AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:45 a.m., Friday, June 27, 2014**
Claiborne Building Conference Center
Room 100, “Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

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

A. Call to Order

B. Roll Call

C. Approval of April 24, 2014 Committee Minutes

D. Consent Agenda:

Board Agenda Item F.1.

Louisiana Tech University’s request for approval to terminate the Graduate Certificate in Rural Development effective Fall 2014.

Board Agenda Item F.2.

McNeese State University’s request for approval to terminate the Bachelor of Science degree program in Engineering Technology effective Fall 2014.

Board Agenda Item F.3.

McNeese State University’s request for approval to offer a Proposal for the McNeese State University Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence.
Board Agenda Item F.4.

Southeastern Louisiana University and McNeese State University’s request for approval of a Proposal to offer a Bachelor of Science in Health Systems Management effective Summer 2015.

Board Agenda Item F.5.

Southeastern Louisiana University’s request for approval to award an Honorary Doctor of Humanities degree to Mr. Jose Barrios Ng at the Fall Commencement Exercises.

Board Agenda Item F.6.

University of New Orleans’ request for approval of a Letter of Intent for a Graduate Certificate in Coastal Sciences.

Board Agenda Item F.7.

University of New Orleans’ request for approval of a Letter of Intent for a Graduate Certificate in Coastal Engineering.

Board Agenda Item F.8.

University of New Orleans’ request for approval of a Proposal for a Bachelor of Science degree program in Health Care Management.

E. Other Business

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 27, 2014

Item F.1. Louisiana Tech University’s request for approval to terminate the Graduate Certificate in Rural Development effective Fall 2014.

EXECUTIVE SUMMARY

The University requests approval to terminate the Graduate Certificate in Rural Development. The proposed termination is part of the University’s ongoing Enhanced Program Review.

Since the implementation of the program in Spring 2011 no students have enrolled in the certificate as a declared major. Two students completed the certificate in 2011 and the program’s core courses have not been offered since Summer Quarter 2011. If approved, no new enrollments will be accepted after Fall 2014.

The termination of the program will not have an impact on current students. As well, termination of the certificate will not affect remaining programs in the Department of Agricultural Sciences or the College of Applied and Natural Sciences. Removing the courses associated with the University’s inventory will have no collateral impact, i.e., termination of this program will have no effect on other academic programs in the department, college, or university. No faculty will be affected by the program termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University’s request for approval to terminate the Graduate Certificate in Rural Development effective Fall 2014.
LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM:

Louisiana Tech University requests approval to terminate the Graduate Certificate in Rural Development (CIP 01.0103) as part of our ongoing Enhanced Program Review.

We have attached the Request to Terminate an Academic Degree Program for your review and consideration. Termination of the certificate will have no impact on remaining programs in the Department of Agricultural sciences or on the College of Applied & Natural Sciences.

As noted on the form, no students have enrolled in the certificate as a declared major since its inception; two students completed the certificate in 2011. The seven courses unique to the program have not been offered since Summer Quarter 2011. Removal of these courses from the University's inventory will have no collateral impact.

Thank you for your consideration and approval.

Sincerely,

[Signature]

Leslie K. Guice
President

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

1. Institution
   Louisiana Tech University

2. Type of Termination (check one)
   _X___ A. Academic Program (If A, complete all remaining sections)
   ______ B. Administrative Unit (If B, skip sections 3, 4, 5, and 6)
   ______ C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)

3. Degree Designation. (BA, MS, PhD, etc.)
   GC – Graduate Certificate

4. Title and CIP Code.
   Rural Development, CIP Code 10103

5. Semester/year at which no new enrollments will be accepted.
   Fall 2014

6. Teach-out plan, including semester/year at which reporting of degrees shall cease.
   No teach-out plan required. Reporting shall cease at the end of Academic Year 2013-2014.

7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)

   Explanation:
   The Certificate in Rural Development was originally approved in May 2010 by the Board of Regents as a post-baccalaureate certificate. The Board of Regents approved the Certificate as a graduate-level offering in Spring 2011. No students have enrolled in the certificate as a declared major since its inception; two students completed the certificate in 2011. The seven courses unique to the program (RDEV 410, 415, 440, 510, 545, and 550) have not been offered since Summer Quarter 2011.

   Termination of the certificate will have no impact on remaining programs in the Department of Agricultural Sciences or on the College of Applied & Natural Sciences. Removing the seven courses cited above from the University's inventory will have no collateral impact.

   *Include statements which address the impact of the termination upon remaining programs/units if applicable. For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.

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

9. Program/Unit Contact (name, title, email address, telephone number)
   Dr. Gary Kennedy, Department Head, Agricultural Sciences
   Email: kennyed@latech.edu; Tel: 318-257-3275

   Campus Head: __________________________ Date: April 14, 2014
   Management Board: __________________________ Date: __________________________

For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.
Item F.2. McNeese State University’s request for approval to terminate the Bachelor of Science degree program in Engineering Technology effective Fall 2014.

EXECUTIVE SUMMARY

The University requests approval to terminate the Bachelor of Science degree program in Engineering Technology. After a review of programs by faculty and administration, the B.S. in Engineering Technology was identified as a low-revenue, high-cost program. As well, the program has experienced low enrollment and a lack of student demand.

The enrollment for the B.S. in Engineering Technology remains relatively low at 30 active students. For the past two years, the program completed between 12 and 13 students per academic year and projected completions are about six to eight per year for the next two years. In consideration of the University’s budget constraints, it would be best to reallocate the resources associated with the B.S. in Engineering Technology program to more robust programs. As well, the upcoming reaffirmation of accreditation by ABET would require significant resources.

Information gathered from a meeting with local businesses further justifies the proposed termination. Human resources managers for local petrochemical industry businesses indicated that a significant portion of the technical workforce needed in the petrochemical industry is unionized and a four-year degree is not a priority for employment, nor does it provide an employee an advantage for career advancement once he/she has entered the workforce.

The termination of the program will not have a significant impact on current students. A two-year teach out plan has been developed. Student will be provided a path to complete the degree or will be provided options to transfer to other degree programs. If approved, no new enrollments will be accepted after Fall 2014. The termination of this program will have no effect on other academic programs in the department, college, or university. No faculty will be affected by the program termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request to terminate the Bachelor of Science degree program in Engineering Technology effective Fall 2014.
June 4, 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 request for approval to terminate the Bachelor of Science in Engineering Technology.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the June 27, 2014 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
May 6, 2014

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

Re: Request to Terminate the Bachelor of Science in Engineering Technology

Dear Dr. Woodley:

Over the past two years, to address mounting budget pressures, I have requested McNeese faculty, led by upper level administration, to review the revenues and costs associated with all academic programs. I identified four “quadrants” into which all programs should be divided, as follows: (1) high revenue, low cost (i.e. profitable programs); (2) high revenue, high cost (i.e. revenue neutral); (3) low revenue, low cost (also revenue neutral); and (4) low revenue, high cost (i.e. programs requiring heavy subsidy by the University). Information and analyses were compiled into a report named the Quadrant Committee Report.

Due to its high cost and low student enrollment, the Bachelor of Science in Engineering Technology program was identified as falling into quadrant 4, and I therefore request approval to discontinue the program effective with the Fall 2014 semester. We will prioritize resources for the support of the engineering program to address the projected need for engineers in Southwest Louisiana.

In addition to the supporting discussion contained in the attached memorandum to me from Dr. Jeanne Daboval, I wish to stress two important facts: (1) The bachelor of science in engineering technology degree should not be confused with our bachelor of science in engineering degree, which remains healthy, profitable, and
growing; and (2) The bachelor of science in engineering technology has been criticized by human relations executives in Southwest Louisiana, who consider it to be an unnecessarily lengthy degree program when contrasted with the 2-year program now offered at Sowela Technical and Community College. (McNeese was required by the LAGrad Act to move its 2-year program in engineering technology degree to Sowela last year.)

Please do not hesitate to contact me if you have any questions about this request.

Sincerely,

[Signature]

Philip C. Williams
President

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Enclosure
MEMORANDUM

TO: President Philip C. Williams

FROM: Jeanne Daboval, Provost and Vice President for Academic and Student Affairs

SUBJECT: Request to Terminate the Bachelor of Science in Engineering Technology

DATE: April 16, 2014

Due to several factors including continuing fiscal constraints, low student demand, low employer demand, and the recent retirement and resignation of two faculty members, I request approval to eliminate the bachelor of science in engineering technology effective with the Fall 2014 semester. Eliminating this program will allow McNeese to dedicate faculty resources to support the growing engineering program and to become more effective in moving engineering students through the curriculum in order to meet local employer demands. A detailed teach out plan for students currently in the engineering technology program has been developed by program faculty. Each student will be notified of the options to complete the program, or to transfer to SOWELA for the associate programs offered there. The two remaining tenured faculty members who teach in the program meet SACS and ABET requirements to teach engineering courses. They will teach in the bachelor of engineering program which is experiencing significant student demand and growth as well as employer demand for graduates. One of the highest priorities for the academic enterprise is to increase faculty resources in engineering.

Background: McNeese State University faculty representing each academic college, the library, enrollment management, and the Faculty Senate recently conducted an in-depth academic program review and cost analysis of all academic programs. The information and analyses were compiled into a report named the Quadrant Committee Report. Data collected and analyzed included program enrollment trends, completion trends, retention trends, and demographics of student population; as well as activities of graduates after graduation, accreditation status, and other noteworthy information specific to each program. Financial data including revenue generated from tuition and SCH production, as well as direct and indirect costs were used to place programs in high revenue/high cost; high revenue/low cost; low revenue/high cost; low revenue/low cost quadrants. The Quadrant Committee gathered accurate information with support
from McNeese State University's Institutional Research Office, the Board of Regents, and the ULS office, and did an outstanding and thorough review of the financial status and productivity of each of our academic programs.

The Quadrant Committee Report identified the bachelor of science program in engineering technology-CIP 150000 (with concentrations in instrumentation and electronics) as a high cost/low revenue program in all 12 methods of analysis used by the group. Due to chronic low enrollment and lack of student demand, the program does not generate enough tuition and SCH revenue to cover direct costs much less direct plus indirect costs. Program enrollment is relatively low at 30 active students. For the past two years the program completed between 13 and 12 students per academic year; projected completions are about 6-8 per year for the next two years. Last year one faculty member retired and we have notice that two key faculty members are leaving the University for higher paying positions with our industry partners. Given McNeese's extremely tight budget constraints and the dire needs of programs with much larger enrollment and course sections, we cannot prioritize replacement of the positions needed to cover specific courses taught in the program—not even one of the positions—since engineering technology course enrollment is relatively low. The time to degree completion with only two remaining faculty members would be stretched to well beyond 8 years since course rotations would call for courses to be offered infrequently due to limited faculty resources. Qualified adjunct faculty who meet ABET and SACS requirements have not been found. Sowela Technical and Community College offers programs in electrical apprentice, industrial electrician, and industrial instrumentation.

Information gathered from a recent meeting with human resources managers for local petrochemical industry businesses indicates a significant portion of the technical workforce needed in the petrochemical industry is unionized and the four-year degree is not a priority for employment, nor does it give an employee an advantage for career advancement once s/he has entered the workforce. Dr. Nikos Kiritis, Dean of the College of Engineering, has strong ties with local industry representatives and his observations of hiring practices match what the human resource managers have said. Therefore, students who complete the bachelor of science in engineering technology do not necessarily have an advantage gaining entry into the workforce in the petrochemical industry that is a significant employer in SWLA; nor does the degree provide an advantage for career advancement.

To complicate matters, the bachelor of science in engineering technology is due for its reaffirmation of accreditation by ABET this fall. The reaffirmation visit and reports required would call for the dedication of significant resources in both faculty time and finances.

It would be important to ask the University of Louisiana System to act on this request at its June meeting. If the request is approved, then the Board of Regents can act on the request at its August meeting.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 27, 2014

Item F.3.  McNeese State University’s request for approval to offer a Proposal for the McNeese State University Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence.

EXECUTIVE SUMMARY

McNeese State University proposes to create the Southwest Economic and Entrepreneurial Development Center of Excellence. The SEED Center of Excellence is a natural complement to the University’s partnership with the Chamber Southwest Louisiana Economic Development Alliance.

The development of the Center will position the University to be a part of the largest economic expansion in the history of Southwest Louisiana. Economic projections indicate there is a $65 billion expansion slated for the area from now through 2019. The demand for engineers, business majors, nursing and allied health majors, and agriculture/natural resource management majors is projected to grow significantly. The University has a history of collaborating with local industries and government to enhance the academic curriculum and provide students and faculty opportunities to engage with community needs and promote solutions to local challenges.

The SEED Center of Excellence will serve as the entity where the public-private-government sectors merge for optimal leveraging of resources to advance the common purpose of creating and sustaining a knowledgeable and skilled workforce comprised of innovative thinkers. The Center will provide an excellent opportunity to realize Workforce and Innovation for a Stronger Economy (WISE) initiatives.

The proposed Center will focus on innovation engineering education and training directly relevant to industries in the region. It will also function as the venue for public-private collaboration to enhance the partnerships that affirm the University’s mission to be integral to economic development in the region. The SEED Center’s core focus is the placement of skilled and knowledgeable students to meet the workforce needs in the region both as student interns and as graduates prepared in workforce areas where demand is high. Critical components of the proposed Center include: 1) the innovation engineering enterprise, especially in collaboration with the disciplines of engineering, agriculture, allied health, and business; 2) the Institute for Industry-Education Collaboration (IIEC) that provides customized workforce training for specific industries; and 3) the federally funded (EDA) University Center for Economic Development.
Executive Summary
June 27, 2014
Page 2

The SEED Center facility has space dedicated to innovation engineering classrooms, the innovation engineering lab, and the student incubator studio. Existing programs that will be part of the SEED Center include engineering, agriculture sciences and natural resource conservation management, business, and allied health. The chart below outlines the average number of completers for the last five years. The University’s engineering and agricultural programs continue to experience significant enrollment increases.

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of Completers</th>
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</thead>
<tbody>
<tr>
<td>Agriculture Sciences and Natural Resource</td>
<td>41</td>
</tr>
<tr>
<td>Conservation</td>
<td></td>
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<tr>
<td>Business</td>
<td>163</td>
</tr>
<tr>
<td>Engineering</td>
<td>71</td>
</tr>
<tr>
<td>Allied Health</td>
<td>189</td>
</tr>
</tbody>
</table>

The University’s director of economic development will oversee the SEED Center. Existing resources will be used to manage the Center. The SEED Center operates with current University budget lines. However, new funds are available from the EDA University Center Grant. The Center will be beneficial to both campus and community - serving students, faculty and employers, as well as the general public. The present structure of the campus will not be impacted by the addition of the SEED Center.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval to offer a Proposal for the McNeese State University Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence.
June 4, 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 request for approval of a proposal for the McNeese State University Southwest Economic and Entrepreneurial Development (SEED) Center for Excellence.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the June 27, 2014 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
June 4, 2014

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

Dear Dr. Woodley:

I am submitting the attached proposal for the McNeese State University Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence. Along with the proposal are five letters of support from area business leaders. The SEED Center of Excellence is a natural complement to the university’s partnership with the Chamber Southwest Louisiana Economic Development Alliance. I ask that this item be considered at the June 2014 University of Louisiana System Board of Supervisors meeting.

McNeese State University has a very important opportunity to be integral to the largest economic expansion in the history of Southwest Louisiana. Economic projections indicate there is $65 billion expansion slated for the area from now through 2019. An estimated increase of 18,811 totals permanent direct, indirect and induced jobs will result from this expansion. The demand for engineers, business majors, nursing and allied health majors, and agriculture/natural resource management majors is projected to grow significantly. McNeese has an academic program mix that will support the demand for knowledgeable and skilled workers, but I expect we need to expand our outreach related to economic development in the region.

The SEED Center of Excellence will be the point where the public-private-government sectors merge for optimal leveraging of resources to advance the common purpose of creating and sustaining a knowledgeable and skilled workforce comprised of innovative thinkers. The Center will provide an excellent opportunity to realize WISE plan initiatives.
The SEED Center of Excellence directly supports the University’s mission statement, “Through the promotion of innovative teaching and learning methodologies, regional partnerships, service learning opportunities, applied research, cultural engagement, and athletics excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years.”

Thank you for your consideration of this request.

Sincerely,

[Signature]

Philip C. Williams
President

Attachment
McNeese State University

Proposal for Initial Designation as a CENTER OF ACADEMIC EXCELLENCE
Southwest Louisiana Entrepreneurial and Economic Development (SEED) Center

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 proposed Southwest Louisiana Entrepreneurial and Economic Development Center (SEED Center) meets the Board of Regents designation for a center for academic excellence. The SEED Center is both a concept and entity where the public – private sectors merge for the common purpose of leveraging resources for economic development. The SEED Center focuses on innovation engineering education and training directly relevant to industries in the region. It functions as the venue for public-private collaboration to enhance the partnerships that affirm the University’s mission for being integral to economic development in the region. The SEED Center’s core focus is the placement of skilled and knowledgeable students to meet the workforce needs in the region both as student interns and as graduates prepared in workforce areas where demand is high. There are a multitude of activities required for the SEED Center’s success, therefore the components of the Center include: 1) the innovation engineering enterprise, especially in collaboration with the disciplines of engineering, agriculture, allied health, and business; 2) the Institute for Industry-Education Collaboration which provides customized workforce training for specific industries; and 3) the federally funded (EDA) University Center for Economic Development.

A unique academic program minor, innovation engineering, was created through a partnership with the University of Maine and the Innovation Engineering Management System. The innovation engineering minor is comprised of college courses designed to teach students the skills to create, communicate, and commercialize meaningful and unique ideas for new businesses and/or for revamping current business operations for improvement. The innovation engineering minor, which enrolls students from all majors, demonstrates the advantages gained from interdisciplinary collaboration.

Since fall 2011, nearly 330 students from across 23 disciplines and all six colleges enrolled in innovation engineering courses (see MSU-Attachment A). The SEED Center facility has space dedicated to innovation engineering classrooms, the innovation engineering lab, and the student incubator studio. A total of 37 students completed the second course (Innovation Engineering 280) and 19 students completed the recently offered third course (Innovation Engineering 380). Students will be able to enroll in the final course (Innovation Engineering 480) beginning in spring 2015. An extension of the innovation courses and public-private partnerships is the creation of a culture where innovation and collaboration among campus units as well as with a variety of local industries and businesses serves as an integral resource in fulfilling regional workforce demands.

The innovation minor is aligned with McNeese’s strategic plan for creating public private partnerships. It is generating much external interest and support as it simultaneously creates synergy across the curriculum and community. Since the opening of the SEED Center and the public exposure to the innovation engineering minor, McNeese has realized significant growth in the public-private activities coordinated through the Center.

Another Seed Center component closely related the innovation concept is the Institute for Industry-Education Collaboration (IIEC). (See Attachment B: McNeese State University-
Institute for Industry-Education Collaboration). The IIEC provides customized workforce training programs for local industries with a primary goal for mobilizing the region’s business/industry and higher education communities (McNeese and SOWELA) for collaborative action to advance the region’s growth and economic development. Since both institutions provide higher education and specialized training, there is potential to become a state leader in the quality training and education to meet workforce development needs.

McNeese State University has a history of collaborating with local industries and government to enhance the academic curriculum and provide students and faculty opportunities to engage with community needs and promote local solutions to local challenges. McNeese utilizes input from discipline specific advisory groups to ensure the degree programs and professional development seminars teach the skills and knowledge needed in their respective work places. For example, the Lake Area Industries McNeese Engineering Partnership (LAI/MEP) was established more than 30 years ago. Its membership includes 13 representatives from the major petrochemical industries and engineering consulting firms. For the last two decades, the College of Business Advisory Group, comprised of a variety of professionals from local businesses, banking and financial institutions, the gaming industry, and consulting firms helps ensure the business curricula are current and responsive to current trends. Agriculture science program faculty work closely with the Louisiana Cattlemen’s Association and Louisiana Pork Producers Association to ensure the curriculum maintains a substantial linkage between theory and practice. The College of Nursing participates in the Imperial Calcasieu Nurse Leaders Advisory Group to ensure a close partnership between academia and practice for the nursing and allied health programs.

McNeese partnered with the Southwest Louisiana Economic Development Alliance, an entity that serves the parishes of Allen Beauregard, Calcasieu, Cameron and Jeff Davis parishes, to build the SEED facility on the University campus. The facility houses the SWLA Economic Development Alliance, the MSU Small Business Development Center, the MSU Innovation Lab, the MSU Student Business Incubator, and the SEED Center Business incubator. Due largely to this strategic alliance, McNeese received a five year $500,000 grant from the Economic Development Administration (EDA) to establish a University Center for Economic Development and Innovation in collaboration with the SEED Center.

The EDA University Center goals are integral to the SEED Center and include: 1) establishing an innovation network for connecting students and faculty to entrepreneurs and established business; 2) providing support for faculty to test ideas for potential commercialization; and 3) growing the innovation infrastructure in Southwest Louisiana through outreach, specialized training, technical assistance, and workforce development. The EDA University Center identifies expertise, research, and other faculty/student/university capabilities and then serves as a link to network the resources available between the University and the community and assist new business start-ups and existing businesses. McNeese provides intellectual capital to support product development, testing, and training through student and faculty expertise, university technology and prototyping.

The McNeese State University Office of Economic Development (OED) oversees the EDA University Center and has the overall mission to promote and support economic development and innovation in Southwest Louisiana and beyond. OED’s goal is to network with businesses, industries, state agencies, and the community to identify and facilitate opportunities to leverage the resources and expertise within the University. The OED serves as a central point of contact or hub for the University’s role in economic development.
The common focus of all entities within the SEED Center is innovation through networking and effective use of University resources to promote industry-education collaboration for workforce development.

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

The first Innovation Engineering course was offered in fall 2011 with 29 students enrolled. Three of the six courses included in the minor are now offered and enrollment has increased to 89 for the spring 2014 semester. It is anticipated the final three courses will be offered in the next 18 months and at least 10 students from engineering and business will complete the minor when the final course is implemented in spring 2015. To date, most students enrolled in the courses are from the engineering and business disciplines. Graduates from these programs are a critical component for the workforce demands brought about by the $65 billion in economic growth and expansion in SWLA.

The innovation minor is valuable to students seeking employment in tier 4 and 5 jobs in the region. Current enrollment and completers for programs that lead to employment in the region’s high demand areas such as engineering, business, nursing, allied health, and agriculture are as follows: Agriculture sciences and natural resource conservation management programs have 373 enrolled and averaged about 41 completers for the last five years. Business (accounting, finance, marketing, general business, and management) has 870 enrolled and averaged 163 completers for the last five years. Engineering has averaged 71 completers for the last five years. Allied health programs (nursing, radiologic science, medical laboratory science, athletic training, nutrition and dietetic) completed an average of 189 students per year for the last five years.

The engineering and agriculture programs experienced significant enrollment increases over the last three years. For example engineering enrollment was at 578 students in fall 2008 and reached 809 students in fall 2013, a 40% increase. Agriculture majors numbered 236 in fall 2008 and reached 373 students in fall 2013, a 58% increase. Students completing these programs will fit the high demand workforce needs expected in SWLA.

SWLA business/industry leaders recognize the value of "refreshing" the current workforce with training to learn new skills for their work. The Institute for Industry-Education Collaboration began offering customized courses for specific industries in fall 2005 to address these needs. Since that time the IIEC has grown to offer more than 3,358 hours of customized training to over 2,200 employees. The primary focus of the course work is for engineering professional. There is a growing need for banking customized training as well as safety training related to the expanding petrochemical and liquefied natural gas operations. The number and type of industries seeking assistance from the IIEC continues to increase.

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 members from several fields of study are engaged in teaching innovation engineering. These faculty are experienced in creating diverse and positive community partnerships. Their synergy and the interdisciplinary nature of the program enhance the benefits of networking and using intellectual resources to reach program objectives and teach
diverse learners. Faculty who teach the innovation minor are credentialed in their primary discipline, and receive the necessary content and pedagogical training specific to the unique techniques used in the innovation engineering classroom. The University of Maine created the innovation engineering curriculum and courses and is currently the sole source for credentials.

Faculty engaged in the innovation engineering curriculum participate in teaching the courses as part of their usual duties. For example, Janet Woolman, Director of Economic Development and associate professor of library and information science, teaches innovation engineering. She has extensive experience as coordinator of the undergraduate student research program and brings knowledge of data mining and information systems to the innovation classroom. Woolman has extensive experience as a principle investigator (PI) with over $6 million in federal, state, and private funding. Some of the funding sources include: the U.S. Department of Education, National Oceanic and Atmospheric Administration, United States Department of Agriculture National Resources Conservation Service, U.S. Small Business Administration, Louisiana Business Incubator Association, and Economic Development Administration (EDA).

Woolman is the principle investigator of the $3.9 million dollar EDA grant which partially funded the $13 million for constructing the SEED Center facility (a partnership among McNeese, Calcasieu Parish Police Jury, Southwest Economic Development Alliance, and the City of Lake Charles). She is also the principle investigator of the recently awarded EDA University Center for Economic Development and Innovation grant which promotes regional innovation and collaboration. She serves as a contributing member on local, regional, and state advisory groups including the LA Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) Phase 0 Review Committee, the University of Louisiana System Undergraduate Research Council, and the American Association of State Colleges and Universities (AASCU) GRC Economic Development Task Force. In addition, she holds an Incubator Management Certificate from the National Business Incubator Association.

Bridget McDaniel, associate professor of art, is accomplished in the field of art and leads students in study abroad courses in art history. She brings extensive knowledge and expertise in how to create new ideas and concepts. The "create" course content is the basic foundation for innovation. She also is an expert on the communication content of the innovation curriculum. McDaniel is a leader in online teaching and innovative learning methods. She received the first President’s Award for Outstanding Innovative Teaching, as well as the Outstanding Communicator of the Year Award. She has extensive training in the areas of adult learning, course design and delivery, and accelerated course models. She has been the principal investigator of multiple U.S. Department of Education and Louisiana Board of Regents grants resulting in the creation of the Visual Resource Center for the Department of Visual Arts.

Nikos Kritsis, professor of engineering, is dean of the college of engineering. He is an accomplished grant writer, and is especially skilled and experienced at creating collaborative community - industry partnerships. He generated the idea and proposal for the Institute for Industry - Education Collaboration, and is responsible for its success thus far. Dr. Kritsis holds an Incubator Management Certificate from the National Business Incubator Association and is one of the founding members of the McNeese State University Innovation Center where he teaches Innovation engineering courses. Dr. Kritsis is responsible for creating numerous public-private partnerships between McNeese and the business community. Due to his ability to understand business/industry needs for specific skills and knowledge in its workforce, he has been instrumental in the Institute for Industry-Education Collaboration’s (IIIEC) success in delivering customized training for local industries and businesses. The IIIEC has provided over
3250 hours of professional development training to 2,204 employees from a variety of industries. (See McNeese State University- Attachment C).

Michelle Haj-Broussard, associate professor of education, has made scholarly contributions to the field of education and has a record of collaborating with K-12 districts. She is particularly strong in understanding program assessment, learning styles, and learning assessment. Her expertise in learning methods as well as content delivery is important for the innovation curriculum. She has a positive record for creating partnerships that serve to advance education for student placement in the workforce.

Mary Kaye Eason, Director of University Internships, has unique knowledge and understanding of the employer’s need for students/employees with strong critical thinking and excellent communication skills. From her experience with placing interns with our business partners who agree to provide meaningful job duties and appropriate evaluation of work performance, she brings vast knowledge and comprehensive understanding of employer needs for specific workforce skills. She incorporates her knowledge of employer expectations for teaching the innovation engineering courses, and uses that knowledge to prepare students to be creative and innovative in the profession they choose for a career. Her solid grasp of workforce needs in the area motivate students to utilize their classroom skills on finding solutions for day-to-day business operation problems.

McNeese faculty are a resource for the IIEC courses. Their participation with IIEC training is a win-win situation for all involved. The employees being trained learn from faculty experts with in-depth theory and knowledge; the faculty experts also learn the emerging skills relative to the workforce needs when they create and teach a course. Their teaching role is enhanced when theory and practice are linked. These faculty bring the theory-practice application back to the academic programs in which they teach and students benefit from this theory-practice informed instructor.

2. **Provide an administrative structure for the Center, including reporting lines.**

Administrative responsibility for the SEED Center is assigned to the Director of Economic Development, Janet Woolman. Ms. Woolman reports directly to the Provost and Vice President for Academic and Student Affairs. Administrative responsibility for the IIEC is assigned to Dr. Kiritis K. He reports directly to the Provost, and has administrative responsibility for both the college of engineering and works closely with SEED Center activities. Innovation engineering faculty members report to Ms. Woolman for the innovation curriculum development and assessment.

3. **Address whether and/or how the Center would affect the present structure of the Campus.**

The present structure of the campus is not affected by the addition of the SEED Center.

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 three story, 53,000 square foot facility for the SEED Center building was constructed as a collaborative project with funding and resources from the Calcasieu Parish Policy Jury, City of Lake Charles, Chamber SWLA Economic Development Alliance, and McNeese State University. The Calcasieu Parish Policy Jury dedicated Community Development Building Grant (CDBG) funds in the amount of $7 million, McNeese State University obtained a $3.9 million EDA Grant, The City of Lake Charles and Parish Police Jury each provided $500,000, and the Chamber Alliance provided $1 million to fund construction of the facility.

The SEED Center building is located on the McNeese campus. It houses the SWLA Economic Development Alliance offices, the SEED Center innovation classrooms, lab and student incubator studio; the MSU Small Business Development Center; the SLWA Chamber business incubator. In addition the facility has space appropriately equipped and dedicated for professional development seminars. Through an approved least agreement, McNeese shares maintenance and operating costs of the building with the SWLA Alliance. The IIEC utilizes specialized labs and petrochemical hot units for training on the MSU campus for courses. Some IIEC training collaborates with the SEED Center and is conducted in the SEED Center facility.

D. Budget: Provide a projected three-year budget, including sources and amounts of Funding/revenue and costs/expenditures for the Center.

The SEED Center operates with current MSU budget lines. New funds are available from the EDA University Center Grant ($500,000 over five years).

<table>
<thead>
<tr>
<th>Operating Expenditures (no new funds requested)</th>
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<th>Year 2</th>
<th>Year 3</th>
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### Grant Funds and Expenditures

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<thead>
<tr>
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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?

The SEED Center of Excellence directly supports and enhances McNeese’s mission and strategic plans. (See Attachment C: MSU Vision statement and select strategic goals) The MSU mission statement and strategic plan were developed with direct input from business leaders, faculty, students, and alumni. The plan calls for McNeese State University to enhance its leadership role for regional stewardship and economic development. Not only does the SEED Center of Excellence directly support the McNeese State University mission, it also strengthens the pathway for meeting goals that call for creating the win-win benefit that comes from public-private partnerships involving students and faculty with business leaders and employers. The economic expansion projected for SWLA through 2019 is full of opportunity for the institution and the SEED Center of Excellence to be the leading resource that supports economic development and sustainability in the region.

McNeese currently offers academic programs that produce skilled graduates with the knowledge needed by the employers in the region. The academic program mix has evolved with the direct input from the region’s employers who serve as advisory board members for the specific disciplines. McNeese offers engineering and computer science focused on the petrochemical industries and related services; allied health programs, including nursing, are focused on the needs of health care providers in the area; agriculture/conservation management/meat processing that supports the local cattle and swine industries; and the business disciplines serve the entire region in banking, finance, marketing and management needs. The SEED Center of Excellence will add the innovation engineering minor that is unique in the state and gives students in all disciplines the skills and knowledge to be innovators in their chosen field; and they have the potential to be successful employees who contribute to their organizations in meaningful ways.

The McNeese State University vision statement describes the importance of the SEED Center of Excellence: “Through the promotion of innovative teaching and learning methodologies, regional partnerships, service learning opportunities, applied research, cultural engagement, and athletics excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years.” The goals of the current MSU Strategic plan include the following: 1) Cultivate Innovative Teaching and Learning; 2) Cultivate Innovative Collaboration with an Expanding list of Regional Partners; and 3) Cultivate a McNeese “Brand” that embraces a culture of innovation. To support its mission and realize these goals McNeese dedicated campus land for the purpose of building the SEED Center facility that houses the SWLA Economic Development Alliance along with the innovation lab and classrooms.

McNeese restructured its organizational chart and prioritized resources to implement strategies to meet the goals. For example, funds were prioritized to create an executive director of economic development whose primary responsibility is to serve as a facilitator to develop and sustain the partnerships between the University and local industries and businesses. The University created a University Internship Coordinator position responsible for student internships for all academic programs. The position is located in the Career Services Center
and works closely with the executive director of economic development to ensure businesses have a supply of competent student interns from various disciplines. Over 70% of the students who complete internships are offered full time jobs in the business in which they intern. The main purpose of the Office of Economic Development is to become a hub that utilizes University intellectual resources for economic development initiatives in the region.

McNeese prioritized resources to support faculty training in innovation engineering instruction and to assign faculty to the new courses. The curriculum was revised to allow students from any major to include innovation engineering as a minor.

2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measureable 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?)

Enrollment in the innovation minor courses has tripled since the first course was offered in fall 2011. Students and faculty involve local businesses in innovation course projects. Nine new business partnerships (some formal, others are informal) are in place as a result of innovation activities in the SEED Center. The business partner benefits from the mind mapping problem solving the students apply; the students benefit from seeing their work succeed after applying the skills and knowledge they are learning to create feasible solutions for real business problems.

Attachment B pertains to the success of the Institute for Industry-Education Collaboration. The number of training hours, as well as the number of participants and businesses using the services, continues to increase. The repeated requests for the training provided, as well as the growing variety of industries participating, is testimony to the excellent performance of the IIEC.

The McNeese State University Strategic Plan includes goals and objectives to develop initiatives that make McNeese integral to the economic development in the region (See Attachment C). The University is a regional institution with an academic program mix that serves to meet the needs of local industries and businesses --- both in workforce skills and knowledge, as well as technology transfer. For example, one of the plan’s objectives states, “In partnership with the Southwest Louisiana Alliance and its civic, business and governmental constituents in the five-parish Imperial Calcasieu region, McNeese will develop a leadership role as a facilitator of collaborative projects at the SEED Center. The strategic plan has measurable goals for McNeese to support the economic renaissance for the region and is being tracked annually. The SEED Center was established on the concept of open innovation through flexible and informal networks and alliances. SEED Center initiatives are geared to building sustainable and repeatable approaches to invention and discovery, and creation of a pipeline that engages and connects faculty and students to business, industry, and other stakeholders.

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 SEED Center is the recipient of a five year, $500,000 EDA University Grant. Plans for the next five years are to secure additional Federal Funds. The SEED Center intends to
secure a commercial license for Innovation Engineering and conduct professional continuing education for individuals and businesses for a fee.

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.

The SEED Center is developing a proposal to offer the Post Baccalaureate Certificate in Innovation Engineering. The certificate program will be available to persons holding the baccalaureate degree and who wish to learn the create, communicate, and commercialize skills taught in innovation engineering.

An outreach program that would be open to business professionals and others for the purpose of educating them on the strategic advantages of using innovation engineering techniques in their workplace is being developed. These Innovation Engineering Workshops will "provide a sampling of the basics of the Innovation Engineering mindset on how to create, communicate and commercialize meaningfully unique ideas." The program is designed to make individuals literate in the innovation mindset and is appropriate for individuals who are new to Innovation Engineering and to those who have started the process and are looking to expand awareness and understanding.

The SEED Center is pursuing a commercial license to provide Innovation Engineering training to industries and businesses that need to revitalize their operations, processes, and markets. It is expected the certificate as well as the commercial license will be in place in 3-5 years.

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 SEED Center will become the hub of economic development support for the region. The collaborative public-private arrangements established through the SEED Center enterprise will involve students, faculty and business leaders and employees with the common goal of supporting economic development in the region. A list of some of the activities or services includes: the innovation engineering curriculum, student internships, the IIEC specialized training and professional development programs; the University Center’s data and networking resources and support for economic development; the discipline specific advisory groups who assist in ensuring the curricula are linked to practice in the field; the intellectual capital afforded the community through faculty expertise. The SEED Center promotes the programs such as engineering, business, allied health, and agriculture that supply the region with the skilled and knowledgeable workforce to meet high demand needs.

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?

The Southwest Louisiana region will experience $65 billion economic development expansion in the next five to seven years. According to the SWLA Projects Report 2012-2019 published by the SWLA Economic Development Alliance, an estimated total of 18,811 jobs (direct, indirect and induced) will be created due to the $65 billion expansion beginning in the
Major industries are liquid natural gas and related service industries as well as the indirect financial services, healthcare services.

The Center collaborates with academic programs that provide educated and skilled graduates ready to enter the workforce and succeed in high demand jobs in engineering, accounting, agriculture, food and natural resources, marketing, business management and administration, human services, health care, and nursing. McNeese leverages the SEED Center programs to enhance education and training specific to the needs of business and industry in the SWLA region. The SEED Center provides the mechanism for public-private entities to work together to create innovative thinkers in engineering, agriculture, business, and allied health who will be the most critical resource to industries in the area. The SEED Center is a resource for economic development initiatives and is quickly developing into the hub for forging beneficial partnerships and networking needed for business success. Also, the SEED Center provides needed continuing education and training for professionals in the workforce who need to stay abreast of current trends in the profession.

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.

McNeese’s collaborative partnership with the SLWA Economic Development Alliance is the most far reaching and comprehensive link to area businesses and business leaders. Due to that partnership, the five parish Economic Development Alliance looks to McNeese as a primary resource for economic development initiatives that serve public and private sectors. The Alliance’s confidence in McNeese’s academic programs, innovation engineering program, the IIEC services, and the SEED Center is important.

McNeese State University works closely with SOWELA to ensure seamless transfer for students seeking higher education. Specific articulation agreements and advising are in place so that students know the programs available as each institution and the transferability of specific coursework to McNeese. McNeese partners with all nine institutions in the University of Louisiana System to offer the Bachelor of Science in organizational leaders. McNeese works collaborative with sister institutions to efficiently and effectively provide access to higher education programs that lead to high demand jobs.

A few examples of the MOUs and/or agreements with private industries or government entities are as follows:

- AXIALL Corporation partners with McNeese IIEC to create and sustain the Nature Lab. The Nature lab is used to enhance environmental information and education for K-12 students throughout SWLA
- The City of Lake Charles partnered with McNeese to enhance the flora and fauna in Tuten Park. McNeese faculty identified and labeled plant species so park visitors can view and learn about the resources of the park
- McNeese IIEC partnered with the University of Texas at Arlington for the purpose of providing OSHA training for specific petrochemical industries
- McNeese signed an MOU with Fort Polk in order to provide a path for military persons receive the education and training for high demand jobs
- Flowserve, Inc. partnered with McNeese for specialized valve training and education.
- The Center for the Advancement of Meat Production and Processing (CAMPP) has agreements with private business for distribution of meat products
• LA Ash, Inc. partnered with engineering faculty and students to development and test material used for coastal restoration
• Sasol partnered with McNeese faculty in engineering, business, and agriculture for catalyst development, economic impact studies, and environmental studies
• Turner Industries partnered with engineering faculty for environmental work
• Corp of Engineers partnered with engineering faculty for water transport simulation
• Port of Lake Charles partnered with engineering faculty and students for assistance with studies on sediment transport and ship channel shoaling
• Port of West Cameron partnered with engineering faculty for work to assist Chenier LNG,
• Louisiana Native Seed Company partnered with agriculture faculty and the McNeese Environmental Research Center for Gama grass development and education awareness

F. Attach: list of (proposed or named) Advisory Board members, if applicable; and three or more letters of support from business and community members.

Five letters of support are attached. Proposed names for a SEED Center Advisory Board include George Swift, CEO and President of the Chamber Southwest; Rick Richard, President of Empire of the Seed; Willie Mount, former Louisiana Senator; and Musa Essayyad, Dean of the College of Business. Representatives of industries with high demand workforce needs would be invited to participate.
<table>
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<tr>
<th>Student Major</th>
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<td>Business Education-Grades 6-12</td>
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The Institute for Industry – Education Collaboration (IIEC) is a means for McNeese State University to accomplish its mission by providing a framework for organizing and expanding its existing industry – university collaborations to "enhance economic development and cultural growth in this region and beyond." As the liaison between industry and higher education, the IIEC seeks to establish relationships with a strong emphasis on economic development.

The objectives of the IIEC are to:

- Strengthen existing alliances between regional industry and higher education to retain more students, produce better skilled graduates and therefore shorten their path to full productivity as industry employees.
- Mobilize the region's industry and higher education communities for collaborative action to advance the region's growth and economic development.
- Bring regional industry and higher education leaders together to improve partnerships and help to integrate workplace skills in higher education as well as to improve the work-related skills of the existing workforce in our community.
- Transfer university-produced knowledge and expertise to industry.
- Transfer industry-produced knowledge and expertise to the university.
- Create new innovative pathways of collaboration between regional industry and higher education.

IIEC can provide the following services:

- Conduct applied research in science and engineering.
- Organize seminars and workshops under the Lake Area Industries/McNeese Engineering Partnership (LAI/MEP).
- Organize courses at the Gulf Coast Flowserv Satelite Training Site.
- Write and submit grants to attract training and/or research funds.
- Offer training for practicing engineers and technicians (technical workforce).
- Offer technical and non-technical professional development courses.
- Promote Industry Sponsored Senior Design/Research Projects.
- Identify quality students/graduates who seek employment with industry.
- Facilitate the translation of technical innovations to the marketplace (product development).
- Assist with technology transfer, licensing issues, product commercialization.
- Guide, counsel, and support start-up businesses with technical product issues.
- Offer meeting space for industry – education collaboration activities.

For more information contact:

Dr. Nikos Kiritsis, Dean
College of Engineering and Engineering Technology
McNeese State University
Tel: (337) 475-5857, Email: nikosk@mcneese.edu
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<tr>
<th>DATE</th>
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## Institute for Industry-Education Collaboration
### Course History

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<tr>
<th>Date</th>
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<th>Registration No.</th>
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<td>Credits</td>
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<tr>
<td>September 14, 2011</td>
<td>Ethics for Registered Engineers &amp; Surveyors</td>
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<td>September 6-November 22, 2011</td>
<td>Construction Site Safety Technician</td>
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<td>August 24-25, 2011</td>
<td>ServSafe Food Sanitation</td>
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<td>12</td>
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<td>Compressors 101</td>
<td>24</td>
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<td>August 16-19, 2011</td>
<td>Flowserve-Pump &amp; Mechanical Seal Reliability</td>
<td>6</td>
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<td>August 12-14 &amp; 19-21, 2011</td>
<td>Private Investigation Preparatory Course</td>
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<td>August 3-5, 2011</td>
<td>LAI/MEP-Fast Track to Project Management</td>
<td>18</td>
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<td>June 23 &amp; July 26, 2011</td>
<td>LAI/MEP-PLC Basics</td>
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<td>June 21-22, 2011</td>
<td>LAI/MEP-Basic Control &amp; Controllers</td>
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<td>June 15-16, 2011</td>
<td>LAI/MEP-Basic Control &amp; Controllers</td>
<td>21</td>
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<td>May 24, 2011</td>
<td>Essentials of Communication - PILOT</td>
<td>9</td>
<td>8</td>
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<td>May 19, 2011</td>
<td>Leadership-PILOT</td>
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<td>May 17, 2011</td>
<td>Conflict Resolution-PILOT</td>
<td>6</td>
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<td>May 11, 2011</td>
<td>Time Mastery-PILOT</td>
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<tr>
<td>Date</td>
<td>Course Description</td>
<td>Participants</td>
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<td>May 20, 2011</td>
<td>Advanced Procedure Writing-PILOT</td>
<td>Sasol North America, ConocoPhillips, Westlake Chemical, Citgo, Grace, PPG</td>
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<tr>
<td>Date</td>
<td>Course Title</td>
<td>Duration</td>
<td>Enrollment</td>
<td>Speakers</td>
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<td>August 26 - October 21, 2010</td>
<td>Chemical Engineering PE Review</td>
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<td>5</td>
<td>Sasol, Meadwestvaco, ConocoPhillips, Lyondell, PPG</td>
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Total Enrollment: 2204
Total Speakers: 3258
McNeese State University
Vision Statement and Select Strategic Planning Goals

Vision Statement: Through the promotion of innovative teaching and learning methodologies, regional partnerships, service-learning opportunities, applied research, cultural engagement, and athletic excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years.

Goal #1: Cultivate Innovative Teaching and Learning
Core Values: Academic Excellence, Student Success

Objective 1.1 Steadily increase the number of McNeese graduates who have completed one or more courses in the new Innovation Engineering™ curriculum.

Objective 1.2 In partnership with regional business and industry, continue to increase the number of post-baccalaureate certificate training opportunities available at McNeese.

Objective 1.3. Significantly increase opportunities for faculty and students to engage in service-learning coursework designed to promote community service while also enhancing the quality of student learning.

Objective 1.4. Significantly increase the percentage of McNeese students who are engaged in career-related internships prior to their graduation.

Goal #2: Cultivate Innovative Collaboration with an Expanding List of Regional Partners
Core Value: University-Community Alliances
Objective 2.1. In partnership with the Southwest Louisiana Alliance and its civic, business and governmental constituents in the five-parish Imperial Calcasieu region, develop a leadership role as a facilitator of collaborative projects at the Southwest Louisiana Entrepreneurship and Economic Development (SEED) Center.

Objective 2.2. Significantly increase the number of mutually beneficial academic programs undertaken in collaboration with Sowela Technical Community College.

Objective 2.3. Expand the number of course offerings to, and student enrollment from, the greater Fort Polk community.

Goal #3: While Retaining the Current McNeese Logos, Cultivate a McNeese “Brand” that Embraces a Culture of Innovation
Core Value: Fiscal Responsibility

Objective 3.1. Capitalize on the 75th Anniversary of McNeese as an occasion to promote McNeese to all constituents as a dynamic center of academic and economic innovation.

Objective 3.2. Develop innovative advertising strategies to maximize auxiliary and unconventional revenue sources.

Goal #4: Cultivate a Physical Environment that Promotes a Spirit of Innovation
Core Value: Academic Excellence, Student Success, Fiscal Responsibility

Objective 4.1. Continue to expand the physical footprint of the McNeese campus to create space for innovative academic, cultural, and athletic initiatives and community partnerships.
June 2, 2014

President Philip Williams
Box 93300
McNeese State University
Lake Charles, LA 70609

Dear Dr. Williams:

Please accept this letter as evidence of support for McNeese's proposal to create the SEED Center for Excellence.

The Chamber Southwest and the Southwest Louisiana Economic Development Alliance support McNeese State University and relies on its faculty, students, and professional development programs to support workforce development in SWLA. The Chamber and Alliance are located in the SEED Center facility, therefore, we have frequent opportunities to see how the innovation program is making a positive impact for McNeese students as well as for the business community.

We are especially supportive of your strategic plan that prioritizes McNeese's partnerships with industry. The SEED Center of Excellence will be an important resource for SWLA.

Sincerely,

[Signature]

George Swift
President/CEO
The SWLA Alliance
President Philip Williams  
Box 93300  
McNeese State University  
Lake Charles, LA 70609

Dear Dr. Williams,

Please accept this letter as evidence of support for McNeese’s proposal to create the SEED Center for Academic Excellence.

As an Entrepreneur in Residence at the Center, I firmly believe the proposed Center will help prepare graduates for employment not only with discipline specific knowledge and skills, but also with innovation engineering concepts that are vital to business sustainability. Donna and I are in the process of creating one Scholarship and one Professorship in the College of Business and Engineering that promotes this mission.

The SEED Center’s innovation activities are generating enthusiasm among area business leaders and are being integrated into short and long range strategic planning for regional economic development. Therefore, it is appropriate that McNeese continue its commitment to regional stewardship by strengthening the education opportunities and services it provides. I would be delighted to speak to anyone about the creation of the SEED Center for Academic Excellence.

Sincerely,

Oliver G. “Rick” Richard, III
June 2, 2014

President Philip Williams  
McNeese State University  
Box 93300  
Lake Charles, LA 70609

Dear Dr. Williams,

I am writing to support McNeese State University's proposal for creating the SEED Center of Academic Excellence. I am specifically excited about your decision to include your Institute for Industry Education Collaboration (IIEC) in the proposed center. Our company, along with many other companies in Southwest Louisiana, depends heavily on the professional development services offered by IIEC. Southwest Louisiana industries save a significant amount of money by sending engineers and technicians to attend continuing education courses offered by IIEC at McNeese State University than at other metropolitan cities throughout the country. The education received is critical to us on our daily operations.

It is my expectation that the SEED Center for Academic Excellence at McNeese State University will focus on collaborative partnerships between McNeese and industries for economic development and workforce needs of the region. By establishing the SEED Center of Academic Excellence, activities such as those already conducted by IIEC will be expanded to provide more customized programming to enhance workforce skills and knowledge in technical areas as well as other areas such as business, allied health, and agriculture.

McNeese State University has been an important driver for economic development in Southwest Louisiana. The SEED Center for Academic Excellence will give McNeese the opportunity to include all outreach efforts that address current business and industry issues under one roof. It will provide opportunities to improve the quality of life of Louisiana citizens.

Therefore, it is with great pleasure that I support the McNeese State University effort to establish the SEED Center for Academic Excellence.

Sincerely,

[Signature]

TOMEU VADELL
Vice President
& General Manager

STGO Petroleum Corporation
Lake Charles Manufacturing Complex
P.O. Box 1607
Lake Charles, LA 70602
President Philip Williams
Box 93300
McNeese State University
Lake Charles, LA 70609

Dear Dr. Williams:

Please accept this letter as evidence of support for McNeese’s proposal to create the SEED Center for Excellence.

As Executive Director of the SEED Center Business Incubator, I understand how McNeese’s innovation activities are important for workforce development in Southwest Louisiana. I am involved on a daily basis with economic development initiatives in the community and know the SEED Center for Academic Excellence will have a vital role in preparing future employees for our growing workforce needs.

The SEED Center Business Incubator is fortunate to have the McNeese State University innovation center and its faculty and students as a resource. McNeese continues to increase the effectiveness of its private-public partnerships that create win-win results for problem solving and professional development for the thriving business sector.

Sincerely,

Adrian L. Wallace
Executive Director
May 29, 2014

President Philip Williams
Box 93300
McNeese State University
Lake Charles, LA 70609

Dear Dr. Williams:

I am writing to support McNeese State University’s proposal for creating the SEED Center of Academic Excellence. McNeese has established strong partnerships with key industries that employ engineers, accountants, management personnel, nurses and health care providers, agriculture majors, and computer scientists. These partnerships will have the opportunity for enhanced synergy as a result of the activities provided through the SEED Center of Academic Excellence. As a Director of the H.C. Drew Estate and a retired businessman who has served on multiple public and private governing boards, I appreciate the significance of the University’s collaborations with businesses in the region. McNeese cultivates effective public-private networks to ensure its academic programs are recognized for preparing students with the knowledge and skills needed in the region’s workforce.

The innovation courses and related economic development activities that will be the focus of the SEED Center for Academic Excellence are especially important for providing the competent workforce necessary for various industries in the region. Southwest Louisiana will benefit from the McNeese graduates who are prepared to become innovative leaders in their field of work. Innovation skills and knowledge are integral to the foundation for creating a community culture that understands what is needed to sustain economic development.

The SEED Center’s innovation activities are generating enthusiasm among area business leaders and are being integrated into short and long range strategic planning for regional economic development. Therefore, it is appropriate that McNeese seek approval to establish the SEED Center for Academic Excellence.

Sincerely,

C. Wade Shaddock, Jr.

C. Wade Shaddock, Jr.
Item F.4. Southeastern Louisiana University and McNeese State University’s request for approval of a Proposal to offer a Bachelor of Science degree program in Health Systems Management effective Summer 2015.

EXECUTIVE SUMMARY

Southeastern Louisiana University and McNeese State University wish to collaborate to establish a Bachelor of Science degree program in Health Systems Management. Southeastern Louisiana University’s Letter of Intent to establish a Bachelor of Science degree program in Health Management received Board approval on June 25, 2013. On August 20, 2013, the Board approved an addendum for McNeese and Southeastern to develop the program as an academic partnership. The Letter of Intent was approved by Board of Regents on October 23, 2013.

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

Each university would offer the degree program, but each institution would develop a system for rotating required major course offerings based on student demand, avoiding unnecessary duplication of offerings at either institution. Didactic courses will be offered online. Internship and capstone experiences will be regionally-based, affording students experiences that can potentially lead to job offers in the region in which they wish to work and reside.

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

As the Affordable Care Act is implemented in the state, the healthcare industry will continue to expand and diversify, requiring managers to help ensure efficient operations. As well, several healthcare administration/management professions are listed as jobs that align with the Workforce and Innovation for a Stronger Economy (WISE) legislation. The program will help meet these diverse needs of businesses and healthcare institutions. The creation of the proposed program would satisfy workforce needs according to national and statewide projections for medical and health service managers. Letters of support have been received by various health care entities such as Louisiana Hospital Association, Southwest Louisiana Area Health Education Center, Lake Charles Memorial Hospital, and Imperial Health Center for Orthopedics.

Students interested in a career in the healthcare industry but not in direct patient care will be attracted to the program. Southeastern and McNeese project that enrollment will begin with ten students in the first year and grow to 30 students in the fifth year. As well, both institutions project a completion rate of ten students by year five. If approved, articulation agreements for Southeastern and McNeese will be created with community and technical colleges to attract students enrolled in Associate Degree or Certificate programs.

The proposed academic partnership would include the sharing of faculty and library resources to offer the same curriculum by both universities. If approved, the program will be implemented Fall 2014 at both institutions. New costs associated with the implementation of the program will be absorbed by tuition and fees, reallocation of present institutional resources, obtaining new commitments, and possibly the allocation of new state funds.

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 and McNeese State University’s request for approval of a Proposal to offer a Bachelor of Science in Health Systems Management effective Summer 2015.
June 3, 2014

Dr. Sandra Woodley, President
University of Louisiana System
1201 north Third Street, Suite 7-300
Baton Rouge, L.A. 70801

Dear Dr. Woodley:

Southeastern Louisiana University and McNeese State University request the inclusion of the enclosed proposal for a new Bachelor of Science degree program in Health Systems Management on the agenda of the June 2014 meeting of the Board of Supervisors. On June 24, 2013, the Board of Supervisors approved the Letter of Intent to develop the proposed program submitted by Southeastern. On August 20, 2013, the Board of Supervisors approved an addendum for Southeastern and McNeese to develop the program as an academic partnership. On October 23, 2013, the Board of Regents approved the Letter of Intent for Southeastern and McNeese to develop a proposal to offer a Bachelor of Science degree program in Health Management Systems at Southeastern and at McNeese.

Changes in the healthcare industry, including the 2010 Affordable Care Act, are requiring new areas of expertise and resulting in different job opportunities, including but not limited to new job opportunities in healthcare management. In fact, several health care administration/management professions are listed as WISE-Targeted Tier 2, 5-star jobs. In addition to the nationwide and statewide needs for such healthcare managers, the numerous letters of support from regional healthcare provider leaders attest to the need in the southeastern and southwestern regions of the state, i.e., the regions served by Southeastern and McNeese.

To remain viable, healthcare providers must increasingly consider the intersection of quality and cost factors. Healthcare providers increasingly need administrators who can develop and manage resources and coordinate the various systems within their organization to insure the overall quality of the health services provided and improve patient outcomes. The purpose of the proposed program is to prepare individuals to fill those roles at the middle-management level in hospitals, healthcare clinics, healthcare consulting companies, health insurance companies, community healthcare facilities, managed care organizations, etc., with a focus on the impact on patient outcomes. The proposed program includes three career-based concentrations focused on the management of patient care and improvement: (a) Healthcare Management, (b) Healthcare Quality Improvement, and (c) Care Coordination.
By offering the proposed program as an academic partnership, each university would offer the degree but efficiencies will be achieved by sharing resources. In particular, Southeastern and McNeese would coordinate and share course offerings, reducing the overall number of faculty needed. The partnership enhances the ability to share program support needs such as library and online technology resources, and should result in effective, efficient, and optimal access for students in both regions.

Southeastern and McNeese are part of a successful and longstanding partnership in nursing education [as members of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN)]. The leadership for the proposed programs is the same as that for the ICMSN. We have every reason to believe the proposed program will result in a similar level of excellence as that of the collaborative nursing program. Qualified faculty from both program sites will work together to ensure the integrity of the curriculum and synergies will be achieved by sharing resources that will help ensure the maximum number of students are served in the most efficient way possible.

Please include this proposal on the agenda for the June 2014 meeting of the Board of Supervisors.

Sincerely,

John L. Crain, President
Southeastern Louisiana University

Philip C. Williams, President
McNeese State University

Attachment
June 4, 2014

Dr. Sandra Woodley, President
University of Louisiana System
1201 north Third Street, Suite 7-300
Baton Rouge, LA 70801

Dear Dr. Woodley,

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Please include this proposal on the agenda for the June 2014 meeting of the Board of Supervisors.

Sincerely,

John L. Crain,  
President  
Southeastern Louisiana University

Philip C. Williams,  
President  
McNeese State University
Proposal
For
Bachelor of Science
Health Systems Management (HSM)
Degree Program

An Academic Partnership
Southeastern Louisiana University
and
McNeese State University

June 2, 2014
An Academic Partnership
Southeastern Louisiana University
And
McNeese State University

New Program Proposal
Bachelor of Science, Health Systems Management (HSM)
Summary Information

Executive Summary
Southeastern Louisiana University and McNeese State University, as an Academic Partnership, are proposing a Bachelor of Science program in Health Systems Management (HSM) with a proposed implementation date of Summer 2015.

Southeastern is classified as a Master’s - Larger Program by the Carnegie Foundation, Four-Year 3 category by SREB and Level V by the Southern Association of Colleges and Schools (SACSCOC). Southeastern Louisiana University’s mission is to lead the educational, economic and cultural development of the southeast region of the state. Southeastern’s core values are excellence and caring. In addition, Southeastern is especially responsible for serving residents of the Northshore parishes who are seeking a college degree and for the regional employers, both public and private, who are seeking technical assistance and applied research opportunities. Southeastern strives to expand its array of baccalaureate and masters programs particularly in the professional fields (i.e., computer science, nursing and allied health). Southeastern’s specialty programs in nursing and allied health are designed to meet regional health care needs, including traditional, on-line, and accelerated delivery formats. (http://www2.southeastern.edu/documents/policies/empl/p1_instit_purpose.pdf) Refer to Southeastern Louisiana University’s Mission in the Louisiana Board of Regents Master Plan at http://regents.louisiana.gov/wp-content/uploads/2013/03/MasterPlan_Revised_04-12.pdf, pages 86-87.

Southeastern Louisiana University’s Vision 2017 strategic plan (http://www.selu.edu/admin/provost/documents/vision_2017.pdf) has seven strategic priorities which guide the University’s operational planning and resource allocations. As such, the new HSM program specifically addresses these specific priorities: 1) To engage a diverse population of learners with powerful experiences. The HSM program includes courses across disciplines (business, computer science, allied health) and provides students with work-related experiences in three areas of concentration; 2) To spearhead collaborative efforts. Southeastern and McNeese State University will partner to offer the HSM degree; and 3) To prepare graduates to thrive in a global society.

McNeese State University is classified as a Master’s Colleges and Universities I by the Carnegie Foundation, Four-Year 4 category by SREB and Level IV by the Southern Association of Colleges and Schools (SACSCOC). McNeese State University’s mission emphasizes service to employers in the region, both public and private, school districts, health
care providers, local governments, and private businesses including a focus on economic development interests of the region and its regional entrepreneurs. McNeese plays an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years. The University’s Vision Statement (http://www.mcneese.edu/fc/c20a564e/Strategic%20Planning%20Outcomes%20Report--Jan%20%202013.pdf) identifies four strategic goals that address the promotion of innovative teaching and learning methodologies, regional partnerships, service, learning opportunities, applied research, cultural engagement, and athletic excellence. The proposed program addresses the University’s Mission to provide an array of healthcare programs to meet the regional needs of employers. Refer to McNeese State University’s Mission in the Louisiana Board of Regents Master Plan at http://regents.louisiana.gov/wp-content/uploads/2013/03/MasterPlan_Revised_04-12.pdf, pages 80-81.

The purposes of the HSM program are to prepare graduates who are able to understand current and future healthcare industry trends and issues; to develop, communicate and manage resources and solutions to challenges for healthcare systems; and to improve overall quality and outcomes of healthcare systems and services. Graduates of the HSM program will be prepared to pursue employment in a variety of mid-level work settings including: hospitals, healthcare clinics, consulting companies, insurance providers, community facilities, and not-for-profit as well as managed care organizations.

Need

Responding to widespread and persistent systematic shortcomings in quality, the Committee on the Quality of Health Care in America challenged the nation to undertake major redesign of both the delivery system and the policy environment that shapes care delivery. As such, The Institute of Medicine released a report in 2001, Crossing the Quality Chasm: A New Health System for the 21st Century, calling for fundamental change in the healthcare system. New jobs are being created to meet this growing need as a result of the industry’s redesign efforts. Data from the U.S. Department of Labor (2012) revealed that the healthcare and social assistance industries added 61,000 jobs, and this growth trajectory is expected to continue with 5.6 million new jobs added in the next decade. The Bureau of Labor Statistics reports that healthcare employment has risen by 360,000 during the past 12 months and is projected to have one of the fastest growth rates between 2010 and 2020.

This new degree, with its accelerated degree plan and career-based concentrations, addresses many of the needs expressed by hospital executives and Human Resource directors in the regions served by Southeastern and McNeese. A number of factors shape health care in their respective health systems—in particular, the emergence of various technologies, as well as finding qualified people to fill numerous and diverse jobs. Hospitals, rehabilitation centers, clinics, urgent care facilities and governmental-based health care agencies provide significant employment opportunities. Further job growth in healthcare fields is expected due to emerging technologies and longer life expectancies. The Affordable Care Act (2010) will add even more patients into an already crowded system.

Healthcare reform has also opened up new and different job opportunities. As a result, it is anticipated that new jobs will evolve — with new positions, titles, and skill sets — that are only now being realized. Quality and cost elements are intersecting, and clinicians with business expertise are becoming more prevalent in the healthcare environment. A key
example of the intersection of quality and cost is hospital performance based on quality and outcomes, not simply the volume of admissions or services. As such, today’s healthcare leaders advocate for quality and patient satisfaction, not just cost reductions, to stay fiscally viable. Visionary innovators will find plenty of career opportunities as healthcare organizations find new ways to deliver care and services to all segments of the population.

The Louisiana Workforce Commission’s Star Report for Medical and Health Services Managers described the occupation as one that plans, directs, or coordinates medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations. Accordingly, the report lists the number of prior jobs advertised was 763; annual job openings is 160; annual wage is $81,200; lowest 10% wage is $50,473; highest 10% wage is $121,206; hourly wage is $39.04; and a bachelor degree is required (http://www.laworks.net/Stars/default.aspx). While regional job data are not available, the need for this program is supported by the fact that Southeastern and McNeese serve the southeast and southwest regions of the state. Of the approximate 4.5 million people living in the state of Louisiana, the close proximity of three of the most populated regions of the state (e.g. New Orleans, Baton Rouge and Lake Charles) to Southeastern and McNeese makes this degree program uniquely relevant to the needs of health care systems. Degree programs offered at universities in north Louisiana do not have close proximity to burgeoning health care systems in south Louisiana.

Salaries for Medical and Health Services managers are far above the median wage earned in Louisiana (i.e., Median household income in Louisiana, 2007-2011=$44,086; Median household income in the US=$52,762 US Department of Commerce, US Census Bureau, http://quickfacts.census.gov/qfd/states/22000.html. Higher earnings by Louisiana citizens equate to increased spending potential which leads to a positive economic impact for the state.

**Funding and Resources**

Reallocation of resources for two faculty members at each institution will be needed to initiate the proposed program for the first 5 years. There is no need for new facilities or special equipment. Program costs will be covered by reallocation of present institutional resources, obtaining new commitments and possibly the allocation of new state funds to support the program in the future. Some shifting of other faculty workload responsibilities may be necessary.

**Accreditation**

The Bachelor of Science in Health Systems Management does not have an accrediting agency; therefore, accreditation does not apply.
Proposal for a Bachelor of Science, Health Systems Management (HSM)
An Academic Partnership
Southeastern Louisiana University
And
McNeese State University

1. Description

a. Give title, nature, and objective of the proposed program.

**Title**
Bachelor of Science, Health Systems Management (HSM)

**Nature and Background**

Southeastern Louisiana University and McNeese State University, as an Academic Partnership, are proposing a Bachelor of Science program in Health Systems Management (HSM) with a proposed implementation date of Summer 2015.

The proposed HSM program integrates healthcare, business management, as well as organizational and information systems to produce data-driven solution care managers. The program provides graduates with a firm foundation in health sciences that supports entry into mid-level positions in healthcare systems and services networks or to enter graduate education in health-related fields. Professionals in HSM possess a blend of knowledge, skills and competencies related to the complex and ever-evolving healthcare industry, including: healthcare systems organization, work flow and delivery processes, policy and finance, data management and analysis, human resource management, care coordination and quality healthcare outcomes and improvement processes. HSM professionals provide a value-added “bridge” between medical personnel, benefit providers, regulators, patients, consumers and technology and have critical skills and competencies essential to building efficient and quality health care systems and services.

The purpose of the HSM program is to prepare graduates who are able to understand current and future healthcare industry trends and issues; to develop, communicate and manage resources and solutions to challenges for healthcare systems; and to improve overall quality and outcomes of healthcare systems and services. Graduates of the program will be prepared to pursue employment in a variety of work settings including: hospitals, healthcare clinics, consulting companies, insurance providers, community facilities, and not-for-profit as well as managed care organizations.
The Bachelor of Science in Health Systems Management at Southeastern would be housed in the College of Nursing and Health Sciences; Department of Health and Human Sciences and at McNeese in the College of Nursing. Southeastern faculty support for the program would be from faculty assigned to the Colleges of Nursing and Health Sciences, Business, and Science and Technology. MSU faculty support for the program would be from the College of Nursing and Colleges of Business, Education, Engineering, and Science. The program's 120-hour curriculum builds on a foundation of general education courses in English, Mathematics, Natural Sciences, Social/Behavioral Sciences, Computer Science, Humanities and Fine Arts. Core courses will include healthcare policy, health information systems, healthcare ethics and healthcare management; care management; project planning; and quality performance improvement. There will be three career-based concentrations (e.g., Healthcare Management, Healthcare Quality Improvement, and Care Coordination). The degree will require capstone projects and supervised professional practice experiences (PPE).

Objectives of the Proposed Program

The major objectives for establishing the HSM program are to:
(1) contribute to a more diversified healthcare workforce for Southeastern’s and McNeese’s regions;
(2) meet the needs of the evolving healthcare systems and services of regional employers; and
(3) expand the educational options for students in the regions who are interested in pursuing a career in the healthcare profession.

b. Degree or certificate contemplated.
Bachelor of Science, Health Systems Management

c. List and describe the course offerings to comprise the new program, indicating new courses by an asterisk (*). Indicate the terms during which existing courses were last offered.

The proposed bachelor degree in the HSM program will consist of 120 credit hours with three concentrations (e.g., healthcare management, quality improvement, and care coordination). All of the HSM core courses and courses in each of the concentrations are new courses.

<table>
<thead>
<tr>
<th>Category of Coursework</th>
<th>Total Credits</th>
<th>Courses</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Course</td>
<td>1-2</td>
<td>College Success (McNeese 1 hour) Southeastern 101 (Southeastern – 2 hours)</td>
<td>1-2</td>
</tr>
<tr>
<td>General Education (BS) Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>6 hrs English composition 6 hrs Math 9 hrs Natural science (6-8 hrs. sequence in Biology/AP and 3 hrs in Physical Science- no lab) 3 hrs Fine Arts Elective 9 hrs Humanities (Lit, History, Comm) 6 hrs Social/Behavioral Science (Psych, Soc, Criminal Justice)</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>3-4</td>
<td>Elective (SELU-3, MSU-2) MSU Biology/AP – 8 hours (2 prerequisite)</td>
<td>2-3</td>
</tr>
</tbody>
</table>
| Common Core Courses | 50 | *US Healthcare Organization and Delivery 3 *
|          |          | *Fundamentals of Human Disease 3 *
|          |          | *Principles of Healthcare Management 3 *
|          |          | *Healthcare and Regulatory Law 3 *
|          |          | *Applying Evidence to Improve Healthcare Outcomes 3 *
|          |          | *Human Resource Management 3 *
|          |          | *Principles and Practices of Care Coordination 3 *
|          |          | *Introduction to Quality Performance in Healthcare 3 *
|          |          | *Fundamentals of Epidemiology 3 *
|          |          | *Healthcare Policy and Reform 3 *
|          |          | *Healthcare Reimbursement Systems 3 *
|          |          | *Healthcare Quality and Safety Measurement and Outcomes I 3 *
|          |          | *Integrated Care and Health Systems 3 *
|          |          | *Introduction to Healthcare Finance 3 *
|          |          | *Healthcare Innovation 2 *
|          |          | *Informatics 3 *
|          |          | *Data Management 3 *
| Concentration | 26 | 26 |
| Total | 120 | 120 |
Note: Freshmen success course is one credit at McNeese and 2 credits at Southeastern. Biology/AP is 6 hours at Southeastern and 8 hours at McNeese.

Common Core Courses

* US Healthcare Organization and Delivery (3 credits). This course presents an overview of how health care is organized, delivered and financed in the United States. It traces the historical evolution in political, economic, cultural, and social contexts, including the distribution and access to medical and other services, the roles of public and private insurance and healthcare benefits, licensure and accreditation, quality, and reimbursement; access to healthcare, federal healthcare and legislative programs; and trends in healthcare delivery.

* Fundamentals of Human Disease (3 credits) This course addresses basic pathological diseases, terminology and definitions. Builds on human anatomy and integrates the study of human disease with focus on the risk factors, clinical manifestations, pathology, and prevention.

* Fundamentals of Epidemiology (3 credits) This course covers epidemiology and its application in public health and focuses on various epidemiological study designs for investigating associations between risk factors and disease outcomes, culminating with criteria for causal inferences. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems. Various epidemiological study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. The application of these disciplines in the areas of health services, screening, genetics, and environment policy are presented.

* Health Care Policy and Reform (3 credits) This course explores the history and structure of the American health care system, including the history of and problems with employment-based health insurance; the challenges surrounding access, cost and quality; and the medical malpractice conundrum. Discussions include the history and challenges of health care reform and the ways the Affordable Care Act addresses access, quality, and cost control.

* Principles of Healthcare Management (3 credits) This course presents concepts and theories in health care management; develops the basic management skills and the ability to work productively with others; develops skills in using materials and references, tools and/or technology central to health care management; and integrates health care management theory with real world problems through the use of case studies.

* Healthcare and Regulatory Law (3 credits) This course builds competencies in applying
conceptual aspects of legislation, law, regulations, and standards in health informatics, evaluating legal aspects of risk management and quality improvement initiatives, applying ethics to health information management, and analyzing how compliance requirements impact healthcare organizations.

* Applying Evidence to Improve Healthcare Outcomes (3 credits) This course builds competencies in selecting, applying, and evaluating research methods in solving organizational problems or implementing outcome effectiveness strategies in healthcare organizations. It focuses on skills needed in daily operations for gathering statistical data used in planning and evaluating processes in the healthcare workplace.

* Human Resource Management (3 credits) This course critically evaluates the healthcare human resources in the dynamic healthcare environment. Organizations' challenges of the future healthcare marketplace including garnering, managing, and developing personnel; keeping current on legalities; and making decisions given the economic, environmental, and societal needs will be discussed. Healthcare issues in human resources including the role of information technology, unions, compensation and benefits, and specific healthcare labor laws will be included.

* Principles and Practices of Care Coordination (3 credits) This course explores the role of the case manager in a managed care environment. Principles of practice, historical and philosophical framework, roles and responsibilities for care coordination, models of case management, team building and collaborative relationships, disease management, and quality and outcomes management are addressed.

* Introduction to Quality Performance in Healthcare (3 credits) This course discusses the evolution of health care quality concepts and efforts, and explore the social, governmental, regulatory, and professional pressures that have driven the health care quality field. Emphasis will be placed on application of theory to practice for components of quality improvement programs and strategies within a healthcare setting.

* Healthcare Reimbursement Systems (3 credits) This course introduces financial management of healthcare services and focuses on identification of costs of care and payment systems for medical services, explains the impact of benefit design on provider and patient behavior with particular focus on managed care versus fee for service models, and reviews data sources and their applicability to economic analysis, including inpatient billing and cost-accounting systems.

* Healthcare Quality and Safety Measurement and Outcomes Analysis I (3 credits) This course establishes a basis for critical analysis of issues in healthcare quality and safety and presents conceptual and scientific approaches to management.

* Integrated Care and Health Systems (3 credits) This course explores managed care from various perspective and the progression of healthcare to managed care including various structures and components of the managed care system. Four key perspectives will be discussed including the healthcare provider, health system, employer, and consumer and
their unique attributes, challenges, and operational issues. An analysis with application of managed care operations, including payment and reimbursement systems; legal issues including information brokering, privacy of information, and retrieval of information; and clinical and business applications of information technology, contract negotiation, benchmarking, and outcomes management within various healthcare settings will be highlighted.

* Introduction to Healthcare Finance (3 credits) This course addresses healthcare reimbursement systems, the regulatory environment, general accounting, cost concepts, product costing, strategic planning and an introduction to the operating budget. Emphasis will be on understanding and interpreting financial information, concepts and techniques of financial analysis and the decision-making process in the health care environment.

* Healthcare Innovation: Managing Effectively in a Changing Environment: (2 credits) This course outlines healthcare reform, including the impacts and considerations of HIPAA; the enabling roles that process design and improvement and information technology play in helping organizations meet meaningful use criteria; and the importance of leveraging organizational change management to help the people in organizations quickly adopt and proficiently use new processes and technology.

* Informatics (3 credits) This course builds competencies in project planning, management, and evaluation, and the adoption of new technologies in diverse healthcare settings. Topics include competencies in evaluating medical practice workflow and functional needs of end-users, evaluating data infrastructure and information technology processes and systems, and analyzing the fiscal and human resource commitment needed in all phases of implementing and adopting new technologies.

* Data Management (3 credits) This course covers skills and competencies in health data structures, usage, and data collection tools; data quality assessment and integrity; types and content of health records, and health information standards and regulations for documentation.

Concentration Courses

**Healthcare Management Concentration**

* Strategic Management in Health Care Organizations (3 credits) This course focuses on the development and implementation of strategy and market positioning by health care organizations in the changing health care marketplace and stresses practical approaches to articulate an organization's mission and vision with strategies to meet external and internal situations. Topics include: external and internal assessment, strategy development and implementation, market positioning, organizational structures to support strategy, provider-purchaser relationships, and governance and management structures.

* Systems Analysis (3 credits) This course prepares individuals to apply programming and
systems analysis principles to the selection, implementation, and troubleshooting of customized computer and software installations. Topics include: computer hardware and software; compilation, composition, execution, and operating systems; low- and high-level languages and language programming; programming and debugging techniques; installation and maintenance testing and documentation; process and data flow analysis; user needs analysis and documentation; cost-benefit analysis; and specification design.

* Leadership Skill Development for the Mid-Level Managers (3 credits). This course addresses individual leadership styles, the characteristics of effective leaders and ways to develop personal goals and strategies for becoming a more effective leader of healthcare teams. Specific leadership concepts include: operational (team performance, commitment and motivation, delegation, and time and stress management); relational (communications, negotiation and conflict management, coaching, and counseling and interviewing); and analytic (budgeting, managing financial and human resources, strategic thinking and decision making, and evaluating organizational and personal resources).

* Performance Initiatives (3 credits) This course discusses performance initiatives aimed at improving the quality, efficiency, and overall value of health care. Specific topics include: feasibility, defining performance, program development, performance evaluation methods, and administration of performance appraisals. These arrangements provide financial incentives to hospitals, physicians, and other health care providers to carry out such improvements and achieve optimal outcomes for patients.

* Institutional Collaboration and Communication in Healthcare (3 credits) This course discusses the importance of communication and the connection between communication and medical error, the standards of effective communication, national and institutional patient safety goals, strategies for information exchange. Students will be able to identify barriers, tools, strategies and outcomes to effective collaboration and communication.

* Project Management (3 credits) This course reviews the basics of project management and provides experience with hands-on application through a work-related project. Students learn to maximize time, money and personnel by using efficient techniques for managing projects in the healthcare environment. Co-requisite: Internship in Healthcare Management internship.

Internship in Healthcare Management (8 credits). This course is a senior-level internship where students engage in practical experiences in the field. A minimum of 240 hrs. of field-based experience is required. Students will demonstrate the ability to apply concepts, methods and theories of healthcare management in a healthcare setting. A lab fee is required for this course.

Healthcare Quality Improvement Concentration

* Healthcare Quality and Safety Measurement and Outcomes Analysis II (3 credits) This course advances critical analysis of issues in healthcare quality and safety and conceptual and scientific approaches to management. This course requires demonstrated
competencies and skills in analyzing how quality improvement programs are developed, implemented, and improved; and in management in the healthcare environment.

* Tools and Methods for Healthcare Quality and Safety Improvement (3 credits) This course presents systems’ thinking methods and how systems’ thinking is applied within the healthcare system. Provides tools and methods for improving quality and safety within the healthcare system.

* Research & Evaluation Methods for Quality and Safety Improvement (3 credits) This course reviews health services research methodology and its application in evaluation of healthcare programs, including quality and safety improvement interventions.

* Risk Management (3 credits) This course addresses basic considerations for general and high-risk management strategies within the healthcare industry such as development of risk management programs and effective governance, contract review concepts, employment liability, ethical and legal concepts, patient communication, credentialing of providers, and patient and occupational safety.

* Institutional Collaboration and Communication in Healthcare (3 hr credit) This course covers the importance of communication and the connection between communication and medical error, the standards of effective communication, national and institutional patient safety goals, strategies for information exchange. Students will be able to identify barriers, tools, strategies and outcomes to effective collaboration and communication.

* Project Management (3 credits) This course reviews the basics of project management and provides experience with hands-on application through a work-related project. Students learn to maximize time, money and personnel by using efficient techniques for managing projects in the healthcare environment. Co-requisite: Internship in HC Quality Improvement.

* Internship in Healthcare Quality Improvement (8 credits). This course is a senior-level internship where students engage in practical experiences in the field. A minimum of 240 of field-based experience is required. Students will demonstrate the ability to apply concepts, methods and theories of healthcare quality improvement in a healthcare setting. A lab fee is required for this course.

Care Coordination Concentration

* Institutional Collaboration and Communication in Healthcare (3 credits) This course discusses the importance of communication and the connection between communication and medical error, the standards of effective communication, national and institutional patient safety goals, strategies for information exchange. Students will be able to identify barriers, tools, strategies and outcomes to effective collaboration and communication.
* Introduction to Pharmacology (3 credits). This course introduces principles of drug therapy and focuses on pharmacological agents in relation to pharmokinetic effects on body systems and therapeutic usage for individuals across the life span.

* Health Coaching (3 credits) This course presents the psychological constructs of behavior change for lifestyle and/or health behaviors and the basic skills in motivational interviewing. Students learn to develop an individualized Health Coaching Approach with condition-specific strategies and gain exposure to career opportunities in health coaching.

* Care Coordination in the Community (3 credits) This course focuses on the comprehensive identification and indexing of community resources across the life span in a wide variety of settings such as family welfare organizations, disability services, youth services, child protection and community health services, vocational services, and employment.

* Risk Management (3 credits) This course addresses basic considerations for general and high-risk management strategies within the healthcare industry such as development of risk management programs and effective governance, contract review concepts, employment liability, ethical and legal concepts, patient communication, credentialing of providers, and patient and occupational safety.

* Project Management (3 credits) This course reviews the basics of project management and provides experience with hands-on application through a work-related project. Students learn to maximize time, money and personnel by using efficient techniques for managing projects in the healthcare environment. Co-requisite: Internship in Care Coordination.

* Internship in Care Coordination (8 credits). This course is a senior-level internship where students engage in practical experiences in the field. A minimum of 240 hrs. of field-based experience is required. Students will demonstrate the ability to apply concepts, methods and theories of medical case management in a healthcare setting. A lab fee is required for this course.

d. Outline the curriculum for the proposed program, in sequence or term-by-term. Include any new courses not covered in the curriculum that will be offered in the new program as electives.

Three 3-year tables with concentrations. See Appendix A

e. Indicate any special requirements. If a graduate degree is contemplated, indicate if a thesis or dissertation is required and if not, what is substituted.

Students enrolled in the HSM program will be required to complete two semesters of an internship in their respective area of concentration.
f. Furnish documentation of the approval of the proposed program by the institutions' Governing Board.

See accompanying document from University of Louisiana System Board of Supervisors. See Appendix B

2. Need

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

Neither the proposed program nor a similar program has been previously offered at Southeastern or McNeese.

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

Four public institutions in the state offer elements of the proposed HSM program. They are:

- Louisiana Tech University
- Southern University, New Orleans
- University of Louisiana at Monroe
- University of Louisiana at Lafayette

**Similarities/Differences of Proposed and Existing Programs**

Donabedian’s (1980) classic conceptual model provides a framework for examining health services and evaluating quality of care. This model is used to highlight similarities and differences between the proposed program and other programs in the state. According to Donabedian, healthcare delivery systems consist of three components: resources, processes (activities), and outcomes (results). The existing programs offer curricula that target specific resources and processes to support healthcare delivery. Unlike the programs in the state that offer only elements of the proposed HSM program, the proposed HSM program offers an accelerated 3-year program with three concentrations that focus on designing creative solutions to impact system outcomes. Improved outcomes occur when a multidisciplinary team works together to address resources and develop processes that positively affect outcomes.

Examples of health system outcomes are the delivery of integrated health services, modified health behaviors, improved health status, and satisfaction with health care delivery (see Table 1: Healthcare Delivery System)

**Table 1**
## Healthcare Delivery System

<table>
<thead>
<tr>
<th>Resources</th>
<th>Processes (Activities)</th>
<th>Outcomes (Results)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People (RNs, Dietitian, etc.)</td>
<td>What is done? (e.g., services provided)</td>
<td>Quality, cost effective delivery of Health Services (e.g., improved full-term delivery rates)</td>
</tr>
<tr>
<td>Infrastructure (clinics, hospitals, computer systems, finance department)</td>
<td>How it is done? (e.g., Management/marketing of services; management of data)</td>
<td>Change in Health Behavior (e.g., improved smoking cessation rates)</td>
</tr>
<tr>
<td>Materials (supplies), Information (e.g., Data from electronic health records)</td>
<td></td>
<td>Change in Health status (e.g., decreased readmission rates for pneumonia)</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>Patient satisfaction (e.g., patient retention rates in clinics, confidence in care delivered)</td>
</tr>
</tbody>
</table>

**Note.** Adapted from Donabedian (1980). Health Care Systems are the organization of people, institutions, and resources to deliver health care services to meet the health needs of target populations. Examples of components include: Information Technology, Quality Performance, Health Care Services, Payment Integration of Health Services, and Human and Asset Resources.

An analysis of three of the existing state programs at Louisiana Tech University (Louisiana Tech), Southern University New Orleans (SUNO), and University of Louisiana, Lafayette (ULL) reveals programs in health information management emphasizing the management of health-related information systems that support and/or inform decision-making. Applying the adapted model by Donabedian, Louisiana Tech University’s Health Informatics and Information Management degree specifically emphasizes the skills to support resources and activities/processes. Their curriculum “emphasizes the development of skills for the management of health-related information and the systems used to collect, store, retrieve, disseminate and communicate information for the support of enterprise operations and clinical and business decision making in healthcare or related organizations” ([www.him.latech.edu](http://www.him.latech.edu)). Likewise, SUNO’s Information Management Systems’ mission is “to improve the health care delivery system through the education and training of students who are knowledgeable about the management of health information systems, as well as provide...
service to the health care community” (http://sunuo.edu). ULL’s Health Information Management program “prepares students for a professional career in the field of Health Information Management” (http://ULL.edu). Graduates use “business, medical, legal and computer skills to organize, maintain, analyze, and generate health information for patient care, reimbursement, planning, quality, and research to ensure quality health data. These four programs use health information systems and “data” driven processes to support decision-making. In contrast, graduates from the Southeastern/McNeese programs will focus on Donabedian’s model by having students learn how to maximize resources, develop and evaluate processes, and derive creative solutions (outcomes) that result in cost-effective, quality patient/population health outcomes.

Two other programs, one at University of Louisiana, Monroe (ULM, http://www.ulm.edu) and another at University of Louisiana, Lafayette (ULL, http://www.louisiana.edu), emphasize the preparation of health service administrators who manage resources and processes but not patient outcomes. ULL offers a curriculum in Health Services Administration to prepare health service administrators to include “developing, planning, and managing/coordinate medical and health services and operations within and across healthcare systems” (http://www.nursing.louisiana.edu/hsa/hsa.shtml). In a similarly broad-based program, ULM offers a BS in Health Studies (http://www.ulm.edu/majors/college-hs/health-studies) with a Healthcare Management/Marketing option. The option provides “a broad focus on business basics, healthcare delivery system, cultural diversity, ethics and leadership in healthcare”. While these programs offer select courses that target outcomes, the majority of coursework targets management of resources and processes, with minimal emphasis on system solutions leading to improved patient/population outcomes or continued redesign (http://catalog.ulm.edu/preview_program.php?catoid=13&poid=1435&returnto=1577)

Summary:

* The proposed program with an Academic Partnership between Southeastern and McNeese State University leverages curricula and resources.

* The proposed program focuses on the capabilities of entire health systems to impact the health outcomes of patient/populations. Other programs in the state with similar names focus on the business of managing people, data, or infrastructure, etc.

* This proposed program is targeted for the needs of southeast and southwest regions of the state, which include three large urban areas, extensive and growing suburban areas, and expansive rural areas.

The proposed program offers the student a choice to select one of three career-focused concentrations that provide an opportunity for professional certification.

* The proposed program’s value-added format of a 3-year fast-track curriculum offers students the opportunity to enter the workforce sooner than they can in a traditional 4-year program. This program’s format responds directly to President Obama’s call for advancing reforms and innovation in higher education and accelerated learning.
opportunities (i.e., Race to the Top for Higher Education that Has Higher Value and Lower Costs, http://www.whitehouse.gov/issues/education/higher-education).

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

The need for this program exists on several levels. Recent passage by the U.S. Congress of the Patient Protection and Affordable Care Act (PL 111-148), (i.e., The Affordable Care Act, ACA) has significantly expanded the role of healthcare professionals. As a result of this landmark legislation, it is expected that 32 million additional Americans will obtain health insurance in the next few years. Future medical and health services must be prepared to deal with the integration of healthcare delivery systems, technological innovations, an increasingly complex regulatory environment, restructuring of work, and an increased focus on preventive care. These factors will be called on to improve efficiency in health care facilities and the quality of the care provided. The Bureau of Labor Statistics projected a 16% increase in demand for medical and health services managers between 2008 and 2018, a higher rate of job growth than the national average. As the ACA is implemented, the health care industry will continue to expand and diversify, requiring managers to help ensure efficient operations. Employment will grow fastest in practitioners’ offices, medical group practices, and home health care agencies. The Bureau also reported in May 2010 that the median annual salary for Medical and Health Services Managers was $84,270 (i.e., $40.52 per hr.). The number of jobs reported by the Bureau in 2010 was 303,000 and with a 22% “faster than average” job outlook for 2010-20. An estimated employment change of 68,000 was estimated for 2010-2020. The Workforce Investment Board Partnership for Louisiana estimates that for the southeastern Louisiana region needs for graduates from this type of program will increase 15% by 2020; the southwestern Louisiana regional needs will increase by 22.5%. The average pay for such graduates is around $40.00/hour.

In 2009, the Louisiana Economic Development (LED) initiated the Louisiana Blue Ocean initiative, which focuses on creating new markets by developing new products and services, rather than focusing on competing within existing markets. The Blue Ocean initiative is an ambitious business development strategy that identifies high-growth sectors. The LED is now focusing on 5 economic sectors and 2 quality of life sectors with health care being one of two of the quality of life sectors. Healthcare was projected to be one of the highest growth sectors in the United States and for Louisiana, particularly in the southeastern region; the Blue Ocean group reported that there are opportunities to fill the void of top ten ranked hospitals in certain areas (e.g., obesity and diabetes research and treatment). Both the southeast and southwest regions have the potential to become a medical destination that attracts both out-of-state patients and healthcare talent. Specialty research and medical hospitals are projected to have statewide direct growth of 10,000-20,000 jobs; and a total job growth of 20,000-40,000 from 2009-2029. The new HSM program directly supports the Specialty Healthcare theme and growth initiatives and provides an expanding healthcare system with qualified workers.
The Bachelor of Science in Health Systems Management is a degree that meets the diverse needs of the healthcare industries. Courses and professional practice experiences (i.e., internships) will be directed toward current and projected workforce needs in the southeast and southwest regions of Louisiana.

**Community Meetings to Establish Need for BS in HSM**

Meetings between members of Southeastern’s and McNeese’s communities of interest and administrators from the universities further illustrated the need for professionals prepared in healthcare management, quality improvement, and care management. Stakeholders expressed a current need and expected future demand for individuals skilled in management, technology, healthcare systems organization, workflow and delivery processes, policy and finance, data management and analysis, and human resource management. Employers were particularly interested in graduates who would have knowledge and skills in care management, including quality healthcare outcomes and improvement processes.

**Southeastern Community Meetings to Establish Need for BS in HSM**

Ongoing discussions with the Northshore regional industry sector and Southeastern have focused on Southeastern’s role in addressing the healthcare industry by graduating individuals who can fill critical employment needs. The national discussion regarding the need for quality control has resulted in recent discussions with regional leaders regarding workforce supply and demand. In a recent Northshore Healthcare Alliance meeting, HR directors and deans from universities met to discuss this proposed degree. The meeting with the community of interest yielded specific examples of how graduates in the HSM program would be utilized. In general, the discussions reflected that graduates would serve as mid-level managers, clinic directors, and supervisors; would support electronic health record ongoing implementation with staff; would be compliance officers for Quality Improvement (QI); and function as case managers/care coordinators.

As a member of the Executive Committee of the Northshore Business Council (NBC), Southeastern’s President, John Crain, participated in discussions regarding the leadership roles of graduates of the proposed program in Health Systems Management. The NBC is a non-profit organization made up of more than 50 presidents, CEOs, and market managers. The Council promotes policies and practices that enhance economic development, educational achievement, and accountability on the Northshore region of southeast Louisiana. The Council is supportive of the national trend toward training individuals with skills that cross multiple disciplines and promote greater employment opportunities of these graduates.

Southeastern is a member of the Northshore Healthcare Alliance, established initially through the St. Tammany Parish Chambers of Commerce. The Alliance is an employer-driven initiative dedicated to strengthening the healthcare industry. Not only does the Alliance address critical workforce shortage issues by developing systems for the recruitment, retention and training of skilled healthcare workers, it also creates and implements sustainable strategies for rebuilding and advancing this essential industry. Advisory meetings focus on the needs of employers and the region’s educational capacity to meet these needs.
The Alliance has discussed the significant role the proposed program in Health Systems Management would have on the region and the projected employment opportunities for the program's graduates. Council members indicated the potential for graduates with a baccalaureate degree in HSM to find creative solutions (i.e., outcomes) to growing healthcare issues that are often complicated by political, behavioral and economic factors.

**McNeese Community Meetings to Establish Need for BS in HSM**

Support for the degree in the southwest region of the state was first initiated with the increasing need for case managers to coordinate entry and exit points for health services. McNeese State University is in close proximity to a large military base, Fort Polk, who initially requested education programs that support case management services in 2011. Follow-up meetings with local hospital administrators further supported the need for case management at the systems level. Since that time, the region has experienced the initiation of several health system agencies including Imperial Health, Health Systems 2000, and Humana Care. It is expected other such agencies will continue to grow as the Affordable Care Act moves forward in the southwest region.

See Letters of Support for Southeastern Louisiana University and McNeese State University. **Appendix C**

**Leadership**

Southeastern's dean of the College of Nursing and Health Sciences, serving as a board member for the North Oaks Health System, participated in discussions on the contributions of individuals with skills in health management systems. Board members agreed that individuals with the strong educational and experiential backgrounds provided by the HSM program serve healthcare organizations well. This agency anticipates hiring graduates from the HSM program for the system's hospital, 17 clinics, and various support and direct care offices. McNeese's dean of the College of Nursing, a member of the board of the Southwest Louisiana Area Health Education Council (SWLAHEC) and the Louisiana State Supply and Demand Commission for Health Professions, also participated in discussions regarding the growing demand for health systems experts in the state.

Southeastern's HSM program coordinator would regularly meet with community partners to recruit, negotiate placement of students in practica experiences and to discuss research/scholarship opportunities. Numerous discussions with key healthcare leaders in regional agencies have led to increased appreciation for the need to leverage resources, including trending data and analysis to address quality and patient safety. McNeese's dean and undergraduate department head regularly meet with the Imperial Calcasieu Nurse Leader's Council, a group of key leaders in the largest health agencies of the region to discuss current and evolving healthcare issues and workforce needs. A new partnership between McNeese and Imperial Health, a network of 40 physicians collaborating together to offer advanced medical care services to the residents of Southwest Louisiana Imperial Health, was established to identify shared resources and to explore joint research opportunities and evolving employment needs.
d. If a graduate program is requested, indicate:

A graduate program is not requested.

d.i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

State Need

As the healthcare delivery system is held to greater accountability, healthcare providers and entities must demonstrate quality outcomes, fiscal responsibility, and efficient and effective practices. To do this, health systems management professionals use new technologies to collect and analyze data, incorporate innovative management techniques, and design creative solutions to reengineer healthcare for improved outcomes. Health systems management professionals engage in designing creative solutions to support the constantly evolving healthcare delivery system. In addition, health systems are even more responsible for patient-centered outcomes with reimbursement (i.e., pay for performance) linked to metrics based on adherence to certain care processes and scores on patient satisfaction surveys.

In addition, the Louisiana Workforce Commission provides employment resources for Louisiana residents, as well as business and labor information and services. The Commission lists job openings in the state and rates according to their occupational outlook from one to five stars. Occupations in healthcare are rated five stars. Medical and Healthcare Service Managers had 763 job openings posted in the prior year, and their typical average entry level wage is $39/per hour with an annual salary of $81,200.

The proposed program in HSM addresses the current and future needs of healthcare systems, and it allows students to choose one of three career-based concentrations in areas of need (e.g., healthcare managers and care coordinators). The curriculum is designed such that all students gain common core knowledge in health sciences, informatics and systems management. Students then select one of the three concentrations to focus their career path with specialized course work and two semesters of internship. These specialized career-based concentrations prepare the student to use resources and strategies to design creative solutions that will result in improved patient/population health outcomes. (1) Health management systems professionals collect and analyze data, incorporate innovative management strategies, and utilize new technologies to improve the delivery of healthcare. Those graduating in the Healthcare Management concentration will function in healthcare settings as mid-level managers and supervisors and assume leadership roles in the delivery of health services that improve the health status of individuals and populations. (2) The Healthcare Quality Improvement concentration will prepare health professionals to trend and evaluate data from multiple systems, improve processes, and use quality improvement tools to effect rapid improvement of health outcomes. (3) The Care Coordination concentration will prepare health professionals to engage in a collaborative process of assessment, planning, care coordination and evaluation to meet health needs and improve outcomes across the life-span.
Regional Need:

The HSM program is built on existing strong undergraduate and graduate curricular foundations and academic faculties at Southeastern and McNeese. The addition of the HSM program at both universities will add to the number of enrolled students and increase the numbers of students engaged in collaborative practice and scholarship. The program will draw students from a number of communities throughout the regions. As a result of this educational opportunity, students in the program will also be placed in a broad array of healthcare settings, thus increasing the sphere of influence of the universities and program. In addition, the online didactic component of the proposed HSM program will provide affordable and quality higher education opportunities to areas where students do not have similar workforce opportunities.

Southeast Louisiana: The Florida Parishes and Adjacent Areas

Southeastern is situated at the center of the fastest growing region of the state. According to the most recent census data, St. Tammany (22.21% increase; from 191,268 in 2000 to 233,740 in 2010), Tangipahoa (20.39% increase; 100,588 to 121,097), Livingston (39.2%; 76,627 to 107,215), and Ascension (39.33%; 76,627 to 107,215) are the fastest growing parishes in the state. Sixty-one percent of Southeastern’s students come from those parishes, with 82% coming from those four parishes combined with East Baton Rouge (14%) and Jefferson parishes (7%). Southeastern students and graduates in nursing and other health-related majors work in two of the most populated cities in the state, New Orleans and Baton Rouge, as well as in facilities and settings throughout the Florida Parishes and Southeast Louisiana, including but not limited to the Northshore.

As the population of Southeastern’s primary service region continues to increase as projected, there will be increased needs for healthcare and thus healthcare personnel including health systems managers. Degree programs at Southeastern will increase, particularly for degree programs relevant to the industry sectors targeted for growth in the region. The Northshore parishes of St. Tammany, Tangipahoa, and Washington are three of the parishes comprising the GNO, Inc, economic development service region. Industries that employ HSM program graduates include those in the supported sectors of biosciences.

Specific healthcare specialties included in the Blue Ocean Initiative have significant employment opportunities for HSM program graduates. Recent job postings in the southern region revealed several openings that directly relate to the proposed
program’s concentrations: Clinical Supervisor, Medical Case Manager, Medical Records Supervisor, Primary Care Community Care Development Coordinator and Assistant Medical Care Manager.

Southwest Louisiana and Five Parish Area

McNeese is located in the five parish region of southwest Louisiana and the center of Louisiana’s fastest growing area of economic expansion. In the next five to ten years, over 43,000 jobs will be added to the region’s industrial base representing $40 billion in private capital investments. McNeese awards nearly 70% of the public four-year college degrees earned by residents of Southwest Louisiana.

A 2009 study commissioned by the Southwest Louisiana Economic Development Alliance included a recommendation to prioritize the Healthcare sector as key to growing the region and making Southwest Louisiana a Gulf Coast destination. The study emphasizes that the “presence of a strong education and training capacity” in the region is a critical component to Southwest Louisiana’s Healthcare cluster. Evaluating population demographics, job growth prospects, the state of regional healthcare resources, and considering national trends and changes in healthcare, the study points directly toward the importance of this type of program to the region:

Efforts to modernize healthcare data and information management provide strong opportunities in health informatics. Based on the capacities within the region and at local higher education institutions, this sub-sector provides opportunities for future growth and addresses projected shortages.

With major, imminent changes in healthcare insurance and delivery on the horizon, the need for Healthcare Systems Management professionals in SWLA is evident. The relatively large population of uninsured residents compared to the rest of Louisiana and the nation highlights just one aspect of the value and importance of producing HSM-degreed professionals here in this area. A growing number of jobs are being created as a result of the Affordable Care Act. Graduates of the HSM program will be career ready to assume many of these positions. Recent job postings in the southern region of the state include: Program Director; Clinical Care Manager; Patient Care Coordinator; Patient Navigator/Health coach; Women’s Health Account Executive; and Healthcare Governmental Audit Reviewer (www.healthcare.jobs.net/jobs/louisiana).

National Need

The proposed HSM program is intended to meet market demands for highly educated and skilled healthcare professionals at the local, regional and state markets. The Health Systems Management degree addresses the rapidly changing healthcare landscape as a result of the Affordable Care Act and uniquely integrates systems management, quality improvement and health care coordination.

d.ii. Are there possibilities for collaborative program?
Yes, there are opportunities for collaborative projects. Southeastern and McNeese have undertaken an Academic Partnership for this proposed program and have collaboratively planned, developed curriculum and written this proposal. This Academic Partnership is one of the most recent collaborative efforts between the two universities, including the agreement between the universities to offer the Master of Science degree in Nursing through the long-standing Intercollegiate Consortium for a Master of Science in Nursing Program (ICMSN).

Extensive research to establish regional and state need for this program, and at the request of the Board of Regents, discussions among provosts and other relevant academic personnel of universities offering similar concentrations and/or degree programs has ensued over the course of the last few months. While some individual courses might be duplicative, the proposed degree proposal has unique concentrations. Specifically, no other degree program in the state offers the concentration in Healthcare Quality Improvement or in Care Coordination. As is the case with many courses in the University of Louisiana System, transferability is pivotal to the progression of students. Southeastern and McNeese routinely work with students wishing to take core courses at institutions with equivalent course offerings. Transcripts are examined by transcript analysts and by faculty member in programs to ensure that all equivalent credit is used toward degree offerings. We will work closely with other universities to develop a matrix of courses that would transfer for credit toward this degree. We have examined course descriptions and provide examples of course credit hours likely to be equivalent and therefore, transferable. Examples of courses include:

- Louisiana Tech University
  - 229. Intro to Health Information Technology
  - 330. Systems Analysis in Healthcare
  - 435. Health Informatics and Information Management

- University of Louisiana at Monroe
  - 3002. Social Epidemiology
  - 4002. Healthcare Law

- University of Louisiana at Lafayette
  - HSA 402. Long Term Care and Administration
  - HSA 403 Leadership in Health Services Administration
  - LCHI 303 – Healthcare Information Systems

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

The proposal for the Bachelor of Science degree in Health Systems Management is a new program and will not result in the termination or phasing out of existing programs.
3. Students

A review of existing and projected workforce needs, feedback from prospective employers, analysis of enrollment data at McNeese and Southeastern, and analysis of enrollment trends in undergraduate HSM programs nationwide serve as the basis for the projected enrollment in the proposed HSM program.

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.

Based on data that demonstrate a prodigious need for mid-level positions in healthcare systems and services networks, we expect a high degree of interest in the HSM program. It is projected that each institution will award 10-20 degrees annually. Table 2 illustrates projected enrollment and graduation numbers over the first 5 years of program implementation for both universities. This projection is based upon admissions, which can be accommodated with two full-time faculty and adjunct faculty from the community. (see Table 2: Projected New Enrollment and Graduation Numbers, Years 1-5).

Table 2

Projected New Enrollment and Graduation Numbers, Years 1-5

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 (McNeese)</td>
<td>20 (McNeese)</td>
<td>25 (McNeese)</td>
<td>25 (McNeese)</td>
<td>30 (McNeese)</td>
<td>220</td>
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<tr>
<td></td>
<td>10 (SLU)</td>
<td>20 (SLU)</td>
<td>25 (SLU)</td>
<td>25 (SLU)</td>
<td>30 (SLU)</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>5 (McNeese)</td>
<td>5 (McNeese)</td>
<td>10 (McNeese)</td>
<td>10 (McNeese)</td>
<td>10 (SLU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 (SLU)</td>
<td>5 (SLU)</td>
<td>10 (SLU)</td>
<td>10 (SLU)</td>
<td>10 (SLU)</td>
<td></td>
</tr>
</tbody>
</table>

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

Students interested in a career in the healthcare industry but not in direct patient care would be attracted to the program. Students interested in informatics, policy, systems and care coordination, and analysis would find the curriculum attractive and directly related to workforce needs.
A critical component of the proposed HSM program to be offered by Southeastern and McNeese is that through the use of distance technologies and traditional formats students’ access to expert faculty will be maximized. Faculty members at both campuses have utilized distance education technologies extensively for many years.

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

Beyond meeting university admission requirements, no special preparation will be necessary. Beginning freshmen, transfer students from junior or technical colleges, and students who change majors are eligible to enter the program.

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

There is no closely related program presently offered at Southeastern or McNeese.

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

N/A

4. Faculty

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

Initially, as a new degree program, two full-time faculty lines will be reallocated to teach courses, to initiate all components of the program including curriculum, assessment plan, and recruiting. Establishment of this new program will be supported by the large pool of possible adjunct and part-time faculty in the Southeastern and McNeese areas who are currently working in the healthcare industry (Appendix D).

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.

Given the universities’ definition of a full-time undergraduate student (i.e., enrolled 12 credit hours), and given a full-time faculty workload of 15 credit hours per semester, the current student-to-faculty full-time employment (FTE) ratio for McNeese State University 21:1 and for Southeastern the ratio is 22:1.
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

Reallocation of two existing faculty lines, one at each institution, will be needed to initiate the proposed program for the first 5 years.

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

Faculty lines will be reallocated for this program.

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

The basic teaching load at Southeastern and McNeese is the equivalent of 15 workload hours. Reductions in workload may be made for committee and administrative assignments and for scholarly activities.

f. If a graduate program is requested, indicate.

A graduate program is not requested.

f.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.

Not applicable

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

Because the proposed program blends knowledge and skills from various areas of healthcare, faculty may possess a master’s or doctoral degree in the discipline of nursing, computer science, law, and business. They must also possess: ability to work with a variety of learning styles and skill levels; strong time management skills; working knowledge of computer applications specific to healthcare; and experience with distance learning or learning management systems (LMS).

5. Library and Other Informational Resources

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

The Academic Partnership between Southeastern/McNeese for the Health Systems Management program provides for student access to all library and other informational resources at either campus. Unique to this Academic Partnership is the long-standing development and maintenance of infrastructure to support online students’ access to library resources. Southeastern and McNeese students enrolled in online courses can access library materials electronically. Descriptions of the adequate library and other informational resources
to initiate the proposed HSM program at Southeastern and McNeese are presented under each institution below.

**Southeastern**

Sims Memorial Library provides students with a full range of library services and bibliographic instruction. The library’s web site (http://www.southeastern.edu/library) also provides access to links that support scholarly activity. The libraries provide students and faculty with online support through numerous electronic databases, full-text and abstracted journal articles, and governmental documents available online. Students also have access to the Louisiana Academic Library Information Network Consortium (LALinC) which provides support for major database searches, systematized document retrieval, and borrowing privileges from libraries across the state.

Current library holdings include 427,979 monograph and serial volumes (including purchased electronic books), 210,228 government documents, 817,379 microform units, and 49,170 audiovisual materials, including CDs, videos, and DVDs. One hundred twenty-two databases provide access to approximately 100,000 electronic journals. Databases pertinent to the HSM program include CinAHL Plus with Full Text, Health Source, ProQuest Nursing and Allied Health, MEDLInE, LexisNexis Academic, PubMed, AltHealth Watch, MedicLatina, PsycINFO, Psychology & Behavioral Sciences Collection, Business Source Complete, and Regional Business News. Southeastern is one of the few libraries in the state that subscribes to the Cochrane Library, which includes the full-text of seven evidence-based healthcare databases and is essential for critical appraisals and systematic reviews to support evidence-based practice.

The library is staffed by 17 librarians and 13 support personnel. All teaching departments have a library liaison. The Health Sciences Librarian will serve as a liaison to this new degree program. Collection development is handled by the Library Director, the library liaisons, and the teaching faculty. Many of the academic departments have collection committees to recommend and review potential acquisitions.

The annual allocation for nursing library holdings has averaged $76,489 over the past three years. It is anticipated that some additional library holdings will be required to support the HSM program. However, the current library holdings are sufficient to support initiation of the program. Funding sources include regular allocations through the library as well as the Opal Carl Charitable Trust, established in 1994 for the purchase of reference materials for the School of Nursing.

**McNeese**

McNeese State University’s Frazar Memorial Library is centrally located on campus and easily accessible to faculty and students. The physical facilities are adequate to house, service, and make available library resources to the University community. The building
provides adequate seating and study areas for users. There are five seminar rooms with space for small groups as well as a meeting room that holds 80 people.

An electronic classroom, equipped with computers and a ceiling-mounted projector, is used for library instruction. Computers with internet access are located throughout the building. Laptops with wireless capabilities are available for check-out at the Circulation Desk. A student computer lab is housed on the second floor of the building with printing provided free of charge.

The Library performs outreach to academic departments as part of the Library Liaison program, wherein a library faculty member is assigned to be the primary liaison between the library and the College of Nursing and Health Sciences. The liaison promotes library resources pertinent to the College of Nursing, assists with material selection for the department, and responds to feedback concerning the library. The liaison also maintains an online Nursing research guide (Access the Nursing Guide), which provides access to Nursing related materials, research tools, and related websites. Students, faculty, and staff can rate individual resources, request materials, and suggest other information to be included. Similar resources will be provided for this proposed degree program.

The Library provides students and faculty of the College of Nursing with resources required to support the curriculum. The Library collection includes approximately 375,606 cataloged books and 700 current print journal subscriptions. Additional access to bibliographic and research materials is provided through the Library’s 136,544 electronic journal titles and databases. Substantial collections are maintained in the Documents, Serials, Reference, and Archives Departments.

There are a total of 17,266 health-related cataloged books. The Library’s serials collection is housed on the second floor and includes magazines, journals, and newspapers. These may be available as unbound individual issues, bound back volumes, or as microforms. A current list of periodical holdings is available via the library catalog. There are approximately 32 current print subscriptions to nursing and other health-related journals. The Library also subscribes to full-text journals, indices and abstracts, electronic databases, and many electronic journal packages purchased directly and through consortia arrangements. There are approximately 4,300 electronic journal titles dedicated to nursing and health related subjects within these electronic subscriptions.

The Library currently subscribes to the following databases: CINAHL Plus with Full Text, Health Source, Proquest Nursing & Allied Health Source, Cochrane Collection, MedicLatina, and MEDLINE. CINAHL Plus with Full Text is a definitive database for nursing and allied health journals, providing full text access to more than 770 journals indexed. Health Source: Nursing/Academic Edition includes nearly 550 scholarly full text journals and features the Lexi-PAL Drug Guide, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names. Proquest Nursing & Allied Health Source contains the full text or article abstracts to over 1,000 journals, evidence based reviews, and dissertations to support nursing and allied health professions. This database also includes evidence based resources from the Joanna Briggs Institute, video training programs, and cultural competency briefs. MedicLatina is also an available database which provides full text medical research to 130 peer reviewed journals from renowned Latin American and Spanish publishers. Created
by the National Library of Medicine, Medline provides citations of over 4,800 current biomedical journals.

McNeese is a long-standing member of LOUIS, the statewide consortium of academic libraries. This affiliation gives university students and faculty access to a large volume of information resources relevant to nursing and related fields. All LOUIS libraries license the SirsiDynix Symphony Integrated Library System, which provides access to the catalog and allows flexibility in searching for materials. Services such as Interlibrary Loan have been enhanced through and electronic delivery system (Illiad) and the introduction of a union catalog of all Louisiana libraries.

The library is staffed with eleven librarians and eight classified support staff. The Lether E. Frazar Memorial Library is open seven days a week during the regular semester, Monday through Thursday from 7:45 A.M. – 10:30 P.M., Friday from 7:45 A.M. – 4:30 P.M., Saturday from 1:00 – 5:00 P.M., and Sunday 2:00 – 10:00 P.M. with extended hours during final exam week. Between semesters, the Library is closed on weekends and has shortened weekday hours. Library hours can be accessed through the University website.

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.?

Based on the evaluation of Southeastern Sims Library McNeese and Frazar Memorial current holdings, services and current level of expenditures, we estimate that some additional expenditures (i.e., e-books, journals, and databases) will be needed to develop and maintain the new program, especially related to new courses of the proposed degree program.

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

Students and faculty at Southeastern and McNeese State will share library resources as described in the academic partnership for the Bachelor of Science, Health Systems Management.

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.
**Southeastern**

Below are annual acquisition expenditures for the relevant subject areas of nursing, psychology, management, Business for the past two fiscal years for Sims Memorial Library.

**Fiscal Year 2011-2012**

<table>
<thead>
<tr>
<th>Department</th>
<th>Monographs and Media</th>
<th>Standing Orders</th>
<th>Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing/Health Studies</td>
<td>$12,588.33</td>
<td>$240.45</td>
<td>$57,017.00</td>
</tr>
<tr>
<td>Psychology</td>
<td>$4,719.24</td>
<td>$696.82</td>
<td>$32,696.00</td>
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<tr>
<td>Management</td>
<td>$512.84</td>
<td>$0.00</td>
<td>$6,289.67</td>
</tr>
<tr>
<td>*Business</td>
<td>$5,496.03</td>
<td>$2,100.06</td>
<td>$48,866.22</td>
</tr>
<tr>
<td>Counseling</td>
<td>$232.64</td>
<td>$0.00</td>
<td>$3,669.20</td>
</tr>
<tr>
<td>Sociology</td>
<td>$6829.92</td>
<td>$211.910</td>
<td>$232.95</td>
</tr>
<tr>
<td>Social Work</td>
<td>$310.00</td>
<td>$155.80</td>
<td>$6848.32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$30,689.00</strong></td>
<td><strong>$3,405.03</strong></td>
<td><strong>$155,619.36</strong></td>
</tr>
</tbody>
</table>

**Fiscal Year 2012-2013**

<table>
<thead>
<tr>
<th>Department</th>
<th>Monographs and Media</th>
<th>Standing Orders</th>
<th>Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing/Health Studies</td>
<td>$15,406.72</td>
<td>$13.99</td>
<td>$30,629.20</td>
</tr>
<tr>
<td>Psychology</td>
<td>$6,063.10</td>
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<td>$22,143.00</td>
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<tr>
<td>Management</td>
<td>$1,544.38</td>
<td>$0.00</td>
<td>$9,858.95</td>
</tr>
<tr>
<td>*Business</td>
<td>$5,283.51</td>
<td>$0.00</td>
<td>$34,189.03</td>
</tr>
<tr>
<td>Counseling</td>
<td>$2352.00</td>
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<tr>
<td>Sociology</td>
<td>$3,425.42</td>
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<td>$235.17</td>
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<tr>
<td>Social Work</td>
<td>$788.19</td>
<td>$134.17</td>
<td>$7409.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$34,863.32</strong></td>
<td><strong>$400.43</strong></td>
<td><strong>$108,202.35</strong></td>
</tr>
</tbody>
</table>

**McNeese**

McNeese library expenditures for materials relevant to the proposed BS degree in HSM in FY 2011-12 was as follows:
Fiscal Year 2011-12:

<table>
<thead>
<tr>
<th>Department</th>
<th>Monographs (print and ebooks)</th>
<th>Serials</th>
<th>Databases</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing and Health Sciences</td>
<td>$</td>
<td>$7,836.90</td>
<td>$13,183.75</td>
<td>$21,020.65</td>
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<tr>
<td>Psychology</td>
<td>$898.00</td>
<td>$7,490.05</td>
<td>$7,029.05</td>
<td>$15,417.10</td>
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<tr>
<td>Business and Management</td>
<td>$3,007.00</td>
<td>$20,779.33</td>
<td>$24,595.75</td>
<td>$48,382.08</td>
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<tr>
<td>TOTAL</td>
<td>$3,905.00</td>
<td>$36,106.28</td>
<td>$44,808.55</td>
<td>$84,819.83</td>
</tr>
</tbody>
</table>

Note: McNeese does not report standing orders as a separate category.

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

Details for projected library expenditures are provided in section 10: Costs.

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

The academic partnership for the degree between Southeastern and McNeese includes as one of its goals to maximize efficiencies through the joint use of library and other resources. Faculty will work closely with distance education librarians to develop special resources such as webinars and other online support services to increase accessibility to library resources.

g-i. If a graduate program is requested, indicate special library resources needed to offer a program of quality.

A graduate program is not requested.

g-ii. If a graduate program is requested, indicate how do library resources deemed desirable compare to other institutions with similar program that are high quality? Cite specific comparisons of other institutions.

A graduate program is not requested.

6. Facilities and Equipment

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

Faculty members are assigned to fully-equipped offices where they can manage and deliver the program. Existing classrooms and technology are sufficient to meet the instructional needs of the program.

b. Describe present utilization of these facilities where facilities are assigned to the department.
Current existing facilities are adequate at Southeastern and McNeese to offer the HSM program. Offices, classroom, and lab space are adequate to offer the HSM program. Many courses will be offered online and traditional-delivered didactic courses with professional practical experiences utilizing preceptors at offsite healthcare agencies and locations. There are no anticipated additional costs for new facilities and equipment. Southeastern and McNeese’s academic partnership will develop external funding proposals through grant writing and revenue-generating activities. Fundraising through both universities’ Foundations and Advancement/Development Offices will likely result in support of the HSM program’s initiatives.

**Online Technology**

The academic partnership for the HSM program has the requisite technology infrastructure to provide online course offerings. Both Southeastern and McNeese have technological facilities and equipment to support students and faculty in the HSM program. The universities possess state-of-the-art distance education facilities and equipment and presently participate in distance education delivery throughout the state of Louisiana. Southeastern and McNeese have a history of offering courses via distance education.

**Southeastern**

At Southeastern, oversight of technological support is coordinated through the: (1) Office of Technology (https://www.southeastern.edu/admin/technology), (2) Student Technology Center (http://www.southeastern.edu/admin/sps), and (3) Center for Faculty Excellence(http://www.southeastern.edu/admin/cfe). The Office of Technology supports over 150 IBM pSeries and xSeries servers and over 50 terabytes of storage. These servers are used to host the University’s PeopleSoft administrative applications, as well as other academic and administrative systems. A fiber optic backbone connects every building on campus and serves local and remote labs, classrooms, faculty, and staff offices. Fiber-optic lines to Baton Rouge, Livingston, and Mandeville provide Internet and network connectivity for users at those campuses.

Through the use of compressed video, Southeastern is also connected to any other campus in the state included in the Board of Regents Video Network. Two un-interruptible power supplies and a natural gas/propane generator allow the computer room to continue functioning in the event of a power failure. In the event of a disaster that incapacitates the data center, core administrative and academic applications can be moved quickly to back up systems. This system supports a variety of software for programming (COBOL, C, BASIC, Pascal, FORTRAN, Ada), editing (EVE, EDT), database development (Oracle, PeopleSoft). Statistical packages available include SPSS and SAS. The Southeastern network gives personnel access to supercomputers and other services via e-mail, Telnet, FTP, and WWW. 140 megabits of Internet bandwidth are available through LONI, the Louisiana Optical Network Initiative. 10 megabits of backup Internet bandwidth are available through AT&T.
All Southeastern students, faculty and staff are automatically assigned a network account upon registration or employment. Information about the Office of Technology and education in the use of technology is provided through online information, short courses, and consultation with Client Services. The University utilizes an IBM Netfinity 5500 server running Linux and Apache for web server access. Web services include HTML, CGI, and multimedia streaming.

Southeastern's Student Technology Center offers free Moodle, Gmail and LEONet training to actively enrolled Southeastern students and current staff using three different types of trainings: one-on-one, 100% Online Moodle Training (100% online, self-paced Moodle training) and Moodle Workshops.

The Center for Faculty Excellence provides the infrastructure for day-to-day management of on-line courses. Faculty members who use online technologies are supported by an administrator and instructional design coordinator. Together they work to provide support and training for course development using Quality Matters principles. Staff provide distance learning workshops including extensive, departmental-focused training addressing instructional design for distance courses, course development, online student assessment and utilization of Moodle features including on-line learning and help resources (see http://www2.southeastern.edu/Academics/FacultyExcellence/moodle).

McNeese

McNeese State University's Information Technology Division focuses on four major areas: Student Computing Laboratories; Network Access and Electronic Services, User Support Services; and, Instructional Technology and Curriculum Support. Several units within this Division and others are tasked with strategic technology development and support including the Information Technology Office, Distance Learning, Technological Advancement for Students (TASC) Operations, Technical Support and Networking Services, University Computing Services, and the Webmaster. University Computing Services is responsible for campus wide administrative computing and all systems are run on Dell R-Series servers using Sungard Higher Education's BANNER suite of application software. These systems are web based and are accessed through the campus wide network. University Computing Services also provides technical support to the University's administrative and faculty units.

The Department of Information Technology supports over 85 virtual servers utilizing VMware software on five Dell R815 servers. NetApp FAS systems provide over 86 terabytes of storage. These servers and storage systems are housed in a secure data center with redundant power, cooling, backup units and a generator. All buildings on campus are connected to the 10G fiber optic backbone. This fiber network is used to distribute all services including Internet from LONI, the Louisiana Optical Network Initiative. Four hundred fifty (450) megabits of Internet bandwidth are available between the main campus and dorms. An additional 86 terabytes of storage, located on the Louisiana Tech campus in Ruston, is dedicated for data replication. This data recovery site will ensure continuity of all administrative and academic services in the event of a disaster.

All faculty, staff, and students are assigned a network account upon becoming part of the university. The Office of Network Services' Help Desk provides ongoing support for all students needing network assistance, and the Office of Electronic Learning provides extensive training for faculty, staff, and students on all software applications used for learning and communication, such as Moodle, Email, Portal access, and so on. Electronic Learning
also provides several classrooms for compressed video, which involves two-way, full motion video and audio that closely replicates a traditional face-to-face class. In addition to these services, the Frazar Memorial Library provides access to over 72,000 resources through the Louisiana Library Network, LOUIS, plus thousands of electronic books, and online reference support. In an effort to provide students with the highest quality of learning, McNeese State University has partnered with the Southern Regional Education Board's Electronic Campus in order to ensure the quality of online instruction and make the University's courses available to students in other states.

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 need for new facilities or special equipment.

7. Administration

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

   The program coordinators of the HSM program at Southeastern and McNeese, in collaboration with the respective Assistant or Associate Dean, or Dean will oversee implementation of each of the programs. Administrations and faculty at both McNeese and Southeastern will continually assess adherence to the McNeese and Southeastern academic partnership for the degree.

   At Southeastern, the HSM program will be housed within the Department of Health and Human Sciences, which is housed within the College of Nursing and Human Sciences. At McNeese, the HSM program will be housed within the College of Nursing.

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

   The proposed program and the organizational charts for Southeastern and McNeese are in keeping with current administrative structure, which is considered a strength for leadership and management purposes.
c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

Southeastern and McNeese are members of the successful and long-standing Intercollegiate Consortium for a Master’s of Science in Nursing (ICMSN). The leadership involved in the ICMSN is the same that will be involved in the HSM academic partnership, suggesting that the HSM program can result in similar successful outcomes as the Nursing program (i.e., graduation rates, employment). These program accomplishments are due mainly to sound administrative leadership, close monitoring of curriculum relevance, outstanding faculty instruction, and excellent student recruitment and retention practices. All part-time and full-time faculty members at both institutions have completed training in distance learning methodologies. A systematic evaluation program utilizing distance learning Quality Matters best practices are used for course design and evaluation. This process of continuous training and education promotes a cohesive educational program, which is important for online delivery. There is teamwork and stability among the faculty and administration in the nursing units, which propels departments and their programs to achieve excellence, quality, and credibility.

8: Accreditation

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

The proposed HSM program has no single accrediting agency; therefore, accreditation is not applicable.

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

Accreditation costs do not apply.
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 a proposal is highly recommended, if not imperative.

This is not a doctoral program.

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.
   
   - Existing courses that fulfill general education requirements
   - Some courses can be taught by existing nursing and health sciences, management, finance, business law, and computer science faculty

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

   Faculty and administration at McNeese and Southeastern engage in continuous improvement activities such as curriculum planning and program evaluation meetings, faculty development, and professional activities. Such activities will assist Southeastern and McNeese to continue to comply with professional standards and build program strength and credibility.

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 that otherwise would not have enrolled?

   The costs for the first four years are described in the budget provided in 10d.

   Reallocation of resources for faculty teaching lines is necessary to offer the HSM degree at Southeastern and McNeese. Some courses may be taught by faculty in other departments as overload and by adjunct faculty with specialization. The internship components of the program will be supervised by students' selected preceptors agreeing to serve in this gratis role in southeast and southwest Louisiana. Faculty will oversee students' internship progress within the curriculum via clinical preceptors, distance learning technology, and telecommunication.

   The Coordinator for the HSM program at each university will be selected from new or existing faculty. A reduced teaching workload will be necessary for the Coordinator.

   The program anticipates utilization of self-generated funds through the distance learning fee. The fee would support a virtual computer lab, online/distance
methodologies and charged for those courses that use data for entry, analysis or documentation to support understanding, application and intervention.

Revenues are generated from tuition and are based on the admission of one cohort of students at each institution. These revenues represent new income dollars for the institutions.

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.

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<thead>
<tr>
<th>Budget Category</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
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<td>Professional Services</td>
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<td>Student Labor</td>
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<tr>
<td>other</td>
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<tr>
<td>Departmental Total</td>
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## Departmental Expenditures by Institution by Year

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<tr>
<td>Student Labor</td>
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<tr>
<td>Other</td>
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<td>Departmental Total</td>
<td>3,480,190</td>
<td>3,032,127</td>
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ii. How will the proposed program affect the allocation of these funds?

New costs will be covered by tuition and fees, reallocation of present institutional resources, obtaining new commitments and possibly the allocation of new state funds to support the programs in the future. Additional funding will come from grant writing/research activities.

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

Additional costs for the HSM degree program include existing support personnel and graduate assistants to assist faculty and the graduate program Coordinator with everyday management of the program as well as assisting faculty with research endeavors and student capstone projects. Computers and printers will be needed for the new coordinators and clerical support person for the first and third years. Increases in operation, supply, and travel allocated budgets are necessary to cover phone line costs, duplication and printing, any program association fees relevant for the HSM degree, at least 1 national conferences and other meetings per year and office supplies such as paper, stationery, computer cartridges, etc. These costs and potential revenues generated from tuition and fees are detailed in the proposed budget, which follows.

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

Proposed Budget – See next page
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University  Date: 5/28/14

Program/Unit: Department of Health Sciences & Human Services

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

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
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</thead>
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<td>FTE</td>
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<tr>
<td>Equipment</td>
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<tr>
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<td>Supplies</td>
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<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
<td>SUB-TOTAL</td>
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<tr>
<td>Federal Grants/Contracts</td>
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AcAI Policy 2.05 - Budget
## SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

**Institution:** McNeese State University  
**Date:** 5/28/14  
**Program/Unit:** College of Nursing

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

### EXPENDITURES

<table>
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<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
<th>FOURTH YEAR</th>
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<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
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<table>
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<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
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<tr>
<td>Facilities</td>
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<tr>
<td>Equipment</td>
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<td><strong>SUB-TOTAL</strong></td>
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<td><strong>GRAND TOTAL EXPENSES</strong></td>
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### REVENUES

**Amount & Percentage of Total Anticipated From:**

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<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>State Appropriations</td>
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<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
<td>$</td>
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<tr>
<td>Federal Grants/Contracts</td>
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<td>State Grants/Contracts</td>
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### Appendix A

**Bachelor of Science: Health Systems Management**

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<td>Fine Arts elec</td>
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<tr>
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<td></td>
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|         | Year 2 | Fundamentals of Human Disease | Fundamentals of Epidemiol | 3 |
|         | US Healthcare Org & Delivery | HC Policy and Reform | Healthcare & Regulator Law | 3 |
|         | Principles of HC Management | Applying Evidence to Improve HC | HC Reimbursement Systems | 3 |
|         |         | Outcomes | HC Quality | 3 |
|         |         | Human Resource Management | Safe Mea & OC Analysis | 3 |
|         |         | Princ & Practices of Care Coordination | Integrated Care & H Syst | |
|         |         | Introduction to Quality Perf in HC | Data Manage | 3 |
|         |         | 18 | 18 | 42 |

**Healthcare Management Concentration**

|         | Year 3 | HC Innovation | Performance Initiatives | 3 |
|         | Intro HC Finance Informatics | Institutional Collabor & Comm in HC | Project Management | 3 |
|         |         | Strategic Manag in HC | Internship in HC | 8 |
|         |         | Organization Systems Analysis | Management | |
|         |         | Leadership Skill Devel | 14 | 34 |
|         |         | For Midlevel Manag | 14 | |

**Total**

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*Freshman success course is one hour at McNeese and 2 hours at Southeastern.
*A&P at SELU is 3 hours and at McNeese it is 4 hours.
*Elective at SELU is 3 hours and at McNeese it is 2 hours.
+A grade of "C" or better is required in all courses.
Appendix B

Insert Letter from ULS here
Appendix C  
Letters of Support

September 23, 2013

Ann Carruth, DNS, RN  
Dean, College of Nursing and Health Sciences  
Southeastern Louisiana University  
SLU 10781  
Hammond, LA 70402

Peggy Wolfe, PhD, RN  
Dean, School of Nursing  
P O Box 90415  
Lake Charles, LA  
United States of America 70609-0415

Dear Carruth and Wolfe:

Please allow this letter to serve as support for Southeastern/McNeese's partnership to seek a new degree program, Bachelor of Science in Health Systems Management.

This is a unique program, with three career-based concentrations, addressing many of the emerging needs in health care. These career-based concentrations include healthcare management, healthcare quality improvement, and medical case management.

Traditionally, positions in Quality Improvement (Performance Management) and Case Management have been filled by excellent clinicians with an ability to grasp new skills. These programs will allow the ability to maintain these clinicians at the bedside and still provide the vital functions of quality improvement and case management.

North Oaks Health System is one of Louisiana's largest and most progressive community hospital organizations and is strategically based between New Orleans and Baton Rouge. For more than 50 years, we have made it our mission to optimize the health care experience through compassion and innovation. Facilities in Tangipahoa and Livingston Parishes include an acute care hospital, a rehabilitation hospital, two outpatient diagnostic & treatment centers, an outpatient surgery center, two outpatient rehabilitation clinics, a hospice agency and a growing physician group for primary and specialty care.

I fully support this initiative moving forward to meet the demands of an ever changing healthcare market. Please supply this letter to anyone that will assist in approval of your requested programs that will surely benefit North Oaks in the future.

Sincerely yours,

Jeff Jarreau  
Sr. Vice President/Human Resources
February 18, 2014

Peggy Wolfe, RN, PhD
Dean and Professor, College of Nursing
McNeese State University
Box 90415
Lake Charles, LA 70609

Dear Dr. Wolfe:

The Louisiana Hospital Association (LHA) supports your efforts and that of your academic partner, Southeastern Louisiana University, to establish a Bachelor of Science program in Health Systems Management.

The LHA serves as the association representing the majority of Louisiana hospitals. However, in our education and workforce efforts we support non-member hospitals as well as other branches of the healthcare sector. As the Chair of the Louisiana Health Works Commission (a legislative mandated Commission), it is my responsibility to address the education and workforce needs of the healthcare sector. Recognizing the changes resulting from healthcare reform at the federal and state levels, it is imperative that we develop new policies, initiatives and educational programs to address those changes.

As you point out so well in your proposal, new approaches are essential if we are to meet the requirements of the state and federal legislation. I am especially pleased to note the areas of concentration contained in your plan for the degree — healthcare management, quality improvement and care coordination. All three will lead to better healthcare outcomes and a healthier Louisiana. As you know, hospitals are now tied to pay for performance and we must now monitor and ensure that patients are not readmitted within a specific period of time. The criteria for both are spelled out in the Affordable Care Act and hospital reimbursement may depend upon meeting these requirements. The direction of healthcare in our country calls for a new level of understanding of our college graduates who anticipate a career in healthcare.

Colleges and universities are going to have to be innovative and either redesign or introduce new programs and curricula if their graduates are to meet the needs of their employers. McNeese and Southeastern University have been on the forefront of such planning and implementation.

I am especially supportive of your efforts as the proposal clearly describes your efforts to reach out to stakeholder and employers in your area. It speaks to the efforts of both universities to acknowledge the importance of stakeholder input and partnerships that are essential to successful programs. Please call on me if I can be of assistance to you in your implementation of this program.

Yours truly,

KarenSue Zoeller
Vice President of Policy Development

Affiliated With The American Hospital Association
October 2, 2013

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles, LA 70609-0415

Dear Dean Wolfe:

I am writing to support the acquisition of a new degree program through a joint venture of Southeastern Louisiana University and McNeese State. I am strongly in favor of the proposed Bachelor of Science in Health Management Systems.

McNeese State has had a long history of having superior placement in medical school by our McNeese State undergraduate students. I believe that the proposed program is an excellent complement to this. I believe that McNeese State needs to position itself as a university that excels in all fields of healthcare as it is done in nursing and pre-medical education over the past three decades.

It is my understanding that this is a unique program with three different career based concentrations. Many of these concentrations will address emerging needs in healthcare. This is critically important in a day and age in which we are seeing rapid transformation in the delivery of healthcare.

I am involved in several different initiatives regarding healthcare in our community. I am working with several other entities to develop a unified physician governed healthcare organization along with a new hospital system which will focus on wellness and unique payer models.

We are strongly in need of well-educated healthcare executives in our community who can help us accomplish our goals relative to healthcare innovation.

If I can be of any help in this endeavor, please do not hesitate to contact me.

With Best Personal Regards,

[Signature]

John W. Noble, Jr., M.D.
October 28, 2013

Peggy L. Wolfe, RN, PhD
McNeese State University
Box 90415
Lake Charles, LA 70609

Dear Dr. Wolfe:

This letter is being written in support of a new Bachelor of Science in Health Management Systems that McNeese is developing in partnership with Southeastern Louisiana University.

As a leading employer in Southwest Louisiana, CHRISTUS St. Patrick Hospital recognizes that there is a need to provide educational healthcare programs to meet our region’s growing opportunities in this area.

This new program being proposed by McNeese State University will help to prepare graduates to understand current and future healthcare industry trends and issues happening in our state. This program will be a community resource for current and future employers in this region. We are encouraged with the positive impact that this program will have on our community now and in the future.

We thank you for your commitment to continue to provide quality education and know that you have our continued support.

Sincerely,

[Signature]

Dianne P. Teal
Vice President, Clinical Operations
The mission of Southwest Louisiana AHEC is to improve health status through access to information, education and health services.

2013 Board of Directors
Yvonne Normand, President
Veshaun Rodgers, BSN, RN, Vice-President
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O.J. Dore
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103 Independence Blvd.
Lafayette, LA 70506
(337) 989-0011
1(800) 435-2432
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715 Ryan Street, Suite 104
Lake Charles, LA 70601
(337) 497-0127
Fax (337) 497-0128

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September 30, 2013

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dear Dr. Wolfe:

Please accept this letter as evidence of support for Southeastern/McNeese’s partnership to seek a new degree program, Bachelor of Science in Health Management Systems.

As an organization whose core mission is to recruit individuals to health care professions, SWLAHEC wholeheartedly endorses your goal of establishing a Bachelor of Science in Health Management Systems degree program. We see firsthand not only the need for adequate numbers of professionals, but the needs for both growth in leadership and evolving skill sets to keep pace with the changes in health care.

The career-based concentrations of this program, including healthcare management, healthcare quality improvement, and medical case management will no doubt be critical in addressing many of the growing needs in health care. For patients to get the most out of their clinical treatment, the importance of case managers and patient navigators will grow exponentially in this increasingly complex world of health care.

Graduates of this program would be of immense value to SWLAHEC in our numerous health improvement programs. We would also greatly welcome the chance to engage interns from this program.

We salute the proposed collaboration of McNeese State University and Southeastern Louisiana University in this undertaking and pledge to work with this partnership in whatever means we are able.

Sincerely,

Margaret B. Durand, MS
CEO
September 30, 2013

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dear Dr. Wolfe:

Please accept this letter as evidence of support for Southeastern/McNeese’s partnership to seek a new degree program, Bachelor of Science in Health Management Systems.

As an organization whose core mission is to recruit individuals to health care professions, SWLAHEC wholeheartedly endorses your goal of establishing a Bachelor of Science in Health Management Systems degree program. We see firsthand not only the need for adequate numbers of professionals, but the needs for both growth in leadership and evolving skill sets to keep pace with the changes in health care.

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Graduates of this program would be of immense value to SWLAHEC in our numerous health improvement programs. We would also greatly welcome the chance to engage interns from this program.

We salute the proposed collaboration of McNeese State University and Southeastern Louisiana University in this undertaking and pledge to work with this partnership in whatever means we are able.

Sincerely,

[Signature]

Margaret B. Durand, MS
CEO
October 8, 2013

Peggy Wolfe, PhD., RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles, LA 70609-0415

Dear Dean Wolfe,

I am happy to present this letter as evidence of my support for the Southeastern/McNeese partnership to seek a new degree program, the Bachelor of Science in Health Management Systems (HIMS). This degree responds to the Affordable Care Act as well as future regional workforce needs by offering three career based concentrations which include healthcare management, healthcare quality improvement and medical case management.

Although these positions might currently be filled by Registered Nurses, the future nursing shortages will cause a reengineering of these roles. The purpose of the proposed HIMS degree program is to provide students with understanding of the current and future healthcare industry issues, the ability to manage resources, and the knowledge to improve overall quality and outcomes of healthcare systems. This preparation should allow the graduate to bridge the gap left by RN’s who will return to more traditional nursing roles.

As a hospital administrator, I can envision these graduates in departments such as quality improvement, human resources, case management and finance/billing. The proposed curriculum seems to meet the stated objectives which include contributing to a more diversified workforce, and expanding the educational options for students who are interested in a career in healthcare, but not necessarily in nursing.

I offer my support of the HIMS degree and will facilitate mentoring opportunities for the students of this program. I applaud Southeastern/McNeese for this proactive effort to assist in meeting the needs of our evolving healthcare system.

Sincerely,

Marilyn McSwain, RN, MSN
Chief Nursing Officer
Administrator of Lake Charles Memorial Hospital for Women
September 26, 2013

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dear Peggy Wolfe:

Please allow this letter to serve as support for Southeastern/McNeese’s partnership to seek a new degree program, Bachelor of Science in Health Management Systems.

This is a unique program, with three career-based concentrations, addressing many of the emerging needs in health care. These career-based concentrations include healthcare management, healthcare quality improvement, and medical case management.

Jennings American Legion Hospital (JALH) is a 60 bed rural facility; however, we face the same challenges as all acute care providers. JALH supports this initiative to its fullest. A well rounded knowledge base in these program areas would present opportunities to hire qualified individuals to address transitions of care models, monitoring, measuring and analyzing data to improve patient care. JALH already supports case/care management with a six person department. Improvement teams are introducing new models of care that resonate the above referenced career-based concentrations.

The increasingly complex healthcare field requires employees to have a strong background in all aspects of care. Our hospital and region supports many healthcare options from nursing homes, home health, veterans care, long term care and hospice. We anticipate that each will have demand for medical case management and navigators for healthcare transitions. A partnership with Southeastern/McNeese and JALH develops opportunities to engage your students as interns and to mentor new graduates of this program.

This degree responds to the Affordable Care Act and regional workforce needs. This high demand, high skilled, high wage occupation is ranked as a 5 star occupation by the Louisiana Workforce Commission. I believe you need to strongly consider the need for this important new degree program for our state and region.

Respectfully,

Theresa Woods, RN, BSN, MSN
Chief Nursing Officer
October 2, 2013

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dean Wolfe:

Please allow this letter to serve as support for Southeastern/McNeese's partnership to seek a new degree program, Bachelor of Science in Health Management Systems.

This is a unique program, with three career-based concentrations, addressing many of the emerging needs in health care. These career-based concentrations include healthcare management, healthcare quality improvement, and medical case management.

These three concentrations are a vital function of most healthcare facilities. We are constantly in search of leaders knowledgeable in the challenges of managing the day to day functions as well as being able to plan for the future. Quality improvement and case management positions are areas with very active roles in ensuring that patients are cared for in the most efficient, effective and patient-centered manner, while attaining optimal outcomes.

I strongly support that the proposed Bachelor of Science program in Health Management Services would help serve the needs of the healthcare organizations in and around southwest Louisiana. The increasingly complex healthcare field requires employees to have a strong background in healthcare management. A partnership with Southeastern/McNeese and Women and Children's Hospital develops opportunities to engage students as interns and to mentor new graduates of this program.

I hope that you will strongly consider the need for this important new degree program for our state and region.

Sincerely,

Robbin Odom, RN, MSN
Chief Nursing Officer
September 23, 2013

Ann Carruth, DNS, RN
Dean, College of Nursing and Health Sciences
Southeastern Louisiana University
SLU 10781
Hammond, LA 70402

Dear Dean Carruth:

St. Tammany Parish Hospital relies heavily upon higher education partners in our region to help us grow the next generation of health care leaders. We believe strongly in and support the partnership of Southeastern and McNeese to create a new Bachelor of Science degree program in Health Management Services.

The program addresses emerging needs in healthcare with its three career-based concentrations: health care management, health care quality improvement and medical case management. We anticipate that our departments focused on quality outcomes, medical office management and managed care will benefit. As the health care management landscape changes with technology and reform, we are also readily aware that such professionals may have roles yet to be determined, particularly with regard to transitional care expectations.

St. Tammany Parish Hospital is a private, not-for-profit community hospital serving western St. Tammany and surrounding areas. We provide the full range of integrated health care services from prevention and diagnosis to treatment, rehabilitation and recovery. We value each patient, family member and caregiver. We share compassion, dignity, privacy and respect with patients of all life stages. We deliver high-quality, safe, effective care. We support teamwork, collaboration and trust among employees and the medical staff. We lead on issues that impact the well-being of our community and commit to appropriately fund technology, care and education to meet our mission.

What federal regulations, particularly PPACA, will ultimately mean to residents of west St. Tammany and surrounding areas is unfolding quickly. What will happen to Medicaid funding each year in Baton Rouge continues to be of tantamount concern. In the face of these consistent impacts to the way health care functions close to home, we anticipate a need for professionals armed with the tools the Southeastern/McNeese program promises.

Sincerely,

Kerry K. Milton, RN, MSHA
Senior Vice President, Chief Nursing Officer

(985) 898-4402
www.stph.org

Accredited by

The Joint Commission
On Accreditation of Healthcare Organizations

1202 S. Tyler Street
Covington, LA 70433
09/20/13

Ann Carruth, DNS, RN
Dean, College of Nursing and Health Sciences
Southeastern Louisiana University
SLU 10781
Hammond LA 70402

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dear Dean:

Please allow this letter to serve as support for Southeastern/McNeese’s partnership to seek a new degree program, Bachelor of Science in Health Management Services.

This is a unique program, with three career-based concentrations, addressing many of the emerging needs in health care. These career-based concentrations include healthcare management, healthcare quality improvement, and medical case management.

I am the Business Services Coordinator in St Tammany Parish for the Louisiana Workforce Commission. We consistently match the hiring needs of Businesses with job seekers in the area. Based on labor market information the demand for individuals with these types of skills will increase by 15.5% between 2012 and 2020 in the SELU area alone. I feel that by offering this degree you would be best serving the community needs, businesses hiring demand and individual growth for job seekers.

Sincerely,

[Signature]

Jennifer Impastato
Business Services Coordinator
Louisiana Workforce Commission
First Planning District
September 19, 2013

Ann Carruth, DNS, RN
Dean, College of Nursing and Health Sciences
Southeastern Louisiana University
SLU 10781
Hammond LA 70402

Peggy Wolfe, PhD, RN
Dean, School of Nursing
P.O. Box 90415
Lake Charles LA
United States of America 70609-0415

Dean Carruth:

Please allow this letter to serve as support for Southeastern/McNeese's partnership to seek a new degree program, Bachelor of Science in Health Management Services.

This is a unique program, with three career-based concentrations, addressing many of the emerging needs in health care. These career-based concentrations include healthcare management, healthcare quality improvement, and medical case management.

This degree would provide a unique avenue for graduates of our practical nursing and various allied health programs to earn a bachelor's degree. With over 10 associate and post-associate certificate programs in allied health, graduates will have an additional opportunity to continue their education and advance their careers.

The mission of Delgado Community College includes preparing graduates for life-long learning. We look forward to working with you in establishing articulation opportunities for our graduates to fulfill that mission.

Sincerely,

Cheryl Myers
Cheryl E. Myers, PhD, RN
Executive Dean CSN Campus/
Dean of Nursing

Delgado Community College is a member of the Louisiana Community and Technical College System
AN EQUAL OPPORTUNITY EMPLOYER
## Appendix D Faculty

### Southeastern Faculty

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<td>Assoc. Prof.</td>
<td>BSN</td>
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<td>Cappel, Samuel</td>
<td>June, 1991</td>
<td>Professo r</td>
<td>BS-Business Commerc e MBA</td>
<td>Univ Southern Mississippi</td>
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<td>Lee, Oscar</td>
<td>August, 2011</td>
<td>Asst. Prof.</td>
<td>BS-Business Adm MSN PhD</td>
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<td>Williams, Brandy</td>
<td>August, 2012</td>
<td>Instructor</td>
<td>BS-Animal Science</td>
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<td>MS-Rehab Cslng</td>
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### MCNEESE STATE UNIVERSITY FACULTY

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<td>BSN, MSN, PhD</td>
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<td>BSN, MPH, MS, PhD</td>
<td>Northwestern State University, Tulane Univ, SUNY Utica, SUNY Albany</td>
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<td>Assist Prof</td>
<td>BSN, MN, PhD</td>
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Item F.5. Southeastern Louisiana University’s request for approval to award an Honorary Doctor of Humanities degree to Mr. Jose Barrios Ng at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Southeastern Louisiana University wishes to recognize the contributions of Mr. Jose Barrios by awarding him an Honorary Doctor of Humanities degree. Mr. Barrios earned a Bachelor of Science degree in electrical engineering from Louisiana State University and a Master of Science degree in electrical engineering from Georgia Institute of Technology. Mr. Barrios, a native of Panama City, Panama, is known as one of the most prestigious and influential business leaders in Central America. Under his vision, the Panama Canal is being expanded and modernized to the tune of billions of dollars to enable it to remain the world’s leading gateway for commerce.

Currently, Mr. Barrios is the President and CEO of ABCO Global (a consulting firm for maritime and supply chain management) and Capital Finance (a financial newspaper). Previously, he served as director of planning for Exxon Standard Oil Company. He also served as the deputy CEO and CFO of Panama Canal Authority. The Canal Authority recognized Mr. Barrios’ efforts by appointing him chief negotiator of the US Panama Free Trade Agreement. Additionally, Mr. Barrios served as the President of the Panama Stock Exchange, President of the Rotary Club of Panama, and President of the Panama Chinese Association. He is a member of the boards of several prestigious and philanthropic organizations, including San Fernando Hospital, 4AB Distribution Company, Optima Insurance Company, and Latina University.

Throughout his life, Mr. Barrios has made substantial contributions to improve education in both Central America and the United States. He is currently president and chairman of the Board of Latina University of Panama and Treasurer and Board member of the American University of Panama. Mr. Barrios has supported efforts to improve the internationalization of the Southeastern campus and Louisiana. He supports the University’s study abroad programs, addresses students, mentors faculty on global and maritime issues, and works with faculty to improve the economic wellbeing of our region. Significantly, he facilitated the Panama Canal’s support to the State of Louisiana’s efforts to develop the International Transfer Terminal that will facilitate trade into and out of Louisiana. More recently, he worked with the Louisiana Committee of 100, the US Commercial Services, and Southeastern and its Hispanic Business Institute to implement the Executive Commercial Mission to Panama in order to expand business relations between Louisiana and Panama.
Mr. Barrios’ substantial achievements, impeccable character and integrity, his unerring support to the University and to Louisiana clearly warrant the granting of the honorary doctorate. He is a deserving individual who has made outstanding contributions to higher education.

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 award an Honorary Doctor of Humanities degree to Mr. Jose Barrios Ng at the Fall Commencement Exercises.
June 5, 2014

Dr. Sandra Woodley, President
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA 70801

Dear Dr. Woodley:

Southeastern Louisiana University respectfully requests permission of the Board of Supervisors to award the honorary Doctor of Humanities (LHD) degree to Mr. Jose Barrios Ng at the University’s Fall Commencement exercises on December 13, 2014.

Jose Barrios Ng holds a Bachelor of Science degree in electrical engineering from Louisiana State University in 1970; a Master of Science in electrical engineering from Georgia Institute of Technology in 1971; and a Master of Science in economic engineering from the University of California – Los Angeles in 1975. He completed post graduate studies in corporate finance at Massachusetts Institute of Technology and operations research at the University of California – Los Angeles.

Mr. Barrios was born in Panama City, Panama, and perhaps is the most prestigious and influential business leader in Central America. Under his vision, the Panama Canal is being expanded and modernized to the tune of billions of dollars to enable it to remain the world’s leading gateway for commerce.

Mr. Barrios is currently President and CEO of both ABCO Global (a consulting firm for maritime and supply chain management) and Capital Finance (a financial newspaper). He was Director of Planning of Exxon Standard Oil Company of Panama; 1978-1979. He served as Vice-President of Planning of the Panama Canal Authority from 1980-1981. He served as chief financial officer of the National Brewery of Panama in 2000; chief financial officer of Cable & Wireless of Panama in 2001; and chief financial officer of the Panama Canal Authority from 2002 until 2007. And finally, he was deputy CEO of the Panama Canal Authority from 2007 until 2012.

The quality of Mr. Barrios’ efforts was recognized by the Canal Authority when they appointed him chief negotiator of the US-Panama Free Trade Agreement. In addition, Mr. Barrios served as the President of the Panama Stock Exchange, President of the Rotary Club of Panama, and President of the Panama Chinese Association. He is
currently a member of the Boards of several prestigious and philanthropic organizations, including San Fernando Hospital, 4AB Distribution Company, Optima Insurance Company and Latina University.

Throughout his life, Mr. Barrios has made substantial contributions to improve education in both Central America and the United States. He is currently President and Chairman of the Board of Latina University of Panama and Treasurer and Board member of the American University of Panama. He was Director of the Graduate School and associate professor of the Catholic University of Panama – USMA; adjunct professor of the MBA program at ULACIT University, and a visiting professor at the University of Louisville – Panama.

Mr. Barrios is known for his passionate and philanthropic support of social development efforts in Central America. He is a leader in supporting the advancement of indigenous peoples, including the advancement of single mothers. In addition, through his Rotary efforts, he supports efforts to improve the lives of those who live in high risk communities.

Among the numerous awards and accolades he has garnered over the years are the Financial Executive of the Year Award, Alumnus of the Year for Georgia Tech’s School of Engineering, the Panama Canal Lifetime Executive Medal, the Rotary Club Outstanding Service Award, and the Outstanding Professor Award of ULACIT University. In addition, he was the recipient of the Friendship Oak Award from Southeastern.

For more than seven years now, Mr. Barrios has supported efforts to improve the internationalization of the Southeastern campus and Louisiana. He supports our study abroad programs, addresses our students, mentors our faculty on global and maritime issues, and works with our faculty to improve the economic well-being of our region. Significantly, he facilitated the Panama Canal’s support to the State of Louisiana’s efforts to develop the International Transfer Terminal that will facilitate trade into and out of Louisiana. More recently, he worked with the Louisiana Committee of 100, the US Commercial Services, and Southeastern and its Hispanic Business Institute to implement the Executive Commercial Mission to Panama in order to expand business relations between Louisiana and Panama.

Mr. Barrios defines himself with three terms: optimism, honor, and passion. He is optimistic about the future and the ability of Louisiana, Southeastern and Panama to remain active players in the development of the region. He is an honorable person and insists on doing the right thing, regardless of personal cost. And finally, he is passionate about life and recognizes his family and friends are the center of his life.

Mr. Jose Barrios’ substantial achievements, impeccable character and integrity, his unerring support to the University and to the State of Louisiana clearly warrant the granting of the honorary doctorate from Southeastern Louisiana University.
Please place this request on the agenda of the June 2014 meeting of the Board of Supervisors.

Sincerely,

John Crain
President

EXECUTIVE SUMMARY

University of New Orleans proposes to offer a Graduate Certificate in Coastal Sciences. The proposed 12-credit-hour certificate will be offered in an online format and will increase the employability of students by giving them a timely and relevant credential. As well, the program will increase revenue and raise the profile of the University and region as a hub of coastal science expertise. The program will primarily target working professionals who want to increase their knowledge in the area of coastal restoration. Students enrolled in UNO’s graduate programs will be able to include the required coastal certificate courses as part of their degree.

According to the Coastal Protection and Restoration Authority of Louisiana, Louisiana has lost 1,880 square miles of coastland, and scientists expect that if no action is taken to save the coasts an additional 1,750 square miles will disappear by 2064. Louisiana’s coastline is vital to the state’s economy. Louisiana ranks third in national energy production and 20 percent of the nation’s waterborne commerce travels on Louisiana waterways and coastline transport. Thus, the proposed program is essential for the wellbeing of the state. Additionally, the program will enhance the mission of UNO by building on the University’s existing strengths in coastal restoration, water resource management, and civil and environment engineering.

Existing library resources will be sufficient for the implementation of the Graduate Certificate program. Because existing faculty already offer the courses, there will be negligible implementation costs. The Certificate will be revenue-generating.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Letter of Intent for a Graduate Certificate in Coastal Sciences.
May 26, 2014

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

Re: Graduate Certificate in Coastal Sciences

Dear Dr. Woodley,

I am requesting approval of a letter of intent for the Graduate Certificate in Coastal Sciences. The Certificate in Coastal Sciences will utilize the university’s existing coastal science courses by packaging them into a graduate certificate. The certificate program objectives are to increase the employability of students by giving them a timely and relevant credential; generate revenue by offering the certificate to working professionals via an online platform; and raise the profile of UNO and the region as a hub of coastal science expertise.

Thank you for your consideration.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.  
President
LETTER OF INTENT TO DEVELOP A GRADUATE CERTIFICATE IN COASTAL SCIENCES

General Information

| Campus: University of New Orleans | Program: Graduate Certificate in Coastal Sciences |

| Institutional Contact Person & Access Info (if clarification is needed): |
| Steven Johnson |
| Dean, College of Sciences |
| University of New Orleans |
| 2000 Lakeshore Drive |
| New Orleans, LA 70148 |
| 504-280-6303 |
| SGJohnson@uno.edu |

Date: June 1st, 2014

1. Program Objectives and Content

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

**Purpose:**
Utilize the university’s existing coastal science courses by packaging them into a graduate certificate.

**Objectives:**
1. Increase the employability of students by giving them a timely and relevant credential
2. Generate revenue by offering the certificate to working professionals via an online platform
3. Raise the profile of UNO and the region as a hub of coastal science expertise

**Structure:**
The certificate will require the following four courses.

**Coastal Restoration & Management – EES 6760**
Coastal problems and appropriate mitigation approaches on barrier shorelines and beaches, deltas, and estuaries. Management aspects include project implementation and a background to regulatory frameworks for coastal restoration decision-making.

**Coastal Geomorphology – EES 5550**
The study of the geomorphology of landforms and the processes that shape them. This course surveys the coasts of the world and the challenges they present to our society. Topics range from tectonic classification of coasts to sea level history, coastal processes, coastal land forms, and environmental coastal issues. A fee will be assessed to cover transportation and supplies.

**Coastal Processes – EES 5900**
This course focuses on the physical processes operating in the coastal marine environment. Key elements include wave transformation processes, coastal level fluctuations, and coastal morphodynamics. The course will also emphasize on presenting modeling tools available for the study of such environments.

**Sediment Transport and Dredging – ENCE 6323**
2. Need
Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/demand data appropriate to the discipline and degree level, etc.

Fully 39 percent of the U.S. population lives in the silver of counties that border the U.S. coast. Moreover, the U.S. coast is home to businesses and industry that contribute 42 percent of all national economic output. With sea levels on the rise, protecting coastal assets and population centers will be a central focus of the 21st century. Only a few states and regions have begun to tackle this challenge. Louisiana is in the vanguard.

To be sure, Louisiana faces the greatest risk with a relative rise in sea level that is outpacing the rest of coastal America. In the last 80 years, Louisiana has lost 1,880 square miles of coastal land, and scientists expect that if no action is taken to save the coasts an additional 1,750 square miles will disappear by 2064.

Louisiana’s coastline is vital to the state’s economy. Louisiana ranks third in national energy production and 20 percent of the nation’s waterborne commerce travels on Louisiana waterways and coastline transport. In 2005, the widespread destruction caused by Hurricanes Katrina and Rita catalyzed significant political support for coastal protection and restoration. The United States Army Corps’ Hurricane and Storm Damage Risk Reduction System (HSDRRS) spent $14 billion to update 133 miles of levees, floodwalls, gated structures, and pump stations. And the Louisiana legislature agreed to dedicate $1 billion – including nearly the entire 2007 state treasury surplus – to coastal protection and restoration.

In 2007, the state released its Comprehensive Master Plan for protecting and restoring the coast. The Master Plan (updated every five years) is an expensive, large-scale endeavor to halt land loss, and is the centerpiece of thinking on resiliency and sustainability for the region.

All of these activities, with billions of dollars already spent (and more to come), have introduced an abundance of water-related jobs to the regional economy. While the main purpose of the federal and state expenditures is to mitigate coastal deterioration and to find better ways to live with water, these dollars have also strengthened and diversified the region’s economy for the near and long term. Along with a strong coast, an innovative and vibrant water management industry is in the early stages of development.

The water management economy in Southeast Louisiana grew by 7,526 jobs from 2011 to 2013 – outperforming overall national trends and national trends specific to water management by 61%. Granted, much of this growth was buoyed by significant post-Katrina storm protection investments made in the region, but these local-serving projects are the foundation for further developing a competitive advantage that could lead to exportable expertise, goods, and services from Southeast Louisiana.

*Above text borrows heavily from the Data Center’s recent report titled “The Coastal Index, April 2014”. Where not specifically cited, employment figures come from the EMSI database.

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

Southeast Louisiana and the city of New Orleans in particular are becoming known for their water and storm resiliency expertise. For example, Louisiana firms have won over $210 million dollars in federal and state contracts helping to rebuild northeastern states since Hurricane Sandy struck in October of 2012.

UNO’s mission is to serve New Orleans and the region. Building on the university’s existing strengths is coastal restoration, water resource management, and civil and environment engineering, this certificate will enhance the mission of UNO. Additionally, recent analysis by The Data Center has shown a marked uptick in the clustering of water related employment in the greater New Orleans region, and UNO is uniquely situated to meet that workforce demand.

This certificate will impact the preparation of two types of students—students already pursuing a graduate degree and professionals returning to enhance their skills and expertise. Students enrolled in UNO’s graduate programs will be able to include the required coastal certificate courses as part of their degree. For example, a student can take the certificate courses as part of their Master’s degree in Earth and Environmental Sciences and graduate with both a Master’s degree and a Graduate Certificate in Coastal Sciences without having to take additional courses. As noted below, regional employers have expressed a strong interest in not only hiring people with coastal water expertise, but also in having their employees pursue the certificate as part of their comment to continuing professional education.
4. Students

Summarize student interest/demand for the proposed program.

Graduate students take the four courses that make up the certificate at present. To determine what the industry demand would be from working professionals, a survey was conducted by the regional economic development organization, Greater New Orleans, Inc. Overall, 25 professionals were surveyed from 17 different firms that operate in the coastal ecosystem. These firms range from local operators to international conglomerates. Complete list below:

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The following two questions were asked in order to gauge demand of firms for both students and continuing education possibilities.

**Does your organization plan on hiring employees with knowledge of coastal restoration/engineering?**

- Yes, but in 1-2 years
- Yes, but not for at least 2 years
- Yes, it is an immediate need
- No
Would your organization be interested in a graduate level certificate program in coastal restoration/engineering that your employees could take online?

- Yes, but in 1-2 years
- Yes, but not for at least 2 years
- Yes, it is an immediate need
- No

The above survey results show that there is demand for such a program. If we consider the immediate need and the need within 1-2 years, over 90% of the respondents are interested in engaging with the program either in the form of hiring graduates or enrolling their own employees.

Overall sentiment from survey respondents was enthusiastically in favor of creating such a program. Many firms are sending their employees to the only online graduate certificate program in coastal engineering in the country, which is operated by Old Dominion University (ODU). ODU’s certificate program is attended by 20-50 working professionals online per semester at a cost of $1,236 per course. ODU’s curriculum focuses primarily on sandy beaches that are common on the east coast. A recurring frustration commented on by many respondents was the lack of coastal education that focuses on deltaic environments. This unmet need is UNO’s market niche. Many of the professors who teach the coastal science courses have been publishing peer review studies about the Mississippi delta for many years. The aim of this certificate will be to capitalize on this expertise and market it to the private sector.

5. Cost

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

This certificate will be revenue generating. Because existing faculty already offer the courses, there will be negligible implementation costs. The courses will utilize the existing online education platform (Moodle) to reach working professionals. Based on industry input we do not anticipate as much demand for the Coastal Sciences certificate as the Coastal Engineering certificate. If UNO were to price their courses the same as Old Dominion University’s similar certificate program in coastal engineering and have half the success, the certificate program would still generate between $123,600 and $306,000 (10-25 online students at $1,236 per course) per semester. If extrapolated out five years, this certificate would generate between $123,600 and $306,000 in total.
REFERENCES:


June 1, 2014

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

Dear Dr. Fos:

I am writing in support of UNO’s College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Given the deterioration of the Louisiana coastline and the state’s Coastal Master Plan, there is a present and long-term need for educated professionals with knowledge of coastal sciences and engineering. The curriculum set forth in both certificates will be vitally important given its specialization on soft soil deltaic coastal zones found here in Louisiana. We commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates.

The Coast Builders Coalition brings together leaders from the private and public sectors to promote an efficient and effective program to sustain the Gulf Coast. Our 19 members represent some of the largest employers when it comes to coastal restoration project design and construction. These programs will allow us to more easily recruit talent and provide a means for our members’ existing employees to gain this vital knowledge through your online teaching platform.

The complex field of coastal restoration requires employees to have practical experience in this area prior to employment. It would be a natural fit for UNO and the Coast Builder’s Coalition to develop partnerships going forward to mentor, guide and employ students in the Coastal Certificate programs.

I believe that the establishment of these programs is the correct response of UNO to meet the employment and training needs of the regional business community.

Sincerely,

[Signature]

Scott Kirkpatrick
June 1, 2014

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

Dear Dr. Fos:

I am writing in support of UNO’s College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Educating our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment is crucial for ensuring we have the talent to restore our coast. We commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates. Given the 50-year timeline of Louisiana’s Coastal Master Plan, we anticipate that the need for professionals with this knowledge base will be in demand for the long-term.

The Coastal Protection and Restoration Authority of Louisiana (CPRA) is responsible for overseeing all levee districts in the Louisiana Coastal Zone and dispersal of funding from Louisiana's Coastal Protection and Restoration Trust Fund to be used exclusively for wetland restoration and hurricane protection projects. Therefore, we have a strong interest in supporting programs such as these that will aid the process and effectiveness of coastal restoration.

The complex field of coastal restoration requires employees to have practical experience in this area prior to employment. It would be a natural fit for UNO and the CPRA to develop partnerships going forward to mentor, guide and employ students in the Coastal Certificate programs.

I appreciate UNO for being on the forefront of this pressing issue that will benefit our region greatly.

Sincerely,

Jerome Zeringue, Chairman
Coastal Protection and Restoration Authority of Louisiana
June 1st, 2014

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

Dear Dr. Fos,

I am writing in support of UNO's College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Leveraging the extraordinary expertise gained from years of coastal management and hurricane recovery, along with the unprecedented influx of funding from the Deepwater Horizon Oil Spill, Louisiana is poised for the short and long-term growth of its Coastal Restoration industry. Independent research has shown that southeast Louisiana has a unique niche for the growing emerging environmental industry. In 2013, the water management sector employed 64,587 and more importantly, it added 7,832 jobs since 2010.

Recognition of this growing industry led GNO, Inc. to hire an Emerging Environmental Fellow who has been tasked with creating workforce initiatives within this industry sector and has been embedded within UNO part-time over the last six months. His knowledge of UNO combined with industry outreach performed by GNO, Inc. has been integral to informing these certificate programs.

GNO, Inc. is working to create a business cluster in southeast Louisiana around coastal restoration and water management. A critical element of any business cluster is the supporting institutions that produce talent and research. We believe that this is a positive step for UNO to fill this type of role, which will reinforce the region as an epicenter for this expertise.

GNO, Inc. will continue to support these programs through our marketing efforts and by brokering formal relationships with our industry partners. Thank you for your consideration, and we look forward to continuing to work with you.

Sincerely,

Michael Hecht
President and CEO
May 29, 2014

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

Dear Dr. Fos:

I am writing on behalf of the University of New Orleans’ College of Engineering and College of Science’s proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

It is a pleasure for me to inform you of my support for the University of New Orleans’ effort to educate our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment. I commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates. Given the 50-year timeline of Louisiana’s Coastal Master Plan, the need for professionals with this knowledge base will be in demand for the long-term. These certificates will help to fill a market niche and increase expertise in engineering and construction firms in our state.

I find these initiatives to be exemplary in every way, and I would appreciate every appropriate consideration be given to the University of New Orleans, within the applicable guidelines, during the review. In closing, I ask for any information that you may now provide on this matter and look forward to hearing from you about the final decision.

Thanking you in advance for your consideration and with kindest regards, I am

Sincerely,

Mary L. Landrieu
United States Senator

MLL: ans
Dr. Peter J. Fos
President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148-0001

Dear Dr. Fos,

It has been brought to my attention that the University of New Orleans' College of Engineering and College of Sciences have proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

It is my understanding that educating our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment is crucial to ensure our region has the talent to restore our coast. The efforts of your team and Greater New Orleans, Inc. in gathering industry input to inform the structure and curriculum of these two certificates is crucial to their success.

Given the 50-year timeline of Louisiana's Coastal Master Plan, the need for professionals with this knowledge base will be in demand for the long-term. I am told these certificates will help to fill a market niche and increase expertise in engineering and construction firms in our state.

I commend the University of New Orleans for your efforts to remain nimble and responsive to our state's industry needs. Please contact me through Ms. Brenda Moore in my Metairie Office if I can be of assistance. Thank you for your time and attention.

Sincerely,

[Signature]

David Vitter
United States Senate

EXECUTIVE SUMMARY

University of New Orleans proposes to offer a Graduate Certificate in Coastal Engineering. The proposed program 12-credit-hour certificate will be offered in an online format and will increase the employability of students by giving them a timely and relevant credential. As well, the program will increase revenue and raise the profile of the University and region as a hub of coastal science expertise. The program will primarily target working professionals who want to increase their knowledge in the area of coastal restoration.

According to the Coastal Protection and Restoration Authority of Louisiana, Louisiana has lost 1,880 square miles of coastland and scientists expect that if no action is taken to save the coasts an additional 1,750 square miles will disappear by 2064. Louisiana’s coastline is vital to the state’s economy. Louisiana ranks third in national energy production and 20 percent of the nation’s waterborne commerce travels on Louisiana waterways and coastline transport. Thus, the proposed program is essential for the wellbeing of the state. Additionally, the program will enhance the mission of UNO by building on the University’s existing strengths in coastal restoration, water resource management, and civil and environment engineering.

Existing library resources will be sufficient for the implementation of the Graduate Certificate program. Because existing faculty already offer the courses, there will be negligible implementation costs. The Certificate will be revenue-generating.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Letter of Intent for a Graduate Certificate in Coastal Engineering.
May 26, 2014

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

Re: Graduate Certificate in Coastal Engineering

Dear Dr. Woodley,

I am requesting approval of a letter of intent for the Graduate Certificate in Coastal Engineering. The Certificate in Coastal Engineering will utilize the university’s existing engineering courses by packaging them into a graduate certificate. The certificate program objectives are to increase the employability of students by giving them a timely and relevant credential; generate revenue by offering the certificate to working professionals via an online platform; and raise the profile of UNO and the region as a hub of coastal engineering expertise.

Thank you for your consideration.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.  
President
LETTER OF INTENT TO DEVELOP A GRADUATE CERTIFICATE IN COASTAL ENGINEERING

General Information

| Campus: University of New Orleans | Program: Graduate Certificate in Coastal Engineering |

| Date: June 1st, 2014 |

Institutional Contact Person & Access Info (if clarification is needed):
Norman L. Whitley
Interim Dean
College of Engineering
University of New Orleans
504 280-7120 (telephone)
504-280-7413 (fax)
nwhitley@uno.edu

1. Program Objectives and Content

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

Purpose:
Utilize the university’s existing coastal engineering courses by packaging them into a graduate certificate.

Objectives:
1. Increase the employability of students by giving them a timely and relevant credential
2. Generate revenue by offering the certificate to working professionals via an online platform
3. Raise the profile of UNO and the region as a hub of coastal engineering expertise

Structure:
The certificate will require the following four courses.

Ocean and Coastal Engineering – ENCE 5723
Elements of wind and wave generation and forecasting, tidal phenomena, hurricanes, storm surge, tsunamis, interaction of waves and wind with coastal and offshore structures, coastal and estuary processes. Design aspects of various topics are discussed and analyzed: e.g., offshore structures, spar buoys, underwater pipelines, oil production risers, coastal protection, mooring cables, vortex shedding, gas flares, beach formation, harbor resonance, structure resonance, etc. A design project is required. This course addresses many of the coastal engineering issues in South Louisiana.

Design of Coastal and Hydraulic Structures – ENCE 6320
Design of coastal structures including seawalls, beaches, bulkheads, levees and river sediment diversions. Design of hydraulic structures such as spillways, crest gates, outlet works, stiling basins, canals, navigation locks, etc.

Coastal Processes – EES 5900
This course focuses on the physical processes operating in the coastal marine environment. Key elements include wave transformation processes, coastal level fluctuations, and coastal morphodynamics. The course will also emphasize on presenting modeling tools available for the study of such environments.

Sediment Transport and Dredging – ENCE 6323
2. Need

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

Fully 39 percent of the U.S. population lives in the sliver of counties that border the U.S. coast. Moreover, the U.S. coast is home to businesses and industry that contribute 42 percent of all national economic output. With sea levels on the rise, protecting coastal assets and population centers will be a central focus of the 21st century. Only a few states and regions have begun to tackle this challenge. Louisiana is in the vanguard.

To be sure, Louisiana faces the greatest risk with a relative rise in sea level that is outpacing the rest of coastal America. In the last 80 years, Louisiana has lost 1,880 square miles of coastland, and scientists expect that if no action is taken to save the coast an additional 1,750 square miles will disappear by 2064.

Louisiana’s coastline is vital to the state’s economy. Louisiana ranks third in national energy production and 20 percent of the nation’s waterborne commerce travels on Louisiana waterways and coastline transport. In 2005, the widespread destruction caused by Hurricanes Katrina and Rita catalyzed significant political support for coastal protection and restoration. The United States Army Corps’ Hurricane and Storm Damage Risk Reduction System (HSDRRS) spent $14 billion to update 133 miles of levees, floodwalls, gated structures, and pump stations. And the Louisiana legislature agreed to dedicate $1 billion – including nearly the entire 2007 state treasury surplus – to coastal protection and restoration.

In 2007, the state released its Comprehensive Master Plan for protecting and restoring the coast. The Master Plan (updated every five years) is an expensive, large-scale endeavor to halt land loss, and is the centerpiece of thinking on resiliency and sustainability for the region.

All of these activities, with billions of dollars already spent (and more to come), have introduced an abundance of water-related jobs to the regional economy. While the main purpose of the federal and state expenditures is to mitigate coastal deterioration and to find better ways to live with water, these dollars have also strengthened and diversified the region’s economy for the near and long term. Along with a strong coast, an innovative and vibrant water management industry is in the early stages of development.

The water management economy in Southeast Louisiana grew by 7,526 jobs from 2011 to 2013 – outperforming overall national trends and national trends specific to water management by 61%. Granted, much of this growth was buoyed by significant post-Katrina storm protection investments made in the region, but these local-serving projects are the foundation for further developing a competitive advantage that could lead to exportable expertise, goods, and services from Southeast Louisiana.

*Above text borrows heavily from the Data Center’s recent report titled “The Coastal Index, April 2014”. Where not specifically cited, employment figures come from the EMSI database.

3. Relevance

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

Southeast Louisiana and the city of New Orleans in particular are becoming known for their water and storm resiliency experts. For example, Louisiana firms have won over $210 million dollars in federal and state contracts helping to rebuild northeastern states since Hurricane Sandy struck in October of 2012.

UNO’s mission is to serve New Orleans and the region. Building on the university’s existing strengths is coastal restoration, water resource management, and civil and environment engineering, this certificate will enhance the mission of UNO. Additionally, recent analysis by The Data Center has shown a marked uptick in the clustering of water related employment in the greater New Orleans region, and UNO is uniquely situated to meet that workforce demand.

This certificate will impact the preparation of two types of students—students already pursuing a graduate degree and professionals returning to enhance their skills and expertise. Students enrolled in UNO’s graduate programs will be able to include the required coastal certificate courses as part of their degree. For example, a student can take the certificate courses as part of their Master’s degree in Civil Engineering and graduate with both a Master’s degree and a Graduate Certificate in Coastal Engineering without having to take additional courses. As noted below, regional employers have expressed a strong interest in not only hiring people with coastal water expertise, but also in having their employees pursue the certificate as part of their comment to continuing professional education.
4. Students

Summarize student interest/demand for the proposed program.

The four courses that make up the certificate are taken by graduate students at present. To determine what the industry demand would be from working professionals, a survey was conducted by the regional economic development organization, Greater New Orleans, Inc. Overall, 25 professionals were surveyed from 17 different firms. These firms range from local operators to international conglomerates. Complete list below.

<table>
<thead>
<tr>
<th>Organizations</th>
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<tbody>
<tr>
<td>All South Engineering Consultants</td>
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<tr>
<td>CDM Smith</td>
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<tr>
<td>Coast &amp; Harbor Engineering</td>
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<tr>
<td>Coastal Environments Inc</td>
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<td>Coastal Protection and Restoration Authority of Louisiana</td>
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<tr>
<td>Digital Engineering and Imaging, Inc.</td>
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<tr>
<td>DHI Group</td>
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<td>GAIA Consultants</td>
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<td>GreenPoint Engineering</td>
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<td>HKV Consultants</td>
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<td>HNTB</td>
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<td>Moffatt &amp; Nichol</td>
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<td>MWH</td>
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<td>ORA Estuaries</td>
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<tr>
<td>Royal Engineers and Consultants</td>
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<tr>
<td>Terracon Consultants, Inc.</td>
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<tr>
<td>Waldemar S. Nelson &amp; Co., Inc.</td>
</tr>
</tbody>
</table>

The following two questions were asked in order to gauge demand of firms for both students and continuing education possibilities.

**Does your organization plan on hiring employees with knowledge of coastal restoration/engineering?**

- Yes, but in 1-2 years (36%)
- Yes, but not for at least 2 years (56%)
- Yes, it is an immediate need (4%)
- No (4%)
Would your organization be interested in a graduate level certificate program in coastal restoration/engineering that your employees could take online?

- Yes, but in 1-2 years
- Yes, but not for at least 2 years
- Yes, it is an immediate need
- No

The above survey results show that there is demand for such a program. If we consider the immediate need and the need within 1-2 years, over 90% of the respondents are interested in engaging with the program either in the form of hiring graduates or enrolling their own employees.

Overall sentiment from survey respondents was enthusiastically in favor of creating such a program. Many firms are sending their civil engineers to the only online graduate certificate program in coastal engineering in the country, which is operated by Old Dominion University (ODU). ODU's certificate program is attended by 20-50 working professionals online per semester at a cost of $1,236 per course. ODU's curriculum focuses primarily on sandy beaches that are common on the east coast. A recurring frustration commented on by many respondents was the lack of coastal education that focuses on deltaic environments. This unmet need is UNO's market niche. Many of the professors who teach the coastal engineering courses have been publishing peer review studies about the Mississippi delta for many years. The aim of this certificate will be to capitalize on this expertise and market it to the private sector.

5. Cost

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

This certificate will be revenue generating. Because existing faculty already offer the courses, there will be negligible implementation costs. The courses will utilize the existing online education platform (Moodle) to reach working professionals. If UNO were to price their courses the same as ODU and have similar success, the certificate program would generate between $24,720 and $61,800 (20-50 online students at $1,236 per course) per semester. If extrapolated out five years, this certificate could generate between $247,200 and $618,000 in total.
REFERENCES:


June 1, 2014

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

Dear Dr. Fos:

I am writing in support of UNO’s College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Given the deterioration of the Louisiana coastline and the state’s Coastal Master Plan, there is a present and long-term need for educated professionals with knowledge of coastal sciences and engineering. The curriculum set forth in both certificates will be vitally important given its specialization on soft soil deltaic coastal zones found here in Louisiana. We commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates.

The Coast Builders Coalition brings together leaders from the private and public sectors to promote an efficient and effective program to sustain the Gulf Coast. Our 19 members represent some of the largest employers when it comes to coastal restoration project design and construction. These programs will allow us to more easily recruit talent and provide a means for our members’ existing employees to gain this vital knowledge through your online teaching platform.

The complex field of coastal restoration requires employees to have practical experience in this area prior to employment. It would be a natural fit for UNO and the Coast Builder’s Coalition to develop partnerships going forward to mentor, guide and employ students in the Coastal Certificate programs.

I believe that the establishment of these programs is the correct response of UNO to meet the employment and training needs of the regional business community.

Sincerely,

Scott Kirkpatrick
State of Louisiana

June 1, 2014

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

Dear Dr. Fos:

I am writing in support of UNO’s College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Educating our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment is crucial for ensuring we have the talent to restore our coast. We commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates. Given the 50-year timeline of Louisiana’s Coastal Master Plan, we anticipate that the need for professionals with this knowledge base will be in demand for the long-term.

The Coastal Protection and Restoration Authority of Louisiana (CPRA) is responsible for overseeing all levee districts in the Louisiana Coastal Zone and dispersal of funding from Louisiana’s Coastal Protection and Restoration Trust Fund to be used exclusively for wetland restoration and hurricane protection projects. Therefore, we have a strong interest in supporting programs such as these that will aid the process and effectiveness of coastal restoration.

The complex field of coastal restoration requires employees to have practical experience in this area prior to employment. It would be a natural fit for UNO and the CPRA to develop partnerships going forward to mentor, guide and employ students in the Coastal Certificate programs.

I appreciate UNO for being on the forefront of this pressing issue that will benefit our region greatly.

Sincerely,

Jerome Zeringue, Chairman
Coastal Protection and Restoration Authority of Louisiana
June 1st, 2014

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

Dear Dr. Fos,

I am writing in support of UNO's College of Engineering and College of Sciences proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

Leveraging the extraordinary expertise gained from years of coastal management and hurricane recovery, along with the unprecedented influx of funding from the Deepwater Horizon Oil Spill, Louisiana is poised for the short and long-term growth of its Coastal Restoration industry. Independent research has shown that southeast Louisiana has a unique niche for the growing emerging environmental industry. In 2013, the water management sector employed 64,587 and more importantly, it added 7,832 jobs since 2010.

Recognition of this growing industry led GNO, Inc. to hire an Emerging Environmental Fellow who has been tasked with creating workforce initiatives within this industry sector and has been embedded within UNO part-time over the last six months. His knowledge of UNO combined with industry outreach performed by GNO, Inc. has been integral to informing these certificate programs.

GNO, Inc. is working to create a business cluster in southeast Louisiana around coastal restoration and water management. A critical element of any business cluster is the supporting institutions that produce talent and research. We believe that this is a positive step for UNO to fill this type of role, which will reinforce the region as an epicenter for this expertise.

GNO, Inc. will continue to support these programs through our marketing efforts and by brokering formal relationships with our industry partners. Thank you for your consideration, and we look forward to continuing to work with you.

Sincerely,

Michael Hecht
President and CEO
Dr. Peter J. Fos
President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear Dr. Fos:

I am writing on behalf of the University of New Orleans’ College of Engineering and College of Science’s proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

It is a pleasure for me to inform you of my support for the University of New Orleans’ effort to educate our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment. I commend your team and Greater New Orleans, Inc.’s efforts in gathering industry input to inform the structure and curriculum of these two certificates. Given the 50-year timeline of Louisiana’s Coastal Master Plan, the need for professionals with this knowledge base will be in demand for the long-term. These certificates will help to fill a market niche and increase expertise in engineering and construction firms in our state.

I find these initiatives to be exemplary in every way, and I would appreciate every appropriate consideration be given to the University of New Orleans, within the applicable guidelines, during the review. In closing, I ask for any information that you may now provide on this matter and look forward to hearing from you about the final decision.

Thanking you in advance for your consideration and with kindest regards, I am

Sincerely,

[Signature]

Mary L. Landrieu
United States Senator

MLL: ans
Dr. Peter J. Fos  
President  
University of New Orleans  
2000 Lakeshore Drive  
New Orleans, LA 70148-0001

Dear Dr. Fos,

It has been brought to my attention that the University of New Orleans’ College of Engineering and College of Sciences have proposals to create a Post Baccalaureate Certificate in Coastal Engineering and a Post Baccalaureate Certificate in Coastal Sciences.

It is my understanding that educating our local student population and the wider professional community about the unique challenges brought about by a deltaic coastal environment is crucial to ensure our region has the talent to restore our coast. The efforts of your team and Greater New Orleans, Inc. in gathering industry input to inform the structure and curriculum of these two certificates is crucial to their success.

Given the 50-year timeline of Louisiana’s Coastal Master Plan, the need for professionals with this knowledge base will be in demand for the long-term. I am told these certificates will help to fill a market niche and increase expertise in engineering and construction firms in our state.

I commend the University of New Orleans for your efforts to remain nimble and responsive to our state’s industry needs. Please contact me through Ms. Brenda Moore in my Metairie Office if I can be of assistance. Thank you for your time and attention.

Sincerely,

David Vitter  
United States Senate
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 27, 2014

Item F.8. University of New Orleans’ request for approval of a Proposal for a Bachelor of Science degree program in Health Care Management.

EXECUTIVE SUMMARY

University of New Orleans wishes to offer a Bachelor of Science degree program in Health Care Management. The associated Letter of Intent received Board approval on August 20, 2013. The proposed program will prepare students for entry-level administrative positions in health care management as well as for entry into graduate and/or professional programs. The addition of the program will complement the University’s Master of Science in Health Care Management degree program.

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

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

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

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

The Bachelor of Science in Health Care Management will be administered through the Management Department in the College of Business Administration as an interdisciplinary program. Present library holdings, facilities and resources are adequate to support the proposed program. As well, courses in the program will be taught by existing faculty. Initial costs to establish the proposed program will be minimal. The program will require new faculty lines after the second year, but costs will be absorbed through tuition. If approved, the program will be initiated in Spring 2015.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Proposal for a Bachelor of Science degree program in Health Care Management.
June 3, 2014

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

Re: B.S. in Health Care Management

Dear Dr. Woodley,

I am requesting approval for a B.S. in Health Care Management degree program. The B.S. in Health Care Management focuses on the professional preparation of students to develop, plan, and manage health care systems. Additionally, the program prepares students for entry into graduate and/or professional schools. This degree will build upon existing programs in the College of Business and will provide a highly marketable degree that is needed and desired by health care professionals and systems in the region.

Thank you for your consideration.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.
President
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

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

Name of Institution Submitting Proposal
University of New Orleans

Specific Degree to be Awarded Upon Completion
BS in Health Care Management

Recommended 2010 CIP Taxonomy
51.0701

Date to be Initiated
Spring 2015

Name of Department or Academic Subdivision
College of Business Administration

Responsible for the Program

Name, Rank, and Title of Individual Primarily
Dr. John A. Williams, Dean of College of
Responsible for Administering the Program
Business Administration

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

Academic Affairs Committee Review

Board Action (Nature of Action)*

Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
Proposal for a Bachelor of Science degree in Health Care Management: University of New Orleans

1. Description

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

Proposed Degree offered:

Bachelor of Science (B.S.) in Health Care Management (CIP Code 51.0701).

This proposal for a B.S. in Health Care Management focuses on the professional preparation of students to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Additionally, the program prepares students for entry into graduate and/or professional schools. The health care industry is one of the largest in our country and an important economic driver for southeastern Louisiana. This degree will build upon existing programs in the College of Business and will provide a highly marketable degree that is much needed, and greatly desired, by health care professionals and systems in the region.

The objectives of the program are to 1) provide a diverse and academically sound health management program which equips students with knowledge, research skills, and an awareness of the current practices in the field of health care administration, 2) prepare students for entry-level administration positions in various types of health care facilities, organizations and agencies such as hospitals, public health agencies, long-term care facilities, medical group practices, health maintenance organizations and clinics, 3) prepare students for admission to graduate and professional schools, and 4) provide a highly qualified workforce for the health care industry in the state and nation.

The program will also be designed for current health care facility workers who are interested in career advancement. Students develop management skills and knowledge of complex issues facing health care systems. The curriculum provides the student with a broad background in health services administration, accounting, marketing, finance and economics as well as leadership.

---

1 N.B. Health/Health Care Administration/Management. (CPI 51.0701)
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 program (as part of the AACSB accredited College) contains the same business core of courses that are included in all College of Business Administration majors. Health care providers have voiced their opinion that this will provide a solid base of business skills that are extremely vital for the success of future management in their institutions and advancement to upper level positions. These courses will also be essential for students as they expand these skill sets in the course requirements at the 3000 and 4000 level for their major. This heightened level of business coursework separates UNO’s proposed program from other programs within the UL System that focus on health information systems or a nursing related focus by directly addressing the managerial skill sets that health care providers in the New Orleans metropolitan area are requesting. In addition, the program contains some courses from UNO’s hotel, restaurant and tourism department which differentiate the program. Hospitals do provide hotel and restaurant services in addition to their clinical services and BSHCM majors will benefit from this unique opportunity at UNO. There is much concern by industry experts that the developing health care corridor of New Orleans will have state-of-the-art facilities but lack the skilled workforce necessary for success.

Table 1. Term by Term Curriculum
<table>
<thead>
<tr>
<th>Table 1. Four Year Plan of Study</th>
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<tbody>
<tr>
<td><strong>First Year of Enrollment</strong></td>
</tr>
<tr>
<td><strong>Course Prefix &amp; Number</strong></td>
</tr>
<tr>
<td>ENGL 1157</td>
</tr>
<tr>
<td>MATH 1115 or 1125</td>
</tr>
<tr>
<td>ARTS</td>
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<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Approved Elective (UNIV 1001)</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

| **Second Year of Enrollment**    | **Second Term**                      |
| **Course Prefix & Number**       | **Course Prefix & Number**            |
| ACCT 2100                        | ACCT 2130                              |
| ECON 1204                        | Literature                             |
| BIOS                             | MANG 2790                              |
| Humanities                       | MANG 3401                              |
| QMBE 2786                        | HCM 2004                               |
| QMBE 2787                        |                                      |
| **Total Hours**                  | **16**                                 |

| **Third Year of Enrollment**     | **Second Term**                      |
| **Course Prefix & Number**       | **Course Prefix & Number**            |
| MKT 3501                         | HCM 3704                               |
| MANG 3402                        | MKT 3536                               |
| FIN 3300                         | ECON 4250                              |
| BA 3011                          | HRT 2020                               |
| Other Science (EES, CHEM, PHYS)  | Elective                               |
| **Total Hours**                  | **15**                                 |

| **Fourth Year of Enrollment**   | **Second Term**                      |
| **Course Prefix & Number**       | **Course Prefix & Number**            |
| HCM 4001                         | HCM 4003                               |
| HCM 4002                         | Approved Elective                     |
| HRT 3140                         | HCM 4094                               |
| FIN 4350                         | MANG 4480                              |
| Approved Elective                |                                        |
| **Total Hours**                  | **15**                                 |
| **Total Degree Hours**           | **120**                                |
BSHCM REQUIRED COURSES:
ACCT 2130 Managerial Accounting – Prereq: ACCT 2100
ECON 4250 Health Care Economics – Prereq: ECON 1203
FIN 4350 Health Care Finance – Prereq: FIN 3300 and ACCT 2131
BA 3011 Health Law and Ethics
MKT 4536 Health Care Marketing – Prereq: MKT 3501
HRT 2020 Hotel Operations
HRT 3140 Cost Control of Hospitality Operations – Prereq: HRT 2020
HCM 1000 Health Care Facility Seminar
HCM 2004 Medical Terminology
HCM 3704 Introduction to Health Information Management – Prereq: MANG 2780 and 3402
HCM 4001 Quality Management in Health Care – Prereq: HCM 3704
HCM 4002 Non-Acute Care Management – Prereq: MANG 3402
HCM 4003 Managed Care – Prereq: MANG 3402
HCM 4094 Internship in Health Care Management – Prereq: Senior Standing

APPROVED ELECTIVES:
MANG 3467 Human Resource Management
MANG 4470 Employment Law for Managers
MANG 4750 Designing Intelligent Organizations
MKT 3515 Personal Selling
MKT 4535 Services Marketing
EDHS 4111 Epidemiology
MKT 3540 Promotion Management
EDHS 4202 Community Health Promotion
EDHS 4302 Planning and Evaluating Health Promotion Programs

c. Describe how the program will be offered Preferred Proposed, eg, 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 provide for flexible scheduling, including evening courses in order to appeal to full-time traditional students and part-time professionals in the area who have limited time, budgets, or both. The College of Business Administration currently offers B.S. degrees in Accounting, Business Administration, Finance, Hotel, Restaurant and Tourism, Management, Marketing. The BSHCM students will benefit from courses and faculty from these disciplines. The UNO College of Business Administration is open to cooperative partnerships with other universities that may be interested; however at this time, the proposed degree is a stand-alone program.
d. Furnish documentation of the approval of the proposed program by the institution’s Governing Board.

The Board of Supervisors of the University of Louisiana System approved the Letter of Intent on February 17, 2014.

2. Need

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

The proposed degree is aligned with university priorities as stated in the mission and scope statements that advocate a commitment to quality undergraduate education and to meet statewide economic development needs and workforce development initiatives. Further, the University’s Strategic Plan calls for the growth of selected programs that have been identified as addressing specific workforce demand needs. The program will also complement numerous other departments in the college, including Accounting, Economics and Finance, Marketing, Management and Hotel, Restaurant and Tourism. In addition, there will be a significant benefit to the UNO Student Health Services, as the department will rely on health care management interns to serve as marketing and quality management support professionals.

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

No.
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.

Table 2 Similar Programs in Louisiana by CIP 510701

<table>
<thead>
<tr>
<th>Institution</th>
<th>City</th>
<th>Degree</th>
<th>Subject</th>
<th>College or School</th>
<th>Enroll</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dillard University</td>
<td>New Orleans</td>
<td>BS</td>
<td>Health Systems Management</td>
<td>School of Public Health</td>
<td>20</td>
<td>90%</td>
</tr>
<tr>
<td>Our Lady of the Lake College</td>
<td>Baton Rouge</td>
<td>BS</td>
<td>Health Service Administration</td>
<td>School of Business and Leadership</td>
<td>35</td>
<td>75%</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>Lafayette</td>
<td>BS</td>
<td>Health Services Administration</td>
<td>College of Nursing and Allied Health Professions</td>
<td>40</td>
<td>New program – no graduates (on-line)</td>
</tr>
</tbody>
</table>

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

The University of New Orleans as an urban research university mandates that it serve the city and surrounding region, public and private employers, and the community at large. New Orleans is experiencing a growing medical corridor known officially as the Bio District New Orleans, a state enabled economic development district that was created by the State of Louisiana in 2005 for the purpose of developing a biosciences industry in New Orleans that will provide research and development, health care delivery, and stable, high-paying jobs. The 1500-acre district spans the downtown and mid-city neighborhoods of New Orleans.

There is a need for health care education that provides skills in critical thinking, working in teams, and delivering culturally competent care (the ability to understand and engage the needs of a diverse population of patients, health care employees, and community members.


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

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

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

In the public sector, the anticipated rapid turnover in the state agency health workforce due to the impending retirement of the relatively large number of professionals who entered the field three to four decades ago is also pertinent. According to a 2004 survey of state health departments, an average of 24% of state health employed are eligible for retirement, and as much as 40% to 45% of current federal employees are eligible for retirement. The need for trained health administration workers in state agencies is at crisis levels today. Much has been discussed about the shortage of many healthcare professionals (e.g., nurses), but the focus now needs to be spread to the public health workforce. The statistics are very enlightening: a) the average age of a state agency health worker is 47 years, b) in the next 3 years 50% of all current state agency health workers will be eligible for retirement [Association of State and Territorial Health Officials. State Public Health Employee Workforce Shortage Report: A Civil Service Recruitment and Retention Crisis. Arlington, VA, 2004], c) the total number of state agency health workers in the United States in 2000 equaled 448,000 (this is down from 500,000 in 1980) [Rosenstock L, et al. Confronting the public health workforce crisis: ASPH statement on public health workforce. Public Health Reports, May-June 2008, (23):395-398], d) the projected number of state agency health workers what will be needed in 2020 is 738,000, which is an increase of 250,000, e) the ratio of state agency health workers to the US population in 2000 was 158 per 100,000 – the projected needed ratio in 2020 is 220 per 100,000, 7 and f) Eleven percent of state agency health positions are currently vacant, and four out of five current workers have not had formal training for their specific job functions [U.S. Centers for Disease Control and Prevention. Public Health Infrastructure: A Status Report. Atlanta: U.S. Centers for Disease Control and Prevention, March 2001. <http://www.uic.edu/sph/prepare/courses/ph410/resources/phinfrastructure.pdf. Accessed January 20, 2009>].

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

The causes of shortages of health care workers are not solely domestic or local in nature. A shortage in one country may be exacerbated by health worker shortages in another country. The world is facing a major shortage of health workers. The World Health Organization (WHO) estimates there is an immediate global need for an additional 4.3 million health workers in 57 countries with critical shortages. There are several drivers of increased demand for health workers and they include population growth, increased purchasing power for health services, increased life expectancy, rise of chronic disease, spread of HIV, and health workers’ skills in demand in diverse settings. This extreme increase in demand has not been met with a corresponding increase in supply (World Health Report, 2006).

In the United States, the prominence of the health professional is seen in the increasing size and number of hospitals. The need to compensate for shortages in relation to one cadre of health care worker may escalate the demand for other types of health care workers (World Health Report, 2006).

In New Orleans the new Veterans Administration hospital is planning to open sometime in 2014. This 200-bed hospital will be part of the Veterans Administration Medical Center, which also consists of outpatient clinics and testing facilities.

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

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

e. If a graduate program is requested, indicate:

Not Applicable
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, the proposed program is new.

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 program is aligned with the "Master Plan for Public Postsecondary Education in Louisiana: 2011" OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS. The narrative accompanying this objective indicates that "there is a large unmet need for adult postsecondary education efforts that target . . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement."

It is also aligned with Objective 1-7 | Develop a skilled workforce to support an expanding economy. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that "building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training."

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.

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

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

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

Estimated student enrollment for the first five years is:

<table>
<thead>
<tr>
<th>Year</th>
<th>New Enrollment</th>
<th>Graduates</th>
<th>Attrition</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30*</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>15</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>25</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

Several regional health systems have expressed interest in extending health care management educational opportunities to current employees, and many mid career professionals may find the availability of an undergraduate health care management degree at UNO appealing. The recent signing of an articulation agreement between the University of New Orleans and Nunez Community College will allow Nunez students to transfer into programs in the College of Business Administration at UNO. Nunez students will now be able to transfer between 40 and 43 credit hours of general education courses and between 15 and 18 credit hours of other required courses, depending on the selected degree program. UNO agrees to accept these associate degree credits into its bachelor's degree programs.

Demographic data virtually assure the growth of UNO, and there is no doubt that the College of Business Administration will continue to produce professionals with intentions to practice in the region and potentially pursue graduate studies.

c. What preparation will be necessary for students to enter the program?
The students applying to this program will follow the guidelines for admission as all other bachelor degree programs at the University of New Orleans.

Freshman Admissions Requirements:

Students who graduate from state-approved high schools must complete an academic core curriculum and require no remedial coursework.
Test score and GPA requirements:

- Minimum score of 19 Math in the ACT (460 SAT) and
- Minimum score of 18 English in the ACT (450 SAT)

And

- ACT composite score of 23 or greater (SAT 1060) or
- High school core GPA of 2.5 or greater.
Students with less than 2.0 will not be admitted

*Out-of-State and Home School Applicants who do not meet the academic core curriculum must satisfy requirements minimum ACT scores (listed above) or have a composite score of 26 or greater (SAT I Math + Critical Reading combined score of 1170 or greater), and require no remediation.

Nunez Community College students will now be able to transfer between 40 and 43 credit hours of general education courses and between 15 and 18 credit hours of other required courses, depending on the selected degree program. UNO agrees to accept these associate degree credits into its bachelor’s degree programs.

Delgado Community College (DCC) and the University of New Orleans (UNO) through a Memorandum of Agreement established The Privateer Bound program. This program is a new student recruitment and retention initiative to provide post-secondary educational opportunities for students not yet eligible for admission to UNO. This program will allow the students to successfully complete the program and meet UNO’s transfer admission requirements within an academic year. The classes for this program are held on the University of New Orleans campus in the College of Education & Human Development. At the inception of the program, Fall 2013, seventy-two (72) students enrolled and at the completion of Spring/Summer 2014, thirty (30) students are on track to transfer to the University of New Orleans. Over two-hundred (200) students have been invited to join the Privateer Bound program this upcoming semester.

2 + 2 Program – Delgado Community College students with an Associate of Applied Science degree will be admitted as juniors in Interdisciplinary Studies (IDS) at the University of New Orleans provided they meet the University of New Orleans’ admission requirements. The total number of credit hours required to complete the IDS degree at UNO is 120 hours and students can transfer up to 60 semester hours for degree credit from Delgado to UNO. This is a 2 + 2 program in which students transferring from Delgado will earn a bachelor’s degree in IDS from the University of New Orleans after successfully completing at least 60 additional semester hours meeting all UNO and Interdisciplinary Studies degree requirements.
2 + 2 Program – The College of Business Administration of the University of New Orleans (UNO) and the Business and Technology Division of Delgado Community college (Delgado) have signed an agreement that establishes a 2 + 2 program. This program allows students that complete the courses prescribed in Delgado’s Business Administration Associate Degree to transfer and leads to a Bachelor of Science Degree from the College of Business Administration at UNO. The total number of credit hours required to complete a bachelor’s degree from UNO is 120 semester hours and students can transfer up to 60 semester hours for degree credit from Delgado to UNO. This is a 2 + 2 program in which Delgado students will earn a bachelor’s degree from the University of New Orleans after successfully completing at least 60 additional semester hours in a prescribed major at UNO and meeting all UNO degree requirements.

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.

This is a new unique undergraduate program but is closely related to our highly successful MS program in Health Care Management.

The College of Business Administration offers a BS management degree. When reviewing degree options in the healthcare field, a degree in healthcare management might sound similar on the surface to one in business management. Although they may have similarities, the two are indeed very different programs. The most obvious difference between healthcare management and business management is the emphasis. The former focuses on the healthcare field, while the latter focuses on general business. A healthcare management degree prepares individuals to manage others in a healthcare setting. Healthcare managers are in leadership roles in hospitals, physician group practices, nursing homes, home health agencies, state health departments, private foundations, federal programs and national associations. Simply possessing management skills aren’t enough, as nearly any healthcare position would require a great deal of specialized training. [2]

Healthcare management programs also tend to place the emphasis on the management of people, while business management can be more varied. Generally speaking, a business management degree teaches individuals about all aspects of management – economics, accounting, finance, management and technology courses are all part of the curriculum. The goal is to prepare students for a number of different fields. This is of course more diversified than healthcare management, but it doesn’t give the same attention to detail that a healthcare management program can. The basic curriculum for a healthcare management degree addresses three principal areas: (1) study of Management theory, concepts, and skills; (2) study of the healthcare industry; and, (3) demonstration of integration of course material through application of management concepts to the healthcare industry. [3]

A degree in healthcare management gives more knowledge about healthcare policy. It’s possible to complete an entire business management program without ever touching on even the basics of the healthcare field. In short, healthcare management simply gives more direct preparation for working in the field. Healthcare is the largest industry in the U.S., and the second largest employer, with more than 11 million jobs. Virtually all new private sector jobs over the past 5 years came from healthcare; and the sector continues to grow.
faster than most other segments [4]. Graduates of healthcare management programs can find opportunities in areas ranging from small rural communities to large metropolitan and international regions. Business management takes a more general approach to preparing individuals for their careers, as it can lead to a number of different fields but with less preparedness.

[3] AUPHA, Future Students

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

Not applicable

4. Faculty

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

Table 4. Bachelor of Science in Health Care Management – Principal Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees</th>
<th>Present Credits</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. J. Lane</td>
<td>1986</td>
<td>Associate Professor and</td>
<td>PhD University of Californian, San Diego</td>
<td>Chairman of the Board, Sidell Memorial Hospital</td>
<td>Director, MSHCM and Chair, Economics and Finance</td>
</tr>
<tr>
<td>Elyria Kemp</td>
<td>2012</td>
<td>Assistant Professor</td>
<td>PhD University of Arkansas MBA University of New Orleans</td>
<td></td>
<td>Research on social marketing and consumer welfare</td>
</tr>
<tr>
<td>Steven Crow</td>
<td>1989</td>
<td>Professor</td>
<td>PhD University of North Texas</td>
<td></td>
<td>Research on Human Resource Management and</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Title</td>
<td>Degree/Institution</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Erich Brockman</td>
<td>1998</td>
<td>Associate Professor</td>
<td>PhD Florida State University</td>
<td>Research on strategic management</td>
<td></td>
</tr>
<tr>
<td>James Diaz</td>
<td>1998</td>
<td>Adjunct Professor from LSU School of Public Health</td>
<td>MD MHA Dr.PH Tulane University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Thomas</td>
<td>2005</td>
<td>Adjunct Professor</td>
<td>LLM University of Pennsylvania</td>
<td>Practiced Law since 1984 and Health Care Law since 1992</td>
<td></td>
</tr>
<tr>
<td>Michael McLachlan</td>
<td>2013</td>
<td>Adjunct Professor</td>
<td>MBA</td>
<td>Head of Health Care Section of LaPorte Accounting Firm</td>
<td></td>
</tr>
<tr>
<td>Paul Salles</td>
<td>2009</td>
<td>Adjunct Professor</td>
<td>MBA University of New Orleans</td>
<td>President, Louisiana Hospital Association</td>
<td></td>
</tr>
<tr>
<td>Peter Fos</td>
<td>2013</td>
<td>Professor</td>
<td>DDS LSU MPH, PhD Tulane</td>
<td>Research in Health Systems Planning</td>
<td></td>
</tr>
<tr>
<td>Carlen McLin</td>
<td>2013</td>
<td>Associate Professor</td>
<td>MPH, Dr.PH Tulane</td>
<td>Research in Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Executive Assistant to the President</td>
<td></td>
</tr>
</tbody>
</table>

See faculty bios in the Appendix.

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 University student-faculty ratio is 21:1.
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The addition of a Bachelor of Science in Health Care Management degree program will complement the Master of Science in Health Care Management at UNO. Current graduate health care management degree program faculty will contribute to curriculum design and instruction of the BSHCM program.

This new program will require within two years two new faculty lines. It is also expected to require one advisor for student in this program and to set up and run the internship program. Additional instruction support will be provided by new adjunct faculty to cover some specific courses and others to free up current full-time faculty to teach in this program.

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?

There will be no unusual expenses for recruiting.

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

The College of Business Administration faculty who teach in the MS program in Health Care Management are currently involved in research projects in their areas of specialty. They receive normal research releases and others have some release for administrative purposes. Research in the health care management field will be greatly expanded by the proposed new faculty with specializations in this field. Faculty will continue to expand their research efforts as they expand their professional network with the New Orleans health care sector.

f. If a graduate program is requested, indicate:

Not applicable.

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?
The Earl K. Long Library’s holdings in the area of health care management and related subject areas are adequate to support a B.S. program, since collections are already provided to support the graduate program in Health Care Management. Print and electronic collections in the fields of Accounting, Economics, Finance, Hotel, Restaurant & Tourism, Management, and Marketing will all be relevant for the curriculum. The Library’s web page at http://library.uno.edu provides 24/7 access to collections and services for students and faculty wherever they are.

As an example of specific holdings, the Library currently owns approximately 150 books (both electronic and print) that contain either the subject heading “health care management” or “health services administration.” In addition to over 800 journals (print and electronic) in the area of business, the Library also provides access to over 50 journals (electronic and print) that fall under the specific headings of health care management or health services administration. These subscriptions include the Academy of Health Care Management Journal, the Cambridge Quarterly of Healthcare Ethics, Health Care Management Science, Healthcare Financial Management, Health Services Research, Hospital Law, the Journal of Health Administration Education, and the Journal of Health and Human Services Administration. Useful content can also be found in the federal document depository collection. Students and faculty have access to multiple research databases in this field (such as American Hospital Directory, Business Source Complete, CCH Accounting Research Manager, Conference Board, Human Resources Abstracts, LexisNexis Academic-Business, Mergent Online, and Standard & Poor's NetAdvantage) which provide citations, full-text journals, directory information, statistics, financial data, and other relevant content.

Materials not owned by the UNO Library can easily be requested by students and faculty through the Interlibrary Loan Service and these will be delivered (electronically for journal articles) to them.

The Library also supports students and faculty with technology resources and study spaces in a facility that is open to users on average over 80 hours per week, with extended hours during examination periods for the spring, summer, and fall semesters. The Library provides research assistance in person, on the phone, via email, via chat, and via social media all hours that the Library is open.

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.?

Library holdings do not need to be expanded and improved to meet program needs of the BSHCM in the first five years.

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
Current resources used by existing students on campus and through existing relationships with other institutions are adequate to support the program.

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

For the 2014 fiscal year, the Library spent approximately $80,768 on journals in business subject areas and approximately $3,525 on books for the College of Business Administration. Those amounts do not include expenditures for large federated research databases (such as Academic Search Complete and Social Science Citation Index) which contain full-text journals and other content for business areas, as well as e-book packages which also contain business subjects.

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

No additional library expenditures are needed.

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

No additional special resources will be needed.

g. If a graduate program is requested, indicate:

Not applicable.

6. Facilities and Equipment

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

The bachelors program will be delivered in the traditional classroom environment. The College of Business Administration is housed in Kirschman Hall, a state-of-the-art $16.9 Million structure occupying 138,210 square feet on a 300 acre tract of land. The facility, dedicated in July, 2005, includes instructional and laboratory facilities to maximize the student’s educational experience at UNO.
b. Describe present utilization of these facilities where facilities are assigned to the department.

All teaching and research facilities in Kirschman Hall are managed by the College of Business Administration and are fully utilized to meet the teaching and learning needs of students and faculty in Health Care Management.

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. Existing facilities are adequate for supporting this program.

7. Administration

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

The Bachelor of Science in Health Care Management will be administered through the Management Department in the College of Business Administration as an interdisciplinary program. The Program Director will report to the Chair of the Management Department.

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 the institution.

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

The Department of Management has built strengths in Health Care Management through its role in our MS in Health Care Management program. We teach required MS courses in Health Care Operations, Strategic Issues in Health Care Management, Organizational Behavior in Health Care Settings, Health Care Human Resource Management and the Legal Environment of Health Care Management.
Our faculty has built relationships with Health Care organizations in the New Orleans community. We have collaborated with Health Care professionals on research. We have provided classes at Health Care locations and we have had Health Care professionals speak in our classes on campus. We have provided interns and graduates to work in Health Care organizations that, in turn, have provided work experience for our interns and employment for our graduates. We have strong partnerships with Health Care organizations in the New Orleans community which will be major strengths supporting our BS program in Health Care Management.

8. Accreditation

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

The Bachelor of Science in Health Care Management program is eligible for accreditation by The Association to Advance Collegiate Schools of Business (AACSB) whose mission is to “advance quality management education worldwide through accreditation, thought leadership, and value-added services.” The UNO College of Business is AACSB accredited and will pursue the inclusion of the proposed program in the College’s programmatic accreditation.

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

The College of Business Administration is AACSB accredited and will pursue the inclusion of the proposed program as part of its annual accreditation fee of $8,700.

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.

Not applicable.

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.
A variety of subject matter fields at UNO are related to, or may support, the proposed Bachelor of Science in Health Care Management (e.g. accounting, marketing, business administration, health promotion, psychology, health economics, public administration, hotel management, and communications).

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

The supporting fields do not need improvement. Existing staff and resources are adequate to meet the needs of the bachelors 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?

Establishment of this new program will be relatively inexpensive because of the large pool of possible adjunct and part-time faculty in the Greater New Orleans area who are currently working in the health care industry. Initially, there will a small cost for marketing of the program (expected not to exceed $15,000; this is a one-time cost). It is anticipated that four adjunct faculty will be used each year (at a cost of $13,600). This new program will require within two years two new faculty lines ($130,000 for the new faculty line in the first year and $130,000 for an additional new faculty line in the second year). It is also expected to require one advisor ($45,000 annually).
Table 5

<table>
<thead>
<tr>
<th>Costs (estimates)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>$130,000</td>
<td>$260,000</td>
<td>$260,000</td>
<td>$260,000</td>
<td>$260,000</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>$13,600</td>
<td>$13,600</td>
<td>$13,600</td>
<td>$13,600</td>
<td>$13,600</td>
</tr>
<tr>
<td>Advisor</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$45,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$15,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Costs (not including overhead)</strong></td>
<td><strong>$203,600</strong></td>
<td><strong>$318,600</strong></td>
<td><strong>$318,600</strong></td>
<td><strong>$318,600</strong></td>
<td><strong>$318,600</strong></td>
</tr>
<tr>
<td><strong>Total with overhead Revenues (estimates)</strong></td>
<td><strong>$281,722</strong></td>
<td><strong>$453,922</strong></td>
<td><strong>$453,922</strong></td>
<td><strong>$453,922</strong></td>
<td><strong>$453,922</strong></td>
</tr>
<tr>
<td>Tuition+</td>
<td>$150,000</td>
<td>$275,000</td>
<td>$415,000</td>
<td>$530,000</td>
<td>$620,000</td>
</tr>
<tr>
<td>Formula Funding</td>
<td>$52,000</td>
<td>$95,040</td>
<td>$143,424</td>
<td>$183,168</td>
<td>$214,272</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$202,000</strong></td>
<td><strong>$370,040</strong></td>
<td><strong>$558,424</strong></td>
<td><strong>$713,168</strong></td>
<td><strong>$834,272</strong></td>
</tr>
</tbody>
</table>

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

The first year costs are for the new full-time faculty (it is anticipated that one or more current faculty will also teach in the new program), adjunct faculty, advisor, and one-time program marketing costs (total of $203,600). For Years 2-5 the costs are $318,600 per year. Current university indirect cost (F&A) rate indicates that facilities and administrative costs will total 44% of direct costs.

Estimated revenue is based on conservative enrollment numbers (30 students the first year, 40 students the second year, 50 for the third year, and 60 for year four and year five. The formula funding amounts assume each student completes 12 hours each semester (no weighting factor was used to determine the estimates for formula funding). Using these conservative enrollment numbers the program will be self-sustaining in Year 1 and throughout the next five years. Given the support from the health care industry in Greater New Orleans, financial support is expected for faculty and student support. It is not possible to estimate the level of support at this time.

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.
Departmental Expenditures for Management Department by Year

<table>
<thead>
<tr>
<th>Table 6 Management Departmental Budget</th>
<th>2013-2014 (Actual)</th>
<th>2015-2015 (Projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Services</td>
<td>$1.2M</td>
<td>$1.33M</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Operating Services</td>
<td>$3,718</td>
<td>$3,718</td>
</tr>
<tr>
<td>Supplies</td>
<td>$10,423</td>
<td>$10,423</td>
</tr>
<tr>
<td>Professional Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Total</td>
<td>$1.216M</td>
<td>$1.346M</td>
</tr>
</tbody>
</table>

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

The proposed BSHCM degree in will require an additional budget in order to fund the new personnel items. With the pent-up demand and the expected new demand after the program begins, it is expected that in the first year that the enrollment in this program will be such that the program is self-sustaining.

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

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

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

Not applicable

Attachment: BSHCM Faculty Bios