td>Baggarly, Scott A.</td>
<td>August 2005</td>
<td>Assistant Professor</td>
<td>Ph D, Pharmacy Administration, University of Louisiana at Monroe MBA, University of Louisiana at Monroe BS, Pharmacy, Northeast Louisiana University</td>
</tr>
<tr>
<td>Biglane, Gina C.</td>
<td>September 1998</td>
<td>Associate Professor</td>
<td>PharmD, Pharmacy, University of Florida BS, Pharmacy, University of LA at Monroe</td>
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<tr>
<td>Blaylock, Benny</td>
<td>January 1992</td>
<td>Professor</td>
<td>Ph.D., University of Arkansas for Medical Sciences M.S., University of Arkansas for Medical Sciences B.A., B.S., Arkansas Polytechnic College</td>
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<tr>
<td>Briski, Karen P</td>
<td>January 1999</td>
<td>Professor</td>
<td>Ph D, Anatomy, The University of Michigan MS, Anatomy, The University of Michigan BS, Biology, Albright College</td>
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<tr>
<td>Chelette, Candace T.</td>
<td>August 2008</td>
<td>Assistant Professor</td>
<td>PGY-1 Pharmacy Practice Residency, Ambulatory Care Residency, University of Mississippi Medical Center PharmD, Pharmacy, University of Louisiana at Monroe BS, Chemistry, McNeese State University</td>
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<tr>
<td>DeGennaro, Michael</td>
<td>March 1975</td>
<td>Associate Professor</td>
<td>Ph D, Pharmacuetics, University of Georgia BS, Pharmacy, University of Georgia</td>
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<tr>
<td>El Sayed, Khalid A.</td>
<td>August 2001</td>
<td>Associate Professor</td>
<td>Postdoctoral Fellowship, Natural Products Chemistry, University of Mississippi Ph D, Pharmacy, Pharmacy, Mansoura University, Egypt</td>
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<td>Evans, Jeffery D.</td>
<td>August 2006</td>
<td>Associate Professor</td>
<td>PharmD, Pharmacy Practice, The University of Florida BS, Chemistry, The University of Florida Associate of Arts Degree, Chemistry, Sante Fe Community College</td>
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<tr>
<td>Gissendanner, Christopher R</td>
<td>August 2004</td>
<td>Associate Professor</td>
<td>Ph D, Cellular Biology, University of Georgia BS, Cellular Biology, University of Georgia BS, Biological Sciences, Florida State University</td>
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<tr>
<td>Hill, Ronald A</td>
<td>July 1991</td>
<td>Associate Professor</td>
<td>Ph D, Pharmacy, The Ohio State University B.S.Chem., chemistry, The University of Michigan</td>
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<td>Jackson, Keith E.</td>
<td>August 2006</td>
<td>Assistant Professor</td>
<td>Postdoctoral Fellowship, Tulane HSC Postdoctoral Fellowship, UTHSC Ph D, Cardiovascular Physiology, UTHSC BS, Pre Medicine/Biology, Southern University</td>
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<td>Jois, Seetharama D.S. D.</td>
<td>August 2006</td>
<td>Associate Professor</td>
<td>Ph D, Indian Institute of Science, Bangalore, India MS, Solid State Physics, University of Mysore, India BS, Physics, Chemistry, Mathematics, University of Mysore, India</td>
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<td>Khalil, Amal Kaddoumi</td>
<td>August 2006</td>
<td>Assistant Professor</td>
<td>Ph D, School Of Pharmaceutical Sciences, Nagasaki University, Japan MS, School of Pharmaceutical Science, Nagasaki University, Japan</td>
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<tr>
<td>Name</td>
<td>Month/Year</td>
<td>Position</td>
<td>Education and Experience</td>
</tr>
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| Liu, Yong-Yu       | January 2006 | Associate Professor | Postdoctoral, Molecular Biology, John Wayne Cancer Institute  
|                    |            |                | Postdoctoral, Molecular Biology, University of Manitoba  
|                    |            |                | Postdoctoral, Molecular Biology, University of Rome-Tor Vergata  
|                    |            |                | Ph D, Biochemistry, Shanghai University of Traditional Chinese Medicine  
|                    |            |                | MEd, Medicine, Soochow University School of Medicine |
| Nazzal, Sami       | July 2004   | Associate Professor | Ph D, Pharmaceutics, Texas Tech University Health Sciences Center  
|                    |            |                | BS, Pharmacy, Jordan University of Science and Technology |
| Parish, Roy C.     | June 2006   | Professor      | Postdoctoral Research Fellowship, Clinical research, U. of Florida and Gainesville Veterans Administration Medical Center  
|                    |            |                | PharmD, Clinical Pharmacy/Pharmacology, The University of Florida  
|                    |            |                | BS, Pharmacy, The University of Florida  
|                    |            |                | A.A., Pre-Pharmacy, Pensacola Jr College (Now Pensacola State College) |
| Pate, Adam         | July 2010   | Assistant Professor | Residency Certificate, PGY-1 Pharmacy Practice Residency, University of Arkansas for Medical Sciences  
|                    |            |                | PharmD, Pharmacy, University of Mississippi School of Pharmacy  
|                    |            |                | BS, Pharmaceutical Sciences, University of Mississippi School of Pharmacy |
| Shah, Garish V.    | August 2003 | Professor | Ph.D., University of Bombay, 1979  
|                    |            |                | Postdoctoral Karolinska Institute, Max Planck Clinical Research Unit for Reproductive Medicine, and Department of Biochemistry, McMaster University |
| Smith, Gregory W.  | August 2006 | Assistant Professor | PharmD, Pharmacy, University of Arkansas Medical Sciences  
|                    |            |                | BS, Pharmacy, Northeast Louisiana University |
| Stewart, Roxie L.  | June 2006   | Assistant Professor | PharmD, University of Arkansas for Medical Sciences  
|                    |            |                | BS, Pharmacy, Northeast Louisiana University |
| Sylvester, Paul W. | September 1998 | Professor | Postdoctoral Fellowship, Pharmacology, Roswell Park Cancer Institute  
|                    |            |                | Ph D, Physiology, Michigan State University  
|                    |            |                | BS, Biology, Western Michigan University |
| Walker, Anthony L  | October 2005 | Assistant Professor | PharmD, Pharmacy Doctorate, Shenandoah University School of Pharmacy  
|                    |            |                | BS, Pharmacy, University of Louisiana at Monroe  
|                    |            |                | BS, Clinical Laboratory Science, University of Louisiana at Monroe |
June 27, 2013

To Whom It May Concern:

This letter is written in support of the Bachelor of Science in Pharmaceutical Sciences degree; proposed by the ULM College of Pharmacy. This degree and the knowledge gained in earning it would certainly provide the recipient with a knowledge base that would be very valuable in the non-pharmacist, retail pharmacy business. I would consider holders of this degree as prime candidates for positions in our company. This degree appears to provide significantly more specific background and information needed in the non-pharmacist, retail pharmacy business than other broader degrees such as Biology, Chemistry or Business degrees.

If I can provide further information, please contact me at your convenience.

Sincerely,

Scott Lason
CVS Caremark
Dr. Benny L. Blaylock, Dean  
College of Pharmacy  
The University of Louisiana at Monroe  
700 University Ave.  
Monroe, LA 71209-0470

May 1, 2013

Dear Dean Blaylock:

I am writing this letter in support of establishing a Bachelor of Science degree in Pharmaceutical Sciences within the College of Pharmacy at the University of Louisiana at Monroe. This degree would not only enhance the Professional Program in Pharmacy, but also provide additional opportunities for our Pharmacy students by preparing them for additional graduate training in the pharmaceutical sciences.

The Graduate Program in Pharmacy at ULM offers a doctoral degree in Pharmacy. Areas of specialization include Medicinal Chemistry, Pharmaceutics, Pharmacology, Natural Products Chemistry, Toxicology and Pharmacy Administration, but the major research emphasis of the faculty can be categorized into specific areas that include: 1) Cancer Research; 2) Neuroscience; 3) Endocrinology; 4) Environmental and Chemical Toxicology; 5) Drug Discovery and Development; 6) Drug Delivery, and 7) Outcomes and Assessment Research. There is significant crossover in these areas of research and this has lead to significant interaction and collaboration among research faculty members with the College, including participation in multiple investigatory grant applications and publications. This environment of cooperation and collaboration allows both our Professional and Graduate students to freely interact with our research faculty to learn new techniques and methodologies used in basic and clinical research.

By providing our students with the opportunity of obtaining a Bachelor of Science degree in Pharmaceutical Science, they will have greater access to join our Graduate Program and obtain research training. The College of Pharmacy is committed to promoting enhancing, and sustaining excellence in graduate study and research. This commitment is further evidence by a significant increase in extramural funding and peer-reviewed publications during the past decade, and our program graduates have an excellent history of obtaining employment in academia and/or the pharmaceutical industry. Because the proposed B.S. degree in Pharmaceutical Science will promote and enhance the mission of our Graduate Program in the College of Pharmacy, I enthusiastically recommend and endorse this creative and beneficial initiative for our students.

Sincerely,

[Signature]

Paul W. Sylvester, Ph.D.  
Pfizer Endowed Professor of Pharmacology and  
Director of Graduate Studies and Research  
Telephone: 318-342-1958  
Fax: 318-342-1737  
Email: sylvester@ulm.edu
Item E.7. University of Louisiana at Monroe’s request for approval to offer a Certificate in Computed Tomography degree program in the Department of Radiologic Technology in Fall 2014.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) proposes to offer a Certificate of Computed Tomography. The proposed certificate program will be a certificate level program consisting of five courses delivered over two semesters in a traditional classroom format. The program will have competitive entry and be limited to seven students per year, based on clinical site availability.

The certificate program will provide graduate students with the knowledge and skill to operate computed tomography equipment in order to obtain high-quality images while minimizing radiation absorbed dose. The program will also promote the development of critical thinking and problem solving skills needed in computed tomography imaging as well as instruct students in sectional anatomy, pathophysiology, pathology, and pharmacology associated with computed tomography imaging. Students will gain knowledge about patient safety and, upon completion of the program, will be prepared to pass the national certification exam administered by the American Registry of Radiologic Technologists (ARRT).

The program is targeted to radiologic technologists who have passed the national registry exam and are recognized as registered technologists by ARRT. The only special requirement for the proposed program is the clinical education required by ARRT. Students will be in one of the Clinical Education Settings affiliated with the current radiologic technology program at the University. The proposed certificate will directly increase the level of quality computed tomography technologists in the region and state. It is designed to increase the level of quality healthcare by providing better diagnostic images for the detection, treatment, and follow-up of cancer and other pathologies.

The University has never offered the proposed program and there is only one similar program in Louisiana offered online by Southeastern Louisiana University. The proposed program will be offered in the traditional format and will utilize course content and teaching methods that will allow students to complete the program in two semesters. ULM projects that there will be a total of 35 graduates in the first five years. The source of students will primarily be ULM radiologic technology graduates who stay at the University for an additional year. The
number of ULM radiologic technology graduates who will be potentially eligible for the proposed certificate program exceeds 700 radiologic technology graduates.

While existing faculty and administrators will be utilized to teach courses and manage the program, there will be a need to hire one adjunct faculty member. The proposed program will be administered in the Department of Radiologic Technology, in the College of Health Sciences. The program will not affect the present administrative structure of the institution. ULM has sufficient technology, facilities, and library holdings to support the proposed program. The initial cost of course development and operating the program for three years will be paid from a College of Health Sciences foundation account. Revenue generated from tuition and fees of the proposed program will be more than adequate to offset additional expenses that may result from the hiring of adjunct faculty and/or overload pay.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to offer a Certificate in Computed Tomography degree program in the Department of Radiology Technology in Fall 2014.**
July 30, 2013

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

Dear Dr. Woodley:

The University of Louisiana at Monroe requests approval for the Proposal in Computed Tomography Program.

The Department of Radiologic Technology presently has affiliation agreements with the area clinical sites that will be used in the certificate program. Six students, who are targeted registered technologists, will be accepted once per year in the spring semester, and then they will complete the requirements in the fall semester of each year. The specialized program will provide these students a formal certificate that would assist them in providing increased patient care and exam quality across the nation and state.

We respectfully request that this proposal be placed on the agenda for the Board of Supervisors meeting on August 20, 2013.

Sincerely,

Nick J. Bruno, Ph.D.  
President
Proposal for Certificate in Computed Tomography Program
Department of Radiologic Technology
University of Louisiana at Monroe

Need/Demand for the Certificate Program

There are 5 Radiologic Science programs within 100 miles of ULM that could potentially draw students to this program immediately (SU-Shreveport, Northwestern-Shreveport, ULM, CTC- Monroe, and LSU-A). All of the graduates from these programs meet the ARRT qualifications of primary certification in Radiologic Science prior to obtaining specialized training in CT. Most current Computed Tomography Technologists are on-the-job trained and there is a need for a formal certificate in this area. This would increase patient care and exam quality across the region and state.

Curriculum and Logistics

The certificate program will be two semesters in length and consist of five courses. Three courses will be didactic courses and two will be clinic courses. The courses will be assigned the following course credit hours due to the course content and clinical competency specifications required by the ARRT requirements to be eligible to sit for national certification exam.

Total hours – 23 Credit hours:
- RADT 4071 CT Procedures and Sectional Anatomy (3cr) (T, Th)(1st Semester)
- RADT 4073 CT Instrumentation and Image Acquisition (3cr) (T, Th) (1st Semester)
- RADT 4074 Pathology and Pharmacology (3cr) (T, Th) (1st Semester)
- RADT 4075= Clinical CT I (6cr) (3 clinical days for 8 hours each day) (M, W, F) (1st Semester)
- RADT 4076= Clinical CT II (8cr) (4 clinical days for 8 hours each day) (M, T, W, Th) (2nd Semester)

The Department of Radiologic Technology currently has affiliation agreements with the area clinical sites that will be used in the certificate program. The clinical sites can accommodate six students per class. Since the target student is a registered technologist, the didactic course will be non-traditional hours and held in the current department classroom NURS 343A. To meet accreditation standards, one Adjunct Faculty with Computed Tomography credentials will be hired for course development and delivery for the spring semester of 2013 and beyond.

Accepting the Classes

This certificate program will be restricted to registered technologists only. It will be a competitive entry program that will consider GPA in the radiologic technology program from which the applicant earned initial certification and all coursework the candidate has taken. The students will be accepted once per year in the spring semester and complete the requirements in the fall semester of each year. This program will award six certificates each year starting in 2013.
**COST/ REVENUE**

The initial cost of course development and operating the program for 3 years will be paid from a College of Health Sciences foundation account.

Course development costs for 5 courses will be approximately $5,000. Computed Tomography (CT) adjunct faculty will cost $7,200.00/semester.

The program will admit six students per year, which will generate $32,364 in tuition and fees (state formula funding not included).

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<th>Item</th>
<th>Semester 1</th>
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<td>Credit Hours per student</td>
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<td>Tuition + Fees per student (Fall 2013)</td>
<td>$3,096</td>
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<td>Self-Generated Funding</td>
<td>$18,576</td>
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<td>Core Component Formula Dollars</td>
<td>$30,745</td>
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<td>Expected State Funding (23%)</td>
<td>$7,071</td>
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<td>Revenue (State + Self Generated)</td>
<td>$25,647</td>
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<td>Adjunct Salaries</td>
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<td>Benefits (39%)</td>
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<td>Overhead (44%)</td>
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<td>Expenses</td>
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<td>Net (Revenue – Expenses)</td>
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Name of Institution Submitting Proposal: The University of Louisiana at Monroe
Specific Degree to be Awarded Upon Completion: Certificate of Computed Tomography
Recommended 2010 CIP Taxonomy: 51.0911
Date to be Initiated: Fall 2014
Name of Department or Academic Subdivision Responsible for the Program: Department of Radiologic Technology
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: Brett Bennett, Associate Professor, Department Head
Date Approved by Governing Board: 

Date Received by Louisiana Board of Regents: 
Academic Affairs Committee Review: 
Board Action (Nature of Action)*: 
Date of Board Action: 

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

1. Description

a. The proposed program will be titled "Certificate of Computed Tomography". It will be a certificate level program consisting of five courses delivered over two semesters. The program will have competitive entry and be limited to seven students per year, based on clinical site availability. Students will complete four courses in the first semester and one clinic course in the second semester. The objectives of the program are:

1. Graduate students with the knowledge and skill to operate computed tomography equipment in order to obtain high quality images while minimizing radiation absorbed dose.
2. Promote the development of critical thinking and problem solving skills needed in computed tomography imaging
3. Instruct students in sectional anatomy, pathophysiology, pathology, and pharmacology associated with computed tomography imaging.
4. Promote patient safety in computed tomography imaging
5. Prepare graduates to pass the national certification exam administered by the American Registry of Radiologic Technologists (ARRT)

b. The curriculum consists of five courses delivered over two semesters. The program is targeted to radiologic technologists who have passed the national registry exam and are recognized as registered technologists by the American Registry of Radiologic Technologists (ARRT). The program will be structured such that the first semester will be a fall semester and will consist of four of the five courses. The second semester will consists of the remaining course. The reason for the single course in the second semester is for the student to be able to acquire the required number of exam competencies required by the ARRT in order to be qualified to take the national certification exam. There will be no required prerequisite courses, but qualified candidates will need to be registered technologists in radiologic technology by the ARRT. Here is a by semester view of the proposed courses:

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<th>Course</th>
<th>Number</th>
<th>Description</th>
<th>Credit Hours</th>
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<td>*RADT</td>
<td>4071</td>
<td>CT Procedures and Sectional Anatomy</td>
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<td>*RADT</td>
<td>4073</td>
<td>CT Instrumentation and Image Acquisition</td>
<td>3</td>
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<td>*RADT</td>
<td>4074</td>
<td>Pathology, Pharmacology, and Patient Safety</td>
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<tr>
<td>*RADT</td>
<td>4075</td>
<td>Clinical CT I</td>
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Spring (Semester 2)

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<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>*RADT</td>
<td>4075</td>
<td>Clinical CT II</td>
<td>6</td>
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The only special requirement for this program is the clinical education required by the ARRT. Students will be in one of the Clinical Education Settings (CES) affiliated with the current radiologic technology program at the University of Louisiana at Monroe. The following is a weekly schedule for the students:

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<tbody>
<tr>
<td>8:00</td>
<td>RADT 4071</td>
<td>8:30</td>
<td>RADT 4071</td>
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<tr>
<td>9:00</td>
<td>RADT 4073</td>
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</table>

The program will be offered in a traditional format. For the Tuesday and Thursday courses, students will be in a traditional classroom setting. These courses will consist of lecture, Powerpoint® presentations, written papers, quizzes, and exams. There will be a comprehensive final exam in each course. The Monday, Wednesday, Friday course in the first semester will be a traditional clinical course that includes CT department orientation, patient care, observed, assisted, and unassisted CT exam opportunities, documented exam competencies in accordance with the ARRT requirements, and professional responsibility evaluation and reinforcement. The department currently has clinical documentation tracking software and affiliate agreements with local clinical sites that will be used for these courses.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

2. Need

a. The University of Louisiana at Monroe has in its mission statement that it serves the community by providing health care professionals to the northeast Louisiana region and the entire state. The proposed program fits into this mission statement by increasing the quality of training and preparation for computed tomography technologists. Also in the ULM mission
statement, the desire to enhance the quality of life in the north Louisiana region is stated. With better prepared computed tomography technologists, image quality will improve. This will positively affect diagnosis and treatment for our citizens. At the same time, properly trained technologists will be able to provide this care with minimal radiation exposure to the patients.

In order for a person to be considered a registered computed tomography technologist, one must pass a national certification exam administered by the American Registry of Radiologic Technologists. In order to be eligible to take that exam, a number of documented clinical competencies must be performed. In the year 2016, the ARRT will also require that at least 16 hours of didactic course work also be documented before being considered qualified to take the exam. By offering this program, graduates will meet that new requirement.

b. This program has not been offered at ULM.

c. The only other program in the state is at Southeastern Louisiana University in Hammond. They have an online program that targets a similar population that this proposed program will target. The difference in the two programs is that our program will be a face-to-face program that has no pure online classes. All of the current radiography programs in the state have introduction to computed tomography, but none lead to preparing students to take the national computed tomography exam.

d. The program at Southeastern Louisiana University is an online program. The online format makes the clinical requirements difficult to attain and verify. The proposed program will be incorporated into the current clinical education settings affiliated with the radiography program. The current clinical coordinator for the ULM Radiologic Technology program will serve the same role in the proposed computed tomography certificate program.

Additionally, the American Registry of Radiologic Technologists has announced that in the year 2016, all certification above initial certification will require documented didactic instruction in order to be eligible to take the national certification exam. By beginning the program now, ULM would be on the front edge of these trending requirements.

e. The proposed program is not a graduate program.

f. If this program is approved, it will not replace another program. There is no other program like this at ULM.

g. The proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

The University of Louisiana at Monroe has as its mission to enhance the quality of life for the citizens of the region and state. By offering this program, the department will meet that in two ways. First, the program will increase the level of credentials held by computed tomography
technologists in the state. This will improve medical diagnosis, treatment, and prognosis for the citizens affected. Secondly, it will help improve the marketability of ULM graduates by having them more prepared to work in an additional imaging modality not currently offered at ULM. The face-to-face nature of this proposed program makes it very unique as a program choice.

The proposed program aligns with the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011 in both its ideal and its practice. The overall ideal of the Master Plan is that a better educated population contributes to a better quality of life for everyone. As a professional program in an educational institution, this desire is demonstrated by the efforts of the program to be proactive in its course offerings to meet the demand of the field. Specifically, Objective 1.7 – Develop a Skilled Workforce to Support an Expanding Economy directly is met by the proposed program. Didactic courses in a traditional classroom setting with supervised clinical instruction will provide enhanced measurable skills in an already highly skilled area of the health care workforce.

3. Students

a. The number of students is limited by the number of clinical education settings. The program will accept seven students per year beginning in the fall semester and completing the certificate program in the spring semester. In the first five years, a total of 35 graduates are projected. The justification for this number is the limited number of seats available, the increased requirements for being able to take the national certification exam is increasing, and the increasing the use and importance of computed tomography in medical imaging and patient care.

b. The source of students will primarily be ULM radiologic technology graduates who stay at ULM for an additional year. There are currently over seven hundred ULM radiologic technology graduates all of which would be potentially eligible for this program. In the state of Louisiana, there are thirteen radiologic technology programs graduating over 200 potential students each year.

c. Radiologic technology certification through the American Registry of Radiologic Technology is required. Successful candidates will have to be a graduate of an accredited radiologic technology program. No other prerequisites are required.

d. There is no similar program offered at ULM that would allow for an accurate comparison. ULM graduates between 20 and 30 students per year in the radiologic technology program.

e. The proposed program is not a graduate program.

4. Faculty

a. The Program Director will be the same as the Program Director for the current University of Louisiana at Monroe Radiologic Technology program. The Clinical Coordinator will also be the
current Clinical Coordinator. The program will contract the course development and delivery to an adjunct faculty that is yet to be hired. See the list of faculty below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appt.</th>
<th>Rank</th>
<th>Degrees</th>
<th>By Institution</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Bennett</td>
<td>1-Jun-2001</td>
<td>Associate Professor</td>
<td>Bachelor of Science in Radiologic Technology; Master of Education</td>
<td>University of Louisiana at Monroe</td>
<td>12 Hours</td>
<td>12</td>
<td>FAR; University, College, and department committees</td>
</tr>
<tr>
<td>Andy Allen</td>
<td>1-Jun-2002</td>
<td>Associate Professor</td>
<td>Bachelor of Science in Radiologic Technology; Master of Education; currently pursuing Doctor of Education</td>
<td>University of Louisiana at Monroe</td>
<td>12 Hours</td>
<td>12</td>
<td>University, College, and department committees</td>
</tr>
<tr>
<td>TBD</td>
<td>1-Aug-2013</td>
<td>Adjunct Instructor</td>
<td>Bachelor of Science in Radiologic Technology; Masters degree; Computed Tomography Registered (ARRT)</td>
<td>TBD</td>
<td>0</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

b. The student faculty ratio will be seven to one.

c. The number of new faculty will be one adjunct instructor. This instructor will teach the didactic courses and supervise clinical training in the clinical education settings. The current clinical coordinator will set up the clinical documentation software to keep track of the clinical competencies and clinical grades. The current program director will provide the administration of the program.

d. The recruiting of faculty for this program will not require any unusual methods or funds. The network of technologists in the area provides an adequate candidate pool for this position.

e. This certificate program will directly increase the level of quality computed tomography technologists in the region and state. It is designed to increase the level of quality health care by providing better diagnostic images for the detection, treatment, and follow up of cancer and other pathologies. The proposed program has no pure research components planned.

f. The proposed program is not a graduate program.

5. Library and Other Special Resources

a. Present library holdings are adequate to initiate the proposed program.

b. The library holdings will not need to be expanded for this program.

c. The proposed program will not need extensive library resources. The current holdings in the ULM library are sufficient for this program.
d. The library at ULM currently has two journals from the medical imaging field. They are *Radiologic Technology* and *Radiology Management*. The total annual cost for these includes print additions and online additions is $175.00 annually.

e. Projected library expenditures needed for the first five years of the proposed program is zero.

f. The proposed program will not need any additional resources other than the adjunct faculty position previously listed.

g. The proposed program is not a graduate program.

6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program. The Department of Radiologic Technology is housed in the Nursing Building. The plan for supplying classroom space is to utilize the normal process of requesting classrooms at ULM. The department will provide office space for the adjunct faculty member which will include telephone, computer, and fax capabilities. There will be no on-campus laboratories for this program.

b. Classroom assignment at ULM is controlled by the registrar. The program intends to utilize the same method of assigning classroom space for the Tuesday and Thursday classes that the other programs at ULM use. The office space is shared in the department with another adjunct faculty member that currently works in the radiologic technology program.

c. No special facilities are needed.

7. Administration

a. The Proposed program will be in the Department of Radiologic Technology, in the College of Health Sciences. The program is neither interdisciplinary nor inter-departmental.

b. The proposed program will not affect the present administrative structure of the institution.

c. Currently, the Department of Radiologic Technology has a particular strength in meeting the needs of the imaging community. The curriculum is based off of the most current imaging technology and the most current recommendations from the American Society of Radiologic Technologists. By offering this program, the department will be continuing its strength of meeting the needs of the imaging community. A weakness of the department is that the number of students seeking to earn a bachelor’s degree in Radiologic Technology is on a downward trend. By adding this program, the number of students in the imaging programs will stabilize. When the economy starts to improve, and the numbers of traditional radiography students returns to normal levels, this program will be a point of prestige for the department, the college, and the university.
8. Accreditation

a. The radiography program is currently accredited with the Joint Review Committee on Education in Radiologic Technology (JRCERT); however, programmatic accreditation does not yet exist for computed tomography specific certificate programs. The JRCERT reported at the 2013 American Society of Radiologic Technologist House of Delegates and Governance meeting in Albuquerque, NM last June, that programmatic accreditation for computed tomography is being considered for the future. There are not enough programs to warrant that as of today.

b. There will be no accreditation costs for this program.

c. The proposed program is not a doctorate program.

9. Related Fields

a. The Radiologic Technology program is related to the proposed program in that both use ionizing radiation to produce diagnostic medical images. The department head will provide administration of the program, the clinical coordinator will provide support for the clinical training, and the clinical affiliates of the program will provide the clinical training and competencies for the program.

b. The supporting areas currently are satisfactory to initiate this program.

10. Costs

a. The initial cost of course development and operating the program for 3 years will be paid from a College of Health Sciences foundation account.

Course development costs for 5 courses will be approximately $5,000. Computed Tomography (CT) adjunct faculty will cost $7,200.00/semester.

The program will admit seven students per year, which will generate $37,758 in tuition and fees (state formula funding not included).

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<th>Item</th>
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<th>Semester 2</th>
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<tr>
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<td>Function</td>
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<td>FY 2013</td>
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<td>--------------------------------</td>
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<td>Travel Expenses</td>
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<td><strong>$264,552</strong></td>
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</table>

ii. Course fees will add $245.00 per year to the supply budget. This will cover office supplies for the increase in filing and paperwork.

c. Additional funds for research will not be needed to support the proposed program.
## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

**Institution:** University of Louisiana at Monroe  
**Date:** July 23, 2013  

**Program/Unit:** Certificate in Computed Tomography  

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

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<td>Fellowships and Scholarships</td>
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<td>Equipment</td>
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<th>%</th>
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<th>%</th>
<th>AMOUNT</th>
<th>%</th>
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<th>%</th>
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<tbody>
<tr>
<td>Amount &amp; Percentage of Total Anticipated From:</td>
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<td>Private Grants/Contracts</td>
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<tr>
<td>Other (specify)</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100</strong></td>
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<td><strong>100</strong></td>
<td><strong>$48,600</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Date 7/22/2013

The University of Louisiana at Monroe
Address 700 University Ave.
Monroe, LA 71209

To the Dean:

My name is Robert Earnest and I am the Director of Imaging services at St. Francis Medical Center in Monroe. I understand that the University is currently looking at opportunities to expand its educational degree programs to include computerized tomography.

St. Francis is ready to support your endeavors to set up and clinically trained technologists in the extended field of computerized tomography. St. Francis currently has six CT units that support the community by performing over 2500 procedures per month. We perform CT's around the clock seven days a week which requires a high level of skilled labor which is difficult to find and keep. We currently train radiology technologists up to the certification level taking anywhere from 3 to 6 months per technologist. Because we are an ACR certified site on all our campuses, we are required to have our technologists certified within one year from start of training. This has been increasingly difficult to do. Our technologists once trained are being pulled to higher wages with other facilities in the area, which has placed a strain on St. Francis to keep up with the demand.

In the near future training requirements from the American Registry of Radiology Technologists, (ARRT) will increase the difficulty of internal crosstraining by requiring didactic course training that St. Francis cannot provide. These requirements must be performed by an educational center like ULM. Your radiology degree program has been a great help to the community by providing highly educated and trained technologists. We look to you to continue that high-quality training and help us by extending your program to include CT technology.

St. Francis is here to support your endeavors as we support your primary radiology program. We look forward to our continued Association with the University of Louisiana at Monroe.

Sincerely,

Robert H. Earnest, MS, ARRT, R, CT
Imaging Director, St. Francis Medical Center
July 22, 2013

To Whom It May Concern:

It is my pleasure to write this letter of recommendation to add a CT certificate program to the ULM radiology program. I am the Radiology Director at LSUHSC-E.A. Conway Medical Center. I have been an employee with this hospital over 27 years. I feel there is a strong need in our community to have more registry CT technologists. The professionalism, integrity and strong work ethics of the students from the ULM radiology program are well known to all who have had the opportunity to have work with the ULM radiology students. I feel that adding a CT certificate program would be a great asset to the ULM radiology program.

Again, it is a pleasure to be able to recommend adding a CT certificate program to ULM radiology program. I am very proud to be able to work with the ULM radiology students in serving our community. Please feel free to contact me if you have any questions (318-330-7100).

Sincerely,

Harold R. Hubbard Jr.
Radiology Director
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 20, 2013

Item E.8. University of Louisiana at Monroe's request for approval of an Agreement of Academic Cooperation with GEUMGANG University, Nonsan, Republic of Korea.

EXECUTIVE SUMMARY

University of Louisiana at Monroe and GEUMGANG University request to enter into a Memorandum of Understanding (MOU) in recognition of both universities and common interests that exist between institutes of higher learning that contribute to cultural enrichment, scientific progress, and the consolidation of friendship.

The exchange agreement with GEUMGANG University will provide opportunities to involve faculty in short- or long-term exchange lectureships, research projects, lectures, symposia and other collaborative initiatives. Student exchange is also desired at the graduate and/or undergraduate level. A participating student will pay tuition and fees at his home institution; room and board (and other associated costs) will be paid to the host institution. A balanced exchange will be sought over the term of the agreement with each institution prior to the initiation of any program or activity.

All activities developed concerning the collaborative initiative will comply with the procedures, policies, and practices of each institution as well as laws and regulations of the Republic of Korea, the United States of America, and Louisiana. Both institutions acknowledge that the visit by faculty and students from one institution to the other shall be subject to the entry and visa regulations of each country and the institutions likewise.

A participating student will pay tuition and fees at his home institution; room and board (and other associated costs) will be paid to the host institution by the participating student. As well, participating students will be required to possess suitable medical and other insurance. The proposed exchange agreement does not bind either party to a financial commitment and offers an excellent opportunity to enhance international education at both institutions. If approved, the agreement will be effective the date of approval and can be terminated by either party at any time with six months’ notice in writing. Any students who have commenced at either university at the date of termination may complete their courses of study.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval of an Agreement of Academic Cooperation with GEUMGANG University, Nonsan, Republic of Korea.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval of an Agreement of Academic Cooperation with GEUMGANG University, Nonsan, Republic of Korea.
July 30, 2013

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

Dear Dr. Woodley:

The University of Louisiana at Monroe respectfully requests permission to enter into a Memorandum of Understanding with GEUMGANG University, Republic of Korea.

The attached MOU is to be established in recognition of both universities and their common interests between institutes of higher learning that contribute to cultural enrichment, scientific progress, and the consolidation of friendship between Geumgagn University and ULM.

The University of Louisiana at Monroe continues to build its cultural base to better prepare our students for living and working in a global society.

Sincerely,

Nick J. Bruno, Ph.D.  
President
AGREEMENT OF ACADEMIC COOPERATION
BETWEEN
GEUMGANG UNIVERSITY, REPUBLIC OF KOREA
AND
THE UNIVERSITY OF LOUISIANA AT MONROE, U.S.A.

In recognition of their common interests in developing bilateral relations and convinced that cooperation between institutes of higher learning contributes to cultural enrichment, scientific progress, and the consolidation of friendship between Geumgang University (hereinafter “GGU”), Nonsan, Republic of Korea, and the University of Louisiana at Monroe (hereinafter “ULM”), Monroe, Louisiana, the United States of America agree to establish the following Agreement of Academic Cooperation.

I

This agreement will promote activities in the following areas:
- Exchange of students
- Exchange of faculty and administrative staff
- Collaborative research projects, lectures, symposia, seminars, workshops, or similar endeavors
- Exchange of academic information and materials
- Collaboration in instructional and cultural programs, including publication activities of mutual interests and shared access to information networks

II

Specific mechanisms for the implementation of particular cooperative and collaborative activities shall be established and described in writing by the responsible authority of each institution prior to the initiation of any program or activity.

III

1. All activities developed under the auspices of this Agreement will comply with the procedures, policies, and practices of each institution as well as the law and regulations of the Republic of Korea, the United States of America, and the State of Louisiana.

2. Both institutions acknowledge that the visit by faculty and students from one institution to the other shall be subject to the entry and visa regulations of each country and shall comply with the regulations and policies of GGU and ULM.
IV

1. This Agreement is established for a period of five (5) years, effective on the date of its signing.

2. In order to enhance the efficacy of their cooperative activities, GGU and ULM agree that it shall be possible to introduce changes and additions to the Agreement by means of mutually agreed upon additional written clauses.

3. At the end of each five-year period, this Agreement may be renewed by mutual written agreement for an additional five years. A minimum period of six months notice will be required from either party wishing to terminate the Agreement at any other time. In the event of termination, all commitments to students participating in the program will be honored by relevant parties.

SIGNED BY:

.......................................................... ..........................................................
Mun-Sung Seo, Ph.D. Eric A. Pani, Ph.D.
Dean of Planning and Management Vice President for Academic Affairs
Geumgang University University of Louisiana at Monroe

..........................................................
DATE

..........................................................
DATE

..........................................................
Byung-Jo Chung, Ph.D. Nick J. Bruno
President President
Geumgang University University of Louisiana at Monroe

..........................................................
DATE

..........................................................
DATE
Item E.9. **University of Louisiana at Monroe's** request for approval of a Student Exchange Agreement with the University of Stirling.

**EXECUTIVE SUMMARY**

University of Louisiana at Monroe and the University of Stirling (USt) desire both to enhance their educative process and increase the mutual understanding of their students in the furtherance of the advancement and dissemination of learning.

ULM and USt have structured an exchange agreement to provide immersion experiences for undergraduate students. Participating students will be selected by the home university generally on the basis of academic merit. Students participating in this program will continue as candidates for the degree of their home university. USt students will be registered for an Honors Degree program and will maintain that status through the exchange period.

A participating student will pay tuition and fees at his home institution; room and board (and other associated costs) will be paid to the host institution by the participating student. As well, participating students will be required to possess suitable medical and other insurance. A balanced exchange will be sought over the term of the agreement (five years) with each institution annually sending one full-year student or two one-semester students.

The proposed exchange agreement does not bind either party to a financial commitment and offers an excellent opportunity to enhance international education at both institutions. If approved, the agreement will be effective the date of approval and can be terminated by either party at any time with six months’ notice in writing. Any students who have commenced at either university at the date of termination may complete their courses of study.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana of Monroe’s request for an Exchange Agreement with the University of Stirling.
July 30, 2013

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

Dear Dr. Woodley:

The University of Louisiana at Monroe respectfully requests permission to enter into a Student Exchange Agreement between the University of Stirling and the University of Louisiana at Monroe.

The attached agreement is to enhance both their educative processes and increase the mutual understanding of their students in the advancement of learning.

The University of Louisiana at Monroe continues to build its cultural base to better prepare our students for living and working in a global society.

Sincerely,

Nick J. Bruno, Ph.D.
President
STUDENT EXCHANGE AGREEMENT
BETWEEN
THE UNIVERSITY OF STIRLING
AND
THE UNIVERSITY OF LOUISIANA MONROE

The University of Stirling (UST) and the University of Louisiana Monroe (ULM) desiring both to enhance their educative process and, by the establishment of a student exchange programme, to increase the mutual understanding of their students in the furtherance of the advancement and dissemination of learning, agree as follows:

1. In any one year during the term of the agreement no more than one (1) full year student or two (2) semester students from each university may be enrolled as full-time non-graduating students at the other university by mutual prior arrangement. Students participating in this programme will continue as candidates for the degree of their home university. The number of students may be adjusted on an annual basis so long as they balance out at the end of the term of the agreement.

2. The programme is open to undergraduate students. Participating students will be selected by the home university generally on the basis of academic merit. USt students will be registered for an Honours Degree programme and will maintain that status through their period of exchange. It is understood that the host university reserves the right to reject any candidate, in which case the home university may nominate additional candidates for consideration.

3. ULM will abide by the USt requirement that candidates should be in good academic standing with a cumulative GPA typically of 3.0 or above on a 4.0 scale. A waiver may be requested by ULM for a student whose GPA is below 3.0, but who can demonstrate special circumstances.

4. USt will abide by ULM requirements for admission to the degree program in which the student will study. A waiver may be requested by USt for a student who does not meet these criteria, but who can demonstrate special circumstances.

5. ULM will abide by the USt requirement that candidates whose first language is not English demonstrate a minimum level of English language proficiency at the time of application as outlined on the USt website. Similarly, USt will abide by the ULM requirement that international students should submit official IELTS or TOEFL scores if the student’s language of instruction is not English. Minimum scores for admission are provided in the ULM Undergraduate Catalog.

6. Each participating student will take courses regularly offered at the host university and will enjoy the same rights and privileges and be subject to the same regulations and discipline
as students at that university. The universities will provide each other with information on the performance of participating students and each university will nominate a member of staff to co-ordinate the programme.

7. The universities agree that any incidental fees assessed against participating students under this agreement shall not be greater than those normally paid by students of the host university. The students will pay tuition at their home university, and tuition charges for those students at the host university will be waived.

8. The universities agree to assist incoming students with obtaining housing and, if residence hall or other suitable accommodation is available, it will be at a cost no greater than that normally charged to the host university’s students. The payment of such housing, together with the payment for all travel and subsistence costs shall be the responsibility of the individual students participating in the programme and neither university shall be held liable for such charges. Students selected shall satisfy the home university that they have adequate funds for transportation to and from the host university and for subsistence during their enrolment at the host university.

9. USt requires that all incoming students register on arrival at the university with the National Health Service and advises such students to have additional medical and other insurance to cover such costs as are not provided for under the NHS system. ULM requires that incoming students obtain suitable medical and other insurance to cover their requirements. Neither university shall have liability for the cost of any medical or other insurance or for any costs associated with such items.

10. This agreement will commence on the date it is fully executed and continue thereafter for five (5) years subject to revision or modification by mutual agreement. Either university may, by notice in writing of no less than six (6) months, terminate this agreement; any students who have commenced at either university at the date of termination may complete their courses of study. The universities will confer concerning the renewal of this agreement three (3) months prior to its expiration.

On behalf of the University of Stirling
Signed:
Professor John Gardner
Designation: Deputy Principal (Education and Students)
Date:

On behalf of the University of Louisiana Monroe
Signed:
Designation:
Date:
Item E.10. University of New Orleans’ request for approval of a Letter of Intent for a Bachelor of Science degree program in Health Care Management.

EXECUTIVE SUMMARY

University of New Orleans wishes to establish a Bachelor of Science degree program in Health Care Management. The proposed program will prepare students for entry-level administrative positions in health care management as well as for entry into graduate and/or professional programs.

The proposed 120-hour curriculum will be offered in a traditional classroom setting. The BS in Health Care Management will provide a diverse and academically sound health management program that equips students with knowledge, research skills, and an awareness of the current practices in the field of health care administration. The program will also be designed for current health care facility workers who are interested in career advancement. Students develop management skills and knowledge of complex issues facing health care systems. The curriculum provides the student with a broad background in health services administration, environmental control, epidemiology and communicable disease control, community health education, public health law, current health issues, and leadership.

New Orleans is experiencing a growing medical corridor known officially as the Bio District New Orleans, a state-enabled economic development district that was created by the state in 2005 for the purpose of developing a biosciences industry in New Orleans that will provide research and development, health care delivery, and stable, high-paying jobs. The proposed program will help create a workforce possessing skills in critical thinking, team work, and delivering culturally competent care that are vital in the health care industry. The building of the University Medical Center (UMC) in New Orleans and a $2 billion investment in the UMC and Veteran’s Administration (VA) hospital will create an excess of 3,000 new jobs. Studies conducted by various entities such as the World Health Organization and the U.S. Department of Labor suggest that the health care industry will continue to expand.

Although there are two similar programs in Louisiana offered by Louisiana Tech University and University of Louisiana at Monroe, UNO’s close proximity to the Health Care Corridor makes the proposed program uniquely relevant to the needs of health care providers. The relationship between health care providers and UNO would result in partnerships for mentoring, guiding, and employment of students from the proposed BS in Health Care Management program. The proposed program is also unique in that local health care
organizations are interested in embedding research and centers of learning into the classroom as provided by the health care providers. The proposed program will help meet these diverse needs of businesses and health care institutions.

The University projects that 30 students will be admitted each year during the first three years and 40 students each year for the fourth and fifth years. By year five, it is anticipated that there will be 25 graduates from the proposed program. Students will be recruited from those interested in health care or related areas. The proposed Bachelor of Science in Health Care Management will attract students interested in careers in business administration who are seeking a management specialty at the undergraduate level.

Present library holdings, facilities and resources are adequate to support the proposed program. As well, courses in the program will be taught by existing faculty. Initial costs to establish the proposed program will be minimal. The program will require new faculty lines after the second year, but costs will be absorbed through tuition.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for a Letter of Intent for a Bachelor of Science degree program in Health Care Management.
July 19, 2013

Dr. Sandra K. Woodley
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: B.S. in Health Care Management

Dear Dr. Woodley,

It is my pleasure to submit this letter of intent to develop a new academic program in health care management. This is a baccalaureate degree program which will prepare students for the career opportunities in health care management. This program will prepare students for entry-level administrative positions, as well as for entry into graduate and/or professional programs.

I hope that this letter of intent is received favorably by the University of Louisiana System staff and the Board of Supervisors.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

General Information

Campus: University of New Orleans

Program: CIP 51.0701
Bachelor of Science in Health Care Management

Institutional Contact Person & Access Info (if clarification is needed):
John A. Williams, Ph.D.
Dean, College of Business Administration
University of New Orleans

Date: June 12, 2013

1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

The purpose of the Bachelor of Science in Health Care Management is to prepare students for careers in the health care industry, which is one of the largest in our country. Additionally, the program prepares students for entry into graduate and/or professional schools. Specific objectives of the program are to 1) provide a diverse and academically sound health management program which equips students with knowledge, research skills, and an awareness of the current practices in the field of health care administration, 2) prepare students for entry-level administration positions in various types of health care facilities, organizations and agencies such as hospitals, public health agencies, long-term care facilities, medical group practices, health maintenance organizations and clinics, 3) prepare students for admission to graduate and professional schools, and 4) provide a highly qualified workforce for the health care industry in the state and nation.

The program will also be designed for current health care facility workers who are interested in career advancement. Students develop management skills and knowledge of complex issues facing health care systems. The curriculum provides the student with a broad background in health services administration, environmental control, epidemiology and communicable disease control, community health education, public health law, current health issues, and leadership.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within the state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level, etc.

The University of New Orleans as an urban research university mandates that it serves the city and surrounding region, public and private employers, and the community at large. New Orleans is experiencing a growing medical corridor known officially as the Bio District New Orleans, a state enabled economic development district that was created by the State of Louisiana in 2005 for the purpose of developing a biosciences industry in New Orleans that will provide research and development, health care delivery, and stable, high-paying jobs. The 1500-acre district spans the downtown and mid-city neighborhoods of New Orleans. There is a need for health care education that provides skills in critical thinking, working in teams, and delivering culturally competent care (the ability to understand and engage the needs of a diverse population of patients, health care employees, and community members).

In 2007, the U.S. spent $2.26 trillion on health care, or $7,439 per person, up from $2.1 trillion, or $7,026 per capita, the previous year ["National Health Expenditures, Forecast summary and selected tables", Office of the Actuary in the Centers for Medicare & Medicaid Services, 2008]. Spending in 2006 represented 16% of GDP, an increase of 6.7% over 2004 spending. Growth in spending is projected to average 6.7% annually over the period 2007 through 2017. In 2009, the United States federal, state and local governments, corporations and individuals, together spent $2.5 trillion, $8,047 per person, on health care. This amount represented 17.3% of the GDP, up from 16.2% in 2008 [Jones, Brent (2010-02-04). "Medical expenses have 'very steep rate of growth". USA Today. http://www.usatoday.com/news/health/2010-02-04-health-care-costs_N.htm].

The building of the University Medical Center (UMC) in New Orleans and a $2 billion investment in the UMC and Veteran’s Administration (VA) hospitals will create over three thousands new jobs. The economic impact is estimated to be 22,000 new jobs in the city of New Orleans over the next 8-10 years. The UMC will be the anchor of the State’s economy built on the foundation of a more educated workforce.

According to the U.S. Department of Labor, Bureau of Labor Statistics stated the following: “Employment of medical and health services managers is expected to grow 16 percent from year 2006 to 2016 which is faster than the average for all occupations. The health care industry will continue to expand and diversify, requiring managers to help ensure smooth business operations.”

In the public sector, the anticipated rapid turnover in the state agency health workforce due to the impending retirement of the relatively large number of professionals who entered the field three to four decades ago is also pertinent. According to a 2004 survey of state health departments, an average of 24% of state health employed are eligible for retirement, and as much as 40% to 45% of current federal employees are eligible for retirement. The need for trained health administration workers in state agencies is at crisis levels today. Much has been discussed about the shortage of many healthcare professionals (e.g., nurses), but the focus now needs to be spread to the public health workforce. The statistics are very enlightening: a) the average age of a state agency health worker is 47 years, b) in the next 3 years 50% of all current state agency health workers will be eligible for retirement [Association of State and Territorial Health Officials. State Public Health Employee Workforce Shortage Report: A Civil Service Recruitment and Retention Crisis. Arlington, VA, 2004], c) the total number of state agency health workers in the United States in 2000 equalled 448,000 (this is down from 500,000 in 1980) [Rosenstock L, et al. Confronting the public health workforce crisis: ASPH statement on public health workforce. Public Health Reports, May-June 2008, (23):395-398], d) the projected number of state agency health workers what will be needed in 2020 is 738,000, which is an increase of 250,000, e) the ratio of state agency health workers to the US population in 2000 was 158 per 100,000 – the projected needed ratio in 2020 is 220 per 100,000, and f) Eleven percent of state agency health positions are currently vacant, and four out of five current workers have not had formal training for their specific job functions [U.S. Centers for Disease Control and Prevention. Public Health Infrastructure: A Status Report. Atlanta: U.S. Centers for Disease Control and Prevention, March 2001. <http://www.uic.edu/sph/prepare/courses/ph410/resources/phinfrastructure.pdf. Accessed January 20, 2009>].

In the private sector, about 3.5 million new jobs are projected in health services (that’s about 16 percent of all new jobs total) within the next ten years. This is higher than any other industry. Hospitals constitute just 2 percent of healthcare operations, yet they employ more than 40 percent of healthcare workers. The majority of other jobs are in the practices of individual healthcare practitioners or small groups of practitioners. Additionally, healthcare jobs are expected to increase faster than the population during that same time, as the older population increases and improved technology advances life expectancies.

The causes of shortages of health care workers are not solely domestic or local in nature. A shortage in one country may be exacerbated by health worker shortages in another country. The world is facing a major shortage of health workers. The World Health Organization (WHO) estimates there is an immediate global need for an additional 4.3 million health workers in 57 countries with critical shortages. There are several drivers of increased demand for health workers and they include population growth, increased purchasing power for health services,
increased life expectancy, rise of chronic disease, spread of HIV, and health workers' skills in demand in diverse settings. This extreme increase in demand has not been met with a corresponding increase in supply (World Health Report, 2006). In the United States, the prominence of the health professional is seen by the increasing size and number of hospitals. The need to compensate for shortages in relation to one cadre of health care worker may escalate the demand for other types of health care workers (World Health Report, 2006). In New Orleans the new Veterans Administration hospital is planning to open sometime in 2014. This 200-bed hospital will be part of the Veterans Administration Medical Center, which also consists of outpatient clinics and testing facilities.

Several health care providers have spoken with the College of Business Administration at UNO to ask that we consider having a Bachelor of Science in Health Care Management in addition to the current Master of Science in Health Care Management. Those institutions include Ochsner, West Jefferson, and East Jefferson. They expressed the need for newly educated graduates as well as providing education to their current employees who are seeking health care degrees in order to advance their careers and provide expanded skills and expertise at their institutions. Ochsner has related to UNO that it currently has over 100 employees that they would like to see achieve the Bachelor of Science in Health Care Management.

Most of the healthcare workers of tomorrow are in the health care workplace today. They represent untapped potential to deliver better care and fill high-skilled professional positions. Many health care providers are not equipped to give incumbent workers the educational skills and support they need beyond orientation and brief in-service training. The educational system for healthcare is not sufficiently worker friendly in terms of instructional methods. Regulations imposed by professional and academic accrediting bodies in healthcare limit innovative ways of delivering instruction and granting credit at the workplace. Higher skilled positions in health care almost always require postsecondary credentials (www.JFF.org, 2012).

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

The University of New Orleans will play a pivotal role in providing the educated workforce for the facilities that are coming to New Orleans. The Masters of Healthcare Management in the College of Business Administration at the University of New Orleans has already seen tremendous growth in the number of students that are enrolled. It ranked 4th at the University in 2013 for degrees conferred with 44. With extremely high placement rates of graduates presently from the Masters, it will become imperative to educate many more at the undergraduate and graduate level in order to supply the appropriate number of highly educated graduates in the healthcare discipline for several types of positions.

Attached are several letters from healthcare providers stating the immense need for this program. Several themes emerged from these letters as shown below:

- Presently, there exists a very large recognized need for the services of health care administrators and adequately trained personnel in the state of Louisiana and nationwide.
- In order to provide the best available health care services for the welfare of patients and clients, it is vital that there be a more educated workforce in health care management.
- The current demand for new health care management employees is expected to continue well into the future.
- Health care providers have experienced significant growth in demand for their services.
- There are numerous opportunities for internships.

The close proximity of the Health Care Corridor in New Orleans to UNO makes it uniquely relevant to the needs of health care providers. Other programs, such as Louisiana Tech with its Bachelor of Science in Health Informatics and Information Management and UL Monroe with its On-line Bachelor of Science in Health Studies do not have that type of proximity to this burgeoning health care system. The relationship between healthcare providers and UNO would result in partnerships for mentoring, guiding, and employment of students from the health care management program.
These health care organizations are keenly interested in curriculum that addresses the vast needs of their workplaces. As a result, the program at UNO will be quite different from other programs in the state of Louisiana. They are interested in embedding research and centers of learning into the classroom as provided by the health care providers. For instance, in speaking with Ochsner Healthcare, they are interested in collaborative teaching that involves their Leadership Institute. Ochsner is also interested in sharing research with faculty and students. This sharing of knowledge that will be based in coursework will keep the program cutting-edge in the information that students are learning.

Health care has changed tremendously in the last ten years and it will continue to change dramatically in the future. The relationships between UNO and health care providers will form the nexus to have a truly state-of-the-art program that addresses the most current demands of these critical positions.

4. Students

Summarize student interest/demand for the proposed program.

Throughout the time that we have had the Masters in Health Care Management, there have been numerous inquiries about an undergraduate program in Health Care Management. In addition to the ongoing requests for such a program, there has been much interest created by the ongoing construction for healthcare facilities in the Greater New Orleans area and the potential for excellent jobs in the industry. Salaries for health care management professionals in New Orleans have increased. In 2011 health care management professionals earned an average annual yearly salary of $91,870. Four years earlier in 2006, health care professionals in New Orleans made an average salary of $64,900 per year. This growth is faster than the salary trend for all careers in New Orleans (Educationsnews.org).

The College of Business Administration is the largest in the State. The proposed Bachelor of Science program in Health Care Administration will attract students interested in careers in business administration who are seeking a management specialty at the undergraduate level. Students recognize the need to be prepared for careers that are in the demand in the community. The provision of a skilled workforce is one of the hallmarks of this proposed program. It is anticipated that this program will attract those students who would typically pursue a bachelor’s degree in business administration, but would identify a need for a specialization at the undergraduate level. In the first year this may negatively affect the number of students pursuing the bachelor’s in business administration, but it is expected that retention will increase across the College. In subsequent years it is expected that the total number of undergraduate students in business administration will increase.

The establishment of this program addresses the University of New Orleans’ mandate to support the communities which it serves. As the Heartbeat of the Crescent City, the University of New Orleans continues to address the needs of the community in its academic offerings, as well as research and outreach activities.

Estimated student enrollment for the first five years is:

<table>
<thead>
<tr>
<th>Year</th>
<th>New Enrollment</th>
<th>Graduates</th>
<th>Attrition</th>
<th>Total Enrollment</th>
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<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30*</td>
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<td>2</td>
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</tr>
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</tr>
<tr>
<td>5</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>

*some students will transfer into the program from the bachelor’s in business administration

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.
Establishment of this new program will be relatively inexpensive because of the large pool of possible adjunct and part-time faculty in the Greater New Orleans area who are currently working in the health care industry. Initially, there will be a small cost for marketing of the program (expected not to exceed $15,000; this is a one-time cost). It is anticipated that two adjunct faculty will be used each year (at a cost of $6,800). This new program will within two years require two new faculty lines ($90,000 each annually; $180,000 total annually), with one new faculty member in Year 1 ($90,000). It is also expected to require one graduate assistant ($13,000 annually). With the pent-up demand and the expected new demand after the program begins, it is expected that in the first year that the enrollment in this program will be such that the program is self-sustaining.

<table>
<thead>
<tr>
<th>Costs (estimates)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
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<td>$180,000</td>
<td>$270,000</td>
<td>$270,000</td>
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<tr>
<td>Adjunct faculty</td>
<td>$6,800</td>
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<tr>
<td>Graduate Assistant</td>
<td>$13,000</td>
<td>$13,000</td>
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<td>$13,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$15,000</td>
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<td></td>
</tr>
<tr>
<td>Total Costs (not including overhead)</td>
<td>$124,800</td>
<td>$199,800</td>
<td>$199,800</td>
<td>$199,800</td>
<td>$199,800</td>
</tr>
<tr>
<td>Total with overhead Revenues (estimates)</td>
<td>$180,000</td>
<td>$289,710</td>
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<td>Tuition+</td>
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<td>Total Revenues</td>
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<td>$338,856</td>
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<tr>
<td>Revenues-Costs</td>
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<td>-$710</td>
<td>$99,146</td>
<td>$213,817</td>
<td>$253,717</td>
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</table>

* achieving LA Grad Act performances targets is anticipated with associated increases in tuition

The first year costs are for the new full-time faculty (it is anticipated that one or more current faculty will also teach in the new program), adjunct faculty, graduate assistant, and one-time program marketing costs (total of $124,800). For Years 2-5 the costs are $199,800 per year. Current university indirect cost (F&A) rate indicates that facilities and administrative costs will total 45% of direct costs.

Estimated revenue is based conservative enrollment numbers (30 students the first year, 40 students the second year, and a steady state of 50 students a year for Years 3-5). The formula funding amounts assume each student completes 12 hours each semester (no weighting factor was used to determine the estimates for formula funding). Using these conservative enrollment numbers the program will be self-sustaining in Year 1 and throughout the next five years. Given the support from the health care industry in Greater New Orleans, financial support is expected for faculty and student support. It is not possible to estimate the level of support at this time.

CERTIFICATION:

[Signature]
Chief Academic Officer

[Signature]
Chancellor/President

Management Board

Date 7/19/13
October 19, 2012

Dr. Peter Fos
President
University of New Orleans
2001 Administration Annex Building
2000 Lakeshore Drive
New Orleans, LA 70148

RE: Proposed Healthcare Management Program

Dear Dr. Fos,

Please accept this letter as an acknowledgment of support from Peoples Health for the proposed healthcare management program at the University of New Orleans. As it was explained to me by Dr. Al Merlin, students who successfully complete all program requirements will be granted a Bachelor of Arts degree in Healthcare Management. Assuming they would then wish to obtain employment related to their skills, please know that our current demand for new employees is expected to continue well into the future.

As you may know, Peoples Health has experienced significant growth since it was established in 1994 by New Orleans area physicians and hospitals. With an initial staff of 30, our company has grown to more than 700 employees today, and we expect that number will continue to grow. Also, it is important to note that our business service area is limited to southeast Louisiana, with approximately 90% of our employees based in New Orleans and 10% in Baton Rouge.

I was especially pleased to learn that this will be an undergraduate program. Although we continue to welcome and hire new Master’s and higher level employees, our most significant ongoing need is for skilled workers who are willing to join our company in entry level positions. The Peoples Health training program grants new employees the opportunity to learn and develop skills that are specific to our industry. I anticipate that the holder of a Bachelor’s degree in Healthcare Management from UNO would be an ideal applicant for many positions at our company, with UNO providing the basis of knowledge and Peoples Health then providing the specialized skills.

In fact, I’m so enthused by the potential benefit for my company that I’d like to suggest the development of an internship program at Peoples Health to complement your students’ classroom training with hands-on application and experience. We would be delighted to work with your faculty and staff to design a program that would meet any academic and reporting requirements.
Additionally, Peoples Health is proud to acknowledge the significant number of professionals on our staff who are recognized in the managed care industry for their expertise. As managed care continues to lead the transformation of our national healthcare delivery system, you might consider bringing one or more of these professionals into your classrooms to present selected topics to your students. This can be arranged on whatever basis works best for you (i.e. lecture of visiting professor) and I would be happy to provide you with a list of recommended professionals along with their credentials.

In summation, Peoples Health views the implementation of an undergraduate healthcare management program at the University of New Orleans as a very positive development for our community and our industry, and you have our commitment to support this program in any way we can. I look forward to the possibility of providing you with additional information and any other assistance.

Sincerely yours,

Carol A. Solomon
Chief Executive Officer
October 17, 2012

Peter Fos
President, University of New Orleans
2000 Lakefront Drive, New Orleans, LA

Dear Peter,

This letter is in support of the University of New Orleans establishing a Bachelor of Arts degree in Health Care Management.

The local New Orleans region has rapidly become a regional Health care center drawing patients from not only within the state but throughout the South. Healthcare has become one of the major employers in this region. There will be an increasing demand for employees from all backgrounds of healthcare and hopefully UNO's programs will help to fill that need. In particular the demand for administrative employees is expected to increase.

Currently Ochsner Health systems have over 12,500 employees. Ochsner has expanded not only locally but internationally as well. Ochsner is financially stable and is expected to have steady growth. There is a constant search for qualified administrative employees. I am sure the situation is similar at the other Healthcare organizations as well. I am certain that within the local Healthcare market there will be a variety of rewarding jobs for graduate of the Healthcare program.

The increasingly complex field of Health Care Administration requires employees to have a strong background in this area prior to employment. It would be a natural fit for UNO and Ochsner to develop partnerships going forward to mentor, guide and employ students of the Health Care Management program.

I believe the establishment this program is the correct response of UNO in order to meet the employment needs of the local community.

Sincerely,

Kevin Conrad, M.D., MBA
Medical Director of Community Affairs and Health Policy

Ochsner Health System, a part of Ochsner Clinic Foundation
October 24, 2012

Dr. Peter J. Fos, President
University of New Orleans
2000 Lakeshore Drive
New Orleans, Louisiana 70148

Dear Dr. Fos;

I recently had the pleasure of visiting with Dr. Al Merlin of the University of New Orleans Foundation along with my staff. We were pleased to learn of the university’s vision to develop an undergraduate program in healthcare administration.

As one of the largest employers on the West Bank and in Jefferson Parish, West Jefferson Medical Center employs more than 1700 individuals. We believe that your new program will help us to more easily fill entry-level administrative positions for many years to come.

We are wholeheartedly in favor of the University developing this program in healthcare administration. The Medical Center is also very interested in having qualified interns rotate to West Jefferson as part of your curriculum. We would welcome the opportunity to discuss this with you or your designated faculty member.

West Jefferson Medical Center applauds your efforts with the University of Louisiana System to identify community needs as it relates to workforce development in the medical field, training and the changing needs of students.

Please do not hesitate to call me if you would like to discuss our letter of support or if I can be of further assistance to you.

Sincerely,

Nancy R. Cassagne
Chief Executive Officer

cc: Al Merlin, M.D.
    Frank Martinez
October 19, 2012

Dr. Peer J. Fos
President, University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear Dr. Fos:

I am writing this letter in support of the establishment of a Bachelor of Arts Degree in Health Care Management at the University of New Orleans.

The Greater New Orleans area has become a regional provider of health care, drawing patients from across the southeast region. East Jefferson General Hospital employs over 2800 team members and we anticipate the need for qualified administrative employees in the healthcare field. In this regard, a program such as the Bachelor of Arts in Health Care Management proposed by the University of New Orleans would be an invaluable resource to us an employer.

I believe that the establishment of this program will provide a strong background for students seeking employment in the health care field. I fully support the efforts of the University of New Orleans.

Sincerely,

Mark J. Peters, M.D.
President and
Chief Executive Officer

MJP/rjw
EXECUTIVE SUMMARY

University of New Orleans proposes to create a Master of Fine Arts degree program in Creative Writing. The existing Master in Fine Arts in Creative Writing Workshop (CWW) concentration is offered by the Department of Film and Theatre Arts. The University proposes moving the CWW concentration to the Department of English, which currently has an MA but not an MFA program. Thus the administrative change would create a new program in the Department of English.

The proposed program would afford students currently enrolled in the CWW concentration the appropriate academic affiliation. The proposed organizational change would allow for the MFW in Creative Writing program to be housed in the department with which it has the closest disciplinary affinity. The proposed reconfiguration of programs would correspond with the actual allocation of faculty and administrative resources. As well, the change would yield greater administrative efficiency, as well as clearer lines of responsibility and communication.

The creative writing program at UNO is the only terminal graduate creative writing program in New Orleans Metropolitan region of its kind with a successful track record. The program under the current structure has already awarded 338 degrees since its creation in 1994. The conferring of approximately 17 degrees per academic year has clearly served workforce development. In a survey conducted in 2010, 53% of graduates that responded indicated that they have been employed in teaching careers in higher education and 25% held professional positions in editing, writing, and literary management. The Creative Writing Workshop has been designated as a program of distinction in the 2011-14 University of New Orleans Strategic Plan.

Student interest in the MFA Creative Writing Concentration has steadily grown in the last five years, as the total number of completed and reviewed applications has increased from 49 per year in 2008-09 to 187 in 2012-13. Enrollments have also grown, from and average headcount of 78 per semester in 2008-09 academic years to 104 in 2012-13.

The proposed program is a budget-neutral proposal; thus, there will be no additional administrative or instructional costs associated with the CWW if approved. The cost structure is already in place, and a five-year projection of costs versus revenues indicates that growth in the
latter will outpace the rise in costs, assuming a moderate program enrollment growth of 3% per academic year. Existing library holdings and facilities will be sufficient to support the proposed program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Letter of Intent for a Master of Fine Arts degree program in Creative Writing.
July 29, 2013

Dr. Sandra K. Woodley  
President  
The University of Louisiana System  
1201 North Third Street  
Baton Rouge, LA 70802  

Re: M.F.A. in Creative Writing

Dear Dr. Woodley,

It is my pleasure to submit this letter of intent, which proposes moving the M.F.A. Creative Writing Workshop concentration to the Department of English as a new program. This administrative change would require no changes in the curriculum, degree requirements or any element of the current 45-hour concentration.

I hope that this letter of intent is received favorably by the Louisiana System staff and the Board of Supervisors.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.  
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

**General Information**

<table>
<thead>
<tr>
<th>Campus: University of New Orleans</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Peter A. Schock</td>
<td>Master of Fine Arts: CIP 231302, Creative Writing</td>
</tr>
<tr>
<td>Professor and Chair of English</td>
<td>Dr. David Hoover</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>Professor and Chair of Film and Theater Arts</td>
</tr>
<tr>
<td><a href="mailto:pschock@uno.edu">pschock@uno.edu</a></td>
<td>University of New Orleans</td>
</tr>
<tr>
<td>504-280-6146</td>
<td><a href="mailto:dahoover@uno.edu">dahoover@uno.edu</a></td>
</tr>
<tr>
<td></td>
<td>504-280-6813</td>
</tr>
</tbody>
</table>

**1. Program Objectives and Content**

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

Under the current organization of degree programs at the University of New Orleans, the MFA Creative Writing Workshop (CWW) is one of four MFA Program “concentrations” offered by the Department of Film and Theatre Arts. The purpose of this Letter of Intent is to propose moving the CWW Concentration to the Department of English, which currently has an MA but not an MFA Program. This administrative change would therefore create a new program in the Department of English. However, no changes in the curriculum, degree requirements, or any element of the 45-credit hour concentration in creative writing are proposed, only its administrative move to English.

The principal rationale for this organizational change is that the four MFA concentrations now in FTA should be housed in the departments with which they have the closest disciplinary affinity and which have committed their resources to serving these concentrations. The MFA concentrations in Film Production, Theatre Performance/Directing, and Theatre Design belong with the Department of Film and Theatre Arts; Creative Writing, with the Department of English. Such a reconfiguration is now feasible because these concentrations have matured, having been cultivated with the resources of the two departments over the last twenty years. Once separated from FTA, the CWW Concentration can stand independently and continue to develop and grow. English has recently increased its teaching power by hiring four new assistant professors specializing in three genres of creative writing, and thus the Department is able to address the rising student demand reflected in a 33% increase in CWW enrollment since 2008-09.

Further, this proposed reconfiguration of programs would correspond with the actual allocation of faculty and administrative resources. Faculty members in the Department of English teach nearly all of the courses in the Creative Writing Concentration. The Director of the CWW is necessarily an English faculty member, but since the program is located outside of English, he or she does not report to the Chair of the department. Relocating the program and consolidating its administration in one department, rather than spreading it across two, would yield greater administrative efficiency, as well as clearer lines of responsibility and communication.

Finally, this realignment would afford students enrolled in the CWW Concentration the appropriate academic affiliation. It is common for students enrolled in the concentration to study almost exclusively in the Department of English; many earn 42 of their 45 credit hours in courses offered by English—not only the creative writing workshop courses, but graduate seminars in literature as well. Furthermore, every CWW student who holds a teaching assistantship serves in the Freshman Writing Program of the Department of English, which is also the funding source of the stipends they receive. Yet because the Creative Writing Concentration is formally housed in Film and Theatre Arts, these students cannot self-identify as graduate students in the Department of English.

The curriculum of the MFA in Creative Writing Concentration is described below. Both the resident and low-residency components of the Concentration would be moved from FTA to English with no change to any curricular elements.

**Resident Students**

- Completion of at least 45 hours of English and Film and Theatre Arts courses.
- Fifteen hours of 6000-level course work in creative writing workshop, at least 12 of which will be in the thesis genre. These required courses are: for fiction writing, English 6161; for poetry writing, English 6163; for nonfiction writing, English 6154; for playwriting, Film and Theatre Arts 6200; and for screenwriting, Film and Theatre, and Arts 6250.
- Three hours in Form and Idea, Film and Theatre Arts 6020; three hours in nonfiction writing English 6154. For students whose genre is nonfiction writing, a sixth required workshop in a genre other than nonfiction is required in...
place of the three required hours in English 6154 required of students in the other genres.

- Nine hours in background courses.
- Fiction and poetry writing students will be required to take this in the literature of their genre.
- Screenwriting and playwriting students will be required to take six hours of techniques courses and a three-hour course in their genre area.
- A grade of B or better in all required course work.
- Nine hours of electives. Chosen in consultation with the Director of Creative Writing, these elective hours will be expected to conform to a cohesive program of study.
- An overall GPA of 3.0 in elective courses.
- A creative thesis for which the student may receive six hours of preparation credit. The creative writing thesis will be prepared under the supervision of a committee approved by the Dean of the Graduate School. The committee will ordinarily consist of three members of the graduate faculties of the departments of Film, Theatre, and Communication Arts and English. The thesis director and at least one other member must teach in the student’s genre area.
- A comprehensive exam in the student’s genre area that will be prepared, administered, and graded by the thesis committee. It will concern itself with the literature of the student’s genre area.

**Low-Residency Students**

- The Low Residency MFA is a unique degree-track option within the MFA in Creative Writing in the department of Film and Theatre Arts. Low Residency MFA students take all their courses off-campus, either at one of UNO’s summer study abroad sites in Europe, or via distance learning techniques on the internet. The program is a 45 hour terminal degree, with the curriculum centered on 18 hours of creative writing workshops, plus 12 hours of background courses, nine hours of electives, and six hours of thesis preparation; the required courses mirror the resident MFA degree.
- Completion of at least 45 hours of English and Film and Theatre Arts courses, 18 hours of which must be in residence.
- Fifteen hours of 6000-level course work in creative writing workshops, at least 12 of which will be in the thesis genre area, 6 of those hours to be taken in residence. An additional 3 hours of creative writing workshops in any genre must be taken in residence, for a total of 9 hours of creative writing workshops in residence. These required courses are: for fiction writing English 6171 or 6191; for poetry writing, English 6173 or 6193; for playwriting, Film and Theatre Arts 6207 or 6209; and for screenwriting, Film and Theatre Arts 6257 or 6259.
- Three hours in Form and Idea, Film and Theatre Arts 6020; three hours in Non-Fiction Writing, English 6154 or 6194.
- Nine hours in background courses.
- Fiction and poetry writing students will be required to take this in the literature of their genre.
- Screenwriting and playwriting students will be required to take six hours of techniques courses and a three-hour history course in their genre area.
- A grade of B or better in all required course work.
- Nine hours of electives. Chosen in consultation with the Director of Creative Writing, these elective hours will be expected to conform to a cohesive program of study.
- An overall GPA of 3.0 in elective courses.
- A creative thesis for which the student may receive six hours of preparation credit. The creative writing thesis will be prepared under the supervision of a committee approved by the Dean of the Graduate School. This committee will ordinarily consist of three members of the graduate faculties of the departments of Film and Theatre Arts and English.
- A comprehensive exam in the student’s genre area that will be prepared, administered, and graded by the thesis committee. It will concern itself with the literature of the student’s genre area.
is already in place, and a five-year projection of costs versus revenues suggests that growth in the latter will outpace the rise in costs, assuming a moderate program enrollment growth of 3% per academic year:

<table>
<thead>
<tr>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13: $574,765*</td>
<td>$1,115,200**</td>
</tr>
<tr>
<td>2013-14: $515,690</td>
<td>$1,133,200</td>
</tr>
<tr>
<td>2014-15: $515,690</td>
<td>$1,151,200</td>
</tr>
<tr>
<td>2016-17: $515,690</td>
<td>$1,169,200</td>
</tr>
<tr>
<td>2017-18: $543,190</td>
<td>$1,187,200</td>
</tr>
<tr>
<td>2018-19: $543,190</td>
<td>$1,205,200</td>
</tr>
</tbody>
</table>

*This estimate includes salary and benefits for the seven full-time faculty members, two writers in residence, two adjunct instructors, and one non-classified staff member who comprise all personnel in the MFA Creative Writing Workshop. Costs would decrease in 2013-14 because of the reduction in staff support made possible by program reorganization; salary costs will not increase until 2017-18 at the earliest, assuming that all five assistant professors then receive a positive for promotion and tenure, two years before a promotion and tenure review would normally occur. This cost estimate, then, represents the maximum anticipated in the next five years.

**This is an estimate of gross tuition revenue, assuming that 75% of the resident students enroll full-time and pay non-resident tuition, while 100% of the low-residency students pay non-resident fees, normally enrolling part time (averaging 6 credit hours per semester). All tuition waivers held by MFA Creative Writing Workshop graduate assistants have been subtracted from the total revenues.

CERTIFICATION:

Chief Academic Officer

Chancellor/President

Management Board

7-29-13

7/29/13

7/29/13
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 20, 2013

Item E.12. University of Louisiana System's request for approval of System Universities' 2013-14 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits its recommendations for promotions in faculty rank and tenure. This year, 146 faculty members were recommended for promotion in rank, while 127 faculty members were recommended for tenure.

With respect to promotion in rank, 31 faculty members across the UL System were recommended for promotion to the rank of Professor and 115 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 127 faculty members across the System were recommended for tenure, and rationale was provided for 4 to whom “early” tenure is recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves System Universities’ 2013-14 Promotions in Faculty Rank and Recommendations for Tenure.
## UNIVERSITY OF LOUISIANA SYSTEM

**Promotions and Tenure**

**2013-14**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Promotions</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To Associate</td>
<td>To Professor</td>
</tr>
<tr>
<td>Grambling State University</td>
<td>6</td>
<td>21.6%</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>18</td>
<td>28.4%</td>
</tr>
<tr>
<td>McNeese State University</td>
<td>11</td>
<td>18.0%</td>
</tr>
<tr>
<td>Nicholls State University</td>
<td>7</td>
<td>29.0%</td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>11</td>
<td>30.0%</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
<td>22</td>
<td>32.0%</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>15</td>
<td>23.9%</td>
</tr>
<tr>
<td>University of Louisiana at Monroe</td>
<td>18</td>
<td>32.8%</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>7</td>
<td>27.8%</td>
</tr>
<tr>
<td><strong>UL System Totals</strong></td>
<td>115</td>
<td>31</td>
</tr>
</tbody>
</table>
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 20, 2013


EXECUTIVE SUMMARY

Attached is a summary of academic highlights UL System institutions. The information was obtained from UL System campuses.

This is a report only and no action by the Board is necessary.
University of Louisiana System
Academic and Student Affairs Committee Meeting

Academic Highlights
August 20, 2013

GRAMBLING STATE UNIVERSITY
Sports Administration Graduate Program

- Exposes students to experiences that support graduates being highly competitive in this complex economic, fan-based, multi-media entertainment industry.
- The Sports Administration Graduate program, noted to be the first of its kind offered at a Historically Black College and University, began in 1975.
- The program has graduated more than 500 students and has excellent job placement of its graduates.
- Sports Administration Graduate students participated in a panel discussion at the UL System 2013 Academic Summit which focused on marketing and managing sporting events.

LOUISIANA TECH UNIVERSITY
College of Business - Fast-Track MBA and Post-Baccalaureate Business Foundations Certificate Programs Initiated

- Courses are designed to provide the fundamental business knowledge essential for success in the MBA program.
- Students can take online courses at their convenience and complete the courses at their own pace.
- Students wishing to gain fundamental business knowledge without pursuing the MBA may apply 3 of the “Fast Track” courses towards the new 12 hour Business Foundations post-baccalaureate certificate.

College of Engineering and Science - Cyber Security Research

- Dr. Vir Phoha has received two awards to support continued cyber security research under the DARPA Active Authentication (AA) Phase 2 program.
- The first project is titled “Design and Development of a Suite of Keyboard-based Biometrics for an Active Authentication System.” The goal of this project is to develop a collection of effective keyboard-based biometric algorithms that analyze free text input in a variety of ways in order to capture the unique mechanics of how a user types (atomic keystroke dynamics), the unique aspects of how the user composes text and uses language (cogni-linguistic features), and the demographic classifications to which the user belongs.
- The second project is titled “Context-aware Active Authentication using Touch Gestures, Typing Patterns, and Body Movements.” The goal of the project is to design and test the performance of a tri-modal biometric authentication
method that systematically integrates information extracted from users' body movements, typing patterns, and touch gestures, to actively authenticate mobile phone users.

The key deliverables include: 1) a catalog of the best performing features from each of the three modalities, 2) codes for extracting these features from raw biometric samples, 3) algorithms and fusion codes implementing continuous authentication and performance evaluation based on these features, 4) source codes used to run the robots, and 5) monthly progress reports and a final report containing the results of feature discriminability analysis, scan-based evaluation and subsets bootstrap evaluation of the authentication method.

The total project budget is approximately $236,500.

MCNEESE STATE UNIVERSITY

Southwest Entrepreneurial and Economic Development Center (SEED)

McNeese held the grand opening of its SEED (Southwest Entrepreneurial and Economic Development) Center on August 16. The SEED Center which was built through a partnership with McNeese, the City of Lake Charles, Calcasieu Parish, and the Chamber Alliance will be home to the SWLA Chamber Alliance offices and the MSU Innovation Engineering Center and Student Incubators.

The Innovation engineering minor is available to all degree programs and is taught by MSU faculty from several disciplines.

The Innovation Curriculum has students apply discipline-specific theory and build critical thinking skills to create, communicate, and commercialize meaningful ideas for business startups and business solution.

The SEED Center also houses the McNeese Institute for Industry-Education Collaboration which taps faculty expertise to provide professional development to practicing professionals.

McNeese Agriculture Sciences

The McNeese Agriculture Sciences programs are showing increased student enrollment (although fall figures will not be available until September).

There are three operating farms used as teaching labs.

The Center for the Advancement of Meat Production and Processing (CAMPP) provides students with experience in meat processing and production.

CAMPP has several partnerships to provide meat products to retail grocery businesses.

NICHOLLS STATE UNIVERSITY

Geomatics Program

The Geomatics program offers state-of-the-art opportunities for students interested in serving Louisiana and world industries with specialization in geospatial technologies.
The only degree program in geomatics in Louisiana and one of only three four-year geomatics programs in southeastern U.S.

This program offers students a wide variety of technological experience, including instruction.

Nicholls’ Geomatics program prepares students for careers in land surveying, construction surveying, coastal and other geographical mapping, and related geoscience areas.

The program is fully accredited by the Accreditation Board for Engineering and Technology (ABET).

Maritime Management Concentration

The Maritime Management program is the only four-year business program in Louisiana (maybe the country) specifically designed to develop future leaders to meet the workforce demands of the oil and gas sector of the maritime industry.

The program also accommodates individuals who are not pursuing a degree by allowing them to take courses as part of a new certificate program.

The concentration, scheduled to begin fall 2013, has approximately 20 traditional students and 18 certificate participants currently enrolled.

NORTHEASTERN STATE UNIVERSITY

Annual Retention Summit

Department Heads/Deans/Retention Committee Members review the University’s Retention Plan, GRAD Act Data for the previous year, and address specific points of concern regarding student retention.

This summit, coupled with the University’s annual program review, provides a dual approach to ensuring that Northwestern’s Academic Programs remain vital and growing.

The Annual Retention Summit is embedded in the University Retention Plan consists of an array of activities which involve continuous monitoring of students to track enrollments semester to semester.

College of Nursing

Northwestern’s College of Nursing is the oldest state supported nursing program and the fifth largest in the United States.

The College of Nursing offers the ASN, BSN, and the RN to BSN, the MSN-FNP and Nurse Administrator with concentrations in FNP, PNP, WHNP, ACNP, education, and administration, and a DNP has been proposed.

Through the College of Nursing, Northwestern offers the only Bachelor of Applied Science in Allied Health in the state. As well, the only BA in Radiologic Science and MS in Radiologic Science programs in the state are offered in the College.
The College assists with the operation of the Martin Luther King clinic in Shreveport which serves uninsured patients with various chronic diseases. The clinic boasts a 98% retention rate of patients—the average retention rate of clinics of this nature is around 32%.

Northwestern supplies the region and the state with high numbers of nurses and allied health care professionals who serve the needs of the growing health care fields.

SOUTHEASTERN LOUISIANA UNIVERSITY

Student Accomplishments (2012-13)

Communication BA student Chrissy Carter received a regional Emmy Award for her on-camera performance on the Southeastern Channel’s Northshore News. Allen Cutrer and Marshall Courtney were honored with Honorable Mention Recognition for videography.

Southeastern Communication students won a statewide competition sponsored by the Louisiana Secretary of State to produce a video PSA encouraging citizens to register and vote.

Southeastern students in print and broadcast journalism claimed first prize in onsite competition at the Southeast Journalism Competition. Top student winners were:

- Kelsey Humble
- Jessica LeBlanc
- Christopher Martin
- Chrissy Carter
- Lindory Dyson
- Adrienne Rouse
- Jasmine Tate
- Claire Salinas
- Rachel Montoya
- Crystal Schayot
- Catherine Monica

Faculty/Academic Program Accomplishments (2012-13)

The New Media and Animation concentration of the Art B.A. program was cited as one of the Best in the South by Animation Career Review.

KSLU’s Rock School, created and hosted by Communication Professor Joseph Burns, won a 2012 International Communicator Award for Excellence.

Joan Faust, Professor of English, was awarded the Love of Learning Award by the national honor society, Phi Kappa Phi.

Funded by the National Science Foundation, Physics professor Sanichiro Yoshida took several physics students on a seven-week research trip to Japan. This was the fourth year Southeastern students participated in the trip.
UNIVERSITY OF LOUISIANA AT LAFAYETTE

The Center for Visual and Decision Informatics (CVDI)

- The CVDI is the first National Science Foundation (NSF) sponsored center in the state of Louisiana.
- The program was designated by NSF as the "nation's only" such center to work in the area of "Big Data: Visual and Decision Informatics" to foster industry-driven scientific innovations in the transformation of "big data" into decision tools.

The Energy Institute: At the University of Louisiana at Lafayette, the Energy Institute (EI)

- The mission of the Energy Institute is to develop, optimize, and commercialize technologies associated with energy discovery, production, and conservation using ecologically sound methods.
- The EI is made up of over 25 UL Lafayette faculty from 4 colleges within the University.
- The units within the EI focus their activities on these key areas: petroleum resources, alternative energy, energy conservation, environmental protection, economic development, and sociological impacts.
- The EI in recent years has been awarded $5M in grants from external sources (state, federal, industry).
- Sponsors include Department of Education, Board of Regents, Cleco, Department of Natural Resources, and Department of Defense. Major facility investments supporting EI activities invested over the past five years exceed $8M in expenditures.
- Many of these facilities represent some of the finest of such systems to be found in the U.S. A significant aspect of the EI activities is oriented toward commercialization.
- Currently, there are five commercial partnerships active toward commercialization of University IP by private sector investors.

UNIVERSITY OF LOUISIANA AT MONROE

College of Business and CenturyLink

- The College of Business and CenturyLink worked collaboratively to develop two new Post Baccalaureate Certificate programs (Accounting and CIS) to meet the growing need for highly skilled accountants, computer programmers, and analysts in our region.
Classes required for the programs are offered onsite at CenturyLink as well as to other students in the region.

The programs have attracted 30 students that will begin the programs during Fall 2014.

Leadership from CenturyLink worked closely with ULM business faculty to develop the two programs.

Funding to support students in the programs has been provided by the Louisiana Workforce Commission as well as the Incumbent Worker Training grant program.

Top Online Graduate Education Programs

US News and World Report has ranked ULM in the Top Online Graduate Education programs.

ULM was the only institution from Louisiana to be recognized in all four categories: faculty credentials and training, student services and technology, student engagement and accreditation, and admissions selectivity.

ULM was recognized primarily for its master of arts in teaching degree program.

UNIVERSITY OF NEW ORLEANS

Advanced Materials Research Institute (AMRI)

UNO’s AMRI is a multidisciplinary research institute founded in 1997 as a consortium for training, research, and technology transfer in advanced materials and nanoscience and is the first of its kind in Louisiana.

Based on research dollars, the AMRI is one of the University’s best funded programs (Total: Over $60 million).

The program is also one of the best equipped with literally millions of dollars in state-of-the-art equipment primarily purchased with grant funds.

The AMRI is the best published Nanomaterials Institute in the state.

AMRI’s junior faculty members have received three of UNO’s limited number of NSF CAREER grants in the last six years (Jiye Fang, Pierre Poudeu, and Gabriel Caruntu). Also, two of the other NSF CAREER recipients (Zeev Rosensweig and Wendy Schluchter) participate in AMRI research and outreach programs.

The outreach program has the best diversity of any such program in the state. Since 2002, 49% of high school student participants were from minority groups and 58% were female. For high school teacher participants, 48% were from minority groups and 68% were female. For undergraduate participants, 71% were from minority groups and 53% were female.

School of Naval Architecture and Marine Engineering

Naval Architects and Marine Engineers provide the systems necessary for mankind to explore and use the 70% of Earth’s surface covered by water.
Naval architecture is the art and science of designing and constructing ships. This includes all types and sizes of merchant, naval and recreational vessels as well as floating and fixed offshore structures.

UNO is one of the select few universities to offer degrees in Naval Architecture and Marine Engineering and the only such program in the center of the US marine industry.

The diverse marine industry of the Gulf Coast along with the UNO towing tank, ship design computer lab and structural testing facilities offer UNO students numerous opportunities for internships and hands-on experience.

UNO's graduates are hired by United States and international companies such as ship and boat yards, ship design consultants, offshore oil and gas companies, classification societies, research facilities, government agencies, as well as software and hardware suppliers.