AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
2:00 p.m., Thursday, October 23, 2014**
Claiborne Building Conference Center
Room 100, “Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:
Mr. Andre Coudrain, Chair
Mr. Robert Shreve, Vice Chair
Mr. John Condos
Dr. Kelly Faircloth
Mr. Adam Lefort
Mr. D. Wayne Parker

A. Call to Order

B. Roll Call

C. Approval of August 21, 2014 Committee Minutes

D. Consent Agenda:

Board Agenda Item E.1.

Grambling State University’s request for approval to award an Honorary Doctor of Laws to The Honorable Khaalis Rolle at the Fall Commencement Exercises.

Board Agenda Item E.2.

Louisiana Tech University’s request for approval to reorganize and consolidate the Department of History and the Department of Social Sciences into the single School of History and Social Sciences.

Board Agenda Item E.3.

Louisiana Tech University’s request for approval of 2014-15 Recommendation for Tenure.
Board Agenda Item E.4.

Nicholls State University’s request for approval to terminate the following degree programs: Middle School Education and Early Childhood Education.

Board Agenda Item E.5.

Nicholls State University’s request for approval to deliver online an existing degree program, Associate of Science in Petroleum Services.

Board Agenda Item E.6.

Nicholls State University’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Stephen Watson at the Fall Commencement Exercises.

Board Agenda Item E.7.

Northwestern State University’s request for approval to award an Honorary Doctor of Applied Science to Dr. Stan Chadick at the Fall Commencement Exercises.

Board Agenda Item E.8.

University of Louisiana at Monroe’s request for approval of a Proposal for an online Master of Public Administration degree program.

Board Agenda Item E.9.

University of Louisiana at Monroe’s request for approval of a Proposal for an online Master of Science in Nursing degree program.

Board Agenda Item E.10.

University of Louisiana at Monroe’s request for approval for an Agreement of Academic Cooperation with Kangwon National University in the Republic of Korea.

Board Agenda Item E.11.

University of New Orleans’ request for approval to award an Honorary Doctor of Philosophy, Honoris Causa to Mr. Robert Merrick at the Fall Commencement Exercises.

E. Other Business

F. Adjournment
Consent Agenda
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 23, 2014

Item E.1. Grambling State University’s request for approval to award an Honorary Doctor of Laws to The Honorable Khaalis Rolle at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Grambling State University requests permission to award an Honorary Doctor of Laws degree to the Honorable Khaalis Rolle at its Fall Commencement Exercises. Mr. Rolle, a 1996 graduate of Grambling, has distinguished himself in the arena of international investments having served in strategic positions within the government of the Bahamas.

An entrepreneur, Mr. Rolle is a principal in the Nassau Water Ferries Services Ltd., which he founded in 2005 to provide marine related tours and excursions and yacht charters to the tourism industry. He serves as its Chief Marketing Officer. Mr. Rolle is a community advocate and strives to educate others through his leadership roles with the Bahamas Chamber of Commerce and as part-time lecturer at the College of the Bahamas. As well, he is a former member of The Nassau Tourism and Development Board and the Business Service Organization Task Force for Caribbean Export Development Agency in Barbados.

Mr. Rolle’s substantial achievements, impeccable character and integrity, and his unerring support for the University clearly warrant the granting of the honorary doctorate from Grambling State University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University’s request to award an Honorary Doctor of Laws to The Honorable Khaalis Rolle at the Fall Commencement Exercises.
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM

Subject: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE, DOCTOR OF LAWS (LLD), ON THE HONORABLE KHAALIS ROLLE

Grambling State University respectfully requests approval to confer the honorary degree, Doctor of Laws (LHD), on the Honorable Khaalis Rolle at our December 19, 2014 commencement.

Mr. Rolle was sworn in as the Minister of State for Investments in the Office of the Prime Minister of the Bahamas in 2012. He is responsible for promotion, facilitation and administrative processing of investments for the Bahamas government as well as acquisition of lands.

A 1996 graduate of Grambling State University, Mr. Rolle has distinguished himself in the arena of international investments having served in strategic positions within the government of the Bahamas. An entrepreneur, he is a principal in the Nassau Water Ferries Services Ltd., which he founded in 2005, to provide marine related tours and excursions and yacht charters to the tourism industry. He is a community advocate and strives to educate others through his leadership roles with the Bahamas Chamber of Commerce and as part-time lecturer at the College of the Bahamas.

Grambling State University wishes to recognize and honor Mr. Rolle for his many contributions in international investments by bestowing upon him the honorary degree, Doctor of Laws.

Your favorable consideration of this request would be appreciated.

Sincerely,

Cynthia Warrick, Ph.D.
Interim President

CW:jpb

Attachment
Item E.2. Louisiana Tech University’s request for approval to reorganize and consolidate the Department of History and the Department of Social Sciences into the single School of History and Social Sciences.

EXECUTIVE SUMMARY

Louisiana Tech University would like to reorganize and consolidate the Department of History and the Department of Social Sciences into a single school of History and Social Sciences. The two disciplines are closely aligned in subject matter and academic approaches. Currently, the two departments are located on the same floor in George T. Madison Hall. The department head of Social Science will be appointed to the position of director of the proposed school of History and Social Sciences.

The proposed reorganization will increase campus efficiencies and effectiveness. Curricula will not be affected, and there will be no displacement or deployment of faculty 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 Louisiana Tech University’s request for approval to reorganize and consolidate the Department of History and the Department of Social Sciences into the single School of History and Social Sciences.
September 30, 2014

LADIES AND GENTLEMEN OF THE UNIVERSITY OF LOUISIANA BOARD OF SUPERVISORS

Louisiana Tech University requests approval to reorganize and consolidate the Department of History and the Department of Social Sciences into a single School of History and Social Sciences.

The consolidation is the result of the confluence of several events:

- The History Department Head Dr. Stephen Webre, was appointed as Interim Associate Dean of the College of Liberal Arts when his predecessor left the University for another position in August 2013.
- Dr. Jeff Hankins was appointed to a ten-month contract as the Interim Head of History in August 2013.
- Dr. Hankins is returning to the faculty on a 9-month appointment, helping the College staff classes in the History Department.
- The Administrative Coordinator (Civil Service position) for the History Department resigned effective September 2, 2014.

We propose to create a single administrative position over the two departments which are both located on the same floor in George T. Madison Hall; we propose that the Department Head of Social Science be appointed as Director of the new School. The two disciplines are closely aligned in subject matter and academic approaches, and the consolidation would accrue efficiencies in administrative and staffing costs. Curricula will not be affected, and there will be no displacement or deployment of faculty required.

Thank you for your consideration and approval.

Sincerely

[Signature]

Leslie K. Guice
President

EXECUTIVE SUMMARY

Louisiana Tech University wishes to award tenure to Dr. Bryan McCoy, Assistant Professor in the Department of Curriculum and Instruction in the College of Education.

Louisiana Tech submitted its Promotion and Tenure proposal for Board consideration in August; however, Dr. McCoy’s tenure recommendation was inadvertently omitted from the list. Dr. McCoy does meet the criteria and was recommended for tenure at all states of review.

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 of 2014-15 Recommendation for Tenure.
September 30, 2014

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

Dear Dr. Woodley:

I request that Dr. Bryan McCoy, Assistant Professor in the Department of Curriculum & Instruction of our College of Education, be approved for tenure, effective September 1, 2014.

Dr. McCoy applied for tenure during the 2013-2014 academic year following our published Policy 2114 – Tenure and Promotion Procedures. Dr. Lawrence Leonard, Dean of the College of Education, recommended approval to Dr. Terry McConathy, Vice President of Academic Affairs, based on recommendations from the Department of Curriculum & Instruction and the College of Education Promotion & Tenure Committees. Dr. McConathy confirmed the recommendation to me on April 30, 2014, and I approved on May 2, 2014.

Dr. McCoy’s tenure recommendation was, however, inadvertently omitted from the paperwork forwarded to our Finance Division for inclusion in Tech’s proposed budget for 2014-15 and from our proposal to the Board of Supervisors for Promotion & Tenure at the August Board meeting.

I appreciate your consideration of this request and apologize for the oversight.

Sincerely,

[Signature]

Dr. Leslie K. Gulee
President
Item E.4. Nicholls State University’s request for approval to terminate the following degree programs: Middle School Education and Early Childhood Education.

EXECUTIVE SUMMARY

Nicholls State University requests approval to terminate the Bachelor of Science in Middle School Education degree program and Early Childhood Education program effective immediately, if approved. The termination of the programs is being considered due to an overlap of multiple programs.

All grade levels will continue to be covered and faculty will not be impacted. Candidates who opt to remain in the programs will be provided the opportunity to finish courses and student teaching without incurring additional costs. However, upon approval of the termination, students will no longer be admitted to the programs and a teach-out plan will be implemented.

The termination of these programs will have no effect on other academic programs in the department, college, or university. No faculty will be affected by the program termination.

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 terminate the following degree programs: Middle School Education and Early Childhood Education.
September 30, 2014

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 following to be placed on the agenda for the October 23-24, 2014, meeting of the Board of Supervisors for the University of Louisiana System:

Program Discontinuations (documentation attached)
- Middle School Education (GR 4-8)
- Early Childhood Education (GR PK-3)

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy
President

BTM/ad

Attachment

pc: Dr. Albert Davis, Interim Vice President for Academic Affairs
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
Dr. Brigett Scott, Faculty Senate President
Mrs. Stacy LeJeune, Internal Auditor
MEMORANDUM

DATE: August 18, 2014

TO: Dr. Bruce Murphy
    President

FROM: Dr. Albert Davis
    Vice President for Academic Affairs (Interim)

RE: Board Approval – Academic Program Closures

It is hereby requested that approval from the Board of Supervisors for the University of Louisiana System be sought for discontinuation of the following degree programs at Nicholls State University:

<table>
<thead>
<tr>
<th>CIP CODE</th>
<th>DEGREE DESIGNATION</th>
<th>DEGREE SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>131203</td>
<td>BS</td>
<td>Middle School Education GR 4-8</td>
</tr>
<tr>
<td>131210</td>
<td>BS</td>
<td>Early Childhood Ed GR PK-3</td>
</tr>
</tbody>
</table>

The recommendations to discontinue the programs listed above were internally initiated and made by the College of Education with input from regional superintendents. Decisions were based on the overlapping of multiple programs. All grade levels will still be covered and faculty will not be impacted. Candidates who opt to remain in Middle School Grades 4-8 and Early Elementary Pre-K-3 will be provided the opportunity to finish courses and student teaching without incurring additional costs. Students will no longer be admitted to the programs as of summer 2014 and a teach-out plan has been developed.

Your consideration of this request is appreciated.

AD/sa
Item E.5. Nicholls State University’s request for approval to deliver online an existing degree program, Associate of Science in Petroleum Services.

EXECUTIVE SUMMARY

Nicholls State University wishes to offer the existing Associate of Science in Petroleum Services degree program via distance learning technologies, which has the potential to increase enrollment. The Associate of Science in Petroleum Services combines work experience and academic coursework to prepare students for management positions in the drilling, production, well services, and supply segments of the petroleum industry. All credits earned in the Associate apply to the Bachelor of Science in Petroleum Services Exploration and Production or Petroleum Services Safety Management degree.

The AS in Petroleum Services degree program will be offered 100% online. As well, students will not be required to attend class to obtain this degree. As with all of the University’s online courses, the AS in Petroleum Services will be managed through the Moodle learning platform. All coursework including lecture materials, assignments, testing, and instructional videos will be provided within Moodle for students.

Existing resources will be utilized to implement the program via distance learning. If approved, the University will begin the online program in Spring 2015.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLTED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request to deliver online an existing degree program, Associate of Science in Petroleum Services.
September 30, 2014

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 following to be placed on the agenda for the October 23-24, 2014, meeting of the Board of Supervisors for the University of Louisiana System:

Request to deliver an existing program through Distance Education Technology, Nicholls Online (Associate of Science in Petroleum Services-CIP 14.0903)

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy
President

BTM/ad

Attachment

pc:     Dr. Albert Davis, Interim Vice President for Academic Affairs
        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
        Dr. Brigett Scott, Faculty Senate President
        Mrs. Stacy LeJeune, Internal Auditor
DELIVERY OF DEGREE PROGRAMS THROUGH DISTANCE EDUCATION TECHNOLOGY

REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES
(Academic Affairs Policy 2.12, revised January 2014)

1. University or College
   Nicholls State University

2. Name, Phone and Email Address of contact person for questions regarding this request
   Dr. Milton Saidu
   Department Head
   Petroleum Engineering Technology and Safety Management
   985-448-4747
   Milton.saidu@nicholls.edu

3. Name of Degree Program and CIP Classification
   Associate of Science in Petroleum Services / CIP code 15.0903

4. List the initial date of implementation
   Spring 2015

5. Briefly describe the program. If there are any differences (e.g., curriculum, admission, graduation requirements, etc.) between the program to be delivered via distance learning and the program offered through traditional delivery modes, explain and provide a rational for the differences.

   The Associates of Science in Petroleum Services combines work experience and academic coursework to prepare students for management positions in the drilling, production, well services and supply segments of the petroleum industry. 100% of the credits earned in the associate apply to the Bachelor of Science in Petroleum Services Exploration and Production (PSEP) or Petroleum Services Safety Management degree (PSST).

   There will be no differences between the proposed associate of petroleum services to the existing traditional petroleum services associate in terms of program goals, curriculum and course rigor.

6. Briefly describe the extent to which the program will be offered via distance learning.

   The Associates of Science in Petroleum Services will be offered 100% online. Students will not be required to attend class to obtain this degree.

7. Describe distance learning technologies which will be used to offer the proposed program.

   Nicholls online courses will be managed through the Moodle learning platform. All course work including lecture materials, assignments, testing and instructional videos will be provided within Moodle for students.

8. Indicate where (city/town and parish) the proposed program will be offered.
To bodeaux, Louisiana
Lafourche Parish

9. **Describe processes in place to ensure that students have structured access to faculty.**

The design of each distance education course includes specific modes of communication between students and faculty. A *Course Questions & Answers Forum* is set up in each class within Moodle to provide students with a means for asking questions about the course. This gives all students access to questions and answers posted by classmates and the instructor. Students may send the instructor a direct email. Departmental instructors are required to respond to all student inquiries within 48 hours. Students may also arrange a virtual meeting or conference call to discuss specific questions with the instructor during posted office hours. All instructors receive daily notifications through Moodle summarizing all student postings and emails. This allows for a triage of specific student issues, and provides an effective and efficient means of notice to student needs.

If this is the campus' first request for approval to offer 50% or more of a program electronically, upon approval by the Board of Regents the campus must submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation. Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.

_Provost/ Vice Chancellor for Academic Affairs_  
(Date)

_Campus Head (or Authorized Signature)_  
(System Head (or Authorized Signature))
Item E.6. Nicholls State University’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Stephen Watson at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University requests to award an Honorary Doctor of Humane Letters degree to Mr. Stephen Watson at the Fall Commencement Exercises. Mr. Watson, a graduate of Nicholls State University, currently serves as the Executive Vice President for the National World War II Museum in New Orleans, Louisiana.

Mr. Watson’s achievements since his graduation from Nicholls State University have had a local, national, and international impact that few have achieved. In September 2002, Watson, the grandson of a WWII RAF pilot, joined the staff of the then D-day Museum as Director of Membership. Under his guidance, the museum’s membership increased from 5,000 to 60,000. Currently, the museum has more than 130,000 active members representing all 50 states, the largest of any museum in the country. As well, Mr. Watson has been recognized for managing 300% growth in staff size and revenue over a seven-year period, which included the opening of three signature exhibition pavilions.

Mr. Watson is a member of the University’s Alumni Federation Board and WWNO 89.9FM New Orleans Advisory Board. He actively promotes the value of his Nicholls education and the part his education has played in the development of a strategically important urban edifice of culture. He has been selected as a speaker at various marketing and non-profit conferences including the American Association of Museum’s Annual Conference and Expo, the Art Museum Membership Conference, the International Digital Solutions Cooperative, the Bridge to Integrated Marketing Conference, and the Public Radio Development and Marketing Conference.

Nicholls State University wishes to recognize Mr. Watson’s achievements by granting him a Doctor of Humane Letters. Mr. Watson’s achievements are directly connected to his experiences and education at the University. He is also a representative of what a true student athlete represents and is a symbol of the University’s international and global reach.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request to award an Honorary Doctor of Humane Letters to Mr. Stephen Watson at the Fall Commencement Exercises.
September 30, 2014

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 following to be placed on the agenda for the October 23-24, 2014, meeting of the Board of Supervisors for the University of Louisiana System:

To award an honorary Doctor of Humane Letters (D.H.L.) to Mr. Stephen Watson, at the Fall Commencement Ceremony on December 13, 2014

The recommendation has been made by the members of the University Honorary Degree Committee. A copy of the nomination form and Mr. Watson’s resume is attached for review.

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Morphy  
President

BTM/ad

Attachment

cc: Dr. Albert Davis, Interim Vice President for Academic Affairs  
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  
Dr. Brigett Scott, Faculty Senate President  
Mrs. Stacy LeJeune, Internal Auditor
NICHOLLS STATE UNIVERSITY
OFFICE OF THE PRESIDENT

Nomination for the award of an Honorary Degree

The Honorary Doctorate is the highest form of recognition offered by Nicholls State University and is awarded for demonstrated excellence in the fields of public affairs, the sciences, arts, humanities, business, and philanthropy. Recipients of Honorary Doctorates must be distinguished, with achievements both relevant and appropriate to the University. Eligibility for nomination is restricted to persons of state, national or international stature. Nominees who have made extraordinary contributions to the University will be welcomed, but must also have made significant contributions beyond the University and its local region. Notwithstanding this policy, the Honorary Doctor of Letters may be awarded as recognition for exemplary and distinguished community service, including service to Nicholls State University. Nominees shall not be current members of the Board of Supervisors for the University of Louisiana System, employees of the University, or individuals who have direct political, legal or budgetary authority over the University. (For the full policy, see Policy 5.7.12. Honorary Degrees.)

1. Name of nominee: Stephen Watson

2. Professional title: Executive Vice President, The National WWII Museum

3. Name of nominator: Cross-college, University College and the College of Arts and sciences: Drs. Paul Wilson, Albert Davis (Seconded).

4. The relevant college should be consulted about the title of the degree. This candidate is nominated for the degree, Honorary Doctor of Humane Letters.

5. Please provide the information requested below. Attach additional sheets if required:

6. Describe the nominee’s achievements:

   Stephen Watson’s meteoric rise since his graduation from Nicholls State University has had a local, national and international impact that few have achieved. In September 2002, Watson, the grandson of a WWII RAF pilot joined the staff of the then-D-Day Museum as Director of Membership. He launched a national membership campaign that in its first 18 months helped increase the museum’s base membership from 5,000 to 60,000. Currently, the museum has more than 130,000 active members representing all 50 states, the largest of any museum in the country. The international connections that Watson has established have made the museum the hub of historical research and study for all cultures and societies affected by WWII from the mid-twentieth century to the present.

7. Explain the humanitarian value or contribution to society of the nominee.

   The international reputation of the Museum has strongly established our region as an international center for humanitarian advancement. Mr. Watson’s hard work has been a key factor of this success on an international scale. Mr. Watson plays a major role in strategic decisions as well as the daily administration of the museum’s many divisions of learning and cultural import. In 2004, Mr. Watson was promoted to Associate Vice President of development, and in 2007 he was appointed Vice President and Chief Operating Officer, managing the museum’s daily operations, educational programming, collections and acquisitions, membership programs, as well as marketing and public relations. In January, 2014, the Museum’s Board of Trustees approved Mr. Watson’s promotion to Executive Vice President.
8. Explain the relevance of the nominee's work to Nicholls State University.

   Mr. Watson is known as a Nicholls graduate and serves on the Alumni Federation Board member. He actively promotes the value of his Nicholls education and the part his education has played in the development of a strategically important urban edifice of culture. As the museum has advanced a $325 million capital campaign, expanding its campus to seven acres in the post-Katrina New Orleans nowThriving warehouse district, visitation has grown to 500,000 visitors annually. By way of his Nicholls connection, the university and the community it serves has become a part of all that Mr. Watson has achieved and will achieve. (Most recently, the Museum was voted the #1 cultural attraction in New Orleans by TripAdvisor.com.) Mr. Watson traveled to Thibodaux from the University of Aberdeen as a track and field athlete and completed his Bachelor of Science degree in Marketing in July 1997 and his Master of Business Administration degree in December 1998. As a humanitarian and educator, Mr. Watson is responsible for the Museum's fabulously successful educational travel programs initiative.

9. Summarize of the honors and distinctions received by the nominee previously, including honorary degrees.

   Mr. Watson has been recognized for managing 300% growth in staff size and revenue over a seven year period, which included the opening of three signature exhibition pavilions. He has been selected as a speaker at various marketing and non-profit conferences including the American Association of Museum's Annual Conference and Expo, the Art Museum Membership Conference, the International Digital Solutions Co-operative hosted by HP, the Bridge to Integrated Marketing Conference, and the Public Radio Development and Marketing Conference.

10. Indicate, if possible, for the nominee (this may be part of the C.V. in item 11):
   a. date of birth      (not available)
   b. educational background (see attached CV)
   c. employment history (see attached CV)

11. Additional comments:

   Mr. Watson's achievements are directly connected to his experiences and education at our university. He is also a representative of what a true student athlete represents and is a symbol of the university's international and global reach. Please keep him in the candidate pool for years to come; his career will develop exponentially. Also, Mr. Watson would make a great commencement speaker.

12. Contact information for the nominee:

   Name: Stephen Watson
   Postal address: 945 Magazine Street, New Orleans, LA, 70130-3813
   Phone number: 504-528-1944 ext. 238
   Email address: stephen.watson@nationalww2museum.org

13. If possible, C.V. and other documents (attach):
The University may grant no more than two honorary degrees during an academic year.

**NOMINATION DEADLINES:**
Fall Semester – by September 10th
Spring Semester – by February 10th

Return the application to the Vice President for Academic Affairs,
P.O. Box 2002, Thibodaux, LA 70310

For more nominations forms, please go to:
http://www.nicholls.edu/president
Stephen Watson, Executive Vice President
The National WWII Museum
New Orleans, Louisiana

Stephen Watson is a longstanding member of the Museum’s leadership team, playing a major role in strategic decisions as well as daily administration. Born and raised in Scotland, Watson attended the University of Aberdeen in his homeland, where he began studying for a joint degree in Management and Economics. He relocated to Thibodaux, Louisiana in 1994 as a result of a track and field scholarship and earned his BS and MBA from Nicholls State University. Watson held the positions of Development Director and Membership Manager at 89.9 WWNO, the NPR affiliate radio station for New Orleans and Southeast Louisiana and was an adjunct professor of Marketing at the University of New Orleans. In September 2002, Watson, the grandson of a WWII RAF pilot, joined the staff of the then-National D-Day Museum as Director of Membership, launching a national membership campaign that in its first 18 months helped increase the Museum’s membership base from 5,000 to 60,000. Currently the Museum has more than 130,000 active members representing all 50 states, the largest of any Museum in the country. In 2004, Watson was promoted to Associate Vice President of Development, and in 2007 he was appointed Vice President & Chief Operating Officer, managing the Museum’s daily operations, educational programming, collections and acquisitions, membership programs, and marketing and public relations. As the Museum has advanced a $325 million capital campaign, expanding its campus to seven acres in New Orleans’ thriving Warehouse District, visitation has grown to 500,000 visitors annually and the Museum was voted the #1 cultural attraction in New Orleans by TripAdvisor.com. In January 2014, the Museum’s Board of Trustees approved Watson’s promotion to Executive Vice President.
Experience

Executive Vice-President, January 2014 – present

Vice-President & Chief Operating Officer, July 2007 – December 2013

The National World War II Museum, New Orleans

➢ Responsible for managing 300% growth in staff size and revenue over a seven year period, which included the opening of three signature exhibition pavilions.
➢ Areas of responsibility include leading a team of 150 dedicated employees in the areas of: marketing and public relations, membership, annual giving, new media, educational programs, collections and exhibits, research, technology, memorial brick program, visitor & volunteer services, technology, security, facility management, engineering, group sales and facility rentals.
➢ Key Highlights Include:
  o Successfully oversaw content development, grand opening events and operational implementation of United States Freedom Pavilion: The Boeing Center, Kushner Restoration Pavilion, The Solomon Victory Theater, Stage Door Canteen and American Sector Restaurant.
  o Developed Museum’s international travel programs for student and adult audiences and led the planning and implementation team for Museum’s 70th Anniversary of D-Day events in Normandy and New Orleans.
  o Implemented sales and marketing teams that have driven exponential growth in visitation and revenue. Visitation grew from 160,000 in 2009 to 485,000 in 2013. Revenue grew from $2m to $8.5m during same period.
  o Implemented and led national research project as part of strategic planning process to gain insight into future audiences and educational outreach initiatives.
  o Led team that secured funding and oversaw the launch of the Museum’s digital collections on-line.
  o Grew and diversified membership program to largest of any museum in the country at 130,000 with annual revenue of $8 million.

Associate Vice-President of Institutional Advancement, July 2004 – June 2007

The National World War II Museum

➢ Responsible for a staff of 8 professionals and $5 million annual revenue goal.
➢ Areas of responsibility include: membership, $1000+ annual giving, educational travel programs, database administration, donor research, special events, VIP tours, memorial brick program, board relations, departmental budgeting, financial reporting, and strategic planning.
➢ Key highlights Include:
  o Launched Educational Travel Programs department and tours to Europe.
  o Achieved museum’s 100,000th member in less than four years after national membership program was launched.
  o Tripled membership and revenue from $1,000+ annual donor program.
Experience

**Director of Membership**, September 2002 - July 2004
The National World War II Museum
- Responsible for a staff of 3 fundraising professionals, two consulting firms and $2 million annual revenue goal.
- Areas of responsibility included: Implementation and management of national membership program, and oversight of memorial brick program.
- Key highlights include:
  - Membership increased from 4,500 to 60,000.
  - Implementation of national donation processing center.
  - Revamping of membership benefits for national donors.
  - Implementation of on-site membership sales guidelines and on-going training of 60+ volunteer core.

**Director of Development & Marketing**, September 2000 - August 2002
WWNO 89.9 FM New Orleans (NPR Affiliate Station)
- Responsible for a staff of two professionals and $700,000 annual revenue goal.
- Responsible for all aspects of individual giving, special events, and marketing.
- Key highlights include:
  - Membership numbers increased by 20% and revenues by 50%.
  - Installation of Allegiance donor management database.
  - Creation of new station logo and updating of station brand.
  - Launched station website which included program stream and on-line giving capabilities.
  - Launched concert series with corporate and grant support.
  - Hosted first live New Orleans broadcast of “A Prairie Home Companion”.

**Membership Manager**, January 1999 - September 2000
WWNO 89.9 FM New Orleans (NPR Affiliate Station)
- Key highlights include:
  - Membership numbers increased by 20% and revenues by 40%.
  - Managed all membership mailings (acquisition, renewal, additional gift, monthly newsletter).
  - Recruited and managed over 100 volunteers for on-air drives.
  - Coordinated bi-annual on-air fundraising drives.

**Adjunct Instructor of Marketing**, January 2000 - May 2002
University of New Orleans, Department of Marketing
- Taught Principles of Marketing for 5 semesters to over 700 students.
- Responsible for all aspects of teaching, testing, and student evaluation.
- Teacher evaluations consistently above average for department.
Education

**Master of Business Administration**, December 1998 GPA 3.9
*Nicholls State University*, Thibodaux, Louisiana

**Bachelor of Science**, Marketing, July 1997 GPA 3.6
*Nicholls State University*, Thibodaux, Louisiana

Other

Speaker at various Museum, marketing and non-profit conferences including the American Association of Museum’s Annual Conference & Expo, the Art Museum Membership Conference, The International Digital Solutions Co-operative hosted by HP, The Bridge to Integrated Marketing Conference and The Public Radio Development & Marketing Conference.

Nicholls State University Alumni Federation Board Member, 2014

WWNO 89.9FM New Orleans (NPR Affiliate Station) Advisory Board Member, 2010-2014

References

References available on request
Item E.7. Northwestern State University’s request for approval to award an Honorary Doctor of Applied Science to Dr. Stan Chadick at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Northwestern State University requests to award an Honorary Doctor of Applied Science to Dr. Stan Chadick at its Fall Commencement Exercises. During his career of 36 years at Northwestern, Dr. Chadick made contributions in all areas, including excellent teaching, service to the university and community, administrative duties, and other professional activities.

Dr. Chadick holds a Ph.D. from the University of Tennessee, and his primary area of scholarly activity has been in the field of Mathematics Education. He served as an assistant professor, associate professor, and professor at Northwestern in the Department of Mathematics. As well, he served as the Department Head and as the first Director of the Louisiana Scholars’ College.

Dr. Chadick’s outstanding teaching and service include several awards and honors received throughout his career. Honors and awards include the University’s first Distinguished Faculty Chair, Northwestern’s exemplary faculty member for the National CASE award, and one of the first awards for outstanding teachers from the NSU Alumni Association. As well, Dr. Chadick created and directed Northwestern State University’s Faculty Teaching Circles program. He was an active and influential member of the Louisiana-Mississippi section of the Mathematical Association of America throughout his career, serving the section on various committees, as a departmental liaison, and as section governor.

In recognition of all his contributions to Northwestern State University and to the larger mathematical community, the University wishes to award an Honorary Doctorate of Applied Science to Dr. Stan Chadick.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University’s request to award an Honorary Doctor of Applied Science to Dr. Stan Chadick at the Fall Commencement Exercises.
October 1, 2014

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

Re: Honorary Doctorate of Applied Science for Dr. Stan Chadick

Dear Dr. Woodley:

Northwestern State University is requesting that the following item be placed on the agenda for approval at the October 2014 Board Meeting:

Permission to award an “Honorary Doctorate of Applied Science” to Dr. Stan Chadick at our December 2014 commencement ceremonies. The College of Arts, Letters, Graduate Studies and Research - Department of Mathematics has approved the attached recommendation.

Thank you for your consideration of this request.

Sincerely,

Randall J. Webb
President

RJW/pc

Attachment
Dr. Randall J. Webb  
President, Northwestern State University  

October 1, 2014

Dear Dr. Webb,

The members of the faculty of the Department of Mathematics are writing to you today with a request to honor Dr. Stan Chadick. His career spanned more than 38 years, including over 36 years of distinguished service to Northwestern State University. During his time at NSU, Dr. Chadick made contributions in all areas, including excellent teaching, service to the university and community, administrative duties, and other professional activities. The Department of Mathematics wishes to honor Dr. Chadick for his contributions to the department and the university by nominating him for an Honorary Doctorate of Applied Science.

Northwestern State University became the academic home of Stan Chadick just after he received his Ph.D. from the University of Tennessee in 1969 and remained his primary professional focus until his retirement in 2005. Dr. Chadick served NSU as an assistant professor from 1969-1974, as an associate professor from 1974-1979, and as a professor from 1979-1983 and 1985-2005. During that time, he served as Department Head of Mathematics from 1978-1983 and as the first Director of the Louisiana Scholar’s College from 1987-1988. He took a break from NSU only to serve as the curriculum coordinator at the newly formed Louisiana School for Math, Science, and the Arts from 1983-1985.

Evidence of Dr. Chadick’s outstanding teaching and service include several awards and honors won throughout his career. He was selected as one of three faculty members to receive the university’s first Distinguished Faculty Chair in 1986. In that same year, he was selected as Northwestern’s exemplary faculty member for the National CASE Award. He was selected as one of two faculty members to receive the first awards for outstanding teachers from the NSU Alumni Association in 1990. Northwestern State University’s Faculty Teaching Circles program, which Dr. Chadick created and directed for many years, is recognized by Ernest Boyer in his book Scholarship Revisited.

The primary area of scholarly activity for Stan Chadick throughout his career was in the field of Mathematics Education. He served as the chair of the statewide LaSIP curriculum committee which wrote the first Louisiana Curriculum Framework for Mathematics, Grades 5-8. He served as a consultant on the use of graphing calculators for universities such as McNeese, LSUS, and LSUBR. Dr. Chadick was a member of a statewide consortium, formed through a LaCEPT grant, focusing on writing a reform College Algebra textbook. Other universities represented in the consortium were Southern University Baton Rouge, McNeese State University, and the University of Louisiana Lafayette. As an extension of those efforts, Dr. Chadick worked with Dr. Ben Rushing at NSU to write College Algebra at Northwestern State University of Louisiana.
the textbook that was used here for many years. Dr. Chadick worked with elementary, middle, and high school teachers from NSU’s service area in an effort to improve mathematics education at all levels. Teachers from Natchitoches, Grant, DeSoto, Vernon, Rapides, Winn, Red River, and many other parishes have benefited from Dr. Chadick’s expertise in mathematics pedagogy, using graphing calculators, implementing NCTM standards, etc.

Much of his work with teachers occurred as a result of external funding secured by Dr. Chadick. He was part of the project team for many grants, including at least 15 from LaSIP, 3 from LaCEPT, and 4 from BoRSF. His total awards for external funding during his time at NSU adds up to over $2,000,000. In addition to those funded grants, Dr. Chadick helped university teams write proposals for larger grants, and mentored several colleagues so that NSU will continue to be successful in seeking external funding.

Stan Chadick was an active and influential member of the Louisiana-Mississippi section of the Mathematical Association of America throughout his career, serving the section on various committees, as a departmental liaison, and as section governor. As Department Head for NSU in 1978 and for many years afterward, Stan acted as the departmental liaison to the Louisiana-Mississippi section. He understood the important role that liaisons could assume in guiding section activities, maintaining ties between MAA and individual universities, and sharing and addressing concerns about the direction of our profession. As LA/MS section governor from 1998 – 2001, Chadick instituted the practice of having the governor meet with the liaisons during each annual section meeting. In 2014, Dr. Chadick was awarded the Meritorious Service Award from the Louisiana-Mississippi Section by the national MAA.

In recognition of all his contributions to Northwestern State University and to the larger mathematical community, it is the pleasure of the faculty of the Department of Mathematics to recommend to you that Dr. Stan Chadick be awarded an Honorary Doctorate of Applied Science.

Sincerely,

[Signature]

Dr. Frank Serio, Jr.
Head, Department of Mathematics

Attached: Signatures of the other members of the faculty
Item E.8. University of Louisiana at Monroe’s request for approval of a Proposal for an online Master of Public Administration degree program.

EXECUTIVE SUMMARY

University of Louisiana at Monroe requests consideration and approval of a Proposal for an online Master of Public Administration (MPA). A related Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System on February 27, 2014; subsequent approval was provided by the Board of Regents on August 27, 2014. The proposed program will produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international public, non-profit, and private sector organizations. It is consistent with ULM’s role, scope, and mission and is available to advance the career of anyone with a bachelor’s degree earned at a regionally-accredited institution. Offering the program in an online format with the concentrations in Administration of Health, Administration of Justice, Administration of Education, Management, and Public Management leverages ULM’s nationally-recognized strength in online degree programs, particularly in business and education, while adding to the comprehensive nature of ULM’s health-science offerings.

The central purpose of the proposed MPA is to produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international public, non-profit, and private sector organizations. The MPA is open to students globally without previous public or private sector experience as well as individuals presently employed in the public or private sector seeking to advance their careers. The online 36-credit hour program will require students to take 18 hours of required courses and 18 hours in a selected concentration. Students will have an opportunity to complete all course requirements in 24 months. The proposed MPA is unique in that it would be the only online MPA program offered by any university in Louisiana. As well, the program is unique in that it includes some concentrations not offered at the other institutions.

According to the Bureau of Labor Statistics, there will be an estimated 951,000 job openings across the nation between 2012 and 2022 that require a Master’s degree, an 18.4% increase – the largest estimated increase across all levels of education for all occupations. A master’s degree will be in high demand, so ULM’s online MPA degree will meet a growing nationwide labor and industry educational demand. With an annual median salary of $63,400, versus the national annual median salary of $34,750, an MPA will provide individuals with a higher standard of living and assist them in achieving higher positions within their industries.
Students will be recruited for the proposed program from other undergraduate degree programs at ULM. Student demand is projected to reach a point of sustainability within two to three years of program implementation. The goal of the program is to have one-hundred students within five years.

The program will be administered in the College of Business, Behavioral and Social Sciences through the School of Behavioral and Social Sciences in the Department of Political Science. At this time, ULM only expects minimal additional costs to develop and to implement the program. Courses for the proposed program already exist and consequently will be taught by current faculty. Revenue generated from the tuition and fees of this program will be more than adequate to offset additional expenses for potential adjuncts, instructors, or overload pay that may occur if the program grows beyond initial projections. Presently, no additional appropriations are required. The University is committed to investing in the program as needed to grow and sustain enrollment and maintain the quality of instruction. Additional investments in the program will come from additional revenue generated by tuition collections from the new graduate students in the program and various concentrations.

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 of a Proposal for an online Master of Public Administration degree program.
Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

I respectfully request consideration and approval of a proposal for a new degree program at the University of Louisiana at Monroe: Master of Public Administration. This program has identified a configuration that makes it unique and distinguishes it from other MPA programs.

This program continues ULM's efforts to offer degree programs that meet the workforce needs of the region and the state, as evidenced by the jobs' data included in the proposals. You will also find numerous letters of support from individuals representing potential employers of the graduates from this program as further evidence of the need that exists within business and industry for people with these credentials.

If additional information regarding this program is needed, please let me know. Otherwise, thank you for reviewing this proposal. I will look forward to their approval and submission to the Board of Regents afterwards.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Enclosure
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

Master of Public Administration

Recommended 2010 CIP Taxonomy

41.0401

Date to be Initiated

Fall 2015

Name of Department or Academic Subdivision

Political Science

Responsible for the Program

Name, Rank, and Title of Individual Primarily

Responsible for Administering the Program

Dr. John Sutherland, Associate Professor

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.
Proposal for the
Master of Public Administration

Submitted to the

22 September 2014
1. Description

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

Title: Public Administration, Master of Public Administration (CIP Code 44.0411)

Description: The University of Louisiana at Monroe (ULM) proposes a thirty-six (36) hour online-only Master of Public Administration (MPA) degree program with the central purpose of producing graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international public, non-profit, and private sector organizations. This online program is open to students globally without previous public or private sector experience as well as individuals presently employed in the public or private sector seeking to advance their careers.

Objective: The online MPA program strives to meet educational requirements for individuals seeking to manage public and private organizations, non-profit and service groups, consulting firms, and work in various levels of government (federal, state, county, and local) and civic organizations overseeing various departments. The online MPA program will allow graduates to start at a higher general schedule qualification or allow existing federal civil service employees to transition to a higher general schedule qualification (GS-9 or above). State and local civil service employees will also be eligible for more prestigious pay scales and administrative positions. According to the Census Bureau, an MPA results in average salary difference of $19,000 per year.

ULM will seek accreditation upon immediate eligibility through the National Association of Schools of Public Affairs and Administration (NASPAA), an organization whose mission is to ensure excellence in education and training for public service and to promote the ideal of public service. NASPAA is the recognized global accreditor of master’s degree programs in the fields of public policy, public affairs, public administration, and public and nonprofit management. The guidelines and policies set forth by NASPAA and the NASPAA Commission of Peer Review and Accreditation (COPRA) were used to develop this proposal.
b. List and describe the program curriculum

The online MPA program, as per the conditions for NASPAA accreditation, will be a minimum thirty-six (36) hour online-only program featuring five unique concentrations:

- Administration of Health (ADH),
- Administration of Justice (ADJ),
- Administration of Education (ADE),
- Management (MGT), and
- Public Management (PMG).

The immediate ability to offer these five concentrations is made possible by pre-existing online master’s programs offered by Criminal Justice, Education, Gerontology, and Business.

All students, regardless of concentration, must take eighteen (18) hours of required POLS courses, which ensures that every student develops the same shared knowledge base and skill set with the prerequisite analytical skills and understandings of policy issues and governmental processes that frame the environment, regardless of whether their ultimate career goal is in the public or private sector.

The proposed POLS courses making up the required curriculum will be offered online by ULM’s Political Science degree program and are as follows (students must take all six (6) courses listed below):

- POLS 5XXX - Foundations of Public Administration
- POLS 5XXX - Analysis of Political and Administrative Data
- POLS 5XXX - Ethics and Public Administration
- POLS 5XXX - Public Budgeting and Finance
- POLS 5XXX - Program Evaluation and Policy Analysis
- POLS 5XXX - Comparative Administration

In addition to the required courses specified above, students must take eighteen (18) hours of electives in a selected concentration, which allows students to specialize in a particular field of
knowledge and to develop a selective skill set to make them more qualified for a particular career field.

The courses for a Concentration in the Administration of Health will be provided by ULM's accredited Gerontology program, which presently offers an online-only Master of Arts in Gerontology. ULM's Gerontology program is the only online-only Gerontology program in the State of Louisiana offered at a public institution and currently offers the following graduate level courses that would be required for a Master of Public Administration, Concentration in the Administration of Health (students must take all six (6) courses listed below):

- GER0 5040 - Assessment and Case Management
- GER0 5045 - Ethnic and Cultural Variations in Service Delivery
- GER0 5067 - Programs and Public Policy
- GER0 5068 - Programs and Services in Gerontology
- GER0 5075 - Research in Gerontology
- GER0 5087 - Long-term Care Administration

The courses for a Concentration in the Administration of Justice will be provided by ULM's Criminal Justice program, which presently offers an online-only Master of Arts in Criminal Justice. ULM's Criminal Justice program currently offers the following graduate level courses that would be required for a Master of Public Administration, Concentration in the Administration of Justice (students must take all six (6) courses listed below):

- CRJU 5001 - Seminar in Criminal Justice
- CRJU 5010 - Advanced Research Methods in Criminal Justice
- CRJU 5014 - Juvenile Justice System
- CRJU 5050 - Policy and Society
- CRJU 5055 - Sociology of Law
- CRJU 5073 - Seminar in Criminal Justice Administration

The courses for a Concentration in the Administration of Education will be provided by ULM's accredited School of Education within the College of Arts, Education and Sciences (CES), which presently offers an accredited online-only Master of Education in Educational Leadership (EDLE).
ULM’s CAFS currently offers the following graduate level courses that would be required for a Master of Public Administration, Concentration in the Administration of Education (students would select any six (6) courses from the list below):

- EDLE 5001 - Teacher Leader I: Using Data for School Improvement
- EDLE 5005 - Teacher Leader II: Improving School Performance
- EDLE 5015 - Legal, Ethical, and Regulatory Issues
- EDLE 5020 - Systems Design in Curriculum and Instruction for Educational Leaders
- EDLE 5015 - Managing School and District Resources
- EDLE 5050 - Practice of School and District Leadership
- EDAS 5001 - Foundations of Education Administration
- EDAS 5014 - School Law
- EDAS 5015 - School Finance and Taxation
- EDAS 6018 - School Community Relations
- EDAS 6019 - School Personnel Administration

All but one of the courses for a Concentration in Management will be provided by ULM’s accredited College of Business and Social Sciences (CBSS), which presently offers an online-only Master of Business Administration. CBSS currently offers the following five (5) graduate level courses that would be required below for a Master of Public Administration, Concentration in Management (students would be required to take all five, plus one more from the required courses for the Concentration in Public Management):

- ACCT 5002 - Accounting for Administrators
- BUSN 5000 - Fundamentals of Management and Marketing
- BUSN 5010 - Research and Presentation Skills
- BMBA 5009 - Management Information Systems
- BMBA 5030 - Organizational Theory and Behavior

Due to accreditation guidelines specified by the Association to Advance Collegiate Schools of Business International (AACSB), students pursuing a Master of Public Administration, Concentration in Management can only take five (5) courses presently offered by ULM’s CBSS. Therefore, the remaining course in order to acquire the 18 hours of electives required by this
concentration would be one (1) of the POLS courses found in the list of electives listed in the Concentration in Public Management.

The courses for a Concentration in Public Management will be provided by ULM’s Political Science degree program. The ULM’s Political Science degree program intends to create and to propose the following graduate level courses for a Master of Public Administration, Concentration in Public Management (students would select any six (6) courses from the list below):

- POLS 5XXX – Intergovernmental Relations*
- POLS 5XXX – Environmental Policy and Administration*
- POLS 5XXX – Administrative Law*
- POLS 5XXX – Foundations of Nonprofit Management*
- POLS 5XXX – Fisheries and Wildlife Management*
- POLS 5XXX – Emergency Management and Homeland Security*
- POLS 5XXX – International Development and Administration*
- POLS 5XXX – Public Administration Internship*

Again, the University of Louisiana at Monroe (ULM) proposes a thirty-six (36) hour online-only Master of Public Administration (MPA) degree program; 18 hours of required courses and 18 hours of electives within one of five available concentrations.

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.

Courses will be offered online during the Fall, Spring, Summer I, and Summer II semesters, which will allow students to complete all course requirements in 12-24 months. The ULM MPA is a cooperative program because the five concentrations will be delivered by the degree programs of Criminal Justice and Business in the College of Business and Social Sciences, Education in the College of Arts, Education, and Sciences, and Gerontology in the College of Health and Pharmaceutical Sciences. Additionally, pending approval of their respective accreditation agencies, individuals in the Master of Arts in Criminal Justice degree program, Master of Educational
Leadership degree program, Master of Arts in Gerontology degree program, and Master of Business Administration degree program would have additional course offering to take, allowing these programs to move expeditiously through their degree programs and to maximize the efficiency of existing university resources.

Regarding future avenues for program cooperation and cross-enrollment, the proposed Management concentrations would position ULM to explore the future creation of a joint or dual MPA-MBA graduate program. Joint or dual MPA-MBA programs are becoming increasingly common at universities as more individuals pursue careers in positions responsible for working with their counterparts in private and public organizations. Presently, there are no dual or joint MPA-MBA programs offered by any university in Louisiana. The creation of these concentrations lays a foundation for ULM to expand seamlessly in another direction at a future point, causing ULM's MPA proposal to be even more unique and progressive relative to the other MPA programs in this state. It is also an example how this proposal avoids to duplicate the existing MPA programs in Louisiana and neighboring states.

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

Attached is documentation demonstrating prior approval for this proposal to proceed.

2. Need for Program

*a. Describe how the Program fits within the institution’s existing role, scope, and mission*

An online MPA degree program aligns with the present mission, vision, budget, and projects at ULM. ULM’s Mission Statement established in the recently adopted 2013-2018 Strategic Plan reads:

*The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.*
ULM is charged with preparing students to compete, to succeed, and to contribute in a global society; not simply a local or regional society. An online Master of Public Administration degree allows any individual across the state, region, and nation, the opportunity to meet regional, state, national, and international workforce demands - none of the other institutions in Louisiana offer an online-only Master in Public Administration allowing individuals without prior executive-level experience to earn an MPA. And, in today’s more competitive economy, a master’s degree makes it more possible for individuals to remain competitive relative to their global workforce. Offering an online MPA degree aligns with the mission of ULM.

The Vision Statement of ULM reads: The University of Louisiana at Monroe will be recognized among the best-performing regional universities in the South. To that end, consider that:

- ULM presently offers 28 undergraduate and graduate online degree programs;
- ULM was ranked by U.S. News and World Report as a tier one regional university, at number 81 ULM was the highest ranked public institution in Louisiana;
- ULM was ranked the “Best Online College” in the State of Louisiana by TheBestSchools.org;
- ULM was ranked by U.S. News and World Report as one of the top 200 online degree programs in the nation - one of only three public universities in Louisiana on the list;
- ULM’s online MBA was ranked by U.S. News and World Report at number 87 in the nation - no other institution in Louisiana was ranked;
- ULM’s online M.Ed. was ranked by U.S. News and World Report at number 103 - no other institution in Louisiana was ranked higher;
- In August 2014, TheBestSchools.org - an online resource for campus and online education - ranked ULM’s online master in educational leadership at number 21 in the nation - no other institution in Louisiana was ranked;
- In August 2013, Affordable Colleges Online ranked ULM’s online MBA at number 27 in the nation;
- In October 2012, GetEducated.com named ULM’s online MBA the nation’s overall “Best Buy” among AACSB-International accredited programs;
• In February 2012, ULM's online graduate education program was the only Louisiana institution ranked in all four categories of *U.S. News & World Report's “Top Online Graduate Education Programs”* listing.

• ULM's online graduate education program received four recognitions from GetEducated.com for “best buy for online degree.”

ULM's online degree programs are not only among the best performing programs in the South, but are indisputably and certifiably among the best performing in the nation. Where applicable, ULM's online degrees are accredited and recognized for their academic quality. Offering an online MPA degree aligns with the vision of ULM.

ULM committed $1.7 million in the 2014-2015 budget for eULM, a department responsible solely for supporting and marketing online degrees ($1.4 million more in funding than the 2013-2014 budget). Therefore, offering an online MPA degree aligns with the budget of ULM.

Finally, consider that ULM recently acquired the rights, with annual renewal, to coordinate the Delta Regional Authority's (DRA) Delta Leadership Institute (DLI) Executive Academy. The purpose of the DLI Executive Academy is to recognize, to train, and to develop leadership skills for public and private sector professionals across the Delta Region, defined by the DRA as an eight-state area that includes portions of Illinois, Missouri, Kentucky, Arkansas, Tennessee, Alabama, Mississippi, and Louisiana. This year, 55 individuals are participating in the Executive Academy; many have an interest in obtaining a Master of Public Administration because it would advance their careers and, concomitantly, improve their respective communities (see the attached letter of support from Federal Co-Chairman Chris Masingill of the Delta Regional Authority in the Appendix). An online degree program is their only option because their occupational status prohibits them from returning to a college campus and most of these individuals do not live in a community with a higher education institution granting an MPA degree. ULM's role in this grant gives unparalleled access and exposure to meet the potential demand of these 55 current participants as well as over 300 program alumni and an estimated 110 participants for the 2014-2015 and 2015-2016 DLI Executive Seminars. ULM is also working with Winrock International (Little Rock, AR) and the Clinton School of Public Service (Little Rock, AR) on delivering the DLI Executive Academy, both organizations have
expressed support for this online degree and their desirability to steer individuals towards this degree. This grant had previously been held by the University of Alabama, indicating the University of Louisiana at Monroe is a respected institution. Therefore, offering an online MPA degree aligns with existing grants and projects administered by ULM.

In conclusion, an online MPA degree aligns with the present mission, vision, budget, and projects at ULM.

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

ULM has never offered a Master in Public Administration or a degree similar to a Master in Public Administration.

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.

A Master of Public Administration degree is presently offered at four institutions in Louisiana - Louisiana State University, Southern University and A&M College, Grambling State University, and the University of New Orleans. A Master of Public Administration degree is presently offered at only two institutions in Arkansas - Arkansas State University and the University of Arkansas at Little Rock - and only two institutions in Mississippi - Jackson State University and Mississippi State University. The nearest Master of Public Administration degree granting institution located in Texas is at the University of North Texas in Denton, TX.

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.

The online MPA degree program proposed by ULM is unique relative to the other four institutions in Louisiana. First, ULM proposes an MPA program that is 100% online; NASPAA currently lists only 26 accredited online-only MPA programs in the country - none located in Louisiana and none
within 100 miles of Monroe, LA. By creating an online-only MPA program, there is no duplication by the standard of program delivery (online education) with the other institutions in Louisiana (face-to-face education). These institutions have had ample time to develop online-only MPA degree programs, but have not chosen to do so for some reason.

Second, with regards to the online Executive MPA program at Southern University and A&M College, per Southern’s website, the program only admits students with three (3) years of professional managerial experience at a middle-to-upper level (defined by Southern as “directors, assistant directors, high-level technical staff, senior managers, project/program managers”). ULM’s MPA program is different from Southern in that it is open to any individual, with or without prior experience, seeking to move into the public sector or advance within the public sector. The Executive MPA program at Southern seeks a fundamentally different population limited to a highly selective population, so this proposal does not duplicate Southern’s Executive MPA program because the two programs are appealing to two fundamentally different populations.

Third, in addition to differences as measured by program delivery and targeted population, ULM’s MPA degree program is unique because it features five distinct concentrations – Administration of Health (ADH), Administration of Justice (ADJ), Administration of Education (ADE), Management (MGT), and Public Management (PMG). Three of these concentrations are not offered at the aforementioned institutions – Administration of Justice (Criminal Justice), Administration of Education (Educational Leadership), and Administration of Health (Gerontology). In fact, ULM is the only institution in the state with an accredited online Gerontology program, which would be the focus of the Administration of Health concentration (simply looking at the title of the concentration would cause an observer to draw the wrong conclusions). Therefore, this proposal substantially mitigates content duplication.

In conclusion, ULM’s proposed online MPA degree program is 100% online, of the listed institutions in Section 2(c) only Southern presently claims this distinction (though it is not presently accredited by NASPAA). ULM’s proposed MPA degree program targets a distinctly different population than Southern’s Executive MPA program, and ULM’s proposed degree program offers
three concentrations that are not presently offered at the other four in-state institutions. ULM's online MPA degree program avoids unnecessary duplication.

c. 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?²

According to the Bureau of Labor Statistics, there will be an estimated 951,000 job openings across the nation between 2012 and 2022 that require a Master's degree, an 18.4% increase - the largest estimated increase across all levels of education for all occupations (Bureau of Labor Statistics, December 2013). The Nonprofit Almanac 2012, by Katie L. Roeger, Amy S. Blackwood, and Sarah L. Pettijohn, confirms that government and non-profit sectors have grown faster than the private sector the last few years and many of these jobs will require an advanced degree. And, in the Non-Profit Employment Trends Survey (2013) published in collaboration between HR Solutions and Improve Group (both located in Washington, DC), among the areas that will experience significant growth require skills are associated with an MPA program. A master's degree is and will continue to be in high demand nationally, so ULM's online MPA degree meets a clearly cited growing nationwide labor and industry educational demand.

With an annual median salary of $63,400, versus the national annual median salary of $34,750, an MPA will provide individuals with a higher standard of living and assist them in achieving higher positions within their industries. ULM's online MPA degree will increase the earning potential of existing and future workers.

Presently, the other institutions in Louisiana are confined to meeting local demands because their degree is confined to their campus. Because this is an online degree program, this program is not confined to local workforce demands, rather regional and national demand. Individuals not in a position to geographically relocate to complete a graduate degree will be covered by this degree proposal.
Public Sector Need: The Master of Public Administration with a Concentration in the Administration of Justice & the Master of Public Administration with a Concentration in Public Management. An estimated 22 million individuals, 15% of the total workforce, are employed in federal, state, and local government, making it one of the largest sectors of employment in the nation. An estimated 929,000 additional state and local government jobs will be created over the next ten years, so there will be a high demand for qualified administrators (U.S. Department of Labor, 2013).

In Louisiana, the Louisiana Workforce Commission, projects government jobs to grow 5.4% between 2010 and 2020; however, in ULM's regional labor market, Region 8, demand for qualified public servants will be greater with an estimated 10.9% growth in state and local government jobs between 2010 and 2020 (Louisiana Workforce Commission). Also, the Bureau of Labor Statistics projects job growth for careers in the area of criminal justice ranging from 11% for federal law enforcement to 21% for criminologists, with median salaries ranging from $92,000 for federal law enforcement to $94,000 for federal criminologists. This degree would also prepare individuals for careers as social and community service managers or non-profit managers, which projects a faster than average growth rate of 21% and a median income of $60,000.

An MPA degree with these concentrations will prepare individuals for budgeting, grant-writing, public relations, mediating, leadership, organization, research, and policy-writing. This is a versatile degree with clearly cited higher than average national growth projections.

Human Resource Management Need: The Master of Public Administration with a Concentration in Management. According to the Louisiana Workforce Commission, management of companies and enterprises jobs are estimated to grow statewide by 14.6% over the next decade; however, within ULM's regional labor market, Region 8, these jobs are estimated to grow by an astounding 57.4%, well above regional (12.5%) and statewide (11.6) estimates. Management positions are in high demand in Louisiana, so the online MPA degree will meet a regional demand. There is also a projected demand nationally. The Bureau of Labor Statistic projects executives, individuals who plan, direct, and coordinate the operational activities of organizations and departments, will grow nationwide by 11% - as fast as the national average for all occupations. On the other hand, human resource managers are projected to grow nationwide 13% from 2012 to 2022 - slightly higher than
the national average. Therefore, there is above average growth projected at the regional, statewide, and national level in jobs where individuals will need or be advantaged by an MPA degree with a Concentration in Management; with median salaries ranging from $99,720 to $102,900.

Administration of Health Need: The Master of Public Administration with a Concentration in the Administration of Health. According to the Louisiana Workforce Commission, health care and social assistance jobs are estimated to grow statewide by 20.9% over the next decade; however, within ULM's regional labor market, Region 8, these jobs are estimated to grow by 25.8% - well above regional (12.5%) and statewide (14.6) estimates. The U.S. Bureau of Labor Statistics notes that health services is one of the largest industries in the nation, with more than 11 million jobs; of the 30 occupations projected to have the largest percentage increase between 2012 and 2022, 14 are related to healthcare. With rapid growth projected nationally and regionally, it stands that administrators within these agencies and organizations that deal with health care services - governmental, private, or non-profit, are poised to see concomitant growth. With a rapidly growing elderly population, more agencies or organizations will be forced to deal with issues in long-term care administration, program administration, and aging studies. The MPA with a Concentration in the Administration of Health meets regional, state, and national needs for individuals with these qualifications.

Administration of Education Need: The Master of Public Administration with a Concentration in the Administration of Education. According the Louisiana Workforce Commission, educational services jobs are estimated to grow statewide by 9.3% over the next decade. Within ULM's regional labor market, Region 8, these jobs are estimated to grow by a more modest 3.5%. While regional growth in this area is modest, national job projections are more robust. At the national level, postsecondary education administrators are projected to grow at 1.5%; however, secondary administrators project a more modest 0.6% growth, though with an above average median annual salary of $80,760. Admittedly, education administration jobs are projecting more moderate growth rates, but there is still is demand at the region, state, and national levels for these occupations. Also, individuals presently employed will have a demand for this degree in order to transition to higher positions within their educational agencies. The online delivery of this MPA program will broaden the ability of this program to attract students within and outside of Louisiana in this position.
ULM is charged with meeting the regional educational needs of students and employers. An online Master of Public Administration degree will allow ULM to meet clearly established regional demands; however, and more significantly, an online MPA degree program will allow ULM's MPA degree program to meet statewide and national needs as well - none of the other institutions in Louisiana offer an online Masters in Public Administration that can supply this type of need.

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?

If the online Master of Public Administration degree is approved, it will not result in the termination or phasing out of any existing program at ULM or other institution. There is no duplication within and outside of the institution. Therefore, it cannot be considered a replacement program.

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.

In April 2012, the Board of Regents (BOR) published the Master Plan for Public Post-Secondary Education in Louisiana; 2011. In this plan, the BOR identified several important objectives that are relevant to the purpose of the MPA program.

Objective 1-6: Increase the rate and number of students earning a postsecondary credential. ULM's online MPA degree program will open access to a graduate degrees for individuals who live in communities without graduate degree granting institutions. An online MPA degree program clearly meets this BOR objective.

Objective 1-7: Develop a skilled workforce to support an expanding economy.
ULM's online MPA degree program creates workers that are 'career-ready' and able to immediately enter the job market or immediately advance in their careers. This proposal meets the educational requirements for individuals seeking to manage public and private organizations, non-profit and service groups, consulting firms, and work in various levels of government (federal, state, county, and
local) and civic organizations overseeing various departments. The aforementioned section clearly indicated the growing workforce demands in these related sectors. An online MPA degree program clearly meets this BOR objective.

Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts
ULM’s affiliation with the Delta Regional Authority’s DRI Executive Academy has created collaborations with Arkansas State University, the University of Mississippi, WinRock, and the Clinton School of Public Policy. Presently, the authors of this proposal have reached out to LSU-Alexandria, LSU-Shreveport, and the University of Arkansas-Monticello to "maximize and maintain competitiveness" for individuals in the management of public entities. In other words, this proposal is the result of collaboration and collaboration will remain a focal point. An online MPA degree program clearly meets this BOR objective.

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana
An online MPA degree program would create individuals capable of creating and managing public and private organizations, non-profit and service groups, consulting firms, and other civic organizations. Therefore, individuals holding an MPA degree are more likely than others to create organizations promoting economic development. An online MPA degree program clearly meets this BOR objective.

Objective 2-4: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections
An online MPA degree program would create individuals and support faculty who are associated with data collection for technical or health related fields. ULM envisions this program developing management initiatives where accumulated data and information is made available to public and private organizations, non-profit and service groups, consulting firms, governmental agencies, and other civic organization to improve efficiencies, effect program evaluation, influence service delivery, and assist in budget projections. An online MPA degree program clearly meets this BOR objective.
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.

Internal efforts by ULM political science faculty to track graduates indicate that 29.4% of ULM's political science baccalaureate graduates from the last three graduating classes have enrolled in a master's program; 20 percent of these individuals left Louisiana to pursue their master's degree. An online MPA degree program meets an internal demand for master-level graduate work, potentially keeping more students enrolled in the University of Louisiana system. ULM would be capable of supplying 1-5 individuals per year to the program; however, if the political science degree program continues its current growth trajectory, this number could reach 5-10 per year in five years.

An online Master of Public Administration would appeal to the Delta Regional Authority's (DRA) Delta Leadership Institute (DLI) Executive Academy's fifty-five (55) current participants, as well as future (110) and past (300) participants. A conservative estimate indicates another 5-10 participants could be recruited per year.

ULM recently invested $1.7 million for eULM, among the responsibilities of eULM is to expand ULM's online marketing and, concomitantly, online branding of ULM's nationally recognized online degree programs. If this investment continues and their marketing efforts are successful, then it stands to reason that additional individuals will be attracted to ULM's online MPA program. A conservative estimate indicates another 5-10 participants could be recruited per year.

Based upon DRA estimates, internal political science graduation rates, eULM investments, graduate information from regional (Louisiana, Arkansas, Mississippi) colleges and universities, and the Louisiana Workforce Commission, the following five-year student enrollment projections are offered:
The first class of students will take 18-24 months to complete the curriculum, so graduates would not be anticipated until the conclusion of year two. Using the above estimates, the following five-year graduate enrollment projections are also offered.

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

That fact is, most of the Delta Regional Authority’s (DRA) Delta Leadership Institute (DLI) Executive Academy participants are not in a professional position to obtain a face-to-face degree from an institution within their respective state, much less Louisiana. ULM’s involvement with the DRA DLI Executive Academy is an immediate source of marketing and recruitment of individuals who would not otherwise be attracted to ULM. These are individuals from Illinois, Missouri, Kentucky, Arkansas, Tennessee, Alabama, Mississippi, and Louisiana. This year, fifty-five (55) individuals are participating in the Executive Academy; there are over three-hundred (300) program alumni and an estimated one-hundred and ten (110) future participants for the 2014-2015 and 2015-2016 DLI Executive Seminars.

ULM involvement with the DRA DLI Executive Academy created partnerships with WinRock International (Little Rock, AR) and the Clinton School of Public Service (Little Rock, AR), and both organizations have expressed support for ULM’s online MPA degree proposal and have indicated
their intentions to steer individuals towards this degree. An online MPA has explicitly expressed student support within Louisiana, student support outside of Louisiana, private sector support in Louisiana, non-profit support outside of Louisiana, and public sector support outside of Louisiana. Given that ULM currently offers no degree similar to an MPA, all of the individuals in this degree program are likely individual who not otherwise be attracted the institution.

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

ULM’s online MPA degree program is open to any student without previous public or private sector experience. Students must meet ULM’s minimum requirements for admission into ULM’s Graduate School and must have completed an undergraduate degree from an accredited institution of higher learning.

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.

There are existing online graduate programs at ULM in which the proposed MPA will collaborate. These programs include Business Administration, Criminal Justice, Educational Leadership, and Gerontology. Their enrollment is offered in the chart below.

<table>
<thead>
<tr>
<th>Program</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Business Administration</td>
<td>**</td>
<td>**</td>
<td>4</td>
<td>16</td>
<td>26</td>
<td>81</td>
<td>65</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>27</td>
<td>33</td>
<td>19</td>
<td>32</td>
<td>40</td>
<td>38</td>
<td>20</td>
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<tr>
<td>Educational Leadership</td>
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<td>78</td>
<td>84</td>
<td>73</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td>Gerontology</td>
<td>27</td>
<td>35</td>
<td>34</td>
<td>26</td>
<td>33</td>
<td>27</td>
<td>15</td>
</tr>
</tbody>
</table>

** Program did not exist
c. If a graduate program is requested, indicate sources of financial support for students.

Students enrolled in ULM’s MPA program will be eligible for the same financial support offered to students in other graduate programs – graduate assistantships and ULM Foundation scholarships. In-state TOPS recipients who have graduated early are eligible to apply TOPS to this graduate program; out-of-state waivers are also provided to individuals from anywhere else in the US.

Because of the DRA DL1 Executive Academy grant, ULM will be able to immediately offer full assistantships to two (2) graduate students when the program begins. These students, in addition to earning their MPA, will have an opportunity to work with leaders across the region and gain valuable career-ready skills. ULM has also committed to providing scholarships to three (3) graduate students per year.

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.

Dr. Joshua Stockley

Appointed: August of 2008

Present rank: Associate Professor of Political Science

Degrees: B.A. in Political Science and History from Oklahoma Baptist University; Ph.D. in Political Science from the University of Oklahoma (emphasis Public Administration, Public Policy and American Government)


Present credits, contact hours, and student credit hours produced (fall 2014): 12, 12, 534
Other assignments: Director of the ULM Honors Program, L.M. McKneely Endowed Professor in Humanities, Director of the ULM President’s Academy, President of the Faculty Senate, Foundation Award for Excellence in Teaching, Student Government Association Faculty Award of Excellence, and has been nominated multiple times for other awards in service, research, and teaching. Dr. Stockley’s full CV is attached.

Dr. John W. Sutherlin

Appointed: August of 2005

Present rank: Associate Professor of Political Science

Degrees: B.A. in Political Science from Louisiana Tech University; M.A. in Political Science (emphasis: International Relations) from the University of New Orleans; PhD. in Political Science (emphasis: International Relations and Comparative Governments) from the University of New Orleans.


Present credits, contact hours, and student credit hours produced (fall 2014): 12, 12, 396

Other assignments: Mayme and Tom Scott Professorship in Teaching Excellence, Program Coordinator for Political Science, Director of the ULM Social Science Research Lab, co-Director of the Region III Social Studies Fair, Student Government Association Faculty Award of Excellence, and has been nominated multiple times for other awards in service, research, and teaching. Dr. Sutherlin’s full CV is attached.
b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered.

The minimum number of required graduate courses will be offered to students in a timely and stable manner to facilitate a 12-24 month graduation timeline. Figuring two full-time faculty in political science and one adjunct, the approximate student-faculty ratio within graduate-level political science courses would be between 5-10:1 in years one and two; 10-17:1 in years three through five. The student-faculty ratio for all classes should be 12-17:1. The current undergraduate student to full-time faculty ratio is 34:1. However, the program uses adjuncts which reduces this number.

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.

ULM has committed to hiring an additional Political Science professor prior to year two of the MPA program. This faculty member will be hired based on his/her training in public administration and his/her experience with online degree programs. This faculty member will be expected to contribute to graduate and undergraduate course demands.

The online MPA degree program will be administered by existing political science faculty; however, cULM will recruit, hire, and pay adjuncts to teach lower-level (1000-level, 2000-level) introductory undergraduate political science courses so that Drs. Stockley and Sutherland can be freed to teach MPA courses. Besides being essential to the management of the MPA program, freeing full-time faculty to teach MPA courses will be critical to securing NASPAA accreditation.

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?

The recruiting and hiring of an additional faculty member will not require an unusual outlay of funds or unique techniques.
c. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

Dr. Stockley has regularly taught at least four courses per Fall and Spring semester, plus additional courses as needed in Wintersession, Maymester, and Summer II. He also carries research and service obligations. Because he is Director of the ULM Honors Program, Dr. Stockley is allowed a one course reduction per year.

Dr. Sutherlin has regularly taught at least four courses per Fall and Spring semester, plus additional courses as needed in Summer I and Summer II. He also carries research and service obligations. Because he is Program Coordinator of Political Science and co-Director of the Region III Social Studies Fair, Dr. Sutherlin is allowed a one course reduction per semester.

Subject to this proposal being approved, Drs. Stockley and Sutherlin would reduce the number of lower level courses that they teach and substitute those with a graduate level course. In other words, their respective teaching loads would remain the same, but would teach fewer 1000- and 2000-level courses. Furthermore, they would no longer teach 1000- and 2000-level courses in the summer, but 4000- and 5000-level courses.

ULM projects the hiring of an additional faculty member prior to year two, this faculty member would be expected to teach four courses per Fall and Spring semester, to include undergraduate and graduate courses.

1. If a graduate program is requested, indicate: i. for present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.) ii. for proposed new faculty, qualifications and/or strengths needed.

Drs. Stockley and Sutherlin have completed training for online course development, received certification for online and face-to-face course development, and have created and taught more than fifty (50) courses. Specifically, and relevant to the MPA program, they have developed and taught
online and face-to-face courses on research methods, social statistics, public administration, public policy, environmental policy, ethics, urban politics, international political development, and comparative politics. In addition to formal training in public administration while in graduate school and conducting program evaluation for the Institute for Public Affairs at the University of Oklahoma, Dr. Stockley has published numerous articles, technical reports, and book reviews related to public administration. He also served as a manuscript reviewer and panel discussant related to public administration (see CV for full listing). Dr. Sutherlin has also published numerous articles, technical reports, and book reviews related to public administration (see CV for full listing).

Drs. Stockley and Sutherlin have obtained grants and conducted research for the Bureau of Ocean Energy Management Research Enforcement (BOEMRE), Delta Regional Authority, Governor’s Office of Elderly Affairs, City of West Monroe, Minden Hospital, Ouachita Parish Fire Department, Louisiana Indigent Defender’s Board, St. Tammany Parish, Orleans Parish, Terrebonne Parish, and more than 50 other government agencies, private companies and non-profit entities across the state and nation. This experience reinforces their formal training in public affairs, public policy, and public administration.

A new faculty member will be hired based on his/her training in public administration and his/her experience with online degree programs, with a preference toward someone familiar with the Delta Region and the unique challenges facing the Delta Region.

5. Library and Other Special Resources

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

Yes, the present holdings, subscriptions, and electronic access of the ULM library are sufficient for online graduate students. There will be no immediate need for additional library holdings.

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.?
Yes, additional library database subscriptions for periodicals will need to be acquired. Journals like the International Journal of Public Administration, at a cost $750.00 per year, will need to be purchased. More recent journals in existing databases, like JSTOR, link to an external site that require additional financial costs.

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

Online ULM students are granted access to Federal Depository Libraries everywhere in the country, as mandated by law. Government Documents have been substantially digitalized and are free to the public.

Because this program in online, much of the material required for the courses will be online and available through ULM’s online course delivery platform (Moodle). However, the MPA program will maintain its own electronic holdings for all MPA students through Moodle. We anticipate this library to contain journals, government reports, and books.

Students will also have access to the LOUIS library system, granting them access to any library in Louisiana and access a physical copy of a book through inter-library loan. Louisiana Library Network is a project of the Louisiana Academic Library Information Network (LALINC), a consortium of public and private college and university libraries. LALINC cards may be issued, allowing students to borrow materials from other academic libraries in the LALINC network. This network currently has 49 members, and is funded by LALINC members and the Louisiana Board of Regents. With a centralized support staff, LOUIS combines the collective resources of all members to produce a dynamic library consortium. LOUIS provides member-approved initiatives, which include information technology solutions such as an integrated library system, a digital library system, an interlibrary loan system, electronic scholarly resources, remote access to resources any time, any place, as well as a host of other services.
d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisition for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

Based on averages and estimates provided by the ULM library staff, each program on campus receives an average of $1,500 - $2,000 per academic year for library acquisitions.

ULM has agreed to budget an additional $5,000.00 per year for additional electronic journal access.

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

ULM projects a total budget of $25,000 for additional electronic journal access.

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

No additional special resources will be required.

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.

No additional special resources will be required.

ULM MPA students will have equal access to library resources as any other student in Louisiana; ULM's library holdings are comparable to the other institutions in this state with MPA degree programs.

6. Facilities and Equipment

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

Existing facilities include the Social Science Research Laboratory in Strauss Hall, where faculty, graduate students, and graduate assistants at ULM can conduct research. The College of Business and Social Sciences has a Graduate Student office in Hemphill Hall, where graduate students at ULM can conduct research. The Gerontology program has a Gerontology Institute in Stubbs Hall.
that can be accessed by graduate assistants at ULM. Being an online program, a high demand for facilities is not expected.

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

The Social Science Research Laboratory, Gerontology Institute, and Graduate Student Office are presently utilized and available for additional students, should any online students actually be at ULM. Being an online program, a high demand for facilities is not expected.

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.

As this program in entirely online, there will not be any need to expand existing facilities or dedicate or purchase any additional equipment. ULM has dedicated $1.7 million to eULM to expand and to maintain all online programs, including our distance education platform (Moodle). This commitment alone more than satisfies any such requirements.

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 program will not affect the present administrative structure of ULM. This program will be immediately and primarily administered by the Political Science faculty within the School of Behavioral and Social Sciences in the College of Business and Social Sciences. The concentrations will be supplied by existing academic programs in the College of Arts, Education, and Sciences and the College of Health and Pharmaceutical Sciences. The proposed degree is interdisciplinary and inter-departmental.
b. Indicate if the proposed program will affect the present administrative structure of the institution.

The proposed degree program will not affect the present administrative structure of ULM.

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

The Political Science program has shown a remarkable ability to attract additional students to the major, to retain those students, and to graduate those students within a 4 year average. Few academic programs at ULM have as quickly and sustained this growth. Less than six years ago, the academic program had less than twenty (20) students. After reorganizing the degree and hiring new faculty, the Political Science degree program has an estimated 70 students; increasing the number of graduates from 1-5 per year six years ago to 10-15 per year presently.

The two faculty members in the Political Science degree program hold two professorships and have won three campus-wide awards, more teaching awards than any other two faculty members at ULM. With an estimated 70 undergraduate majors, the only potential weakness of the program will be the need for an additional faculty member upon BOR approval of an online MPA degree.

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.

ULM will seek accreditation upon immediate eligibility through the National Association of Schools of Public Affairs and Administration (NASPAA), an organization whose mission is to ensure excellence in education and training for public service and to promote the ideal of public service (http://www.naspaa.org/). NASPAA is the global accreditor of master’s degree programs in the fields of public policy, public affairs, public administration, and public and nonprofit management. Accredited programs must contribute to the knowledge, research, and practice of public service, establish observable goals and outcomes, and use information about their performance to guide program improvement. The demand truth in advertising and ensure students achieve learning
objectives in the domains essential to public service. The guidelines and policies set forth by NASPAA and the NASPAA Commission of Peer Review and Accreditation (COPRA) were used to develop this proposal.

NASPAA recommends a four year period before seeking accreditation in order to provide sufficient data required to complete a review. Programs that have not been in operation for at least four years must provide a rationale as to the sufficiency of program data to support an expedited evaluation. Since the NASPAA process for accreditation begins on August 1st, it is anticipated that the ULM MPA program would submit its eligibility application August 1, 2020.

NASPAA and COPRA look for evidence that programs are engaging not only their faculty and students, but their alumni, employers, and community. Faculty are judged as to whether they are involved in program governance, strategic planning, policy decisions, mission review and development, curriculum, hiring, student advising, and teaching. External stakeholders are used to provide an outside perspective on the program. Employers are used to speak to the competencies of the field and success of hires. Alumni are used to identify areas where the program did and did not support them post-graduation.

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

Initial accreditation costs $5,620 and septennial reaccreditation costs $4,587; accredited programs under 100 students also pay a $993 annual accreditation fee. Programs are also expected to reimburse the cost of their site visit, which range from $1,500-$3,500, not including airfares or car mileage, meals, and lodging.

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.

The ULM MPA program will not be a doctoral program, so this is not applicable.
9. Related Fields

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

As mentioned above, there are existing online programs at ULM in which the proposed MPA will collaborate. These programs include Business Administration, Criminal Justice, Educational Leadership, and Gerontology. Where applicable, these programs are accredited programs and have a national reputation for quality. In many ways, the strength of these programs is what buttresses the legitimacy of this proposal and creates a cost-effective mechanism for ULM to increases the chance for success.

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

They require no improvements. In many ways, the strength of these programs is what makes the proposed MPA program cost-effective and increases its chance for success.

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?

As mentioned above, there are existing online programs at ULM in which the proposed MPA will collaborate. Students will enroll in existing courses taught by existing faculty. Clerical support is already provided; facilities are also already provided. At this time, ULM anticipates the following minimal costs to develop and to manage the proposed program:

- One additional political science professor after year one of the program ($55,000);
- Adjunct compensation for lower-level, introductory POLS courses ($10,000);
- Electronic journals and resources ($5,000);
- Additional compensation pay for Drs. Stockley and Sutherland ($20,000); and
- Five (5) graduate assistantships ($25,000).

Using the current online fee structure ($47.5 per credit hour) and assuming students enroll in 18 credit hours per academic year, the program is estimated to generate more revenue than costs if the program attracts the minimum number of students estimated per year (see chart below). This estimate assumes that all of the students enrolled in the MPA program would not otherwise enroll at ULM because ULM does have a graduate program comparable to the MPA degree program. Therefore, if enrollment targets are hit under the current online fee structure, then ULM will not have to make any additional appropriations beyond the current operating budget to pay for an online MPA degree program.

<table>
<thead>
<tr>
<th>Students</th>
<th>Revenue</th>
<th>Faculty</th>
<th>Comp</th>
<th>Library</th>
<th>Scholarships</th>
<th>Costs</th>
<th>Net Gain</th>
</tr>
</thead>
<tbody>
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<td>$121,000.00</td>
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</table>

Obviously, subject to growth, the MPA would evaluate the need for additional faculty or resources once the program is sustainable.

No federal funds or outside sources of revenue are required to support an online MPA degree program at ULM, so none are estimated in this analysis. However, through the DRA grant, two (2) graduate students will be funded from the grant per year to conduct research and perform data analysis for the project.

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?
<table>
<thead>
<tr>
<th></th>
<th>2013-2014</th>
<th>2012-2013</th>
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<tr>
<td>Travel</td>
<td>250</td>
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Note: Because the program was housed in the School of Social Sciences and later in the School of Behavioral and Social Sciences, estimates have been used for the program. Adjunct expenses have been estimated at $10,000 per year.

This proposal will not affect the current allocation of funds for Political Science, Business Administration, Criminal Justice, Educational Leadership, and Gerontology.

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

No additional funds for research will be needed to support this proposal.

d. Provide estimates of additional cost on the attached form.

There are no additional estimates.
Attachments
Letters of Support
September 8, 2014

W. Clinton “Bubba” Rasberry, Jr., Chair
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

Dear Board of Regents:

The Delta Regional Authority (DRA) works to improve the lives of more than 10 million people living in the 252 counties and parishes designated as the Delta. In support of that goal, the DRA established the Delta Leadership Institute (DLI) to train Delta leaders by strengthening their skills, experiences, and knowledge in support of regional collaboration to address the region’s most pressing challenges. Since fall 2013, The University of Louisiana at Monroe has been an important part of the DLI as one institution in a three-university consortium. These universities collaborate to hold a series of workshops across the Delta and in Washington, DC, to train leaders with tools and strategies to make their communities stronger.

A primary policy focus of the DRA is ensuring our workforce is career-ready. In doing so, DRA works with partners across sector and geographic boundaries to build systems of workforce education that supports a pipeline of skilled workers through numerous avenues of skill attainment. Through our partnership with ULM, I have recognized the University’s goals as aligned with that of the DRA’s, emphasizing the importance of casting a wide net when it comes to training a workforce for the Delta. To achieve this, ULM has developed programs specifically designed to get their students career-ready. The DRA believes ULM’s effort to create an online Master in Public Administration program is an important effort towards ensuring a skilled workforce that can support Delta communities and public infrastructure.

Many of our participants are drawn from small communities where they have to play many roles. For example, a small-town mayor may also directly oversee the fire department or another public service. While the Delta Leadership Institute introduces its participants to many concepts and case studies, many of the participants have a real need to get an advanced degree, but these leaders are not able to attend a traditional classroom lecture. The ULM online MPA would be ideal for these leaders of Delta communities. Since we maintain a network for alumni of the Institute, ULM would have a pool of DLI applicants every year.

On behalf of the Delta Regional Authority, I offer my highest recommendation for this program. If you have any questions or would like further clarification of my recommendation, please feel free to contact me at cmasingill@dra.gov or on my cell phone at (501) 772-9686.

Sincerely,

Christopher A. Masingill
September 10, 2014

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

Dear President Bruno:

I heard about your proposal to develop a new online Masters of Public Administration degree program and am writing to offer my support.

Working in the area of economic development, I am focused on improving the competitiveness of communities and our state. A competitive community requires that all of our organizations, including businesses, nonprofits, and local, state and federal agencies have access to employees who are skilled in the areas of policy formulation and regulations, strategic planning, ethics, management, budgeting, and finance. It appears to me that your new program will provide a flexible and cost-effective opportunity for our citizens to pursue a graduate degree that will provide them these skill and capabilities.

Personally, I get excited about opportunities that transform the life trajectories of Louisianans, and I think this program has the potential to do just that. I have had the pleasure of getting to know Dean Berry through ULM’s ongoing support of the statewide network of Small Business Development Centers and have been impressed and inspired by his commitment to leverage ULM’s resources as a catalytic change agent for the Louisiana Delta region and entire state. I had the privilege of meeting you briefly during the Leadership Louisiana Lagniappe session in Monroe.

My phone number is 225.342.4851 (office) and my e-mail address is quentin.messer@la.gov. I look forward to hearing about the implementation and success of the program.

Thank you for your consideration and best wishes for your continued success,

[Signature]

Quentin L. Messer, Jr
Assistant Secretary, Louisiana Economic Development
Sep. 4, 2014

Louisiana Board of Regents  
1201 North Third St., Suite 6-200  
Baton Rouge, LA 70802

Dear Regents;

The Louisiana Budget Project strongly supports the creation of an online Masters of Public Administration degree program by the University of Louisiana - Monroe.

As a small nonprofit, LBP has experienced firsthand the difficulty in recruiting qualified in-state candidates to conduct the in-depth research and policy analysis that is our organization's hallmark. In fact, both of our current policy analysts were recruited from other states. This does not include our director of public policy and outreach, a Louisiana native who received her graduate training in upstate New York.

An online MPA program based in Louisiana would improve the pool of applicants who are prepared for leadership positions in the nonprofit sector, as well as government and private industry. And as the rising cost of higher education puts graduate education out of reach for many students, an online degree program has the potential to bend this cost curve and make graduate education more accessible to nontraditional students who might be juggling work and family responsibilities.

At a time when politics in our country and state are often gridlocked, the need for trained policy professionals has never been greater. Whether you're liberal, conservative or somewhere in between, we all want a government that is run in an efficient and professional manner, and policy decisions that are based on sound facts and analysis. This can only happen with the right training and education. A new online MPA program would go a long way to filling this need in Louisiana. I urge you to give it your top consideration.

Sincerely,

Jan Moller  
Director
September 10, 2014

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 and Social Sciences proposal to create an online Masters of Public Administration degree program.

As President of the Monroe Chamber of Commerce, I, as well as my staff, work closely with other nonprofits and governmental agencies to improve our community and develop a great environment for businesses to succeed. The proposed graduate program in Public Administration would provide a great tool for those who are working in the public and nonprofit sectors to enhance their abilities, move up in their organizations, and improve our community. I especially appreciate the fact that the program is being proposed for online delivery which will provide flexibility for working professionals who want to acquire additional credentials.

On behalf of the Chamber and the local business community, thank you for developing the program.

Sincerely,

Sue Nicholson
President & CEO
State of Louisiana  
Board of Regents

Members:

As a graduate of the University of Louisiana at Monroe, past President of the West Monroe-West Ouachita Chamber of Commerce, alumnus of the Delta Regional Authority’s Leadership Institute, and Leadership Louisiana, current participant of Leadership Mississippi, private business owner, University of Oklahoma Economic Development Institute Curriculum Director and Instructor, I strongly urge you to support ULM’s efforts to establish an on-line Masters in Public Administration degree! ULM’s Political Science Department, under the leadership of Dr. John Sutherlin, offers many programs of distinction. Adding the MPA will help to solidify ULM’s role as a leader in public policy, administration and political science. In addition, ULM will possess the ability to compete for graduate students. Currently, many individuals seeking a MPA are enrolling in available programs at Arkansas State, Mississippi State and the University of North Texas. ULM must become competitive. Providing a graduate program easily accessed by those working in the public sector, for non-profits or in settings utilizing public funds, the degree is a necessity.

As a Certified Economic Developer, many of my colleagues have traded MBAs for MPA’s finding them more relevant. This trend has built momentum. As communities, private industry, public entities and state agencies realize the need for Economic Developers being certified, they are also recognizing the advantages of a developer who also holds a MPA. It is incumbent upon our universities to be proactive and address need.

If I may be of assistance or provide additional support for this endeavor, please do not hesitate to contact me.

Sincerely,

Mary Ann Moon, CEd  
Director of Economic Development

majmoon@att.net
September 5, 2014

University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209

To Whom It May Concern:

It is my pleasure to provide this letter commenting on the possible addition of a Master of Public Administration (MPA) program to the offerings at the University of Louisiana at Monroe.

As a federal employee and manager of the Public Housing and Housing Choice Voucher Programs across the State of Oklahoma and partner in the same programs across all of Region Six, which includes the State of Louisiana, it is exciting to hear about the possibilities of a new MPA program at ULM. Whether I am hiring staff to my office within the U.S. Department of Housing and Urban Development or facilitating new personnel at one of our housing program partners, the knowledge and skills offered by a MPA are a welcomed credential.

An online MPA program is particularly attractive in that it easily appeals to current professionals looking to enhance their job skills and marketability. Public housing all across this region is notably dispersed, and the ability of any one professional to attend an on-campus program is no doubt limited.

Furthermore, as one who holds a Master of Public Administration, I value the knowledge I gained with this degree. I am certain that professionals all across Louisiana and across all levels of government will find the proposed MPA program at ULM similarly inviting.

I wish ULM and its faculty great success as you navigate through this process.

Sincerely,

[Signature]

Gregory J. Jungman
Director of Public Housing
September 4, 2014

Louisiana Board of Regents  
P.O. Box 3677  
Baton Rouge, LA 70821-3677

Dear Regents:

This letter is in support of the Masters of Public Administration Degree in the Political Science department at ULM. I was alerted to the possibility of this degree by my colleague and friend in that department, Dr. John Sutherlin. My rationale for supporting the creation of this degree is my belief that it will serve the needs of Louisiana residents working in government, in non-profits, or in a setting where management of public funds is critical. I also believe that an advanced degree such as this one can help to keep educated people in good jobs in our state and thus avoid the “brain drain” we’ve been experiencing.

I would certainly be willing to send my most promising Political Science graduates to study in this graduate-level program, especially if, for reasons of family or career, they prefer to stay in this area. If any additional information is required, please feel free to contact me at 318-473-6577 or by e-mail at kordes}@lsua.edu (e-mail works best).

Sincerely,

Kerry Ordes, Ph.D.  
Associate Professor of Political Science
To Whom It May Concern,

This letter is in reference to the application of the University of Louisiana – Monroe to offer a Masters in Public Administration. As a point of reference, I have an undergraduate degree in public administration, a graduate degree in management, and have taught graduate coursework in nonprofit management.

Currently, in the northern part of Louisiana two other programs related to this exist. One is an MPA degree offered by Grambling State University and the other is a Masters in Human Services Administration, which focuses on nonprofit management, offered at my institution, Louisiana State University Shreveport. However, the proposed program would have features that neither of these others can provide.

While Grambling is located relatively close to Monroe, that program is not delivered online as the intended program would be. That immediate area, until reaching the Monroe metropolitan area, has few employment opportunities in the kinds of positions in government for which an MPA would be helpful. This means that, currently, individuals from the Shreveport-Bossier and Monroe metropolitan areas who wish to obtain an MPA, which have hundreds of positions where the skills of an MPA could be put to use, must travel 70-140 miles roundtrip to take coursework, sandwiched in between their job responsibilities and family lives. By having an online degree available, this would prove helpful to individuals who presently are discouraged from pursuing such a degree precisely because of the time and expense of travel.

The MHSA at LSUS, which is an online-only program, has demonstrated this by attracting students not just from the area but also from across the state and outside of it. However, while there are some similarities between nonprofit management and public administration, one cannot substitute one for the other. For example, government agencies typically follow line organizations that are not run by boards; few government agencies outside of the education field raise funds independently outside of appropriations; and almost all government agencies deal with merit-based civil services that are absent from nonprofits. While for a government managerial job the MHSA might be better than anything but an MPA, and for a nonprofit job vice-versa, for a government upper-managerial position an MPA clearly prepares one for that in a demonstrably superior fashion than would a degree like the MHSA.

In my service at LSUS, from time to time I get inquiries from students about an MPA, from individuals who already work full-time in a government agency seeking promotion within that agency. For many, a residential program simply won’t work. This proposed program would serve a need not only for the northeastern region of the state, but potentially for the entire state.

Jeffrey D. Sadow
Associate Professor of Political Science
Louisiana State University Shreveport
September 4, 2014

Carol Strong, Associate Professor
Political Science Department
University of Arkansas at Monticello
562 University Drive, MCB 224
Monticello, AR 71656

To Whom It May Concern:

I, Dr. Carol Strong, am an Associate Professor of Political Science at the University of Arkansas at Monticello (UAM), an open-enrollment university in Southeast Arkansas committed to the economic development of the region. I have been a professor at UAM since Spring 2008 and support all developments aimed at strengthening the economic growth potential of the Delta region. Hence, I am writing this letter in support of the development of a Masters in Public Administration at the University of Louisiana Monroe.

I have followed the successes of the Delta Regional Authority Leadership Academy (as conducted through the cooperation of faculty and staff of ULM, the University of Mississippi and Arkansas State University) with interest. That the proposed Master’s Program evolved from this grant-funded project convinces me of the commitment by ULM faculty and staff to finding ways to enhance success-oriented, regional development and economic growth.

The benefits associated with providing localized students the opportunity to pursue an MPA (and thereby gain the skills embedded within this course) are clearly needed throughout the region. By offering a quality (online) professional degree, one specifically meant to strengthen the managerial and leadership potential of those already working in regional government positions and/or for non-profit organizations, the market productivity-potential and regional competitiveness of those living and working in the region would be greatly enhanced. Indeed, it would be providing people that already live, work and study in the area – meaning that they are likely to then remain within the region after graduation – with the requisite skills to manage public funds/local programs more efficiently and effectively. This can only benefit the region.

I know that I have personally worked with a number of excellent students over the years that love the region and are committed to working to make it better. They have moreover been the very individuals with the drive and passion to take steps to make a difference in their community, but also the intellectual savvy needed to be successful in these endeavors. It would have been highly beneficial for them to have had a quality academic alternative that allowed them to continue their studies ‘where they live.’ Hence, I think this is an excellent proposal and something that will fill a critical need in the region’s educational offerings. It would moreover enhance regional, university-based networking in the tri-state area.

Please feel free to contact me if you have any questions, or if further elaboration on any of the points made in this letter are needed. I can be reached by phone at 1-870-460-1687, or by email at strong@uamont.edu.

Sincerely,

Carol Strong, Ph.D.

Associate Professor, Political Science
University of Arkansas at Monticello
Education

Training, Certifications, Workshops (Post-Graduate)

Workshop, 2012.
Major: Brownfields Grant-writing

Supporting Areas of Emphasis: Grant-writing

Workshop, 2012.
Major: Management in State Government
Supporting Areas of Emphasis: Principles and Qualities of Leadership

Faculty Learning Community, ULM --- Office of Course Redesign, 2012.
Supporting Areas of Emphasis: Teacher training

Collaborative Institutional Training Initiative (CITI), 2010.
Major: Research Training
Supporting Areas of Emphasis: Research

Federal grant writing, 2008.
Major: Brownfields grant writing

Major: Teaching techniques
Supporting Areas of Emphasis: teaching, training, in-class

Major: composting, operations
Supporting Areas of Emphasis: composting and management

Formal Educational

PhD, University of New Orleans, 1998.
Major: Political Science/International Relations
Supporting Areas of Emphasis: Comparative Government, Environmental Policy
Dissertation Title: Post Cold War Environmental Policy Making in Central Europe: The Illustrative Cases of Poland and the Czech Republic

Major: International Relations
Supporting Areas of Emphasis: Eastern Europe, Post-Soviet Russia
Dissertation Title: Environmental Degradation and Policy Options in Post-Soviet Russia

BA, Louisiana Tech University, 1990.
Major: Political Science
Professional Positions

Academic

Co-Director, Social Science Research Lab (SSRL). (May 15, 2007 - Present).

Adjunct Associate Professor, Tulane University. (August 15, 1997 - May 15, 2005).


Assistant Researcher, UNO's Environmental Social Science Research Institute. (March 1, 1992 - August 1, 1993).

Professional


Senior Consultant, The CAID Group, LLC. (December 1, 1997 - Present).

Technology Director, G2G Technologies. (December 2009 - May 2011).

Environmental Compliance, Chamness Technologies, Inc.. (February 2006 - May 2008).


Environmental Compliance, Phoenix Systems, LLC. (March 2002 - August 2004).

Associate Researcher, Maritime Environmental Resource Information Center (MERIC). (November 1, 1998 - May 15, 2004).

Licensures and Certifications

Certificate of Attendance, Environmental Regulatory Compliance Conference. (January 26, 2012 - Present).


Compost Facility Operator, LSU Agricultural Extension. (May 2002 - Present).


Professional Memberships

National, The Academy of Political Science. (May 1, 2010 - Present).

National, Pi Sigma Alpha. (April 22, 2010 - Present).

National, American Association for Public Opinion Research. (December 2009 - Present).

National, National Social Science Association. (September 2008 - Present).


National, American Association of Political Consultants. (March 1997 - Present).


Regional, South Western Political Science Association. (March 1995 - Present).

State, Louisiana Political Science Association. (February 1994 - Present).

Development Activities Attended

Workshop, "Faculty Learning Community," Office of Course Redesign, ULM, Monroe, LA. (January 10, 2012 - May 9, 2012).

on-line training, "Collaborative Institutional Training Initiative (CITI)," ULM Office of Sponsored Programs. (December 20, 2009 - January 6, 2010).


Awards and Honors

Certificate of Appreciation, Military Association of America. (October 12, 2006).

TEACHING

Teaching Experience

The University of Louisiana at Monroe

- GOVM 101, Intro Political Sci, 4 courses.
- GOVM 201, American National, 2 courses.
- GOVM 425, Prac In Legal Stud, 1 course.
- GOVM 440, Comparative, 1 course.
- GOVM 450, Am Foreign Policy, 1 course.
- GOVM 491D, International Relations, 1 course.
- HONR 301H, Honors Social Science, 3 courses.
- POLS 1001, Intro To Political Science, 9 courses.
- POLS 101, Intro Political Sci, 14 courses.
- POLS 200A, American Gov, 1 course.
- POLS 201, American National, 5 courses.
- POLS 4004, Global Environmental Politics, 1 course.
- POLS 404, Global Environmental Politics, 1 course.
- POLS 4053, International Politics, 1 course.
- POLS 406, Parties & Campaigns, 1 course.
- POLS 4061, International Political Economy, 1 course.
- POLS 4064, Internship Political Science, 3 courses.
- POLS 440, Comparative, 1 course.
- POLS 444, Middle East Politics, 1 course.
- POLS 453, International Pol, 1 course.
- POLS 461, Intl Political Economy, 1 course.
- POLS 464, Internship-Poli Science, 5 courses.
- POLS 465, Global Development, 1 course.
- POLS 491D, International Relations, 1 course.

Awards and Honors

- Tom and Mayme Scott Endowed Professorship in Teaching Excellence, ULM. (February 5, 2013).

- Faculty Award of Excellence, ULM Student Government Association. (April 20, 2007).


- John H. Stibbs Award, Tulane University. (April 15, 2004).

RESEARCH

Published Intellectual Contributions

Books


**Book Chapters**


**Refereed Journal Articles**


**Conference Proceedings**

**Journal Articles**


**Periodicals**


**Regular Column in Journal or Newspaper**


Sutherlin, J. (2009). Who is giving Jindal all this bad advice? *The Ouachita Citizen*.


Other


Sutherland, J. (2009). The Drinking Water Crisis in Pakistan (pp. 18 pages).


Sutherland, J. (2008). Valefresco: Non-Chlorine Disinfection of Field Crops (pp. 28). Ximax, Ltd with SSRL.


Sutherland, J. (2007). Litter Report for City of West Monroe (pp. 110 pages). Monroe, LA:.


Sutherland, J. (2006). Environmental Health Issues Impacting on City Planning, Rebuilding and Rehabilitation (pp. 250). New Orleans, LA:.


### Presentations Given


Sutherlin, J. (Presenter Only), Stockley, J. P. (Presenter Only), *"Film and Discussion on Gerrymandering," Green Film Company, Temple B'nai Israel.* (March 6, 2012).


Sutherlin, J. (Presenter & Author), National Social Science Association, "Women's Rights in the Middle East as a Precursor for Revolution," New Orleans, LA. (October 9, 2011).


Sutherlin, J. (Presenter & Author), Rotary Club of Ferriday, "Louisiana's Redistricting: Complex Politics."
Ferriday, LA. (April 28, 2011).


Sutherlin, J. (Presenter & Author), The Magnolia Independent Film Festival, "Stay Brady Stay,"
Starkville Arts Council, Starkville, Mississippi. (February 19, 2011).


Sutherlin, J. (Presenter & Author), Acadiana Film Festival, "Stay Brady Stay," Lafayette, LA. (November 12, 2010).

Sutherlin, J. (Presenter & Author), Boss' Day, "Responding to Louisiana's Brain Drain," Regents Broadcasting, Lafayette, LA. (October 14, 2010).

Sutherlin, J. (Presenter & Author), Louisiana Studies Conference, "Sta Brady Stay: Film and Review," Northwestern State University, Natchitoches, LA. (September 24, 2010).

Sutherlin, J. (Presenter & Author), "Brain Drain: Our Responsibility," Rotary Club of Tallulah (LA), Tallulah, LA. (September 10, 2010).


Sutherlin, J. (Presenter & Author), San Antonio Film Festival, "Stay Brady Stay," SaFilm, San Antonio, TX. (June 23, 2010).

Sutherlin, J. (Presenter & Author), "SBS: A Film and Discussion," Ouachita Parish Library, Monroe, LA. (April 26, 2010).


Sutherlin, J. (Presenter & Author). The ULM Honors Quiz Bowl, "The Significance of a Rigorous Education," ULM. (February 27, 2010).


Sutherlin, J. (Presenter & Author), Louisiana Political Science Association, "Environmental Assessment of Arab-Muslim States: A Green, Green, Revolution?" LPSA, Grambling State University. (April 2009).


Sutherlin, J., "All things Political (Except the Presidential Election)," Northeast Louisiana Legal Assistants, Monroe, LA. (June 10, 2008).


Sutherlin, J. (Presenter & Author), Louisiana Political Science Association, "Authoritarian Environmental Policy," Monroe, LA. (February 8, 2008).

Sutherlin, J. (Presenter & Author), Louisiana Political Science Association, "A Greener Louisiana? Meaningful Change for the Louisiana Department of Environmental Quality," LPSA, Monroe, LA. (February 8, 2008).


White, N. (Presenter & Author), Sutherlin, J. (Presenter & Author), McGahan, J. (Presenter & Author), Ryman, D. (Presenter & Author), Oliver, P. (Presenter & Author), Matusiak, M. (Presenter & Author), Gibson, F., Presentation for the Ward 5 Foundation, "Community Health Needs Assessment," Ward 5 Foundation, University of Louisiana at Monroe (Dean of Health Sciences Conference Room). (July 2007).


Sutherlin, J. (Presenter & Author), Luncheon speaker West Monroe Civic Center, "The Prospects for Peace in the Middle East," West Monroe Chamber of Commerce, West Monroe, LA. (April 6, 2006).


Sutherlin, J. (Presenter & Author), North Louisiana Brownfields Workshop, "Ouachita Parish Brownfields Opportunities," ULM, STAR Grant, Monroe, LA. (March 2006).


Sutherlin, J. (Presenter & Author), Abboud, A. (Presenter & Author), Southwest Social Science Conference, "Horror on the Horn: A Broad Analysis of the Sudan and Ethiopia," SWSSA, New Orleans, LA. (March 2005).


Sutherlin, J. (Presenter & Author), Shipping Annual Conference, "Shipbuilding in America: Regulatory Lesson Learned," Gulf Coast Region Maritime Technology Center, New Orleans, LA. (September 2001).


Sutherlin, J. (Presenter & Author), Southwest Political Science Association Conference, "The Urban Environment: Developing (Sustainable) Environmental Policy for Cities," SWSSA, Galveston, TX. (March 2000).


Sutherland, J. (Presenter & Author), Environmental Management Workshop, "Summary of Environmental Recommendations for Central Europe," University of Ljubljana, Ljubljana, Slovenia. (September 1997).


Sutherland, J. (Presenter & Author), Environmental Education Workshop, "Teaching Environmental Education," Multiple, including corporate, governmental and UNO, New Orleans, LA. (April 1997).

Sutherland, J. (Presenter & Author), Louisiana Political Science Association Conference, "The Potential of Regimes to Manage the Environmental Consequences of Conflict," LPSC, Lafayette, LA. (March 1997).


Sutherland, J. (Presenter & Author), Deshazo, R. (Presenter & Author), NAU/GSIS Conference, "Reassessing the Middle East Peace Pipeline," Northern Arizona University, Flagstaff, AZ. (November 1996).


Sutherland, J. (Presenter & Author), Deshazo, R. (Presenter & Author), Water: A Trigger for Conflict/A Reason for Cooperation, "Reassessing the Middle East Peace Pipeline in the Aftermath of the Gaza-Jencho Agreement," Indiana University's Center on Global Change and World Peace, Bloomington, IN. (March 1996).


Contracts, Grants and Sponsored Research

Other

Stevens, Rick (Supporting), McGahan, Joseph (Principal), Sutherland, John (Co-Principal), "ULM CENTER FOR GOVERNANCE AND PUBLIC POLICY", Sponsored by ULM, $700000.

Alibeli, Madalla (Principal), Sutherland, John, Krishnamurthy, Sushma, "Water Scarcity, Conflict and Cooperation in the Middle East: Lessons for American Communities facing Water Shortage" (Pending Funding Decision), Sponsored by University of Louisiana Monroe, External to The University of Louisiana at Monroe, $64000.

Sutherland, John (Co-Principal), McGahan, Joseph (Co-Principal), "The Social Science Research Lab" (Funded), Sponsored by The Provost's Office, The University of Louisiana at Monroe, $125000. (May 2007 - May 2012).

Sutherland, John (Principal), "Social Studies Region III Fair" (Funded), Sponsored by Entergy, External to The University of Louisiana at Monroe, $500.00. (November 2011 - February 2012).

Sutherland, John (Principal), "Social Studies Region III Fair" (Funded), Sponsored by PAC Environmental, External to The University of Louisiana at Monroe, $400.00. (November 15, 2011 - December 30, 2011).

Sutherland, John (Supporting), "Brownfields Redevelopment for City of New Iberia" (Funded), Sponsored by US Environmental Protection Agency, External to The University of Louisiana at Monroe, $200000. (July 31, 2009 - November 15, 2010).

White, Neil (Principal), McGahan, Joseph (Supporting), Sutherland, John (Supporting), Alibeli, Madalla (Supporting), "H1N1 Public Assessment Scope of Work" for the Center for Community Preparedness Office of Public Health (Not Funded), Sponsored by Louisiana Department of Health and Hospitals, External to The University of Louisiana at Monroe, $49778. (March 30, 2010 - June 30, 2010).

Sutherland, John (Co-Principal), Amin, Iftikhar (Principal), "MIPPA Survey" (Funded), Sponsored by Governor's Office of Elderly Affairs, External to The University of Louisiana at Monroe, $30000. (October 2009 - May 2010).

Stockley, Joshua P. (Principal), Sutherland, John (Co-Principal), Unter, Kevin (Co-Principal), "Holy Voters: Louisiana's Religious Suffragettes" (Not Funded), Sponsored by Board of Regents, The University of Louisiana at Monroe, $49983. (November 17, 2009 - April 2010).

Unter, Kevin (Principal), Sutherland, John (Co-Principal), "Oral Cancer Survey" (Not Funded), Sponsored by College of Health Sciences, The University of Louisiana at Monroe, $12250. (May 15, 2009 - January 15, 2010).
White, Neil (Principal), McGahan, Joseph (Supporting), Sutherlin, John (Supporting), Alibeli, Madalla (Supporting), "A Report for the Center for Community Preparedness Office of Public Health Louisiana Department of Health and Hospitals; Assessment of the Dissemination of the Individual and Family Handbook "How You Can Be Prepared for a Flu Pandemic"" (Funded), Sponsored by Louisiana Department of Health and Hospitals, External to The University of Louisiana at Monroe, $24367. (February 27, 2008 - December 18, 2009).

Sutherlin, John (Co-Principal), McGahan, Joseph, "Economic Development along Louisiana's Northern Frontier" (Funded), Sponsored by University of Louisiana System, External to The University of Louisiana at Monroe, $30000. (January 2008 - August 2009).

Sutherlin, John (Co-Principal), Unter, Kevin (Co-Principal), Stockley, Joshua P. (Principal), "Policy Assessment for the Governor's Office of Elderly Affairs" (Funded), Sponsored by Louisiana Governor's Office of Elderly Affairs, External to The University of Louisiana at Monroe, $17200. (March 6, 2009 - July 6, 2009).

Sutherlin, John (Principal), "Islamic Environmentalism" (Funded), Sponsored by Dean Cass Research and Creative Project Fund, The University of Louisiana at Monroe, $1175. (December 1, 2008 - January 15, 2009).

Sutherlin, John (Principal), "Recycling on the Go in West Monroe" (Awarded, Not Yet Funded), Sponsored by Environmental Protection Agency, External to The University of Louisiana at Monroe, $30000. (September 2008 - December 2008).

Sutherlin, John (Co-Principal), Unter, Kevin (Co-Principal), "Wellness and Safety with the Ouachita Parish Fire Department (OPFD)" (Funded), Sponsored by American Fire Grants, External to The University of Louisiana at Monroe, $408000. (April 2008 - December 2008).

White, Neil (Principal), McGahan, Joseph (Supporting), Sutherlin, John, "A Proposal for the Ward 5 Foundation Community Needs Assessment" (Not Funded), Sponsored by Ward 5 Foundation, External to The University of Louisiana at Monroe, $98130. (October 2007 - August 2008).

Sutherlin, John (Co-Principal), Unter, Kevin, "Assessment of the Fire Department for Ouachita Parish" (Funded), Sponsored by Ouachita Parish Police Jury, External to The University of Louisiana at Monroe, $17500. (March 15, 2008 - August 1, 2008).

Sutherlin, John (Co-Principal), Unter, Kevin, "Survey of the Attitudes of Citizens toward Smart Growth" (Funded), Sponsored by City of Ruston, External to The University of Louisiana at Monroe, $17500. (April 24, 2008 - June 5, 2008).

Sutherlin, John (Principal), "Monroe Post-Katrina Jobs for Evacuees" (Funded), Sponsored by State Department of Labor Evacuee (post-Katrina), External to The University of Louisiana at Monroe, $15000. (September 2005 - December 2005).

Sutherlin, John (Co-Principal), "Solid Waste Management Plan for" (Funded), Sponsored by St. Tammany Parish, Environmental Services Department, External to The University of Louisiana at Monroe, $75000. (January 2005 - August 2005).

Sutherlin, John (Principal), "Overview of Air Emissions for Aerospace Industry" (Funded), Sponsored by AES, External to The University of Louisiana at Monroe, $5250. (May 2004 - June 2004).
Sutherlin, John (Principal), "Multi-Parish Waste Management Plan" (Funded), Sponsored by South Central Planning and Development Commission. External to The University of Louisiana at Monroe, $25000. (January 1, 2004 - June 1, 2004).

Sutherlin, John (Principal), "Our Urban Environment: Film Series" (Funded), Sponsored by US Environmental Protection Agency. External to The University of Louisiana at Monroe, $620000. (November 1998 - May 2004).

Sutherlin, John (Principal), "Redevelopment and Expansion of the Port of South Louisiana" (Funded), Sponsored by Port of South Louisiana. External to The University of Louisiana at Monroe, $85000. (September 1, 2003 - January 1, 2004).

Sutherlin, John (Co-Principal), "Environmental Technology Transfer" (Funded), Sponsored by The UNO Urban Waste Management and Research Center. External to The University of Louisiana at Monroe, $308000. (August 2000 - August 2002).


Sutherlin, John, "High Rate Demonstration Process for Animal Waste" (Funded), Sponsored by International Soils, Inc. External to The University of Louisiana at Monroe, $325000. (May 1998 - November 1999).

Sutherlin, John (Co-Principal), "Assessing Israel's Commitment to Peace in Lebanon". Sponsored by Tulane Summer Research. External to The University of Louisiana at Monroe, $3500. (May 1999 - August 1999).

Sutherlin, John (Co-Principal), "Summer Teacher Institute: U.S. Policy and the Contemporary World" (Funded), Sponsored by Louisiana Endowment for the Humanities. External to The University of Louisiana at Monroe, $28500. (June 1999 - July 1999).


Sutherlin, John (Supporting), "Statewide Regional Waste Analysis" (Funded). Sponsored by Louisiana Department of Environmental Quality and the Louisiana Association of Planning and Development Districts. External to The University of Louisiana at Monroe, $310000. (May 1995 - December 1996).

Sutherlin, John (Co-Principal), "Characteristics and Impacts of Offshore Activity" (Funded), Sponsored by U.S. Department of Interior's Minerals Management Service. External to The University of Louisiana at Monroe, $99940. (August 1993 - May 1995).
Awards and Honors

Intellectual Contributions in Submission

Refereed Journal Articles
Alibeli, M., Sutherlin, J., White, N. Gender and Environmental Concern in the Middle East. The Sociological Spectrum.

Creative Works
Acting in Film (supporting role), New Hope, Monroe, LA.

Documentary Film, “Jury Service: A Commitment to Serve”, Monroe, LA.

Direct, write and produce documentary film, Stay Brady Stay, Throughout north Louisiana, Austin, TX; and Colorado Springs, CO.

Film Festival, The Dystopian Film Festival, Monroe.

Theatre - Perform, The Tempest, Monroe, LA (Straus Little Theatre).

Theatre - Perform, Diary of Anne Frank, Abbeville, Louisiana (Abbey Players Theatre).

8-part Film Series, Our Urban Environment: Brownfields.

Organized, promoted and secured funding for Film Festival, Farsi Film Festival, New Orleans.

2 part film series, Environmental Conditions of Shipbuilding.


8 part film series, Our Urban Environment: Solid Waste Management.

SERVICE

Editorial and Review Activities

Associate Editor, Edit Journal, "Louisiana Communication Journal". (July 2008 - Present).

Editorial Board Member, Edit Journal, Global Studies Association. (June 2008 - Present).


Editorial Board Member, "MERLOT", Political, Social Science. (January 2006 - Present).


Internal Service

College

Committee Member, Dean's Research Fund Committee. (August 2011 - Present).

Committee Member, Promotion and Tenure Committee, Member. (March 14, 2011 - Present).

Committee Chair, Masters in History with Concentration in Government. (August 15, 2011 - January 17, 2012).

Committee Chair, Recruitment Committee. (August 28, 2008 - May 15, 2011).

Department

Committee Chair, GESP Promotion and Tenure Committee. (August 15, 2011 - February 27, 2012).

Committee Chair, Selection of New Professor for Political Science, Member. (August 2006 - June 2007).

Committee Member, History and Government Assessment Committee, Member. (February 2006 - August 2006).

Student Organization

Student Org Advisor (Non-Professional Org), ULM Fencing Club. (August 2009 - Present).

Student Org Advisor (Non-Professional Org), College Republicans, Other. (September 2006 - Present).

Organizer, Student Government Association, Member. (December 2006 - April 2007).

University

Committee Member, Institutional Review Board (IRB). (October 15, 2012 - Present).

Co-Acting Director, Social Studies Fair, Region III. (March 14, 2011 - Present).

Committee Member, Traffic Committee. (August 2009 - Present).

Committee Member, Equal Employee Opportunity. (August 2007 - Present).

Committee Member, Lyceum Committee, Member. (February 2006 - Present).

Committee Member, Internship Program. (September 2005 - Present).
Committee Member, Student Investiture Committee. (April 20, 2011 - August 15, 2011).
Committee Member, Revenue Committee, Member. (August 2009 - May 2010).
Committee Member, Council on Teacher Education. (August 2007 - August 2009).
Committee Member, STAP, Member. (September 2006 - August 2009).
Committee Member, Shared Governance Committee, Member. (March 2006 - May 2009).
Committee Chair, Faculty Senate By-Laws Committee. (September 2006 - May 2008).
University Senate Service, Faculty Senate, Member. (August 2006 - May 2008).
Committee Member, Strategic Planning Committee. (October 2007 - December 2007).
Committee Member, Second Circuit Court of Appeal Committee. (October 2, 2007 - October 24, 2007).

Recruitment filmed my class for DVD promo, ULM Recruitment & Retention. (February 28, 2007).
Committee Member, Faculty Honor’s Review, Member. (March 2006 - June 2006).
Attendee, Meeting, Louisiana Board of Regents, Member. (April 2, 2006 - April 4, 2006).
Attendee, Meeting, ULL System, Member. (April 2, 2006 - April 4, 2006).

External Service

Other


Professional

Committee Member, Louisiana Brownfields Association, Member. (February 20, 2012 - Present).
Vice President, Louisiana Political Science Association. (March 2007 - Present).
Committee Member, Teaching, Research and International Politics Survey (TRIPS), Member. (May 2006 - Present).
Conference Discussant, Louisiana Political Science Association, Member. (February 25, 2012).
Committee Member, Arkansas Tech BA in International Relations Review Committee, Member. (March 7, 2011 - April 8, 2011).
Expert Testimony Provided, Louisiana State Senate Committee on Agriculture. (April 6, 2010).
Review political science web sites for other faculty, MERLOT. (August 2006 - May 2009).


Pro Bono Professional Service, University of Michigan, participant. (May 9, 2007).


Develop and test foreign relations survey instrument, Council on Foreign Relations, Member. (February 2007).

Committee Member, London School of Economics, Member. (October 2006 - January 2007).

Pro Bono Professional Service, ECICOG (Iowa), Lead Researcher. (July 2006 - August 2006).


Pro Bono Professional Service, Ottumwa-Wapello Solid Waste District, Member. (July 2006 - August 2006).


Conference Program Organizer, Model House of Representatives, Member. (February 4, 2006 - April 21, 2006).

Committee Member, Louisiana Board of Regents, Member. (April 2, 2006 - April 11, 2006).

Workshop Organizer, Educational Testing Service, Advanced Placement, Member. (March 1, 2006 - April 1, 2006).

Conference Session Chair, Louisiana Political Science Association, Member. (March 3, 2006).

Pro Bono Professional Service, St. Tammany Parish, Environmental Services Department, Lead Researcher. (June 2005 - January 2006).


Conference Chairperson, Southwest Social Science Association. (March 2005).

Pro Bono Professional Service, St. Tammany Parish, Environmental Services Department, Lead Researcher. (June 2004 - January 2005).

Louisiana Political Science Association, Sec-Treasurer. (February 1996 - March 2002).

Committee Member, Louisiana House Act 185 Committee. (March 1995 - January 1996).
Public/Community

Judge and committee member, Social Studies State Fair, Member. (March 10, 2009 - Present).


Committee Chair, El Dorado High School. (February 2011 - July 3, 2011).


Chaperone, Paul Breaux Middle School. (October 20, 2010 - May 10, 2011).

Guest Speaker, West Monroe High School. (February 24, 2010).

Committee Member, University of Louisiana System Advisory Committee. (April 10, 2008 - May 27, 2008).

Judge, Social Sciences Regional Fair. (March 17, 2008 - March 18, 2008).

Committee Member, Bring New Orleans Back Committee, Member. (November 2005 - February 2006).

Organizer, volunteer, ULM's BCM, Member. (September 1, 2005 - December 10, 2005).

Pro Bono Professional Service, City of Monroe, LA, Member. (September 14, 2005 - September 19, 2005).


Consulting

Management, PAC Environmental, Monroe, LA. (March 2012 - Present).


Management, City of New Iberia, New Iberia, LA. (September 2008 - November 2008).

Management, St. Landry Hospital District, Eunice, LA. (April 2007 - May 2008).

Management, Town of Welsh. (February 5, 2008 - April 17, 2008).
Management, Town of Sterlington. (January 3, 2008 - April 12, 2008).

Professional and economic analysis, City of West Monroe, West Monroe, Louisiana. (February 12, 2007 - June 1, 2007).


Management, St. Tammany Parish, Department of Environmental Services, Covington, LA. (June 6, 2003 - July 20, 2006).

Grant Development, Ouachita Parish/City of Monroe, Monroe, LA. (September 2005 - October 2005).


Awards and Honors

Service, Community

Senate Resolution, Louisiana Legislature. (March 27, 2012).

Volvo for Life Award, Volvo. (August 10, 2003).

Service, University

Service Recognition Award, ULM. (April 21, 2011).

Faculty Award of Excellence, ULM Student Government Association. (May 1, 2008).
Joshua P. Stockley

University of Louisiana at Monroe
Department of Political Science
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Monroe, LA 71209
[318] 342-3216
stockley@ulm.edu

130 Lemont Dr.
West Monroe, LA 71291
Home: [318] 396-5729
Cell: [985] 859-1996

EDUCATION

Ph.D., Political Science, December 2005
The University of Oklahoma, Norman, OK
Dissertation Title: State Party Organizations as Campaign Service Providers: A Three-State Study of Candidate and Party Perceptions
Major Fields of Study: American Studies, Public Policy, Public Administration
Dissertation Committee: R. Keith Gaddie (Chair), Thomas E. James, David H. Ray, Cindy Simon Rosenthal, Kelly R. Damphousse

B.A., Political Science, History, May 1997
Oklahoma Baptist University, Shawnee, OK
Magna Cum Laude

ACADEMIC EMPLOYMENT

Director, ULM Honors Program, University of Louisiana at Monroe, 2011-present
Direct an honors program comprised of 130 students, manage an operating budget, maintain an honors curriculum, supervise honors theses, and teach honors courses.

Associate Professor of Political Science, University of Louisiana at Monroe, 2008-present
Teach lower-level and upper-level undergraduate courses in Political Science and advise Political Science majors.

Table Leader, Advanced Placement (AP), 2001-present
Train readers to score Advanced Placement (AP) exams in the field of U.S. Government & Politics for the Educational Testing Service.

Assistant Professor of Government, Nicholls State University, 2003-2008
Independently taught lower-level and upper-level undergraduate courses in Government and advised Government majors.

Graduate Teaching Associate, University of Oklahoma, 2000-2003
Taught a lower-level, undergraduate course, Introduction to American Federal Government (PSC 1113).

Graduate Research Assistant, Institute for Public Affairs, University of Oklahoma, 1998-2001
Head research assistant for the evaluation of the Oklahoma Abstinence Education Project and assisted in data collection, data analysis, and data reporting.
PROFESSIONAL CONSULTING

Consulting expert, CAID Group LLC (Lafayette, LA) 2009-present

COURSES TAUGHT

American Political Behavior (GOVT 302)
American Urban Politics (POLS 4023)
Congress and The Presidency (POLS 4054)
Constitutional Law (GOVT 400)
Directed Study (POLS 4091)
Government Internship (GOVT 497, POLS 4064)
Honors Colloquium (HONR 1001)
Honors Introduction to American Government (GOVT 111, POLS 2010)
Honors Project (HONR 4015)
Honors Senior Seminar (HONR 4010)
Honors Social Science Seminar (HONR 3001)
Introduction to American Government (GOVT 101, PSC 1113, POLS 2001)
Introduction to Political Science (POLS 1001)
Louisiana Government and Politics (POLS 4020)
Political Analysis (GOVT 300)
Political Parties, Campaigns, and Election (POLS 4006)
Politics and Film (GOVT 365)
Pre-Law Internship (GOVT 498, POLS 4064)
Public Administration (GOVT 385)
Public Policy (GOVT 387)
Research Methods (POLS 3001)
Senior Seminar (POLS 4099)
Social Research (SOCL 4050, POLS 4070)
Social Statistics (SOCL 4051, POLS 4071)
Southern Politics in America (GOVT 325)
State and Local (POLS 2002)
University Seminar (UNIV 1001)
Women and Politics (POLS 4029)

PUBLICATIONS


**TECHNICAL REPORTS**


Stockley, Joshua. (2014). Non-Returning Student Survey, Fall 2013. Monroe, Louisiana: Social Science Research Laboratory (pp. 19).


Stockley, Joshua, with Kevin Unter and John Sutherlin. 2009. A Legislative Report Prepared for the Louisiana Governor’s Office of Elderly Affairs. Monroe, Louisiana: Social Science Research Laboratory.

GRANTS

Stockley, J. (Supporting), “Innovation through Collaboration: Delta Leadership Initiative” (Funded), Sponsored By Delta Regional Authority, External to The University of Louisiana at Monroe, S981,000. (August 2013 - Present).

Stockley, Joshua P. (Principal), "Gulf Coast Communities and the Fabrication and Shipbuilding Industry: A Comparative Community Study Following the Deepwater Horizon Oil Spill for the Bureau of Ocean Management, Regulation, and Enforcement, Gulf of Mexico Region” (Pending Funding Decision), Sponsored by U.S. Dept. of the Interior, Bureau of Ocean Management, Regulation, and Enforcement, Gulf of Mexico OCS Region, External to The University of Louisiana at Monroe. (2011).

Stockley, Joshua P with Joseph McGahan (Principal), “A Psycho-Educational Interdisciplinary, Intergenerational, International Literacy-Based Approach to Conflict, Conflict Mediation, and Conflict Resolution” (Denied), Sponsored by the United States Institute of Peace, External to The University of Louisiana at Monroe. (2010).

Stockley, Joshua P. (Supporting), "Gulf Coast Communities and the Fabrication and Shipbuilding Industry: A Comparative Community Study for the Minerals Management Service, Gulf of Mexico Region” (Funded), Sponsored by U.S. Dept. of the Interior, Mineral Management Service, Gulf of Mexico OCS Region, External to The University of Louisiana at Monroe, S500000 (October 2006 - present).

Stockley, Joshua P. (Principal), Sutherlin, John (Co-Principal), Unter, Kevin (Co-Principal), “Holy Voters: Louisiana’s Religious Suffragettes” (Denied), Sponsored by Board of Regents, The University of Louisiana at Monroe, $49983. (2009).

Stockley, Joshua P. (Principal), Unter, Kevin (Co-Principal), McGahan, Joseph (Co-Principal), "Social Science Research Laboratory (SSRL) Survey Center” (Denied), Sponsored by The Student Technology Access Plan (STAP), The University of Louisiana at Monroe, $39310. (2009).
Stockley, Joshua P. (Principal), Sutherlin, John (Co-Principal), Unter, Kevin (Co-Principal), "Policy Assessment for the Governor's Office of Elderly Affairs" (Funded), Sponsored by Louisiana Governor's Office of Elderly Affairs, External to The University of Louisiana at Monroe, $17200. (March 6, 2009 - July 6, 2009).

Stockley, Joshua P., "2008 Louisiana Senate Race: Landrieu versus Kennedy" (Funded), Sponsored by Dean's Research Fund, The University of Louisiana at Monroe, $1123. (November 2008 - January 2009).

CONFERENCE PAPERS


BOOK REVIEWS


OTHER PROFESSIONAL ACTIVITIES & PUBLIC PRESENTATIONS


Chair, Approaches to Enhancing Student Learning, Southern Political Science Association Annual Meeting, New Orleans, LA, January 2012.


Chair, Political Parties and American Legislative Politics, Southern Political Science Association Annual Meeting, New Orleans, LA, January 2012.


Chair, Internet Politics, Southern Political Science Association Annual Meeting, New Orleans, LA, January 2011.


Program Chair, Louisiana Political Science Association Annual Meeting, Thibodaux, LA, March 2006.

EDITORIAL BOARDS & MANUSCRIPT REVIEWS

Senior Research Fellow, Louisiana Progress
Editorial Board, Midsouth Political Science Review
Invited Manuscript Reviewer, American Politics Research
Invited Manuscript Reviewer, Social Problems
Reviewer for Magleby’s Government by the People
Reviewer for Bibby & Schaffner’s Politics, Parties, & Elections in America
Invited Manuscript Reviewer for International Journal for Culture, Tourism, and Hospitality Research

DEPARTMENTAL, COLLEGE, & UNIVERSITY SERVICE

Faculty Issues Committee, College, (2015).
President, ULM Faculty Senate, (2014-2015)
President-elect, ULM Faculty Senate, (2013-2014)
Faculty Advisor, ULM Mock Trial, (2012-present)
PK-16+ Advisory Council, University (2012-2014)
Career Committee, College, (2012-2013)
Advising Committee, University (2011-present)
Senator, Faculty Senate, University (2011-present)
Reviewer, Quality Enhancement Plan (QEP), University (2011-present)
University Council for Teacher Education, University (2010-2014)
Faculty Advisor, Pi Sigma Alpha Honor Society (2010-present)
Reviewer, Quality Matters, University (2009-present)
Faculty Advisor, College Democrats (2009-present)
Parking Committee, University (2009-present)
Promotion & Tenure Committee, College (2013)
Assessment Committee, College (2010-2013)
Courses & Curricula Committee, College (2009-2013)
Presidential Lyceum Committee, University (2009-2011)
Courses & Curricula Committee, University (2008-2009)
Faculty Welfare Committee, University (2007-2008)
Parking/Traffic Appeals Committee, University (2007-2008)
Compensation Committee, University (2007-2008)
Budget Committee, University (2006-2008)
Continuing Education Committee (Chair), University (2005-2008)
Recruiting Committee, College of Arts & Sciences (2005-2008)
Merit Review (Research) Committee, Department of History & Social Sciences (2004-2005)

PROFESSIONAL MEMBERSHIPS

Member, National Collegiate Honors Council, 2011-present
Member, Louisiana Collegiate Honors Council, 2011-present
Member, Southern Political Science Association, 2006-present
Member, Louisiana Political Science Association, 2005-present
Member, American Political Science Association, 2003-present

AWARDS & HONORS

ULM Foundation Award for Excellence in Teaching, 2014
ULM SGA Faculty Award of Excellence, 2014
L.M. McNeely Endowed Professor, 2013-2016
Nominated, ULM Foundation Award for Excellence in Teaching, 2013
Nominated, Outstanding Teaching in the College of Arts & Sciences, 2012
Nominated, Outstanding Service in the College of Arts & Sciences, 2011
Halvor-Leek Memorial Scholarship, Outstanding Graduate Student in Political Science, 2000-2002
Leader of the 20th Century Award, Presented by Alpha Phi Omega - Delta Beta Chapter, 2002
Creative Activities & Research Grant, Graduate Student Association at the University of Oklahoma, 2002
Conference Grant, Graduate Student Association at the University of Oklahoma, 2002
Conference Grant, Graduate Student Association at the University of Oklahoma, 1999
E.W. Thornton History Award, Outstanding Graduating History Student, 1997
Katherine Newmann-Fortenberry Award, Outstanding Graduating Political Science Student, 1996-1997
President’s Honor Roll (4.0 GPA), Oklahoma Baptist University, Spring 1994-Spring 1997
Outstanding Delegate and Delegation, Southwest Model League of Arab States, Spring 1997

MEDIA & INVITED APPEARANCES

Guest panelist, “Louisiana: The State Were In”, Louisiana Public Broadcasting
Guest panelist, “Debt Ceiling Deal”, Episode for Public Square, Louisiana Public Broadcasting
Guest Columnist, News Star, The Political Desk, Southern Political Report

Guest Media Expert, Louisiana Radio Network, KNOE (Monroe, LA CBS Affiliate), KTVE (West Monroe, LA Fox Affiliate), KEDM (Monroe, LA NPR Affiliate), Fox 92.7 FM (Monroe, LA Fox Affiliate), Talk 540 AM, KMAR (Winnsboro, LA), NHK

Guest Speaker, Union Voters League, Northeast Monroe Rotary Club, Monroe Kiwanis Club, Monroe Lions Club, Monroe Rotary Club, Daughters of the American Revolution (Fort Miro Chapter), Daughters of the American Revolution (Louisiana Society Chapter), West Ouachita High School, West Monroe High School, Lee Junior High School, SouthArk College


SERVICE ACTIVITIES & COMMUNITY MEMBERSHIPS

Board Member, Louisiana Budget Project, 2013-present
President, Louisiana Collegiate Honors Council, 2013-2014
Vice President & President-elect, Louisiana Collegiate Honors Council, 2012-2013
Senior Research Fellow, Louisiana Progress, 2010-present
Chamber of Commerce, 2009-present
Board Member, New Leaders Council, 2009-2013
Volunteer Coach, NELSA, 2011-2013
Volunteer Coach, West Monroe Basketball, 2009-2013
Volunteer Coach, Dixie Youth Baseball, 2009-2010
Volunteer Coach, WOYS, 2009-2010
Faculty Advisor, Non-Traditional Student Organization, 2008
Faculty Advisor, College Democrats, 2004-2008
Faculty Advisor, Pi Sigma Alpha, 2004-2008
Vice-President, Friends of Ellender Library, 2006-2008
Volunteer Coach, Thibodaux Soccer Association, 2006-2008
President, Louisiana Political Science Association, 2006-2007
Program Chair, Annual Meeting of the Louisiana Political Science Association, March 2006
Vice-President, Louisiana Political Science Association, 2005-2006
Member, Pro-NSU, 2004-2008
President, Graduate Association of Political Science, 2002-2003
Volunteer Coach, Upward Basketball, City of Norman, 2002-2003
Member, Graduate Association of Political Science, 1997-2003
Campaign Volunteer, Laura Boyd for Governor, 1998
President, Young Democrats, Oklahoma Baptist University, 1995-1997
Faculty Relations Chairman, Delta Xi Lambda, Oklahoma Baptist University, 1996-1997
Senator, Student Government Association, Oklahoma Baptist University, 1995-1997
Member, Omicron Delta Kappa Honor Society, Oklahoma Baptist University, 1996-1997
Member, Delta Xi Lambda, Oklahoma Baptist University, 1994-1997
Campaign Manager, Leigh Tucker, Oklahoma State House of Representatives District #54, 1996
Campaign Volunteer, State Senator Brad Henry, 1996
Mentor/Tutor, Department of Human Services, 1995-1996
Campaign Volunteer, U.S. Congressmen Mike Synar, 1986-93
Item E.9. University of Louisiana at Monroe’s request for approval of a Proposal for an online Master of Science in Nursing degree program.

EXECUTIVE SUMMARY

University of Louisiana at Monroe requests approval of a Proposal for an online Master of Science degree program in Nursing with emphasis in Gerontological Nursing Leadership. A related Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System on February 27, 2014; subsequent approval was provided by the Board of Regents on August 27, 2014. If approved, the program will be implemented in Spring 2015. The University is ideally suited to offer the proposed program: it has a comprehensive array of 19 programs in 12 different health science disciplines, with five programs offered completely online; it has consistently shown its strength in nursing by having a 100% passage rate on the NCLEX examination since 2008; it offers the only gerontology and gerontological studies programs in Louisiana; and it has developed online programs that have received national attention for quality and affordability.

The proposed program would be offered as an online program consisting of a single option Master of Science in Nursing degree with emphasis in Gerontological Nursing Leadership. This program would be developed to prepare registered nurses to practice in a variety of gerontology and/or nursing management roles and to implement strategies that direct healthcare delivery in a variety of practice settings. The program will consist of 36 credit hours, including nine hours of nursing administration/leadership courses, twelve hours of gerontology courses, and six hours of research course, culminating with a research project.

Gerontology nursing roles vary within the field with regards to responsibility, offering a number of different types of gerontology leadership positions. According to the Population Reference Bureau, by 2030 there will be an excess of 80 million people in the United States who are 65 years of age or older, approximately 20% of the population. As the population ages, there is an increased prevalence of chronic and acute illnesses. There are more than 1,700 healthcare agencies in Louisiana. This growth has been fueled by the need to increase healthcare access in acute, short stay, and intensive service areas. Nurses with specialized knowledge in gerontology nursing and leadership skills have not been available for employment.
Students for the program will be recruited from hospitals and other healthcare facilities regionally. Within the region, at least 30-40 nurses have verbally committed to enroll in an MSN program at ULM and 40-50 nurses have expressed an interest in receiving more information about a Master’s program. On-site visits to three large area hospitals have resulted in expression of interest in graduate nursing education in this area. The University projects that each cohort of students will consist of 15-20 baccalaureate-prepared nurses. As well, it is anticipated that 12-15 students per year will graduate by 2017.

The cost of the MSN program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. The average cost to implement and maintain the program for the first five years is $234,760 with the cost during the first year equaling $139,840. The University will fund the program through program-generated income, university allocations, and state appropriations. The program-generated income for each semester will be approximately $3,652 per student per nine credit hours, for a total of $109,575 annually for every ten students.

Students graduating with the proposed degree will possess the knowledge base to assume responsibility for positions as Directors of departments and service lines in large nursing home and hospital systems and equip nurses with the knowledge base to seek executive positions in a variety of healthcare environments. This unique program will fill a gap within the state since it addresses the workforce need for personnel educated to address the issues associated with America’s and Louisiana’s aging population.

**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 an online Master of Science in Nursing degree program.**
Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

I respectfully request consideration and approval of a proposal for a new degree program at the University of Louisiana at Monroe: Master of Science in Nursing. Each program has identified a configuration that makes it unique and distinguishes it from other MSN programs.

This program continues ULM’s efforts to offer degree programs that meet the workforce needs of the region and the state, as evidenced by the jobs’ data included in the proposals. You will also find numerous letters of support from individuals representing potential employers of the graduates from this program as further evidence of the need that exists within business and industry for people with these credentials.

If additional information regarding this program is needed, please let me know. Otherwise, thank you for reviewing these proposals. I will look forward to their approval and submission to the Board of Regents afterwards.

Sincerely,

Nick J. Bruno, Ph.D.  
President

Enclosure
September 29, 2014

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

Dear Dr. Woodley:

I respectfully request consideration and approval of a proposal for a new degree program at the University of Louisiana at Monroe: Master of Science in Nursing. Each program has identified a configuration that makes it unique and distinguishes it from other MSN programs.

This program continues ULM’s efforts to offer degree programs that meet the workforce needs of the region and the state, as evidenced by the jobs’ data included in the proposals. You will also find numerous letters of support from individuals representing potential employers of the graduates from this program as further evidence of the need that exists within business and industry for people with these credentials.

If additional information regarding this program is needed, please let me know. Otherwise, thank you for reviewing these proposals. I will look forward to their approval and submission to the Board of Regents afterwards.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure
University of Louisiana at Monroe
Application for
Master of Science in Nursing
Degree Program

Submitted to:
Louisiana Board of Regents

September 22, 2014
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: Master of Science in Nursing

Recommended 2010 CIP Taxonomy: 51.3899

Date to be Initiated: Fall 2016

Name of Department or Academic Subdivision Responsible for the Program: Kitty Degree School of Nursing

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: Dr. Emily S. Doughty, Assoc. Prof., Director School of Nursing

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: 

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UNIVERSITY OF LOUISIANA AT MONROE

PROPOSAL OF A NEW ACADEMIC PROGRAM

1. Description

a. Title, degree/certificate level, description, and objectives of the proposal program.

Title: The proposed degree is a Master of Science in Nursing (MSN) with an emphasis in Gerontological Nursing Leadership. CIP Code: 51-3801

See Appendix A: Letter of Intent

The online MSN program will be located within the Kitty DeGree School of Nursing (SON) in the College of Health and Pharmaceutical Sciences. Physical facilities will be shared with the SON within the Kitty DeGree Hall on the University of Louisiana at Monroe (ULM) campus. Administration of the program and faculty offices will be on the campus of ULM, but the program will be offered in a totally online format.

This MSN program will offer the working Registered Nurse (RN) an attractive opportunity to complete an advanced degree within their career field in an on-line environment. Considering the current nationwide health care and nursing trends, it is recognized that numerous health care facilities are now utilizing nurses with advanced management skills in a variety of nursing roles, including those managing at the point of care. While the focus of these courses is to help develop nurses for middle or upper management roles, these courses will also enhance the preparation for patient care managers at the point of care. Gerontology nursing roles vary within the field with regard to responsibility, offering a number of different types of gerontology leadership positions. For example, the nurse prepared with a Master’s in Gerontological Nursing Leadership would be able to assume the role of Director of Nursing/Chief Nursing Officer in a Home Health Agency, Skilled Nursing Facility, Acute Care Hospital, and Community Based Clinic. In addition, numerous hospitals are pursuing “Magnet Status”, which requires more nurses with advanced degrees; the graduate of this master’s program will be equipped to serve in a variety of management roles in these magnet hospitals. Other roles include consultant for a variety of health care agencies including nursing homes, skilled facilities, and home health agencies.

This program will be an on-line program consisting of a single option MSN with emphasis in Gerontological Nursing Leadership. This program will be developed to prepare RNs to practice in a variety of gerontology management and other nursing management roles and to implement strategies that direct health care delivery in a variety of practice settings. In addition, the graduate of the MSN program will meet the educational qualifications to fill a faculty position in an associate degree and a
baccalaureate nursing program. The proposed MSN program will consist of 36 credit hours, including nine (9) hours of the core nursing courses in advanced pathophysiology, advanced pharmacology, and advanced physical assessment; six (6) hours of advanced courses in health policy/global health and legal/ethical decision-making; nine (9) hours of nursing administration/leadership courses; six (6) hours of gerontology courses; and six (6) hours of research courses, culminating with a research project. Both full-time and part-time options will be available.

Objectives:
The main objective of the MSN is to offer the RN an attractive opportunity to complete an advanced degree with a focus in Gerontological Nursing Leadership in an online environment. Nursing administration roles vary within the field of nursing with regards to responsibility, nurse manager roles, and executive and leadership positions.

Specific program objectives include:
- Provide graduate level nursing education in an online format;
- Graduate 12-15 students per year by 2018;
- Offer students graduating with this degree the knowledge base to assume responsibility for positions as director of departments and service lines in large nursing home and hospital systems;
- Equip nurses with the knowledge base to seek executive positions in a variety of health care environments;
- Support the development of leadership, management, and supervision skills through course content and practicum experiences;
- Facilitate mentorship in development of personal management philosophies through the review of seminal theoretical frameworks;
- Prepare graduates with an expansive knowledge base that includes managerial strategies required to become a successful manager;
- Prepare program graduates with an advanced gerontology knowledge base.

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.)

NURSING (NURS) – 30 credit hours
GERONTOLOGY (GERO) – 6 credit hours
TOTAL = 36 Credit hours
FULL-TIME OPTION

FALL 2016 – Admission – Cohort Begins (9 CH)
NURS 5001 * 3 CH Advanced Theoretical Foundations for Nursing Administration in Health Care Systems
NURS 5002 * 3 CH Research 1 – Evidence Based Practice
NURS 5003 * 3 CH Health Policy and Global Health Issues

SPRING 2017 – (9 CH)
NURS 5004 * 3 CH Personnel and Organizational Management (Practicum)
NURS 5005 * 3 CH Health, Law, and Ethical Decision Making
NURS 5006 * 3 CH Advanced Pathophysiology

FALL 2017 – (9 CH)
NURS 5007 * 3 CH Advanced Physical Assessment
NURS 5008 * 3 CH Advanced Pharmacology
NURS 5009 * 3 CH Health Care Economics and Finance (Practicum)

SPRING 2018 – (9 CH)
NURS 5010 * 3 CH Research 2 – Utilizing Research in Health Care Delivery Systems (Project)
GERO 5010  3 CH Biology of Aging
GERO 5012  3 CH Social Gerontology [same as Sociology 5012]

Total: 36 credit hours

PART-TIME OPTION

FALL 2016 – Admission – Cohort Begins (6 CH)
NURS 5001 * 3 CH Advanced Theoretical Foundations for Nursing Administration in Health Care Systems
NURS 5002 * 3 CH Research 1 – Evidence Based Practice

SPRING 2017 – (6 CH)
NURS 5004 * 3 CH Personnel and Organizational Management (Practicum)
NURS 5006 * 3 CH Advanced Pathophysiology

SUMMER 2017 – (6 CH)
NURS 5003 * 3 CH Health Policy and Global Health Issues
NURS 5005 * 3 CH Health, Law, and Ethical Decision Making
FALL 2017 – (6 CH)
NURS 5007  * 3 CH  Advanced Physical Assessment
NURS 5009  * 3 CH  Health Care Economics and Finance (Practicum)

SPRING 2018 – (6 CH)
NURS 5010  * 3 CH  Research 2 – Utilizing Research in Health Care Delivery Systems
                   (Project)
GERO 5010  3 CH  Biology of Aging

SUMMER 2018 – (6 CH)
NURS 5008  * 3 CH  Advanced Pharmacology
GERO 5012  3 CH  Social Gerontology [same as Sociology 5012]

Total: 36 credit hours

See Appendix B: Course Descriptions

This degree will be a non-thesis program and will require two Nursing Administration Practicums. These Practicums will culminate in an on-site project and formal document. The project will be completed in a health care agency located in the community where the student resides and will be designed to improve agency efficiency. Prior to project initiation, a thorough review of the problem identified by the student and data supporting the need for change will be reviewed by the faculty. Successful completion of all aspects of the project and the formal document are required to meet the requirements for graduation.

All students will participate in the Collaborative Institutional Training Initiative (CITI) training on research, human subjects, and ethics required by the ULM Office of Sponsored Programs and Research and will receive Institutional Review Board approval prior to initiation of the project.

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.

This program will be a totally on-line program consisting of a single option Master of Science in Nursing degree with emphasis in Gerontological Nursing Leadership. The program will in cooperation with the ULM Gerontology Program. No other cooperative opportunities exist at this time, nor do any cross-enrollment options or other sharing/extending resources options.

d. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.
See Appendix C: System Approvals

2. Need

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

The mission of ULM is “The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.” This graduate program in nursing does further the mission of the University of Louisiana at Monroe by providing education to nurses who need more advanced knowledge in gerontological nursing leadership and other leadership skills. As the aging population rapidly increases, it is imperative that schools of nursing offer graduate education for nurses to successfully position themselves to meet the health care needs globally, especially those needs of the community, region, state, and nation. This master’s degree in Gerontological Nursing Leadership should facilitate the economy by educating nurses in management roles that influence care to help individuals adopt healthier lifestyles and to manage their health care without repetitive, excessive numbers of lengthy and costly hospitalizations.

Northeast Louisiana is in need of master’s prepared nurses with skills and knowledge in gerontological nursing leadership and general management skills. Currently, nurse managers are expected to manage human resources, large budgets, and fiscal planning. Chief nursing administrators and hospital executive officers report that their clinical agencies must employ nurses with baccalaureate degree preparation in management roles because of the lack of nurses prepared at the master’s degree level. Baccalaureate prepared nurses do not possess the adequate gerontological leadership knowledge or the advanced knowledge to perform in middle or upper level management roles without extensive training and time commitment from their employer. This degree will assist health care facilities to fill numerous management positions with nurses who are well prepared for the positions.

Every university in Louisiana seeks to meet the workforce needs in the area it serves. The proposed MSN program is a priority to the institution for that reason, as the support letters indicate. It is strategically sound for two reasons. First, nurses in the area typically work while pursuing a master’s degree and cannot travel during that time. Second, the program will be fiscally sound because self-generated revenue will pay all expenses.

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.)

No, a program of this nature has not previously been offered at ULM.
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.

**Louisiana Programs**

- There are no other programs in Louisiana that offer a Master’s of Science in Nursing with an emphasis in Gerontological Nursing Leadership.

- Louisiana currently has ten educational institutions that provide nursing education above the baccalaureate level. Of these programs, all of the ten report the offering of a MSN using an online or hybrid format and a seat time format.

- The Intercollegiate Consortium for a Master of Science in Nursing, which is comprised of McNeese State University, Nicholls State University, Southeastern Louisiana University, and University of Louisiana at Lafayette, offers a MSN with the following concentrations: Family Nurse Practitioner, Family Psychiatric/Mental Health Nurse Practitioner, Nurse Executive, and Nurse Educator. The Nurse Executive option requires 35-38 credit hours consisting of the following: 6 hours of core courses, 26 hours of administration courses, and a project for 3 hours or a thesis for 1-6 credit hours. These public universities report the majority of courses are online, especially the core courses. The Nurse Practitioner role seems to be the primary focus of the MSN.

- Grambling State University is a public institution that offers a MSN with the following concentrations: Nurse Educator and Family Nurse Practitioner. These concentrations are offered in an on-campus seat-time environment.

- Loyola University is a private institution that offers an online MSN program with Health Care Systems Management as the focus. According to Loyola’s online description of the program, the content covers all areas of nursing administration.

- Louisiana State University Health Science Center (LSUHSC) is a public institution that offers a MSN degree in the following concentrations: Primary Care Nurse Practitioner, Neonatal Nurse Practitioner, Adult/Gerontology Clinical Nurse Specialist, Public/Community Health Clinical Nurse Specialist, and Nursing Administration. On the LSUHSC website, it states that the school is in the process of a major curriculum change to transition all of these graduate concentrations to a Doctor of Nursing Practice degree.

- Northwestern State University (NSU) is a public institution that offers the following MSN concentrations: Adult/Gerontology Acute Nurse Practitioner,
Adult/Gerontology Primary Care Nurse Practitioner, Nursing Administration, Clinical Nurse Specialist, Nurse Educator, Family Nurse Practitioner, Primary Care Pediatric Nurse Practitioner, and Women’s Health Nurse Practitioner. Some of the course work for the MSN is completed online; however, information was not available that supported any of these concentrations being totally online. The functional role of Nursing Administration is one available option. The maximum number of Nursing Administration specific courses available to the student is three, totaling nine credit hours. The NSU website stresses the advanced practice roles of nurses who are practitioners with an emphasis on clinical practice. Nursing Administration is offered as a functional role but is not the primary focus of the MSN program.

- Our Lady of the Lake College is a private institution that offers a MSN with the following concentrations: Nurse Anesthesia, Nurse Educator, and Nurse Administrator. No information was available regarding whether or not any of the concentrations were taught in an online format. The MSN in Nurse Anesthesia is transitioning to the Doctor of Nursing Practice in Nurse Anesthesia. The Nurse Administrator track has 16 hours of core courses and 14 hours of administration courses.

- Southern University is a public institution that offers a MSN with the following concentrations: Family Nurse Practitioner, Gerontology Nursing Practitioner, Gerontology Clinical Nurse Specialist, Nurse Educator, and Nurse Administrator. No information was found concerning the availability of the course work online or if all of these concentrations are taught strictly in traditional seat time classes. The Nurse Administrator option has 22 hours of core courses and 12 hours of administration courses and a research project or thesis option of 3-6 hours.

See Appendix D: Benchmark Program Plans for Curriculum Comparison

Neighboring States

Mississippi: Mississippi has three graduate programs in similar fields but only one is offered online. The programs are located at Delta State in Cleveland, William Cary in Hattiesburg, and University of Mississippi Medical Center in Jackson (online). All three of these programs are in Nursing Administration, not Gerontological Nursing Leadership.

Arkansas: The University of Arkansas for Medical Sciences in Little Rock offers a traditional graduate degree in Nursing Administration but it is not clear how much of the program is online. Arkansas State University in Jonesboro also offers a traditional MSN in Nursing Administration. Neither of these programs offers a Gerontological Nursing Leadership program.
Texas: The Texas System offers several graduate programs in Nursing Administration, not Gerontological Nursing Leadership. However, the out of state tuition would be significantly higher for Louisiana students.

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.

There are several MSN programs in the state with an emphasis in administration; however, none of the programs offer a focus in Gerontological Nursing Leadership. Several of the programs require classroom attendance. The student population that is targeted for the proposed program includes nurses already employed full-time requiring an alternative option to travel and seat time in a classroom. Local health delivery system leaders have indicated their need for better educated nursing leaders throughout their agencies. In addition, the existing leaders are expressing a sincere interest in the gerontology piece of this proposal. This program would meet that need.

Sample Program Completer Employment Profiles and Salaries:

Median salary information listed includes figures factored from throughout the United States for a range of nursing careers.

- Care Management Nurse Manager with Specialty Patient populations - $76,239
- Nurse Manager - $77,461
- Chief Nurse Executive - $162,705
- Nursing Academic Faculty-$71,000 (national average)

University of Louisiana at Monroe Online Master of Science in Nursing Degree Benefits:

- Progressive nursing curriculum administered in a convenient fully online forum
- Ability to interact with faculty
- Enhanced marketability for a high-earning nursing career
- Freedom to pursue the degree part-time
- Ability to continue concurrent employment while completing the degree program
- Online format to meet the needs of rural and urban nurses
- Regional, state, and national access to advanced nursing education

e. If a graduate program is requested, indicate:
State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

State and Regional Needs and Trends

Health care access has continued to be a concern in local, state, and national arenas. Access has been complicated by the long standing nursing shortage, increasing geriatric population, fiscal constraints of reimbursement for services, and the insurance industry. Northeast Louisiana is in need of master’s prepared nurses with skills and knowledge in Gerontology, Nursing Leadership, and Administration of health systems. Currently, nurse managers are expected to manage human resources, large budgets, and fiscal planning. Chief nursing administrators and hospital executive officers report that their clinical agencies must employ nurses with baccalaureate degree preparation in management roles because of the unavailability of nurses prepared at the masters’ degree level. Baccalaureate prepared nurses are not educated with the advanced knowledge to perform in middle and upper level management roles without extensive training and time commitment from their employer. Hospital CEOs in northeast Louisiana (India Glenwood Regional Medical Center, St. Francis Medical Center, and University Health – E.A. Conway) express a deep commitment to employ and retain qualified nurse managers in their facilities. Special service and rural hospitals in this region desperately seek to employ nurses prepared to assume management roles. Echoing a similar concern, nursing staff managers regionally were surveyed to assess their desire for management skills and their desire to return to school. There was an overwhelming desire expressed by these nurses that more education is needed.

In recent years, hospitals, nursing homes, pain clinics, outpatient surgical centers, rural clinics, and individual private practice health care facility development in Louisiana has continued to increase. More than 1,785 health care agencies employ nurses in the state of Louisiana (Nursing Supply and Demand Commission Report). This has been fueled by the need to increase health care access in acute, short stay, and intensive service areas. Regionally, in the past several years, more than ten new hospitals have opened to provide these much needed health services. Nursing administrators with the skills necessary to positively impact the fiscal outcomes of these agencies have not been available for employment. This factor has adversely influenced the positive earning potential of these care facilities and has negatively impacted the economic growth and success of these agencies and the communities in which they are located. There is a growing need for appropriately educated administrators who can direct these emerging services. According to the 2012 Nursing Workforce Demand Report, nursing administrators-supervisors were one of the most difficult nursing positions to fill for the majority of the employer respondents to a workforce survey. Nationally that supply of experienced nurse administrators is also dwindling. The American Association for Colleges of Nursing (AACN) views the looming shortage as
critical due to the following:

*The Nursing Management Aging Workforce Survey* released a study in July 2006. Fifty-five percent of surveyed nurses reported their intention to retire between 2011 and 2020. The majority of those surveyed were nurse managers.

The largest hospital in Northeast Louisiana has made the decision to seek Magnet Hospital Designation. This designation is an honor that must be applied for through national accrediting organizations. Magnet status requires that agencies demonstrate excellence in nursing care. This must be demonstrated through quality care and a highly educated nursing administrative team. The facility applying for Magnet status will require nursing administrators educated at the masters level to meet magnet accreditation standards. Currently there is no SON in the area able to provide the educational courses needed to obtain the MSN in nursing administration, thus negatively impacting the application for magnet hospital status.

The online MSN program at ULM would not only provide administrators for our clinical agencies, but would enhance the potential for additional nurse educators in the region. With new partnerships between health delivery agencies and educational systems emerging, the possibilities for collaboration and joint efforts dramatically increase the number of nurses with graduate degrees. Shortages exist throughout nursing systems nationwide, but they are severe in the areas of nursing leadership and education because access to graduate education is limited and costly.

**Scope of the Nursing Faculty Shortage**

- According to AACN's report on *2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away 78,089 qualified applicants to baccalaureate and graduate nursing programs in 2013 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Almost two-thirds of the nursing schools responding to the 2013 survey pointed to faculty shortages as a reason for not accepting all qualified applicants into nursing programs.

- According to a *Special Survey on Vacant Faculty Positions* released by AACN in October 2013, a total of 1,358 faculty vacancies were identified at 680 nursing schools with baccalaureate and/or graduate programs across the country (79.7% response rate). Besides the vacancies, schools cited the need to create an additional 98 faculty positions to accommodate student demand. The data revealed a national nurse faculty vacancy rate of 8.3%. Most of the vacancies (86.9%) were faculty positions requiring or preferring a doctoral degree.

- Worsening faculty shortages in academic health centers are threatening the nation’s health professions educational infrastructure, according to a report by the
Association of Academic Health Centers released in July 2007. Survey data show that 94% of academic health centers’ CEOs believe that faculty shortages are a problem in at least one health professions school, and 69% think that these shortages are a problem for the entire institution. The majority of CEOs identified the shortage of nurse faculty as the most severe followed by allied health, pharmacy, and medicine.

- Nursing programs’ limited student acceptance rates in Louisiana are exacerbated by the shortage of qualified nursing faculty. Less than 6% of all practicing nurses in Louisiana hold the necessary credentials to teach in nursing programs. (Nursing Supply and Demand Commission Report)

- The Louisiana State Board of Nursing 2013 Annual Report stated that in 2012-2013, 53% of the faculty teaching in pre-nursing programs in Louisiana were 51 years old or older; 150 faculty are 61 years of age or older.

- Louisiana continues to rank close to the bottom nationally (48 of 50) in many areas that measure health and disease prevention. Recent state report cards have demonstrated efforts that have addressed infectious diseases and disaster preparedness, but the state lags behind in the issues of primary care, prevention of chronic disease, and health maintenance. A recent national study of emergency medicine rated the state as well prepared for disaster (A) but miserably failing in programs to help the population at risk stay healthy and manage acute and chronic illness. (D-F) With an overall ranking of D−, this particular study looked at access to care, immunization rates, and preventable disease that resulted in emergency room visits for treatment.

- The state’s health statistics are especially serious when children’s health needs are examined. Louisiana is consistently at the bottom of the overall state rankings as reported by the Annie E. Casey Foundation in the "Kids Count" report that is issued annually. This research group looks at vital markers that indicate the level of health and risk associated with being a child in a state.

- Nurses with advanced administrative skills are prepared to develop and implement fiscal and health care strategies to change the health landscape of the state. These nurses would provide critical educational skills for basic nursing programs.

**National Needs and Trends**

Recent trends reported by the AACN in the 2014 Nursing Shortage Fact Sheet that influence the need for nurses with advanced education:

1. The Bureau of Labor Statistics’ Employment Projections 2012-2013 stated that Registered Nursing (RN) is among the top occupations in terms of job growth through 2022. The RN workforce is expected to grow from 2.71 million in 2012 to 3.24
million in 2022. This means a need for 525,000 replacement nurses in the workforce which brings the total number of job openings for nurses to 1.05 million by 2022.

2. According to the “United States Registered Nurse Workforce Report Card and Shortage Forecast” published in January 2012, there will be a shortage of RNs spread across the country between 2009 and 2030; the shortage will be most severe in the South and West.

3. According to a National Council of State Boards of Nursing and The Forum Of State Nursing Workforce Centers 2013 survey, 55% of the RN workforce is age 50 or older.

It is important to note that research has consistently found that when nurses are prepared at baccalaureate and higher levels, outcomes for patients improve. Here are sample studies and links that reported a positive correlation of education and improved care:

- In an article published in Health Affairs (March 2013), nurse researcher Ann Kutney-Lee and associates found a 10 point increase in those RNs with a BSN degree within a hospital was associated with a 2.12 death reduction for every 1000 patients.

- In an October 2012 issue of Medical Care, researchers from the University of Pennsylvania found that surgical patients in Magnet hospitals had 14% lower odds of inpatient deaths within 30 days compared with patients cared for in non-Magnet hospitals. The conclusion was that the improved outcome was attributed largely to the more highly qualified and educated nurses in the Magnet hospitals.

- In an article published in Health Services Research (August 2008) the effect of nursing practice environments on outcomes of hospitalized cancer patients undergoing surgery was explored. Dr. Christopher Frieze and colleagues found that nursing education level was significantly associated with patient outcomes. Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors concluded that “moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients.”

- In a study released in the May 2008 issue of the Journal of Nursing Administration, Dr. Linda Aiken and her colleagues confirmed the findings from their landmark 2003 study (see below) which show a strong link between RN education level and patient outcomes. The noted nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 4% decrease in the risk of death. MSN prepared nurses are essential to the production of BSN nurses.

Retrieved September 1, 2014 from http://www.aacen.nche.edu/Media/FactSheets/NursingWrkfl.htm
One of the key issues fueling the nursing shortage at all levels is the lack of qualified faculty and leaders in Nursing to promote the environments that will facilitate nursing practice and improve patient outcomes. Faculty and system leaders must be prepared at the Masters level to effectively and safely meet the demands in the health care environment. If our region is to address the current shortages of faculty and qualified nursing administrators, this proposed program is a most critical component to addressing this issue.

ii. Are there possibilities for cooperative programs?

At this time, there is not a possibility of a cooperative program with this track. However, in the future, should another track be a possibility, a cooperative program would be possible.

f. If this program is approved, will its approval result in the termination or 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 mission of ULM is “The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.” This graduate program in Nursing furthers the mission of the University of Louisiana at Monroe by providing education to nurses who need more advanced knowledge in Gerontological Nursing Leadership and other leadership skills. As the aging population rapidly increases, it is imperative that Schools of Nursing offer graduate education for nurses to successfully position themselves to meet the health care needs globally, especially those needs of the community, region, state, and nation. This master’s degree in Gerontological Nursing Leadership should facilitate the economy by educating nurses in management roles that influence care to help individuals adopt healthier lifestyles and to manage their health care without repetitive, excessive numbers of lengthy and costly hospitalizations.

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.

Student projections are based on student admission once yearly in the fall
semester. Each cohort of students will ideally consist of 15-20 baccalaureate prepared nurses. Anticipated time of program completion is two full-time academic years. Within Region Eight, at least 40 nurses have verbally committed to enroll in an MSN program at ULM if available, and at least 50 other nurses have expressed interest in receiving informational literature. On-site visits were made to three large hospitals within the region to assess viable interest in an online MSN program. During interactions with RN’s at each site, there was tremendous interest in this new educational opportunity, in particular the online delivery availability. Several nurses were already enrolled in online MSN programs offered in other states. Several others reported being recruited by Walden University and the University of Phoenix to participate in online education. In each case, nurses reported sincere regret that they were unable to attend a local university. In an on-line ULM Nursing alumni survey conducted in August and September 2014, of the 192 who responded, 60.96% expressed an interest in a master’s program offered locally. Because of the online nature of this program, students will be recruited nationally, thus benefiting ULM and the UL System.

See Appendix E: Student Projections

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

This program would be open to all students who meet admission criteria and desire an online education. Enrollment will not be limited to nurses living in Louisiana but will be open to all nurses who have completed a baccalaureate degree from a nationally accredited school of nursing, have an unencumbered registered nurse license, and have met ULM Graduate School and programmatic admission requirements.

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

Students will be graduates from an accredited baccalaureate nursing program with a minimum nursing GPA of 2.8, have successfully passed the NCLEX-RN exam for professional nursing licensure, and have met all requirements for admission to the University of Louisiana at Monroe Graduate School.

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.

There are no similar or closely related programs currently being offered at ULM.

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

Several financial support options exist for students seeking this graduate degree:

- Tuition reimbursement at the rate of 50 to 75 percent is often possible from private employers. Private health care agencies have committed to support students in this manner. This support would carry a designated work time requirement after graduation.
- Federal and private loan programs are in place based on income and student need.
- Federal, state, and private foundation loan forgiveness programs are in place that are specific to nurses seeking advanced degrees in nursing.
- Health Resource and Services Administration (HRSA) grant funding for graduate student scholarships and student stipends are available to schools of nursing.

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 four doctoral prepared faculty members as a part of the current faculty. By May 2016, three additional faculty members will have earned the doctoral degree. Two additional faculty members have recently made the decision to enroll in doctoral programs. All faculty members are registered nurses with extensive clinical and teaching backgrounds.

See Appendix F: Faculty Qualifications

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.

The faculty to student ratio is currently 1:10 in clinical courses.

See Appendix G: Student-Faculty Ratio

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.
One additional full-time doctoral prepared faculty member and one additional part-time doctoral prepared faculty member will be required to begin the MSN program. In year two of the MSN program, there will be a need for one additional full-time doctoral prepared faculty member and one additional part-time doctoral prepared faculty member. Year three through five will require one additional part-time doctoral prepared faculty member.

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?

Faculty recruitment will not be difficult for this program. ULM currently has three faculty members enrolled in doctoral programs located throughout the country. Each of these faculty members is committed to remaining at ULM and will be prepared to teach in the MSN program. No outlay of funds for recruitment is anticipated.

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

Each of the proposed faculty members has completed or is currently involved in research as a part of their doctoral course work. In addition, one has a grant that has been awarded by local benefactors to provide services to the local community in the form of community education and skills; this grant project will also lead to a research project. Research and scholarly activities will be the responsibility of each faculty in addition to their teaching load.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.

See Appendix F: Faculty Qualifications

ii. For proposed new faculty, qualifications and/or strengths needed.

Once this program is established, there will be a significant need for at least one faculty member with a background in agency administration as well as doctoral preparation in nursing leadership courses. In addition, faculty expertise in advanced pathophysiology, advanced pharmacology, and advanced physical
assessment will be needed.

5. Library and Other Special Resources

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

The university library’s current holdings include various print and electronic resources in the subject area of nursing, which are sufficient to support the program. Faculty and student access to the library resources is user-friendly and electronic access is available twenty-four hours a day, seven days a week.

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.?

Because of the rapidly changing nature of nursing administration, the electronic data bases and periodical resources will be of prime demand for program. The current electronic library resources are continuously updated and will meet the needs of students in this program.

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

Faculty and students may use the Louisiana Academic Library Information Network Consortium to borrow materials from other Louisiana college and university libraries. Faculty and students may also request resources nationally, through interlibrary loan. Faculty and students may access the online subscriptions and databases of the ULM School of Pharmacy, which cover related topics such as community health and therapy for older person. They can also access the National Library of Medicine’s PubMed index, which includes many full-text materials, and many open-access journals can be searched and read via the library’s EBSCO Search/Discovery service.

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.
<table>
<thead>
<tr>
<th>EBSCO Library subscriptions to individual journals</th>
<th>spent in fall of 2012 for 2013</th>
<th>spent in fall of 2013 for 2014</th>
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</thead>
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<td>ProQuest Nursing &amp; Allied Health Full-text Database</td>
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</tr>
<tr>
<td>EBSCO Business Source Complete Full-text database</td>
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</tbody>
</table>

E-books on gerontology, social work, business, and related topics are included in a large set of academic books purchased separately by the library in 2012 for a lump sum, the breakdown of expenditures by subject is not possible.

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

The library has implemented the Information Commons. This electronic area of the library has been designed to focus on easy attainment of data through electronic venues. Through the development of this area, many additional data bases have been added to the library holdings. In 2014 email, Dean of the Library, Don Smith stated, "The Library has embarked on a very ambitious project. We are moving to become a digital library with only a few exceptions. ...This project should allow us to better serve our constituents and meet the needs of the changing student population that we have seen over the fifteen years we have been in this building. Usage statistics have shown that print materials circulation has been less than e-book use for the last ten years. Print materials (books and serials) total use in 2013-2014 was 2.4% of the total use of 135,805 full-text books and serials. Students prefer electronic materials over print materials even when both are available." Considering this information, there will be no additional cost projected for the first five years of the proposed program.
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.

      There are no special resources needed at this time.

   ii. How do library resources deemed desirable compare to other institutions
       with similar programs that are high quality? Cite specific comparisons of
       other institutions.

      Other programs offering degrees similar to the one in this proposal were
      evaluated for resources in comparison to the University of Louisiana at
      Monroe.

      See Appendix H: Benchmarked Programs for Library Assessment

6. Facilities and Equipment

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

   No classroom space will be required due to the online format of this program.
   Extensive technology support exists at the university. The Computing Center
   currently utilizes Moodle© as a course management system that will supply the
   platform for the courses. In addition, a portal system allows single sign-on access
   to all campus resources for students and faculty. This targeted method of
   information distribution greatly enhances student access to information.

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

   In the SON building where faculty teaching in this program will be housed, all
   faculty have individual office space and desk top computers. Each faculty
   member has received extensive training in the use of Moodle©. Most online
   courses currently offered in the bachelors degree program have been reviewed by
   the Quality Matters committee at the university for accuracy and appropriate use
   of online teaching strategies. All MSN courses will be exposed to this same type
   of rigor and faculty will receive additional support with other online teaching
   methods.

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.
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 MSN in Nursing Administration will be administered by the School of Nursing, which is housed in the College of Health and Pharmaceutical Sciences. Interdepartmental collaboration is planned with several courses to be taught by Gerontology faculty.

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

No; the proposed program will not affect the present administrative structure of the institution.

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

There are no special departmental weaknesses. The Kitty DeGree School of Nursing was recently ranked as the number nine nursing school in the nation by CollegeAtlas.org (for the list of top United States Nursing Schools for 2014). In addition, being a part of the College of Health and Pharmaceutical Sciences is a real strength. The College includes three schools; School of Nursing, School of Pharmacy, and School of Health Professions (Dental Hygiene, Medical Laboratory Science, Occupational Therapy, Occupational Therapy Assistant, Radiologic Technology, Speech-Language Pathology, Health Studies, Gerontology, Counseling, Kinesiology, and Family and Marriage Therapy), each strong in curriculum and the desire for interdepartmental collaboration. The School of Nursing is accredited by the Council on Collegiate Nursing Education (CCNE) and has a long history of NCLEX-RN student scores that exceed the state and national average. The School of Nursing is well respected in the local community, region, and nation. Due to this fact, student recruitment and obtaining community support will not be difficult. The faculty in the SON has diverse research and administration skills. This diversity extends to ethnicity and gender. The department has strong faculty experienced in curriculum design and implementation.

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.

This program will be eligible for accreditation by CCNE. The new program must meet the standards delineated in *The Essentials of Master's Education for Advanced Practice in Nursing* established by the American Association for Colleges of Nursing.

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

The program will apply for accreditation with CCNE. The CCNE fee structure is as follows:

- CCNE Annual membership fee (for two programs)        $3,035.00
- Evaluation fee for accreditation (including initial visit) $5,250.00
- New program fee                                         $2,000.00
  Total                                                    $10,285.00

Currently, ULM holds a CCNE membership for one program at a cost of $2,517 per year. In addition, each CCNE accredited program must hold an AACN membership. ULM already holds the AACN membership.

- AACN Annual Membership                                  $4,653.00

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.

There is a strong Gerontology program at ULM that addresses areas of interest to this program. The Gerontology courses will be taught by Gerontology faculty. In addition, the School of Pharmacy addresses some of the subject matter in this proposed program, specifically Pharmacology.

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?

Program costs for the first four years of this program will consist of faculty, travel, and equipment. Travel and equipment will be absorbed from current yearly appropriations to the department and the College of Health and Pharmaceutical Sciences. Travel funds will be used to educate faculty teaching within the MSN program by providing continuing education opportunities focusing on graduate education and administrative skill sets. Education within the national arena is important to maintain awareness of trends and changes within the nursing profession.

Equipment costs may include the purchase of laptop computers for all MSN faculty members. Online course offerings require that faculty have access to equipment needed to communicate with distance education students at their faculty workstations or at home. This access will facilitate prompt responses to student questions and requests and provide faculty with the ability to modify course content outside of traditional work hours.

Faculty members anticipated to teach in the MSN program are currently teaching in the undergraduate baccalaureate program within the School of Nursing. Faculty with appropriate credentials will be transferred to the MSN program and will be replaced at the undergraduate level with appropriately credentialed faculty. Replacement faculty lines (FTEs) will be requested at the university level. A faculty needs assessment will be on-going to monitor student faculty ratios. Additional faculty requests will be submitted as needed.

The cost of the MSN program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. Currently, Kitty DeGree School of Nursing faculty consists of four doctorate prepared faculty members and numerous masters prepared faculty members. Three of the doctorate prepared faculty members are in administrative roles and one is in a full-time teaching role in the undergraduate program. One additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member will be required to begin the MSN program. In year two of the MSN program, there will be a need for one additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member. Year three through five will require one additional part-time doctorate prepared faculty member. For the 9 month, full-time faculty positions, the salary would be $65,000 plus benefits calculated at 37% for a total of $89,050. The part-time faculty members will be
paid on a per course basis of $3500 per course; summer salaries will also be paid on a per course basis. In addition to the current clerical staff member, there will be an additional need for part-time clerical support at approximately $12,000 plus benefits per year. Equipment, supplies, and operating costs will be approximately $10,000 per year. Total cost for the first year will equal approximately $133,050. The second year cost will be approximately $239,600. Years three through five will cost approximately $246,600.

The University will fund this program through program-generated income. ULM will soon be proposing a per-credit hour structure for its online courses in the eULM program. That fee will initially be $475 per credit hour and is expected to increase at 10% annually. MSN students are expected to complete 18 cr per year. Thus, the program’s revenues pay for its expenses each year after the first one. During that first year, ULM will fill the deficit using funds generated from other programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Source of Expenses</th>
<th>Source of Revenue</th>
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<tr>
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<td>Part-Time</td>
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<td>5</td>
<td>2.0</td>
<td>3.0</td>
<td>$199,100</td>
</tr>
</tbody>
</table>

*Tuition and fees based on $475/cr in year 1 and 10% annual increase afterwards.

Federal funding through Health Resources and Services Administration (HRSA) will be sought for program support. The United States government through HRSA has designated funds to enhance the number of nurses completing advanced degree programs.

b. **Indicate departmental costs:**

i. **Show department operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.**

*See Appendix 1: School of Nursing Operating Budget*
ii. How will the proposed program affect the allocation of these funds?

The proposed budget for the MSN program will not change current fund allocations.

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

No additional research funding will be needed initially. As the program develops research funding may be requested to support faculty projects and collaborative learning.

d. Provide estimates of additional cost on the attached form.

See Appendix J: Summary of Estimated Additional Costs for Proposed Program

See Appendix K: Letters of Support
References


Websites Used in the Formal Proposal

http://www.aacn.nche.edu/Media/FactSheets/FacultyShortage.htm

http://www.aacn.nche.edu/Media/FactSheets/ImpactEdNP.htm

http://www.aacn.nche.edu/Media/FactSheets/NursingShortage.htm

http://www.aacn.nche.edu/Media/NewsReleases/Archives/2003/2003AikenStudy.htm


http://www.Drexel.edu/cnhp/

http://www.emreportcard.org/uploadedFiles/States/Louisiana/Louisiana.pdf

http://www.onlinenurse.nb.uah.edu/

http://www.uttyler.edu/nurSING/msnnp.htm
University of Louisiana at Monroe
Application for
Master of Science in Nursing
Degree Program

Appendices

September 2014
APPENDIX

A

Letter of Intent
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

| Campus: University of Louisiana at Monroe (ULM) | Program: Title, CIP, Degree/Certificate Awarded Master of Science in Nursing (MSN), 51.3801 |
| Institutional Contact Person & Access Info (if clarification is needed): Dr. Benny Blaylock (318-342-1603) blaylock@ulm.edu Dr. Emily S. Doughty, (318-342-1739) doughty@ulm.edu |

Date: 1/20/14

1. Program Objectives and Content

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

This program would be an on-line program consisting of a single option Master of Science in Nursing degree with emphasis in Gerontological Nursing Leadership. This program will be developed to prepare registered nurses to practice in a variety of gerontology management and other nursing management roles and to implement strategies that direct health care delivery in a variety of practice settings. The program will consist of 36 credit hours, including nine (9) hours of the core nursing courses of advanced pathophysiology, advanced pharmacology, and advanced physical assessment; six (6) hours of advanced courses in health policy, global health and legal/ethical decision-making; nine (9) hours of nursing administration/leadership courses; six (6) hours of gerontology courses; and six (6) hours of research courses, culminating with a research project. Both full-time and part-time options will be available.

This Master of Science in Nursing program will offer the working registered nurse an attractive opportunity to complete an advanced degree within their career field in an on-line environment. Considering the current nationwide health care and nursing trends, it is recognized that numerous health care facilities are now utilizing nurses with advanced management skills in a variety of nursing roles, including those managing at the point of care. While the focus of these courses is to help develop nurses for middle or upper management roles, these courses will also enhance the preparation for patient care managers at the point of care. Gerontology nursing roles vary within the field with regard to responsibility, offering a number of different types of gerontology leadership positions. For example, the nurse prepared with a Master’s in Gerontological Nursing Leadership would be able to assume the role of Director of Nursing; Chief Nursing Officer in a Home Health Agency, Skilled Nursing Facility, Acute Care Hospital, and Community Based Clinics. In addition, numerous hospitals are pursuing “Magnet Status”, which requires more nurses with advanced degrees; the graduate of this master’s program will be equipped to serve in a variety of management roles in these magnet hospitals. Other roles include consultant for a variety of health care agencies including nursing homes, skilled facilities, and home health agencies.

The objectives of the program are to: offer the availability of an on-line Masters program option in Nursing with an emphasis in Gerontological Nursing Leadership; graduate 12-15 students per year by 2018; offer students graduating with this degree the knowledge base to assume responsibility for positions as Director of departments and service lines in large nursing home and hospital systems; and equip nurses with the knowledge base to seek executive positions in a variety of health care environments.

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 state or region). Cite data to support need: employment projections; supply: demand data appropriate to the discipline and degree level, etc.

In the health care arena, there is a major concern about a workforce educated to care for the rapidly growing elder population. The Population Reference Bureau (2011) acknowledged there are about 40 million people in the United States that are 65 years of age or older. They projected that by 2050 this population would more than double, reaching approximately 89 million. According to Houde and Melhi (2009), by 2030 the U.S. population of those 65 and older will reach 70 million or more; this will be approximately 20% of the population. As the population ages, there is an increased prevalence of chronic and acute illnesses. These illnesses affect activities of daily living and quality of life and create challenges to independence and health management.

Judith Halstead (2012), President of the National League of Nursing, stated “We are in critical need of a nursing workforce generally knowledgeable in the care of the older adults as well as nurses with specialized expertise in gerontological nursing. Approximately 50 percent of the patients in hospitals and ambulatory care settings are over 65 years of age, and these numbers will continue to escalate.” A local hospital reported that at least 70% of their inpatients are geriatric patients. In 2008, the Institute of Medicine reported that less than one percent of the registered nurses have specialized education in geriatrics.

There are more than 1700 health care agencies in the state of Louisiana. In recent years, hospitals, nursing homes, home health agencies, rural health clinics, and private practice health care facilities have continued to increase in number. This growth has been fueled by the need to increase health care access in acute, short stay, and intensive service areas. Nurses with specialized knowledge in gerontology nursing leadership and other leadership skills necessary to positively impact the fiscal outcomes of these agencies have not been available for employment.

According to the Census 2010, Louisiana’s population of those individuals 60 years of age and older is 800,852 which is 17.6% of the total state population. Louisiana currently has 22 educational institutions that provide nursing education at the baccalaureate level or above. Of these, none of the programs report offering a Master’s of Science in Nursing with an emphasis in Gerontological
Nursing Leadership. As the need for a geriatric leadership in nursing focus continues to evolve, it is imperative that nurses play a major role in helping older adults prevent and manage their acute and chronic health care issues. As the health care needs of older adults become more complex and diverse, nursing programs should be on the forefront of educating the nursing workforce to manage knowledgeable and competent care of the aging population, including focus on disease prevention and health promotion. With better disease prevention and health promotion, the aging population will be increasingly able to remain independent, thus decreasing the economic impact of illness on the region, state, and nation. As previously stated, while the focus of these courses is to help develop nurses for middle or upper management roles, these courses will also enhance the preparation for patient care managers at the point of care. With this growing population of the elderly, it is imperative for nurse managers to have the gerontology knowledge as well as the leadership skills.

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 mission of ULM is "The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education." This graduate program in nursing does further the mission of the University of Louisiana at Monroe by providing education to nurses who need more advanced knowledge in gerontological nursing leadership and other leadership skills. As the aging population rapidly increases, it is imperative that schools of nursing offer graduate education for nurses to successfully position themselves to meet the health care needs globally, especially those needs of the community, region, state, and nation. This master's degree in Gerontological Nursing Leadership should facilitate the economy by educating nurses in management roles that influence care to help individuals adopt healthier lifestyles and to manage their health care without repetitive, excessive numbers of lengthy and costly hospitalizations.

Northeast Louisiana is in need of master's prepared nurses with skills and knowledge in gerontological nursing leadership and general management skills. Currently, nurse managers are expected to manage human resources, large budgets, and fiscal planning. Chief nursing administrators and hospital executive officers report that their clinical agencies must employ nurses with baccalaureate degree preparation in management roles because of the unavailability of nurses prepared at the master's degree level. Baccalaureate prepared nurses are not educated with the adequate gerontological leadership knowledge or the advanced knowledge to perform in middle or upper level management roles without extensive training and time commitment from their employer. This degree will assist health care facilities to fill numerous management positions with nurses who are well prepared for the positions.

4. Students
Summarize student interest/demand for the proposed program.

Within Region Eight, at least 30-40 nurses have verbally committed to enroll in an MSN program at ULM and 40-50 other nurses have expressed an interest in receiving more information about a master's program. On-site visits to three large area hospitals within the region have resulted in expression of interest in graduate nursing education in this area. In an on-line survey, more than 70 nurses expressed an interest in a master's program offered locally. Several nurses expressed they have been actively recruited to attend other universities for an on-line master's degree in nursing, but would rather take on-line courses at ULM than enroll in on-line programs at other universities, such as Walden University or the University of Phoenix. Numerous nurses expressed regret that ULM does not already have a master's degree in nursing and stated they are anxious for ULM to start a master's program in nursing.

Region Eight, chief nursing officers and hospital executives have expressed a desire for ULM to offer a master's degree in nursing. They have noted how expensive it is for students to attend out of state institutions. The executives have committed to employing and retaining qualified nurse managers in their facilities and to assuring their employees with educational stipends. At least one large area acute care hospital is committed to application for Magnet status. In order to achieve and retain this status, this facility needs more nurses with advanced degrees and advanced management skills. Because of the on-line nature of this program, students will be recruited nationally thus benefiting ULM and the ULS system.

5. Cost
Estimate costs for the projected program for the first five years. Indicate amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

The cost of the MSN program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. Currently, Kitty DeGree School of Nursing faculty consists of four doctorate prepared faculty members and numerous masters prepared faculty members. Three of the doctorate prepared faculty members are in administrative roles and one is in a full-time teaching role in the undergraduate program. One additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member will be required to begin the MSN program. In year two of the MSN program, there will be a need for an additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member. Year three through five will require one additional part-time doctorate prepared faculty member. For the 9 month, full-time faculty positions, the salary would be $65,000 plus benefits calculated at 37% for a total of $89,050. The part-time faculty members will be paid on a per course basis of $5,000 per course; summer salaries will also be paid on a per course basis. In addition to the current clerical staff member, there will be an additional need for part-time clerical support at approximately $12,000 plus benefits per year. Equipment, supplies, and operating costs will be approximately $10,000 per year. Total cost for the first year will equal approximately $133,050. The second year cost will be approximately $239,600. Years three through five will cost approximately $246,600.
The University will fund this program through program-generated income, university allocations, and state appropriations. Graduate tuition/fee cost for one semester (9 credit hours) is as follows: $3252.50 per semester, plus $50 per course for on-line fee, and $250 professional fee. The program-generated income for each semester will be approximately $3,652.50 per student for each 9 credit hours, for a total of $109,575 per every 10 students.

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</table>

*Tuition and fees based on $475/ cr in year 1 and 10% annual increase afterwards.

**CERTIFICATION:**

______________________________  __________________________
Chief Academic Officer  Date

______________________________  __________________________
Chancellor/President  Date

______________________________  __________________________
Management Board  Date
APPENDIX

B

Course Descriptions
Appendix B- Course Descriptions

NURS 5001 *Advanced Theoretical Foundations for Nursing Administration in Health Care Systems (3 cr). This course provides an overview of theoretical and conceptual models from the disciplines of nursing, management, education, and medical economics. Students will review how these models contribute to a comprehensive approach to management and leadership in the health delivery system.

NURS 5002 *Research 1-Evidence Based Practice (3 cr). Students will expand their skills in identifying and critiquing research in the fields of nursing, management, public health, business, sociology, and allied health fields in relation to health care systems leadership and evaluation. The course content includes evaluation strategies that include ethics, legal implications, methods, designs, and utility to the profession. Students will develop a problem statement that addresses a research need in an identified health delivery system.

NURS 5003 *Health Policy and Global Health Issues (3 cr). An analysis of polity in health care systems, political systems, payment systems, and professional systems will be presented in the form of policy issues and questions facing the contemporary health care delivery system at the point of service. This course presents the changing nature of human society which is increasingly linked electronically and physically. International, national, state, and local stake holders will be identified in relation to the delivery and support system stake holders in health care. Nursing’s position in relation to each of these parties will be presented and critiqued. Avenues and obstacles to nursing care delivery will be identified and placed in the context of the current system. Then students will research and prepare strategies to improve care delivery via health policy development or change in relation to the other stake holders. Cultural competencies that reflect ability to function in this changing climate are presented and explored in depth.

NURS 5004 *Personnel and Organizational Management (Practicum) (3 cr). This course provides an intensive review of the role of organizational leaders in developing and managing high performance teams in health care systems. All levels of leadership from the bedside to the corporate board room will be presented. Growing interdisciplinary teams will be included. Emphasis on leading others to provide optimum operational efficiency in a changing delivery system will also be a strong focus of the discussion of personnel and staffing needs.

NURS 5005 *Health, Law, and Ethical Decision Making (3 cr). This course is designed for graduate students with experience in ethical decision making and functioning within health law in both academic programs and clinical experiences. A variety of case studies and presentations on case law in health care services will be presented and evaluated. In addition, ethical topics that have legal implications for nursing leaders practicing in an interdisciplinary environment will be explored.

NURS 5006 * Advanced Pathophysiology (3 cr.). This course is an advanced study of the human pathophysiological concepts related to body systems.

NURS 5007 * Advanced Physical Assessment (3 cr.). Advanced techniques essential to the assessment of health status in the individual across the life span. There will be special emphasis placed on recognition of acute and chronic illness in relation to the geriatric client.

NURS 5008 * Advanced Pharmacology (3 cr.). Study of advanced pharmacological principles, therapeutics, classifications, effects, and mechanisms of drug action of medications used in the management of acute and chronic illnesses.
NURS 5009 *Health Care Economics and Finance (Practicum) (3 cr). This course will address the elements of health-care financial management and the principles of health care economics as they exist in the national and state levels of health care delivery. Health Care economics from other nations will be analyzed to provide a contrast and data for model development. Students will develop skill in determining the economic factors that impact health care finance and the social factors that make health care economics unique in a capitalist system. Case studies will facilitate student application of the theories and models used in the course.

NURS 5010 *Research 2- Conducting and Utilizing Research in Health Delivery Systems (Project) (4 cr). Students will select an identified problem in health care delivery or management and conduct research to address the problem. Any of the major research strategies may be used to conduct this research. The goal of the student research is to develop a model or achieve findings that will address the identified problem.

GERO 5010 Biology of Aging (3 cr.). A review of the fundamental aspects of biological aging; age-related anatomical and physiological changes displayed by humans and other mammals at the molecular, cellular, and organismic levels. (same as BIOL 5010)

GERO 5012 Social Gerontology (3 cr.). An examination of social aspects of adjustment to aging, attitudes toward aging, social-psychological and sociological theories of aging, successful aging, family patterns, intergenerational relationships, leisure, and retirement. Attention will be given to demographic changes, middle age, minority aged, and adult socialization. (same as SOCL 5012)

* Indicates new course development
APPENDIX

C

SYSTEM APPROVALS
APPENDIX

D

Benchmarked Program Plans for Curriculum Comparison
Intercollegiate Consortium for a Master of Science in Nursing
Southeastern Louisiana University
McNeese State University
University of Louisiana at Lafayette
Nicholls State University

Nurse Executive Concentration

• Total Hours: 35-38

The following courses are required for the Nurse Executive concentration:

• Core Requirements
  • NURS 600 - Theoretical Foundations of Advanced Nursing (Lec. 3, Cr. 3)
  • NURS 602 - Generating Evidence for Nursing Practice (Lec. 3, Cr. 3)
  •

• Specialty Concentration
  • NURS 609 - Population-Based Primary Care (Lec. 3, Cr. 3)
  • NURS 646 - Policy, Organization, and Structure in Health Care Systems (Lec. 3, Cr. 3)
  • NURS 648 - Nurse Leadership/Management in Health Care Organizations (Lec. 3, Cr. 3)
  • NURS 649 - Health Care Workforce Management (Lec. 3, Cr. 3)
  • NURS 654 - Nurse Leadership and Administration Field Study 1 (Lec. 1, Lab. 5, Cr. 2)
  • NURS 655 - Nurse Leadership and Administration Field Study 2 (Lec. 1, Lab. 5, Cr. 2)
  • NURS 656 - Legal, Ethical, and Regulatory Issues in Nursing Administration (Lec. 3, Cr. 3)
  • NURS 658 - Fiscal and Economic Principles for Nurse Leaders (Lec. 4, Cr. 4)
  • NURS 659 - Nurse Leadership and Administration Internship (Lab. 15, Cr. 3)
  •

• Focused Scholarly Project or Thesis
  • NURS 695 - Focused Scholarly Project (Cr. 3)
  • or
  • NURS 699 - Thesis (Cr. 1-6)
Loyola University New Orleans

MSN Health Care Systems Management Curriculum

The HCSM program requires 36 credit hours of graduate coursework, 12 of which are devoted to core courses and 24 of which are devoted to HCSM major courses. The HCSM Master's program is designed to be completed in 24 months. A student typically completes one course at a time, allowing the student to give their undivided attention to each course in the curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS G703</td>
<td>Theories in Health Care Systems</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G709</td>
<td>Legal &amp; Ethical Issues in Health Care</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G711</td>
<td>Informatics</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G712</td>
<td>Nursing Financial Resources I</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G716</td>
<td>Health Care Quality &amp; Safety</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G724</td>
<td>Outcomes Measurement &amp; Data Management</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G732</td>
<td>Population Health Management</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G735</td>
<td>Advanced Research Methods</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G740</td>
<td>Health Care Systems</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G744</td>
<td>Nursing Financial Resources II</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G748</td>
<td>Human Resource Management</td>
<td>3 Credits</td>
</tr>
<tr>
<td>NURS G752</td>
<td>Health Care Systems Residency</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>
Our Lady of the Lake College

Nursing (MSN Administrator and Educator)

Curriculum: There are two options within the MSN program: Nurse Administrator and Nurse Educator. The MSN program at Our Lady of the Lake College is consistent with the guidelines set forth by the Accreditation Commission for Education in Nursing (ACEN) Standards and Criteria for Masters Degree Programs.

MSN Nursing Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5210</td>
<td>Health Care Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5215</td>
<td>Legal/Ethical Issues in Advanced Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5220</td>
<td>Transcultural and Social Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5315</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5225</td>
<td>Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5240</td>
<td>Research for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5230</td>
<td>Transition to Advanced Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Educator Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6310</td>
<td>Curriculum &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6210</td>
<td>Nurse as Educator</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6710</td>
<td>Education Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6330</td>
<td>Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6720</td>
<td>Education Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6730</td>
<td>Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Administrator Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 6215</td>
<td>Organizational Behavior</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6325</td>
<td>Management of Health Personnel</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6715</td>
<td>Administration Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6335</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6725</td>
<td>Administration Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6730</td>
<td>Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

16 Credits hours for core
14 Credits hours for specific tracks
30 total credits hours for MSN
## Curriculum

**Full-Time Curriculum Plan for Master of Nursing**

**Nursing Administration Track**

(36 Total Semester Credits)

### First Year - Fall Semester (11 Total Semester Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6350</td>
<td>Nursing Administration I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6303</td>
<td>Research: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6100</td>
<td>Biostatistical Methods I</td>
<td>4</td>
</tr>
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</table>

### First Year - Spring Semester (12 Total Semester Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6351</td>
<td>Nursing Administration II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6304</td>
<td>Evidence Based Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6368</td>
<td>Advanced Nursing Administration Concepts I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6390</td>
<td>Thesis or Elective</td>
<td>3</td>
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</tbody>
</table>

### Second Year - Fall Semester (13 Total Semester Credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6352</td>
<td>Nursing Administration III</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6305</td>
<td>Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6369</td>
<td>Advanced Nursing Administration Concepts II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX

E

Student Projections
### Proposed Number of Students Enrolled

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Yr</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Yr</th>
<th>Total</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 – 2017</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>15</td>
<td>15</td>
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<td>15</td>
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<tr>
<td>2018 – 2019</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2019 – 2020</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2020 – 2021</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

Total estimate of Graduates in 5 academic years | 60
APPENDIX

F

Faculty Qualifications
## ULM Kitty Degree School of Nursing Master's Proposed Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Present Rank</th>
<th>Degrees and School of Degrees</th>
<th>Present Credits</th>
<th>Credit Hours Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy L. Smith</td>
<td>7-Aug-02</td>
<td>Professor</td>
<td>Doctor of Philosophy - University of Mississippi Medical Center&lt;br&gt;Masters of Science in Nursing - Texas Women's University&lt;br&gt;Bachelor of Science - Southeastern Louisiana University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Berry</td>
<td>10-Jan-03</td>
<td>Associate Professor</td>
<td>Doctor of Philosophy - University of Mississippi Medical Center&lt;br&gt;Masters of Science in Nursing - University of Phoenix&lt;br&gt;Bachelor of Science - University of Louisiana at Monroe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berger J. Brown</td>
<td>14-Jan-03</td>
<td>Assistant Professor</td>
<td>Doctor of Philosophy - University of Mississippi Medical Center&lt;br&gt;Masters of Science in Nursing - University of Phoenix&lt;br&gt;Bachelor of Science - University of Southwestern Louisiana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia C. Evans</td>
<td>13-Aug-13</td>
<td>Assistant Professor</td>
<td>Doctor of Philosophy - University of Texas&lt;br&gt;Masters of Science in Nursing - Southwestern State University&lt;br&gt;Bachelor of Science - Southwestern State University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan J. Evans</td>
<td>2-Jul-09</td>
<td>Director &amp; Professor</td>
<td>Doctor of Philosophy - Wayne State University&lt;br&gt;Masters of Science in Psychology - Wayne State University&lt;br&gt;Bachelor of Science in Psychology - Wayne State University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arthur H. Harris</td>
<td>11-Aug-00</td>
<td>Assistant Professor</td>
<td>Student Doctor of Philosophy - University of Mississippi Medical Center&lt;br&gt;Masters of Science in Nursing - University of Phoenix&lt;br&gt;Bachelor of Science - University of Louisiana at Monroe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nellie M. Harris</td>
<td>5-Jan-04</td>
<td>Assistant Professor</td>
<td>Student Doctor of Philosophy - University of Phoenix&lt;br&gt;Masters of Science in Nursing - Southern Illinois University&lt;br&gt;Bachelor of Science - University of Louisiana at Monroe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda C. Harris</td>
<td>11-Aug-09</td>
<td>Associate Professor</td>
<td>Student Doctor of Philosophy - University of Mississippi Medical Center&lt;br&gt;Masters of Science in Nursing - Columbus State University&lt;br&gt;Bachelor of Science - University of Louisiana at Monroe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administrative
Current Qualified Faculty

Emily Doughty, Ed.D., MSN, RN: Director of Kitty DeGree School of Nursing, Associate Professor, Doctorate in Health Care Education (Minor Focus- Higher Education Leadership), Nova Southeastern University.

Doctor of Education Courses:
- EDD 9100   Leadership
- EDD 9200   Trends and Issues
- EDD 9300   Methods of Inquiry
- ARC 8920   Mixed Methods
- EDD 8020   Continuing Education for the Health Care Professional
- EDD 8021   Contemporary Theories in Healthcare Education and Promotion
- EDD 8022   Trends in Health Care Policy
- EDD 8023   Ethics and Professionalism in Healthcare
- EDD 8024   Health Care Communication
- EDD 8025   Legal Aspects of Health Care Education

Dissertation: Mentoring of Nursing Faculty and the Effect on Job Satisfaction

Wendy Bailes, Ph.D., MSN, RN: Coordinator Nursing Interventions in Kitty DeGree School of Nursing, Associate Professor, Doctor of Philosophy – Nursing, The University of Mississippi Medical Center.

Dissertation: The Registered Nurse Perception of Nursing Practice Environment and Patient Satisfaction of Nursing Care in Acute Care Facilities. Specifically examining Academic Health Science Centers located within the Southern Region.

Doctor of Philosophy Courses:
- DNP 720   Biostatistics I
- ID 718    Health Policy and the Healthcare System
- PHN 701   Philosophy of Science
- DNP 721   Biostatistics II
- PHN 707   Phenomena in Nursing Research
- PHN 714   Theory Construction and Testing
- PHN 708   Quantitative Research Designs
- PHN 709   Qualitative Research Designs
- ID 700    Ethics in Research
- PHN 712   Writing for Funding
Juliet Burgess Ed.D., MSN, RN: Coordinator Nursing Concepts in Kitty DeGree School of Nursing, Associate Professor, Doctorate in Health Care Education (Minor Focus-Higher Education Leadership), NOVA Southeastern University.

Doctor of Education Courses:
- EDD 9100 Leadership
- EDD 9200 Trends and Issues
- EDD 9300 Methods of Inquiry
- ARC 8920 Mixed Methods
- EDD 8020 Continuing Education for the Health Care Professional
- EDD 8021 Contemporary Theories in Healthcare Education and Promotion
- EDD 8022 Trends in Health Care Policy
- EDD 8023 Ethics and Professionalism in Healthcare
- EDD 8024 Health Care Communication
- EDD 8025 Legal Aspects of Health Care Education


Debra Craighead, Ph.D., MSN, RN: Undergraduate faculty member in Kitty DeGree School of Nursing, Assistant Professor, Doctor of Philosophy – Nursing, The University of Texas at Tyler.

Dissertation: Early Term Infant Care: Hospital Utilization and Breastfeeding Practices

Doctor of Philosophy Courses:
- NURS 6310 Philosophy of Science
- NURS 6320 Data Management
- NURS 6342 Scholarship in Nursing
- NURS 6312 Theory Construction and Evaluation
- NURS 6322 Advanced Statistics
- NURS 6333 Qualitative Design Methods
- NURS 6350 Research Intercultural Health
- NURS 6330 Quantitative Design Method
- NURS 6354 Nurse as Educator
- NURS 6337 Advanced Research Design
- NURS 6352 Health Care Policy Development

Karen Frye, Ph.D.: Program Director of Gerontology, Professor, Doctor of Philosophy – Developmental Psychology. She will teach selected courses in her area of concentration to increase the interdisciplinary effort of the MSN curriculum.

Dissertation: Predictors of alcohol and cocaine use one year postpartum in a disadvantaged population

Certificate: Graduate Specialist in Aging, 1989, The Institute of Gerontology, Wayne State University, Detroit, MI.

Postdoctoral Fellowship, 1992-1994, University of Washington, Department of Psychiatry and Behavioral Sciences, Seattle, WA.
Faculty Pursuing Doctorate

Karen Arrant, MSN, RN: Undergraduate faculty member in Kitty DeGree School of Nursing, Assistant Professor, pursuing Doctor of Philosophy – Nursing, The University of Mississippi Medical Center.

Doctor of Philosophy Courses:
- DNP 720 Biostatistics I
- PHN 706 Philosophy of Science
- PHN 712 Writing for Funding
- DNP 721 Biostatistics II
- PHN 707 Phenomena in Nursing Research
- PHN 714 Theory Construction and Testing
- ID 718 Health Policy and the Healthcare System
- PHN 708 Quantitative Research Designs
- PHN 709 Qualitative Research Designs
- ID 700 Ethics in Research

Cheryl Hummel, MSN, RN: Undergraduate faculty member in Kitty DeGree School of Nursing, Assistant Professor, pursuing Doctor of Philosophy – Nursing, University of Phoenix.

Doctor of Philosophy Courses:
- CIM 705 Communication Strategies
- NUR 700 Professional Nursing Leadership
- NUR 701 Philosophy of Nursing Science
- NUR 721 Theories of Nursing Education
- NUR 721 Theory
- DHA 724 Globalization of Health Care
- RES 714 Quantitative methods and Statistical Analyses
- RES 715 Qualitative Methods
- NUR 703 Theoretical Applications in Evidence-based Practice
- DHA 712 Risk Management in Complex Organizations

Connie Lewis, MSN, RN: Undergraduate faculty member in Kitty DeGree School of Nursing, Associate Professor, pursuing Doctor of Philosophy – Nursing, The University of Mississippi Medical Center.

Doctor of Philosophy Courses:
- DNP 720 Biostatistics I
- ID 718 Health Policy and the Healthcare System
- PHN 706 Philosophy of Science
- DNP 721 Biostatistics II
- PHN 707 Phenomena in Nursing Research
- PHN 714 Theory Construction and Testing
- PHN 708 Quantitative Research Designs
- PHN 709 Qualitative Research Designs
- ID 700 Ethics in Research
- PHN 712 Writing for Funding
APPENDIX

G

Student Faculty Ratio
Student to Faculty Ratio

Students enrolled (FT and PT)  232

Faculty (FT and PT)  29

Professional Track
\[
\frac{235}{29} = 8
\]
Students  Faculty  Student Faculty Ratio

This calculation represents the student faculty ratio for the undergraduate program and does not represent a totally online program. It includes the faculty members in administrative positions.
APPENDIX

H

Benchmarked Programs for Library Assessment
<table>
<thead>
<tr>
<th>School</th>
<th>Data Bases</th>
<th>E-Books</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Ala-Mobile</td>
<td>EBSCOHost: Nursing (CINAHL), Business Premier, Alternative Health Watch; Wiley Interscience Sage Journals Online Dissertations (DAI) online Clinical Pharmacology AMED Lexis-Nexis Science Direct Medline- all levels</td>
<td>Complete Net-E-library with ILL support for online students</td>
<td>Online student support page from the Library on the web page- Includes directions and contact email addresses for student assistance</td>
</tr>
<tr>
<td>University of Texas-Tyler</td>
<td>Alternative Medicine EBSCOHost: CINAHL, Business Premier, and Medline all levels; Ovid Nursing Collection and Business Premier; Salem Health, Sage Full Text Management and Organization Studies,Collection, Web of Science, Science Direct, Academic Search Complete, Wiley Interscience</td>
<td>Small number of E-Books in library, but program is linked to the University of Texas system by specific requests from students.</td>
<td>Online instructional guides by topic and study area provided by research librarian along with email address and phone numbers for contact by online students. Not on library web page but provided by college and program topics.</td>
</tr>
<tr>
<td>Drexel University</td>
<td>Academic 1 File, Access Medicine Suite, Ageline, Agency for Healthcare Research and Quality Evidence Reports, Alternative Health Watch, American Hospital Directory, Wiley Interscience, EBSCO Host: CINAHL, ERIC; Evidence Based Medicine, Google Scholar, Grants.gov, Grants Net. Org, Health Standards, Medline all levels, Nursing Consults, Web of Science, Management ABI, Business Source Premier, Econlit, Social Science Research Network</td>
<td>E-library listed separately with a complete card catalog for students. Also hyperlinks to other library databases throughout PA and Nation provided.</td>
<td>Web site had a special area for online students with research guidelines and email addresses for assistance in using library services as an online student.</td>
</tr>
<tr>
<td>University of Louisiana at Monroe</td>
<td>Annual Reviews; BioOne; EBSCO Host; Academic Source Complete, Alternative Health Watch, Business Source Complete, CINAHL Plus, Medline Full-text, Psychology and Behavioral Sciences Collection, Health Source Nursing/Academic Edition; Lexis-Nexis; OCLC First Search; Proquest: Dissertations and Theses, Nursing and Allies Health; Web of Science.</td>
<td>E-brary NetLibrary</td>
<td>Online orientation materials, email contact data for student questions, hyperlinks to reference in sign on pages and common questions posted on the web site.</td>
</tr>
</tbody>
</table>
APPENDIX

I

School of Nursing Operating Budget
## School of Nursing Operating Budget

<table>
<thead>
<tr>
<th>School of Nursing</th>
<th>Budget 20012-2013</th>
<th>Budget 2013-2014</th>
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</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,489,019</td>
<td>$1,525,680</td>
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<tr>
<td>Other Compensation</td>
<td>$3,400</td>
<td>$1,360</td>
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<tr>
<td>Related Benefits</td>
<td>$537,503</td>
<td>$579,601</td>
</tr>
<tr>
<td>Travel</td>
<td>$3,767</td>
<td>$3,468</td>
</tr>
<tr>
<td>Operating Services</td>
<td>$5,704</td>
<td>$4,015</td>
</tr>
<tr>
<td>Supplies</td>
<td>$30,216</td>
<td>$27,709</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$2,069,609</td>
<td>$2,141,833</td>
</tr>
</tbody>
</table>
APPENDIX

J

Summary of Estimated Additional Costs for Proposed Program
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Monroe
Date: September 9, 2014

Program/Unit: Kitty DeGree School of Nursing

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

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
</tr>
</thead>
<tbody>
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APPENDIX

J

Letters of Support
April 10, 2014

Kitty DeGree School of Nursing
Emily Doughty, Director
University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209

Dear Emily Doughty,

I am submitting this letter in support of the University of Louisiana at Monroe's Kitty DeGree School of Nursing Master's Degree program in Gerontology Leadership. I am the Interim CNO and Vice President of Patient Care Services at St. Francis Medical Center in Monroe, LA. St. Francis is one of the hospitals within the Franciscan Missionaries of Our Lady Health System.

St. Francis and the Kitty DeGree School of Nursing have worked very closely together throughout the years and will continue to do so for years to come. Having a Gerontology Master's Degree program would greatly enhance the educational opportunities for our management staff and other nurses in our community and surrounding areas in Northeast Louisiana. Our hospital has made the commitment to submit an application to ANCC to pursue Magnet status in the near future. A quality program available in our community will only enhance our commitment to continuous on-going education for our staff.

Sincerely,

Kayla Johnson, MSN
Interim CNO/Vice President Patient Care
April 16, 2014

Emily S. Doughty, EdD, RN
Director, Kitty DeGree School of Nursing
University of Louisiana at Monroe
700 University Avenue
Monroe, LA 71209

Dear Dr. Doughty:

LETTER OF SUPPORT: M.S. in GERONTOLOGICAL NURSING LEADERSHIP

It is my pleasure to write this letter in support of ULM’s proposal to establish a graduate level degree in Gerontological Nursing Leadership.

The healthcare profession is becoming ever more complex. Regulatory requirements increase each day. Payors are gradually tying quality outcomes to reimbursement; and consumer expectations increasingly demand a more person-centered approach to care. Traditionally, nursing homes have lagged behind other healthcare providers in many of these areas, especially as it relates to quality of care outcomes and consumer expectations. In the future, however, the role of the skilled nursing facility within the continuum of care will progressively become more important due, in large part, to its ability to provide services more economically and efficiently. As the healthcare environment evolves, the long-term care nurse leader will be expected to provide leadership based upon education and training that stretches across multiple fields of study. An advanced degree in Gerontological Nursing Leadership unquestionably provides the multi-disciplinary proficiencies necessary to meet these challenges now and in the future.

Over the years it has been my pleasure to work with many nurses (RNs) in the nurse director role. While most of these nurses have been prepared to meet the clinical needs of the general population, they have lacked the training and education to deal with the unique needs of frail older adults. Additional education in dementia care, wound care, anti-psychotic medications, and nutrition, to name a few, are each essential to producing quality outcomes within the nursing home setting.

Additionally, most nurses are unprepared for the exceptional rigors of long-term care leadership. More extensive leadership training for long-term care nurses
would better equip them to manage the large non-professional direct care staff, the systemic direct care turnover rates and the general shortage of healthcare professionals. Furthermore, the nature of long-term care requires a deeper understanding of patient and family dynamics, along with the ability to communicate and manage the nature of complicated, co-morbidities associated with aging. This along with the increasing demand for patient autonomy and choice by those living within the nursing home setting necessitates strong nurse leader involvement.

Professionals that have strong gerontological education and training have a much deeper appreciation for the challenges of aging individuals and those that care for them. Their understanding of the aging process helps them to develop better care practices. As practitioners, they are better able to craft holistic solutions to challenging elder care issues -- integrating quality clinical care with true quality of life.

For myself and many other nursing home operators, a graduate level degree in Gerontological Nursing Leadership will most assuredly become the “gold standard” when hiring directors of nursing and other nurse leadership positions. An aging population necessitates nursing home professionals with in-depth knowledge and expertise in gerontology. By offering your students the opportunity to pursue a graduate degree in Gerontological Nursing Leadership, ULM will be equipping future nursing home professionals with the competencies necessary to transform the culture of aging throughout the elder care continuum.

Respectfully,

[Signature]

Kara Le Dixon Causey
Owner/Administrator
April 23, 2014

Dr. Emily S. Doughty
Director, Kappa Degree School of Nursing
University of Louisiana at Monroe
709 University Ave.
Monroe, LA 71209

Re: Support of a Master of Science in Gerontological Nursing Leadership program

Dear Dr. Doughty,

As Chief Nursing Officer of Glenwood Regional Medical Center, I would like to extend our support of a Master of Science in Gerontological Nursing Leadership program at the University of Louisiana, Monroe. As our local population of patients continues to increase in age, the need for Master prepared nurses in the treatment of the elderly continues to increase as well. Additionally, local healthcare organizations are being forced to reach outside of our area to find Master prepared nurses for the roles of advanced management and leadership.

The introduction of a Master of Science in Gerontological Nursing Leadership program would allow local healthcare organizations to recruit Master prepared nurses with advanced education in Administrative Leadership, Pathophysiology, Pharmacology, and Physical Assessment. This would provide a tremendous benefit to not only our local healthcare community, but the entire region.

If you have any questions regarding this matter, please contact me at 318-329-4776.

With kindest regards,

Jeremy Turnerelle, RN, CEN
Chief Nursing Officer
IASIS - Glenwood Regional Medical Center
503 McMillan Road
West Monroe, LA 71291
(318)329-4776 - Office
(318)329-4557 - Fax
jtturnerelle@iasishealthcare.com - Email
August 28, 2014

Ms. Emily S. Doughty, Ed.D., MSN, RN
Director
Kitty DeGree School of Nursing
University of Louisiana
700 University Avenue
Monroe, LA 71210

RE: Master of Science in Nursing

Dear Dr. Doughty,

I am writing regarding the proposed Master of Science Program in Nursing at the University of Louisiana-Monroe. Vantage Health Plan, Inc. and its subsidiary, Affinity Health Group, LLC, have several ULM nursing school graduates among their ranks. These nurses have provided outstanding care in our health care facilities and also staffed the growing number of case management and disease management programs we have established for our Medicare members around the state. Expanding the role of the school to include graduate studies in Gerontological Nursing is much needed in our area and would be welcomed by Vantage and Affinity.

Vantage and Affinity support, without reservation, the proposed master’s program at ULM’s Nursing School. The ULM Nursing School and its graduates have been vital to our success and will continue to be important in the coming years. Please do not hesitate to contact me at (318) 998-3700 if you have any questions. We look forward to supporting the proposed master’s program at ULM.

Sincerely,

[Signature]
P. Gary Jones, M.D.
President/CEO

PGJ/le
September 2, 2014

The Louisiana Board of Regents
1201 North Third Street
Suite 6-200
Baton Rouge, LA 70802

Dear Madam or Sir:

I am writing to show my support for the Master of Science in Nursing with an emphasis in Gerontological Nursing Leadership at the University of Louisiana at Monroe (ULM). Having graduated from Northeast Louisiana University (NLU) with a Bachelor of Science degree in Nursing several decades ago, my education from NLU, now known as the University of Louisiana at Monroe, has proven quite valuable. Later in my career, I obtained my Neonatal Nurse Practitioner's degree and followed that with a Master of Business Administration from Centenary College of Louisiana. Thus, allowing me to hold the position of Chief Nursing Officer (CNO) at Willis Knighton Pierremont Health Center a part of Willis Knighton Health System (WKHS) in Shreveport, Louisiana. I also currently serve on the Perinatal Commission for the State of Louisiana.

As CNO of a growing acute community hospital system, I am constantly looking for well-educated nurses. And, as the population of the United States ages, I am constantly looking for nurses who understand the physiology, pathophysiology and behaviors of the aging population. I frequently look towards ULM to supply my hospital with such resources. The proposed curriculum will prepare nurses through courses in advanced pathophysiology, advanced pharmacology and nursing administration/leadership courses. This proposed project will contribute to the nursing resources so desperately needed in North Louisiana.

On behalf of Willis Knighton Health System, I eagerly anticipate collaborating on this project with the University of Louisiana at Monroe. Please feel free to contact me if you require any further information.

Thank you,

Gayle Dean, MBA, RNC, NNP
Chief Nursing Officer
Willis-Knighton Health Center
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 23, 2014

Item E.10. University of Louisiana at Monroe’s request for approval for an Agreement of Academic Cooperation with Kangwon National University in the Republic of Korea.

EXECUTIVE SUMMARY

University of Louisiana at Monroe and Kangwon National University (KNU) would like to enter into an agreement of academic cooperation that would provide for exchange study opportunities for undergraduate and graduate students. This partnership would be advantageous to the University in that it adds to others already approved in Korea, Japan, and China and establishes an initial relationship with KNU.

ULM and KNU have structured an exchange agreement to promote activities in the areas of student exchange, faculty and administrative staff exchange as well as collaborative endeavors with research projects, lectures, symposia, seminars, workshops, or similar endeavors. The agreement will also provide for collaboration in instructional and cultural programs, including publication activities of mutual interests and shared access to information networks.

The proposed 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. 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 KNU and ULM.

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 for the period of five years and 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.

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 an Agreement of Academic Cooperation with Kangwon National University in the Republic of Korea.
October 1, 2014

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

Dear Dr. Woodley:

I respectfully request consideration and approval of an Agreement of Academic Cooperation between the University of Louisiana at Monroe and Kangwon National University (KNU) in the Republic of Korea.

ULM continues to seek partnerships that are advantageous to all institutions involved. This agreement adds to ten others already approved in Korea, Japan, and China and establishes an initial relationship with KNU. We expect additional agreements will follow as we explore articulations of degree programs and other beneficial partnerships.

If I may be of further assistance, please let me know.

Sincerely,

Nick J. Bruno, Ph.D.  
President
AGREEMENT OF ACADEMIC COOPERATION
BETWEEN
KANGWON NATIONAL 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 Kangwon National University (hereinafter “KNU”), 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 KNU 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, KNU 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.

SIGN BY:

.................................................. ..................................................
Shin Seung Ho, Ph.D. Nick J. Bruno, Ph.D.
President President
Kangwon National University University of Louisiana at Monroe

.................................................. ..................................................
DATE DATE
Item E.11. University of New Orleans’ request for approval to award an Honorary Doctor of Philosophy, Honoris Causa to Mr. Robert Merrick at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of New Orleans requests permission to award an Honorary Doctor of Philosophy degree to Mr. Robert Merrick. Mr. Merrick is known for his great leadership in building Latter & Blum to become one of the largest real estate brokerage firms in the nation. Under his leadership, Latter & Blum has expanded from New Orleans to include markets in Alexandria, Lafayette, Baton Rouge, and most recently Lake Charles. Mr. Merrick is recognized nationally for his real estate and investment acumen and has earned the professional designations of the Appraisal Institute (MAI), American Society of Real Estate Counselors (CRE), Society of Industrial and Office Realtors (SIOR), and Commercial Investment Real Estate Institute (CCIM).

Mr. Merrick has leveraged his business success to involvement and service to the community, including the University of New Orleans. As well, he has made monetary contributions to the Greater New Orleans United Way. As a result of Mr. Merrick’s commitment to community services, he has been awarded the American Red Cross Humanitarian of the Year, the Mobil World Wide Real Estate Strategic Partner of the Year, and induction into the New Orleans Junior Achievement Hall of Fame.

Mr. Merrick has been an avid supporter of the University of New Orleans for many years. He has served as a member of the UNO Foundation Board of Directors, and has personally been very generous in his support of the UNO Foundation and the University of New Orleans. He has endowed the Merrick Chair in Real Estate, funded a real estate professorship, and contributed significantly to the creation of the Max Derbes III Professorship in Real Estate. For several years, he has generously supported, as title sponsor, the annual UNO/Latter & Blum Economic Outlook and Real Estate Seminar hosted by the University of New Orleans Institute of Economic Development and Real Estate Research.

University of New Orleans would like to recognize the contributions of Mr. Merrick by awarding him this honorary doctorate.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval to award an Honorary Doctor of Philosophy, Honoris Causa to Mr. Robert Merrick at the Fall Commencement Exercises.
August 14, 2014

Dr. Sandra Woodley
President
University of Louisiana System
1201 North Third Street, Suite 700-3
Baton Rouge, LA 70802

Re: Request to Award an Honorary Degree to Mr. Robert Merrick

Dear Dr. Woodley:

It is with great pleasure that I request an honorary degree, Doctor of Philosophy, honoris causa, be granted to Mr. Robert Merrick at the December 2014 Commencement. Mr. Merrick is known for his great leadership in building Latter & Blum to become one of the largest real estate brokerage firms in the nation. Under Mr. Merrick’s leadership Latter & Blum has expanded from New Orleans to include markets in Alexandria, Lafayette, Baton Rouge, and most recently in Lake Charles through the acquisition of ERA Moffett Realty, Inc. Mr. Merrick is recognized nationally for his real estate and investment acumen and has earned the professional designations of the Appraisal Institute (MAI), American Society of Real Estate Counselors (CRE), Society of Industrial and Office Realtors (SIOR), and Commercial Investment Real Estate Institute (CCIM).

Mr. Merrick has leveraged his business success to involvement and service to the community, including the University of New Orleans. He recently made a $1M gift to the Greater New Orleans United Way. This and numerous other examples of his commitment to community service resulted in his being awarded the American Red Cross Humanitarian of the Year, the Mobil World Wide Real Estate Strategic Partner of the Year and induction into the New Orleans Junior Achievement Hall of Fame.

Although Mr. Merrick is not a graduate of the University of New Orleans, he has been an ardent supporter for many years. He has served as a member of the UNO Foundation Board of Directors, and has personally been very generous in his support of the UNO Foundation and the University of New Orleans. He has endowed the Merrick Chair in Real Estate, funded a real estate professorship, and contributed significantly to the creation of the Max Derbes III Professorship in Real Estate. He has, for several years, generously supported, as title sponsor, the annual UNO/Latter & Blum Economic Outlook and Real Estate Seminar hosted by the University of New Orleans Institute of Economic Development and Real Estate Research. He most recently provided a $25,000 donation to have Latter & Blum named the Institute of Economic Development and Real Estate Research’s Executive Partner.
In closing, I must add that the University of New Orleans is fortunate to have Mr. Merrick as a valued supporter. I ask that you to present this request to the Board of Supervisors to recognize Mr. Merrick’s contributions to his profession, his community, and the University of New Orleans by the awarding of an honorary Doctor of Philosophy, *honoris causa*.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.
President

Cc: Mr. Gary Solomon
   Dr. John Williams
   Dr. Ivan Miestchovich, Jr.
Robert W. Merrick, CRE, CCIM, MAI, SIOR
Chairman of the Board/CEO – Latter & Blum, Inc. Companies

Bob was born in 1944 in New Orleans, and he graduated from Tulane University in 1967 with a BA. While still in school, Bob pursued his career in real estate with Max J. Derbes with whom he remained affiliated for eight years.

Bob formed his own company in 1973, Robert W. Merrick, Inc., Realtors handling appraisal and brokerage with particular emphasis on commercial and industrial properties. During that time, Bob and one of his mentors, Heidel Brown, negotiated numerous brokerage transactions of major Mississippi River industrial sites from Baton Rouge to Plaquemines Parish producing transactions in excess of $150,000,000.00. Considered an authority in commercial real estate appraisal, Bob testified as an “expert witness” in numerous courts, the most notable being the Livingston, Louisiana train derailment. He developed and acquired Brookhollow Business Park and a 33 acre tract which became known as Airport Industrial Park. In 1985, Bob and his partners sold these and various other properties to Equitable Life Assurance Company in one of the largest industrial transactions of that time.

In 1985, Bob formed yet another partnership, East & West Jefferson Properties. This partnership, and related entities, represent one of the largest investment portfolios in the area, including Elmwood Industrial Park, the former MacFrugal’s site in New Orleans East, Ashton Plantation Estates, to name a few.

In 1986, Bob purchased Latter & Blum, Inc./REALTORS one of the largest and oldest, full service real estate companies in Louisiana. Subsequent to this initial acquisition, Bob acquired numerous local brokerage firms and incorporated a mortgage firm, title company, and insurance agency. In 1995, Bob acquired C.J. Brown Realtors in Baton Rouge, the market leader in that area, and in 2009 he acquired Noles Frye Realty in Alexandria. In 2012, the largest real estate company in Lafayette, Van Eaton & Romero became another member of the Latter & Blum Family of Companies. In 2014, the acquisition of Moffet Realty in Lake Charles and Patterson Real Estate agency in Houma, made Latter & Blum the first New Orleans-based residential brokerage to enter those markets.

A particular highlight of Bob’s real estate career occurred in 1994 when he was honored by Mobil Oil Company’s Mobil Worldwide Real Estate subsidiary as its 1994 Strategic Partner of the Year. This award is presented annually to a Mobil business partner in recognition of outstanding contributions to Mobil Worldwide Real Estate.

More recently, Bob acquired and developed two large parcels of ground in Orleans and Jefferson Parishes. Both sites are now operating as Lowe’s Home Improvement Centers. In addition, Bob acquired a 50 acre tract in West Baton Rouge Parish for future
development. Now complete and 100% leased, this is one of the largest warehouse facilities of its type containing approximately 1,100,000 square feet in Phases I, II and III.

Bob’s continuous commitment to improving the City we live in is evidenced by not only his financial investments but also by the various civic organizations to which he dedicates much of his time and professionalism. In 1995, Bob was the Campaign Manager of the United Way for the Greater New Orleans Area as well as Chairman of the March of Dimes. He has served on the Board of Directors of the United Way for the Greater New Orleans Area and was subsequently Chairman of the Board of Trustees in 1999. Bob is also actively involved in Junior Achievement and was inducted into the Junior Achievement Business Hall of Fame. In October of 2010, The New Orleans City Business publication honored business leaders who have made a significant contribution to our community over the past 30 years. Bob Merrick was selected as one of the City Business “2010 Driving Forces” honorees. In 2014, Bob became the first individual in Louisiana to join the United Way Million Dollar Roundtable, a national membership reserved for million dollar donors. His donation to the University of New Orleans’ Coastal Engineering & Science Certificate Program in 2014 reflects his dedication to Louisiana’s coastal restoration efforts.

Bob served as the Chairman of the Business School Advisory Board of the University of New Orleans and Chairman of the Board of Trustees of the University. A recent addition to the University of New Orleans is the Robert W. Merrick/Latter & Blum, Inc./Realtors Endowed Chair in Real Estate. In 2002, Bob received the Martin deTours Award presented by St. Martin’s Episcopal School. The recently dedicated “Merrick Visual Arts Center” is Bob’s latest addition to the campus of St. Martin’s. Additionally, Bob served as the Chairman of the Board of the Southeast Louisiana American Red Cross. In 2003, Bob received the Philos Award for Philanthropist of the Year by both the National American Red Cross as well as the Southeast/Southwest Chapters of the American Red Cross. Bob received the Alexis de Tocqueville Award presented by the United Way in late 2004, and the Chancellor’s Medallion for Distinguished Service by the University of New Orleans in April, 2005.

Bob is also committed to the higher education of the children of his employees and associates granting 15 scholarships each year. This scholarship fund has now granted over $500,000.00 to these deserving young adults.

Bob’s two oldest daughters, Ellie and Christine, are married with children; his two youngest daughters, Amanda and Lacey, are graduates from the University of Virginia/Tulane Law School and Boston University/UNO, MBA Program, respectively. While Bob enjoys fishing, in particular, fly-fishing in Mexico; he is a dedicated hunter of wild turkey, duck, quail, and dove, and is a committed member of the National Wild Turkey Federation.
August 2, 2014

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

Dear President Fos,

I am writing this letter to recommend that Mr. Robert Merrick be awarded an honorary doctorate from the University of New Orleans. I believe that his accomplishments and his significant contributions to the University of New Orleans truly merit his receiving the award.

Mr. Merrick is widely known for his great leadership in building Latter & Blum to become one of the largest real estate brokerage firms in the nation. The expansion of Latter & Blum in the greater New Orleans area has extended to markets that include Alexandria, Lafayette, and Baton Rouge. His real estate investment and development acumen have placed him at the very top of his field. He has earned the professional designations of the Appraisal Institute (MAI), American Society of Real Estate Counselors (CRE), Society of Industrial and Office Realtors (SIOR) and Commercial Investment Real Estate Institute (CCIM).

With all of this success, what is truly extraordinary about Mr. Merrick is his involvement and service in the community. This was recently apparent when he made a $1 million gift to the Greater New Orleans United Way. This and numerous other gestures of involvement have resulted in his being awarded the American Red Cross Humanitarian of the Year, the Mobil World Wide Real Estate Strategic Partner of the Year and induction into the New Orleans Junior Achievement Hall of Fame. Though Mr. Merrick is a Tulane graduate he has been a wonderful supporter of the University of New Orleans. He has endowed the Merrick Chair in Real Estate, funded a real estate professorship, and contributed significantly to the Max Derbes III Professorship in Real Estate. He has also generously supported for several years the annual outlook seminar hosted by the Real Estate Institute. He recently provided a $25,000 donation to have Latter & Blum named as our Executive Manager Partner.

We are extremely fortunate to have Mr. Merrick as a valued friend of the University. His contributions and his strong advocacy for the University of New Orleans make him an exceptional candidate for the honorary doctorate. If I can provide any additional information that may be helpful, please let me know.

Sincerely,

John A. Williams, Ph.D.

419 Kirschman Hall 2000 Lakeshore Drive New Orleans, Louisiana 70148 504.280.6954 fax 504.280.5444

john_a_williams@uno.edu

A Member of the University of Louisiana System Committed to Equal Opportunity
July 10, 2014

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

Dear Dr. Fos,

I am following up with you on a meeting we had on May 1st covering a range of topics, one of which had to do with the awarding of an honorary doctorate. I am now formally requesting that you begin the process that will result in the awarding of an honorary doctorate from the University of New Orleans to Mr. Robert Merrick, Chairman and CEO of the Latter & Blum Companies.

Mr. Merrick is a distinguished real estate entrepreneur who took a floundering company at the depths of the 1980's oil and gas recession and built it into the largest real estate brokerage in Louisiana and one of the largest in the US. He has steadily guided Latter & Blum on a path to becoming a fully integrated company offering services across the complete spectrum of residential, commercial, industrial and institutional real estate. He has also guided the firm on a steady march across the state expanding Latter & Blum’s footprint to include markets such as Baton Rouge, Lafayette and Alexandria with sights set on even more territorial growth as opportunities present themselves.

Mr. Merrick has received just about every prestigious professional designation or certification the industry has to offer. In fact, Bob is one of a very small group nationally to earn the professional designations of the Appraisal Institute (MAI), American Society of Real Estate Counselors (CRE), Society of Industrial and Office Realtors (SIOR) and Commercial Investment Real Estate Institute (CCIM).

Additionally, he has received a wide range of awards recognizing him for his service to and accomplishments in the real estate profession and the community at large. This has included the American Red Cross Humanitarian of the Year, the Mobil World Wide Real Estate Strategic Partner of the Year and being inducted by New Orleans Junior Achievement into its Hall of Fame.
Mr. Merrick is also one of the most successful and astute real estate investors/developers I have had the opportunity to meet... and I have met quite a few in my career. Bob has built or purchased a significant portfolio of real estate holdings which places him among some of the wealthiest individuals in the state. However, unlike some, Bob has been tremendously generous in his giving to support a wide range of organizations and causes. This was most recently evidenced by his $1.0 million gift to the Greater New Orleans United Way.

Bob's generosity, even though he is a Tulane graduate, has certainly been extended to us at the University of New Orleans. He has been and continues to be a generous financial supporter of our real estate research and education programs at the University. He has endowed the Merrick Chair in Real Estate, funded a real estate professorship and was a significant contributor to the Max Derbes, III Professorship in Real Estate which I am honored to occupy at this time. Bob has also generously and consistently supported the annual outlook seminar hosted by the Institute, most recently with a $25,000 donation to have Latter & Blum named as our Executive Manager Partner.

In short, Bob Merrick is a consummate leader and businessman who has reached the highest of levels within his field; who has given generously of his time, talent and financial resources to support the mission of the University; who has repeatedly shown himself to be a true friend of the University; and who, in my opinion, is an excellent candidate to be awarded an honorary doctorate from the University of New Orleans.

I hope you concur with my recommendation and look forward to hearing from you if you have any questions or need additional information from me to help move this process along.

Sincerely,

Ivan J. Miestchovich, Jr., Ph.D., CECd
Director and Associate Professor of Finance
Max Derbes, III Professor in Real Estate