AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
12:30 p.m., Thursday, August 21, 2014**
Claiborne Building Conference Center
Room 136A-B, “Thomas Jefferson 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 June 27, 2014 Committee Minutes

D. Consent Agenda:

   Board Agenda Item E.1.

   Louisiana Tech University’s request for approval of a Graduate Certificate in Higher
   Education Administration.

   Board Agenda Item E.2.

   Louisiana Tech University’s request for approval of revised Vision, Mission and Tenets
   Statements.

   Board Agenda Item E.3.

   McNeese State University’s request for approval of a Revised Mission Statement.
Board Agenda Item E.4.

Nicholls State University’s request for approval to create the Department of Business Administration and Computer Information Systems in the College of Business Administration.

Board Agenda Item E.5.

Nicholls State University’s request for approval to establish the Center for Workforce Excellence – Petroleum Engineering Technology and Safety Management.

Board Agenda Item E.7.

University of Louisiana at Lafayette’s request for approval to change the names of the following: (1) University College to University Connection and (2) College of General Studies to University College; and to realign the Honors Program and the newly named University Connection to be housed in the University College.

Board Agenda Item E.8.

University of New Orleans’ request for approval of a Proposal for the Master of Science degree program in Transportation.

Board Agenda Item E.9.

University of Louisiana System’s request for approval of System Universities’ 2014-15 Promotions in Faculty Rank and Recommendations for Tenure.

E. Discussion/Action:

Board Agenda Item E.6.

Southeastern Louisiana University’s request for approval to increase admission standards effective Fall 2015.

F. Other Business

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2014

Item E.1. Louisiana Tech University’s request for approval of a Graduate Certificate in Higher Education Administration.

EXECUTIVE SUMMARY

Louisiana Tech University is requesting approval to offer a new Graduate Certificate in Higher Education Administration. The proposed 12 credit-hour certificate will be offered in an online format using existing courses that are part of the Educational Leadership doctoral program.

The proposed certificate will focus on critical content area with a focus on current issues and trends in post-secondary education. These courses provide an avenue for faculty and staff who would like to transition to administration but who may not have a background related to administration, governance, budgeting, and personnel within an academic institutional context. The Certificate will also provide an opportunity for faculty to develop the requisite skills to be effective leaders in administration at their institutions.

Currently, there are no similar programs offered in Louisiana. The proposed program would be the first offering in the state. The University anticipates that 50 students will enroll during the course of the first five years and expects to have a 90% completion rate. Certificate enrollment will initially be restricted by the program to accommodate current faculty and course offerings with the potential to expand long-term with additional sections, should sufficient demand be present.

The Graduate Certificate in Higher Education Administration will be housed in the Department of Curriculum, Instruction, and Leadership in the College of Education. Existing library resources will be sufficient for the implementation of the Graduate Certificate program. Because all courses will be offered online, there will not be a requirement for classroom space. There are no short-term anticipated additional expenditures associated with the proposed graduate certificate.

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 a Graduate Certificate in Higher Education Administration.
OFFICE OF THE PRESIDENT

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

July 16, 2014

Dear Dr. Woodley:

Louisiana Tech University is requesting approval to offer a new Graduate Certificate (GC) in Higher Education Administration (CIP 130401). The proposed 12-credit-hour certificate will be offered in an online format using courses that are part of the EdD in Educational Leadership at Louisiana Tech University.

The Certificate is intended to focus on critical content area with a focus on current issues and trends in post-secondary education. These courses provide an avenue for faculty and staff who would like to transition to administration but who may not have a background related to administration, governance, budgeting, and personnel within an academic institutional context. The Certificate will also provide an opportunity for faculty to develop the requisite skills to be effective leaders in administration at their institutions.

The Certificate will use existing faculty and be housed in the Department of Curriculum, Instruction, and Leadership in the Tech College of Education. We anticipate no short-term additional expenditures or library resources associated with the certificate. The Certificate will generate revenue through tuition.

Thank you for your consideration of the enclosed proposal.

Sincerely,

[Signature]
Leslie K. Guice  
President

dc  
attachment
Memorandum

To: Dr. Terry McConathy
   Vice President for Academic Affairs

Dr. Les Guice
President

From: Lawrence Leonard

Re: Proposal for Higher Education Graduate Certificate – CIP 130401

Date: 07-10-14

Please find enclosed “Proposal to Develop a New Academic Certificate Program” in higher education administration (CIP: 130401). With your approval, the College of Education requests that it be forwarded to the University of Louisiana System Board of Supervisors and to the Louisiana Board of Regents for further consideration.

Please let me know if you need clarification.
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM  
(Post-Baccalaureate, Graduate, Post-Masters, Post-Professional)

General Information

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<th>Campus: Louisiana Tech University</th>
<th>Program: CIP, Certificate Designation, Title</th>
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Institutional Contact Person & Contact Info (if clarification is needed)

Dr. John D. Harrison, Director of Graduate Studies & Research, College of Education. Phone: (318) 257-3229

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new.

The proposed graduate certificate in Higher Education Administration is intended to provide information on effective leadership and management of institutions of higher education. Courses are currently existing and offered through the EdD program in Education Leadership and focus on critical content areas in Higher Education Administration. This offering differs from the current Teacher Leader graduate certificate as the focus of this certificate is post-secondary education, not PreK-12. The course delivery will be online and is expected to be offered at one course per quarter with a possible completion period of 1 year. Curriculum will include four (4) courses for a total of twelve (12) graduate credit hours. The proposed graduate certificate will include the following courses:

EDLE 731: Legal and Cultural Aspects of Higher Education  
EDLE 732: Institutional Effectiveness and Fiscal Management  
EDLE 733: Higher Education Governance and Administration  
EDLE 735: Human Resources and Student Services

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The proposed certificate would be the first offering in the state of Louisiana and appears to be a first time offering in the United States. This program will address current trends in higher education and provides an avenue for faculty and staff who would like to transition to administration but who may not have a background related to administration, governance, budgeting, and personnel within an academic institutional context. For example, faculty members with a doctorate in English will have specialized knowledge in their field but may seek the graduate certificate as a means to bolster their knowledge and credentials when seeking an administrative position in their college. The proposed graduate certificate provides an opportunity to increase the profile of the UL System on the national stage by providing faculty around the country, and potentially globally, a means to develop the requisite skills to be effective leaders in administration at their university. As the degree will largely attract faculty and staff around the United States, the UL System will benefit from established connections to eventual alumni from the program.

3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

Interest in the program appears to be strong. Initial discussions with faculty have generated considerable interest in providing a certificate related to the leadership and management of institutions of higher education. Anticipated enrollment for the first 5 years may be 50 students (cumulative) or 10 annually, with 45 completers at a 90% completion rate (cumulative). These projections are conservative and based solely on regional interest. With the potential to reach beyond the region through online course delivery, applicants to the certificate will likely increase as program awareness increases. Certificate enrollment will initially be restricted by the program to accommodate current faculty and course offerings with the potential to expand long-term with additional sections, should sufficient demand be present.

4. Accreditation

Describe the plan for seeking program accreditation of the new certificate, if applicable.

The proposed graduate certificate will not be subject to accreditation.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will run the proposed program?

The proposed graduate certificate will utilize existing faculty with courses that are a part of the EdD in Educational Leadership at Louisiana Tech University. The Department of Curriculum, Instruction, and Leadership will have oversight for the proposed
graduate certificate. As the courses are currently online or in the process of being converted to an online delivery mode in the Summer quarter of 2014, no additional resources are needed to implement and maintain the certificate.

6. Cost
Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating needs for additional appropriations (if any).

As the graduate certificate utilizes existing courses from the course rotation for the EdD program in Educational Leadership there are no short-term anticipated additional expenditures associated with the proposed graduate certificate. For the initial roll-out of the certificate, enrollment may be limited to 10 students per year to fit within existing faculty and course sections. However, in the long-term, and if there is sufficient demand, additional course sections may be added.

CERTIFICATIONS:

Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

Date

07/10/14

7/10/14

Date
**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE**

**Institution:** Louisiana Tech University  
**Date:** 07-10-14

**Certificate Program, Unit:** 130401, Graduate Certificate (GC), Higher Education Administration, College of Education

**NOTE:** No additional personnel or expenditures are expected to be needed in the short term (4 years).

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

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Item E.2. Louisiana Tech University’s request for approval of revised Vision, Mission and Tenets Statements.

EXECUTIVE SUMMARY

As required by Southern Association of Colleges and Schools Commission on Colleges’ Comprehensive Standard 3.1.1., Louisiana Tech University respectfully requests consideration and approval of its revised vision, mission and tenets statements. These statements guide the University’s academic, co-curricular, research, and economic development plans as articulated in TECH2020, which is the institution’s ongoing strategic plan.

Vision
Louisiana Tech University will be recognized as a top public research university with an unparalleled integrated educational experience.

Mission
As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community of learners.

Tenets
- Confidence
- Excellence
- Commitment
- Knowledge
- Integrity
- Respect
- Leadership
- Loyalty
- Enthusiasm
- Caring
- Hope
- Pride

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 revised Vision, Mission and Tenets Statements.
OFFICE OF THE PRESIDENT

July 28, 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:

As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, Comprehensive Standard 3.1.1, Louisiana Tech University respectfully requests consideration and approval of its revised Vision, Mission, and Tenets Statements.

These statements guide the University’s academic, co-curricular, research, and economic development plans as articulated in TECH2020, our ongoing strategic plan.

Sincerely,

[Signature]

Leslie K. Guice
President

dc
Att:1
Vision

Louisiana Tech University will be recognized as a top public research university with an unparalleled integrated educational experience.

Mission

As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community of learners.

Tenets

ten·et (tēnˈət) n. An opinion, doctrine, or principle held as being true by a person or especially by an organization.

A college or university is often defined by the traditions, values, and principles established by its leaders over the course of many years, and how effective those leaders were in infusing these concepts into the culture of the institution. Over time, these concepts become the cornerstone of the institution's identity and the pillars upon which its mission and vision is built. They should also comprise a large part of the students' personal character as well as serve as a guideline for future generations.

Louisiana Tech University has developed twelve guiding principles, or tenets, that exemplify the qualities that Tech students should possess upon graduating from this institution. It is expected that students will conduct themselves according to these tenets during their academic careers at Tech and, after graduating, continue to personify these tenets in their personal and professional lives. In essence, these tenets become more than ideas to be learned; they become a moral and an ethical compass with which to navigate through life.

The Tenets of Tech are as follows:

- Confidence (confisio) - A sense of self.
- Excellence (bonitas) - Appreciation for first-rate experiences.
- Commitment (commendo) - Accept responsibility as a citizen of the University.
- Knowledge (aginitio) - Understanding of ideas based on actual experiences.
- Integrity (integritas) - Ability to defend, evaluate, or question one's own beliefs.
- Respect (adsurgo) - Acknowledgment of others' beliefs through personal interactions.
- Leadership (ductus) - Guidance through service, involvement, and mentoring.
- Loyalty (fides) - Faithfulness to values, commitments, and responsibilities.
- Enthusiasm (studium) - Excitement for personal characteristics and future opportunities.
- Caring (affectus) - Affinity for beauty, performing arts, and human culture.
- Hope (spes) - Belief in future experiences and growth opportunities.
- Pride (spiritus) - A sense of self-respect.

...Nothing Less Will Do.

Rationale

Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad and diverse range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level and interdisciplinary education in its areas of strength. Louisiana Tech offers master’s degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. Endorsing a culture of equity, diversity, and inclusion, it recruits a faculty committed to teaching and advising, and a student-oriented faculty and staff dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a technology-rich and challenging, yet safe and supportive environment, academic and co-curricular experiences, extra-curricular activities, and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community through strategic partnerships with public and private industries. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined, complementary, and interdisciplinary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs, service learning, and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is
committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

Approved by the Strategic Planning Committee May 22, 2003
Approved by the Administrative and Planning Council July 23, 2003
Approved by the Board of Supervisors for the University of Louisiana System February 27, 2004
Reaffirmed by the Administrative and Planning Council February 15, 2011
Revised November 14, 2013
Approved by the Administrative and Planning Council July 25, 2014
Submitted to the Board of Supervisors for the University of Louisiana System July 31, 2014
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

August 22, 2014

Item E.3. McNeese State University’s request for approval of a revised Mission Statement.

EXECUTIVE SUMMARY

In preparation for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC), McNeese State University is requesting approval of its revised Mission Statement. The revised statement has been reviewed and approved by the McNeese Academic Advisory Committee and the University’s senior staff.

Mission Statement

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate and graduate students and services to the employers and communities in the southwest Louisiana region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores.

All academic programs at McNeese State University emphasize in-depth disciplinary knowledge and its application to academic and professional environments. McNeese graduates achieve success through the studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions as well as mastery of general education competencies such as critical thinking, effective communication, and independent learning.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s revised Mission Statement.
July 29, 2014

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s revised Mission Statement to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the August 22, 2014 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosures
July 23, 2014

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

Re: McNeese State University Revised Mission Statement

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request permission to submit to the University of Louisiana System Board of Supervisors a revised McNeese State University Mission Statement to become effective upon review and approval by the Board of Regents. As we approach the time of submission for our SACSCOC reaffirmation, the revision clarifies our mission as an institution of higher learning that offers undergraduate and graduate programs. It also provides language needed for assessment of student learning outcomes. As noted in Dr. Daboval’s memorandum, the revised statement has been reviewed and approved by the McNeese Academic Advisory Committee and the MSU Senior Staff.

Thank you for your consideration.

Sincerely,

[Signature]

Philip C. Williams
President
MEMORANDUM

TO: President Philip Williams
FROM: Jeanne Daboval, Provost and Vice President for Academic and Student Affairs
SUBJECT: McNeese State University Revised Mission Statement
DATE: July 8, 2014

I request the revised McNeese State University Mission Statement be submitted to the University of Louisiana System Board of Supervisors for review and approval. Both the current statement with revisions noted in red and the revised statement are attached. The revision clarifies our mission as an institution of higher learning that offers undergraduate and graduate programs. It also provides language needed for assessment of student learning outcomes.

The revised statement has been reviewed and approved by the Academic Advisory Committee and the MSU Senior Staff.

Attachments
McNeese State University Mission Statement

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate and graduate students and services to the employers and communities in the southwest Louisiana region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores.

All academic programs at McNeese State University emphasize in-depth disciplinary knowledge and its application to academic and professional environments. McNeese graduates achieve success through the studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions as well as mastery of general education competencies such as critical thinking, effective communication, and independent learning.

Audiences

McNeese is responsible for serving:

- Residents of southwest Louisiana who have completed high school and are seeking either a college degree or continuing professional education;
- Two-year college transfer students, particularly those from Sowela Technical Community College;
- Employers in the region, both public and private, school districts, health care providers, local governments, and private businesses;
- Economic development interests and regional entrepreneurs; and
- The area community, by providing a broad range of academic and cultural activities and public events.

Array of Programs and Services

- An array of liberal arts programs at the baccalaureate level - arts and humanities, social sciences, natural sciences - appropriate to a teaching institution with a predominately undergraduate student body.
- Baccalaureate programs in education, engineering, business, nursing, selected allied health fields, mass communication, and criminal justice.
- Graduate programs primarily related to education, engineering, arts and sciences, nursing, and business.
- Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

Special Programs/Features

- Programs in innovation, entrepreneurship, and small business development supported by the Southwest Entrepreneurial and Economic Development Center.
- Agricultural and related sciences with opportunities for experiential learning at three working farms and the Center for Advancement of Meat Processing and Production.
- Custom academic programs and professional certifications integrated with area business and industry.
- Applied undergraduate research partnerships in engineering, sciences, allied health and the Louisiana Environmental Research Center.
- Cultural events are designed to connect McNeese with the regional arts community and K-12 education.
Item E.4. Nicholls State University’s request for approval to create the Department of Business Administration and Computer Information Systems in the College of Business Administration.

EXECUTIVE SUMMARY

Nicholls State University requests approval to create the Department of Business Administration and Computer Information Systems in the College of Business Administration. During the last several years, the College of Business Administration eliminated two departments in an attempt to address budget constraints. The primary purpose of the creation of the new department is to address the lost efficiencies associated with the structural change. The proposed department will help to address student demand, workforce development initiatives, and a growing online presence with the current structure.

The current departments within the College of Business are comprised of several academic majors, which make it somewhat difficult to effectively service the large number of students in the college. Computer Information Systems issues are growing in importance in the marketplace. Key areas of need include security issues, big data analysis and a growing need for information systems in healthcare and education. The proposed department will help prepare students to address these areas of need. The unique skills of the disciplines housed in the new department will facilitate the College’s growing emphasis on innovative technologies to expand our educational delivery formats.

The University has determined that the creation of the new department would best meet the needs of the programs and students in the College of Business. Business Administration degrees have a level of flexibility that requires more concentrated advising and guidance, which will be better addressed in the more focused department. The cost for creating a third department in the College of Business is approximately $50,000.

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 create the Department of Business Administration and Computer Information Systems in the College of Business Administration.
July 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 attached item to be placed on the agenda for the August 21-22, 2014, meeting of the Board of Supervisors for the University of Louisiana System:

To create the Department of Business Administration and Computer Information Systems in the College of Business Administration

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy  
President

BTM/ad

Attachments

c: Dr. Laynie Barrilleaux, 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  
Mrs. Stacy LeJeune, Internal Auditor  
Dr. Brigett Scott, Faculty Senate President  
Dr. Stephen Michot, Faculty Association Representative
MEMORANDUM

TO: Dr. Bruce Murphy
    President

FROM: Dr. Laynie Barrilleaux
      Vice President for Academic Affairs

DATE: July 28, 2014

RE: Academic Structural Change
    Request for a Third Department in the College of Business

Per Dr. Shawn Mauldin’s request and justification (enclosed) to create a third department in the College of Business Administration, I ask that this be placed as an item on the August meeting of the University of Louisiana System’s Board of Supervisors. The name of the newly created department will be the Department of Business Administration and Computer Information Systems.

I support and approve of this change, effective upon approval.
July 23, 2014

Dr. Bruce Murphy
President
Nicholls State University

Dear Dr. Murphy:

RE: Request for a Third Department in the College of Business

Nicholls State University seeks approval from the staff of the University of Louisiana System Office to create a third department (Business Administration and Computer Information Systems) in the College of Business Administration (CBA). During the last several years, the CBA eliminated two departments in an attempt to address budget constraints. The primary purpose of the additional department is to address the lost efficiencies resulting from that structural change. The CBA simply can’t meet student demand, workforce development initiatives, and a growing online presence with the current structure. The cost of the additional department will be approximately $50,000.

Additional justification for the department:

- The current departments are comprised of several academic majors with a large number of students making it difficult to effectively service the students.

- Computer Information Systems issues are growing in importance in the marketplace. Security issues, big data analysis and a growing need for IS in healthcare and education are key areas of need. This proposed department will be better able to focus our efforts on serving these needs and preparing our students to succeed with critical skills.

- The unique skills of the disciplines housed in the new department will facilitate our College’s growing emphasis on innovative technologies to expand our educational delivery formats, including our Post Bacc Cert. and our new Online Degree as well as expanded use of hybrid and online options in our existing programs.

- Business Administration degrees have a level of flexibility that requires more concentrated advising and guidance which can be better addressed in the more focused department as opposed to blended with so many other degrees.

We respectfully request that you consider this restructuring request. Thank you for your attention to this matter.

Sincerely,

Shawn Mauldin, PhD

Approved:

Laynie Barrilleaux
Item E.5. Nicholls State University’s request for approval to establish the Center for Workforce Excellence – Petroleum Engineering Technology and Safety Management.

EXECUTIVE SUMMARY

Nicholls State University requests approval to establish the Center for Workforce Excellence – Petroleum Engineering Technology and Safety Management (PETSM). The proposed Center will offer all avenues of education, from technical training at the associate’s level to management and problem-solving skills at the bachelor’s level and beyond. The name also signifies that the Center is prepared to enroll community college students by way of articulated transfer from the purely technical educational environment.

The proposed Nicholls State University Center of Excellence for the Advanced Study of Petroleum Safety and Workforce Excellence (COE-SWE) will be a nationally-recognized, flagship educational facility located in Thibodaux/Houma, Louisiana, the national gateway to offshore oil and gas exploration and production. The mission of the proposed Center will include education, professional development and licensure of quality, skilled petro-technical professional workforce for the current and future needs of the oil and gas industries, a vital element in the economic sustainability for Louisiana. As well, PETSM provides a unique blend of excellent academic programs to meet the workforce needs of the Gulf of Mexico, Louisiana, and beyond. PETSM graduates are employed worldwide in all of the segments of the oil and gas industry.

The University has established several Memoranda of Understanding to expand workforce connections with industry partners. Currently, articulation agreements are being developed for PETSM with Bossier Parish Community College – Oil and Gas program. Existing PETSM programs are the primary providers of engineering technology in oil and gas with emphasis on advanced technical and safety management systems. The University has a long history of educating and training oil and gas workers. The existing programs in PETSM have provided non-traditional students with access to higher education.

Existing resources will be used to manage the Center and will be a unit of University College. The University has dedicated space currently occupied by the Chef John Folse Culinary Institute to the PETSM department. The dedicated space will be renovated for the PETSM department, doubling existing square footage. The Center will fulfill local, state and regional workforce needs.
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 establish the Center for Workforce Excellence – Petroleum Engineering Technology and Safety Management.
August 13, 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 enclosed items to be placed on the agenda for the August 21-22, 2014, meeting of the Board of Supervisors for the University of Louisiana System.

To approve a Center of Excellence designation, Nicholls' Center for Workforce Excellence—Petroleum Engineering Technology and Safety Management

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy  
President

BTM/ad

Attachment

pc:  Dr. Laynie Barrilleaux, 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  
Mrs. Stacy LeJeune, Internal Auditor  
Brigett Scott, Faculty Senate President  
Dr. Stephen Michot, Faculty Association Representative
Initial Designation Proposal
Advanced Study of Petroleum Safety and Workforce Excellence

Prepared by
The Department of Petroleum Technology and Safety Management
Nicholls State University

Submitted to
University of Louisiana System
and
The Louisiana Board of Regents

July 28, 2014

people creating possibilities
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Executive Summary

The Petroleum Engineering Technology and Safety Management (PETSM) graduates are in high demand for global positions as the “Big Crew Change” predicted in the 1990s is here and is already having an impact on the petroleum industry. While companies are frantically rushing to fill the talent gap from a retiring workforce, the Nicholls State University PETSM initiatives are serving the vital mission of producing graduates for engineering technology and management positions for our state and national economy. PETSM is uniquely poised to expand its reach academically and to enter into a workforce outreach component that will provide the technical and managerial leadership skills needed for the next generation of petro-technical professionals. The designation of Workforce Center of Excellence will enhance existing efforts to reach out to our region and offer robust education and training opportunities through both traditional and non-traditional pathways.

Nicholls State University has been educating petro-technical professionals since 1973. Once a program within an academic department called Applied Sciences, the petroleum services program has been elevated to full department status and has been renamed Petroleum Engineering Technology and Safety Management (PETSM). PETSM is a self-contained unit with continually increasing enrollment numbers and completion rates. The administrative design of the department matches that of the institute management model where the academic and workforce segments of the department are supervised by a department head and an executive director.
The mature curricula in drilling, well completion, production, well services and safety management for the upstream oil and gas industry can be easily adopted to modular segments of technical information that can be delivered through the outreach services to advance workforce development needs. The Department of Petroleum Engineering Technology and Safety Management, stressing the vital area of safety and environmental management, envisions expanding the outreach courses to be offered in connection with Texas A&M to also include short courses lasting 3 to 5 days targeting precise career cluster mapping and specific workforce development programs using the stackable credential model established by the Employment and Training Administration of the United States Department of Labor (http://www.careeronestop.org/competencymodel/pyramid.aspx).

The outreach courses will focus on technical aspects of drilling, production, well services and process safety management.

The good news is that the future of Louisiana’s oil and gas industry is a bright one. Technological innovations have increased deep-water production and shale development at an impressive pace. The Gulf of Mexico is the fastest growing offshore market in the world. For the first time in decades our Nation is on the verge of energy independence. According to the U.S. Energy Information Agency (EIA), Louisiana is the country’s top crude oil producer when production from its section of the federally administered Outer Continental Shelf (OCS) is included. When that production is excluded, Louisiana ranks seventh in the nation. (Source: EIA)

The continued application of the horizontal drilling and hydraulic fracturing technologies show promising potential for the Louisiana Tuscaloosa Marine Shale Play. Exploratory wells and new technology continues to mature in the goal of exploiting what the Louisiana Department of Interior estimates to be nearly seven billion barrels of oil reserve in the Tusca-
loosa Marine Shale Play. Like North Dakota, Pennsylvania, and West Texas, the Tuscaloosa Marine Shale Play has the potential to make Louisiana the next oil boom state.

The bad news is that nearly 50% of the experienced leadership in the oil and gas industry will retire during this decade. Workforce development needs for skilled workers, technologist and engineers to sustain the oil and gas industry into the future has reached its peak. The estimates are staggering in terms of the number of workers needed now and into the future. According to the Louisiana Department of Economic Development Regional Labor Market, engineering technologists are in high demand for industry in the state of Louisiana. As the industry braces itself for the "big crew change," the mature and well established PETSM programs are making their contributions toward offsetting the loss of human resources by accelerating the establishment of the next wave of trained professionals needed to sustain the oil and gas industry.

The PETSM faculty and staff are proud to provide higher educational opportunities for non-traditional students working in both offshore and land based exploration and production locations. The PETSM programs are the only known two plus two bachelor of science and associate of science degree programs of their kind in the region. Unique scheduling of courses accommodates the typical oil and gas industry work cycles, including both 7-and-7 and 14-and-14 rotations for offshore or land based operations. PETSM curricula prepare graduates for lucrative careers in the expanding oil and gas industry, including the drilling and well completion, production, well services, safety, health and environmental segments. Graduates are elevated to management positions in safety, drilling and production operations, or they are employed in one of the many service and supply components of the industry.

Nicholls State University, located in Thibodaux, Louisiana, is a comprehensive, regional university serving a diverse population of traditional and non-traditional students. The University has assumed a leadership role in an area known for its agricultural, fishing, petrochemi-
cal, and oilfield-related industries. The Louisiana Department of Economic Development reports that 88% of U.S. oil rigs located off Louisiana’s coast, thousands of oilfield services, suppliers and equipment providers help support the state’s energy industry. Nicholls is strategically located at the gateway to offshore exploration and production in the Gulf of Mexico with Louisiana port facilities in Fourchon, Leeville and Venice.

During the 40-year history of the petroleum services programs, Nicholls has graduated thousands of productive citizens for the oil and gas industry in the specialty fields of petroleum and safety engineering technologist. Graduates of the PETSM associate level programs are often called “technologists,” which distinguishes them from graduates of the bachelor’s program who are identified as “engineering technologists”.

Technologists apply management theory and practice with technical skills to solve problems typically in an operational setting. Engineering Technologists are management specialist devoted to the implementation of existing technology within the oil and gas industry. They often work directly with engineers to carry out complex projects by applying engineering, technical and management principles.

While in the PETSM program, students are exposed to the multi-segmented aspects of the oil and gas industry. This broad base of knowledge prepares PETSM graduates for employment in one or more of the following areas:

- **Exploration (Drilling and Completions)** - Exploration is the initial phase of petroleum operations and is simply the search for oil and gas beneath the Earth’s surface. Once located, well drilling begins followed by well completion, the processes which bring a well to production. These activities are commonly linked in the business organizational structure and are presented in a similar way in the PETSM curriculum. This melding of the drilling and completion operations for students provides a unique niche for PETSM graduates in the oil and gas industry.

The drilling and completion portion of the PETSM program also exposes students to the critical safety aspects of the oil and gas industry, particularly as it relates to well control. Typically, the most catastrophic accidents in the industry are related to failures at well control. Students in the PETSM program are instructed in the critical well control technological processes used to safely control formation pressures.
• **Production** - During the production phase, oil and gas is extracted from the Earth. The production courses offered at Nicholls prepares graduates for production related careers. It is within certain production focused courses that PETSM has articulation agreements in place with four Louisiana Community and Technical College System (LCTCS) campuses including Fletcher Technical Community College.

• **Well Services (work over and intervention)** – Well services is a generic term relating to a number of highly specialized and complex intervention methods performed throughout the life cycle of a well. Courses offered within the PETSM exploration and production concentration engage students in the operations required to enhance well production in a safe and efficient manner.

• **Plug and Abandonment** – This phase prepares a well to be closed permanently, either after completion or production. PETSM courses include the common regulatory requirements for plugging operations and operational designs for safe and environmental surety of well closures.

• **Health, Safety and Environmental (HSE)** - These three components are of paramount importance to the exploration, drilling, completion, production, well services and plug and abandonment phases of the oil and gas industry. Adherence to HSE guidelines is a requirement worldwide and is also dictated by internal policies of most corporations. The PETSM curriculum has a focus beyond compliance to personal safety requirements and prepares graduates to effectively manage safety systems critical to safe and environmentally friendly exploration and production. The PETSM courses are designed to promote career opportunities as professional HSE specialist, HSE consultants and HSE engineers. Many graduates successfully obtain Board of Certified Safety Professional licensure upon completion of the work experience requirement.

PETSM provides a unique blend of excellent academic programs to meet the workforce needs of the Gulf of Mexico, Louisiana, and beyond. PETSM graduates are employed worldwide in all of the segments of the oil and gas industry listed above and in other areas not mentioned here. Thanks to the administrative leadership of Nicholls State University, steps are fully underway to realize the vision of launching a workforce development outreach center.
Memoranda of Understanding (MOU's) have been formally established to expand workforce connections with industry partners. A MOU between PETSM and the Texas A&M Engineering Extension Service (TEEX) has established a Cooperative Learning Center at Nicholls to conduct OSHA Education Outreach Courses. This new workforce outreach training program will effectively launch the PETSM outreach education and training certificate services in the Houma/Thibodaux region with initial course offerings scheduled to begin in October 2014. This program will enhance safety training in the region while providing a new, much needed revenue stream for PETSM to expand training and education certification. (Visit: http://www.nicholls.edu/news/2014/nicholls-signs-agreement-with-the-texas-am-engineering-extension-service-teex-to-offer-specialized-safety-and-health-training/.)

A public and private partnership has been forged in an MOU between PETSM and Falck Safety Services to develop apprenticeship, internship and externship opportunities for safety students. The inherent catastrophic risk and increased regulatory oversight of the oil and gas industry has created the need for well educated, trained and competent safety personnel. Falck is a global provider of basic workplace employee training with U.S. operations based in Houma, LA. Falck and PETSM are committed to working towards the development of new safety professionals needed for the critical safety management and leadership positions in the oil and gas industry. With job placement assistance provided by Falck within its current client base (e.g., Shell, BP, Chevron, Exxon Mobil, BHP Billiton) this partnership will provide career opportunities for PETSM safety students while attaining the Bachelor of Science degree in Petroleum Services Safety Technology (PSST).

On July 24, 2014, Nicholls State University signed an agreement with the Louisiana Mid-Continent Oil and Gas Association (LMOGA) and other state agencies and colleges to form a long-term partnership to help Louisiana businesses address the employment needs of the expanding Gulf of Mexico deep-water exploration and production industry. (Visit: http://www.nicholls.edu/news/2014/nicholls-joins-multi-agency-workforce-development-partnership/.)
A. Description

1. Provide a description of the proposed Center and how its area of focus has been a hallmark of the Institution, for which the Institution is or has the potential to be uniquely strong.

The Name, Scope, and Mission

This report proposes that the Center of Excellence be named the Nicholls State University Center of Excellence for the Advanced Study of Petroleum Safety and Workforce Excellence (COE-PSWE). The inclusion of the words "Advanced Study" will distinguish the Center's mission from those of the community college petroleum programs that offer important, but limited academic pathways to students. PSWE will offer all avenues of education, from technical training at the associate's level to management and problem-solving skills at the bach-
The mission of the proposed center will include education, professional development and licensure of a quality, skilled petro-technical professional workforce for the current and future needs of the oil and gas industries, a vital element in the economic sustainability of our region and State. Through research, and both formal and outreach education, the proposed center will address the workforce development needs of the petroleum industry and the complex process safety and environmental issues associated with exploration and production.
Nicholls State University has assumed the role as the state’s baccalaureate provider for production technology associate programs offered in Louisiana. It has also provided opportunity for the continuation of petroleum associate degrees for Louisiana Community and Technical Colleges in the region. The proposed center can provide a leadership role to promote academic collaboration to make a seamless transfer into Petroleum Services Exploration and Production (PSEP) or Petroleum Services Safety Technology (PSST) 4-year degree. The center will advance educational opportunities of Louisiana Community and Technical Colleges students and can provide the bridge for the critical oil and gas workforce needs of Louisiana. PETSM currently has articulation agreements in place with four LCTCS campuses:

1. Fletcher Technical Community College – Integrated Production Technology;
2. Nunez Community College – Industrial Technology;
3. River Parishes Community College – Process Technology and
4. South Central Louisiana Technical College – Production Technology.

As of the writing of this proposal, PETSM is also actively working on an articulation agreement with Bossier Parish Community College – Oil and Gas Program to be completed soon. We envision additional work in this area to formally link all LCTCS institutions offering a process technology associate program (e.g., Baton Rouge Community College and SOWELA Technical Community College) to PSWE.

*Serving the Defined Labor Market*

According to Regional Labor Market Area 3 (Houma RLMA as shown on the graphic), there are seven specific safety management related occupations identified for this regional area at the bachelor’s degree level by 2020. PSWE can provide a significant role in meeting the states workforce need identified in the following table:
In this region, the current PETSM programs are the primary providers of engineering technology in oil and gas with emphasis on advanced technical and safety management systems. While most LCTCS schools include regulatory “personal safety” in curricula, the inherent catastrophic risks involved in oil and gas exploration and production require expertise in the process safety management aspects provided by the PETSM programs.
The goal of the university administration and the PETSM faculty is for PSWE to become the leading center in Louisiana for advancing education and training in process safety management systems. The optimal outcome is to have participants of PSWE programs highly trained and eminently qualified to operate effectively within the oil and gas drilling and production phases of energy development. The technological advancements in drilling and production have led to a renaissance in the oil and gas industry. The specialized education and training certification and degree options this center will offer can provide access to citizens of Louisiana who are interested in pursuing long term, lucrative careers.

2. List and describe existing program(s) that will be part of the Center’s activities: credentials, date implemented, 3 to 5 years of enrollment (majors) and completer data. Include related programs and data, as relevant.

*A History of Unique, All-Inclusive Educational Pathways*

Nicholls State University has a long history of educating and training oil and gas workers. The existing programs have provided non-traditional students with access to higher education. The university began awarding two-year associate’s degrees in Petroleum Technology in 1973 and in Safety Technology in 1979.

The curriculum is designed to be “stackable” in that students can exit with the two-year associate of science degree or continue on to receive a four-year bachelor of science in petroleum services, which was created in 1983. The programs are designed as a two-plus-two progression. Students can choose to earn a Petroleum Services and/or Safety Technology associate degree in two years en route to an additional two years to earn a Petroleum Services bachelor’s degree.

In 2010, the bachelor’s program was authorized to provide two concentration paths: Exploration and Production and/or Safety Management. These two concentration paths provide advanced study into the technological and management practices of drilling, production and safety management.

PETSM degree offerings are accredited by The Association of Technology, Management, and Applied Engineering (ATMAE). Reaccreditations of the programs are scheduled in 2017.

*Recent Student-Centered Workforce and Educational Innovations*
Most recently, the Louisiana Board of Regents authorized in the Spring of 2014, the safety technology associate’s program for 100% online delivery through Nicholls Online. By Spring of 2015, PETSM faculty plan to transition the petroleum services associate’s program to 100% online delivery through Nicholls Online. Simultaneously, PETSM is working on an accelerated master’s degree in Applied Engineering Technology to address the demand for advanced studies in the management of energy.

PETSM programs have a long tradition of providing access to non-traditional (25 and over) students with unique program scheduling. This history is within the spirit of The Center for Adult Learning in Louisiana (CALL) initiatives, established by the Board of Regents in 2008. CALL was estimated to connect non-traditional students to higher education. It targets those adults with a high school credential and no college, those with some college but no credential, and those with degrees seeking retraining or courses for career advancement. In addition, the Board of Regents Master Plan for Public and Postsecondary Education in Louisiana: 2011, states that adult students need options and flexibility in course and program delivery. The design of the course scheduling of PETSM programs provides flexibility. In fact, the programs are specifically designed to accommodate working professionals in the oil and gas industry. With the launch of the Nicholls Online delivery of the Safety Technology associate’s degree and plans to launch the online Petroleum Services associate’s degree by Spring of 2015, the PETSM department will continue to increase opportunities that meet CALL initiatives by providing access to higher education for working adults. The access to non-traditional students promoted by this program is best illustrated by Christian Falcon and Tamarris Durham who both report on the impact the degree had on their personal lives. These two stories among others are now featured on the alumni spotlight page of the PETSM department.

http://www.nicholls.edu/petsm/alumni-spotlight/

Christian Falcon, (2008 Alum) credits Nicholls with being able to see his family more often. Before he finished his de-
gree at Nicholls, Christian worked a variety of rotations. In 2008, Christian earned a bachelor’s degree in petroleum technology and an associate’s degree in petroleum safety while working.

“I like my job,” Christian said. “I’m home every night if I want to be. I don’t have to be on the rigs anymore. I spent 15 years in the field away from my family half the year, but now I don’t have to do that anymore. It’s a direct result of my degree.”

Currently, Christian is a Senior Account Manager for Superior Energy Services. In this position, Christian works in the sales department, calling upon customers to find new work or following up on completed work.

Because of Nicholls, Christian has a college degree. With his busy schedule, especially when working offshore for days or weeks at a time, going to school at any other institution would have been impossible. “I can say that without this program, I would not have a college degree,” Christian said. “When I started, I had a wife, children, and the only thing I could do was to work seven and seven and 14 and 14 if I wanted to get a degree, and that’s what I did.

After about 10 years in the oil field, Tamarris Durham decided to get a degree that would further his career in the field, and Nicholls turned out to be the perfect place. When describing the program Tamarris said, “It takes a person that has no knowledge of the oil field and walks them out of the doors having knowledge of how the oil field works.”

Through his classes at Nicholls, Tamarris learned why he did what he was doing offshore and how to do it more effectively and safely. It brought a new perspective to his work. Also, while in the program, Tamarris was able to come into contact with industry professionals. Because of his involvement with the Society for Petroleum Engineers, Tamarris was able to network with people he otherwise may not have met. This eventually led him to a job at Chevron and finally Shell. Tamarris works as a Deep Water Regulatory Specialist.
and serves as a mediator between Shell engineers and government officials of the Bureau of Safety Environmental Enforcement (BSEE). His job is to make certain that regulatory processes are followed properly.

"Nicholls is the only place where a person that works offshore can come in, go to college on your seven days off, and then go back offshore to work," Tamarris said. "I worked seven-and-seven the whole four or five years I was at Nicholls. It's the only place you'll find that kind of education."

Data-Driven Mission Support

Data obtained by Institutional research for Spring 2014 enrollment shows the following demographics on the population currently served by the PETSM programs. Highlights of this information are based on 346 students enrolled in Spring 2014 are presented below:

✓ 90% Male
✓ 42% 25 and older
✓ 26% Out-Of-State
✓ 13% Veterans

The degree programs are designed to prepare students for mid-level and leadership careers as drill site managers, well completion specialists, production managers, well-site intervention field engineers, and safety, health, and environmental technologists. The unique focus on safety technology in petroleum careers is designed to be broad enough for other occupations, but focuses on the offshore environment, utilizes relevant equipment, and includes training in federal offshore BSEE regulations.

On-Line Educational Innovations

It should be noted that interest in Nicholls Online for non-traditional students has so far been nothing less than remarkable. The initial course offerings in the Associate of Science in Safety Technology program were filled within a few weeks, a clear indication of the potential for growth in online safety and petroleum education. Already, the safety technology online associate program is poised to graduate 25 students during term 5 of 2014 calendar year. This
access to non-traditional students could not have been possible without the Nicholls Online offering of the safety associate degree.

In sum, there are presently four degree offerings in PETSM:


- AS in Safety Technology (Traditional program, STAS, established in 1979 and 100% Online program, STAX, established 2014).

- BS in Petroleum Services with concentrations:
  - Exploration and Production (PSEP)
  - Safety Management (PSST)

The two associates are a true 2 plus 2 wherein 100% of courses in either the PSAS or STAS are required in the core of the Petroleum Services Bachelor of Science, established in 1983.

In 2010, a concentration pathway for advanced safety management studies was created within the Bachelor of Science degree in Petroleum Services leaving the existing Petroleum Services Bachelor of science curriculum in fact but now rebranded as a concentration in exploration and production. The concentration in exploration and production now has a better name recognition that distinguishes the unique differences in the areas of study from traditional production focused programs springing up in the community college systems across the country.

In 2014, the safety associate program was authorized for 100% online delivery through Nicholls Online. The faculty are currently working on transitioning the entire Petroleum Associate of Science curriculum to 100% online delivery and anticipate a request for board approval to offer in the spring of 2015.
Enrollment and Degree Production Rising Rapidly

The fall 2013 total enrollment for PETSM degrees offered is 316 students. The two associate level programs, which are designed to lead into the four-year program, include the Associate of Science degrees in Petroleum Services (PSAS) and Safety Technology (STAS). The Fall 2013 enrollment for the PSAS (33) and STAS (40) when compared to the bachelor's degree concentrations are approximately 1/3 that of the combined enrollment of PSBS (10), PSEP (101) and FSST (132). It should be noted that historical enrollment in the two-year safety program prompted the creation of the Safety Technology concentration in the four-year Petroleum Services program (PSST), which was implemented in the fall of 2012. At this same
time the long standing Bachelor of Science degree in Petroleum Services (PSBS) was essentially rebranded as the Petroleum Services Exploration and Production (PSEP). As the table below will show, the combined enrollments significantly increased from fall of 2011 (190) to fall of 2012 (315) which we attribute to the industry demand for health, safety and environmental technologist. With the creation of the petroleum services safety technology (PSST) bachelor’s degree concentration, the fall 2013 of PSST (132) enrollment demonstrated the interest and demand for a safety management career pathway.

Moreover, this was broadened by the safety technology associate degree (STAX) as authorized by the Board of Regents (BoR) for 100% delivery through Nicholls Online in the spring of 2014. Enrollment for the spring 2014 in the online safety associate program was 32 students. Initial enrollment numbers suggest a tremendous amount of interest in the online program, and during the spring sessions, the STAX degree provided access to students working as far away as Iraq, New York, California and Alaska.

<table>
<thead>
<tr>
<th>Degree</th>
<th>F 13</th>
<th>F 12</th>
<th>F 11</th>
<th>F 10</th>
<th>F 09</th>
<th>12-13</th>
<th>11-12</th>
<th>10-11</th>
<th>09-10</th>
<th>08-09</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAS</td>
<td>33</td>
<td>52</td>
<td>31</td>
<td>23</td>
<td>21</td>
<td>28</td>
<td>18</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>81</td>
</tr>
<tr>
<td>STAS</td>
<td>40</td>
<td>72</td>
<td>49</td>
<td>44</td>
<td>38</td>
<td>57</td>
<td>32</td>
<td>26</td>
<td>19</td>
<td>29</td>
<td>163</td>
</tr>
<tr>
<td>PSBS</td>
<td>10</td>
<td>99</td>
<td>94</td>
<td>88</td>
<td>90</td>
<td>12</td>
<td>16</td>
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<td>9</td>
<td>67</td>
</tr>
<tr>
<td>PSEP²</td>
<td>101</td>
<td>50</td>
<td>16</td>
<td>23</td>
<td>38</td>
<td>2</td>
<td>-</td>
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<td>2</td>
</tr>
<tr>
<td>PSST¹</td>
<td>132</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total</td>
<td>316</td>
<td>315</td>
<td>190</td>
<td>128</td>
<td>187</td>
<td>99</td>
<td>66</td>
<td>52</td>
<td>46</td>
<td>50</td>
<td>313</td>
</tr>
</tbody>
</table>

Source: Institutional Research

According to official data from Nicholls Institutional Research, The PETSM programs at Nicholls State University are among the fastest growing on campus. The PETSM department is the ninth largest on campus out of 23, in terms of total enrollment as of the spring 2014 census date.

**PETSM Majors Employed Upon Graduation**

Each year a voluntary survey is completed by graduating students of the university. Data collected over the past two academic calendar years, 2012 – 2013, compared PETSM majors employment status to other majors on campus at the time of graduation. As the table below indicates, graduates of the PETSM programs are much more likely to be employed in their
degree field than are other majors upon graduation. For example, 46% of PETSM majors were employed in their degree field when they graduated.

<table>
<thead>
<tr>
<th>Employment status</th>
<th>PETSM majors</th>
<th>Other majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time; employed in degree field</td>
<td>46%</td>
<td>26%</td>
</tr>
<tr>
<td>Full-time; employed outside degree</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time; employed in degree field</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Part-time; employed outside degree</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not employed</td>
<td>13%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: Fall 2012 to Fall 2013 Graduate Survey

Oil and Gas Partnerships

Through Nicholls Office of Career Services, students and alumni are connected with leading oil and gas companies, service providers, and support industries with timely information regarding full-time and part-time jobs. http://www.nicholls.edu/career/ as represented by the industry logos below. We also feature alumni at the following web link who tell their story of how the program changed their lives: http://www.nicholls.edu/petsm/alumni-spotlight/.

PSWE will include an advanced career advising center component. This center will reach out to Lafourche and Terrebonne Parish high schools to offer mentoring and focus activities about oil and gas careers, scholarship opportunities, and expanded access to oil and gas career day events.

More information about the upstream oil and gas career options can be found at the following web links:

http://www.spe.org/students/

http://www.aade.org/student-sections/

http://www.asse.org/professionalaffairs-new/career-res/

Graduates report entry level starting salaries ranging from $50,000 to $80,000.
B. Faculty and Administration

1. List the core and affiliated faculty members who will contribute to the Center, with examples of recent achievements related to the Center’s purpose.

Faculty Depth: A Blend of the Practical and the Theoretical

The following outline is a brief professional history of each full-time and affiliated faculty member within the Petroleum Engineering Technology and Safety Management (PETSM) department. As the short biographies show, the educational tracks of the faculty are very diverse, including both formal theoretical education and extensive “feet-on-the-ground” industry experience.

It is significant to note that both the Executive Director and the Department Head teach classes in the department. They and all other faculty professionals are successful teachers as well as industry leaders.

At present there are six full-time core faculty and 11 affiliated faculty members having a combined total industry experience approaching 300 years in the oil and gas industry. In addition, the department has a dedicated professional advisor assisting students with career and academic counseling.

PETSM also maintains a strong industry affiliation through the active student chapters of SPE, AADE and ASSE. These student organizations provide leadership opportunities to students and access to industry professional mentoring and networking services that promote workforce development. Each year the student organizations select one or more regional technical conferences to attend wherein the funding to offset student travel expenses are supported by SPE, AADE or ASSE student chapter fundraising efforts.
Michael Gautreaux, CSP. Assistant Professor of Petroleum Safety and Executive Director

Mr. Gautreaux is a Board Certified Safety Professional. He earned a Master of Science degree in Industrial Safety Management from Texas A&M University – Commerce and a Bachelor of Science in Industrial Technology from University of Southwestern Louisiana. He received advanced safety training from the Liberty Mutual Group and the Research Center for Safety and Health located in Hopkinton, MA. He has 28 plus years of occupational safety and training experience. Mr. Gautreaux is an active member of the Society of Petroleum Engineers, American Association of Safety Engineers, and American Association of Drilling Engineers. He is also a field safety representative, qualified to conduct casualty inspections and a qualified expert witness in Louisiana State courts in the field of safety as a certified safety professional. Michael taught as an adjunct instructor for Texas A&M OSHA Education Outreach Center from 1999 to 2004.

Milton Saidu, Ph.D. (Head of Department)

Dr. Saidu earned a Bachelor of Science degree in Physics in 2001 from the University of Sierra Leone. He then earned a master’s degree in Industrial Engineering, a master’s in Engineering Science with a focus in process control, and a Ph.D. in Engineering Science from Louisiana State University. Dr. Saidu, has over five years of industry experience in water remediation with petroleum contaminants, design of closed fluidized bed systems for solids capture, separation processes, and statistical process control systems. He has supervised several undergraduate and graduate students in projects and research. Dr. Saidu has also presented at professional conferences and served as judge at student professional presentations. Dr. Saidu’s research interest is focused on remediation of contaminated ground water and produced water from oil and gas production.
John Griffin, Ph.D., P.E. (Associate Professor)

Dr. Griffin earned a Bachelor of Science degree in Geology from Emory University, a Master’s degree in Mineral Engineering from University of Alabama, and a Ph.D. in Petroleum Engineering from Louisiana State University. Dr. Griffin has over 20 years of teaching and consulting experience, as well as, industry experience in well control and drilling. He is a registered professional engineer (P.E.) in both environmental and petroleum engineering. His career has seen him rise from the ranks of production engineer for Amoco (now BP) to a well site drilling rig manager with Chevron. He has over seen the completion fluid side of well completions throughout the Gulf of Mexico for multiple operators. His operations experience has included west Texas, the British North Sea, and Venezuela. He is the founding faculty sponsor for the Nicholls American Association of Drilling Engineers (AADE) student section as well as the recipient of a one million dollar grant from NAVSEA program where technologies developed by the U.S. Navy are transferred to the oil industry and public at large. Through his many industrial relationships, Nicholls had gained access to state-of-the-art oilfield education and training to enhance and continuously expand the Nicholls curriculum.

Alireza Edrisi, Ph.D., (Assistant Professor)

Dr. Edrisi, earned a Bachelor of Science degree in Petroleum Production Engineering from Petroleum University of Technology, Iran. He earned a master’s in Petroleum Reservoir Engineering from University of Tehran, Iran and a Ph.D. in Petroleum Engineering from Louisiana State University. He has experience in oil and gas production and optimization of drilling operations based on the use of drilling fluids. He is a professional member of SPE and AADE. He has presented research materials at several professional meetings and has been recognized multiple times including the GOM Deepwater Technical Symposium, New Orleans, LA (2010 and 2011), and the SPE Americas E&P HSSE Conference, Galveston, TX (2013). Dr. Edrisi’s research activities span the areas of production and drilling engineering. More precisely, he is investigating the topics of rheology of complex fluids in drilling and fracturing applications with emphasis on foams and energized fluids. Foams are one of the most popular fluids especially for shale-gas fracturing and underbalanced drilling. His
other research interests consist of drilling optimization, multiphase flow behavior in pipes, software development including drilling hydraulics and also leak detection.

**Frank Poskey, (Instructor)**

Mr. Poskey, earned an Associate of Science degree in Petroleum Safety Technology and bachelor's degree in Petroleum Services from Nicholls State University. He is currently enrolled in a masters degree program in Health and Safety at Columbia Southern University. He has 30 plus years of experience in well completions, sand control, fracking, and well interventions, using slick-line, coiled tubing plus snubbing. Mr. Poskey is a member of the American Association of Drilling Engineers (AADE), the Society of Petroleum Engineers (SPE) and is still actively involved as a safety consultant for local industry.

**Henry C. Foust, (Instructor)**

Mr. Foust earned a Bachelor of Science degree in Petroleum Engineering from the University of Louisiana – Lafayette. He also has credits towards a Juris Doctorate. He has 20 plus years of experience in drilling, production, research and development in field operations.
Kent Daniel, OHST (Adjunct Instructor)

Mr. Daniel is a Board Certified Occupational Health and Safety Technician. He earned an Associate of Science degree in Safety Technology from Nicholls State University. He also has an Associate of Science in Petroleum Technology from Lincoln Trail College, a master's in Education Administration and a master's in Adult Education from New Orleans Baptist Theological Seminary. Mr. Daniel has over 6 years of experience in exploration (drilling) and over 15 years of experience in production in the Gulf of Mexico. Mr. Daniel teaches the Safety Technology 295 capstone course which prepares students for professional licensure in the safety field. He currently works for Chevron as a Deepwater Exploration and Production (DWEP) HES Training Coordinator and teaches for Nicholls State University during his days off.

Noah West (Adjunct Instructor)

Noah James West is the Managing Member of Stratagraph-HESTQ, a consulting and employee development company. He developed HESTQ®, a leadership based, integrated regulatory management system and competency model. Mr. West has a bachelor's degree in business management from West Virginia University and master's in safety management from West Virginia University.

His work experience includes, serving on the International Association of Drilling Contractor's (IADC) KSA (knowledge, skills, and abilities) Committee; administering Louisiana State University at Eunice's Fire and Emergency Services degree program; teaching safety and environmental management as an adjunct instructor within the University of Louisiana at Lafayette's Industrial Technology degree program; serving on and chairing committees within the Fire and Emergency Services Higher Education Initiative (FESHE) and Higher Education Program (HEP) that operate under United States Fire Administration (USFA) and Federal Emergency Management Agency (FEMA) oversight.

Mr. West is committed to developing greater operational capabilities for business, industry, regulators, and working people, by emphasizing that workforce development is best achieved through sustainable career and professional development.
Michael Dardar, CSP (Adjunct Instructor)

Mr. Dardar is a Board Certified Safety Professional. He earned an Associate of Science degree in Safety Technology and an Associate of Science degree in Petroleum Services from Nicholls State University. He is the Global HSSE Manager for a well construction and well-bore cementing products company located in Houston, TX. Mr. Dardar is also currently the President of the American Society of Safety Engineers (ASSE) Bayou Chapter. He has over 13 years of Oil and Gas Industry experience, spending the early part of his career as a Deepwater Production Operator, and has over 6 years of experience as a safety engineer in drilling and production in the Gulf of Mexico. His subject matter expertise has been very vital for freshman classes taught in the PETSM department.

Jeff Ledet (Adjunct Instructor)

Mr. Ledet earned a Bachelor of Science in Community Health degree from LSU-Shreveport and an Associate of Science degree in Safety Technology from Nicholls State University. He has over 5 years' experience as a Safety Specialist and Training Manager for a crane and winch manufacturing and service company. Mr. Ledet has subject matter expertise in American Petroleum Institute (API) monogrammed pedestal mounted hydraulic offshore cranes, one of the leading causes of catastrophic injury in the offshore environment, as well as Fatality Prevention, Behavior Based Safety, and industry regulations such as Safety Environmental Management Systems (SEMS), Occupational Safety and Health Administration (OSHA), U.S. Coast Guard and API recommended practices. Mr. Ledet is a past President of the Bayou Chapter of the American Society of Safety Engineers and also provides his subject matter expertise as an instructor for lower-level safety courses in the Nicholls State PETSM programs.
Heath Sanity (Adjunct Instructor)

Mr. Sanity earned an Associate of Science degree in Safety Technology and Bachelor of Science in Petroleum Services in 2010 from Nicholls State University. Mr. Sanity has over 18 years of experience in the oil and gas industry including 6 years as a lead production operator on the deep-water Conoco Phillips Magnolia facility. During his 14 days off, Mr. Sanity teaches hybrid delivered production and safety related courses. Mr. Sanity has merchant mariner credentials and is USPS licensed for able-bodied seaman, life boatman, and ballast control operations. Mr. Sanity has completed extensive training and certification in rescue operations. He is a certified fall protection and high angle rescue trainer, a member of the advanced firefighting brigade on-board the Magnolia Deep-Water facility and a certified emergency medical responder by the Louisiana Department of Health and Hospital. Mr. Sanity is currently pursuing a graduate degree in Safety Technology from Columbia Southern University.

Terry Autin (Adjunct Instructor)

Mr. Autin earned an Associate of Science degree in Safety Technology and an Bachelor of Science degree in Petroleum Services from Nicholls State University in 1996. Mr. Autin has over 32 years of experience in the oil and gas industry. He has held various job positions in the Oil and Gas Industry since 1975. Campbell Well Fluids Disposal Site Supervisor; Aids to Navigation Technician with Automatic Power; a 29 year career with Chevron as Roustabout, Production Operations Specialist; Health, Environmental, & Safety Coordinator, Deepwater Operations HES Specialist, Production Compliance Inspector, HES Specialist Deepwater Tahiti Project, to his current job with Chevron as HES Team Leader in Lobito, Angola Africa Fabrication Yard Site for Congo River Crossing Project, South Nemba Extension Project, Mafumeria Sul Project and Lianzi Sub Sea and Topsides Project. He is a certified Occupational Safety Specialist, trained RCA Facilitator and Investigator, certified Radiation Safety Officer pertaining to (NORM), Naturally Occurring Radioactive Material in the Oil and Gas Industry, a certified NORM Surveying and Control Officer, a certified United States Coast Guard approved Marine Fire Fighter, a certified State of Louisiana First Responder, a certified United States Coast Guard Medical Care provider, and a Hazwoper Certified Technician, Level-5 Incident Response Commander.
Brian Clausen (Adjunct Instructor)

Mr. Clausen earned an Associate of Science degree in Business Administration and a Bachelor of General Studies degree from Nicholls State University. He is currently the Director of Environmental Health and Safety at Nicholls State University. Brian has over 30 years of experience in the field and is a subject matter expert in safety and health. Brian is a certified Asbestos Inspector with LDEQ and teaches lower-level safety courses in the PETSIM program.

David Nugent (Affiliate Faculty)

Mr. Nugent has over three decades of oilfield experience, mainly in the areas of drilling, workovers, completions, project management, mentoring, and education.

He was involved as a consultant drilling engineering in the design services on a Chukchi Sea exploration drilling project offshore Alaska for ConocoPhillips. Mr. Nugent has drilled and completed numerous horizontal wells, including single lateral wells offshore in the Gulf of Mexico, dual lateral wells in East Texas Austin Chalk, and single, dual, and tri lateral wells onshore in Alaska. Some horizontal lengths drilled in excess of 7,000’ with 3 to 1 and 4 to 1 MD to TVD ratios. He has also been involved in numerous offshore projects in Nigeria, the Cook Inlet, and shelf and deepwater Gulf of Mexico.

He has extensive engineering and planning experience in deep, high temperature, high pressure drilling. Drilled wells to depths exceeding 22,000’, mud weights in excess of 18.5 ppg, and temperatures up to 350°F.

Mr. Nugent earned his Master of Science Degree in Engineering Management from the University of New Orleans, his bachelor’s degree in Petroleum Engineering from the University of Southwestern Louisiana. He completed all course work and comprehensive examinations
(ABD) in a doctoral program in petroleum engineering at the University of Alaska Fairbanks.

Cliff Cameron (Affiliate Faculty)

Mr. Cameron has over two decades of accident reconstruction for catastrophic losses in the insurance industry. He is the leading expert in forensic engineering and has pioneered the "Physics First" approach to a proactive ethical alternative to high cost litigation by helping clients and claimants expedite analysis of resolution of complex catastrophic loss litigation. Mr. Cameron is the owner of Risk Systems, Inc. which is a design, direct and teaching company of the Proactive Physics First© Response, Analysis And Rapid Resolution. He earned a bachelor's and a master's from the School of Engineering Technology at Texas A&M Commerce. Mr. Cameron is a guest lecturer in root cause accident analysis and a leading expert in DOT motor vehicle safety.

Michael Vinci, CSP (Affiliate Faculty)

Mr. Vinci is a Board Certified Safety Professional with 20 + years of safety & incident prevention experience in the Oil/Gas and Petro-Chemical industry. His work is driven by the belief that there is a better way for any organization to approach and sustain a goal of zero incidents. He is a 1991 graduate of Nicholls State University in General Studies with an associates of science in Safety Technology. He also served in the United States Air Force.
Travis Mitchell, (Affiliate Faculty)

Mr. Mitchell is expert in Hazardous Materials management and currently works in the oil and gas industry as a safety manager. Mr. Mitchell is the direct supervisor of several graduates of the Nicholls Petroleum Engineering Technology and Safety Management programs. He has volunteered his time and expertise to guest lecture in the Hazardous Materials Management course designed to educate on the complex regulatory management and permitting requirements for hazardous materials commonly produced in the oil and gas industry.

Lacey Melancon, Coordinator of Advising and Career Development

Mrs. Melancon has earned an Associate of Science degree in Child Development and Preschool Management, a Bachelor of Science in Child, Family, and Social Services, and a Master of Education in Counselor Education from Nicholls State University. As a graduate student in the Advising Center, she developed the Transfer Orientation program that is still in place today. She has been a Freshman advisor and University Studies instructor since 2007 and has worked specifically with Petroleum Services and Safety Technology students since that time. She participates in Freshman Orientation, meets with prospective students, evaluates transfer credit, assists with developing articulation agreements, and has been the Coordinator of Cross Enrollment with Fletcher, First Alert, and Dual Enrollment. She has been the Chairman of the University College Suspension Appeal committee and is currently the Chair of the Academic Policy and Standard committee. In 2013, she became advisor for the entire Department of Petroleum Engineering Technology and Safety Management advising Freshman to Seniors. She works side by side with the Department Head, Executive Director and faculty in curriculum management and career development.
**FIRST Louisiana - Blue Ocean Initiative**

Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) is a plan rooted in the fundamental belief that the basic and applied sciences lay the foundation for targeted and sustained innovation. FIRST Louisiana identified seven core industry sectors to drive research activity and economic development in Louisiana. These seven sectors are aligned with those identified in the Louisiana Department of Economic Development’s Blue Ocean initiative. Within the seven sectors, petrochemical (ultra-deep water oil and gas; unconventional natural gas and enhanced oil recovery) plus energy and environment tops the list of priorities established by the Board of Regents Master Plan. As such, the PETSM programs are actively involved in research activities as follows:

- Rheology of complex fluids in drilling and fracturing applications with emphasis on foams and energized fluids.
- Water remediation with petroleum contaminants, design of closed fluidized bed systems for solids capture, separation processes, and statistical process control systems.
- Treatment of oilfield waters by high pressure pulse and induced non-nuclear radiation.
- Settling associated with oil production caused by residual release of stress at fault planes.
- Economic and technical application of gravel packing.
- Stop Work Authority Program Implementation in Gulf of Mexico Oil and Gas Industry.
2. Provide an administrative structure for the Center, including reporting lines.

The Department of Petroleum and Engineering Technology and Safety Management is housed in University College. The mission of University College embraces multidisciplinary, student-centered programs that provide cultural and workforce educational paths for students of the region, state, nation, and beyond. The home of programs of distinction such as the Honors Program and the university's only Institute - The Chef John Folse Culinary Institute - the college also provides academic services to all first-time and transfer students.
3. Address whether and/or how the Center would affect the present structure of the Campus.

The organizational chart above represents the administrative structure of the PETSM department as a unit of University College. The Executive Director is primarily responsible for the coordination of recruiting, outreach and continuing education initiatives, workforce...
partnerships, and fund raising. The Head of Department is in charge of academic concerns, including class scheduling, faculty development, coordination of research activities, and program review and assessment. The Executive Director and the Head of Department both report to the Dean of University College. The Academic Advising Center, a unit within University College, provides the PETSM department with a full-time Coordinator of Advising and Career Development. The Coordinator is responsible for the academic advising and the promotion of career opportunities for PETSM students. The Coordinator also assists the Head of the Department with course and program scheduling issues. As the PETSM department continues to grow, future efforts will focus on the continued development of research and scholarly activity.

C. Facilities and Equipment.

Briefly describe the existing and anticipated facilities (buildings, classrooms, laboratories, offices, etc.) for the Center, including donations from external sources. Include a projected timeline for any new facilities to be brought on line and address how they will be used by the Center.

*The University’s Commitment: New Space to Match Growth and Mission*

To demonstrate its support of the growing PETSM programs, Nicholls State University is planning to relocate the program to ensure that facilities match mission and growth. At present, the Petroleum Engineering Technology and Safety Management programs are housed in a 5,000 square foot area of Gouaux Hall. There are currently five teaching classrooms, two of which incorporate built-in labs. In 2010, three additional labs were established in Peltier Hall with industry matching funds and a BoR Enhancement Grant.

The demand for courses has reached an all-time high in the history of this program. Because of the rapid growth of the program the University has dedicated space currently occupied by the Chef John Folse Culinary Institute to the PETSM department. The space is located in Gouaux Hall and will be vacated by the Culinary Institute upon completion of the new culinary facility which is anticipated in the Spring of 2015. The dedicated space will be renovated for the PETSM department doubling the existing square footage. The renovations will include increasing classroom size and the creation of an administrative suite. It is estimated that capacity (access to more students) can increase by 75% per teaching section during the
course of the day. This equates to serving approximately 175 more students during each teaching time slot per teaching day.

The following proposed renovation plan shows larger classrooms with seating capacity up to 45, a career counseling center, two new labs, a multi-purpose room and administrative suite. The estimated cost for renovations, furnishings, instructional equipment and labs is $2.8 million dollars. It is our intention to phase the renovation project based on available industry matching funds and state support through the W.I.S.E. initiative and Board of Regents enhancement grant process. We are actively working with industry partners to raise industry matching funds to begin phase I renovations.

During phase I, we plan to renovate three classrooms and the production safety systems lab (labeled A, B, C & D) in the following floor plan drawing. Classroom renovations will increase seating capacity from 25 to 45 in all three rooms. This is an increase in capacity to 75%. PETS has secured verbal commitments to date for industry matching funds and we are hopeful that these contributions in conjunction with W.I.S.E. grant money will fund the estimated $500,000 phase I project.
Further University Commitment: External Facility Resources

In addition to on-campus renovations, the University is also providing valuable external facility resources. The Theodore Louis Duhé Building in Houma, Louisiana has been identified as the primary location for the PETSM outreach initiative and continuing education courses. This facility is situated in the center of oil and gas industry activities. The proximity of the Duhé to the BP and Chevron support facilities, and to lodging and fine dining establishments makes it the ideal location for industry outreach and training programs. Working in close collaboration with the Office of Continuing Education, the Duhé building will be the future home of the PETSM Education and Training Facility. Starting in October of 2014, in connection with Texas A&M Engineering and Extension Service, PETSM will launch its cooperative learning center courses. (See TEEX Agreement in Appendix A.) As the floor plan below indicates, the Duhé facility is a modern center ideally suited for outreach education and training courses, industry conferences and workforce activities.
The Center's Positive Effect on Present Campus Resources

The PETSM administrative structure will continue to be in place after the move is made to the new facilities. The Director will remain in charge of outreach and distance learning. The Head of Department will remain in charge of academic affairs. The Director and the Head of Department will both continue to report directly to the Dean University College. The Advising and Career Center, now housed in a separate unit in Elkins Hall, will become a part of the new facility design. This latter adjustment involving advising and career development will bring about greater emphasis on student retention and graduation rates in the PETSM program. The above administrative and physical structures will be maintained after the designation is received for Center of Excellence. However there are plans to hire faculty for developing the research component of the center and the addition of a master's degree by research faculty.

D. Budget

1. Provide a projected three year budget, including sources and amounts of funding/revenue and costs/expenditures for the Center.

The Blend of State and Industry Budget Assistance

The department funding comes from several sources. First, the Department has appropriated funds from the Nicholls general fund, which consists of self-generated revenues from students, including tuitions and fees, and appropriations by the State of Louisiana, via the University of Louisiana System (ULS) funding formula.

The amount of funding received by PETSM from the Nicholls general fund depends largely on the full-time and adjunct faculty needed to support the enrollment demand. The department operating budget is limited to critical supplies and program accreditation. The department budget needs are currently prepared by the Department Head, in collaboration with the Dean of University College. The budget proposal is then submitted for analysis and approval.
The following budget provides actual revenue and expenses based on FY 14. The budget assumes a 10% growth in enrollment for FY 15 & 16 and then a leveling out of 5% growth for FY 17 and 18 wherein peak enrollment is anticipated at 400 students.

As the projected revenue increases from $2.8 M in FY 15 to $3.7M in FY 18, additional resources (expenditures) also increase proportionally. This includes the anticipated additional of new full-time faculty in FY 16 and FY 18 ultimately increases from the current level of 6 to 8 fulltime faculty.

Clearly the revenue projections compared to the expense demonstrate a strong business case for the sustainability and growth of the PETSM program.

<table>
<thead>
<tr>
<th>PETSM</th>
<th>10% Increase</th>
<th>10% Increase</th>
<th>5% Increase</th>
<th>0% Increase</th>
</tr>
</thead>
<tbody>
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<td><strong>Head Count</strong></td>
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<td>350</td>
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<td><strong>Revenue</strong></td>
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<td><strong>FY15</strong></td>
<td><strong>FY16</strong></td>
<td><strong>FY17</strong></td>
</tr>
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<td>1,752,470</td>
<td>2,065,470</td>
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<td>Per Head Count</td>
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<td>Non-Resident Tuition</td>
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<td>636</td>
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<td>Student Fees</td>
<td>571,205</td>
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<td>700,006</td>
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<td>1,923</td>
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<td>Course/Lab Fees</td>
<td>169,936</td>
<td>200,205</td>
<td>220,940</td>
<td>242,740</td>
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<td>Per Head Count</td>
<td>555</td>
<td>572</td>
<td>589</td>
<td>607</td>
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<tr>
<td>Non-Credit Revenue (Outreach)</td>
<td>-</td>
<td>20,000</td>
<td>22,000</td>
<td>24,200</td>
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<td><strong>Total Revenue</strong></td>
<td>2,287,150</td>
<td>2,818,683</td>
<td>3,235,432</td>
<td>3,581,197</td>
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Expenditures

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<th>7 full time</th>
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<th>8 full time</th>
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<td>Faculty/Staff Salaries plus Benefits</td>
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<td>612,032</td>
<td>744,393</td>
<td>766,725</td>
<td>903,727</td>
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<td>Adjuncts &amp; Overloads</td>
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<td>71,455</td>
<td>83,270</td>
<td>85,768</td>
<td>88,341</td>
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<td>Supplies</td>
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<td>17,843</td>
<td>19,882</td>
<td>22,056</td>
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<tr>
<td>Per Head Count</td>
<td>49</td>
<td>51</td>
<td>53</td>
<td>55</td>
<td>57</td>
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</table>

**Total Expenditures** | 678,580 | 701,331 | 847,546 | 874,549 | 1,016,006 |

Without generous industry assistance - via gifts/contributions and grants directed through Nicholls Foundation and 501(c)(3) non-profit organization program support for labs, student scholarships and student and faculty travel would not be possible. Individuals and businesses can make donations to Nicholls Foundation which may be earmarked for specific colleges and departments.

One of the largest donors to the PETSM program has been the American Association of Drilling Engineers (AADE) New Orleans and Lafayette Chapters http://www.aade.org/. Nearly $500,000 dollars have been invested into the infrastructure needs of the PETSM program by way of the AADE Distance Educational and Simulation Lab and the AADE Johnston "Bubba" Hale Memorial Drilling Fluids Lab. In additional, AADE has funded an endowed professorship and funds nearly 25,000 dollars in student scholarships each year.

http://www.nicholls.edu/news/2012/nicholls-petroleum-services-program-to-receive-more-than-300000/


http://www.nicholls.edu/news/2008/954/

http://www.nicholls.edu/news/2008/nicholls-receives-nearly-100000-for-petroleum-education/
Expanding Opportunities for Industry Budget Support

The workforce development needs of the oil and gas industry have created an opportunity for the PETSM program to leverage its expertise in offering short courses, professional development and certification. As mentioned earlier, the PETSM program has entered into a cooperative agreement with Texas A&M Extension Service (TEEX) to offer Occupational Safety and Health Outreach Courses. Through this agreement, PETSM will launch into a self-generating enterprise by teaching course through the Nicholls Continuing Education program. The revenue generated from this effort will be re-invested into the PETSM program.

Another significant source of funding is through grants and ability to leverage industry-matching funds. PETSM now has three newly renovated and equipped labs housed in Peltier Hall: the Petroleum Services Reservoir Fluids Laboratory, the AADE Memorial Johnson “Bubba” Hale Drilling Fluids Laboratory and the Environmental Monitoring and Assessment Laboratory. These areas were made possible by way of a $153,000 industry match plus a $184,894 award from the BoR Enhancement Program. The new state of the art labs at Nicholls promote graduates’ success in leadership and management roles that are linked to their skills and abilities in science, technology, engineering and math (STEM) disciplines. The program applied math and geo-science principles related to reservoir fluids, drilling fluids and environmental assessment and monitoring are now enhanced with applied laboratory experiences for students.

The labs will have a direct contribution to the oil and gas upstream sectors needed for petroleum technical professionals, which are in a critical shortfall to meet the energy needs of our nation for the next 25 years. The abundance of natural gas, shale deposits and deepwater drilling and exploration has seen a tremendous boost to local, state and national economies. The renaissance in the oil and gas industry will demand a highly-trained and educated workforce, having strong foundational knowledge, skills and abilities in the engineering, science and environmental technologies related to the upstream oil and gas exploration and production industry. The new labs at Nicholls are designed to meet the talent gap for industry workforce needs.
E. Measures for Center of Excellence

1. How will the Center enhance the institution’s mission? What value does a Center bring that is not accomplished through the current organizational structure? What goals/objectives would be accomplished due to the existence of the Center? What indication is there that the Center is an institutional priority?

Mission Match: University and PETSM

The proposed Nicholls State University Center of Excellence for the Advanced Study of Petroleum Safety and Workforce Excellence (COE-PSWE) will enhance the mission of Nicholls State University by cultivating productive citizens and employees for Louisiana, the nation’s petroleum industry and its related fields in business, industry, education, and government. It will do so by developing technologists, engineering technologists, supervisors, and managers through quality teaching, research, and service through outreach education and training.

As stated in its mission, Nicholls serves as “a student-centered regional institution dedicated to the education of a diverse student body in a culturally rich and engaging learning environment through quality teaching, research, and service.” Nicholls also “supports the educational, cultural, and economic needs of its service region and cultivates productive, responsible, and engaged citizens”.

Mission Objectives of the New Center of Excellence

The primary objectives of the Center of Excellence for the Advanced Study of Petroleum Safety and Workforce Excellence (COE-PSWE) will include:

1) To increase the level of STEM (Science Technology Engineering and Mathematics) related education and training to connect non-traditional students to higher education and industry licensure for petrol-technical professional careers.

2) To expand the university’s collaboration with business, education, and service entities to meet the critical industry workforce needs by providing outreach education and training industry competency-based certifications.
3) To emphasize education and training opportunities for the workforce in the critical process safety driven approach involving risk-based decision making for highly complex oil and gas operations.

4) To foster interdisciplinary activities including research, formal education, and outreach components that will provide opportunities for the participants to address complex safe and environmentally friendly drilling and production issues in a more comprehensive and inclusive manner.

5) To create alternative revenue streams through industry funding, self-generated funding, and research.

University Mission Support

Nicholls fully supports the PETSM programs and this proposal for the designation as a Workforce Center of Excellence. The administration recognized the unique regional workforce contribution of the PETSM programs for over 40 years and has authorized additional professional staffing positions. The university is committed to current efforts to commercialize education and training certificates through the Nicholls Continuing Education program working in cooperation with PETSM staff. This cooperative effort will increase access to training and certifying courses for Louisiana citizens.

2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measurable outcomes of the enterprise. How will excellence be even more apparent with or through the Center? Is this focal area mentioned in the Master Plan? (If not, why not?)

The University has already demonstrated excellence in the area of petroleum exploration and production with a strong central focus on safety management for over four decades. The most significant outcome is that Nicholls has had the longest running program of this kind in the State of Louisiana. The program has been sustained for decades primarily because of thousands of quality graduates it has provided for the oil and gas industry. Because of this commitment of both industry partners and the University, the PETSM programs are strong, viable and capable of contributing in a systematic way to workforce development
needs of the oil and gas industry. Despite a diminishing tax appropriation to higher education, the University has been able to resource the needs of the program to keep up with the increased demand. As noted earlier in this proposal, the enrollment in the petroleum and safety focused degree programs have grown from a baseline of 144 total students in the fall of 2008 to the current level of 316.

During this same period, the program has effectively implemented a "hybrid" delivery model to accommodate rotational schedules beyond the seven-and-seven cycle. Today we offer courses that include a blend of face-to-face, internet web delivery and on campus labs that effectively provide access to working professionals with schedule changes up to 14 days on and 14 days off. Anecdotal evidence suggests the hybrid format accelerated the growth in the educational attainment of the adult population, further confirmed by the initial interest in the safety program offered through Nicholls Online.

The University has managed to provide authorization to hire new faculty and increase the number of adjunct subject matter experts to accommodate the heavy demand for the PETSM programs. This helped to maintain the program rigor and allowed PETSM to continue to offer the quality education the industry has come to expect from PETSM graduates. Educational excellence is also demonstrated by the PETSM degree offerings which are fully accredited by The Association of Technology, Management, and Applied Engineering (ATMAE).

We anticipate the designation of Center of Workforce Excellence will enhance our current plans to create non-credit workforce education and training courses. The PETSM department is now a Cooperative Learning Center of OSHA Education and Training Outreach Courses through Texas A&M Extension Services. This enterprise will commence during the fall of 2014. Our tactical plan is to offer one course per month starting in October which will immediately produce revenue that can be invested into the PETSM programs and outreach initiatives. It is our long term goal to generate a sustainable self-funding revenue stream to offset reliance on dwindling State funding.

The Petroleum Engineering Technology and Safety Management baccalaureate programs satisfy education requirements identified in the MASTER PLAN FOR PUBLIC POSTSECONDARY
EDUCATION IN LOUISIANA: 2011. The Plan calls for “unique and special” baccalaureate programs in the professional services areas that are specifically designed to meet the needs of regional economic development.

3. What local, national or international grants and/or pledges has the Center received? Specifically address whether there is an ongoing, successful effort to secure major grants and partnerships to support the mission and activities of the Center, as appropriate. What is the plan for the next five years of operation to maintain and enhance the performance of the Center? What infrastructure is in place to ensure future viability?

The PETSM program enjoys tremendous support from industry partners. The American Association of Drilling Engineers and the Society of Petroleum Engineers actively promote fundraising efforts for universities in Louisiana that provide a petroleum and safety component in their programs. Each year these two organizations raise in excess of $200,000 which is dedicated to program support and scholarships. In addition, each of the organizations undertake special funding campaigns like those that allowed Nicholls to create in 2008 the AADE Computer Simulation and Distance Education Center (photo 1) and more recently in 2012 the AADE Drilling Fluids Laboratory (photo 5). These types of relationships with industry partners will help to position Nicholls as university of choice in the oil and gas region.

Since 2010, the SPE – Delta Section has contributed in excess of $50,000 to PETSM programs. In addition to general program support, these funds are also used for scholarships and travel. This

Photo 5 – Dedication of the AADE Drilling Fluids Lab Feltier room 226

Photo 6 – SPE 2014 Scholarship Program Award to Nicholls in the amount of $13,000.
spring Dr. Bruce Murphy, president of Nicholls, accepted a check for PETSM in the amount of $13,000 at the SPE 2014 Annual Golf Tournament Fundraiser. The tournament generated nearly $80,000 dollars in one day for 6 specific universities (Nicholls, LSU, ULL, LA Tech, UNO and Mississippi State) offering petroleum and engineering technology focused education.

4. List and describe programs under development to be offered through the Center: credential, purpose, status, anticipated implementation, expected productivity and rationale for expectations. How will each contribute to the Center’s focus? Outline the plan for achieving/maintaining cutting edge instruction in all areas.

PETSM is proposing a systematic approach to educating and training of the future oil and gas workforce. This approach involves a structured stackable, tiered, credentialing model based on the Employment and Training Administration (ETA) framework. This will allow for the incorporation of two-year community and technical college competencies into a single credential. Nicholls Petroleum Engineering Technology and Safety Management outreach training and education along with public and private support can provide a leading role in the fulfillment of a recognized petrol-technical-professional certification.

It is proposed that the focus of the center’s outreach effort will include the assessment and identification of specific “occupational related competencies” and development of an accelerated delivery system to address “industry” and “occupational” related competencies following the ETA Industry Competency Model Initiative. With the anticipated interest and letters of support for our effort, PETSM will engage the industry stakeholders in a collaborative process to define the competencies that are necessary in the upstream oil and gas industry. This initial work will identify the skill sets and competencies essential to educate and train the current and future petroleum safety technicians.
The ETA model can serve as the essential education and training competency road map for this enterprise. The four (4) steps to implement this system include:

1. Identification of the foundational elements necessary for a competent workforce such as interpersonal skills, communication, integrity, professionalism, mathematics, etc.

2. Assessment and identification of specific oil and gas “industry related” competencies common in the upstream, midstream and downstream sectors. The initial focus of the proposed center will include the upstream industry related competencies to be based on the safe and environmentally friendly exploration and production in the upstream sector.

3. Assessment and identification of the upstream oil and gas industry-defined performance indicators, skill standards, and certifications unique to the “occupational competencies.”

4. Development of upstream oil and gas industry educational and training resources for career advancement to leadership positions within the oil and gas industry.

PETSM can provide a leading role in a collaborative network of two-year community technical colleges to offer a significant tiered system of education and training for industry. The formal MOU signed with Louisiana-Midcontinent Oil and Gas Association is a synergetic step to leverage the expertise of Nicholls mature curriculum and assist the industry in building a comprehensive certification program to meet the deepwater oil and gas industries workforce needs. The LMOGA agreement will enhance existing collaboration among complementary programs of Nicholls with the L.E. Fletcher Technical Community College and South Central Lafourche Technical College. These programs are a natural fit for the development of a tiered credentialing model to meet industry needs.

PETSM plans to build short courses in a modular format or “chunks” to serve as the “building blocks” referenced below. The building blocks will be arranged in nine tiers with each tier containing a set of related competencies. The systematic process offered herein can incorporate other viable and effective courses offered in a public/private network of providers. The arrangement of the tiers in a pyramidal shape represents the increasing level of
specificity and specialization of content. As a student moves up through the various tiers of the model the competencies will become more specific to the career cluster within the upstream oil and gas “industry”. The nine tiers are grouped into three categories or levels (“Foundation”, “Industry” and “Occupation”).

5. How will the Center provide and promote service to the greater community? How will its existence provide opportunities to improve the quality of life of Louisiana residents?

The critical need for an educated and trained workforce for the oil and gas industry is well documented. Oil and gas is one of the leading economic engines of Terrebonne, Lafourche, Assumption, St. Mary, and St. Charles Parishes, all of which are served by Nicholls State University. It has been widely reported that the looming “Big Crew Change” in the oil and gas industry will threaten the sustainability of this industry. Moreover, the environmental
and safety aspects of this industry in recent years have been under the microscope with highly contentious positions about hydraulic fracturing, environmental harm and federal and state permitting activities for oil and gas exploration. Increasing federal and state regulations on safe and environmentally friendly exploration and production have in effect professionalized the safety and environmental needs for this industry. Well trained and highly educated safety and environmental professionals are in big demand at the present time. A priority for the Center is to include a professional safety component.

The major oil and gas companies are seeking graduates from Nicholls State University to bridge the talent gap between the new workforce and the retiring experienced workforce. The center’s work in both academic and proposed non-credit certification programs will promote the interest of our region and improve the quality of life for Louisiana citizens by providing lucrative careers in the oil and gas industry.

6. How do the Center’s education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs focus on addressing current and projected workforce and economic development needs?

According to the Regional Labor Market Area (RLMA) 3 report, which includes Terrebonne, Lafourche and Assumption Parishes, occupational projections to 2020 include at least 15 specific occupations which the proposed Center can contribute. The 15 identified jobs show the highest level of education and training to include either a bachelor of science or an associate of science degree, both offered within the current PETSM academic programs.

On the non-academic side of the spectrum, the same RLMA occupational projections indicate there are 13 specific occupations which the proposed Center can provide through the outreach training and education component. The 13 positions only have four current certificate or licensure components available. The potential of public and private collaboration to design and deliver additional workforce certificates and licensures to address the craft skill needs of the oil and gas industry can be achieved through the PETSM outreach training center initiative currently underway with the initial launch of the Texas A&M Engineering and Extension OSHA courses and the LMOGA MOU. Additional certification programs based on the ETA competency model is envisioned by this proposed center. The ongoing work and collaboration among Nicholls, Fletcher and Lafourche Technical College can accelerate de-
velopment and implementation of certification based short courses. It is also envisioned that this process can be offered in the area high schools for career track students.

7. Provide evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector. Information about existing collaborations should be specific and include examples of ongoing work, particularly as it relates to the Center’s focus. Include copies of MOU’s or other agreements.

PETSM workforce development Memoranda of Understanding agreements with Falck Safety Services, of Houma, LA and with Texas A&M Extension Service OSHA Education Center involves safety related activities. Refer to Appendix A. In addition, PETSM and Louisiana Mid-Continent Oil and Gas Association recently signed an MOU to partner in the creation of industry specific certification. The agreement will align efforts of the University of Louisiana System, Louisiana Community and Technical College System and Louisiana Mid-Continent Oil and Gas Association. Nicholls PETSM department enjoys a close working relationship and full support of South Central Industrial Association and South Louisiana Economic Council, Both have committed to assisting in fund raising efforts for renovations to Gouaux Hall.

Examples of Collaborations with Postsecondary Institutions include:

Nicholls has several agreements with post-secondary institutions in the State. Each provides students with the opportunity to continue their education and to capitalize on credits already earned.

The Nicholls PETSM department continues to build upon its already strong relationship with L.E. Fletcher Technical Community College. The relationship between Fletcher and Nicholls has been frequently cited as a model for collaboration between Louisiana Community and Technical College System (LCTCS) institutions and their four-year partners. Specifically related to this proposal, Nicholls and Fletcher have an articulation agreement on some of the common oil and gas production related courses offered at both institutions. Through this agreement, Fletcher students can earn credits that either transfer directly into the PETSM programs, or affords them the opportunity for earning credits based on departmental credit examinations. Nicholls has similar types of agreements with Baton Rouge Community College, Sowela Technical Community College, Elaine P. Nunez Community College, and South Central Louisiana Technical College – Lafourche Campus. The details of these agreements
can be found in Appendix-B. The PETSM department is also in the process of formulating an agreement that would offer students at Bossier Parish Community College the same academic considerations.

In addition, Fletcher and Nicholls have a cross-enrollment agreement which provides a virtually seamless process for students to enroll in courses at both institutions. This also allows one institution to provide courses for the other that are either not offered or closed due to high demand. This agreement, while not specifically designed to do so, also promotes the sharing of resources and facilities between the institutions. Currently, Dr. Saidu, Head of the PETSM department, is teaching a course for Fletcher students using the Nicholls reservoir fluids lab.
F. Attach: List of (proposed or named) Advisory Board members, if applicable; and three or more letters of support from business and community members.

Advisory Board Members

Nicholls State University
Petroleum Engineering Technology and Safety Management
Industrial Advisory Board

Chairperson: Ty Rivet

<table>
<thead>
<tr>
<th>Members:</th>
<th>Members:</th>
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</table>
| Ty Rivet, Drilling Engineer  
Tellus Operating Group, LLC  
602 Crescent Place  
Suite 100  
Ridgeland, MS 39157  
Phone: (601) 898-7444  
Fax: (601) 898-744  
Cell: 501.491.7865  
trivet@tellusoperating.com  
http://www.tellusoperating.com/  |
| Paul Vining  
Hudson Services, Inc  
812 Walnut Street  
LaPlace, LA 70068  
Phone: 985.652.7560 office  
985.789.5252 cell  
Paul.vining@hudsonservicesinc.com  
http://www.hudsonservicesinc.com/contact-us  
AADE New Orleans Section President  
SPE Delta Section - Member  |
| Nicholls AADE Student Section Liaison  |
| Ryan Vaccarella  
Conoco Phillips  
HSE Specialist, So. La  
Bayou Black Dr  
Houma, LA 70360  
rvaccarella@br-inc.com  
Phone: 985.817.7594  
(Class of 2008)  |
| Pete Duhon  
Halliburton  
Lafayette, LA  
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| Mike Francis  
Production Supervisor  
Energy Partners, Ltd.  
201 St. Charles Ave.  |
| Tab Guidry  
Deepwater Oilfield Installation Manager  
Bigfoot  
Chevron  |
<table>
<thead>
<tr>
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<th>Company</th>
<th>Address</th>
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<tr>
<td>Randall Guidry</td>
<td>Baker Hughes / BJ Services Company USA</td>
<td>1515 Poydras Street, Suite 2000, New Orleans, LA 70112</td>
<td>504.299.3614</td>
<td><a href="mailto:guidryr@bjservices.com">guidryr@bjservices.com</a></td>
</tr>
<tr>
<td>Bryan Simmons</td>
<td>Baker Hughes USA</td>
<td>1515 Poydras Street, Suite 2000, New Orleans, LA 70112</td>
<td>504-256-5529</td>
<td><a href="mailto:bryan_simmons@bjservices.com">bryan_simmons@bjservices.com</a></td>
</tr>
<tr>
<td>Willie Hernandez</td>
<td>Production Services Network</td>
<td>110 Capital Drive, Lafayette, LA 70508</td>
<td>337-572-3915</td>
<td><a href="mailto:Willie.hernandez@psnworld.com">Willie.hernandez@psnworld.com</a></td>
</tr>
<tr>
<td>Philip E. Hererra</td>
<td>MiSwaco</td>
<td></td>
<td>337-234-6395</td>
<td><a href="mailto:pherrera@miSwaco.com">pherrera@miSwaco.com</a></td>
</tr>
<tr>
<td>Scott Usie</td>
<td>Wood Group Production Systems, Inc.</td>
<td>P O Box 20639, Houma, LA 70360-0639</td>
<td>(985) 868-3116</td>
<td><a href="mailto:scott.usie@woodgroup.com">scott.usie@woodgroup.com</a></td>
</tr>
<tr>
<td>25700 Hwy 1</td>
<td>Golden Meadow LA 70357</td>
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<tr>
<td>Page Durocher</td>
<td>Oil States Industries, Inc.</td>
<td>1180 Mulberry Rd., Houma, LA 70363</td>
<td>985.879.7241</td>
<td></td>
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<tr>
<td>985.855.3365 cell</td>
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<tr>
<td>ASSE Bayou Chapter – Liaison</td>
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<tr>
<td>Kevin Guillory</td>
<td>Newpark Drilling Fluids</td>
<td>4023 Amb. Caffrey Fkwy., Ste 300, Lafayette, LA, 70503</td>
<td>(337) 988-5711</td>
<td><a href="mailto:k_guillory@newparkdf.com">k_guillory@newparkdf.com</a></td>
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<tr>
<td>(337) 988-6426 fax</td>
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<tr>
<td>(337) 501-6395 cell</td>
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<tr>
<td>Anthony Miller</td>
<td>Production Management Inc. PMI</td>
<td>3703 South Lewis Street, New Iberia, LA 70560</td>
<td>337-492-8005</td>
<td><a href="mailto:tony.miller@pmi.net">tony.miller@pmi.net</a></td>
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<td></td>
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<td></td>
<td>Fax 337-492 8009</td>
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<tr>
<td>MiSwaco</td>
<td></td>
<td>Mi Swaco A-Swaco Group Company</td>
<td>337-849-3275</td>
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<tr>
<td>Name</td>
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<tr>
<td>Paul Sanchez</td>
<td>ExxonMobil</td>
<td></td>
<td>Tel: +1 504 728 7397 Mobile: +1 504 450 8228 Office: OSS 3356 Email: <a href="mailto:Tamarris.Durham@Shell.com">Tamarris.Durham@Shell.com</a></td>
<td></td>
</tr>
<tr>
<td>Tamarris R. Durham</td>
<td>Shell Exploration &amp; Production Company</td>
<td>Deepwater Regulatory Specialist</td>
<td>One Shell Square, P. O. Box 61933, New Orleans, LA 70161-1933, United States of America</td>
<td></td>
</tr>
<tr>
<td>Danny Longnecker</td>
<td>Longnecker Rigging</td>
<td>Owner</td>
<td>Office: (985) 448-2020 Fax: (985) 448-2385 Email: <a href="mailto:lpinc@charter.net">lpinc@charter.net</a> <a href="http://www.longneckerrigging.com/">http://www.longneckerrigging.com/</a></td>
<td></td>
</tr>
<tr>
<td>W. R. &quot;Rick&quot; Farmer</td>
<td>Stone Energy</td>
<td>Drilling Manager</td>
<td>(504) 450 0554 <a href="mailto:wfarmer13@mac.com">wfarmer13@mac.com</a></td>
<td></td>
</tr>
<tr>
<td>Jeff Ledet</td>
<td>Oil States</td>
<td>Training Manager</td>
<td>Cell: (985) 226-4070 Office: (985) 866-0630 DID: (985) 879-7241 Fax: (985) 868-9733 <a href="mailto:jeff.ledet@oilstates.com">jeff.ledet@oilstates.com</a> <a href="http://www.oilstates.com">www.oilstates.com</a></td>
<td></td>
</tr>
<tr>
<td>Alvin J. Justelien III, Ph.D.</td>
<td>Integrated Production Technologies</td>
<td>Department Head</td>
<td>Fletcher Technical Community College 1407 Highway 311 Schriever, LA 70395 O – 985.448.7950 C – 225.328.4279 <a href="mailto:Alvin.justelien@fletcher.edu">Alvin.justelien@fletcher.edu</a></td>
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</tr>
<tr>
<td>Christian Falcon</td>
<td>Superior Oil</td>
<td>Sr. Account Manager</td>
<td>Superior Completion Services 337-582-7574</td>
<td></td>
</tr>
<tr>
<td>Bryan Lecompt, CEO</td>
<td>Falck Safety Services</td>
<td></td>
<td>Tel: 1.888.404.9564 Fax: +1.888.223.5443 Email: <a href="mailto:Bryanl@falckalford.com">Bryanl@falckalford.com</a> Web: <a href="http://www.falck.com/us">www.falck.com/us</a></td>
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<tr>
<td>Superior Energy Services</td>
<td>Falck Safety Services</td>
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<tr>
<td>Michelle B. Chauvin II</td>
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<tr>
<td>Drilling &amp; Completions Permit Specialist, HES/Facilities Engineering</td>
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<tr>
<td>Global Upstream &amp; Gas - Gulf of Mexico Business Unit</td>
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<tr>
<td><em>Chevron North America Exploration and Production Co.</em> (a <em>Chevron U.S.A. Inc. Division</em>)</td>
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<tr>
<td>100 Northpark Blvd., N4128A</td>
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<tr>
<td>Covington, LA 70433</td>
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<tr>
<td>985-773-6278 (phone) 1 985-773-6796 (fax)</td>
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<tr>
<td>985-400-1329 (cell)</td>
<td></td>
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<tr>
<td><a href="mailto:Michelle.Chauvin@chevron.com">Michelle.Chauvin@chevron.com</a></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix A – Workforce Partnership Agreements
APPENDIX B – Articulation Agreements
Appendix C – Letters of Support
Appendix A – Workforce Partnership Agreements
Cooperative Learning Center Agreement
Between
Nicholls State University
And
Texas A&M Engineering Extension Service

THIS AGREEMENT, between the Nicholls State University, ("CENTER") located at P.O. Box 2008, Thibodaux, Louisiana and the Texas A&M Engineering Extension Service ("TEEX"), a member of The Texas A&M University System and an agency of the State of Texas, located at 200 Technology Way, College Station, Texas, 77845, USA.

TEEX desires that CENTER perform certain tasks involving "CENTER Training Entity" and CENTER has agreed to do so subject to the terms of this Agreement. The parties agree as follows:

Article 1. Statement of Work
1.0 CENTER shall use all reasonable efforts to perform the services and deliver the reports and other items specified in the Statement of Work in Attachment A. TEEX courses approved for delivery by CENTER are listed in Attachment B.

Article 2. Project Representative and Designated Authority
2.1 CENTER Project Representative: The individual named below is the CENTER Project Representative, who is authorized to give and receive communications and directions, as well as monitor and coordinate the technical requirements of this Agreement on behalf of the CENTER. TEEX shall address all communications intended for the CENTER, including all payment requests, to the CENTER Project Representative.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Albert Davis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Dean of University College</td>
</tr>
<tr>
<td>Address:</td>
<td>233 Eldra Hall</td>
</tr>
<tr>
<td>Telephone No:</td>
<td>985-448-4090</td>
</tr>
<tr>
<td>Facsimile No:</td>
<td>985-448-4201</td>
</tr>
<tr>
<td>E-Mail Address:</td>
<td><a href="mailto:Albert.davis@nicholls.edu">Albert.davis@nicholls.edu</a></td>
</tr>
</tbody>
</table>

2.2 CENTER Designated Authority: The individual named below is the CENTER Designated Authority, who is: (a) authorized to sign this Agreement, amendments to the Agreement, changes in the Statement of Work and Task Orders, and budget modifications, (b) qualified to determine tasking and acceptance of the deliverables, and (c) officially directs all payments of this Agreement on behalf of the CENTER.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Michael Gautreaux</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Address:</td>
<td>331 Gouaux Hall</td>
</tr>
<tr>
<td>Telephone No:</td>
<td>985-448-4740</td>
</tr>
<tr>
<td>Facsimile No:</td>
<td>985-448-4727</td>
</tr>
<tr>
<td>E-Mail Address:</td>
<td><a href="mailto:Michael.gautreaux@nicholls.edu">Michael.gautreaux@nicholls.edu</a></td>
</tr>
</tbody>
</table>

2.3 TEEX Project Representative: The individual named below is the TEEX Project Representative, who is authorized to give and receive communications and directions on behalf of TEEX. The CENTER shall address all communications intended for TEEX to the TEEX Project Representative, which will then be routed (as required) to the TEEX Designated Authority for review and approval.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Joy Prescott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Training Manager</td>
</tr>
<tr>
<td>Address:</td>
<td>P.O. Box 40000, College Station, TX 77842-4006</td>
</tr>
<tr>
<td>Telephone No:</td>
<td>(972) 222-1300</td>
</tr>
<tr>
<td>Facsimile No:</td>
<td>(972) 222-27978</td>
</tr>
<tr>
<td>E-Mail Address:</td>
<td><a href="mailto:Joy.prescott@teex.tamu.edu">Joy.prescott@teex.tamu.edu</a></td>
</tr>
</tbody>
</table>

2.4 TEEX Designated Authority: The individual named below is the TEEX Designated Authority, who is authorized to sign this Agreement, amendments to this Agreement, changes in the Statement of Work and Task Orders, and budget modifications on behalf of TEEX.
2.5 Change of Designated Authority: Either party may change the designation of the Designated Authority or Project Representative upon notice to the other party in accordance with Article 14.

Article 3. Period of Performance and Termination
3.1 The period of performance of this Agreement begins at the date of the last signature and will terminate on the 1st of January, 2015, unless sooner terminated in accordance with the terms of this Agreement.

3.2 A party may terminate this Agreement by written notice to the other party if:
3.2.1 A creditor takes possession of the whole or any substantial part of the other party’s assets or those of its holding company, or the other party become insolvent or bankrupt, commences liquidation proceedings, or has an administrator, receiver, trustee, or liquidator appointed to run its affairs, or any similar action or circumstances occur under the jurisdiction to which the affected party is subject; or
3.2.2 The other party is in breach of any of its material obligations under this Agreement.
3.3 Either party may terminate this Agreement at any time by giving not less than 30 days advance written notice to the other party.
3.4 Termination will not affect the rights and obligations of the parties accrued prior to termination. CENTER shall reimburse TEEX for all expenses incurred and all non-cancelable commitments made prior to TEEX’s receipt of the notice of termination on receipt of a final invoice. On receipt of payment in full for work performed, TEEX shall deliver the results of all previously unreported work in such form as it exists.
3.5 CENTER may terminate this Agreement for cause based upon the failure of TEEX to comply with the terms and/or conditions of the Agreement; provided that the CENTER shall give TEEX written notice specifying TEEX’s failure. If within thirty (30) days after receipt of such notice, TEEX shall not have either corrected such failure or, in the case of failure which cannot be corrected in thirty (30) days, begun in good faith to correct said failure and thereafter proceeded diligently to complete such correction, then the CENTER may, at its option, place TEEX in default and the Agreement shall terminate on the date specified in such notice. TEEX may exercise any rights available to it under Louisiana law to terminate for cause upon failure of the CENTER to comply with the terms and conditions of this Agreement; provided that TEEX shall give the CENTER written notice specifying the CENTER’s failure and a reasonable opportunity for the CENTER to cure the defect.
3.6 If this Agreement is not signed by all parties and returned to all parties within 60 days of date of the first signature below, then this Agreement will be null and void and of no further effect.

Article 4. Cost and Payment
4.1 Course Use Fee (TEEX Classes only) – Prices subject to change annually and are to be paid in US Dollars.
4.1.1 Registration will be conducted through TEEX for all courses conducted at CENTER site. TEEX will issue payment to CENTER minus the agreed upon TEEX fee listed in ATTACHMENT B upon receipt of all course documentation.
4.1.2 CENTER shall submit the required documentation to TEEX outlining the details of training activities for each class. Once accepted, TEEX shall create a voucher for payment to the CENTER in a mutually agreed upon total amount due for each class and TEEX will prepare student certificates and mail to the CENTER for distribution to students. TEEX will pay CENTER within 30 days of the date a complete course packet is received.
4.1.3 CENTER shall reimburse TEEX for any costs incurred by TEEX because of actions or inactions of the CENTER on a cost-reimbursable basis.

4.2 Additional Costs (if applicable)
4.2.1 Travel: All travel expenses, including airfare, lodging, ground transportation and per diem for each participant of the quality assurance/monitoring team will be included in associated course fees to the CENTER.
4.2.2 Taxes: Any tax levied by the government of the United States of America (USA) is the responsibility of TEEX. Any tax levied by any government outside the USA is the responsibility of the CENTER and the TEEX net price will remain unchanged.
4.2.3 Translation Costs: All costs associated with the translation of a TEEX owned course (from English to another language) shall be the responsibility of CENTER. CENTER is not authorized to modify the course goals, terminal and enabling objectives, participant activities, and evaluation strategies during translation. CENTER shall include a page in the front of the translated course participant manual that provides, at a minimum, the full name, complete address, and telephone number of the translator of the course materials and the TEEX copyright notice. CENTER shall provide TEEX with an electronic version of the translated TEEX course materials prior to any class deliveries by the CENTER. Any translations will be a work made for hire and the translations (and all rights in the translations, including, without limitation, copying) will be the property of TEEX. If for any reason the translations would not be a work made for hire under applicable law, automatically upon creation of the translations CENTER hereby assigns to TEEX the entire right, title, and interest in and to the copyright in the translations. CENTER shall execute all papers and perform other proper acts as TEEX may deem necessary to secure for TEEX or its designee the rights assigned, and shall require any translator to assign all rights in any translations to TEEX. TEEX shall retain the responsibility for TEST Bank translation.

4.3 Facility Use Fees (for non-CENTER delivered TEEX classes only)

TEEX CS-36

OSU Approved November 2012 - WJD
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4.3.1 TExE will pay the CENTER a facility use fee for classroom usage for classes not conducted through the CENTER. The fee schedule is in ATTACHMENT C.

Article 5. Equipment
5.0 TExE will make no claim to any permanent or expendable equipment acquired by CENTER for use in delivery of training under this Agreement. The equipment and facilities will be subject to an initial inspection and subsequent annual inspections by TExE prior to any courses taught.

Article 6. Rights in Data, Copyrights and Publication
6.1 TExE retains sole and exclusive ownership of any content, data or information provided to CENTER by TExE in any format, including but not limited to, all written materials, curricula, documentation, software, inventions, architectures, discoveries, improvements, concepts, designs, files, reports, programs, manuals, templates, listings, databases, and any other material, whether in tangible or intangible form, developed, acquired or prepared by TExE prior to the Effective Date of this Agreement or independently developed by TExE during the term of this Agreement, together with any and all copyright, patents, design rights, database rights, database rights, rights in know-how and confidential information and other similar intellectual property rights whether registered or not and including applications for any of the foregoing.
6.2 CENTER may not reproduce, modify, alter or change the electronic or printed TExE curriculum without the advance written permission of TExE. The CENTER may not use or distribute the TExE curriculum except as provided in this Agreement. TExE shall provide to CENTER with all printed student materials. CENTER shall provide professionally-printed TExE curriculum for each student.
6.3 Ownership of all data produced under this Agreement will remain with TExE. Title to and the right to determine the disposition of any copyrights, or copyrightable material, first produced or composed in the performance of this Agreement shall remain with TExE. CENTER may not modify or change in any way certification-based classes other than translation.
6.4 TExE and CENTER may each publish the results of all work done under this Agreement, subject to TExE's rights as described above.

Article 7. Inventions and Patent Rights
7.0 Title to any invention or discovery made, conceived, or reduced to practice in the performance of this Agreement will remain with TExE.

Article 8. Written Language
8.0 All correspondence between CENTER and TExE shall be in English.

Article 9. Notices
9.0 Notices or other communications required by this Agreement will be sufficiently made or given if mailed by certified mail or by commercial carrier (e.g., FedEx, UPS, etc.) when the carrier maintains receipt or delivery, addressed to the last address specified in writing by the intended recipient. To expedite transmissions of priority, facsimile or email transmittals with an original copy to be followed in the aforementioned method will also be acceptable and is encouraged.

Article 10. Independent Contractor
10.0 This Agreement does not create a partnership or joint venture between TExE and CENTER. Neither party may bind the other or otherwise act in any way as the representative of the other, unless otherwise expressly agreed to in a writing signed by authorized representatives of both parties before any such act or representation. CENTER may not represent itself as TExE's agent for any purpose to any party or to allow any employee of CENTER to do so, unless specifically authorized, in advance and in writing, to do so, and then only for the limited purpose stated in such authorization. CENTER employees are not employees of TExE and neither TExE nor CENTER personnel are entitled or eligible, by reason of the contractual relationship created by this Agreement, to participate in any benefits or privileges given or extended by either party to its employees.

Article 11. Liability and Indemnities
11.1 CENTER shall indemnify and hold harmless TExE, The Texas A&M University System, their reagents, officers, agents and employees from any liability or loss resulting from judgments or claims against them arising out of the activities to be carried out under this Agreement, including but not limited to the use by CENTER of the training materials and curriculum, provided, however, CENTER's obligation to indemnify and hold harmless does not include claims arising from the negligence or willful malfeasance of a regent, officer, agent, or employee of TExE or The Texas A&M University System. CENTER shall indemnify TExE from any tax obligation left unpaid by CENTER that was the responsibility of CENTER.

11.2 TExE shall, to the extent authorized under the constitution and the laws of the State of Texas, hold CENTER harmless from liability resulting from TExE negligent acts or omissions pertaining to its activities carried out by reason of its obligations under this Agreement; provided, however, TExE shall not hold CENTER harmless from any claims, demands, or causes of action arising in favor of any person or entity, and growing out of, incident to, or resulting from the negligence or willful malfeasance of CENTER, its officers, agents, representatives, or employees, or any person or entity not subject to TExE's supervision or control.

Center shall, to the extent authorized under the constitution and the laws of the State of Louisiana, hold TExE harmless from liability resulting from CENTER's negligent acts or omissions pertaining to its activities carried out by reason of its obligations under this Agreement; provided, however, CENTER shall not hold TExE harmless from any claims, demands, or causes of action arising in favor of any person or entity, and growing out of, incident to, or resulting from the negligence or willful malfeasance of TExE, its officers, agents, representatives, or employees, or any person or entity not subject to Center's supervision or control.
Article 12. Force Majeure
12.0 Each party shall excuse any breach of this Agreement by the other which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally outside the control of well-managed businesses, provided that the breaching party makes diligent efforts to expeditiously remedy the breach.

Article 13. Amendments
13.0 The parties may extend, renew, or otherwise amend this Agreement at any time by written agreement. No modification of this Agreement or waiver of any of its terms is binding unless approved in writing by an authorized representative of each party, and any additional or different terms contained in purchase orders or other forms are hereby rejected regardless of whether or not signed by an authorized representative of each party unless specifically accepted.

Article 14. Successors and Assigns
14.0 CENTER may not assign any of its rights or delegate any of its obligations under this Agreement without the prior written consent of TEEX.

Article 15. Publicity and Marketing
15.0 Neither party may use the name or logo of the other in news releases, publicity, advertising, websites, presentations, product promotion or any other form without the prior written consent of the other, except that TEEX may include name, project title, and total agreement value in internal and external notices of awards received. Despite the foregoing, the parties may disclose the existence and terms of this Agreement to auditors, and to the extent required by law or regulation so long as the party required to disclose the information provides the other party with timely prior notice of such disclosure. This provision will survive the termination of this Agreement.

Article 16. Waivers and Sovereign Immunity
16.0 The failure of either party to require strict compliance with any terms of this Agreement shall not be deemed a waiver of that or any other term of this Agreement. The parties will use their best efforts to amicably resolve any dispute. However, nothing contained in this Agreement shall be construed to waive the sovereign immunity enjoyed by either party, and its officers, employees, or agents.

Article 17. Auditors
17.0 It is hereby agreed that the internal auditors of the Texas A&M University System and the auditors of the Texas State Auditor's Office shall have the option of auditing all accounts of CENTER which relate to this Agreement.

17.1 It is hereby agreed that the internal auditor of the CENTER, the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all contracts which relate to this Agreement.

Article 18. Fiscal Funding
18.0 The continuation of this Agreement is contingent upon the appropriation of funds to fulfill the requirements of the Agreement by the State of Louisiana legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the Agreement, or if such appropriation is reduced by the veto of the Governor of the State of Louisiana or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the Agreement, the Agreement shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

Article 19. Discrimination
19.0 TEEX and CENTER agree to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran’s Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and TEEX and CENTER agree to abide by the requirements of the Americans with Disabilities Act of 1990. Any act of discrimination committed by TEEX or CENTER, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.

Article 20. Export Compliance
20.0 TEEX is subject to United States laws and regulations controlling the export of technical data, computer software, laboratory prototypes and other commodities, and its obligations under this Agreement are contingent on compliance with applicable laws and regulations. The transfer of certain technical data to other countries in World Trade Organization countries and the transfer of certain technical data to certain countries without advance approval of that agency. TEEX neither represents that a license will not be required nor that, if required, it will be issued. CENTER shall comply with all applicable export laws and regulations and may not export or allow the export or re-export of commodities or technical data in violation of those laws or regulations.
21.0 This Agreement is the entire agreement between the parties and supersedes all previous agreements and understandings relating to the tasks to be performed.

The parties have executed this Agreement as of the day and year of the last signature following:

Nicholls State University:

By: ____________________________
Name: __________________________
Title: __________________________
Date: __________________________

Texas A&M Engineering Extension Service:

By: ____________________________
Name: Sue Shahan
Title: Deputy Director
Date: 1/21/14

TEEX Division:

By: ____________________________
Name: Ron Peddy
Title: Division Director
Date: 1/28/14
CENTER and TEEX through the signing of this agreement supporting the scope of this proposal, acknowledges and accepts that the CENTER Training Entity will be utilized by TEEX as a Cooperative Learning Center Entity and that CENTER will be hosting scheduled classes at training facilities in Lafourche and Terrebonne Parish, Louisiana, United States. Through this CLC agreement, CENTER is authorized to act as a TEEX CLC only in the above listed counties. Requests for services from any other country and/or geographical location not listed above must be presented to TEEX for consideration, so as to not pose a conflict with any other TEEX CLC. Scheduling of courses in any other country and/or geographical location must be done through cooperation between TEEX and CENTER, with any conflicts to be worked out in a method that is agreeable to both parties.

Responsibilities:
CENTER and TEEX shall each undertake the respective key responsibilities in order to ensure that this cooperative relationship works in the best interest for both parties. The following lists are not an all-inclusive and other responsibilities may have to be established when issues are encountered.

CENTER shall:
2. Ensure clean, neat, and safe classroom facilities.
3. Ensure that all classroom and computer presentation equipment connections are available, including:
   i. Speaker system quality and quantity adequate for classroom capacity, and
   ii. Dry Erase board or equivalent.
4. Assist in marketing TEEX courses to be held by CENTER.
5. Ensure that technical support is available for TEEX classes held by CENTER.
6. Ensure adequate supply of consumables to conduct TEEX classes by CENTER.
7. Provide safe and secure storage space for training materials utilized for TEEX classes taught by CENTER.
8. Maintain and secure all environmental requirements and permits necessary under local, state, and national requirements.
9. Provide certified and qualified instructional staff approved by TEEX. CENTER shall submit all instructor credentials to TEEX prior to a course being conducted.
10. Provide all documentation and class reports as required by TEEX.
11. Adhere to all safety policy and procedures required by applicable law.
12. Follow TEEX policy and procedures regarding the certification process, to include testing and documentation.
13. Provide TEEX with an electric copy of all TEEX-approved instructional materials listed on Attachment B. CENTER may not offer any course listed on Attachment B until TEEX has received the instructional materials to be utilized to conduct the course. In addition, CENTER may only offer courses listed on Attachment B.
14. Develops and submit to TEEX a copy of its operational guidelines. TEEX shall assist in developing these operational guidelines upon CENTER request. These operational guidelines must be in place and approved by TEEX prior to the commencement of any scope of work under this Agreement. Examples of operational guidelines which CENTER shall maintain and follow are as follows:
   i. Written safety policies and procedures.
   ii. Student safety manual.
   iii. Written procedure for recording and reporting of illnesses or injuries. CENTER shall immediately report in writing all injuries or illnesses which occur during a TEEX course to the TEEX Project Representative.
   iv. Written procedure for severe weather.
   v. General Release and Waiver of Claims. CENTER shall ensure that all participants sign a TEEX General Release and Waiver of Claims, which is found on the reverse of the TEEX Participant Registration form prior to a participant taking part in any training by CENTER.

TEEX shall:
1. Provide technical support, as needed, to CENTER.
2. Provide updated training materials for TEEX classes.
3. Provide customer service assistance, invoicing and recordkeeping for TEEX training provided by CENTER.
4. Market TEEX classes to be held by CENTER.
5. Provide all documents and forms to be used by CENTER, and in-service training prior to first class being taught.
6. Provide student registration information to CENTER as needed.
7. Provide all student related printed materials.

Quality Control Checks
Up to two TEEX management staff may, once per year, observe/audit training conducted by CENTER, to serve as CENTER's yearly audit/site visit. TEEX shall notify CENTER in writing of any deficiencies in CENTER's training environment and CENTER shall develop a plan, approved by TEEX, for correcting all such deficiencies. In addition, up to two TEEX management staff visit CENTER to observe/evaluate all initial deliveries of TEEX/Pro Board courses while they are in progress. TEEX shall notify CENTER in writing of any deficiencies and CENTER shall develop a plan, approved by TEEX, for correcting all such deficiencies.
These visits will include the observation of instructor(s) providing instruction in classroom or field operations, in order to ensure lesson guides are being followed, and courses are being conducted as per TEEX standards. In addition, these visits are to ensure the safety of each training prop, equipment, and PPE being utilized to conduct TEEX training.

All airfare, lodging, and ground transportation for the TEEX staff member(s) is subject to Article 4.2, Additional Costs. In addition, if CENTER has failed to deliver the minimum number of TEEX courses throughout the contract period (ten courses), CENTER shall be responsible for all costs associated with the time required for the TEEX staff members to perform the objectives of the visit. TEEX shall invoice CENTER separately for these costs.

Additional provisions:

CENTER shall conduct all TEEX courses with a minimum of:
1) Instructors (meeting TEEX certifying requirements).
2) Test Administrator (meeting TEEX approval).
3) Classroom with Audio/Visuals (proximate).
4) Classroom suitable to accommodate 30 students.
5) Participant Manuals – TEEX approved.
6) Course Activity Sheets - TEEX approved.
7) TEEX Registration and Sign-In Forms.
8) All materials required to complete the courses.
9) Any consumables required to complete the courses.
10) Computers with PowerPoint, Word, Excel (Windows 2000 or greater) and internet access when available.
11) Assurance that all TEEX course materials used in the implementation of this Agreement will not be used for any other purposes.
12) TEEX Evaluation Forms.

OSHA APPROVED COURSE REQUIREMENTS
In order to meet guidelines required by OSHA to become a “Host Site” for offering OSHA approved courses, the CENTER will need to meet the following requirements:

1) CENTER must be a non-profit organization and must be able to provide proof of non-profit status for submission to OSHA.
2) Registration will be conducted through TEEX for all courses conducted at CENTER site. TEEX will issue payment to the CENTER upon receipt of all course documentation minus the agreed upon price listed in ATTACHMENT B.
3) All instructors must meet TEEX and OSHA established policy requirements.
4) Dissemination of promotional materials (including electronic and print media) for courses conducted at CENTER locations must prominently feature the name of TEEX, clearly state the term “host site” and avoid using other terms such as “OSHA-approved”, “satellite training center”, “consortium member”, “alliance”, or “partner”, etc.
5) The CENTER will adhere to the TEEX administrative requirements for submitting all course paperwork as it relates to OSHA approved courses.

TRAINING COURSE REQUIREMENTS (Pricing is subject to change annually)

1) CENTER shall provide TEEX a monthly course schedule at the inception and/or renewal/extension of this Agreement.
2) CENTER shall ensure that all courses are taught by instructors approved by TEEX for the same level or higher of the course being taught, as determined by TEEX.
3) CENTER shall submit a resume and certifications for each instructor prior to the instructor conducting any course as listed on Attachment B.
4) CENTER shall accomplish all TEEX training under strict guidelines set forth by TEEX.
5) CENTER, at the completion of each class, shall send TEEX all class supporting documentation, (Registration, sign-in, evaluation forms), at CENTER’s expense.
6) TEEX, upon receiving and reviewing the class documentation for each class, shall provide certificates to CENTER at TEEX’s expense.
7) CENTER may cancel any course due to mission requirements. Class cancellation will be accomplished as mission requirements dictate. CENTER shall notify TEEX of cancellation as soon as possible.
8) CENTER shall require instructors evaluating skills for certification classes to take skills evaluator training and be approved by TEEX Certification prior to testing and participating in the skills evaluation process. Skills Evaluator Training must be done annually and a passing score of 90% must be achieved on skills evaluator exam.
INSTRUCTOR TRAINING AND CERTIFICATION:

TEEX shall provide training for Instruction Staff only at CENTER based on the courses listed in Attachment B. CENTER shall pay all necessary travel accommodations and costs associated with the TEEX staff.

The parties shall negotiate the course costs for courses conducted at TEEX costs.

The parties shall execute a separate contract for any training conducted by TEEX staff to clients at CENTER or for CENTER bringing clientele to TEEX.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Division</th>
<th>Course Hours</th>
<th>Min/Max Students</th>
<th>Course Min. Cost</th>
<th>Special Requirements/Comments</th>
</tr>
</thead>
</table>
| OSH510 – Occupational Safety and Health Standards for the Construction Industry (OSHA 510) | ITSI     | 31 Hours     | Up to 40 students | $150.00 USD per student to the maximum number of participants for course | 1. All instructors for this course must be approved by the TEEX Program Director.  
2. TEEX will provide all course related printed materials.  
3. OSHA Education Center course  
4. Part of the Construction Industry CSHO |
| OSH511 – Occupational Safety and Health Standards for General Industry (OSHA 511) | ITSI     | 31 Hours     | Up to 40 students | $150.00 USD per student to the maximum number of participants for course | 1. All instructors for this course must be approved by the TEEX Program Director.  
2. TEEX will provide all course related printed materials.  
3. OSHA Education Center course  
4. Part of the General Industry CSHO |
| OSH521 OSHA Guide to Industrial Hygiene (OSHA 521)                          | ITSI     | 31 Hours     | Up to 40 students | $150.00 USD per student to the maximum number of participants for course | 1. All instructors for this course must be approved by the TEEX Program Director.  
2. TEEX will provide all course related printed materials.  
3. OSHA Education Center course  
4. Part of Construction and General Industry CSHO |
| OSH204 Machinery and Machine Guarding Standards (OSHA 2045)                | ITSI     | 31 Hours     | Up to 40 students | $150.00 USD per student to the maximum number of participants for course | 1. All instructors for this course must be approved by the TEEX Program Director.  
2. TEEX will provide all course related printed materials.  
3. OSHA Education Center course  
4. Part of General Industry CSHO |
| OSH201 Hazardous Materials (OSHA 2015)                                      | ITSI     | 33 Hours     | Up to 40 students | $150.00 USD per student to the maximum number of participants for course | 1. All instructors for this course must be approved by the TEEX Program Director.  
2. TEEX will provide all course related printed materials.  
3. OSHA Education Center course  
4. Part of General Industry CSHO |
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Training Provider</th>
<th>Duration</th>
<th>Participants</th>
<th>Cost</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSH225 Principles of Ergonomics Applied to Work-Related Musculoskeletal and Nerve Disorders (OSHA 2255)</td>
<td>ITSI</td>
<td>23 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course 4. Part of General Industry CSHO</td>
</tr>
<tr>
<td>OSH225 Permit-Required Confined Space Entry (OSHA 2264)</td>
<td>ITSI</td>
<td>31 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course 4. Part of General Industry CSHO</td>
</tr>
<tr>
<td>OSH301 Excavation, Trenching and Soil Mechanics (OSHA 3015)</td>
<td>ITSI</td>
<td>23 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course 4. Part of Construction Industry CSHO</td>
</tr>
<tr>
<td>OSH311 Fall Protection (OSHA 3115)</td>
<td>ITSI</td>
<td>23 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course 4. Part of Construction Industry CSHO</td>
</tr>
<tr>
<td>PRT106 Hydrogen Sulfide Instructor Development</td>
<td>ITSI</td>
<td>23 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course 4. Part of Oil &amp; Gas Endorsement</td>
</tr>
<tr>
<td>OSH222 Respiratory Protection (OSHA 2225)</td>
<td>ITSI</td>
<td>31 Hours</td>
<td>Up to 40 students</td>
<td>$150.00 USD per student to the maximum number of participants for course</td>
<td>1. All instructors for this course must be approved by the TEEKD Program Director. 2. TEEKD will provide all course related printed materials. 3. OSHA Education Center Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Part of Construction and General Industry CSHO</td>
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</tbody>
</table>
ATTACHMENT C

Duhe Center Space Reservation Costs:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditorium</td>
<td>$450/day</td>
</tr>
<tr>
<td>Meeting rooms (7) &amp; Computer Lab</td>
<td>$150/day</td>
</tr>
<tr>
<td></td>
<td>$125/day (two or more rooms reserved)</td>
</tr>
<tr>
<td>Executive Conference Room</td>
<td>$275/day</td>
</tr>
<tr>
<td>Duhe Conference Room</td>
<td>$125/day</td>
</tr>
</tbody>
</table>

- Cost for reserving the entire facility is set at $1800
- Room reservation will include basic setup, tear down and reasonable clean up as well as access to audio/visual equipment and free WiFi access.
- Parking is free of charge
- Two and Four hour rates available.
- Pricing and discount policies are subject to change

As an optional service, we can offer assistance to help you facilitate your meeting, conference or training. If you would like our office to help organize some of the details, see below.

Standard Service Package, **10% Administrative fee taken from the total registration fees collected.**

**Standard Service Package Includes:**

- Registration/Payment collection
- Space reservation (on & off campus)
- Check in/out
- Service contracts/facilitation of payments
- Conference supply and material preparation
Memorandum of Understanding

Whereas the future of the oil and gas industry and resulting national, state, and local economic impact is bright and well documented;

Whereas technological innovations have increased deep-water production and shale gas production at a rapid pace, making the Gulf of Mexico the fastest growing offshore market in the world;

Whereas the identification of the southeast region of Louisiana as the gateway to deep water exploration and production is well documented;

Whereas Falck Safety Services, known as the leader in oil and gas workforce safety training is currently operating 33 training facilities across 5 continents and 19 countries, with the United States operational headquarters in Houma, Louisiana;

Whereas Nicholls State University is located in Lafourche Parish, which serves as vital hub for the oil and gas industry of the region;

Whereas the Department of Petroleum Engineering Technology and Safety Management (formally known as the Petroleum Services Programs) has for over forty years offered unique and robust petroleum services and safety technology curricula producing thousands of graduates now working in leadership and management positions in the oil and gas industry;

Whereas the safe, environmentally sound oil and gas extraction practices are critical to the prosperity of citizens and businesses of the region;

Whereas Nicholls State University, a regional institution, strives to align its values and mission to the educational and workforce needs of the region and lend its expertise within the oil and gas industry by making available to its citizenry rigorous curricula in both general and industry specific disciplines;

Whereas the collaboration between Nicholls State University and Falck Safety Services provides a synergistic opportunity for the higher education community to partner with industry and leverage their collective acumen and resources to establish a Global Workforce Center of Excellence;

And whereas the development of a Global Workforce Center of Excellence will lead to a greater capacity for the education community to attract, train, and educate the workforce needed to sustain the oil and gas industry and to strengthen the regional economy;
Falck Safety Services and Nicholls State University do hereby and herein agree to:

1. Maximize collaboration between the Department of Petroleum Engineering Technology and Safety Management at Nicholls State University and Falck Safety Services to establish the branding of South Louisiana as a Global Workforce Center of Excellence for oil and gas workforce education and training;

2. Develop externship, internship, and apprenticeship programs for production, drilling, and safety students enrolled in the Petroleum Engineering Technology and Safety Management programs of Nicholls State University;

3. Provide for the sharing of faculty and/or intellectual resources of training and educational content (as available and appropriate) between Falck Safety Services and Nicholls State University;

4. Explore the expansion of this Memorandum of Understanding to provide for more precise career cluster mapping and specific workforce development programs using the stackable credential model established by the Employment and Training Administration of the United States Department of Labor. 
http://www.careeronesstop.org/competencymodel/pyramid.aspx

Though this agreement does not obligate any party financially, it provides an outline which recognizes that each partner is committed to working diligently to explore opportunities for maximizing workforce development collaboration between Nicholls State University and Falck Safety Services. Both parties share common ideals for the educational needs of the community, for the economic growth of the region, and for the development of a workforce prepared for the future needs of the oil and gas industry.

Effective date of this Memorandum of Understanding ________________, 2014.

Bryan LeCompte, CEO
Falck Safety Services

Date

Bruce Murphy, President
Nicholls State University

Date
APPENDIX B – Articulation Agreements
Memorandum of Understanding

This document serves as an articulation agreement between Nicholls State University and L.E. Fletcher Technical Community College to allow course transfer from Fletcher's Associate of Applied Sciences in Integrated Petroleum Technology into the B.S. Petroleum Services program, Department of Applied Sciences, at Nicholls State University.

After reviewing the syllabus, texts, and meeting with the appropriate Fletcher instructional staff, the Applied Sciences faculty at Nicholls State University approves the following transfer credits and eligibility for credit exams for acceptance by Nicholls State University for the Bachelor of Science Degree in Petroleum Services:

The following Fletcher courses may be transferred and accepted for credit at Nicholls if the student passes the Fletcher course(s) with a C or better and enrolls at Nicholls:

<table>
<thead>
<tr>
<th>Fletcher class</th>
<th>NSU class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITPN 1000 - Petroleum Computational Methods</td>
<td>PSET 121 Petroleum Computational Methods</td>
</tr>
<tr>
<td>ITPN 1400 - Fluid Mechanics</td>
<td>PSET 131 - Reservoir Fluids</td>
</tr>
</tbody>
</table>

1. A credit exam may be taken by a Fletcher student for credit in the following Nicholls courses upon successful completion of the corresponding equivalent course at Fletcher with a grade of C or better. The student must be enrolled at Nicholls to be eligible to take the credit exam and receive credit. The exam will be administered by Nicholls Applied Sciences faculty and will consist of a comprehensive exam similar to that administered in the equivalent Nicholls courses. Upon completion of a pass grade of 70 or better on the exam, the credit for the Nicholls class will be entered into the Nicholls system as per instructions of the Nicholls Registrar.

<table>
<thead>
<tr>
<th>Fletcher class</th>
<th>Nicholls class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITPN 1000 - Oil and Gas Production I</td>
<td>PSET 231 - Gas Production</td>
</tr>
<tr>
<td>ITPN 1610 - Oil and Gas Production II</td>
<td>PSET 341 - Oil production</td>
</tr>
<tr>
<td>ITPN 2000 - Planning and Management</td>
<td>PSET 301 - Human Resources in the Petroleum Industry</td>
</tr>
<tr>
<td>ITPN 2200 - Production Safety Systems</td>
<td>PSET 310 - Safety and Control Systems</td>
</tr>
</tbody>
</table>

Note: The student is not required to have completed a degree from Fletcher to be eligible for these transfers or credit exams.

Approval for this agreement is hereby granted by:

[Signature]  
Dr. Steven Hubert, President Nicholls State University

[Signature]  
Travis Lavigne, L.E. Fletcher Chancellor

Date: [Date]
Memorandum of Understanding

Nicholls State University and Nunez Community College
October 19, 2012

This document serves as an articulation agreement between Nicholls State University and Nunez Community College to allow course transfer from Nunez's Industrial Technology (INDT) Associate of Applied Sciences program into the Bachelor of Science Degree in the Petroleum Services program at Nicholls State University. Nicholls will accept certain transfer credit(s) from Nunez students who opted for either a general concentration or an industrial technology concentration.

After reviewing the syllabi and texts and meeting with the appropriate Nunez instructional staff, the Applied Sciences faculty members at Nicholls State University approve the following transfer credits and eligibility for credit exams for acceptance by Nicholls State University for the Bachelor of Science Degree in Petroleum Services.

The following Nunez courses may be transferred and accepted for credit at Nicholls only if the student earns a C or better in a Nunez course and enrolls at Nicholls:

<table>
<thead>
<tr>
<th>Nunez course</th>
<th>Nicholls course</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDT 1030 Industrial and Plant Safety (3 credit hours)</td>
<td>SATC 112 Loss Control (3 credit hours)</td>
</tr>
<tr>
<td>INDT 1610 Process Technology I: Equipment (3 credit hours)</td>
<td>PSET 231 Gas Production (3 credit hours)</td>
</tr>
<tr>
<td>INDT 2630 Fluid Mechanics (3 credit hours)</td>
<td>PSET 131 Reservoir Fluids (3 credit hours)</td>
</tr>
</tbody>
</table>

The student is not required to have completed a degree from Nunez to be eligible for these transfers.

To earn Nicholls credit in the courses below, a student must complete the corresponding Nunez course with the grade of C or better and pass a credit exam at Nicholls with a grade of 70% or better. The student must be enrolled at Nicholls to be eligible to take the credit exam and receive credit. The exam will be administered by Nicholls Applied Sciences faculty and will consist of a comprehensive exam similar to that administered in the equivalent Nunez course. Upon completion of a passing grade of 70% or better on the exam, the credit for the Nicholls course will be posted to the student's transcript as per university procedures.

<table>
<thead>
<tr>
<th>Nunez course</th>
<th>Nicholls course</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDT 1000 Introduction to Hazardous Materials</td>
<td>SATC 385 Hazardous Materials Management (with passage of credit exam)</td>
</tr>
<tr>
<td>INDT 1640 Oil and Gas Production I</td>
<td>PSET 341 Oil Production (with passage of credit exam)</td>
</tr>
<tr>
<td>INDT 2910 Internship</td>
<td>PSET 401 Cooperative Work Experience (with passage of credit exam)</td>
</tr>
</tbody>
</table>

The student is not required to have completed a degree from Nunez to be eligible for these credit exams.

For this MOU to remain in effect 1) Nunez shall remain accredited by SACS-COC and 2) Nunez faculty teaching these classes will maintain credentials specified by SACS-COC guidelines.

Dr. Stephen Buban, President, Nicholls State University

Dr. Thomas Warner, Chancellor, Nunez Community College
A COOPERATIVE AGREEMENT
between
Nicholls State University
and
Baton Rouge Community College,
Louisiana Technical College,
and Sowela Technical Community College

WHEREAS Nicholls State University (hereinafter, Nicholls), a four-year institution of higher education of the State of Louisiana, wishes to enter into an articulation agreement with Baton Rouge Community College, Louisiana Technical College, and Sowela Technical Community College (hereinafter, LCTCS colleges) which have qualified Associate of Applied Science degree programs in Process Technology, and

WHEREAS the LCTCS colleges wish to expand the educational opportunities of the students from its programs; and

WHEREAS representatives of the four entities have held discussions and concluded that an articulation program would enhance the opportunities for the transfer of students from LCTCS colleges to Nicholls,

IT IS MUTUALLY AGREED THAT

1. Nicholls will grant 15 semester credit hours of electives for the Bachelor of Science Degree in Petroleum Services (PSBS) to students of LCTCS colleges who have completed Associate of Applied Science degree requirements and who otherwise satisfy the former’s admission requirements and who achieve a satisfactory score on a comprehensive process technology exam (CPTE) administered by the University. Additionally, a satisfactory score on the CPTE qualifies said students to take a credit exam and upon successful completion receive up to an additional six (6) semester credit hours of safety technology courses (currently SATC 240 and SATC 350) for a maximum of 21 credit hours.

2. Nicholls will accept for transfer credit the general education courses within the process technology program taught by the LCTCS colleges that are in accordance with the latest Board of Regents’ “Louisiana Public Higher Education General Education Articulation Matrix” and taught by faculty meeting SACS criteria.

3. It is understood that admission requirements for transfer students to Nicholls, as specified by the current Nicholls bulletin, will be met. Accepted students, as determined by the Nicholls Office of Admissions, will be enrolled in the Petroleum Services Baccalaureate degree program of the Department of Applied
4. Students will apply for credit by examination in the Nicholls Office of Admissions. Students will sign a waiver that will allow LCTCS colleges to provide transcript and course information. No special waiver of admission standards to Nicholls is implied in this understanding.

5. The respective record offices of the LCTCS colleges offering Process Technology will provide to the Nicholls Office of Admissions a transcript which will reflect all the courses taken at the LCTCS College prior to consideration for admission to Nicholls.

6. This agreement shall take effect upon securing the signatures below. This agreement will be reviewed every three (3) years and modified or terminated, or until one of the institutions petitions to end the agreement. Such petition to end the agreement must be submitted in writing signed by the Chancellor or President of the institution making the petition. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination one year following the date of delivery.

NOW, BE IT THEREFORE RESOLVED that the parties to this agreement hereby enter into and agree to abide by the terms of the articulation agreement for Process Technology.

IN WITNESS THEREOF parties hereby sign and affix their seals this 29 day of August 2013.

Baton Rouge Community College

Margaret Montgomery Richard, Ph. D
Chancellor

Louisiana Technical College

Sowela Technical Community College

Nicholls State University

Myrtle E. B. Dorsey, Ph. D
Chancellor

Stanley Leger
Chancellor

Stephen T. Hulbert, Ed.D
President
Appendix C – Letters of Support
June 25, 2014

Louisiana Board of Regents
P.O. Box 1677
Baton Rouge, LA 70804

To Whom This May Concern:

Fletcher Technical Community College is pleased to lend its support to the establishment of Nicholls State University as the Center of Workforce Excellence in the Advanced Study of Petroleum Safety.

Fletcher and Nicholls share a common mission to prepare citizens of our region for employment and career advancement. With nearly one in six local residents employed in some segment of the petroleum and natural gas industry and approximately 17% of all Louisiana jobs having a connection to oil and gas, a robust and interconnected hub of knowledge can be expanded with the establishment of the Center of Workforce Excellence.

The existing relationship between Fletcher and Nicholls is strong and the collaboration between the institutions is often cited as a model for advancing and continuing higher education for citizens of Louisiana. This collaboration is best illustrated by the partnership established between the two institutions with regard to students majoring in petroleum related programs. Students completing the Associate of Applied Science in Integrated Production Technologies at Fletcher have the opportunity to transfer credits to Nicholls to pursue bachelor’s degrees in Petroleum Services Exploration and Production or Safety Management. The institutions are also partnering with specialized labs and facilities, and sharing faculty expertise in common production courses where articulation has been established.

The Center of Excellence proposed by Nicholls focuses on the technical safety and environmental aspects of the oil and gas industry. The establishment of this center will complement Fletcher’s Center of Workforce Excellence and further enhance the relationship between the institutions. This potential network of advancing technical competencies offered by the two centers will form a central hub of mutual assets and expertise creating a much-needed boost to meeting the workforce needs of the oil and gas industry.

The Fletcher administration, faculty, and staff look forward to continuing its work and cooperation with Nicholls State University. We firmly support its designation as the Center of Workforce Excellence in the Advanced Study of Petroleum Safety.

Respectfully,

[Signature]
Chancellor

Member of the Louisiana Community & Technical College System
An Equal Opportunity Employer
June 18, 2014

Dr. Bruce Murphy
Nicholls State University
906 East 1st St.
Thibodaux, Louisiana 70310

Re: Center of Workforce Excellence
    Petroleum Engineering Technology and Safety Management

Dear Dr. Murphy:

Founded in 1967, Bossier Parish Community College, a 2-year community college located in northwest Louisiana, has grown to be one of the fastest growing community colleges in the nation, according Community College Week. We serve a dynamic marketplace, and our focus remains consumer-driven. Programs at BPCC are specifically designed to align with regional, high-demand employment sectors such as nursing and allied health, oil and gas technology, construction management and engineering. Student enrollment has accelerated from 4,700 students in 2008 to more than 8,500 in fall 2013...the highest in college history.

In May, 2014, eighteen BPCC Oil and Gas Production Technology students and two instructors attended Nicholls State University for a campus tour and meeting with Nicholls faculty regarding the BS in Petroleum Services Exploration and Production or the Safety Management degree. Students were excited to learn of the possibilities at Nicholls State University. After reviewing curriculum and facilities related, many of our students are engaged and planning on attending Nicholls State University upon completion of the AAS in Oil and Gas Production Technology. This will allow students to continue their education from AAS to BS in Petroleum Services Exploration and Production or the Safety Management degree.

After reviewing energy related programs throughout the state, BPCC has determined that Nicholls Petroleum Services curriculum and learning objectives of the BS in Petroleum Services Exploration and Production and the Safety Management degrees closely align with BPCC’s Oil and Gas Production and Technology program. In addition, the Nicholls facility, faculty, and administration appear to be a great asset for BPCC students.

It is BPCC’s intent and goal to connect with Nicholls in the common undertaking of educating the workforce in Northern Louisiana to meet needs of our common industry partners. This will be accomplished by further articulation with Nicholls. We are excited to further our relationship with Nicholls as we develop these programs.

Regards,

Carrie Salinas
Bossier Parish Community College - Oil and Gas Production Technology
Dr. Bruce Murphy  
President  
Nicholls State University  
906 East 1st St.  
Thibodaux, Louisiana 70310

RE: Center of Workforce Excellence  
Petroleum Engineering Technology and Safety Management

Dear Dr. Murphy:

South Central Industrial Association (SCIA) represents more than 240 member companies with over 75,000 employees, many of whom are engaged in servicing the oil and gas operations in the U.S. Gulf of Mexico and around the world. Most of these members live and operate their businesses in the Bayou Region of Terrebonne, Lafourche, St. Mary and Assumption parishes. Our businesses rely on the educational expertise of our regional university to service the industry needs.

SCIA is pleased to support the application for the Nicholls State University Petroleum Engineering Technology and Safety Management Center of Workforce Excellence. This designation is in line with the philosophy of our organization to support the highest standards of education to enhance our workforce.

We are an active partner with the Nicholls PETSM Department and are pleased with the quality of graduates entering the oil and gas workforce. It is our intention to assist the university in growing the PETSM department to assist with the ever increasing workforce demands.

The link between economic development and our educational institutions is a crucial component to further develop the economic engine of our state so that we may be competitive with the rest of the world.

The specialized petroleum program at NSU is the cornerstone of our region’s growth and development. We look forward to being part of a Center of Excellence that will serve us well.

Best regards.

Lori Davis  
SCIA President  

*SCIA Recipient of the Louisiana Outstanding Business Champion Award for Work It! Louisiana Workforce Development Program*  
*By BESE, LDOE, & LCTCS*
April 22, 2014

Via Email: bruce.murphy@nicholls.edu

Dr. Bruce Murphy
President
Nicholls State University
906 East 1st St.
Thibodaux, Louisiana 70310

RE: Center of Workforce Excellence - Petroleum Engineering Technology and Safety Management

This letter is written in support of the Nicholls State Petroleum Engineering Technology and Safety Management Center of Workforce Excellence application.

The South Louisiana Economic Council has been an active partner with Nicholls PETSM Department and has observed how our oil and gas industry continues to be pleased with the quality of graduates from your university.

Given the critical needs of the oil and gas industry for trained employees, your application for the Petroleum Safety Center of Workforce Excellence designation is very important to fulfilling the workforce needs of our industry, as well as, the goals and objectives for economic development in our Bayou region and the rest of the State.

We look forward to our continued work with Nicholls upon official designation as the Petroleum Safety Workforce Center of Excellence and expansion of the critical workforce programs to meet the needs of the oil and gas industry.

Sincerely,

[Signature]

Vic Lafont
President/CEO
Item E.7. University of Louisiana at Lafayette's request for approval to change the names of the following: (1) University College to University Connection and (2) College of General Studies to University College; and to realign the Honors Program and the newly named University Connection to be housed in the University College.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette is seeking approval to change the name of the unit currently referred to as University College to University Connection. As well, the University proposes to change the name of the College of General Studies to University College and place the existing Honors Program and newly renamed University Connection in the University College.

Currently, the College of General Studies confers the Bachelor of General Studies degree with concentration blocks in arts and humanities; natural sciences; behavioral sciences; and applied sciences. The College also includes the Department of Special Services. The mission of the unit to be renamed University Connection is to extend access to educational opportunities to those individuals who want to take courses for academic credit without seeking a degree. The unit administers a variety of programs including High School Dual Enrollment, Diversified Opportunities for Older and Returning Students, education contract courses, and other outreach initiatives. The University Honors Program offers undergraduate students a series of opportunities for excellence and creativity in the form of exceptional courses, independent study, colloquia, research and internships.

The realignment will join units across the University that offer multidisciplinary programs, and the name change will more clearly reflect the interdisciplinary nature of the College. Neither the name change nor the alignment will have budgetary impact other than the required budget reorganization.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request to change the names of the following: (1) University College to University Connection and (2) College of General Studies to University College; and to realign the Honors Program and the newly named University Connection to be housed in the University College.
Dr. Sandra Woodley  
President  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

The University of Louisiana at Lafayette requests the following:

- approval to change the name of the unit currently referred to as University College to University Connection
- approval to change the name of the College of General Studies to University College
- realignment of the Honors Program and the newly renamed University Connection, both interdisciplinary programs, to house them within University College

Neither the name change nor the alignment will have budgetary impact other than the required budget reorganization. The organization chart for the revised unit is attached.

The College of General Studies was approved by the Board of Regents in 1980 and confers the Bachelor of General Studies degree with concentration blocks in arts and humanities; natural sciences; behavioral sciences; and applied sciences. The College also includes the Department of Special Services which administers four programs, referred to as TRIO, funded by the U.S. Department of Education to provide services to economically disadvantaged, first-generation college students: Students Support Services, Upward Bound and Educational Talent Search, Veteran's Upward Bound, and the Ronald E. McNair Post Baccalaureate Achievement Program. The Department will remain in the College.

The mission of the unit to be renamed University Connection (currently University College) is to extend access to educational opportunities to those individuals who want to take courses for academic credit without seeking a degree. Considered the gateway to higher education for non-traditional students, the unit administers a variety of programs including High School Dual Enrollment, DOORS (Diversified Opportunities for Older and Returning Students) -- which provides services to non-degree seeking applicants who are 21 years of age or older, education contract courses, and other outreach initiatives.
Founded in 1968 to “provide opportunities for intellectual and cultural enrichment for gifted students,” the University Honors Program offers undergraduate students a series of opportunities for excellence and creativity in the form of exceptional courses, independent study, colloquia, research, and internships. Today approximately 1,000 students find their place among a large but intimate community of scholars in every discipline.

The realignment brings together units across the University who offer multidisciplinary programs, and the name change will more clearly reflect the interdisciplinary nature of the College. Although not part of the current proposal, the University will follow the approval of this name change for the College of General Studies with a reconsideration of the Bachelor of General Studies degree to better reflect the interdisciplinary nature of the course work required to earn the degree.

Thank you for your consideration of these requests.

Sincerely,

E. Joseph Savoie
President

svc

Attachment
The University of Louisiana at Lafayette (Partial Organization Chart)

- Provost and Vice President for Academic Affairs
  - University College Dean
    - University Connection Director
    - University Honors Program Director
    - Department of Special Services Director
      - Trio (On campus)
      - Trio (Off campus)
Item E.8. University of New Orleans’ request for approval of a proposal for a Master of Science degree program in Transportation.

EXECUTIVE SUMMARY

University of New Orleans requests approval of a proposal to develop a Master of Science degree program in Transportation. A related Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System on October 22, 2013; subsequent approval was provided by the Board of Regents on March 26, 2014. The proposed program is being developed in response to Louisiana Senator Francis Heitmeier’s resolution calling for the establishment of “graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science.” The proposed program will allow graduate students to pursue careers in areas of transportation that are critical to Louisiana and to the field of transportation. The proposed program will include two primary concentrations: the Transportation Planning Concentration and the Transportation Administration Concentration. Students will also have the option to “self-design” a concentration in consultation with the program coordinator and faculty advisor, which will culminate in a thesis.

The goal of the Transportation program is to provide instruction in the most technically advanced, secure, efficient, accessible, competitive, dynamic, and environmentally responsible systems for the transport of goods and people. The program will be concerned with all modes of transportation – road, rail, maritime and air – and the connection of people and goods across these modes. The 33-hour degree program will provide graduate students the opportunity to engage with professionals through course assignments, capstones, and internships. As well, the University expects to attract non-traditional students already employed full-time and/or part-time in the transportation profession.

No similar program exists at the University or in the state. The proposed M.S. in Transportation will target graduate students who are looking for a specialized career in one of Louisiana’s most important industries. Consequently, the program will offer a unique opportunity to students and will facilitate a greater accountability to the needs of industry. There is a critical need in Louisiana and in the country for transportation officials and businesses to understand the multimodal nature of the transportation system. The job outlook in the Gulf States region for 2013 indicates a tremendous gap in qualified employees with advanced degrees. Furthermore, the five-state region (Texas, Louisiana, Mississippi, Alabama, and Florida) is expected to grow at a faster pace than the national rate with respect to transportation occupations. Implementation of the proposed program will produce individuals who are well trained to compete in a highly competitive transportation workforce.
The proposed program is not a replacement program. As well, no existing program will be terminated or phased out. The M.S. in Transportation will be housed in the College of Liberal Arts in the UNO Transportation Institute. The University projects an enrollment of 20 students in the initial year and an enrollment of 40 students by year five. UNO anticipates that the program will initially graduate 15 students and 25 students per year in the following three years.

Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of course instruction. The University has the necessary infrastructure, library holdings, and technology to support the program. The initial costs of the program will be paid through general funds that UNO allocates to the Transportation program. Initial costs may include marketing initiatives and administrative support. As the program grows, it is anticipated that the program will require two new faculty lines.

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 of a Proposal for a Master of Science degree program in Transportation.
July 14, 2014

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

Dear Dr. Woodley,

I am requesting approval for a M.S. in Transportation degree program. The M.S. in Transportation program will provide multimodal education and workforce development opportunities to transportation industry professionals so they might create the most technically advanced, secure, efficient, accessible, competitive, dynamic and environmentally responsible systems for moving goods and people. The program will be concerned with all modes of transportation—road, rail, maritime and air—and the connection of people and goods across these modes. Additionally, this proposed Master of Science in Transportation will allow students to receive an advanced degree in a topic that is vital to the local, state national economy.

Thanks you for your consideration.

Sincerely,

[Signature]

Peter J. Fos  
President  
University of New Orleans
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 New Orleans

Specific Degree to be Awarded Upon Completion

Master of Science

Recommended 2010 CIP Taxonomy

CIP-???? Code 45.9999
(Transportation/Transportation Management)

Date to be Initiated

January, 2015

Name of Department or Academic Subdivision Responsible for the Program

College of Liberal Arts

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program

Kevin Graves, Interim Dean College of Liberal Arts

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.
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1. Description

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

The University of New Orleans College of Liberal Arts (COLA) proposes the creation of a graduate program that will offer the degree of MASTER OF SCIENCE IN TRANSPORTATION, CIP Code 45.9999 (Transportation/Transportation Management).

Intermodal Transportation, the movement of people and goods across multiple modes, is a growing career field but related education and workforce training are currently insufficient in Louisiana and nationally. In response, Louisiana Senator Francis Heitmeier (D-New Orleans) introduced resolution SR #49 in 2002, calling for the establishment of "graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science."

Pursuant to the requirements of SR #49, the University of New Orleans (UNO) responded affirmatively to the requested expression of interest in the development of such a program. To fulfill the intentions of SR #49 and prepare students for careers in the transportation industry, UNO is proposing a new Master of Science (M.S.) in Transportation, which will allow students to receive an advanced degree in a sector that is vital to the local, state and national economy.

The objective of the Transportation program is to provide multimodal education and workforce development opportunities to transportation industry professionals so they might create the most technically advanced, secure, efficient, accessible, competitive, dynamic and environmentally responsible systems for moving goods and people. The program will be concerned with all modes of transportation—road, rail, maritime and air—and the connection of people and goods across these modes. Historically, the different modes of transport developed economically independent of each other, while training and research programs have focused on the movement of either freight (goods) or passengers (people). As a result, the entire system of transportation and the training for those within the field are rarely well coordinated. This program will bridge this gap and provide exposure to all modes both passenger and freight.

The M.S. in Transportation program, will allow graduate students to pursue careers in areas of transportation that are critical to Louisiana and to the field of transportation in general with local, state, national and international applications. The program will be housed in the Merritt C. Becker Jr. Transportation Institute (UNOTT) within the College of Liberal Arts, and be implemented in close partnership with the Department of Planning and Urban Studies and the Public Administration program. The degree will include two primary concentrations: the Transportation Planning Concentration and the Transportation Administration Concentration, both of which include a yearlong (two semester) capstone requirement. The third concentration in Transportation will be self-designed in consultation with the program coordinator and a student’s faculty advisor. The self-designed concentration will allow students to incorporate coursework from other colleges, such as Business and Engineering. In the future, the M.S. in Transportation could expand to include formal concentrations in Business and Engineering contingent on these colleges hiring faculty that could support an expanded program. Students may also pursue a thesis option within the degree in place of a capstone.
b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

The curriculum will provide students with the knowledge base and skill sets needed for successful professional practice in transportation. The curriculum, described below, will include content on: the history and function of freight and passenger transportation; current issues in local, state and national policy; transportation funding and finance; critical analysis of travel data; and technical skill building. In particular, the applied nature of the course work will ensure students are prepared to make professional contributions upon completion of the program.

The program will provide graduate students with the opportunity to engage with professionals through course assignments, capstone projects, and internships. Moreover, due to the distance education delivery method selected, we expect to attract non-traditional students already employed in the transportation profession who are seeking a graduate degree to strengthen their skills and advance to leadership positions in their companies and agencies.

The M.S. in Transportation will require a minimum of 33 semester credit hours of graduate course work beyond a Bachelor degree. Table 1 outlines the basic requirements, which are split among core courses, a concentration, and capstone work.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum (6 core courses)</td>
<td>18</td>
</tr>
<tr>
<td>Concentration</td>
<td>9</td>
</tr>
<tr>
<td>Capstone or Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
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</table>

Table 1. Summary of the minimum requirements for the Master in Transportation.

The following core courses would be required for all students:
- Transportation Seminar: *TRAN 6010
- Introduction to Intermodal Freight Transport: *TRAN 6020
- Introduction to Transportation Planning: TRAN 5061
- Environment and Energy: *TRAN 6100
- Transportation Policy & Administration: *TRAN 6200
- Applied Techniques: TRAN 5062

* Indicates new course.

Students must complete a 9-credit concentration in Transportation Planning, Transportation Administration or a self-directed concentration. Students must also complete a capstone or thesis. The two primary concentrations will utilize instructional offerings in the accredited Master of Urban Planning (MURP) degree program and the accredited Master of Public Administration.

- Transportation Planning Concentration eligible courses: TRAN 5063, MURP 6620, MURP 6020, MURP 5160, MURP 6450, MURP 5050
Other courses or a thesis option may be permitted with approval of the program coordinator:

- Transportation Administration Concentration eligible courses:
  PADM 6020, PADM 6110, PADM 6160, PADM 6201, PADM 6401

Other courses or a thesis option may be permitted with approval of the program coordinator:

- Self-Directed Concentration:
  Three courses (nine credits) approved by program coordinator and faculty advisor

Students must complete a six-credit capstone sequence over the course of a year, unless choosing the thesis option, which includes six hours of thesis research.

- Capstone: *TRAN 7001, 7002

  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.

The program will be offered in a distance education executive hybrid format as defined by the Southern Association of Colleges and Schools and in compliance with Louisiana House Bill 671 (2013). This format allows for students not located in the New Orleans region to participate in the program. Both the Master of Urban and Regional Planning and the Master of Public Administration degree programs are cooperative programs and will cross-list courses. As the Master of Science in Transportation matures, both the College of Business and the College of Engineering will develop additional cooperative programs.

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

Once this is approved, documentation will be inserted.

2. Need

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

The M.S. in Transportation supports UNO’s role as a major urban research university that generates cutting-edge research and advances workforce training in Louisiana. The program will provide training in the active research areas of UNOTI, including (but not limited to): maritime and port planning, freight based economic development, transit planning, streetcar systems, walking, bicycling, transit oriented development and evacuation planning. The program will also explore applications in several advanced technology areas including G.I.S. (geographic information systems), economic modeling, air quality estimations, Computer-Aided Design, traffic simulation, and remote sensing technology. The degree program will become the educational component of UNOTI, which has made a significant contribution to UNO in its role, scope and mission as a major statewide research university. Furthermore, this program will
enhance UNO’s mission to produce a technologically advanced, diverse workforce for the State of Louisiana and surrounding region.

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.)

Neither the proposed program nor a similar one has been offered at UNO previously.

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

No similar programs are offered at any other university in Louisiana. Nicholls State University offers a Maritime Management Concentration and a four-year management degree that prepares students for a career in general management in the maritime industry. This undergraduate non-competing program would act as an excellent feeder program for the proposed M.S. in Transportation at UNO.

UNO’s degree program will be the first of its kind to incorporate both passenger and freight movement. It will be housed in a research institute that focuses on planning, policy and administration issues, unlike the following degree programs that are generally engineering and/or logistics focused:

- The University of Southern Mississippi has a Master of Science in Logistics, Trade & Transportation housed in the Center for Logistics, Trade & Transportation.
- Texas A&M University at Galveston has a Master of Maritime Administration & Logistics housed in their Department of Maritime Administration.
- Texas Southern University has a Master of Science in Transportation Planning and Management housed in the College of Science and Technology.

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.

No other Louisiana institution offers a similar program.

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

The proposed M.S. in Transportation will target college graduates who are looking for a specialized career in one of Louisiana’s most important industries. Moreover, it will foster innovation through research in science and technology, as it will be closely connected with UNOTI, which engages in applied research across Louisiana. Finally, because no other degree program in transportation exists in Louisiana, the program will offer a unique opportunity to students and will facilitate a greater adaptability to the needs of industry. This also encourages
more efficiency and effectiveness in the Postsecondary Education System because students will not have to leave the state in order to obtain this important and increasingly demanded degree.

FIRST Louisiana (Fostering Innovation through Research in Science and Technology) focuses on research domains that are of strategic importance to Louisiana, and also align with the existing and prospective needs of business and industry. One of Louisiana’s high-priority concerns is the health and integrity of the state’s coastlines, and of some of the world’s most navigable waterways. Like most areas, Louisiana has particular research needs that grow out of its unique location, history, culture and opportunities. As shown in the graph below, the transportation industry has great economic importance for Louisiana, with related occupations including but not limited to Supervisors/Managers, Freight Forwarders/Custom Brokers, Administrators/Planners and Transportation Inspectors to Louisiana. The economic output of the transportation sectors illustrated below has grown over the last decade and is projected to continue to grow at an estimated rate of 9.35%, well above the projected national growth rate of 5.1%.

Figure 1. Louisiana Economic Output in Transportation Industry Sectors

For the New Orleans metropolitan area, the transportation industry is one of the fastest growing and best paying industries. The job outlook in the Gulf States region for 2013 indicates a tremendous gap in qualified employees with advanced degrees. Furthermore, the five-state region (Texas, Louisiana, Mississippi, Alabama, and Florida) is expected to grow at a faster pace (9.53% growth) than the national rate (5.1%) with respect to transportation occupations.

Table 2. Metro New Orleans Transportation Jobs and Wages

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Transportation</td>
<td>Thousands of Jobs</td>
<td>693</td>
<td>707</td>
<td>718</td>
<td>726</td>
<td>732</td>
<td>737</td>
<td>741</td>
<td>746</td>
<td>751</td>
<td>760</td>
<td>764</td>
</tr>
<tr>
<td>Compensation/Earnings</td>
<td>Thousands of $s</td>
<td>59</td>
<td>61</td>
<td>64</td>
<td>67</td>
<td>70</td>
<td>74</td>
<td>77</td>
<td>81</td>
<td>84</td>
<td>87</td>
<td>91</td>
</tr>
</tbody>
</table>
Table 3. 2013 Total Jobs Estimated*

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Nation</th>
<th>LA</th>
<th>MS</th>
<th>AL</th>
<th>FL</th>
<th>TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors/Managers</td>
<td>246,090</td>
<td>3,464</td>
<td>2,649</td>
<td>4,944</td>
<td>12,618</td>
<td>16,806</td>
</tr>
<tr>
<td>Logisticians/Planners</td>
<td>104,184</td>
<td>383</td>
<td>484</td>
<td>2518</td>
<td>4034</td>
<td>12,501</td>
</tr>
<tr>
<td>Transportation Inspectors</td>
<td>27,194</td>
<td>395</td>
<td>162</td>
<td>372</td>
<td>849</td>
<td>2,710</td>
</tr>
<tr>
<td>Subtotal</td>
<td>349,037</td>
<td>4,242</td>
<td>3,295</td>
<td>7,834</td>
<td>17,501</td>
<td>3,2017</td>
</tr>
</tbody>
</table>

As the following tables illustrates, there is a substantial gap between annual job openings and potential applicants with graduate degrees.

Table 4. Master Degree Completions Compared to Available Job Openings (2009)*

<table>
<thead>
<tr>
<th>2009 Completions</th>
<th>Degree</th>
<th>Gulf Region</th>
<th>LA</th>
<th>MS</th>
<th>AL</th>
<th>FL</th>
<th>TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Job Openings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logistics and Material Management</td>
<td>Master</td>
<td>102</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>Operations Management and Supervision</td>
<td>Master</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>Transportation and Transportation Management</td>
<td>Master</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>161</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>76</td>
<td>85</td>
</tr>
<tr>
<td><strong>Shortfall</strong></td>
<td>2,196</td>
<td>109</td>
<td>111</td>
<td>227</td>
<td>539</td>
<td>1,160</td>
<td></td>
</tr>
</tbody>
</table>

*Table 2-4 Source: EMSI (Economic Modeling Specialists, Inc.)

ii. Are there possibilities for cooperative programs?

Both the Master of Urban and Regional Planning and the Master of Public Administration degree programs are cooperative programs, and their supporting departments will participate in cross-listing courses. As the Master of Science in Transportation matures, both the College of Business and the College of Engineering will develop additional cooperative programs.

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 existing program will be terminated or phased out. This program is not 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.

The Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011 lists the following goals:
1. Increase the Educational Attainment of the State’s Adult Population to the Southern Regional Education Board States’ Average by 2025
2. Foster Innovation through Research in Science and Technology in Louisiana
3. Achieve Greater Accountability, Efficiency and Effectiveness in the Postsecondary Education System

The proposed M.S. in Transportation program supports all three goals of the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana. The proposed program will target adult students who are looking for a specialized career in one of the state of Louisiana’s most important industries. Moreover, it will also foster innovation through research in science and technology, as it will be closely connected with UNOTI, which engages in applied research across Louisiana. Faculty will educate and involve students in cutting-edge research thereby contributing to the goal of fostering innovation through research in science and technology in Louisiana. Finally, because no other degree program in transportation exists in Louisiana, the program allows more efficiency and effectiveness in the Postsecondary Education System because students will not have to leave the state in order to obtain this increasingly needed training.

The program will build on and enhance current work by the sponsoring department towards the Master Plan’s goals. For example, UNOTI is already supporting the first goal, “Increase the Educational Attainment of the State’s Adult Population to the Southern Regional Education Board States’ Average by 2025,” through our On the Move program and look to expand our support through the M.S. in Transportation. UNOTI has been working to develop future scholars and practitioners in the transportation field which is in accordance with Objectives 1.1 Collaboration with Elementary and Secondary Education to Graduate More Students from High School Ready for College or Career, Objective 1.2 Increase the College-Going Rate of High School Graduates, Objective 1.3 Increase the Number of Adults Age 25 and Older Enrolled in Postsecondary Education Programs, and Objective 1.7 Develop a Skilled Workforce to Support an Expanding Economy. Drawing upon the expertise of UNOTI’s faculty and staff, as well as the extensive network of professionals and organizations with whom UNOTI works, On the Move brings custom-designed workshops, presentations, and/or panel discussions to the youth of the greater New Orleans area, participates in/hosts community events, as well as establishes longer-term training opportunities that are fun, informative, interactive, and help to put youth on the path to higher education. The M.S. in Transportation will expand these opportunities to the adult population through graduate higher education.

UNOTI supports the second goal, “Foster Innovation through Research in Science and Technology in Louisiana,” through our University Transportation Center (UTC) designation. This UTC designation specifically targets Objective 2.2 Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts and Objective 2.3 Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana. UNOTI has been part of the UTC program since 2006, first as a member of the Gulf Coast Center for Evacuation and Transportation Resiliency in partnership with LSU, followed in 2009 as part of the Southwest Region University Transportation Center (SWUTC). This UTC focused on

- Transportation Emergency Management and Evacuation Modeling
• Gulf Coast Megaregion Development
• Economic and Industrial Freight Based Economic Development
• Streetcar and Transit Oriented Development

Presently, UNOTI is part of the Maritime Transportation Research & Education Center and the National Center for Strategic Transportation Policies, Investments, and Decisions. These partnerships with 14 different universities annually provide $375,000 of federal UTC funds to dedicate to maritime and intermodal freight research and outreach activities such as:

Research Activities
• Multimodal Supply Chain Efficacy Research Area
• Economic Competitiveness through Waterborne Freight
• Sustainable Multimodal Infrastructure
• Livability and Transit-Oriented Development of Coastal and River Valley Communities
• Evacuation and Emergency Logistics for Coastal and River Valley Communities
• e-Navigation for Commercial Shipping
• Moving Freight from Trucks to Rail
• Effects of freight operations on mobility, environment, and health exposure

Outreach Activities
• Maritime and Multimodal Transportation Educational Resource Development
• Transportation Professional Development and Training Programs
• Future Transportation Workforce Diversity through K-12 Outreach

Additionally, UNOTI has been working to educate professionals in the area of bicycle and pedestrian safety. It recently published a Complete Streets Manual which is a statewide resource for transportation engineers, planners, public administrators and elected officials to better understand how state highways can be designed for safe walking and bicycling.

We also engage in technology transfer activities by co-hosting the National Evacuation Conference. In 2014, the conference was embedded as part of the International Disaster Conference and Expo, which had over 2,000 attendees. Professionals from across the state, nation and globe attended the event to learn about the latest technologies in evacuation and disaster planning.

UNOTI works closely with the American Planning Association, the Urban Land Institute and the American Society of Civil Engineer’s Transportation and Development Institute in hosting seminars and workshops related to a variety of topics related to passenger transportation, including transit, streetcars, transit-oriented development, walking, bicycling, master planning, zoning and other topics.

Finally, UNOTI supports the third goal, “Achieve Greater Accountability, Efficiency and Effectiveness in the Postsecondary Education System” specifically, Objective 3.1 Improvement in Education Outcomes and Meeting the Workforce Needs of the State and Objective 3.5 Demonstrate Improvement in Student Learning Outcomes Through Measurable Data and Reporting that Can Be Shared Publicly and Used to Drive the Decision-Making Process, through our workforce, outreach and research activities with the transportation industry.
For example, UNOTI, in partnership with the Port of New Orleans, has agreed to Research and Education and Workforce Development tasks including but not limited to:

* **Liquefied Natural Gas (LNG)**
  UNOTI will work with the Port staff to investigate the best practices of LNG bunkering including: legal and regulatory issues, security issues, safety issues, cost/benefit analysis examples, facility location and construction, investment options, and carbon footprint calculations.

* **e-Navigation**
  UNOTI, working with the Port and the maritime industry, will analyze progress made from 2006 to date by the International Maritime Organization (IMO), International Hydrographic Organization (IHO), Corp of Engineers, United States Coast Guard, National Oceanic and Atmospheric Administration, National Weather Service, State DOTs, Radio Technical Commission for the Maritimes (RTCM) and other Maritime Industry Partners on the establishment of e-Navigation regulations, the implementation of e-Navigation architecture, data structures, and IHO S-100 standards.

* **Maritime Workforce Summit**
  The Port would host an event where maritime and educational stakeholders would discuss opportunities to develop a career program for high school and college students to develop skills needed to move into careers in the maritime arena and connect to employers seeking highly skilled workforce.

* **K-12 Maritime Curriculum**
  Port of New Orleans would like to develop a K-12 maritime curriculum in which teachers would use a resource to educate students on the history of the Port of New Orleans, its current operations, and international economic impact. All lessons and activities would apply to individual grade-levels and subject. Teachers could have access to these resources on the Port of New Orleans website. UNOTI will work with the Port of New Orleans to develop the K-12 maritime curriculum in conjunction with the following activities:
  - **On The Move** – an outreach program developed by UNOTI to introduce students to the wide array of careers and educational opportunities in the maritime industry through custom designed hands-on workshops, presentations and/or panel discussions to the youth of the Greater New Orleans area.
  - **RiverWorks Discovery** – “Who Works the Rivers” – April 11, 2014
  - **Curriculum development** focused on waterways and unique features of the Greater New Orleans area utilizing and modifying modules included in national programs such as the TRAC Program offered by AASHTO and the Tenn-Tomm Waterway Transports Education in ARC Counties.
Workforce Trade Networking Luncheon Series
Invite College and High School students have lunch with business professionals in the maritime, transportation and logistics industries to talk about career opportunities, professional etiquette and the art of networking.

Commissioner Breakfast
Greater New Orleans Stakeholders would be invited to meet and greet the newly appointed Commissioner(s) and current Commissioners. During this time, the President and CEO of the Port of New Orleans would give an update on recent accomplishments, current/future initiatives and external challenges.

Develop a “History of the Port of New Orleans” permanent and/or temporary exhibit.
Along with a possible partnership with UNOTI and possibly the New Orleans Historic Collection, research would begin to provide a permanent or temporary exhibit showcasing the history of the Port of New Orleans, its contribution to historic events and its importance to the New Orleans culture.

Port of New Orleans Exhibit at the Children’s Museum
Partner with maritime associations in Greater New Orleans in sharing the cost of an extended education partnership with the Louisiana Children’s Museum.

Women in Transportation Seminar
UNOTI and the Port of New Orleans will work to establish the first Women in Transportation Seminar (WTS) Chapter in the State of Louisiana. WTS is an international organization dedicated to building the future of transportation through the global advancement of women.

Mississippi River Cities & Towns Initiative
UNOTI will join with the Port of New Orleans in this mayoral-led effort to create a coordinated voice for the Mississippi River and the Delta Regional Authority.

Furthermore, the Institute works cooperatively with the New Orleans Regional Planning Commission (RPC) to conduct innovative research, education, training and advisory activities for the benefit of state-wide stakeholders, the regional intermodal transportation industry, and users of the various transportation modes. Projects undertaken in partnership with the RPC have included A Regional Deployment Strategy for Intelligent Transportation Systems and an assessment of Smart Growth Policies being employed within the region’s post-Katrina environment. Some examples of successful university/industry collaboration activities include:

The National Evacuation Conference
The Gulf Coast Research Center for Evacuation and Transportation Resiliency (CETR), in partnership with the Stephenson Disaster Management Institute at LSU, co-hosts the National Evacuation Conference. The conference, held biannually, brings together the fields of transportation and emergency management to discuss evacuation planning to accommodate the needs of all people before, during and after a major disaster. The purpose of the conference is to
foster an interdisciplinary exchange of ideas surrounding a broad range of evacuation issues, particularly mass evacuations prompted by disasters.

Pedestrian Bicycle Resource Initiative (PBRI)
The Pedestrian Bicycle Resource Initiative is a joint project of UNOTI and the Regional Planning Commission that acts as a statewide bicycle and pedestrian resource for advocates, planners, engineers, and political figures. The Initiative provides an effective one-stop-shop resource for key decision makers in Louisiana to develop successful pedestrian and bicycle projects throughout the state. PBRI progresses its mission by providing access to research, multimedia, and networking resources regarding pedestrian and bicycle developments.

These programs, both freight and passenger focused, ensure the M.S. in Transportation program will continue to meet the needs of Louisiana’s multimodal transportation industry workforce development need. Additionally, our long-term partnerships with the industry provide a venue through which the performance of the program’s goals of education, research and teaching can regularly be measured.

3. Students

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

The transportation industry is experiencing a skilled workforce shortage on a global level. As noted by the National Academies of Science at the Transportation Research Board Annual Meeting 2009 (paper #09-3466), the industry is undergoing major changes due to an aging workforce and rapid advances in information technology, with the impending retirement of approximately 40–50% of the workforce in the next ten years, contributing to job openings in the sector (as seen in Tables 3 and 4 in the Relevance Section above).

Louisiana plays an important role in the national transportation network, and transportation is important to Louisiana businesses, workers and residents. However, no graduate degree program has ever been offered in any institution in Louisiana to train our citizens to design, maintain, or operate the transportation system that serves the needs of Louisiana and the nation. Given the multiple modes of transportation operating in Louisiana and the broad range of services required by the transportation industry (with transportation, warehousing and wholesale trade activities alone accounting for over 10% of all jobs within the state), this program will attract students with a broad range of backgrounds and interests. The students are expected to come from Louisiana and the Gulf Coast, other states of the nation, and from foreign countries.

Table 5. Estimated Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>New Enrollment</th>
<th>Graduates</th>
<th>Attrition</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
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<tr>
<td>5</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>
b. Indicate the source of students – from existing programs or students who might not otherwise be attracted to the institution.

The Master of Urban and Regional Planning and Master of Public Administration programs will cross list the transportation program’s courses as they already have a transportation concentration affiliated with their respective degrees. New students are expected to come from a variety of sources including the following:

- The email and phone calls regularly received from prospective students interested in the degree program (See Appendix D for examples).
- UNOTI employs an outreach coordinator that works directly with business and industry. The high level of support from these business and industry partners who will encourage their employees to pursue the graduate transportation degree.
- UNOTI is part of three federally designated and funded University Transportation Centers (UTC). These UTCs include 14 universities from nine states (including Louisiana, Texas, Mississippi, Arkansas, North Carolina, Virginia, Maryland, Colorado and Michigan). Each of these UTCs is tasked with student (High School to Graduate School) and workforce development. Therefore, the degree program already has a national pool of prospective students from which to recruit as well as a budget from which to market the new degree program.
- This degree program will be a natural progression for the graduates of Nicholls State University bachelor degree program and the graduates of the University of New Orleans Bachelor in Urban Studies and Planning.

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

Applicants to the M.S. in Transportation program should meet the following requirements:

- Hold a bachelor’s degree or equivalent from an accredited university or college.
- Students may have completed a major in any field, but it is recommended that students have taken basic courses in economics, political science, planning, engineering or business or statistics.
- A minimum undergraduate grade point average of 3.00 (on a 4.0 scale) is preferred.

Submission Materials:
Applicants are required to submit the following materials to be considered for admission. All materials must be received before an applicant is reviewed:

- Graduate application and fee
- A 750-1,000 word written statement of student’s goals and interest in the program
- A current resume
- An official transcript from all college and university work completed
- Two letters of recommendation. At least one recommendation should be from an individual who is qualified to attest to the candidate’s academic potential.
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.

<table>
<thead>
<tr>
<th>Table 5: Students Enrolled in Transportation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSUSP</td>
</tr>
<tr>
<td>MURP</td>
</tr>
<tr>
<td>PhD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 6: Graduates with a Transportation Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSUSP</td>
</tr>
<tr>
<td>MURP</td>
</tr>
<tr>
<td>PhD</td>
</tr>
</tbody>
</table>

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

Students will have access to the typical financial support mechanisms provided through the Office of Financial Aid at the University of New Orleans. UNOTI also engages in a number of sponsored research projects that have strong potential to fund prospective students. Funding levels varies year-to-year, but on-average UNOTI can support 3 – 4 students per year across this and related degree programs.

4. Faculty

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

John L. Renne, Associate Professor
Appointment: August 2005
Ph.D., Urban Planning and Policy Development, Rutgers University; Master of Urban and
Regional Planning, University of Colorado; Bachelor of Environmental Design, University of
Colorado
Expertise: Transportation planning, land use planning

Present credits: 3
Contact Hours: 3
Student credit hours: 90

Bethany M. Stich, Associate Professor
Appointment: August 2012
Ph.D., Public Administration & Policy, Virginia Tech University; Master of Arts, Public
Administration, Kennesaw State University; Bachelor of Science, Political Science, North
Georgia College and State University
Expertise: Transportation and economic development, freight and maritime development

Present credits: 3
Contact Hours: 3
Student credit hours: 24

Kate Lowe, Assistant Professor
Appointment: August 2011
Ph.D., City & Regional Planning, Cornell University; Master of Arts, Community Development
& Planning, Clark University; Bachelor of Arts, Cultural Anthropology, Bard College
Expertise: Transportation, regional planning and governance, low-income households

Present credits: 6
Contact Hours: 6
Student credit hours: 51

Supporting Faculty and Staff

David Gladstone, Associate Professor
Appointment: August 2000
Ph.D., Planning and Public Policy, Rutgers University; Master of City and Regional Planning,
Rutgers University; Bachelor of Arts, Political Science, Rutgers University
Expertise: Globalization, gentrification, economic and community development, real estate
development, tourism, social policy

Robert S. Montjoy, University Research Professor
Appointment: August 2004
Ph.D., Political Science, Indiana University; Master of Arts, Political Science, University of
Alabama; Bachelor of Arts, Political Science and History, University of Mississippi.
Expertise: Public administration, state and local government, election administration
Marla K. Nelson, Associate Professor  
Appointment: August 2002  
Ph.D., Rutgers University, Urban Planning and Policy Development; Master of City and Regional Planning, Rutgers University, Edward J. Bloustein School of Planning and Public Policy; Bachelor of Arts, Economics, University of Massachusetts  
Expertise: Local and regional economic development, urban revitalization, community development

Renia Ehrenfeucht, Associate Professor  
Appointment: January 2006  
Ph.D., Urban Planning, University of California, Los Angeles; Master of Urban Planning, University of Washington; Bachelor of Arts, Environmental Studies and Sociology, University of California, Santa Barbara  
Expertise: Politics of public space use, sidewalks, social production of the built environment, public participation, politics of urban design, public space history

John J. Kiefer, Associate Professor  
Appointment: August 2003  
Ph.D., Urban Services Management, Old Dominion University; Master of Urban Logistics, Old Dominion University; Master of Science, Administration, Central Michigan University; Bachelor of Business Administration, University of Mississippi  
Expertise: Information technology, electronic government, and G.I.S.; homeland security and urban terrorism

Michelle M. Thompson, Assistant Professor  
Appointment: August 2008  
Ph.D., College of Architecture, Art and Planning, Cornell University; Master of Regional Planning, Cornell University; Bachelor of Arts, Policy Studies, Syracuse University  
Expertise: City and regional planning, community development, housing real estate valuation, urban studies, geographic information systems (G.I.S), spatial statistics

Anna Livia Brand, Assistant Professor  
Appointment: August 2012  
Ph.D. Urban Planning and Urban Sociology, Massachusetts Institute of Technology; Master of Urban and Regional Planning, University of New Orleans; Master of Architecture, Bachelor of Architecture, Tulane University  
Expertise: Race and urban development; Black geographies; democratic theory and participation; justice and the city politics; design of public space

Wendel P. Dufour, Jr., Director, Division of Planning in the Center for Urban and Public Affairs  
Appointment: August 1996  
Master of Urban and Regional Planning, University of New Orleans; Bachelor of General Studies, University of New Orleans
Expertise: Land use planning and zoning, Neighborhood planning and community development, Incorporating disaster resilience into planning and zoning, Application of geographic information systems to planning

James Amdal, Senior Fellow, Merritt C. Becker Jr. University of New Orleans Transportation Institute
Appointment: 1993
Master of Architecture, Cranbrook Academy of Art; Bachelor of Architecture, University of Illinois
Expertise: Intermodal transportation, surface passenger transportation, public transit systems, national passenger rail development, vintage transportation systems/streetcars

In addition to existing faculty, the program will engage a variety of industry experts to address specific courses as needed. This will be managed to complement the expertise of the new faculty hired as core members of the Transportation Studies Program.

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 College of Liberal Arts’ MURP, DURB (Ph.D. in Urban Planning) and URBN (Urban Studies) courses currently holds an 18.62:1 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.

Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of the necessary course instruction. The transportation program has already hired two associate professors (Dr. John L. Renne and Dr. Bethany Stich) and one assistant professor (Dr. Kate Lowe) who specialize in transportation planning and policy. The majority of the initial cost of the program will be paid for with general funds that UNO allocates to the Transportation program (which includes funds specially allocated by the State). As the program grows, it is anticipated that the program will require two new faculty lines ($70,000 plus fringe each annually). Moreover, adjuncts may supplement academic faculty to deliver specialized courses. For example, Research Associate Mr. James Amdal, who is a professional planner, architect and a Senior Fellow with UNOTI could assist in the delivery of the degree program. The estimated requirement for new faculty is drawn from the courses outlined for the two concentrations.

The M.S. in Transportation is based in UNOTI within the College of Liberal Arts and draws on the resources of faculty from the College. In addition to new courses developed specifically for this new program, courses are drawn whenever possible from the existing curricula utilizing
current faculty for instruction. The College of Liberal Arts is particularly well placed to draw on excellent faculty based on its other transportation-related centers, programs and initiatives.

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?

No unusual outlays of funds, unique techniques, or the hiring of a special chair of instruction are anticipated.

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

Many of UNO’s faculty members with transportation-related expertise are primarily involved with existing sponsored research programs. These programs provide a potential source of qualified instructors for new courses in the proposed degree program. As mentioned above, the transportation studies program already has hired two associate professors (Dr. John L. Renne and Dr. Bethany Stich) and one assistant professor (Dr. Kate Lowe) who specialize in transportation planning and policy. Dr. Renne and Dr. Stich are recognized nationally and internationally for their work in transportation, specializing in passenger and freight transportation respectively. Faculty and staff associated with UNOTI are recognized for their expertise in:

- Transportation Policy for Sustainability, Livability, Resiliency and Disaster Recovery
- Evacuation Planning for Carless and Vulnerable Populations
- Bicycle and Pedestrian Planning and Safety
- Transit Oriented Development
- Megaregion Research and Development
- Maritime and Port Planning
- Globalization Planning and Policy
- Freight-based Economic Development

John L. Renne, Ph.D.

Dr. Renne has served as a Principal Investigator (PI) or Co-PI on $4,509,140 of externally funded research awards. Below is a list of his professional service commitments, which do not have any bearing on his teaching load. He serves as the Director of the Merritt C. Becker Jr. UNO Transportation Institute and Program Coordinator of the Bachelor of Science in Urban Studies and Planning (BSUSP), for which he receives a one-course per semester reduction. Dr. Renne intends on passing the responsibilities of BSUSP to another colleague in the Department of Planning and Urban Studies before or when the Master of Science in Transportation is approved. Dr. Renne intends to teach a minimum of one-course per semester but may teach more if needed. To comply with the UNO workload policy of four units per semester, Dr. Renne will be assigned administrative duties and advise graduate students for two units per semester, conduct research for one unit per semester and teach a course for one unit per semester.

Professional Service Commitments:
Chair, Transportation and Land Development Committee, Transportation Research Board of the National Academies Spring 2014 - Present
Organizing Committee, International Transportation Economic Development Conference, Transportation Research Board and Texas Transportation Institute Fall 2013 - Spring 2014
Special Issue Editor, Natural Hazards Review Summer 2013
Co-Chair, 2014 National Evacuation Conference, University of New Orleans Summer 2013 - Spring 2014
Emergency Evacuation Task Force, Transportation Research Board of the National Academies Spring 2012 - Present
Social and Economic Factors in Transportation Committee, Transportation Research Board of the National Academies Spring 2012 - Present
Reviewer, Various peer-reviewed journal in the transportation and planning fields. In 2013, Dr. Renne reviewed over 25 articles.

Bethany M. Stich, Ph.D.
Dr. Stich serves as a Principal Investigator (PI) or Co-PI on $927,988 of externally funded research awards. Below is a list of her professional service commitments, which do not have any bearing on her teaching load. Dr. Stich has utilized research funding to reduce her teaching load to one course per semester. Research buy-outs will likely occur in the future but will be subject to funding availability. Dr. Stich intends on teaching a minimum of one-course per semester but may teach more if needed. To comply with the UNO workload policy of four units per semester, Dr. Stich will be assigned administrative program associated duties and advise graduate students for two units per semester, conduct research for one unit per semester and teach a course for one unit per semester.

Professional Service Commitments:
Transportation Research Board: Intermodal Freight Committee, Subcommittee Chair
Transportation Research Board: Committee on Transportation and Economic Development
Chair, American Society of Public Administration’s Section of Transportation Policy and Administration

Kate Lowe, Ph.D.
Dr. Kate Lowe has been teaching 2 courses per semester. To comply with the UNO workload policy of four units per semester, Dr. Lowe will be assigned administrative duties and advise graduate students for one unit per semester, conduct research for one unit per semester and teach two courses per semester.

Professional Service Commitments:
Reviewer, Journal of Planning Education and Research
Reviewer, Journal of the American Planning Association
Ph.D. travel award committee, Association of Collegiate Schools of Planning, 2013 - present (national)

Future faculty members will also be chosen based on their national expertise within the transportation field. The expected teaching load for all existing and future faculty members will
correspond to the UNO workload policy. Faculty members within this program will be expected to make a contribution to the existing graduate programs in the Department of Planning and Urban Studies including the interdisciplinary Doctor of Philosophy in Urban Studies and/or the Master of Public Administration within the College of Liberal Arts.

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.)

John L. Renne, Ph.D.
Dr. Renne is an expert in passenger transportation. His work focuses on sustainable transportation, walking and bicycling, transit, and evacuation planning. He is a leading expert on the topic of transit-oriented development and carless evacuation planning.

Selected Publications


Theses and Dissertations
Bethany M. Stich, Ph.D.
Dr. Stich is an expert in freight transportation. Her work specifically examines globalization and international trade; freight based economic development; intermodal development and planning; the importance of retaining and revitalizing rail; inland waterway infrastructure development; airports as economic drivers; community development; industry recruitment and retention; sprawl; and citizen involvement.

Selected Publications


Dissertations
Committee Member: Thomas Harrington, Kathleen Whalen, Dennis Thorton, Sreenivas Kolapalli, Mary Goldie

Kate Lowe, Ph.D.
Dr. Lowe is an expert in passenger transportation. Her main research interests are institutional and intergovernmental relationships within transportation decision-making and transportation opportunities and challenges for low-income households.

Selected Publications

**Lowe, K.** (Accepted). Rethinking competition in TIGER: Lessons for federal funding and public administration. *Public Works Management & Policy.*


Theses
2014 Lucien Bruno (Eisenhower Graduate Fellow)
2013: Emilie Bahr, Romain Cheynet, Mariana Marmol, & Adarain Pike (final project)
2012: Mark Kreitz (final project), Taylor Marcantel, Vivek Shah, & Max Williamson

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

The proposed M.S. in Transportation will include instruction about both freight and passenger transportation. Currently, two faculty members are experts in passenger transportation (Renne and Lowe) and one (Stich) is an expert in freight. A proposed faculty member is requested in the future that would have expertise in freight. Also, as we grow the program in the future, we would also like to collaborate with the College of Engineering to expand our expertise in transportation engineering, as well as with the College of Business to expand our expertise in logistics. Both the College of Engineering and the College of Business are supportive of this program and will seek to hire faculty in the future that can be jointly appointed with this proposed program.

5. Library and Other Special Resources

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

Present library holdings are adequate to initiate the proposed program. Currently, the Earl K. Long Library at UNO’s Lakefront campus has over 8011 monographic items on the subject of transportation, including books, electronic books, and government documents. The Library is a 90% selective federal depository, and, as a depository, receives documents from federal agencies such as the U.S. Department of Transportation and its operating administrations such as the National Highway Traffic Safety Administration. As one of eight complete state depositories, the UNO Library receives documents from the Louisiana State Department of Transportation and Development. The Library has access to 89 transportation-related journals, not including government document journals. The library has a current budget of $25,000 dedicated to transportation-related serials subscriptions and monographs. This funds 27 current transportation journals, the majority of them available online, and has allowed the library to acquire 284 transportation-related monographs.

Through the UNO Library’s membership in the LOUIS statewide library consortium, a wide variety of electronic resources (including bibliographic databases, full-text journal databases, electronic journals and reference materials) in the social sciences (e.g. Urban Studies Abstracts) and business (e.g. Business Source Complete), sciences and engineering (e.g. Biological Abstracts), and general databases (e.g. Lexis-Nexis Academic) is available to UNO students and faculty. The UNO library also has subscriptions to the interdisciplinary Web of Science, Compendex (engineering), and IEEE/IEL (electrical engineering) databases as LOUIS mini-consortia subscriptions, as well as having subscriptions to other databases that are not part of the LOUIS consortium, such as PAIS International (Public Affairs Information Service).
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.?

During the past several years, program funds were budgeted for the acquisition of new books, periodicals, reference books, and primary source materials to meet program needs during the first few years. Going forward, the program budget, along with any general fund support, will be adequate for the library needs of the program.

The following represents an example of the materials acquired for the program to date:

Current Journals:
- Cargo Business News
- ITE Journal
- Journal of Advanced Transportation
- Journal of Air Transport Management
- Journal of the Transportation Research Forum
- Journal of Transport Geography
- Journal of Transportation Law, Logistics, and Policy
- Local Environment
- Public Transport International
- Road and Transportation Research
- Traffic Engineering and Control
- Transportation Journal
- Transportation Quarterly
- Transportation Research, Parts A-F
- Transportation Research Record
- Transportation Reviews
- Urban Design International
- Urban Transportation Monitor
- Waterways Journal

Books:
- American Transportation Policy
- Canals and Inland Navigation
- Coastal and Short Sea Shipping
- Computer-Aided Systems in Public Transport
- Current Practices for Assessing Economic Development Impacts from Transportation
- Dictionary of Maritime and Transportation Terms
- Dynamics of High-speed Railway Bridges
- Emergency Care and Transportation of the Sick and Injured
- Fundamentals of Intelligent Transportation Systems Planning
- Impact Assessment and Evaluation in Transportation Planning
Maritime and Port Security
Maritime Transportation: Safety Management and Risk Analysis
Private Sector Participation in Light Rail-Light Metro Transit Initiatives
Statistical and Econometric Methods for Transportation Data Analysis
Structural Materials and Processes in Transportation
Transportation Systems Planning: Methods and Applications
Transportation Systems Reliability and Safety

Leading professional data sources include the following:

- Containerization International: Intelligence and Containerization Magazine
- Drewry Annual Dry Bulk Market Review and Forecast 2004/2005
- MaritimeData.com
- Ibisworld.com: Rail Transportation in the U.S., Port and Harbor Operations in the U.S., Inland Water Transportation in the U.S.
- American Trucking Associations Publications: U.S. Freight Transportation Forecast to 2024
- Intermodal Association of America: Intermodal Insights

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

The Merritt C. Becker, Jr., University of New Orleans Transportation Institute (UNOTI) maintains an Intermodal Transportation Research Data Dictionary. This is a comprehensive data dictionary that currently contains over 80,000 specific holdings of information in 403 separate file categories for all intermodal transportation modes and related subjects. A breakdown of these file categories includes: maritime (42); inland waterway (10); freight/railroads (36); passenger rail (36); public transit (33); highways (48); aviation (20); trucking (9); transportation policy (43); related transportation issues (126). Holdings are obtained daily from a variety of sources including numerous news services, periodicals, annual reports, and special federal and industry publications. This allows UNOTI staff, COLA faculty and student access to the most up-to-date information on intermodal transportation issues.

UNOTI’s data dictionary has been used to compile a national perspective on transportation security, and to assist UNOTI in its professional assignment regarding the Statewide Transportation Plan Update. This resource will assist student and faculty research projects regarding transportation and transportation-oriented development, smart growth, and intelligent transportation system applications.
UNO’s library participates in the LALINC consortium that allows UNO faculty and students to check books out at other Louisiana university libraries. This allows access to materials at several local libraries, such as the Tulane University Libraries, and provides access to specialized materials not widely available elsewhere. As an example, the Tulane University School of Law Library, which offers access to electronic databases and indices such as LexisNexis, WESTLAW and CALI, also has one of the most extensive collections on maritime law in the United States, including a Special Maritime Collection of treatises, case reporters, and loose-leaf services in admiralty law and shipping.

In addition to over 40 Louisiana libraries which participate in the previously mentioned LALINC consortium, UNO faculty and students also have access to over 6700 libraries of all types, both in the United States and internationally, which loan books and supply journal articles through Interlibrary Loan free of charge to the faculty member or student. Articles are generally delivered electronically to the requester.

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.

The Library Budget for the last two completed fiscal years for transportation-related materials is shown below:

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<thead>
<tr>
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<th>2011-2012</th>
<th>2012-2013</th>
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<tbody>
<tr>
<td>Books</td>
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<td></td>
</tr>
<tr>
<td>COLA</td>
<td>$ 37,778</td>
<td>$ 5,517</td>
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<tr>
<td>Civil Engineering</td>
<td>$ 880</td>
<td>$ 0</td>
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<tr>
<td>Naval Architecture</td>
<td>$ 432</td>
<td>$ 0</td>
</tr>
<tr>
<td>Total</td>
<td>$ 39,090</td>
<td>$ 5,517</td>
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<thead>
<tr>
<th></th>
<th>2011-2012</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Serials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLA, not including Transportation</td>
<td>$ 99,346</td>
<td>$107,638</td>
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<tr>
<td>Transportation</td>
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<td>Civil Engineering</td>
<td>$ 14,271</td>
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<td>Naval Architecture</td>
<td>$ 11,330</td>
<td>$ 8,626</td>
</tr>
<tr>
<td>Total</td>
<td>$146,231</td>
<td>$149,959</td>
</tr>
</tbody>
</table>

Source: Earl K. Long Library, Assistant Systems Administrator

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

This program will provide $25,000 per year toward library expenditures.
f. What additional special resources, other than library holdings, will be needed?

Though no new funds are necessary to begin the program, a modicum of support is requested for marketing (expected not to exceed $15,000; this is a one-time cost) and administrative support (a cost of $20,000 annually).

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.

A review of relevant library resources at other institutions with graduate degrees or certificates in Transportation shows that the UNO Library compares well in research databases. Most of the research databases listed on available library research guides for Transportation or Transportation Studies at universities with degree programs in Transportation (e.g. Georgia Institute of Technology, University of Minnesota, UC Irvine, University of Denver) are databases to which the UNO Library has access, e.g. TRID (from the Transportation Research Board), Web of Science, Compendex, IEEE/IEE, Lexis-Nexis, Business Source Complete. UNO’s access to relevant research databases exceeds that of some institutions, (e.g. California Maritime Academy and Maine Maritime Academy), which don’t have access to Web of Science. Some of the programs at other universities (such as the University of Texas and M.I.T.) reside in their College of Engineering, and so may require databases with more focus on very technical aspects than UNO will require, e.g. the SAE (Society of Automotive Engineers) Digital Library.

As far as transportation-related journal resources at other institutions, Portland State University, a public urban university, offers a Master’s Degree with a Transportation specialization, as well as a graduate certificate. A comparison to UNO’s transportation journals shows that UNO has access to many of the journals listed by their Transportation subject librarian. The University of Denver offers a Master’s of Science in Intermodal Transportation Management. A check of their library catalog shows that they have access to some journal titles not in UNO’s journal holdings (e.g. Maritime Economics and Logistics).

6. Facilities and Equipment

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

The University of New Orleans has a large number of facilities and resources directly related to maritime and intermodal transportation. The university also has access to additional local facilities and resources at other educational institutions through partnerships with private companies in the transportation industry. In addition, the offices, classrooms and computer labs of COLA will be available for use.
Modeling and Computer Lab
Three computer labs that serve the social science disciplines will be available for use by this program. The first is a high end 22 workstation lab with ArcGIS software, providing the latest advances in GIS technology. This includes digital mapping, topographic charting, satellite imagery, and remote sensing. This lab is an electronic classroom where these courses are taught. The second lab is a 36 workstation teaching classroom that contains statistical software, such as SPSS, and creative software, such as Adobe Creative Suite. This facility is used for the teaching of social science statistics courses, and creative applications, etc. The third lab is 16 workstation lab that is a non-teaching facility that includes all of the software applications of both teaching facilities. It is reserved for student use in completing project assignments for the courses taught in the classroom facilities on an out-of-classroom basis.

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

The program will be housed in the Merritt C. Becker, Jr. University of New Orleans Transportation Institute (UNOTI) in Milneburg Hall on UNO’s main campus. The space includes administrative, faculty and graduate research assistant offices, a library, conference room, storage room, student classrooms and laboratories.

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.

No new facilities are needed.

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 Master of Science in Transportation will be administered by UNO’s College of Liberal Arts, under the Merritt C. Becker, Jr. UNO Transportation Institute (UNOTI).

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

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

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

UNOTI, the Department of Planning and Urban Studies (PLUS) and Department of Political Science and Public Administration (all within COLA) have established excellent reputations in
transportation research with experienced faculty and staff who have been nationally and internationally engaged in the field for over 20 years. As well, recently hired faculty members are developing outstanding reputations, all of whom will contribute to the program.

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.*

   No accreditation is available for this degree program. However, it is closely affiliated with the Master of Regional and Urban Planning program and the Public Administration program, both of which are accredited.

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

   Not applicable.

   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.*

   No doctoral program is requested.

9. Related Fields

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

   The College of Liberal Arts has several recognized fields of study related to and/or in support of the proposed program: The Bachelor of Science in Urban Studies and Planning (BSUSP), the Master of Science in Urban Studies (MSUS), the Master of Urban & Regional Planning (MURP), The Master of Public Administration (MPA) and the Doctor of Philosophy in Urban Studies. In addition, the program will incorporate subject matter from other areas including Engineering and Business.

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

   For over 40 years, COLA’s Department of Planning and Urban Studies (PLUS) which houses the aforementioned related degrees – BSUSP, MSUS, MURP – has enabled students to undertake interdisciplinary research on cities, including research on urban transportation. As the only nationally accredited urban planning school in Louisiana, the Department of Planning and Urban Studies has been an important regional institution helping to train leaders in urban issues. These programs have received numerous awards and are considered extraordinary programs.
Furthermore, the MPA degree is a nationally accredited and a nationally ranked (U.S. News & World Report) program.

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

Costs of the proposed program for the first four years are shown in the Table on the following page. Additional appropriations are not needed. UNOTI receives federal grants, which will support students through scholarships and work study opportunities; however, these federal resources are not necessary for the successful delivery of the program.

This degree program is unique and should be in high demand; thus we expect the University to receive increased tuition from students recruited specifically to this program who otherwise would not have enrolled at UNO.

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.

Because this is a not yet established degree program, funding for Transportation Studies prior to the academic program's approval has been used for transportation-related research, for coursework with transportation studies content in the Department of Planning and Urban Studies (PLUS) and in the College of Business Administration, and for curricular planning and development. (See Appendix C for departmental operating expenditures for the last two completed fiscal years.)

ii. How will the proposed program affect the allocation of these funds?

We do not expect any changes to the allocation of the existing funds.

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

No additional funds will be needed for the program at this time. However, as the program grows, we would request funding to hire additional faculty, starting with a 2nd faculty member with an expertise in freight-based transportation.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**Institution:** University of New Orleans  
**Date:** May 19, 2014

**Unit:** College of Liberal Arts  
FTE = Year round, 100% level of effort academically or fiscally appointed employees

<table>
<thead>
<tr>
<th></th>
<th>Year 1 2012-2013</th>
<th>Year 2 2013-2014</th>
<th>Year 3 2014-2015</th>
<th>Year 4 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>FTE</td>
<td>Amount</td>
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<td>Faculty</td>
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<tr>
<td>John Renne</td>
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<td>$74,456</td>
<td>1</td>
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<tr>
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<td>Bethany Stich</td>
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<td>$30,920</td>
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<td>Catherine Lowe</td>
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<td>$66,500</td>
<td>1</td>
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<td>Fringe (1)</td>
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<td>$27,265</td>
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<tr>
<td>Fringe (1)</td>
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<td>Fringe (1)</td>
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<tr>
<td>Library (5)</td>
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<td>$25,000</td>
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<tr>
<td>Supplies and Services</td>
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<td>$21,556</td>
<td>21556</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$501,796</strong></td>
<td></td>
<td><strong>$507,993</strong></td>
<td></td>
</tr>
</tbody>
</table>

(1) Fringe benefits for faculty and/or administration calculated at 39% for YR 1, 41% for YR 2, 43% for YR 3, 45% for Year 4  
(2) $30,000 of this is designated for a 75% time outreach assistant  
(3) Salary is for an additional faculty member during 2014-2016  
(4) Graduate Assistant stipends will fluctuate between $12,000 - $15,000 each. Until all faculty are hired salary line can be used to supplement GA funds.  
(5) Library expenditures are allocated by financial services prior to departmental budgeting.
Appendix A:
Louisiana Senate Resolution No. 49, by Senator Heitmeier
Regular Session, 2002

SENATE RESOLUTION NO. 49

BY SENATOR HEITMEIER

A RESOLUTION

To urge and request the Board of Regents to address the establishment of graduate, undergraduate, and continuing education programs in Maritime and Intermodal Transportation Science.

WHEREAS, Louisiana is at the nexus of various national and international transportation systems, including marine transportation systems, which serve as the intermodal gateways to the nation’s interior; and

WHEREAS, the technical, policy, operational, and educational demands of ocean, river, canal, and channel transportation and the integration of these disciplines with land-based transportation systems exceed the skills provided solely by on-the-job training or associate degree postsecondary education; and

WHEREAS, graduate and baccalaureate degree programs in Intermodal Transportation Science would benefit students, meet broad transportation industry needs, and strengthen workforce preparation in the following disciplines: River/Channel Pilots; Marine Insurance; Shipping/Freight Forwarding; International Business and Trade; Naval Architecture/Marine Engineering; Transportation Planning; Customs and Port Management,

THEREFORE, BE IT RESOLVED that the Louisiana Senate urges and requests the Board of Regents to address the establishment of graduate, undergraduate, and continuing education programs in Maritime and Transportation Science, and report its recommendations to the Senate Committee on Transportation, Highways and Public Works no later than March 1, 2003.

BE IT FURTHER RESOLVED that a copy of this Resolution shall be transmitted to the commissioner of higher education.

_______________________________
PRESIDENT OF THE SENATE
Appendix B:
Response of the Board of Regents to Directives of Senate Resolution No. 49
RESPONSE OF THE BOARD OF REGENTS TO
DIRECTIVES OF SENATE RESOLUTION NO. 49, LOUISIANA
LEGISLATURE REGULAR SESSION, 2002

INSERT NEW RESPONSE HERE
Appendix C:
Departmental Operating Expenditures (2013 & 2014)
<table>
<thead>
<tr>
<th>Account</th>
<th>2013 Budget</th>
<th>2014 Budget</th>
<th>Difference</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Salaries Employees Regular Pay</td>
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<td>570,700</td>
<td>62,700</td>
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<td>Salaries Employees Temporary</td>
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<td>110,000</td>
<td>5,000</td>
<td>4.8%</td>
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<tr>
<td>Salaries Employees Training</td>
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<td>0.0%</td>
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<tr>
<td>Salary Benefits in Civil Service</td>
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<tr>
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<td>0.0%</td>
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<tr>
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<tr>
<td>Equipment, Office Equipment, Supplies</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Software Purchasing &amp; Licensing</td>
<td>80,000</td>
<td>80,000</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Library Materials</td>
<td>130,000</td>
<td>130,000</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,410,000</td>
<td>2,510,000</td>
<td>100,000</td>
<td>4.1%</td>
</tr>
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</table>
Appendix D:
Student Interest in Master of Transportation
UNOTI receives phone calls, emails, and personal visits from prospective students interested in the degree program. Below are a few examples:

On May 2, 2014, at 3:47 PM, "Geoff Single" geoffrey.single@gmail.com wrote:

Carol,

I'm graduating in a few weeks with a MS in Naval Architecture from UNO. I am very intrigued by the potential new degree program (MS in Transportation) that's been mentioned in the news. I know a few other UNO alumni that would also be interested. If you could send me more information and keep me posted as to the status of this program I would appreciate it.

Thank you,
Geoff Single
863.398.8505

From: Cade Jones <ejones8@my.uno.edu>
Subject: Transportation Institute
Date: February 24, 2014 at 8:13:51 AM CST
To: John L Renne <jrenne@uno.edu>

Hello Mr. Renne,

I am interested in learning more about opportunities with the Merritt C. Becker UNO Transportation Institute. I graduated from UNO with a B.S. in Marketing & Logistics back in August, and I am currently working in construction to pay the bills. I would like to learn more about the program, particularly freight research. I see that one of your projects includes holding a workforce summit. Is this something that is in the near future?

Thank you,
Cade Jones
On Jun 28, 2013, at 2:21 AM, Neal Johnson wrote:

Dr. Renne,

I am a potential Doctoral student in the Urban Studies program at the University of New Orleans. I am currently a Master’s student in the Urban Studies program at the University of Wisconsin – Milwaukee, graduating in May of 2014. I have a research interest in urban transportation issues, and urban history in general. I have already been in contact with David Lambour about some general information and Dr. Ehrenfeucht about some more specific program details.

I would enjoy the opportunity to talk with you about your research as well as details about the UNO Transportation Institute. I will be in New Orleans July 22nd to check out the campus. If you are available to meet in person on that date, it would be great, otherwise maybe we can chat via email.

Thank you in advance,

Neal Johnson
Nealj725@gmail.com

From: "Steffenhagen, Susan M" <susxsteff@gatech.edu>
Date: May 30, 2014 at 10:36:14 AM CDT
To: <cshort2@uno.edu>
Subject: Graduate School Inquiry

Dear Ms. Short,

My name is Susan Steffenhagen, and this Fall, I will begin my 3rd year at Georgia Tech pursuing a B.S. in Business Administration, with a Concentration in Operations and Supply Chain Management, and a Certificate in Land Development (from the School of City and Regional Planning). I also have an internship this summer with the Nashville Civic Design Center in Nashville, TN, so I'm trying to gain some related experience in the field. I've discovered I'm more interested in pursuing the transportation planning/engineering route, than the more design-oriented city planning. I found the Masters in Transportation on your website, and am very interested in anything you can tell me. I was wondering if you could also tell me if there are any prerequisites I may potentially have to take during a summer to be better prepared? I know this is early on and somewhat vague, but I'm trying to be as prepared as I can for after graduation and am trying to find out as much information as I can.

Thank you so much for your time!
From: Paola Toledo <paola_toledo16@hotmail.com>  
Date: June 10, 2014 at 10:14:49 AM CDT  
To: "cshort2@uno.edu" <cshort2@uno.edu>  
Subject: Information of Master in Transportation

Dear Carol Short,

My name is Paola Toledo. I am from Ecuador, South America. I graduated from Civil Engineering in my country and I am very interested in the Master of Science in Transportation. I am thinking of applying for the year 2015.

I want to know when are you planning to begin the Master degree. I also want to know what are all the requirements for this MS in Transportation?

Thank you in advance for your attention, time and help.

Kind Regards,
Paola Toledo

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From: Michael Ryan Hooks <ryan.hooks.1142@gmail.com>  
Date: June 13, 2014 at 8:03:55 AM PDT  
To: <cshort2@uno.edu>  
Subject: Inquiry on Transportation Master's Program

Good Morning Carol,

I am interested in learning more about the Master of Science in Transportation program offered at UNO. I work full time at a transportation logistics firm and believe this experience has opened my eyes to the importance of the industry. I would much appreciate some general information regarding this program and the possibility of enrolling while working full time. Thank you for your efforts and time.

Sincerely,

Ryan Hooks
From: Linda Johnson <L.Johnson@gulfintermodal.com>
Date: May 27, 2014 at 3:26:37 PM CDT
To: "cshort2@uno.edu" <cshort2@uno.edu>
Subject: Meeting

Carol,

I understand we will be meeting at the Traffic and Transportation Club meeting next Monday. I wanted to contact you prior to ask if you or any of your graduates that may be looking for a position in the transportation industry. It is a full time job so we are looking for someone that has graduated.

Please feel free to contact me either by email or my cell 504-329-5887.

I look forward to meeting you.

Linda Johnson, Regional Vice President
Gulf Intermodal Services
9601 Almonaster Blvd
New Orleans, LA 70127
(504) 242-0325 ext 24220
(504) 329-5887 Cell
Item E.9. University of Louisiana System’s request for approval of System Universities’ 2014-15 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits its recommendations for promotions in faculty rank and tenure. This year, 149 faculty members were recommended for promotion in rank, while 103 faculty members were recommended for tenure.

With respect to promotion in rank, 39 faculty members across the UL System were recommended for promotion to the rank of Professor and 110 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 149 faculty members across the System were recommended for tenure, and rationale was provided for 6 to whom “early” tenure is recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves System Universities’ 2014-15 Promotions in Faculty Rank and Recommendations for Tenure.
### UNIVERSITY OF LOUISIANA SYSTEM

#### Promotions and Tenure

**2014-15**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Promotions</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To Associate</td>
<td>To Professor</td>
</tr>
<tr>
<td></td>
<td>% at rank</td>
<td>% at rank</td>
</tr>
<tr>
<td>Grambling State University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>McNeese State University</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Nicholls State University</td>
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<td>4</td>
</tr>
<tr>
<td>Northwestern State University</td>
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<td>1</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>University of Louisiana at Monroe</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td><strong>UL System Totals</strong></td>
<td><strong>110</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>
Discussion/Action Items
Item E.6. Southeastern Louisiana University's request for approval to increase admission standards effective Fall 2015.

EXECUTIVE SUMMARY

In an effort to positively impact student retention and graduation rates, Southeastern Louisiana University is requesting approval to increase undergraduate admission standards effective Fall 2015. The Board of Regents Standards for beginning freshmen as well as the University's current and proposed standards are as follows:

<table>
<thead>
<tr>
<th>Board of Regents Standards</th>
<th>SLU's Current Standards</th>
<th>SLU's Proposed Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completion of Core 4 Curriculum AND</td>
<td>1. Completion of Core 4 Curriculum AND</td>
<td>1. Completion of Core 4 Curriculum AND</td>
</tr>
<tr>
<td>3. No developmental requirements AND</td>
<td>3. No developmental requirements AND</td>
<td>3. No developmental requirements AND</td>
</tr>
<tr>
<td>4. Minimum Core GPA of 2.0 OR Minimum ACT Composite of 20</td>
<td>4. Minimum Core GPA of 2.0 OR Minimum ACT Composite of 21</td>
<td></td>
</tr>
</tbody>
</table>

The Board of Regents adopted new minimum admission standards effective Fall 2012 to include high school core course and grade point average requirements. As a result, the University elected to adopt the high school grade point criteria included in the Board of Regents minimum requirements. Since adopting the current admission standards in 2012, the institution has monitored and analyzed the characteristics of admitted students and measures of student success. Based on these analyses, it is projected that the proposed admission standards will result in a larger percentage of academically prepared students who will be retained at higher rates and progress towards degree attainment in a timelier manner.

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 Southeastern Louisiana University's request to increase admission standards effective Spring 2015.
July 31, 2014

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

Dear Dr. Woodley:

As part of Southeastern’s retention and progression plan, we are requesting to increase our undergraduate admission standards, effective Fall 2015 (see attached).

As you are aware, the Board of Regents adopted new minimum admission standards effective Fall 2012, to include high school core course and grade point average requirements. With no data regarding the new high school core course requirement, we had no way of projecting the likely impact of that new admission requirement on enrollment, retention, or progression towards graduation. As a result, we chose to adopt the high school grade point criteria included in the Regents minimum requirements.

Since adopting the current admission standards in 2012, we have monitored and analyzed the characteristics of admitted students and measures of student success. Based on these analyses, we have concluded that our adoption of the current Regents minimum admission standards effectively lowered our admission standards relative to our former admission standards. Based on our analyses, we believe the proposed admission standards will result in a larger percentage of academically-prepared students who will be retained at higher rates and progress toward their degrees in a timely manner.

We respectfully ask that our proposal to increase admission standards be placed on the agenda for the August 2014 Board of Supervisors meeting.

Please let me know if additional information is needed.

Sincerely,

John L. Crain  
President

Attachment
Southeastern Louisiana University
Proposed Admission Standards
Effective Fall 2015

Current Admission Standards for beginning freshmen (effective Fall 2012)

1. Completion of Core 4 Curriculum AND
2. Minimum cumulative high school GPA of 2.0 AND
3. No developmental requirements AND
4. Minimum Core GPA of 2.0 OR
   Minimum ACT Composite of 21

Board of Regents Standards for beginning freshmen (effective Fall 2012)

1. Completion of Core 4 Curriculum AND
2. Minimum cumulative high school GPA of 2.0 AND
3. No developmental requirements AND
4. Minimum Core GPA of 2.0 OR
   Minimum ACT Composite of 20

Proposed Southeastern Louisiana University for beginning freshmen (effective Fall 2015)

1. Completion of Core 4 Curriculum AND
2. Minimum cumulative high school GPA of 2.35 AND
3. No developmental requirements AND
4. Minimum Core GPA of 2.0 OR
   Minimum ACT Composite of 21