AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
10:00 a.m., Thursday, February 27, 2014**
Claiborne Building Conference Center
Room 153, “The Iowa 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. Davante Lewis
Mr. D. Wayne Parker

A. Call to Order

B. Roll Call

C. Consent Agenda:

Board Agenda Item F.1.

McNeese State University’s request for approval of a Post Baccalaureate Certificate (PBC) in Accounting for Financial Analysis.

Board Agenda Item F.2.

McNeese State University’s request for approval of a Post Baccalaureate Certificate (PBC) in Human Resource Management.

Board Agenda Item F.3.

Northwestern State University’s request to change the name of the Master of Arts in Adult Education in the Gallaspv College of Education and Human Development to the Master of Arts in Adult Learning and Development.

Board Agenda Item F.4.

Southeastern Louisiana University’s request for approval to terminate the Master of Education in Educational Technology program.
Academic and Student Affairs Committee
February 27, 2014
Page 2

Board Agenda Item F.5.

University of Louisiana at Monroe’s request for approval of a Letter of Intent for an online Master of Science degree program in Nursing with emphasis in Gerontological Nursing Leadership effective Spring 2015.

Board Agenda Item F.6.

University of Louisiana at Monroe’s request for approval of a Letter of Intent for an online Master of Public Administration degree program with concentrations in Administration of Health; Administration of Justice; and Administration of Education, Management, and Public Management effective Spring 2015.

Board Agenda Item F.7.

University of Louisiana at Monroe’s request for approval to create the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center.

Board Agenda Item F.8.

University of New Orleans’ request for approval of the Statement of Mission and Scope.

Board Agenda Item F.9.

University of New Orleans’ request for approval of a Letter of Intent for a Master of Education degree program in Higher Education Administration.

D. Discussion:

Board Agenda Item F.10. – Other Business

Update on Grambling State University’s Nursing Program

E. Other Business

F. Adjournment
CONSENT AGENDA ITEMS
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 27, 2014

Item F.1. McNeese State University’s request for approval of a Post Baccalaureate Certificate (PBC) in Accounting for Financial Analysis.

EXECUTIVE SUMMARY

McNeese State University proposes to offer a Post Baccalaureate Certificate (PBC) in Accounting for Financial Analysis. The proposed program is being created to support the University’s mission to enhance economic development and to build collaborative partnerships with business and industry. If approved, the program will be implemented in Fall 2014.

The 12-hour certificate program will provide students with the necessary analytical tools and skills for employability in the complex and changing financial services profession. Specifically, students completing the program will possess the foundational background in modern financial analysis, analytical tools and skills for the changing financial world, and an understanding of accounting, financial analysis and planning, management of risk and insurance that relate to complexities in changing and continually evolving financial services. The delivery of the certificate program will be in a combination of face-to-face and web-hybrid formats. Gradually, the program will be delivered entirely online.

The University projects that approximately 15 students will initially enroll in the program. Students will be recruited from the business industry and will be able to complete the PBC in one academic year, if desired. The College of Business will market the proposed program to both public and private organizations within Louisiana. Initially, it is expected that the majority of the students in the proposed program will be students recruited directly from targeted public and private entities in southwest Louisiana. As well, graduates of the finance baccalaureate degrees would serve as potential students for the program.

The PBC in Accounting for Financial Analysis program has not been offered at McNeese State University. As well, there are no such programs in the state or in neighboring states, i.e., Texas and Mississippi. According to the Bureau of Labor Statistics, the need for manpower in the field of financial/accounting analysis is expected to grow by 23% between 2010 and 2020, much faster than the average of all professions.

McNeese has sufficient technology and facilities for the program’s courses. The library on the University’s campus is well-equipped to provide resources to support the proposed certificate program. No additional faculty will be needed. The proposed program will be administered through the College of Business and will not affect the present administrative
structure of the institution. The certificate program can, therefore, be offered at no additional (operating) costs to the University.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval of a Post-Baccalaureate Certificate (PBC) in Accounting for Financial Analysis.
February 5, 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 offer a Post-Baccalaureate Certificate in Accounting for Financial Analysis to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the February 27, 2014 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams  
President

Enclosures
February 4, 2014

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

Re: Proposal to Offer a Post-Baccalaureate Certificate in Accounting for Financial Analysis

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request approval for McNeese to offer a Post-Baccalaureate Certificate in Accounting for Financial Analysis effective with the fall 2014 semester. Members of the College of Business faculty and administration created the proposal which supports the University’s mission to enhance economic development and to build collaborative partnerships with business and industry.

The certificate program consists of 12 undergraduate credit hours. It will be delivered in a combination of face-to-face and web-hybrid instructional formats initially, and the course content delivery will move to a completely online format over time. The program targets diverse groups of students who have an earned undergraduate accounting degree and who wish to enhance their careers with the knowledge, analytical tools, and skills relating to financial analysis. Current faculty will teach the courses which are currently offered at McNeese.

With the $65 billion economic development expansion in Southwest Louisiana, there is a growing demand for financial services. McNeese State University will support economic development in the region and beyond by offering the certificate in accounting for financial analysis. Students who complete the program will have the necessary analytical tools and skills for employability in the complex and changing financial services profession. The college indicates at least 15 students will enroll in the program initially.

Thank you for your consideration of this request.

Sincerely,

Philip C. Williams
President
MEMORANDUM

TO: President Philip Williams
FROM: Jeanne Daboval, Provost and Vice President for Academic and Student Affairs
SUBJECT: Proposal to Offer a Post-Baccalaureate Certificate in Accounting for Financial Analysis
DATE: February 3, 2014

I request approval to present the attached proposal to offer a Post-Baccalaureate Certificate in Accounting for Financial Analysis to the University of Louisiana System Board of Supervisors. Members of the College of Business faculty and administration created the proposal which supports the University’s mission to enhance economic development and to build collaborative partnerships with business and industry.

The certificate program consists of 12 undergraduate credit hours. It will be delivered in a combination of face-to-face and web-hybrid instructional formats initially, and the course content delivery will move to a completely online format over time. The program targets diverse groups of students who have an earned undergraduate accounting degree and who wish to enhance their careers with the knowledge, analytical tools, and skills relating to financial analysis. Current faculty will teach the courses which are currently offered at McNeese.

With the $65 billion economic development expansion in Southwest Louisiana, there is a growing demand for financial services. McNeese State University will support economic development in the region and beyond by offering the certificate in accounting for financial analysis. Students who complete the program will have the necessary analytical tools and skills for employability in the complex and changing financial services profession. The college indicates at least 15 students will enroll in the program initially.

Thank you for consideration of this request.

Attachment
PROPOSAL FOR A POST-BACCALAUREATE CERTIFICATE IN
ACCOUNTING FOR FINANCIAL ANALYSIS

SUBMITTED BY
MCNEESE STATE UNIVERSITY
COLLEGE OF BUSINESS

October 30, 2013
Proposal for a Post-Baccalaureate Certificate in Accounting for Financial Analysis

McNeese State University
College of Business

1. Description

<table>
<thead>
<tr>
<th>A. Title, degree/certificate level, description, and objectives of the proposed program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program: Post-Baccalaureate Certificate in Accounting for Financial Analysis</td>
</tr>
<tr>
<td>CIP Code: 52.0899, Finance and Financial Management</td>
</tr>
</tbody>
</table>

McNeese State University proposes the introduction of a Post-Baccalaureate Certificate in Accounting for Financial Analysis. The delivery of the certificate program will be in a combination of face-to-face and web-hybrid formats. Gradually, this program could be offered entirely in online format. Primarily, the program intends to target diverse groups of students with undergraduate degrees who aspire to advance careers and change career paths by acquiring broad knowledge and skills in fast-growing demand for individuals with a background in accounting for financial analysis in the financial services industry. The major learning goals of the proposed program are to provide:

1) necessary foundational background in modern financial analysis, 2) necessary analytical tools and skills for the changing financial world, and 3) understanding of accounting, financial analysis and planning, management of risk and insurance that relate to complexities in changing and continually evolving financial services.

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Course Offerings in Sequence</strong></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate in Accounting and Financial Analysis</td>
</tr>
<tr>
<td>B.Sc. in Finance degree with successful completion of 12 credit hours of the following accounting courses:</td>
</tr>
<tr>
<td>ACCT 306 – Intermediate Accounting II</td>
</tr>
<tr>
<td>(3 lec. 3 cr.)</td>
</tr>
<tr>
<td>Intensive investigation of the theory and practice underlying the basic financial statements of business organizations.</td>
</tr>
<tr>
<td>ACCT 405 – Advanced Accounting</td>
</tr>
<tr>
<td>(3 lec. 3 cr.)</td>
</tr>
<tr>
<td>Partnership accounting, business combinations, fundamentals of consolidated statements and earnings per share. Accounting for international operations and public sector organizations.</td>
</tr>
</tbody>
</table>
ACCT 451 - Accounting Information Systems (3 lec. 3 cr.)
Systems concepts and their applications in the design, implementation, control, and audit of accounting information system, including computerized systems.

ACCT 461 - Intermediate Accounting III (3 lec. 3 cr.)
Theoretical framework of financial accounting with emphasis on the professional publications of the FASB, AICPA and AAA. Special financial topics of revenue recognition, tax differences, and presentations of cash flows. Critical assessment of the financial intermediation process.

TOTAL: 12 HOURS

C. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Delivery Method:
The proposed Post-Baccalaureate Certificate program courses will be offered in a combination of face-to-face and web-hybrid formats. Eventually, this program could be offered entirely in online format. Inclusion of this proposed program could serve to increase enrollment in the accounting and finance programs and generate additional revenue for the university.

D. Furnish documentation of the approval of the proposed program by the institution’s Governing Board
Pending – Document will be forwarded upon approval.

2. Need

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

The following is an excerpt from the McNeese State University mission statement published in the catalog... “The University’s fundamental educational mission is to offer associate, baccalaureate, and specific graduate curricula distinguished by academic excellence. The University engages in collaborative ventures to benefit industry and to enhance economic development and cultural growth in this region and beyond...and, integrates discipline-specific knowledge with the values of lifelong learning... “Provides education, research and service that support core values of academic excellence, student success, fiscal responsibility, and university-community alliances.”

The mission of the College of Business is to:
- provide quality business education to ensure student success, enriched by scholarship, and serve as a resource to the community

In the local greater Lake Charles community and in the southwestern region of the State of Louisiana, there are a sizable number of prospective participants in various professions upon receiving undergraduate degrees in diverse fields. They may aspire to equip themselves with current concepts, theories and analytical tools for financial analysis to advance in careers and to change career paths since no other areas have been growing as fast as financial services in recent decades. They will be able to complete the proposed post-baccalaureate certificate program in one academic year, if desired.
B. Has the proposed program, or a similar one, been offered at the institution previously?

The proposed program, or a similar program, has not been offered at McNeese State University.

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.

There are no such programs in the State of Louisiana or in the neighboring states of Texas and Mississippi within geographic proximity.

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

The courses, as listed, are being offered on a regular basis as required courses under accounting. Hence, there will be no additional manpower needs. The proposed program is expected to entice prospective participants from a vast pool of individuals with diverse academic backgrounds.

E. If a graduate program is requested, indicate:

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

According to the Bureau of Labor Statistics the need for manpower in the field of financial/accounting analysis is expected to grow by 23% between 2010 and 2020, much faster than the average of all professions.

ii. Are there possibilities for cooperative programs?

None

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?

Program approval will not result in the termination or phasing out of any other program.

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

The proposed Post-Baccalaureate Certificate Program will further the mission of the University and support the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011 by addressing a number of objectives that include the following:

Objectives 1-3: Increase the enrollment of adults age 25 and older in postsecondary education programs. The narrative accompanying these objectives indicates that there is a rapidly growing demand for adult postsecondary education efforts in accounting for financial analysis that target diverse groups of adults with 4 year college degrees who need to strengthen credentials, course work and technical skills for career advancement including linear as well as nonlinear changes in career paths, and to better understand the key functional areas of financial analysis. This is consistent with the State’s goal of continuing workforce development, for building and sustaining a 21st century economy.
3. Students

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

The intent of the proposed program is to offer 12 credit hours of course work following a traditional semester schedule. The first course of the post-baccalaureate certificate may begin in the fall of 2014 followed by the next three courses in the spring of 2015. We anticipate an enrollment of at least 15 per semester. However, each course will have a capacity of 45. The College of Business will market the proposed program to both public and private organizations within the State of Louisiana. The target audiences include already employed with baccalaureate degrees. It is expected that the program tuition cost for the prospective students from the private sector will be covered by their employers given the value of the knowledge and skills to their institutions.

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

Initially, it is expected that the majority of the students in the proposed program will be students recruited directly from targeted public and private entities in southwest Louisiana. We anticipate that if the certificate were offered, additional students who would not otherwise be attracted to McNeese State University would cause increased growth.

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

Students will be required to meet the following admission and other requirements:
- Must have a GPA of 2.0 or higher in a bachelor’s degree
- No SAT or ACT will be required.
- Must maintain at least 2.0 cumulative GPA
- A maximum of 3 credit hours are transferrable from other accredited institutions.

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 graduates granted.

Graduates of the finance Baccalaureate Degrees in McNeese State University and statewide would serve as potential students in the proposed program. Enrollment at McNeese State University and statewide non-business BS completers for the past four years are as follows:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>McNeese State University Non-Business Undergraduate Fall Enrollment</th>
<th>McNeese State University Non-Business Undergraduates Bach Completers</th>
<th>Louisiana Non-Business Undergraduates Bach Completers (Public Institutions Including MSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>6,269</td>
<td>863</td>
<td>14,114</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6,664</td>
<td>817</td>
<td>14,139</td>
</tr>
<tr>
<td>2010-2011</td>
<td>7,032</td>
<td>838</td>
<td>14,421</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6,962</td>
<td>943</td>
<td>14,874</td>
</tr>
</tbody>
</table>
E. If a graduate program is requested, indicate sources of financial support for students.  
A graduate program is not requested.

4. Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees &amp; Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>SCHs Produced (Fall 2013)</th>
<th>Other Assignments</th>
</tr>
</thead>
</table>
| Stephen Caples| 1987                | Professor | Ph.D., University of Texas at Arlington  
M.B.A., Louisiana Tech  
B.A., Lake Superior State College, MI | 15              | 45            | 330           | Research          |
| Matiur Rahman | 1989                | Professor | Ph.D., and M.A., Southern Methodist University  
M.A., Boston University  
B.A. and M.A., Dhaka University, Bangladesh | 15              | 45            | 396           | Research          |
| Banamber Mishra| 1987               | Professor | Ph.D., and M.A., University of Alabama  
M.S., Jawaharlal Nehru University, India  
B.A., Ravenshaw College, India | 15              | 45            | 294           | Research          |
| Daryl Burckel | 1991                | Professor | D.B.A., Mississippi State University  
B.Sc., and M.B.A. McNeese State University | 15              | 45            | 351           | Research          |
| William Jens  | 2010                | Assistant Professor | Ph.D., University of Central Florida  
M.B.A., Rutgers University  
B.A., Moravian College | 15              | 45            | 339           | Research          |
| Bruce Swindle | 1980                | Professor | Ph.D., Louisiana State University  
B.S. and M.B.A., Northeast Louisiana State University | 15              | 45            | 309           | Research          |
| Michael Toerner| 2013               | Assistant Professor | B.S., M.S., Ph.D., Louisiana State University | 15              | 45            | 153           | Research          |

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 computer based on all students taught rather than the student majors or other related groupings.

The present composite student-faculty ratio is 33 for accounting and finance courses. There are no practicum courses offered in the proposed post-baccalaureate certificate program.
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.

No new or additional faculty resources will be needed to offer this post-baccalaureate certificate. The existing faculty will teach these courses within their regular loads as they are offered in the accounting degree program during regular semesters.

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

No such recruit will be needed. Existing faculty are fully adequate to offer courses for the proposed certificate program within their regular teaching load. No special Chair of Instruction will be required either.

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

Being a regional institution, McNeese State University focuses primarily on providing services to the regional population and economy. Excellence in teaching is the University’s primary goal with research playing a secondary role. Within the undergraduate and graduate programs, research activities are required for AACSB reaccreditation. All research activities are accomplished to improve faculty’s teaching delivery.

F. If a graduate program is requested, indicate:
   i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)
   Not applicable
   ii. For proposed new faculty, qualifications and/or strengths needed
   Not applicable

5. Library and Other Special Resources

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

Frazar Memorial Library provides access to a wealth of materials through its membership in LOUIS, the Library Network of Louisiana, including print texts and over 148,000 electronic books (eBooks) through the SirsiDynix online public catalog. Full-text electronic journals in a wide range of subject areas are available through over 100 database subscriptions. In addition, Frazar Memorial Library is a Federal Depository Library for U.S. Government Printing Office documents and a participant in the Louisiana State Documents Depository Program. The library has a liaison program through which librarians work with faculty to develop the collection in subject areas based on academic departments. Frazar Memorial Library is committed to expanding and improving resources and services to meet the needs of students and their instructors in all programs.

<table>
<thead>
<tr>
<th>Library Resources Available to Support Research and Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Resources</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>10 FTE library faculty</td>
</tr>
</tbody>
</table>
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.?

Additional resources will not be needed. So, no additional cost will be involved.

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

Other nearby UL Business Schools (ULL) or through Inter-Library Loan programs

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Monographs</th>
<th>Standing Orders</th>
<th>Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>$4,000.00</td>
<td>$21,743.00</td>
<td>$30,731.85</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$924.89</td>
<td>$23,112.00</td>
<td>$35,380.73</td>
</tr>
<tr>
<td>Total</td>
<td>$52,225.89</td>
<td>$44,855.30</td>
<td>$66,112.58</td>
</tr>
</tbody>
</table>

E. Project library expenditures needed for the first five years of the proposed program.
Projected expenditures will be zero.

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

None are needed.

G. If a graduate program is requested, indicate:

i. Special library resources needed to offer a program of quality

None are needed

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

Not applicable

6. Facilities and Equipment

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

Additional physical resources are not needed.
B. Describe present utilization of these facilities where facilities are assigned to the department.

Most of the undergraduate courses are offered during the day on Monday through Friday. As a result, the classrooms are available as needed. Each faculty has a dedicated computer accessible to both the internet and campus network as well as the online learning management system.

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 of financing.

None are needed.

7. Administration

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

The program will reside under the College of Business’ Accounting, Finance and Economics Department.

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

No

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

The Finance and Accounting programs have demonstrated successful learning outcomes, retention, graduation and employment. The programs have strong leadership and highly qualified faculty who are actively engaged in student success.

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.

AACSB does not provide accreditation for graduate or undergraduate ‘certificates’.

All the undergraduate programs and the MBA program in the College of Business have been consecutively reaccredited since the initial accreditation in 1987 by the AACSB-International. The next visit by the AACSB-International is due in November 2014 for another bout of reaccreditation.

The reaccreditation evaluation consists of a review of the program’s mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The review is based on the required Standards and whether or not the program meets the standards and procedures for degree programs.
B. Delineate the initial costs of accreditation and subsequent annual cost.
There is no initial cost of accreditation since AACSB does not provide accreditation for graduate or undergraduate 'certificates'.

C. If a doctoral program is required, 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.
Undergraduate Accounting and Finance Programs

B. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.
The supporting programs are nationally accredited and have no compliance issues related to standards nor have outstanding recommendations for improvement.

10. Costs

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

Program costs:
This program will result in no additional costs to the university.

Anticipated Increased Income:
The new program will increase revenue to McNeese State University as enrollment grows. The prospects for increased revenue are bright given the national trend for the increasing employment demand in financial analysis in all related business fields.

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 programs.

<table>
<thead>
<tr>
<th></th>
<th>2012-2013 (actual)</th>
<th>2013-2014 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>2,401,514</td>
<td>2,246,812</td>
</tr>
<tr>
<td>Other Compensation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Related Benefits</td>
<td>750,660</td>
<td>821,183</td>
</tr>
<tr>
<td>Total Personal Services</td>
<td>3,152,174</td>
<td>3,067,995</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Travel</td>
<td>11,220</td>
<td>5,000</td>
</tr>
<tr>
<td>Operating Services</td>
<td>13,566</td>
<td>8,447</td>
</tr>
<tr>
<td>Supplies</td>
<td>5,140</td>
<td>4,184</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>29,926</td>
<td>17,631</td>
</tr>
<tr>
<td>Professional Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Charges</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Debt Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interagency Transfers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Other Charges</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Acquisitions</td>
<td>463</td>
<td>0</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Major Repairs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Acquisitions and Major Repairs</strong></td>
<td>463</td>
<td>0</td>
</tr>
<tr>
<td><strong>Function total</strong></td>
<td>3,182,562</td>
<td>3,085,626</td>
</tr>
</tbody>
</table>

Source: 2013-2014 Budget of McNeese State University

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

The proposed program will not affect any allocations of future funds.

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

None

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

The proposed Post-Baccalaureate Certificate in Accounting and Financial Analysis will require no additional funding in order to be implemented.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

**Institution:** McNeese State University  
**Date:** October 30, 2013

**Program/Unit:** Finance, Department of Accounting, Finance, and Economics

FTE = Full Time Equivalent (use the institution’s standard definition and provide that definition.
FTE Definition of MSTR: Based on percentage of faculty member’s work load and dedicated to teaching

#### EXPENDITURES—No additional costs anticipated with this program

<table>
<thead>
<tr>
<th></th>
<th>First Yr</th>
<th>Second Yr</th>
<th>Third Yr</th>
<th>Fourth Yr</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>Faculty</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Support Personnel</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Fellowships &amp; Scholarships</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>SUB-TOTAL EXPENSES</strong></td>
<td><strong>$0</strong></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>SUB-TOTAL EXPENSES</strong></td>
<td><strong>$0</strong></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>GRAND TOTAL EXPENSES</strong></td>
<td><strong>$0</strong></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### REVENUES

Estimated revenues based on annual 10% tuition increase starting with 13-14 published tuition and fees. Estimated enrollment based on 10 students' first semester; 20 enrolled each subsequent semester.

<table>
<thead>
<tr>
<th></th>
<th>First (half) yr Amount</th>
<th>%</th>
<th>Second year Amount</th>
<th>%</th>
<th>Third year Amount</th>
<th>%</th>
<th>Fourth year Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Percentage of Total Anticipated From:</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$19,712.50 ($19,712.50)</td>
<td>75%</td>
<td>$86,740 ($2,168.50)</td>
<td>77%</td>
<td>$95,414 ($2,385.35)</td>
<td>78%</td>
<td>$104,955.60 ($2,623.89)</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>$6,597.50 ($659.75)</td>
<td>25%</td>
<td>$26,390 ($659.75)</td>
<td>23%</td>
<td>$26,390 ($659.75)</td>
<td>22%</td>
<td>$26,390 ($659.75)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$26,310 100%</td>
<td>100%</td>
<td>$113,130 100%</td>
<td>100%</td>
<td>$121,804 100%</td>
<td>100%</td>
<td>$131,345.60 100%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Estimated enrollment based on 10 FTE students (9 SCH) enrolled in the first semester and 20 FTE students in the program for each subsequent term.

Estimated revenues start with spring 2014 published tuition and fees and for first year included Spring 2014 semester only.

Subsequent amounts are based on annual 10% tuition increase for academic year, exclusive of summer term.
Item F.2. McNeese State University’s request for approval of a Post-Baccalaureate Certificate (PBC) in Human Resource Management.

EXECUTIVE SUMMARY

McNeese State University proposes to offer a Post Baccalaureate Certificate (PBC) in Human Resource Management. The proposed program supports the University’s mission to enhance economic development and to build collaborative partnerships with business and industry.

The proposed 15-hour certificate program is designed to prepare students to gain (1) necessary foundational background in modern human resource management, (2) necessary tools and skills for changing workplace, and (3) an understanding of legal, social, ethical and technical factors that relate to complexities in today’s human resource management. The program targets diverse groups of students who have an earned undergraduate degree and who aspire to advance careers or change career paths by acquiring the knowledge and skills for managing human resources as well as understanding labor relations and legal issues related to employment. The University anticipates an enrollment of at least 15 students per semester. However, each course will have a capacity of 45.

The delivery of the certificate program will be in a combination of face-to-face and web-hybrid formats. Gradually, this program could be entirely offered online. The proposed program, consisting of 15 credit hours of graduate coursework, can be completed within one academic year, if desired. Currently, no similar programs are offered by the University. Also, there are no PBCs offered in human resource management at any other institution in Southwest Louisiana. Recent reports by different oil and gas companies and casinos in Southwest Louisiana indicate that there will be an estimated $50 billion of investment with an expected demand for skilled manpower of 20,000. In the local greater Lake Charles community and in the southwestern region of the State of Louisiana, there is a sizable number of prospective participants in various professions upon receiving undergraduate degrees in diverse fields.

McNeese has sufficient technology and facilities for program courses. The library on the University’s campus is well-equipped to provide resources to serve the proposed certificate program. No additional faculty will be needed. The proposed program will be administered through the College of Business and will not affect the present administrative structure of the institution. The certificate program can, therefore, be offered at no additional (operating) cost to
the University. As well, if approved, the PBC could serve to increase enrollment in the management program and generate additional revenue for the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval of a Post-Baccalaureate Certificate (PBC) in Human Resource Management.
February 5, 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 offer a Post-Baccalaureate Certificate in Human Resource Management to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the February 27, 2014 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosures
February 4, 2014

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

Re: Proposal to Offer a Post-Baccalaureate Certificate in Human Resource Management

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request approval for McNeese to offer a Post-Baccalaureate Certificate in Human Resource Management effective with the fall 2014 semester. Members of the College of Business faculty and administration created the proposal which supports the University’s mission to enhance economic development and to build collaborative partnerships with business and industry.

The certificate program consists of 15 undergraduate credit hours, including an internship experience. It will be delivered in a combination of face-to-face and web-hybrid instructional formats initially, and the course content delivery will move to a completely online format over time. The program targets diverse groups of students who have earned undergraduate degree and who aspire to advance careers or change career paths by acquiring the knowledge and skills for managing human resources, understanding labor relations and legal issues related to employment. Current faculty will teach the courses which are currently offered at McNeese.

With the $65 billion economic development expansion and projected demand for 20,000+ new employees in Southwest Louisiana, there is significant need for McNeese State University to provide knowledgeable, skilled employees for the management needs of the expanding workforce. The college indicates at least 15 students will enroll in the program initially.

Thank you for your consideration of this request.

Sincerely,

Philip C. Williams
President
MEMORANDUM

TO: President Philip Williams

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

SUBJECT: Proposal to Offer a Post-Baccalaureate Certificate in Human Resource Management

DATE: February 3, 2014

I request approval to present the attached proposal to offer a Post-Baccalaureate Certificate in Human Resource Management to the University of Louisiana System Board of Supervisors. Members of the College of Business faculty and administration created the proposal which supports the University’s mission to enhance economic development and to build collaborative partnerships with business and industry.

The certificate program consists of 15 undergraduate credit hours, including an internship experience. It will be delivered in a combination of face-to-face and web-hybrid instructional formats initially, and the course content delivery will move to a completely online format over time. The program targets diverse groups of students who have an earned undergraduate degree and who aspire to advance careers or change career paths by acquiring the knowledge and skills for managing human resources, understanding labor relations and legal issues related to employment. Current faculty will teach the courses which are currently offered at McNeese.

With the $65 billion economic development expansion and projected demand for 20,000+ new employees in Southwest Louisiana, there is significant need for McNeese State University to provide knowledgeable, skilled employees for the management needs of the expanding workforce. The college indicates at least 15 students will enroll in the program initially.

Thank you for consideration of this request.

Attachment
PROPOSAL FOR A POST-BACCALAUREATE CERTIFICATE
IN HUMAN RESOURCE MANAGEMENT

SUBMITTED BY
McNEESE STATE UNIVERSITY
COLLEGE OF BUSINESS

October 28, 2013
Proposal for a Post-Baccalaureate Certificate in 
Human Resource Management

McNeese State University
College of Business

1. Description

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

Program: Post-Baccalaureate Certificate in Human Resource Management
CIP Code: 520201, Business

McNeese State University proposes the introduction of a Post-Baccalaureate Certificate in Human Resource Management. The delivery of the certificate program will be in a combination of face-to-face and web-hybrid formats. Gradually, this program could be offered entirely in online format. Primarily, the program intends to target diverse groups of students with undergraduate degrees who aspire to advance careers and change career paths by acquiring broad knowledge and skills in fast-growing demand for human resource management manpower in all types of businesses in the modern world. The major learning goals of the proposed program are to provide:

1) necessary foundational background in modern human resource management, 2) necessary tools and skills for the changing workplace, and 3) understanding of legal, social, ethical and technical factors that relate to complexities in today’s human resource management.

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.)

<table>
<thead>
<tr>
<th>Required Course Offerings in Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Baccalaureate Certificate in Human Resource Management</td>
</tr>
</tbody>
</table>

B.Sc. in Management degree with successful completion of 15 credit hours of the following Management courses:

MGMT 310 - Human Resource Management (Lec. 3, Cr. 3)
LCCN: CMGM 3313, Human Resource Management (Upper Level)
Human resource management topics which include staffing, human resource development, compensation, health and safety, employee and labor relations, and human resource research.

And

Four of the next five courses:

1) MGMT 312 - Legal Issues in Human Resource Management (Lec. 3, Cr. 3)
Examination of the most significant laws and court rulings influencing company’s employment practices. Topics include discrimination, affirmative action, sexual harassment, workplace torts, occupational safety and health, workers’ compensation, and wrongful termination.
2) MGMT 315 - Staffing (Lec. 3, Cr. 3)
LCCN: N/A
Staffing function with emphasis on job analysis, human resource planning, recruiting, selecting, and internal staffing administration (career management, performance appraisal, employee assistance programs, orientation, and status changes). Emphasis is placed on laws and regulations which influence the staffing function.

3) MGMT 382 - Compensation Administration (Lec. 3, Cr. 3)
Employee compensation issues including job evaluation, wage structure and levels, and incentive plans.

4) MGMT 403 - Labor Relations (Lec. 3, Cr. 3)
Management’s response to organized labor in the workplace: developing and administering labor and management agreements, union structure, political activity, collective bargaining, contract information, and legal aspects of labor-management relations.

5) MGMT 485 - Management Internship (Cr. 3)
Structured program of work experience in management with a participating employer and a coordinator from the College of Business.

C. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

Delivery Method:
The proposed Post-Baccalaureate Certificate program courses will be offered in a combination of face-to-face and web-hybrid formats. Eventually, this program could be offered entirely in online format. Inclusion of this proposed program could serve to increase enrollment in the management program and generate additional revenue for the university.

D. Furnish documentation of the approval of the proposed program by the institution’s Governing Board
Pending – Document will be forwarded upon approval.

2. Need

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

The following is an excerpt from the McNeese State University mission statement published in the catalog... “The University’s fundamental educational mission is to offer associate, baccalaureate, and specific graduate curricula distinguished by academic excellence. The University engages in collaborative ventures to benefit industry and to enhance economic development and cultural growth in this region and beyond...and, integrates discipline-specific knowledge with the values of lifelong learning... “Provides education, research and service that support core values of academic excellence, student success, fiscal responsibility, and university-community alliances.”
The mission of the College of Business is to:
- provide quality business education to ensure student success, enriched by scholarship, and serve as a resource to the community.

In the local greater Lake Charles community and in the southwestern region of the State of Louisiana, there is a sizable number of prospective participants in various professions upon receiving undergraduate degrees in diverse fields. They may aspire to equip themselves with current concepts, theories and analytical tools in human resource management to advance in careers and to change career paths since no other areas of management has been growing as fast as human resource management in recent decades. They will be able to complete the proposed post-baccalaureate certificate program in one academic year, if desired.

B. Has the proposed program, or a similar one, been offered at the institution previously?
The proposed program, or a similar program, has not been offered at McNeese State University.

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.
Although there are bachelor, master or doctorate degree programs offered in human resources in some Louisiana universities (LSU at Baton Rouge and LSU, Shreveport), and East Texas (Lamar), there are no PBCs offered in human resource management in Southwest Louisiana region.

D. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of academia, governmental agencies or other institutions.
The courses, as listed, are being offered on a regular basis as required courses under management. Hence, there will be no additional manpower needs.
The proposed program is expected to entice prospective participants from a vast pool of diverse businesses. The demand for PBCs is strong considering the solid growth in LNG and hospitality industries and spinoff effect on financial services in Southwest Louisiana.

E. If a graduate program is requested, indicate:
   i. State, regional, and national need in the field for more graduates. Cite any pertinent studies of national and state trends.
Recent reports by different oil and gas companies and casinos in Southwest Louisiana indicate that there will be an estimated of $50 billion in investment and with expected demand for skilled manpower of 20,000.
   ii. Are there possibilities for cooperative programs?
   Internal resources are available to meet the teaching needs in all the required courses of human resources management. The College will continue to watch new development in the region and its impact on the demand for graduates in the field.

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?
Program approval will not result in the termination or phasing out of any other program.
G. Describe how the proposed program will further the mission of the Institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

The proposed Post-Baccalaureate Certificate Program will further the mission of the University and support the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011 by addressing a number of objectives that include the following:

Objectives 1-3: Increase the enrollment of adults age 25 and older in postsecondary education programs. The narrative accompanying these objectives indicates that there is a growing demand for adult postsecondary education efforts in human resource management that target diverse groups of adults with college degrees who need to strengthen credentials, course work or analytical and technical human resource management skills for career advancement and change, and to better understand the key functional area of human resource management. This is consistent with the State’s goal of continuing workforce development, for building and sustaining a 21st century economy.

3. Students

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

The intent of the proposed program is to offer 15 credit hours of course work following a traditional semester schedule. The first two courses of the post-baccalaureate certificate may begin in the fall of 2014 followed by the next two courses in the spring of 2015. We anticipate an enrollment of at least 15 per semester. However, each course will have a capacity of 45. The College of Business will market the proposed program to both public and private organizations within the State of Louisiana. The target audiences include already employed with baccalaureate degrees. It is expected that the program tuition cost for the prospective students from the private sector will be covered by their employers given the value of the knowledge and skills to their institutions.

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

Initially, it is expected that the majority of the students in the proposed program will be students recruited directly from targeted public and private entities in southwest Louisiana. We anticipate that if the certificate were offered, additional students who would not otherwise be attracted to McNeese State University would cause increased growth.

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

Students will be required to meet the following admission and other requirements:

- Must have a GPA of 2.0 or higher in a bachelor’s degree
- No SAT or ACT will be required.
- Must maintain at least 2.0 cumulative GPA
- A maximum of 3 credit hours are transferrable from other accredited institutions.
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 graduates granted.

Graduates of the non-business Baccalaureate Degrees in McNeese State University and statewide would serve as potential students in the proposed program. Enrollment at McNeese State University and statewide non-business BS completers for the past four years are as follows:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>McNeese State University Non-Business Undergraduate Fall Enrollment</th>
<th>McNeese State University Non-Business Undergraduates Bach Completers</th>
<th>Louisiana Non-Business Undergraduates Bach Completers (Public Institutions Including MSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>6,269</td>
<td>863</td>
<td>14,114</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6,664</td>
<td>817</td>
<td>14,139</td>
</tr>
<tr>
<td>2010-2011</td>
<td>7,032</td>
<td>838</td>
<td>14,421</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6,962</td>
<td>943</td>
<td>14,874</td>
</tr>
</tbody>
</table>

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

A graduate program is not requested.

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>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees &amp; Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>SCHs Produced (Fall 2013)</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mitchell</td>
<td>2007</td>
<td>Professor</td>
<td>DBA, Mississippi State MBA, Midwestern State, TX</td>
<td>15</td>
<td>45</td>
<td>471</td>
<td>Research</td>
</tr>
<tr>
<td>Adrian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Susie</td>
<td>2008</td>
<td>Assistant</td>
<td>DBA, Louisiana Tech MBA, Louisiana tech</td>
<td>15</td>
<td>45</td>
<td>477</td>
<td>Research</td>
</tr>
<tr>
<td>Cox</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Jim</td>
<td>2006</td>
<td>Associate</td>
<td>Ph.D., University of Memphis MBA, Univ. of Rhode Island</td>
<td>15</td>
<td>45</td>
<td>449</td>
<td>Research</td>
</tr>
<tr>
<td>Chen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 computer based on all students taught rather than the student majors or other related groupings.

The present student-faculty ratio is 34:1 for management courses. There are no practicum courses offered in the proposed post-baccalaureate certificate program.
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.

No new or additional faculty resources will be needed to offer this post-baccalaureate certificate. The existing faculty will teach these courses within their regular loads as they are offered in the management degree program during regular semesters.

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

No such recruit will be needed. Existing faculty are fully adequate to offer courses for the proposed certificate program within their regular teaching load. No special Chair of Instruction will be required either.

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

Being a regional institution, McNeese State University focuses primarily on providing services to the local population and its economy. Excellence in teaching is the University's primary goal with research playing a secondary role. Within the undergraduate and graduate programs, research activities are required for AACSB reaccreditation. All research activities are accomplished above the regular teaching load.

F. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)
   Not applicable

ii. For proposed new faculty, qualifications and/or strengths needed
   Not applicable

5. Library and Other Special Resources

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

Frazier Memorial Library provides access to a wealth of materials through its membership in LOUIS, the Library Network of Louisiana, including print texts and over 148,000 electronic books (eBooks) through the SirsiDynix online public catalog. Full-text electronic journals in a wide range of subject areas are available through over 100 database subscriptions. In addition, Frazier Memorial Library is a Federal Depository Library for U.S. Government Printing Office documents and a participant in the Louisiana State Documents Depository Program. The library has a liaison program through which librarians work with faculty to develop the collection in subject areas based on academic departments. Frazier Memorial Library is committed to expanding and improving resources and services to meet the needs of students and their instructors in all programs.

<table>
<thead>
<tr>
<th>Library Resources Available to Support Research and Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Resources</strong></td>
</tr>
<tr>
<td>10 FTE library faculty</td>
</tr>
<tr>
<td>8 FTE classified support</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>• 11 online databases</td>
</tr>
<tr>
<td>• 4,214 e-books</td>
</tr>
<tr>
<td>• 3,161 electronic periodical subscriptions</td>
</tr>
<tr>
<td>• Reference librarian assistance via instant messenger</td>
</tr>
<tr>
<td>• Interlibrary loan service</td>
</tr>
<tr>
<td>• U.S. and Louisiana government documents depository</td>
</tr>
</tbody>
</table>

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.?
Additional resources will not be needed. So, no additional cost will be involved.

C. Do other institutions have library resources being used or available to faculty and students for the proposed program?
Other nearby UL Business Schools (ULL) or through Inter-Library Loan programs

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

<table>
<thead>
<tr>
<th>Library Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

E. Project library expenditures needed for the first five years of the proposed program.
Projected expenditures will be zero.

F. What additional special resources, other than library holdings, will be needed?
None are needed.

G. If a graduate program is requested, indicate:
   i. Special library resources needed to offer a program of quality
      None are needed
   ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.
      Not applicable

6. Facilities and Equipment

A. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.
Additional physical resources are not needed.
B. Describe present utilization of these facilities where facilities are assigned to the department.

Most of the undergraduate courses are offered during the day on Monday through Friday. As a result, the classrooms are available as needed. Each faculty has a dedicated computer accessible to both the internet and campus network as well as the online learning management system.

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 of financing.

None are needed.

7. Administration

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

The program will reside under the College of Business’ MMBA Department.

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

No

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

The Management program has demonstrated successful program outcomes including retention, graduation and employment. The program has strong leadership and highly qualified faculty who make every effort to ensure student success.

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.

AACSB does not provide accreditation for graduate or undergraduate ‘certificates’.

All the undergraduate programs and the MBA program in the College of Business have been consecutively reaccredited since the initial accreditation in 1987 by the AACSB-International. The next visit by the AACSB-International is due in November 2014 for another bout of reaccreditation.

The reaccreditation evaluation consists of a review of the program’s mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The review is based on the required Standards and whether or not the program meets the standards and procedures for degree programs.
B. Delineate the initial costs of accreditation and subsequent annual cost.

There is no initial cost of accreditation since AACSB does not provide accreditation for graduate or undergraduate ‘certificates’.

C. If a doctoral program is required, 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.

Undergraduate Management Program

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

The supporting program is nationally accredited and has no compliance issues related to standards nor have outstanding recommendations for improvement.

10. Costs

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

Program costs:
This program will result in no additional costs to the university.

Anticipated Increased Income:
The new program will increase revenue to McNeese State University as enrollment grows. The prospects for increased revenue are bright given the national trend for the increasing employment demand in human resource management in all conceivable business fields.

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 programs.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2012-2013 (actual)</th>
<th>2013-2014 (budgeted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>2,401,514</td>
<td>2,246,812</td>
</tr>
<tr>
<td>Other Compensation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Related Benefits</td>
<td>750,660</td>
<td>821,183</td>
</tr>
<tr>
<td>Total Personal Services</td>
<td>3,152,174</td>
<td>3,067,995</td>
</tr>
<tr>
<td>Travel</td>
<td>11,220</td>
<td>5,000</td>
</tr>
<tr>
<td>Operating Services</td>
<td>13,566</td>
<td>8,447</td>
</tr>
<tr>
<td>Supplies</td>
<td>5,140</td>
<td>4,184</td>
</tr>
<tr>
<td>Total Operating Expenditures</td>
<td>29,926</td>
<td>17,631</td>
</tr>
<tr>
<td>Professional Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Charges</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Debt Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interagency Transfers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Other Charges</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Acquisitions</td>
<td>463</td>
<td>0</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Major Repairs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Acquisitions and Major Repairs</td>
<td>463</td>
<td>0</td>
</tr>
<tr>
<td>Function total</td>
<td>3,182,562</td>
<td>3,085,626</td>
</tr>
</tbody>
</table>

Source: 2013-2014 Budget of McNeese State University

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

The proposed program will not affect any allocations of future funds.

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

None

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

The proposed Post-Baccalaureate Certificate in Human Resource Management will require no additional funding in order to be implemented.
**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM**

**Institution:** McNeese State University  
**Date:** October 30, 2013

**Program/Unit:** Management, Department of Management, Marketing and Business Administration

FTE = Full Time Equivalent (use the institution’s standard definition and provide that definition.
FTE Definition of MSTR. Based on percentage of faculty member’s work load and dedicated to teaching

<table>
<thead>
<tr>
<th>EXPENDITURES—No additional costs anticipated with this program</th>
<th>First Yr</th>
<th>Second Yr</th>
<th>Third Yr</th>
<th>Fourth Yr</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>Faculty</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Support Personnel</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Fellowships &amp; Scholarships</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>SUB-TOTAL EXPENSES</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>AMOUNT</td>
<td>AMOUNT</td>
<td>AMOUNT</td>
<td>AMOUNT</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>SUB-TOTAL</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL EXPENSES</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**REVENUES**

Estimated revenues based on annual 10% tuition increase starting with 13-14 published tuition and fees. Estimated enrollment based on 10 students’ first semester; 20 enrolled each subsequent semester).

<table>
<thead>
<tr>
<th></th>
<th>First (half) yr</th>
<th>%</th>
<th>Second year</th>
<th>%</th>
<th>Third year</th>
<th>%</th>
<th>Fourth year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Percentage of Total Anticipated From:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition</td>
<td>$19,712.50</td>
<td>75%</td>
<td>$86,740</td>
<td>77%</td>
<td>$95,414</td>
<td>78%</td>
<td>$104,955.60</td>
<td>80%</td>
</tr>
<tr>
<td>($1971.25)</td>
<td>($2,168.50)</td>
<td></td>
<td>($2,385.35)</td>
<td></td>
<td>($2,623.89)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>$6,597.50</td>
<td>25%</td>
<td>$26,390</td>
<td>23%</td>
<td>$26,390</td>
<td>22%</td>
<td>$26,390</td>
<td>20%</td>
</tr>
<tr>
<td>($659.75)</td>
<td>($659.75)</td>
<td></td>
<td>($659.75)</td>
<td></td>
<td>($659.75)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$26,310</td>
<td>100%</td>
<td>$113,130</td>
<td>100%</td>
<td>$121,804</td>
<td>100%</td>
<td>$131,345.60</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE:** Estimated enrollment based on 10 FTE students (9 SCH) enrolled in the first semester and 20 FTE students in the program for each subsequent term.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 27, 2014

Item F.3. Northwestern State University’s request to change the name of the Master of Arts in Adult Education in the Gallaspy College of Education and Human Development to the Master of Arts in Adult Learning and Development.

EXECUTIVE SUMMARY

Northwestern State University is seeking approval to rename a Master of Arts program in the Gallaspy College of Education and Human Development effective Fall 2014: Adult Education to Adult Learning and Development. The new program name and planned curriculum will better position NSU to recruit and retain students, to meet the career needs of graduates and employers, to complement state efforts in workforce development, and to meet the needs that higher education can provide to students, state government, private enterprise, and society.

The current degree offers concentrations in continuing education, homeland security, and technology management. The proposed degree focused on Adult Learning and Development will initially offer concentrations in workforce and community development, homeland security and unified public safety, and e-Learning. The University will continue to offer the degree in an online format and will remain at 33 credit hours. A certificate program will require 12 hours and not require admission to the Graduate School.

The University is proud to offer the state’s only online master’s adult education program. The current program overall has not been substantially updated in many years. Northwestern is committed to continuing its legacy as the state’s training ground for educators. Its education college has earned full accreditation from the National Council for Accreditation of Teacher Education* (NCATE) since 1954, and its graduate education programs were included among the top master’s in education degree programs in the United States ranked by mastersdegreeonline.org. A revamped program in Adult Learning and Development will reflect a reorientation of course content to prepare adult educators to meet the needs of today’s workforce and dynamically changing workplace with its rapidly evolving technology. Additionally, the program will uniquely focus on adult learning and adult development, with a targeted and pervasive strategy to help students not only learn new skills and knowledge, but also increase learning, communicating, thinking and problem-solving capabilities.

The proposed name change would best meet the needs of the programs, its students, and the University. This reorganization would not have a financial impact on the University.

*NCATE is now Council for the Accreditation of Education Preparation (CAEP).
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to change the name of the Master of Arts in Adult Education in the Gallaspy College of Education and Human Development to the Master of Arts in Adult Learning and Development.
January 31, 2014

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

Re: Request for Name Change - Master of Arts in Adult Learning and Development in the Gallaspy College of Education and Human Development

Dear Dr. Woodley:

Northwestern State University is submitting the attached Request to Rename the Master of Arts in the Gallaspy College of Education and Human Development from MA in Adult Education to the MA in Adult Learning and Development to be placed on the agenda for approval at the February 2014 Board meeting.

Thank you very much for your consideration.

Sincerely,

Randall J. Webb
President

RJW/pC
Attachment
Northwestern State University is seeking approval to rename a Master of Arts program in the Gallaspy College of Education and Human Development (COE&HD) effective Fall 2014: Adult Education to Adult Learning and Development. The new program name and planned curriculum will better position NSU to recruit and retain students, to meet the career needs of graduates and employers, to complement state efforts in workforce development, and to meet the needs that higher education can provide to students, state government, private enterprise, and society.

Attachment A provides details on the corresponding proposed curricular structures, concentrations, and certificates to be submitted for approval at the University level. These changes reflect the recommendations of Dr. Linda Morris, a national expert in adult learning and development and the outgoing president of the American Association for Adult and Continuing Education, who has met with university leadership. The current degree offers concentrations in continuing education, homeland security, and technology management. The proposed degree focused on Adult Learning and Development will initially offer concentrations in workforce and community development, homeland security and unified public safety, and e-Learning.

The degree will remain online and require 33 hours. A certificate program will require 12 hours and not require admission to the Graduate School.

NSU is proud to offer the state’s only online master’s adult education program. However, the current program overall has not been substantially updated in many years. After the former program coordinator retired last year, a college faculty member in another program volunteered to manage the program. Thus, a full-time faculty member with a terminal degree in this field and current experience is critical to program revitalization. In Fall 2013, 56 students were enrolled in the program; 20 degrees were awarded in 2012-2013.

NSU is committed to continuing its legacy as the state’s training ground for educators. Its education college has earned full accreditation from the National Council for Accreditation of Teacher Education (NCATE) since 1954, and its graduate education programs were included among the top master’s in education degree programs in the United States ranked by mastersdegreeonline.org. A revamped program in Adult Learning and Development will reflect a re-orientation of course content to prepare adult educators to meet the needs of today’s workforce and dynamically changing workplace with its rapidly evolving technology. In addition the program will uniquely focus on adult learning and adult development, with a targeted and pervasive strategy to help students not only to learn new skills and knowledge, but also to increase learning, communicating, thinking, and problem-solving capabilities.
Attachment A

M.A. Adult Education -- Adult Learning and Development

33-hour program to include:

- Foundation: 12-hours
- Concentration: 12-hours (3 concentrations plus Adult Education Add-on Certification)
  - Workforce and Community Development
  - e-Learning
  - Homeland Security and Unified Public Safety
- Support: 6-hours
- Application: 3-hours

**Foundation: 12-hours**—To be bundled into a Certificate in Continuing Education and Workforce Development as well as being the foundation for the degree.

- Foundations of Continuing Education and Training
  Prerequisite: none
  Credit hours: 3
  Systematic review of organization and structure of adult learning systems in the United States, with particular attention to emerging paradigms for the education of adults, program coordination, participation patterns of adults, historical antecedents, and philosophical issues

- Adult Learning and Development
  Prerequisite: none
  Credit hours: 3
  Study of the unique nature of adult learners, including motivation in adult learning processes and learning how to learn. Emphasis on understanding adulthood, adult development, and the maturation process and the relevance to learning of physiological/neurological, sociological, anthropological, and psychological factors.

- Design and Measurement of Adult Learning Activities
  Prerequisite: Adult Learning
  Credit hours: 3
  Models and principles for designing, developing, conducting, and assessing adult learning experiences, with application to the various organizational and community contexts in which adult learning is promoted.

- Communicating for Learning and Problem-Solving
  Prerequisite: Adult Learning
  Credit hours: 3
  Methods and techniques for oral and written communication ranging from writing to knowledge management; personal, interpersonal, group and organizational
Concentration Areas: 12 Hours

Workforce and Community Development

- Literacy (including Numeracy—address PIAAC Report)
- Group Dynamics & Organizational Development
- Program Planning
- Adult Development in Organizational Systems (e.g. Career and Staff Development)

e-Learning

- Distance Learning Theory and Practice
- Facilitating Adult Learning in the Online Environment
- Development of Multimedia Materials
- Management and Administration of e-Learning

Homeland Security and Unified Public Safety

12 hours in HS courses

Support: 6-hours

Application: 3-hours
Item F.4. Southeastern Louisiana University’s request for approval to terminate the Master of Education in Educational Technology program.

EXECUTIVE SUMMARY

The University requests approval to terminate the Master of Education in Educational Technology (ETE) degree program. Because all certifications related to the educational technology degree are endorsements to an existing, valid teaching certificate and not an initial certification for educators, enrollment for the program has declined significantly. No students have applied for admission to the program beginning in Spring 2014. Enrollment challenges of the program have also been impacted by little workforce demand for classroom teachers with advanced degrees in educational technology.

Currently, there are approximately 45 students enrolled in the program, with 35 of those students expected to complete degree requirements in the Spring 2014. With only ten students remaining after Spring 2014, no new students beginning in Spring 2014, and no prospective students on the horizon, enrollment projections are low. The remaining courses for students currently enrolled in the program to complete their degrees have been identified and all students will be able to complete the program by Spring 2016, with most completing degree requirements in Spring 2014.

After Spring 2014, there will be only one ETE program faculty remaining at Southeastern. The remaining faculty member will continue to teach classes for the ETE degree program through Spring 2016 or until all majors have completed their program, whichever comes first, as well as continue to teach ETE courses required for the MEd program in Educational Leadership. The termination of this program will not affect other academic programs in the department, college, or university.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval to terminate the Master of Education in Educational Technology program.
January 30, 2014

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

Re: Request to Terminate an Academic Degree Program

Dear Dr. Woodley:

Southeastern Louisiana University respectfully requests the attached Request to Terminate an Academic Program – Master of Education in Educational Technology (139999) be placed on the agenda for the February 2014 meeting of the Board of Supervisors.

Your consideration is appreciated.

Sincerely,

[Signature]

John L. Crain  
President

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

1. **Institution**  
   Southeastern Louisiana 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.)  
   Master of Education

4. **Title and CIP Code.**  
   Educational Technology – 139999

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

6. **Teach-out plan, including semester/year at which reporting of degrees shall cease.**  
   The remaining courses for students currently enrolled in the program to complete their degrees have been identified and all students will be able to complete their program by Spring 2016, with most completing degree requirements in Spring 2014. After Spring 2014, there will be only one ETEC program faculty member remaining at Southeastern. One has accepted a position elsewhere; one is in her terminal year resulting from an unsuccessful tenure application; one passed away recently. The remaining faculty member will continue to teach classes for the ETEC degree program through Spring 2016 or until all majors have completed their program, whichever comes first, as well as continue to teach ETEC courses required for the MED program in Educational Leadership. No full-time faculty members will be terminated as a result of the discontinuation of the ETEC degree program.

7. **Reason for request.** (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)
   - Since all certifications related to the educational technology degree are endorsements to an existing, valid teaching certificate and not an initial certification for educators, the enrollment for the program has decreased to the point that no students have applied for admission to the program beginning in Spring 2014.
   - Currently, there are approximately 45 students enrolled in the program, with 35 of those students expected to complete degree requirements in the Spring 2014. With only 10 students remaining after Spring 2014, no new students beginning in Spring 2014, and no prospective students on the horizon, enrollment projections are low.
   - There is little workforce demand for classroom teachers with advanced degrees in educational technology.
   - After May 2014, Southeastern will have only one ETEC faculty member remaining. Hiring new faculty to replace those who have left or will leave is not a wise use of resources given the low student and workforce demand.
8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.
   NA

9. **Program/Unit Contact** (name, title, email address, telephone number)

   Tammy Bourg, Provost and Vice President for Academic Affairs; tbourg@selu.edu; 985 549-2316

   **Campus Head:**

   [Signature]

   **Date:** 1/26/17

   **Management Board:**

   [Signature]

   **Date:**

---

* 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.

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.5. University of Louisiana at Monroe's request for approval of a Letter of Intent for an online Master of Science degree program in Nursing with emphasis in Gerontological Nursing Leadership effective Spring 2015.

EXECUTIVE SUMMARY

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

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

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

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

The University projects that 12-15 students per year will graduate by 2017. Students graduating with the proposed degree will possess the knowledge base to assume responsibility for positions as Director of departments and service lines in large nursing home and hospital systems and equip nurses with knowledge base to seek executive positions in a variety of healthcare environments. This unique program will fill a gap within the state since it addresses the workforce need for personnel educated to address the issues associated with America’s and Louisiana’s aging population.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for a Letter of Intent for an online Master of Science degree program in Nursing with emphasis in Gerontological Nursing Leadership effective Spring 2015.
January 28, 2014

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

Dear Dr. Woodley:

The University of Louisiana at Monroe requests consideration and approval of the attached Letter of Intent for an online Master of Science in Nursing.

The University of Louisiana at Monroe is ideally suited to offer an online Master of Science in Nursing with a specialization in Gerontological Nursing Leadership: it has a comprehensive array of 19 programs in 12 different health science disciplines, with five programs offered completely online; it has consistently shown its strength in nursing by having a 100% passage rate on the NCLEX examination since 2008; it offers the only gerontology and gerontological studies programs in Louisiana, and it has developed online programs that have received national attention for quality and affordability. This unique program will fill a gap within the state since it addresses the workforce need for personnel educated to address the issues associated with America's and Louisiana's aging population.

We respectfully request that this item be placed on the agenda for the Board of Supervisors meeting for February, 2014.

Sincerely,

Nick J. Bruno, Ph.D.  
President
**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]**

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date: 1/27/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
<td></td>
</tr>
<tr>
<td>University of Louisiana at Monroe (ULM)</td>
<td></td>
</tr>
<tr>
<td>Program: Title, CIP, Degree/Certificate Awarded</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Nursing (MSN), 51.3801</td>
<td></td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):

- Dr. Benny Blaylock (318-342-1603) blaylock@ulm.edu
- Dr. Emily S. Doughty (318-342-1739) doughty@ulm.edu

1. **Program Objectives and Content**

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

   This program would be an on-line program consisting of a single option Master of Science in Nursing degree with emphasis in Gerontological Nursing Leadership. This program will be developed to prepare registered nurses to practice in a variety of gerontology and/or nursing management roles and to implement strategies that direct health care delivery in a variety of practice settings. The program will consist of 36 credit hours, including nine (9) hours of advanced courses in health policy, global health, and legal/ethical decision-making, nine (9) hours of nursing administration/leadership courses, twelve (12) hours of gerontology courses, and six (6) hours of research courses, culminating with a research project. Both full-time and part-time options will be available.

   This Master of Science in Nursing program will offer the working registered nurse an attractive opportunity to complete an advanced degree within their career field in an on-line environment. Gerontology nursing roles vary within the field with regards to responsibility, offering a number of different types of gerontology leadership positions. For example, the nurse prepared with a Master’s in Gerontological Nursing Leadership would be able to assume the role of Director of Nursing in a Home Health Agency, Skilled Nursing Facility, Outpatient Clinic, and Community Based Hospitals. Other roles include consultant for a variety of health care agencies including nursing homes, skilled facilities, and home health agencies.

   The objectives of the program are to: offer the availability of an on-line Master’s program option in Nursing with an emphasis in Gerontological Nursing Leadership; graduate 12-15 students per year by 2017; offer students graduating with this degree the knowledge base to assume responsibility for positions as Director of departments and service lines in large nursing home and hospital systems; equip nurses with the knowledge base to seek executive positions in a variety of health care environments.

2. **Need**

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

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

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

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

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

3. Relevance

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

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

Northeast Louisiana is in need of Master’s prepared nurses with skills and knowledge in Gerontological Nursing and Gerontological Nursing Leadership. Currently, nurse managers are expected to manage human resources, large budgets, and fiscal planning. Chief nursing administrators and hospital executive officers report that their clinical agencies must employ nurses with baccalaureate degree preparation in management roles because of the unavailability of nurses prepared at the Master's degree level. Baccalaureate prepared nurses are not educated with the adequate gerontological knowledge or the advanced knowledge to perform in upper level management roles without extensive training and time commitment from their employer.

4. Students

Summarize student interest/demand for the proposed program.

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

Region Eight, chief nursing officers and hospital executives have expressed a desire for ULM to offer a Master's degree in nursing. They have noted how expensive it is for students to attend out of state institutions. The executives have committed to employing and retaining qualified nurse managers in their facilities and to assisting their employees with educational stipends. Because of the on-line nature of this program, students will be recruited nationally thus benefiting ULM and the ULS system.

5. Cost

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

The cost of the MSN program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. Currently, Kitty DeGree School of Nursing faculty consists of four doctorate prepared faculty members and numerous masters prepared faculty members. Three of the doctorate prepared faculty members are in administrative roles and one is in a full-time teaching role in the undergraduate program. One additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member will be required to begin the MSN program. In year two of the MSN program, there will be a need for one additional full-time doctorate prepared faculty member and one additional part-time doctorate prepared faculty member. Year three through five will require one additional part-time doctorate prepared faculty member. For the 9 month, full-time faculty positions, the salary would be $70,000 plus benefits calculated at 37% for a total of $95,900. The part-time faculty members will be paid on a per course basis of $3500 per course; summer salaries will also be paid on a per course basis. In addition to the current clerical staff member, there will be an additional need for part-time clerical support at approximately $12,000 plus benefits calculated at 37% for a total of $16,440 per year. Equipment, supplies, and operating costs will be approximately $10,000 per year. Total cost for the first year will equal approximately $139,840. The
The second year cost will be approximately $253,240. Years three through five will cost approximately $260,240.

The University will fund this program through program generated income, university allocations, and state appropriations. Graduate tuition/fee cost for one semester (9 credit hours) is as follows: $3252.50 per semester, plus $50 per course for an online fee, and $250 professional fee. The program generated income for each semester will be approximately $3,652.50 per student for each 9 credit hours, for a total of $109,575 yearly per every 10 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Salaries and Benefits</th>
<th>Equipment, Personnel Support, Operating Cost</th>
<th>Source of Funds</th>
<th>Number of Students</th>
<th>Tuition and Fee Generated Revenue For 9 Credit Hours</th>
<th>Total per Year for 9 Courses (27 cr. Hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0</td>
<td>1.0 $102,900</td>
<td>$10,500</td>
<td>$26,440</td>
<td>10</td>
<td>$3,652.50/semester</td>
<td>$109,575</td>
</tr>
<tr>
<td>2</td>
<td>2.0</td>
<td>2.0 $205,800</td>
<td>$21,000</td>
<td>$26,440</td>
<td>20</td>
<td>$3,652.50/semester</td>
<td>$219,150</td>
</tr>
<tr>
<td>3</td>
<td>2.0</td>
<td>3.0 $212,800</td>
<td>$21,000</td>
<td>$26,440</td>
<td>20</td>
<td>$3,652.50/semester</td>
<td>$219,150</td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td>3.0 $212,800</td>
<td>$21,000</td>
<td>$26,440</td>
<td>20</td>
<td>$3,652.50/semester</td>
<td>$219,150</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td>3.0 $212,800</td>
<td>$21,000</td>
<td>$26,440</td>
<td>20</td>
<td>$3,652.50/semester</td>
<td>$219,150</td>
</tr>
</tbody>
</table>

CERTIFICATION:

Chief Academic Officer

Chancellor/President

Management Board

Date: 1/27/14

Date: 1/28/14
Item F.6. University of Louisiana at Monroe’s request for approval of a Letter of Intent for an online Master of Public Administration degree program with concentrations in Administration of Health; Administration of Justice; and Administration of Education, Management, and Public Management effective Spring 2015.

EXECUTIVE SUMMARY

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

The central purpose of the proposed MPA is to produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international public, non-profit, and private sector organizations. The MPA is open to students globally without previous public or private sector experience as well as individuals presently employed in the public or private sector seeking to advance their careers. The online 30-credit hour program will require students to take 15 hours of required courses and 15 hours in a selected concentration. Students will have an opportunity to complete all course requirements in 24 months. The proposed MPA is unique in that it would be the only online MPA program offered by any university in Louisiana. As well, the program is unique in that it includes some concentrations not offered at the other institutions.

According to the Bureau of Labor Statistics, there will be an estimated 951,000 job openings across the nation between 2012 and 2022 that require a Master’s degree, an 18.4% increase – the largest estimated increase across all levels of education for all occupations. A master’s degree will be in high demand, so ULM’s online MPA degree will meet a growing nationwide labor and industry educational demand. With an annual median salary of $63,400, versus the national annual median salary of $34,750, an MPA will provide individuals with a higher standard of living and assist them in achieving higher positions within their industries.
Students will be recruited for the proposed program from other undergraduate degree programs at ULM. As well, an online MPA has explicitly expressed student support within Louisiana, student support outside of Louisiana, private sector support in Louisiana, non-profit support outside of Louisiana, and public sector support outside Louisiana.

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for a Letter of Intent to establish an online Master of Public Administration degree program with concentrations in Administration of Health; Administration of Justice; and Administration of Education, Management, and Public Management effective Spring 2015.
January 28, 2014

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

Dear Dr. Woodley:

The University of Louisiana at Monroe requests consideration and approval of the attached Letter of Intent for an online Master of Public Administration.

The Master of Public Administration program will produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international public, non-profit, and private sector organizations. It is consistent with ULM’s role, scope, and mission and is available to advance the career of anyone with a bachelor’s degree earned at a regionally-accredited institution. Offering the program in an online format with concentrations in Administration of Health, Administration of Justice, Administration of Education, Management, and Public Management leverages ULM’s nationally-recognized strength in online degree programs, especially in business and education, and adds to the comprehensive nature of ULM’s health-science offerings.

We respectfully request that this item be placed on the agenda for the Board of Supervisors meeting for February, 2014.

Sincerely,

Nick J. Bruno, Ph.D.  
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

<table>
<thead>
<tr>
<th>Campus: University of Louisiana at Monroe</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Contact Person &amp; Access Info (if clarification is needed):</td>
<td></td>
</tr>
<tr>
<td>Dr. Joshua Stockley, Associate Professor</td>
<td></td>
</tr>
<tr>
<td>College of Business and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>700 University Avenue</td>
<td></td>
</tr>
<tr>
<td>Monroe LA 71209</td>
<td></td>
</tr>
<tr>
<td>(318) 342-3216</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:stockley@ulm.edu">stockley@ulm.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Date:

1. Program Objectives and Content

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

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

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

Structure and components: The online ULM MPA program will be a 30 hour online program featuring five concentrations: Administration of Health (ADH), Administration of Justice (ADJ), Administration of Education (ADE), Management (MGT), and Public Management (PMG). The immediate ability to offer five concentrations is made possible by preexisting online master’s programs offered by Criminal Justice, Education, Gerontology, and Business.

Students must take 15 hours of required courses, which ensures that every student develops a shared knowledge base and skill set with the prerequisite analytical skills and understandings of policy issues and governmental processes that frame the environment, regardless of whether the ultimate career goal is in the public or private sector. The proposed courses making up the required courses will be offered online by ULM’s Political Science degree program and are as follows (students must take all five courses listed below):

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

Students must also take 15 hours in a selected concentration, which allows students to specialize in a particular field of knowledge and develop a selective skill set. The courses for a Concentration in the Administration of Health will be provided by ULM’s Gerontology program, which presently offers an online-only Master of Arts in Gerontology. ULM’s Gerontology program is the only online-only Gerontology program in the State of Louisiana offered by a public institution and currently offers graduate level courses in the following courses that would be required for a Master of Public Administration, Concentration in the Administration of Health (students would select five courses from the list below):

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

The courses for a Concentration in the Administration of Justice will be provided by ULM’s Criminal Justice program, which presently offers an online-only Master of Arts in Criminal Justice. ULM’s Criminal Justice program currently offers graduate level courses in the following courses for a Master of Public Administration, Concentration in the Administration of Justice (students
would select five courses from the list below):

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

The courses for a Concentration in Management will be provided by ULM’s College of Business and Social Sciences (CBSS), which presently offers an online-only Master of Business Administration. ULM’s CBSS currently offers graduate level courses in the following courses for a Master of Public Administration, Concentration in Management (students would select five courses from the list below):

- BUSN 5010 – Research and Presentation Skills
- BUSN 5009 – Management Information Systems
- BUSN 5030 – Organizational Theory and Behavior
- BUSN 5039 – Strategic Management
- MGMT 5001 – Seminar in Management
- MGMT 5007 – Seminar in Human Resource Management

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

- EDLE 5001 – Teacher Leader I: Using Data for School Improvement
- EDLE 5005 – Teacher Leader II: Improving School Performance
- EDLE 5015 – Legal, Ethical, and Regulatory Issues
- EDLE 5020 – Systems Design in Curriculum and Instruction for Educational Leaders
- EDLE 5045 – Managing School and District Resources
- EDLE 5050 – Practice of School and District Leadership
- EDAS 5001 – Foundations of Education Administration
- EDAS 5014 – School Law
- EDAS 5015 – School Finance and Taxation
- EDAS 6018 – School Community Relations
- EDAS 6019 – School Personnel Administration

The courses for a Concentration in Public Management will be provided by ULM’s Political Science degree program, which will offer graduate level courses for a Master of Public Administration, Concentration in Public Management (students would select five courses from the list below):

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

Timeline: Courses will be offered online in such a manner that students could complete all course requirements in less than 24 months; courses would be offered in the Fall, Spring, and Summer semesters.

Prerequisites: Because people come to public service from many different backgrounds, any undergraduate major from an accredited institution is acceptable. In addition to the University requirements for admission to the Graduate School at ULM, all applicants for admission to the MPA degree program must have a minimum overall grade point average of at least 2.5 on all undergraduate work.

Deliverability: The MPA will be delivered online-only, making it the only online-only MPA program offered by any university in the State of Louisiana. This will allow individuals within Louisiana and outside Louisiana to enroll and to obtain a degree.
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.

According to the Bureau of Labor Statistics, there will be an estimated 951,000 job openings across the nation between 2012 and 2022 that require a Master’s degree, an 18.4% increase -- the largest estimated increase across all levels of education for all occupations (Bureau of Labor Statistics, December 2013). A master’s degree will be in high demand, so ULM’s online MPA degree will meet a growing nationwide labor and industry educational demand. With an annual median salary of $63,400, versus the national annual median salary of $34,750, an MPA will provide individuals with a higher standard of living and assist them in achieving higher positions within their industries. The online MPA degree program proposed by ULM would be the first and only online MPA degree program in the State of Louisiana, allowing ULM to supply a nationwide demand. Presently, the other institutions in Louisiana are confined to meeting regional demands because their degree is confined to their campus. Because this is an online degree program, it is not designed to compete with existing MPA programs in Louisiana; rather, it is designed to compete with other institutions outside of Louisiana that presently offer online-only degrees. This online MPA degree program is also different in that it includes some concentrations not offered at the other institutions.

The online MPA degree program proposed by ULM is unique in not only being the only online MPA program offered by a university within the State of Louisiana and not only meeting a nationwide educational demand, but would be structured in a manner to anticipate the diversity of demand across diverse industries and occupations requiring a master-level education because it features five distinct concentrations – Administration of Health (ADH), Administration of Justice (ADJ), Administration of Education (ADE), Management (MGT), and Public Management (PMG). These concentrations reflect the diversity of specialized skills required by different occupations and recognize the diversity of occupational growth in the private and public sector.

Public Sector Need: The Masters of Public Administration with a Concentration in the Administration of Justice & the Masters of Public Administration with a Concentration in Public Management

An estimated 22 million individuals, 15% of the total workforce, are employed in federal, state, and local government, making it one of the largest sectors of employment in the nation. An estimated 929,000 additional state and local government jobs will be created over the next ten years, so there will be a high demand for qualified administrators (U.S. Department of Labor, 2013). In Louisiana, the Louisiana Workforce Commission, projects government jobs to grow 5.4% between 2010 and 2020; however, in ULM’s regional labor market, Region 8, demand for qualified public servants will be greater with an estimated 10.9% growth in state and local government jobs between 2010 and 2020 (Louisiana Workforce Commission). Also, the Bureau of Labor Statistics projects job growth for careers in the area of criminal justice ranging from 11% for federal law enforcement to 21% for criminologists, with median salaries ranging from $92,000 for federal law enforcement to $94,000 for federal criminologists. This degree would also prepare individuals for careers as social and community service managers or non-profit managers, which projects a faster than average growth rate of 21% and a median income of $60,000.

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

Human Resource Management Need: The Masters of Public Administration with a Concentration in Management

According the Louisiana Workforce Commission, management of companies and enterprises jobs are estimated to grow statewide by 14.6% over the next decade; however, within ULM’s regional labor market, Region 8, these jobs are estimated to grow by an astounding 57.4%, well above regional (12.5%) and statewide (14.6) estimates. Management positions are in high demand in Louisiana, so the online MPA degree will meet a regional demand. There is also a projected demand nationally. The Bureau of Labor Statistic projects executives, individuals who plan, direct, and coordinate the operational activities of organizations and departments, will grow nationwide by 11% - as fast as the national average for all occupations. On the other hand, human resource managers are projected to grow nationwide 13% from 2012 to 2022 – slightly higher than the national average. Therefore, there is above average growth projected at the regional, statewide, and national level in jobs where individuals will need or be advantaged by an MPA degree with a Concentration in Management; with median salaries ranging from $99,720 to $102,000.

Administration of Health Need: The Masters of Public Administration with a Concentration in the Administration of Health

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

Administration of Education Need: The Masters of Public Administration with a Concentration in the Administration of Education

According the Louisiana Workforce Commission, educational services jobs are estimated to grow statewide by 9.3% over the next decade. Within ULM’s regional labor market, Region 8, these jobs are estimated to grow by a more modest 3.5%. While regional growth in this area is modest, national job projections are more robust. At the national level, postsecondary education administrators are projected to grow at 15%; however, secondary administrators project a more modest 6% growth, though with an above average median annual salary of $86,760. Admittedly, education administration jobs are projecting more moderate growth rates, but there is still demand at the region, state, and national levels for these occupations. Also, individuals presently employed will have a demand for this degree in order to transition to higher positions within their educational agencies. The online delivery of this MPA program will broaden the ability of this program to attract students within and outside of Louisiana in this position.

ULM is charged with meeting the regional educational needs of students and employers. An online Masters of Public Administration degree will allow ULM to meet clearly established regional demands; however, and more significantly, an online MPA degree program will allow ULM’s MPA to meet statewide and national needs as well – none of the other institutions in Louisiana offer an online Masters in Public Administration and can supply this need.

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.

(A) The President of the University of Louisiana at Monroe, Dr. Nick Bruno, has publically advocated the need to expand ULM’s educational footprint, which is reflected in the mission statement of our newly adopted strategic plan that states, “The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.” An online MPA degree aligns with the overall educational mission of ULM by:

- Meeting regional and national workforce demands for skilled management professionals;
- Providing the entry-level educational requirements for individuals pursuing management related positions both regionally and nationally; and
- Contributing to the professional development of individuals regionally and nationally seeking to increase the credentials required to promote themselves within management related fields and organizations.

A sign of ULM’s transformative education in the realm of online degree programs is reflected in the establishment of eULM, an academic support structure designed to provide logistical support to all of ULM’s online degrees. The creation of eULM reflects the seriousness and permanence of ULM’s commitment to online education. ULM offers 28 undergraduate and graduate online degree programs, which explains why ULM was ranked in U.S. News and World Report’s top 200 online degree programs — one of only three public universities in the State of Louisiana on the list. ULM’s online MBA was ranked at number 87 in the nation; no other institution in the state was ranked this high. ULM’s online M.Ed. was ranked at number 103; no other institution in the state was ranked higher than ULM on this list. Other notable recognitions:

- In August 2013, ULM’s online MBA was ranked at number 27 in the nation by Affordable Colleges Online;
- In October 2012, ULM’s online MBA was named the nation’s overall “Best Buy” by the national review team at GetEducated.com;
- In February 2012 ULM’s online graduate education program, was the only Louisiana institution ranked in all four categories of U.S. News & World Report’s “Top Online Graduate Education Programs” listing; and
- ULM’s online graduate education program also received four recognitions from GetEducated.com for “best buy for online degree.”

An online MPA degree is clearly aligned with the mission of ULM; ULM has received national recognition for its online degree programs; ULM has taken numerous steps with substantial financial and other commitments to create quality online degree programs. ULM’s online MPA degree program would be consistent with other established successful online degrees offered by ULM.
(B) Aside from the workforce data supplied in Section 2, the online Master of Public Administration will increase the educational attainment of the state’s adult population by training individuals for budgeting, grant-writing, public relations, mediating, leadership, organization, research, and policy-writing.

It is anticipated that this new program will foster increased collaboration among faculty across campus, as the proposed concentrations include faculty from a broad spectrum of disciplines. Through this increased collaboration, we envision innovation to flourish as faculty begins discussing additional opportunities with this program and potentially others. From our experiences, it is through discussions like these where innovation and new programs generally originate.

It is also anticipated that this program will foster increased collaboration with entities external to ULM. According to the National Center for Charitable Statistics, Louisiana has 19,397 registered non-profits; there are 1.5 million non-profits nationally. The online MPA program provides an opportunity for increased collaboration, innovation, and research with non-profit organizations seeking individuals, interns, and faculty with budgeting, grant-writing, public relations, mediating, leadership, organization, research, and policy-writing skills. ULM’s three-year contract with the Delta Regional Authority’s (DRA) Delta Leadership Institute (DLI) Executive Academy is another possible avenue for increased collaboration, innovation, and research, as community leaders involved in the program seek assistance with budgeting, grant-writing, public relations, mediating, leadership, organization, research, and policy-writing skills.

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

There is an internal and external demand for an online MPA degree program from students and communities inside and outside of Louisiana.

Internal Demand: 29.4% of ULM’s Political Science baccalaureate graduates from the last three graduating classes have enrolled in a master’s program, 20% of these individuals left Louisiana to pursue their master’s degree. An online MPA degree program meets an internal demand for graduate work, regardless of whether they stay or leave Louisiana, and keeps students enrolled in the University of Louisiana system.

External Demand: ULM recently acquired the rights for three years, with annual renewal, to coordinate the Delta Regional Authority’s (DRA) Delta Leadership Institute (DLI) Executive Academy. The purpose of the DLI Executive Academy is to recognize, to train, and to develop leadership skills for public and private sector professionals across the Delta Region, defined by the DRA as an eight-state area that includes portions of Illinois, Missouri, Kentucky, Arkansas, Tennessee, Alabama, Mississippi, and Louisiana. This year, 55 individuals are participating in the Executive Academy; nearly all have indicated an interest in obtaining a Masters of Public Administration. An online Masters of Public Administration would meet the demand of these 55 participants as well as over 300 program alumni and an estimated 110 participants for the 2013-2104 and 2014-2015 DLI Executive Seminars. ULM is also working with Winrock International (Little Rock, AR) and the Clinton School of Public Service (Little Rock, AR) on delivering the DLI Executive Academy, both organizations have expressed support for this online degree and their desirability to steer individuals towards this degree. CenturyLink, Louisiana’s only Fortune 500 company located in northeast Louisiana, has also assisted ULM with the DLI Executive Academy and is supportive of an online MPA degree program.

An online MPA has explicitly expressed student support within Louisiana, student support outside of Louisiana, private sector support in Louisiana, non-profit support outside of Louisiana, and public sector support outside of Louisiana.

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.

At this time, ULM only expects minimal additional costs to develop and to implement this program. Students will enroll in both existing courses and new courses that will be created and taught by existing faculty. Revenue generated from the tuition and fees of this program will be more than adequate to offset additional expenses for potential adjuncts, instructors, or overload pay that may occur if program grows beyond initial projections. Presently, no additional appropriations are required.

<table>
<thead>
<tr>
<th>Year #</th>
<th>Students</th>
<th>Additional Cost</th>
<th>Reason for Additional Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>$26,500</td>
<td>Salary for 2 adjuncts or overload pay, as needed; development and improvement of online courses</td>
</tr>
<tr>
<td>#</td>
<td>Adjuncts</td>
<td>Salary</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>$26,500</td>
<td>Salary for 2 adjuncts or overload pay, as needed; development and improvement of online courses</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>$29,750</td>
<td>Salary for 3 adjuncts or overload pay, as needed; development and enhancement of online courses</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>$33,000</td>
<td>Salary for 4 adjuncts or overload pay, as needed; development and enhancement of online courses</td>
</tr>
</tbody>
</table>

The University is committed to investing in the program as needed to grow and sustain enrollment and maintain the quality of instruction. Additional investments in the program will come from additional revenue generated by tuition collections from the new graduate students in the program and various concentrations.

ULM’s online MPA degree program would have funding to support political science faculty through the DRA DLJ Executive Seminars grant. This three-year grant provides funds for Drs. Joshua Stockley and John W. Sutherlin, the principle investigator of this DRA grant, to support an online MPA degree program. As the DRA DLJ Executive Seminar is training leaders throughout the Delta region of the United States, those completing their training will be potential students in ULM’s online MPA degree program. The program allows individuals completing the DRA DLJ Executive Seminar to use their participation in the form of internship credits to apply towards the MPA degree program. Since these individuals would be recruited from eight states and already have careers, the importance of this program being online is essential and their enrollment is estimated to offset some program costs.

**CERTIFICATION:**

Chief Academic Officer  
[Signature]  
Date  
1/27/14

Chancellor/President  
[Signature]  
Date  
1/28/14

Management Board  
[Signature]  
Date
Item F.7. University of Louisiana at Monroe’s request for approval to create the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center.

EXECUTIVE SUMMARY

University of Louisiana at Monroe requests to create the Precision Agriculture and Unmanned Aircraft Systems (UAS) Research and Applications Center. The Center will be a multi-disciplinary group with a mission to assist the agricultural community in the development and application of innovative methods involving the use of unmanned aircraft systems to the betterment of the agricultural industry and citizens of Louisiana. The University is uniquely positioned to meet the needs of Louisiana’s agricultural community because of its established program in UAS, having an agribusiness program, a state-of-the-art toxicology laboratory, a computer science department, a complete soils analysis laboratory on campus, and an active risk management program that can address special needs of agricultural growers.

The Precision Ag Center is consistent with ULM’s role, scope, and mission in that it helps the University serve regional employers seeking assistance and applied research related to the application of agriculture. As well, it will support economic development interests and entrepreneurs in the region who seek business opportunities related to application of UASs. The objectives of the Center are: (1) to develop and implement a curriculum in precision agriculture methods incorporating the use of UASs; 2) to contribute to meeting the workforce demand for individuals in Louisiana trained in precision agriculture methods and the application of UASs to agriculture problems; and 3) to develop, conduct and disseminate, in collaboration with the agriculture community in Louisiana, innovative methods and applied research related to the application of UASs in precision agriculture.

With the anticipated release of new Federal Aviation Administration (FAA) guidelines for the commercial use of small unmanned aircraft systems in the near future, it is imperative that those involved in agriculture be prepared to take advantage of this cutting edge technology. It is estimated that 80% of the commercial use of UAS will be in agriculture and approximately $200 million will be in Louisiana during the first two years after the FAA eases operating regulations on commercial use. The Center would encompass not only crop analysis by UAS using overhead photography of crops in the near-infrared that would produce the normalized difference vegetative index to analyze crop health, but also include the addition of a concurrent soil and crop water runoff analysis that would give the complete picture of crop health and crop needs.
The Center will be administered in the College of Business and Social Sciences by the School of Management. Existing University facilities and equipment will be adequate to support the proposed center. Funding for the Center could be done incrementally with start-up funds of $500,000. As state and community involvement increase, the Center could petition for additional funds based on demonstrated need.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to create the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center.
January 28, 2014

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

Dear Dr. Woodley:

I respectfully request approval of the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center (Precision Ag Center) at the February 27, 2014, Board of Supervisors meeting.

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

Sincerely,

Nick J. Bruno, Ph.D.  
President
Form A

Request for Conditional (One-Year) Approval of a New Academic/Research Unit

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

1. **Name of Institution:** University of Louisiana at Monroe
2. **Name of Proposed Unit:** Precision Agriculture and Unmanned Aircraft Systems Research and
   Applications Center (Precision Ag Center)
3. **Name and Title of Administrator** (including contact information – email, phone, etc.): Paul
   Karlowitz, karlowitz@ulm.edu, 318-342-1168
4. **Department or Academic Unit Responsible for the Unit:** School of Management, College of
   Business and Social Sciences
5. **Date to Be Implemented:** July 2014
6. **Date Approved by Management Board:**

**FORM A – PROPOSAL FORMAT**

**Part I – Description**

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

The Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center
(Precision Ag Center) will be a multi-disciplinary group housed at the University of Louisiana at
Monroe (ULM). Its mission will be to assist the agricultural community in the development and
application of innovative methods involving the use of unmanned aircraft systems (UASs) to the
betterment of the agricultural industry and citizens of Louisiana. Its objectives are to:

- Develop and implement a curriculum in precision agriculture methods incorporating the use of
  UASs;
- Contribute to meeting the workforce demand for individuals in Louisiana trained in precision
  agriculture methods and the application of UASs to agriculture problems; and
- Develop, conduct and disseminate, in collaboration with the agriculture community in
  Louisiana, innovative methods and applied research related to the application of UASs in
  precision agriculture.

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

The Precision Ag Center is consistent with ULM’s role, scope, and mission in that it helps the
university:

- serve regional employers seeking assistance and applied research related to application of
  UASs in agriculture;
- support economic development interests and entrepreneurs in the region who seek business
  opportunities related to application of UASs;
• offer programs appropriate to a university with a predominately undergraduate student body and designed to meet the needs of regional economic development; and
• offer special programs in the agricultural sciences.

C. Address how the proposed unit will work with the local/regional economic development alliance to explore potential opportunities for collaboration.

Faculty involved with the Precision Ag Center are already working with personnel within the agriculture community and have secured funding from one person to purchase a UAS. The Center will be able to leverage this initial investment as it begins demonstrating uses of the system for agriculture.

The potential for economic development through such partnerships is multifaceted. A direct economic benefit for farmers and ranchers will come from more efficient treatment plans developed using the UAS data. Collaborations between the university and these individuals and other entrepreneurs in the region has the potential to spin-off startup ventures in many areas, including UAS design, the manufacturing of parts for UAS systems, the marketing of efficient crop and animal management plans, and data collection and interpretation.

Part II – Need

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

With the anticipated release of new FAA guidelines for the commercial use of small unmanned aircraft systems (sUAS) in the near future, it is imperative that those involved in agriculture be prepared to take advantage of this cutting edge technology or face being left behind. It is estimated that 80% of the commercial use of UAS will be in agriculture and some $200 million will be in Louisiana during the first two years after the FAA cases operating regulations on commercial use.

ULM has established itself as the lead agency in Louisiana by being the only university to offer a concentration in UAS and also a post baccalaureate certificate in UAS. ULM is also approved by the FAA under a “certificate of authorization” to fly its UAS in the national airspace system.

ULM is uniquely positioned to meet the needs of Louisiana’s agricultural community because of its established program in UAS, having an agribusiness program, a state of the art toxicology laboratory, a computer science department, a complete soils analysis laboratory on campus, and an active risk management program that can address special needs of agricultural growers.

These ULM agencies would form the beginnings of an innovative approach to a new era in precision agriculture research and UAS applications. The Center would encompass not only crop analysis by UAS using overhead photography of crops in the NIR that would produce the normalized difference vegetative index (NDVI) to analyze crop health, but also include the addition of a concurrent soil and crop water runoff analysis that would give the complete picture of crop health and crop needs. NDVI is proven technology that is very accurate in indicating crop health. Another area that should be included in the Center would be the addition of addressing the spraying of crops by UAS. Again, this is proven technology that has been in use for many years in Japan. It is very successful and is more accurate in application of product and is able to use less chemical to get the same coverage. ULM’s computer science department would assist in developing computer control programs/algorithms to control product application. Application of chemicals would be via UAS (small unmanned helicopters) similar to what is now in use in other countries and crop water runoff monitored by the toxicology lab.

Additional agricultural applications would be in the areas of cattle/livestock farmers and timber growers. UAS lend themselves well to these areas by utilizing either live streaming video/recording video or high definition color photography for the cattle farmers and utilizing NIR for timber growers where it can easily show timber/forest health. Livestock inventory can easily be monitored via video and the UAS provide early detection of timber/forest disease or damage.
A beginning structure of the research/application Center would consist of aviation, which is housed in the school of management, as the focal point and coordination agency. The main UAS team that will conduct the gathering of photographic data and soil and water samples would consist of two FAA certified pilots (who fly the UAS) in aviation and two other ULM faculty members with remote sensing and GPS/GIS expertise who will process the photographic data. There will be close collaboration with other ULM agencies such as agribusiness for agricultural specific issues, the soils lab for detailed analysis of the soil sample taken the same day and location that the NDVI data was obtained, the computer science department to work on programs and algorithms for spray applications for chemicals by UAS, and the toxicology department in the college of pharmacy for conducting the analysis of crop water runoff to determine the amount of chemical pollutants from current agricultural spraying and various chemical applications. The risk management program would be able to provide training and consultation to growers concerning specialty lines of risk management that are associated with agricultural issues.

The necessary UAS equipment needed to train and provide crop surveys and analysis will vary greatly with the volume of agricultural growers involved. Additional personnel will more than likely be needed to complete the field work to gather the NDVI photos of crops along with soil and water run off samples. Computers will be needed to process the photographic images and color printers are needed so that detailed representation showing the NDVI of the crop can be shown to the grower. Images based on color and paired with a color pallet with corresponding NDVI values that will visually show crop stress/health. Additional software will also be needed to produce a mosaic overhead photo derived from all the NIR overhead photos taken at each field. The addition of several UAS systems would be needed based on demand and could be acquired on an as needed basis. Initially, only two or three systems would be needed.

This Center should be formed and developed sooner rather than later because other states are working on these agricultural and UAS issues now. In the past, Louisiana has been left behind in many areas because of inaction, but this innovative research/agricultural applications center would be a giant step toward keeping up with UAS technology and providing a hub for research and UAS applications for the agricultural community of Louisiana.

**Part III – Faculty**

A. **List the primary faculty members who will work directly within the proposed new unit. Please provide vitae (the abbreviated vita form required for a Support Fund Initiative proposal is acceptable).**

ULM faculty initially affiliated with the Precision Ag Center are the following. CVs are attached in Appendix 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>College</th>
<th>School</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kevin Baer</td>
<td>Professor</td>
<td>Health and Pharmaceutical Sciences</td>
<td>Pharmacy</td>
<td>Environmental Toxicology</td>
</tr>
<tr>
<td>Dr. Dinesh Babu</td>
<td>Asst. Professor</td>
<td>Health and Pharmaceutical Sciences</td>
<td>Pharmacy</td>
<td>Food Safety Toxicology</td>
</tr>
<tr>
<td>Dr. Christine Berry</td>
<td>Assoc. Professor</td>
<td>Business and Social Sciences</td>
<td>Management</td>
<td>Risk Management</td>
</tr>
<tr>
<td>Dr. James Casey</td>
<td>Professor</td>
<td>Business and Social Sciences</td>
<td>Management</td>
<td>Agbusiness</td>
</tr>
<tr>
<td>Dr. Sean Chenoweth</td>
<td>Assoc. Professor</td>
<td>Arts, Education, and Sciences</td>
<td>Sciences</td>
<td>Remote Sensing, Geographic Information Systems</td>
</tr>
</tbody>
</table>
Part IV – Facilities and Equipment

A. Briefly describe existing facilities (classrooms, laboratories, offices, etc.) available for the unit.

In addition to the typical university facilities of offices, classrooms, and laboratories, the ULM UAS program utilizes an unmanned aircraft equipped with a ground control station, programmable autopilot, global positioning system receiver, altitude and airspeed sensors, a state-of-the-art near infrared (NIR) camera specifically designed for agricultural crop analysis.

Part V – Administration

A. Provide an administrative structure for the proposed unit, including reporting lines. A flow chart or diagram may be included.

B. Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.

No significant change in administrative structure will occur with creation of the Center.
Part VI – Budget

A. Please provide a projected one-year budget, including sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

Funding for this Center could be done incrementally. Start-up funding of $500,000 would be sufficient to get the group up and running, although it would be on a limited scale. As state and community involvement increased the Center could petition for additional funds based on demonstrated need.
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: University of Louisiana at Monroe

Program/Unit: Precision Agriculture and Unmanned Aircraft Systems Research/App Center

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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
</tr>
<tr>
<td>Faculty</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellowships and Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUB-TOTAL EXPENSES</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
<td>$75,000</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Equipment</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>SUB-TOTAL</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>GRAND TOTAL EXPENSES</td>
<td>$125,000</td>
<td>$125,000</td>
<td>$125,000</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td>$30,000</td>
<td>24</td>
<td>$30,000</td>
<td>24</td>
<td>$30,000</td>
<td>24</td>
<td>$30,000</td>
<td>24</td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
<td>$35,000</td>
<td>28</td>
<td>$35,000</td>
<td>28</td>
<td>$35,000</td>
<td>28</td>
<td>$35,000</td>
<td>28</td>
</tr>
<tr>
<td>Tuition</td>
<td>$60,000</td>
<td>48</td>
<td>$60,000</td>
<td>48</td>
<td>$60,000</td>
<td>48</td>
<td>$60,000</td>
<td>48</td>
</tr>
<tr>
<td>Fees</td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$125,000</td>
<td>100</td>
<td>$125,000</td>
<td>100</td>
<td>$125,000</td>
<td>100</td>
<td>$125,000</td>
<td>100</td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY

As required by Southern Association of Colleges and Schools-Commission on Colleges’ Comprehensive Standard 3.1.1., UNO respectfully requests consideration and approval of its revised mission and scope statement. The revised statement will be instrumental in developing the University’s new Strategic Plan for 2015-2020.

Mission
The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region’s foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region’s industry, culture and economy. The University of New Orleans, as a global community asset, serves national and international students and enhances the quality of life in New Orleans, the state, the nation, and the world by participating in a broad array of research, service learning, cultural and academic activities.

Scope
The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master’s and doctoral degrees in academic colleges, including but not limited to business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

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 the Statement of Mission and Scope.
January 17, 2014

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

Re: Mission and Scope statement

Dear Dr. Woodley,

The University of New Orleans is developing a new Strategic Plan for 2015-2020. We began that process by revising the Mission and Scope statement (see attachment). I am requesting approval by the Board of Supervisors for the University of Louisiana System of our new Mission and Scope statement. I also plan to submit the Strategic Plan document for approval in the near future.

I appreciate your support as we are engaged in preparation for the upcoming accreditation review by SACS-COC.

Thank you for your consideration.

Sincerely,

Peter J. Fos, Ph.D., M.P.H.  
President
The University of New Orleans

MISSION

The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region’s foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region’s industry, culture and economy. The University of New Orleans, as a global community asset, serves national and international students and enhances the quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, service learning, cultural and academic activities.

SCOPE

The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master’s and doctoral degrees in academic colleges, including but not limited to business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

EXECUTIVE SUMMARY

University of New Orleans requests approval of a Letter of Intent to develop a Master of Education (M.Ed.) in Higher Education Administration degree program. The proposed program is designed to enhance the knowledge and skills of professionals seeking to make careers in a broad array of functional areas in higher education. The program will target the population of higher education administrators and instructors, including adjunct faculty, from the eleven higher education institutions serving the New Orleans Metropolitan area.

The proposed M.Ed. in Higher Education Administration will complement the University’s existing Ph.D. program in Education Administration. Thus, the University would be positioned to serve a greater number of students, prepare students for advanced study, and generate program revenue with a minimum of additional expense. The College of Education and Human Development previously offered a master's degree program in education administration that included focus areas in both higher education and K-12 education. Beginning in 2006, the program was redesigned to focus exclusively on K-12 education in accordance with new requirements developed by the Louisiana Board of Regents and the Louisiana Department of Education. At that time, the University discontinued the practice of running both a higher education administration and a K-12 education administration concentration together.

The curriculum for the M.Ed. program consists of 36 credit hours of graduate coursework and includes foundations and leadership courses, professional practice course, an internship, and two elective courses. The program is designed for completion in two years with full-time Fall and Spring study. The M.Ed. in Higher Education Administration will incorporate a variety of instructional delivery strategies that will include traditional classroom, distance learning, and hybrid approaches. The curriculum will be designed to engage the student in serious study of pressing questions in higher education management and leadership.

According to a recent report published by the Community Data Center of Greater New Orleans, higher education is listed as one of ten industry drivers for the New Orleans-Metairie-Kenner region. The higher education profession showed a gain of 1,600 jobs during the time period of 1980-2010 and was the highest of all ten industries studied in terms of employee educational levels—with 67% of local higher education employees having an associate’s degree or higher in 2010. The proposed program will be the only program based in the region to
support this growing workforce demand in higher education. Currently, there is no higher education administration Master’s program in metro New Orleans. Although there are similar programs offered at other institutions in Louisiana, the proposed program is unique in that it offers a comprehensive curriculum as described in the Council for the Advancement of Higher Education Programs (CAHEP) guidelines for Higher Education Master’s Programs.

The proposed program provides an opportunity for students to learn more about leading and managing the higher education enterprise but, unlike most arts and sciences advanced degree offerings, the flexible scheduling offers an attractive option that is friendly to the working student. The M.Ed. in Higher Education Administration would provide the only comprehensive option for preparing higher education leaders and administrators and its implementation would be consistent with the campus goals of providing continuing education for the workforce of Louisiana and expanding UNO’s role in the economic and technological development of the state.

Based on the frequency of inquiries about the master’s level programming in higher education, it is anticipated that the demand will continue to increase in the context of the current economy and the changes now occurring in the higher education environment. Requests from individuals desiring to matriculate in a master’s program in higher education routinely received by the program coordinator, the admissions office, and the college office, provide clear evidence that there is a high demand to be addressed. Initially, students will be recruited from the administrative ranks of the five public and six private colleges and universities serving the New Orleans metro area. The University anticipates that 20 students will enroll initially and 30 students annually at a steady rate for the following academic year. As well, the University projects that there will be 20, 30, and 30 graduates in 2016, 2017, and 2018, respectively.

Existing library holdings and facilities will be sufficient to support the proposed program. Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of course instruction. However, the University anticipates that there will be a need to hire graduate assistants and adjunct faculty. Also, there will be new costs for student assistance support to manage internships, admissions, and other clerical responsibilities. Considering the number of projected students and associated revenue and new costs, if approved, the proposed program would be budget-neutral.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for a Letter of Intent for a Master of Education degree program in Higher Education Administration.
January 16, 2014

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

Re: M.Ed. in Higher Education Administration

Dear Dr. Woodley,

I am requesting approval of a letter of intent to re-open the Higher Education Administration Master's degree program. The Master of Education in Higher Education Administration is designed to enhance the knowledge and skills of professionals seeking to make careers in a broad array of functional areas in higher education. The curriculum will be designed to engage the student in serious study of pressing questions in higher education management and leadership. The program will target the population of higher education administrators and instructors, including adjunct faculty, from the eleven higher education institutions serving the New Orleans Metropolitan area.

Thank you for your consideration.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.  
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [October 2013]

General Information

<table>
<thead>
<tr>
<th>Campus: University of New Orleans</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher Education Administration</td>
</tr>
<tr>
<td></td>
<td>13.04.06 Higher Education Administration</td>
</tr>
<tr>
<td></td>
<td>Master of Education</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Ann O’Hanlon, Ph.D. Associate Professor and Chair
Department of Educational Leadership, Counseling and Foundations
aohanlon@uno.edu, 504-280-7386

Date: 10/21/2013

1. Program Objectives and Content

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

We propose a master’s program that enhances the knowledge and skills of professionals seeking to make careers in a broad array of functional areas in higher education. We have a thriving Ph.D. program in Education Administration, and the addition of the master’s complement will enable us to serve a greater number of students, prepare students for advanced study, and generate program revenue with a minimum of additional expense. The College of Education and Human Development previously offered a masters degree program in education administration that included focus areas in both higher education and K-12 education. Beginning in 2006, the program was redesigned to focus exclusively on K-12 education in accordance with new requirements developed by the Louisiana Board of Regents and the Louisiana Department of Education. At that time, we discontinued the practice of running both a higher education administration and a K-12 education administration concentration together. We are requesting at this time to re-open the Higher Education Administration Masters degree program.

The interdisciplinary field of higher education administration is a specialized body of knowledge with its own scholarly focus and topical journals. Through a generalized study of the field of higher education, students in the M.Ed. program in Higher Education Administration would become acquainted with a variety of knowledge bases associated with colleges and universities and their effective administration; e.g. universities and colleges as organizations, financial management, student and academic affairs, program evaluation, and legal issues. The program is designed for both recent college graduates and mid-career professionals. Through reflective study designed to inform effective practice, the program will encourage students to apply what they learn in class to their current or future work as practitioners/administrators in colleges and universities. The program will initially be targeted to the population of higher education administrators and instructors, including adjunct faculty, from the eleven higher education institutions serving the New Orleans metropolitan area.

The proposed curriculum is comprised of 36 credit hours of graduate coursework and includes foundations and leadership courses (6 hours), professional practice courses (21 hours), an internship (3 hours), and two elective courses (6 hours). The program is designed for completion in two years with full-time Fall and Spring study, or lighter Fall and Spring loads with summer coursework.

Development of new courses will not be necessary as this program will utilize the existing higher education concentration area courses now offered to students in our Ph.D. program in Education Administration. Thus, the proposed program will make more efficient use of existing resources by making the education administration curriculum available to a broader market by serving more than one degree program. One of the strengths of the proposed program will be that classes will be scheduled in the evenings, weekends, and online to draw working students, both full-time and part-time, who bring with them a diversity of professional perspectives and experiences to the classroom.

The proposed program will incorporate a variety of instructional delivery strategies - - face-to-face in the classroom, internet courses, and hybrid approaches. The curriculum will be designed to engage the student in serious study of pressing questions in higher education management and leadership. Chief among these are issues surrounding resources and accountability. These are challenges higher education is facing, not only in Louisiana, but nationally and internationally. Questions such as the following will be addressed: What are the key
challenges to higher education in the 21st century? Given these challenges, how can colleges and universities become more accountable to the citizenry they serve? How can colleges and universities be most efficiently and effectively organized to meet these challenges? What are the needs of the 21st century college student and how can institutions best address them? What are the challenges faced by the 21st century college student and how can institutions best respond to these challenges? What is the role of institutional culture and what is its relationship to organizational change? How can administrators and faculty work together for more effective shared governance? The proposed program will provide graduates with knowledge and awareness of the philosophical, social, and economic foundations of higher education so they are better equipped to be effective leaders in colleges and universities and advance as professionals.

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.

According to a recent report published by the Community Data Center of Greater New Orleans1, Higher Education is listed as one of ten industry drivers for the New Orleans-Metairie-Kenner region, and one of only four of these ten that saw job growth during the time period 1980-2010 (legal, insurance, and film & video also saw gains). Higher Education showed a gain of 1600 jobs in this timeframe, and was the highest of all ten industries studied in terms of employee educational levels- with 67% of local Higher Education employees having an associate’s degree or higher in 2010. While not all of these positions require graduate-level preparation, this proposed program will be the only program based in our region to prepare workers for this regionally important growth industry.

The Education Administration M.Ed. was offered for some time at UNO. This program however, currently accommodates only students seeking state certification as a principal or school leader. The degree requirements, mandated by the state, focus on K-12 school leadership and do not accommodate those seeking to work in non-K-12 settings. As such, we have been unable to serve the needs of a critical mass of local professionals interested in graduate study to gain or further their employment in our local community colleges, technical colleges, and universities. There is currently no Higher Education Administration Master’s program in metro New Orleans-despite being the 11 institutions operating here. Additionally, there is not currently any public university program statewide with a general higher education M.Ed. curriculum, as opposed to a specialized (i.e., student affairs) curriculum.

A survey of master’s-level education administration offerings at nearby institutions was conducted and the results are shown in Table 1 below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSU-BR</td>
<td>M.A. in Education</td>
<td>Student Affairs in Higher Education</td>
</tr>
<tr>
<td></td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
</tr>
<tr>
<td>Univ of New Orleans</td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
</tr>
<tr>
<td>Nicholls State</td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
</tr>
<tr>
<td>Southeastern La</td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
</tr>
</tbody>
</table>

It is important to note here that the three programs accessible to students in our region at the master's level with higher education administration content (Nicholls, Northwestern State (online), and LSU-BR) have a narrower focus than the one proposed here. Both Northwestern State's and LSU-BR's programs focuses on student affairs, while the Nicholls State program covers only a portion of the content we believe critical to comprehensive preparation. Our curriculum is designed to address a comprehensive preparation by providing a broad view of the functioning of higher education encompassing relevancy of both internal and external contexts and the integration of academic, student, and financial affairs.

The first program listed, LSU-BR's M.A. in Education with coursework in student affairs and higher education, is primarily student affairs focused. Its coursework is framed by the standards developed by the American College Personnel Association, an organization devoted to the promotion of student affairs-related scholarship and practice. Of the nine content area courses offered in that program, five (55%) focus on students and student affairs. As the LSU-BR program is student affairs focused, it offers an important curriculum, but lacks the breadth of higher education administration coursework important to the development of a comprehensive understanding of higher education, particularly for professionals working outside the field of student affairs.

The second similar program with some higher education content, the M.Ed. in Education Leadership, is offered by Nicholls State University. Like the LSU-BR M.A. in Education program, the Nicholls State M.Ed. curriculum is less broad than the proposed UNO program in terms of topical areas which are commonly believed to constitute a comprehensive understanding of higher education in general, and colleges and universities in particular. Nicholls' curriculum for the M.Ed in Education Leadership with a concentration in higher education is comprised of a limited professional core of four content area courses relating to higher education topics, while the remainder of the content coursework is focused on education in general or school/K12-related topics.

The third comparable program, the M.A. in Education at Northwestern State University, is focused on student affairs. Of the 36 required hours for this program, only 9 hours are content area courses that focus on higher education outside of student affairs. Additionally, this program is exclusively online.

The program herein proposed would be the only one in the region to offer a comprehensive curriculum as described in the Council for the Advancement of Higher Education Programs (CAHEP) guidelines for Higher Education Master's Programs. It is designed to provide the depth we believe necessary to produce a well-rounded understanding of higher education at the master’s level. To reflect this depth, we believe that master’s programs should lead students, at a minimum, to an understanding of the following: colleges and universities as organizations, higher education law, faculty and their work, policy development, higher education finance, leadership, and research, assessment and evaluation.

The addition of this program is imperative for the storm recovery and large-scale institutional changes currently underway in post-Katrina New Orleans. The need for rebuilding still remains in the New Orleans region since Hurricane Katrina, and our colleges and universities are no exception. Higher education in the New Orleans metropolitan area continues to undergo large scale change and retrenchment which has been further compounded by the economic downturn of the past several years. College and university administrators at all levels are grappling with challenges associated with recovery, reconstruction, and severe budget cuts, in addition to crisis and natural disaster management that we have never before had to face. These challenges significantly impact all administrative practices, including: admissions, student services, registration, financial aid, student counseling services, international student services, strategic planning, facilities management, and auxiliary services.
Budget cuts in higher education statewide and nationally have required the elimination of services both to students and to the campus community as a whole. Administrators are grappling with the effects of consolidation of functions, positions, and budgets. These changes are not temporary, but signal a new way of doing business in our colleges and universities. Administrators must be even better equipped than before with enhanced knowledge and skills to enable them to lead in these times of monumental change. UNO is a vital force in this region, not only in terms of the region’s ultimate recovery from the 2005 storms, but as the sole public provider of higher education focused on the recovery of public education at all levels. While considerable funding is being directed toward the recovery and enhancement of K-12 education, attention to the requirements of effective, innovative administration at the higher education level must be made a priority as well if the state is able to attract and retain the talent needed to boost the state economy and sustain its health over the long term.

The city’s recovery needs have attracted a new infusion of talent to our educational institutions, bringing the potential to reinvigorate education at all levels. Providing a high quality option for training of newcomers to the city who want to make a career in higher education we believe could be one vehicle for keeping this extraordinary talent here in the city to contribute to the ongoing rebuilding effort. The need has escalated for competent college and university administrators with adequate preparation, flexibility, and commitment to effectively lead recovering institutions into the 21st century. As such, this proposed master’s program will aid the University of New Orleans in reaching its strategic objectives of leadership in the recovery and rebuilding of the region.

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.

President Obama’s plan for enhancing the college-going rate of high school graduates, and the State’s imperative for boosting technical education will likely mean an increased need for effective administrators to manage these enrollment changes and their effects on operations2. The proposed program will provide needed access to an advanced degree for college and university administrators desiring comprehensive knowledge of their professional environments in order to increase their effectiveness in these efforts. Entry level administrative jobs in higher education institutions are most commonly learned through on-the-job training as there is no baccalaureate degree which provides such preparation. Those wanting to progress however, often seek out opportunities for an advanced degree to facilitate their increased knowledge and thus their effectiveness and professional advancement. Yet there is currently no comprehensive program of this kind in the region. UNO will be the first.

Not only does the proposed program provide an opportunity for students to learn more about leading and managing the higher education enterprise, but unlike most arts and sciences advanced degree offerings, our flexible scheduling offers an attractive option which is friendly to the working student. Insofar as the proposed program would provide the only comprehensive option for preparing higher education leaders and administrators, its implementation would be consistent with the campus goals of providing continuing education for the workforce of Louisiana and expanding UNO’s role in the economic and technological development of the state. The governor’s focus on the enhancement of community college and technical education demands effective leadership in those institutions, and no doubt increased numbers of administrators prepared to lead the kind of change anticipated. The Department of Educational Leadership, Counseling and Foundations faculty in 2003 served the LCTCS administrative ranks in the successful development of a Ph.D. cohort of approximately 20 students, and the majority of students have successfully completed the program. In addition, our faculty has been involved in LCTCS-sponsored leadership development training for its administrators and faculty. This proposed master’s program would expand on these prior involvements in a significant way by providing an accessible mechanism for LCTCS to implement a comprehensive leadership succession program.

Anecdotal information and surveys of workforce educational backgrounds suggest that market demand for the

---

proposed program is strong. An average of one call per week (50+ per year) requesting information on the program is received by the education administration program coordinator alone. Additional inquiries are routinely addressed to program faculty, the UNO Admissions Office, and the College dean’s office who in turn have communicated these requests to the department. In a November 2008 meeting of the LCTCS Leadership Development Institute, the education administration doctoral program coordinator reported that 7 of 22, or 32% of students participating in the institute indicated interest in such a master’s degree program.

Data collected in 2009 on the educational levels of administrators and faculty in the state’s technical colleges provides but one example of the potential market for advanced training of college administrators. Combined data from two LCTCS regions (IV and IX, provided by LCTCS Regional Directors) shows that at least 20% of administrative employees in these regions alone are without advanced degrees. Given the new focus on enhancing postsecondary education at this level and the consequent increasing need to develop effective change agents in these institutions, advanced preparation of technical college administrators may be a potential area of concern. With the governor’s call for greater attention to education at the community and technical college level there is no doubt that demands for advanced preparation of administrators and ongoing professional development of leaders will become an even greater necessity.

4. Students

Summarize student interest/demand for the proposed program.

Based on the frequency of inquiries we get about master’s level programming in higher education, we anticipate that demand continues to increase in the context of the current economy and the changes now occurring in the higher education environment. Requests from individuals desiring to matriculate in a master’s program in higher education routinely received by the program coordinator, the admissions office, and the college office, provide clear evidence that there is a high demand to be addressed. Our inquiry estimates are around at least 50 annually. Students will be drawn initially from the administrative ranks of the five public and six private colleges and universities serving the New Orleans metro area.

Number of Graduates: Given the demand we have experienced in the absence of this program we anticipate an initial enrollment in Fall 2014 of 20 M.Ed. students, a number expected to increase to 30 students annually at steady state in 2015-16. Thus we expect 20, 30, and 30 graduates in 2016, 2017, and 2018 respectively.

Sources of Financial Support for Students: The typical profile of students in this program, based on our experience in the past as well as knowledge of similar programs nationally, is that of a full-time college administrator attending classes in the evenings. Many receive tuition reimbursement from their institutions. The need for financial aid therefore typically has less an impact on demand when compared to non-professional degree programs. It is an important goal for us however, to cultivate students for doctoral study; therefore, we request one graduate assistantship at a cost of $15,000 per year to accommodate one full time master’s student. We have plans to add up to two additional graduate assistants: a second if total program enrollment reaches 40, and a third if total program enrollment reaches 60.

Recruitment: The New Orleans Metropolitan area boasts 11 four-year colleges and universities (i.e., Dillard University, Herzing College, ITT Technical Institute, LSU Health Sciences, Loyola University, Notre Dame Seminary Graduate School of Theology, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, Xavier University, University of Phoenix, and the University of New Orleans) and 7 community and technical colleges (i.e., Blue Cliff College, Cameron College, Delgado Community College, Gretna Career College, Louisiana Technical College – Lafayette Campus and Louisiana Technical College – West Jefferson College, and Nunez Community College), not to mention countless non-profit education organizations. With 17 post-secondary educational institutions – all situated moments away from the University of New Orleans – there is a critical mass of higher education professionals whose work and interest in obtaining a master’s degree in higher education administration is not currently being met by any other public university in the state or region in a comprehensive way. The proposed master’s degree program offers a general education curriculum (appropriate for a much broader range of professionals) rather than a curriculum limited to a more specialized (i.e., student affairs)
As a matter of record, during the Fall 2011 semester alone, the Education Administration program received at least 10 inquiries about the master's degree in higher education from students and practicing professionals at UNO and another 20 inquiries from interested professionals at local postsecondary institutions. A similar number of inquiries about the master's degree in higher education were made in the Fall 2013 semester. Additionally, a number the current educational administration Ph.D. students who work in both academic and student affairs and who are active members in a number of state and national higher education professional organizations have indicated a growing interest among undergraduate student leaders who wish to further their education in this field. As such, our matriculating doctoral students offer us prime access to a robust target student population.

The program faculty are committed to tapping the above mentioned venues (local postsecondary institutions, state, regional and national professional organizations) and parties (local higher education professionals, undergraduate and graduate students at local colleges and universities, non-profit administrators) to disseminate promotional and informational materials as well as to field questions relevant to the program. In addition, we plan to utilize existing listserv affiliated with national, regional, and state professional organizations. Further, a number of regional and national conferences are routinely held in New Orleans, providing additional exposure to UNO and an expanded opportunity to recruit. Finally, faculty and students attending the annual conference for the Association for the Study of Higher Education (ASHE) can distribute materials to recruit students from outside the New Orleans region.

5. Cost

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

The Education Administration Program currently employs two assistant professors and is conducting a national search for an additional assistant professor of Higher Education Administration to start in fall of 2014. There will be new costs for student assistance support ($15,000 in year one, moving to approximately $30,000 annually if the program hits its enrollment targets) to manage internships, admissions, and other clerical responsibilities for the new program. We would like to support at least one full-time master's student whom we will groom to continue on into the Ph.D. program. As we move forward we would like to recruit more master’s students from a national pool of applicants to move directly into Ph.D. study, and would like some number of these to be supported with program revenues as GA/RA's so they can study full-time resulting ultimately in a shorter time to the terminal degree. We are also budgeting $8,000 for startup materials and marketing as well as a somewhat smaller figure annually each year for this same purpose. As the new faculty members will also teach in the doctoral program and will carry a Ph.D. advising load of approximately 15-20 students each, the costs for these faculty members cannot be completely attributed to this program. Budget (attached) includes 50% time for one tenure track faculty in 2014-15, and 50% time for a second tenure track faculty starting in 2015-16. We have budgeted for 2 adjunct-taught courses per semester at a current estimated cost of $3,000 per course ($3,000/course x 2 courses x 2 semesters = $12,000 annually). We have inflated these adjunct salary figures over time so as to be competitive with other institutions locally.

Using conservative assumptions (faculty and adjunct salary increases each year, enrollment of only 20 new students per year), this proposed program generates annual surpluses of $10,178 in year one, 28,838 in year 2, and $21,420 in year 3. This generates a cumulative surplus of $86,896 by the end of the 5th year of operation. As currently structured, this program breaks-even at about 17 new students per year.

See the attached complete budget spreadsheet for a five year projection.
CERTIFICATION:

Chief Academic Officer

Chancellor/President

Management Board

Date

Date

Date
### 5 Year Proposed Budget for UNO Master's Program in Higher Education Administration (including no summer revenues/expenses)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure track faculty 50%</td>
<td>$27,500.00</td>
<td>$28,000.00</td>
<td>$28,500.00</td>
<td>$29,000.00</td>
<td>$29,500.00</td>
</tr>
<tr>
<td>Tenure track faculty 50%</td>
<td>$-</td>
<td>$28,000.00</td>
<td>$28,500.00</td>
<td>$29,000.00</td>
<td>$29,500.00</td>
</tr>
<tr>
<td>Tenure track faculty 25%</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Faculty Benefits</td>
<td>$4,400.00</td>
<td>$8,960.00</td>
<td>$9,120.00</td>
<td>$9,280.00</td>
<td>$9,440.00</td>
</tr>
<tr>
<td><strong>Total Faculty Expenditures</strong></td>
<td>$31,900.00</td>
<td>$64,960.00</td>
<td>$66,120.00</td>
<td>$67,280.00</td>
<td>$68,440.00</td>
</tr>
<tr>
<td>Adjunct Salaries (4 courses per year)</td>
<td>$6,000.00</td>
<td>$12,000.00</td>
<td>$16,000.00</td>
<td>$18,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td><strong>Total Instructional Expenditures</strong></td>
<td>$37,900.00</td>
<td>$76,960.00</td>
<td>$82,120.00</td>
<td>$85,280.00</td>
<td>$88,440.00</td>
</tr>
<tr>
<td>Graduate Assistant Salary</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Graduate Assistant Tuit</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Graduate Assistant Salary</td>
<td>$-</td>
<td>$9,000.00</td>
<td>$9,500.00</td>
<td>$10,000.00</td>
<td>$10,500.00</td>
</tr>
<tr>
<td>Graduate Assistant Tuition</td>
<td>$-</td>
<td>$6,642.00</td>
<td>$7,000.00</td>
<td>$7,400.00</td>
<td>$7,800.00</td>
</tr>
<tr>
<td>Research Assistant Salary</td>
<td>$9,000.00</td>
<td>$9,500.00</td>
<td>$10,000.00</td>
<td>$10,500.00</td>
<td>$11,000.00</td>
</tr>
<tr>
<td>Research Assistant Tuition</td>
<td>$6,642.00</td>
<td>$7,000.00</td>
<td>$7,400.00</td>
<td>$7,800.00</td>
<td>$8,200.00</td>
</tr>
<tr>
<td><strong>Total Graduate Student Support Expenses</strong></td>
<td>$15,642.00</td>
<td>$32,142.00</td>
<td>$33,900.00</td>
<td>$35,700.00</td>
<td>$37,500.00</td>
</tr>
<tr>
<td>Marketing,</td>
<td>$8,000.00</td>
<td>$5,500.00</td>
<td>$6,000.00</td>
<td>$6,500.00</td>
<td>$7,000.00</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$61,542.00</td>
<td>$114,602.00</td>
<td>$122,020.00</td>
<td>$127,480.00</td>
<td>$132,940.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$64,320.00</td>
<td>$160,800.00</td>
<td>$192,960.00</td>
<td>$192,960.00</td>
<td>$192,960.00</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$2,400.00</td>
<td>$6,000.00</td>
<td>$7,200.00</td>
<td>$7,200.00</td>
<td>$7,200.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$1,200.00</td>
<td>$3,000.00</td>
<td>$3,600.00</td>
<td>$3,600.00</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$400.00</td>
<td>$1,000.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Fuel Recovery Fee</td>
<td>$1,680.00</td>
<td>$4,200.00</td>
<td>$5,040.00</td>
<td>$5,040.00</td>
<td>$5,040.00</td>
</tr>
<tr>
<td>Operational Fee</td>
<td>$1,720.00</td>
<td>$4,300.00</td>
<td>$5,160.00</td>
<td>$5,160.00</td>
<td>$5,160.00</td>
</tr>
<tr>
<td><strong>Total Revenues (high enrollment)</strong></td>
<td>$71,720.00</td>
<td>$179,300.00</td>
<td>$215,160.00</td>
<td>$215,160.00</td>
<td>$215,160.00</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Annual Fund Balance (high enrollment)</strong></td>
<td>$10,178.00</td>
<td>$64,698.00</td>
<td>$93,140.00</td>
<td>$87,680.00</td>
<td>$82,220.00</td>
</tr>
<tr>
<td><strong>Cumulative Fund Balance (high enrollment)</strong></td>
<td>$10,178.00</td>
<td>$74,876.00</td>
<td>$168,016.00</td>
<td>$255,696.00</td>
<td>$337,916.00</td>
</tr>
<tr>
<td><strong>Revenues (Medium Enrollment)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$64,320.00</td>
<td>$128,640.00</td>
<td>$128,640.00</td>
<td>$128,640.00</td>
<td>$128,640.00</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$2,400.00</td>
<td>$4,800.00</td>
<td>$4,800.00</td>
<td>$4,800.00</td>
<td>$4,800.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$1,200.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$400.00</td>
<td>$800.00</td>
<td>$800.00</td>
<td>$800.00</td>
<td>$800.00</td>
</tr>
<tr>
<td>Fuel Recovery Fee</td>
<td>$1,680.00</td>
<td>$3,360.00</td>
<td>$3,360.00</td>
<td>$3,360.00</td>
<td>$3,360.00</td>
</tr>
<tr>
<td>Operational Fee</td>
<td>$1,720.00</td>
<td>$3,440.00</td>
<td>$3,440.00</td>
<td>$3,440.00</td>
<td>$3,440.00</td>
</tr>
<tr>
<td><strong>Total Revenues (Medium enrollment)</strong></td>
<td>$71,720.00</td>
<td>$143,440.00</td>
<td>$143,440.00</td>
<td>$143,440.00</td>
<td>$143,440.00</td>
</tr>
<tr>
<td><strong>Annual Fund Balance (medium enrollment)</strong></td>
<td>$10,178.00</td>
<td>$28,838.00</td>
<td>$21,420.00</td>
<td>$15,960.00</td>
<td>$10,500.00</td>
</tr>
<tr>
<td><strong>Cumulative Fund Balance (medium enrollment)</strong></td>
<td>$10,178.00</td>
<td>$39,016.00</td>
<td>$60,436.00</td>
<td>$76,396.00</td>
<td>$86,896.00</td>
</tr>
<tr>
<td><strong>Revenues (low enrollment)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$32,160.00</td>
<td>$64,320.00</td>
<td>$64,320.00</td>
<td>$64,320.00</td>
<td>$64,320.00</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$1,200.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$600.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$200.00</td>
<td>$400.00</td>
<td>$400.00</td>
<td>$400.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>Fuel Recovery Fee</td>
<td>$840.00</td>
<td>$1,680.00</td>
<td>$1,680.00</td>
<td>$1,680.00</td>
<td>$1,680.00</td>
</tr>
<tr>
<td>Operational Fee</td>
<td>$860.00</td>
<td>$1,720.00</td>
<td>$1,720.00</td>
<td>$1,720.00</td>
<td>$1,720.00</td>
</tr>
<tr>
<td><strong>Total Revenues (low enrollment)</strong></td>
<td>$35,860.00</td>
<td>$71,720.00</td>
<td>$71,720.00</td>
<td>$71,720.00</td>
<td>$71,720.00</td>
</tr>
<tr>
<td><strong>Annual Fund Balance (low enrollment)</strong></td>
<td>$25,682.00</td>
<td>$42,882.00</td>
<td>$50,300.00</td>
<td>$55,760.00</td>
<td>$61,220.00</td>
</tr>
<tr>
<td><strong>Cumulative Fund Balance (low enrollment)</strong></td>
<td>$25,682.00</td>
<td>$68,564.00</td>
<td>$118,864.00</td>
<td>$174,624.00</td>
<td>$235,844.00</td>
</tr>
</tbody>
</table>
Assumptions
1) No increases in tuition/fees 2014-2019
2) Faculty salary increases annually (1.6-1.8%)
3) Significant adjunct salary increases annually (11-25%)
4) No summer expenses/revenues included (anticipate revenues here)
5) One RA in yr. 1, add GA in yr. 2 if enrollment is 40+, add another GA when enrollment hits 50+
6) No state performance funding for completers included in revenues