AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
4:00 p.m., Thursday, March 27, 2014**
Claiborne Building Conference Center
Room 136A-B, “The Thomas Jefferson Room”
1201 North Third Street
Baton Rouge, Louisiana

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

A. Call to Order
B. Roll Call
C. Approval of February 27, 2014 Committee Minutes
D. Consent Agenda:

Board Agenda Item F.1.

Louisiana Tech University’s request for approval to realign the School of Art and the School of Architecture into the School of Design.

Board Agenda Item F.2.

Louisiana Tech University’s request for approval to change the title of the Bachelor of Science degree program in Merchandising & Consumer Studies to the Bachelor of Science degree program in Fashion Merchandising & Retail Studies.

Board Agenda Item F.3.

Louisiana Tech University’s request for approval to terminate the Master of Arts in teaching-Multiple Levels Gr K-12.
Board Agenda Item F.4.

**Louisiana Tech University**’s request for approval to terminate the Bachelor of Science Education Multiple Levels Gr K-12; and reinstate the Bachelor of Science Health & Physical Education Gr K-12.

Board Agenda Item F.5.

**Nicholls State University**’s request for approval to award an honorary Doctor of Letters (D.Litt.) degree to Lawrence “Sonny” Albarado, Jr. at Spring Commencement Exercises.

Board Agenda Item F.6.

**Northwestern State University**’s request for approval to award an honorary Doctor of Humane Letters degree to Bert B. Tussing at Spring Commencement Exercises.

Board Agenda Item F.7.

**University of Louisiana at Lafayette**’s request for approval of a Proposal for a Post Baccalaureate Certificate in Accounting.

Board Agenda Item F.8.

**University of Louisiana at Lafayette**’s request for approval of a Proposal for a Graduate Certificate in Business Administration.

Board Agenda Item F.9.

**University of Louisiana at Lafayette**’s request for approval of a Proposal for a Graduate Certificate in Professional Writing.

E. Other Business

F. Adjournment
CONSENT AGENDA ITEMS
Item F.1.  Louisiana Tech University's request for approval to realign the School of Art and the School of Architecture into the School of Design.

EXECUTIVE SUMMARY

Louisiana Tech University is requesting approval to realign the School of Art and the School of Architecture into the School of Design. The two schools had been one unit until 1995 when the Board of Regents approved the establishment of the School of Art and the School of Architecture as separate entities. The two continue to share resources, coursework, and facilities which include a woodshop where students from both Schools design collaborative projects.

The University authorized the review of the two schools by administrators and faculty in August 2013. At which time, it was determined that the consolidation of the two schools would be economically sound and increase efficiencies. The consolidation would result in one administrator over the unit and a change of title to Director of the School of Design. If approved, the Director will report to the Dean of the College of Liberal Arts and will handle all managerial decisions for the unit. The proposed School of Design will have coordinators from the two schools to handle daily tasks. The School of Design will also take advantage of a consolidation of courses, especially at the core and foundational levels.

The proposed consolidation will enhance the interdisciplinary nature of the curricula, result in shared use of resources, and enhance program offerings across the School. The change would not affect other University entities.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval to realign the School of Art and the School of Architecture into the School of Design.
March 5, 2014

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Louisiana Tech University requests approval to realign the School of Art and the School of Architecture into the School of Design at Louisiana Tech University.

Until 1995, the two schools had been united as one unit, when the Board of Regents approved the establishment of the School of Art and the School of Architecture as separate entities. The two Schools continue to share resources, coursework, and facilities, including a woodshop where students from both Schools design collaborative projects.

When the Director of the School of Art retired in August 2013, we engaged administrators and faculty to review the two units and determined that the consolidation of the two Schools would result in certain administrative economies and enhance programmatic collaborations for students and faculty. The consolidation would result in one administrator over the unit and a change of title to Director of the School of Design. The Director would report to the Dean of the College of Liberal Arts and will handle all managerial decisions for the unit. Art and Architecture would continue to have coordinators on a 9-month appointment to handle daily tasks. The School of Design would also take advantage of a consolidation of courses, especially at the core and foundational levels. Additionally, the consolidation will enhance the interdisciplinary nature of the curricula, result in shared use of resources, and enhance program offerings across the School.

Thank you for your consideration and approval.

Sincerely,

Leslie K. Guice
President
Item F.2. Louisiana Tech University's request for approval to change the title of the Bachelor of Science degree program in Merchandising & Consumer Studies to the Bachelor of Science degree program in Fashion Merchandising & Retail Studies.

EXECUTIVE SUMMARY

Louisiana Tech University requests approval to modify the Title and CIP code for the Bachelor of Science degree program in Merchandising and Consumer Studies (CIP 19.0402). The proposed title of the BS degree is Fashion Merchandising and Retail Studies (CIP 19.0905). The change in title will more accurately reflect the goals of the degree and the workforce market of the program’s graduates.

Prior to 1995, Human Ecology offered two degree programs listed with different CIP codes: a BA degree in Consumer Affairs and a BA degree in Apparel and Textile Merchandising. In 1990, there were 19 students enrolled in the Consumer Affairs program and 65 students enrolled in Apparel and Textile Merchandising. As time progressed, enrollment in Apparel and Textile Merchandising decreased while enrollment in Consumer Affairs increased. The University combined the two programs into one degree program: BA degree in Merchandising and Consumer Affairs with two concentrations: 1) Merchandising and 2) Consumer Affairs. The University’s rationale for the change was to prevent the programs from being identified as “low-completer” programs.

Over the last few years, enrollment in the Consumer Affairs concentration declined, and numbers increased in the Merchandising Concentration. In 2004, the title of the BA degree in Merchandising and Consumer Affairs changed to BA in Merchandising and Consumer Studies, and in 2008 the program changed from a Bachelor of Arts program to a Bachelor of Science program. As well, the concentration in Consumer Studies was removed from the curriculum.

Presently, the focus of the program and curriculum is on the merchandising of fashion and retail industry. The requested change will not impact any other campus entity and is 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 Louisiana Tech University's request for approval to change the title of the Bachelor of Science degree program in Merchandising & Consumer Studies to the Bachelor of Science degree program in Fashion Merchandising & Retail Studies.
March 5, 2014

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

The School of Human Ecology in the College of Applied & Natural Sciences requests a title change of the BS program in Merchandising & Consumer Studies (CIP 19.0402) to BS in Fashion Merchandising & Retail Studies (CIP 19.0905).

As noted in the attached request, the change in title will more accurately reflect the goals of the degree and the workforce market for our graduates. The history of the degree, from the 1990s forward, documents the responsiveness of our faculty and curricular review to the evolving market demands in the merchandising of fashion and the retail industry.

We have attached a copy of the current curriculum sheet which will continue under the proposed title change.

We appreciate your consideration of this proposal.

Sincerely,

Leslie K. Guice
President

dc
MEMORANDUM

To: Dr. Terry McConathy, Vice President for Academic Affairs
From: James D. Liberatos, Dean
Date: 5 December 2013
Subject: Request Title change for BS Merchandising & Consumer Studies

The College of Applied & Natural Sciences, School of Human Ecology requests approval to modify the Title and CIP code of the BS degree program in Merchandising & Consumer Studies (CIP 19.0402). The proposed title of the BS degree is Fashion Merchandising & Retail Studies with a CIP code of 19.0905. This request is based on the desire to more accurately match program goals, and what the curriculum offers with the title and CIP code of the program. Also, the proposed title of the degree resulted from a yearlong review of the program, curriculum, graduates, and employers by the Advisory Board of the degree program.

The following is a history of the degree program since the 1990's. Prior to 1995 – 1996 (the College of Applied & Natural Sciences was formed in 1998), Human Ecology offered two degree programs listed with two different CIP codes: a BA degree in Consumer Affairs, and a BA degree in Apparel & Textile Merchandising. Student numbers in the programs in 1990 were 19 students in Consumer Affairs and 63 students in Apparel & Textile Merchandising. Over the next few years the number of students majoring in Apparel & Textile Merchandising declined while enrollment in Consumer Affairs increased.

The 1995 – 1996 Louisiana Tech Catalog reflects a combined degree for the first time. The degree was a BA in Merchandising & Consumer Affairs, with two concentrations. One concentration was Merchandising and the other, Consumer Affairs. The CIP code used for the combined degree was the code for Consumer Affairs. In fall of 1995 the number of declared majors was 28 in the Consumer Affairs concentration and 23 students in the Apparel & Textile Merchandising concentration. The combination of the degree programs was proposed in conjunction with a University-wide realignment of degree programs to prevent them from being “at-risk” in future “low-completer” reviews.

Over the next few years, enrollment in the Consumer Affairs concentration declined, and numbers increased in the Merchandising Concentration. In 2004 the degree title changed again from Merchandising & Consumer Affairs to Merchandising & Consumer Studies, and in 2008 the program changed from a BA degree to a BS. Also in 2008, the concentration in Consumer Studies was removed from the curriculum.

Thus our present program and curriculum focuses on the merchandising of fashion and the retail industry. A list of the required courses and curriculum sheet is attached. The proposed change in title and CIP code will more accurately reflect the goals of the degree.
| STUDENT: |  |
|----------|  |
| DATE ENTERED: |  |
| GENERAL EDUCATION REQUIREMENTS: |  |
| ARTS: | GRADE | SCH |
| ART 290/KINE 280/MUGN 290/SPTH 290 |  | 3 |
| ENGLISH COMPOSITION: | GRADE | SCH |
| ENGL 101 |  | 3 |
| ENGL 102 |  | 3 |
| HUMANITIES: | GRADE | SCH |
| ENGL 210, 211, or 212 |  | 3 |
| HIST 102 |  | 3 |
| HUMANITIES ELEC* |  | 3 |
| SPCH 110 or 377 |  | 3 |
| MATHEMATICS: | GRADE | SCH |
| MATH 100 B/C or 101 |  | 3 |
| MATH 112,125, or STAT 200 |  | 3 |
| NATURAL SCIENCES:*** |  |
| SCI, BIO |  | 3 |
| SCI, PHYS |  | 3 |
| SCI, BIO/PHYS |  | 3 |
| SOCIAL SCIENCES:**** |  |
| ECON 202 or 215 |  | 3 |
| PSYC ELEC |  | 3 |
| SOC SCI ELEC |  | 3 |
| Total Hours: | 45 |

| HUMAN ECOLOGY CORE REQUIREMENTS: |  |
| FCS 201 |  | 3 |
| HEC 257 |  | 3 |
| HEC 357 |  | 2 |
| Total Hours: | 8 |

| CWID#: |  |
| ADVISOR: |  |
| MERCHANDISING & CONSUMER STUDIES REQUIREMENTS: | GRADE | SCH |
| MCS 118 |  | 3 |
| MCS 208 |  | 3 |
| MCS 219 |  | 3 |
| MCS 220 |  | 1 |
| MCS 238 |  | 3 |
| MCS 248 |  | 3 |
| MCS 268 |  | 3 |
| MCS 298**** |  | 1 |
| MCS 308 |  | 3 |
| MCS 326 |  | 3 |
| MCS 388 |  | 3 |
| MCS 429 |  | 3 |
| MCS 439 or 440 |  | 3 |
| MCS 488 |  | 3 |
| HEC PRACTICA |  | 2 |
| Total Hours: | 40 |

| OTHER PROGRAM REQUIREMENTS: | GRADE | SCH |
| ACCT 201 |  | 3 |
| MKTG 300 |  | 3 |
| MKTG 435 |  | 3 |
| DIRECTED ELECTIVES:***** |  |
| DIR ELEC |  | 3 |
| DIR ELEC |  | 3 |
| DIR ELEC |  | 3 |
| DIR ELEC |  | 3 |
| DIR ELEC |  | 3 |
| Total Hours: | 27 |

TOTAL CURRICULUM HOURS: 120

Approved for Upper Division Date

Approved for Graduation

Department Head Date

Dean Date

International Education Requirement (IER)

| Not Required; In school prior to 09/05 | Required |
| Course | Date |

*Must be approved by academic advisor.

**Must include at least 6 hours from a two-quarter sequence.

***Must include a minimum of two disciplines.

****Maximum of 4 credit hours of MCS 298 & MCS 498 (elective) can be applied toward this curriculum.

*****Directed electives are selected from the following: Accounting, Art, Business Law, Journalism, Marketing, Management, and Merchandising and Consumer Studies. At least 9 hours of these must be at 300 or 400 level and must be approved by academic advisor.
<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>SCH</th>
<th>GRADE</th>
<th>SCH</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>ENGL 101 Composition</td>
<td>3</td>
<td></td>
<td>MCS 118 Pattern Construction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 Composition</td>
<td>3</td>
<td></td>
<td>MCS 208 Intro to Merch Industry</td>
<td>3</td>
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<tr>
<td>MATH 100 or 101 Algebra</td>
<td>3</td>
<td></td>
<td>MCS 238 Con Beh Apparel Sel</td>
<td>3</td>
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<tr>
<td>MATH 112, 125 or STAT 200</td>
<td>3</td>
<td></td>
<td>MCS 248 Intro to Design Software</td>
<td>3</td>
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<tr>
<td>SCI, BIO</td>
<td>3</td>
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<td></td>
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<tr>
<td>SPCH 110 or 377</td>
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<tr>
<th>Sophomore Year</th>
<th>SCH</th>
<th>GRADE</th>
<th>SCH</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>ACCT 201 Elementary Acct</td>
<td>3</td>
<td></td>
<td>FCS 201 Life Span Dev.</td>
<td>3</td>
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<tr>
<td>ECON 202 Econ. Principles or 215 Fund. Of Econ.</td>
<td>3</td>
<td></td>
<td>MCS 219 Textiles</td>
<td>3</td>
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<tr>
<td>PSYC ELEC</td>
<td>3</td>
<td></td>
<td>MCS 220 Textiles Lab</td>
<td>1</td>
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<tr>
<td>SCI, PHYS</td>
<td>3</td>
<td></td>
<td>MCS 268 Apparel Design</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
<td>MCS 298 Field Study Tour MCS</td>
<td>1</td>
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<td></td>
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<td></td>
<td>HEC 257 Survey of Human Ecol.</td>
<td>3</td>
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<td></td>
<td>Directed Electives</td>
<td>3</td>
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<tr>
<th>Junior Year</th>
<th>SCH</th>
<th>GRADE</th>
<th>SCH</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>ENGL 210, 211, OR 212 Lit</td>
<td>3</td>
<td></td>
<td>HEC 357 Prof Issues in HEC</td>
<td>2</td>
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<tr>
<td>FINE ARTS ELEC</td>
<td>3</td>
<td></td>
<td>MCS 308 Buying</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>3</td>
<td></td>
<td>MCS 326 Cons Com &amp; Med Rel</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 300 Principles &amp; Policies</td>
<td>3</td>
<td></td>
<td>MCS 388 Event Planning</td>
<td>3</td>
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<tr>
<td>SOC SCI ELEC</td>
<td>3</td>
<td></td>
<td>Directed Electives</td>
<td>3</td>
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<tr>
<td>SCI, BIO/PHYS</td>
<td>3</td>
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<tr>
<th>Senior Year</th>
<th>SCH</th>
<th>GRADE</th>
<th>SCH</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>HUMANITIES ELEC</td>
<td>3</td>
<td></td>
<td>MCS 429 Issues in MCS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 435 Retail Management</td>
<td>3</td>
<td></td>
<td>MCS 439 or 440 Hist. Costume</td>
<td>3</td>
</tr>
<tr>
<td>Directed Electives: (12 hours)</td>
<td>3</td>
<td></td>
<td>MCS 488 Visual Merchandising</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
<td>HEC PRACTICA:</td>
<td>2</td>
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**TOTAL HOURS IN CURRICULUM** 120
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCS 118</td>
<td>Pattern Application and Construction</td>
<td>3</td>
</tr>
<tr>
<td>MCS 208</td>
<td>Introduction to Merchandising Industry</td>
<td>3</td>
</tr>
<tr>
<td>MCS 219</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>MCS 220</td>
<td>Textiles Lab</td>
<td>1</td>
</tr>
<tr>
<td>MCS 238</td>
<td>Dress and Society</td>
<td>3</td>
</tr>
<tr>
<td>MCS 248</td>
<td>Introduction to Design Software</td>
<td>3</td>
</tr>
<tr>
<td>MCS 268</td>
<td>Product Design</td>
<td>3</td>
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<tr>
<td>MCS 298</td>
<td>Field Study Tour in Merchandising and Consumer Studies I</td>
<td>1</td>
</tr>
<tr>
<td>MCS 308</td>
<td>Merchandising Buying and Management</td>
<td>3</td>
</tr>
<tr>
<td>MCS 326</td>
<td>Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MCS 388</td>
<td>Event Planning and Coordination</td>
<td>3</td>
</tr>
<tr>
<td>MCS 429</td>
<td>Issues in Merchandising and Consumer Studies</td>
<td>3</td>
</tr>
<tr>
<td>MCS 439</td>
<td>or Historic Costume I</td>
<td></td>
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<tr>
<td>MCS 440</td>
<td>Historic Costume II</td>
<td>3</td>
</tr>
<tr>
<td>MCS 488</td>
<td>Visual Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>HEC PRACTICA</td>
<td></td>
<td>2</td>
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</tbody>
</table>

Total Hours: 40

**** Maximum of 4 credit hours of MCS 298 & MCS 498 (elective) can be applied toward this curriculum.
BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

March 28, 2014

Item F.3. Louisiana Tech University’s request for approval to terminate the Master of Arts in Teaching-Multiple Levels Gr K-12.

EXECUTIVE SUMMARY

Louisiana Tech University requests approval to terminate the Master of Arts in Teaching (MAT)-Multiple Levels Gr K-12 as part of the University’s ongoing Enhanced Program Review. If approved, the University will not accept any new enrollments after the 2014 Spring quarter.

The MA in Teaching program has four concentrations: Art Education, Vocal Music Education, Instrumental Music Education and Health and Physical Education. The College of Education seeks to eliminate this degree because there is low enrollment in each program concentration, low demand for teachers in these areas and is difficult to meet accreditation requirements. The University can be better served in redirecting the resources utilized for this program towards higher demand programs. Existing students in the MAT Multiple Levels degree program will be advised to enter programs where there is a greater demand and greater likelihood of obtaining a teaching position.

It is anticipated that, due to the diversity of concentrations within this degree coupled with low enrollment, its elimination will have very limited to no adverse impact on other programs within the college or university. The termination of the program will allow for the College of Education to maximize the utilization of its resources and efficiencies.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University’s request for approval to terminate the Master of Arts in Teaching-Multiple Levels Gr K-12.
OFFICE OF THE PRESIDENT

March 5, 2014

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Louisiana Tech University requests approval to terminate the Master of Arts in Teaching-Multiple Levels Gr K-12 (CIP 131.206) as part of our ongoing Enhanced Program Review.

We have attached the Request to Terminate an Academic Degree Program for your review and consideration. As noted on the form, we believe that this action will have very limited to no adverse impact on students or other programs in the College of Education or at the University.

If you have any questions or concerns, please contact me at your convenience. Thank you for your consideration and approval.

Sincerely,

Leslie K. Guice
President

Leslie K. Guice
President

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

<table>
<thead>
<tr>
<th>1. Institution</th>
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<tbody>
<tr>
<td>Louisiana Tech University</td>
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<table>
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<tr>
<th>2. Type of Termination (check one)</th>
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</thead>
<tbody>
<tr>
<td>X A. Academic Program (If A, complete all remaining sections)</td>
</tr>
<tr>
<td>_____ B. Administrative Unit (If B, skip sections 3, 4, 5, and 6)</td>
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<tr>
<td>_____ C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)</td>
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<thead>
<tr>
<th>3. Degree Designation. (BA, MS, PhD, etc.)</th>
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<tbody>
<tr>
<td>Master of Arts in Teaching- Multiple Levels- Gr K-12</td>
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<tr>
<th>4. Title and CIP Code.</th>
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<tbody>
<tr>
<td>Master of Arts in Teaching- Multiple Levels Gr K-12; CIP 131206</td>
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<tr>
<th>5. Semester/year at which no new enrollments will be accepted.</th>
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<tbody>
<tr>
<td>2014 Spring Quarter</td>
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<tr>
<th>6. Teach-out plan, including semester/year at which reporting of degrees shall cease.</th>
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<tbody>
<tr>
<td>No new enrollments would be allowed beginning Spring, 2014 with students in the program given two years to complete necessary coursework for the degree.</td>
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</tbody>
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<tr>
<th>7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)</th>
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<tbody>
<tr>
<td>Explanation: The Master of Arts in Teaching Multiple Levels – Gr K-12 program has four concentrations, Art Education, Vocal Music Education, Instrumental Music Education and Health and Physical Education. The College of Education seeks to eliminate this degree because there is low enrollment in each program concentration, low demand for teachers in these areas, and it is difficult to meet accreditation requirements and offer the coursework necessary with low enrollment numbers. Resources necessary to maintain this degree program would be better spent in areas with higher demand and higher enrollment. Students seeking the MAT Multiple Levels degree will be advised to enter programs where there is greater demand and greater likelihood of obtaining a teaching job. It is anticipated that due to the diversity of concentrations within this degree coupled with low enrollment that its elimination will have very limited to no adverse impact on other programs within the college or university.</td>
</tr>
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</table>

* 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.

<table>
<thead>
<tr>
<th>8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.</th>
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<tr>
<th>9. Program/Unit Contact (name, title, email address, telephone number)</th>
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<tbody>
<tr>
<td>Lawrence Leonard, Dean, College of Education</td>
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<th>Campus Head:</th>
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<td>Date:</td>
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<tr>
<th>Management Board:</th>
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<tr>
<td>Date:</td>
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</table>
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.4. Louisiana Tech University's request for approval to terminate the Bachelor of Science Education Multiple Levels Gr K-12; and reinstate the Bachelor of Science Health and Physical Education Gr K-12.

EXECUTIVE SUMMARY

Louisiana Tech University requests approval to terminate the Bachelor of Science Education Multiple Levels Gr K-12 and reinstate the Bachelor of Science Health and Physical Education (BS-HPE) Gr K-12. The proposed termination and reinstatement are part of the University's ongoing Enhanced Program Review. Along with the reinstatement of the Bachelor of Science Health and Physical Education K-12 program, the University is requesting that the program be moved from the Department of Curriculum, Instruction, and Leadership and placed back into the inventory of degree programs in the Department of Kinesiology.

The Bachelor of Science Health and Physical Education was combined with the Bachelor of Science in Art Education in 2011. The BA in Art Education K-12 program had been identified as a low completer program and the Art Education concentration of the BS Multiple Levels program continues to record low enrollment. However, the Health and Physical Education concentration is recording robust numbers in enrollment. If reactivated, the reinstated program would utilize existing faculty and the current curriculum. It would also allow ready identification of HPE majors and program completers.

Reinstating the BS in Health and Physical Education program will support and enhance the popular HPE concentration and support the continuing growth and vigor of the University's Kinesiology curricula. The termination of the program will allow for the College of Education to maximize the utilization of its resources and efficiencies.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval to terminate the Bachelor of Science Education Multiple Levels Gr K-12; and reinstate the Bachelor of Science Health and Physical Education Gr K-12.
March 5, 2014

Dr. Sandra K. Woodley, President
University of Louisiana System
1201 N. 3rd St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Woodley:

Louisiana Tech University requests approval to terminate the Bachelor of Science Education Multiple Levels – Gr K-12 (ED40) (CIP 12.1206) and reinstate the Bachelor of Science Health & Physical Education – K-12 (CIP 13.1314) as part of our ongoing Enhanced Program Review.

As noted in the attached request from the College of Education, the BS-HPE was combined with Art Education in 2011 in an effort to avoid losing the BA-Art Education K-12 as a low completer. The Art Education concentration has continued to be a low-demand program. The College will continue to offer the Art Methods course for the next two years to provide time for the limited number of students pursuing the Art concentration to complete the program.

Reinstating the BS-HPE program will support and enhance the popular HPE concentration and support the continuing growth and vigor of our Kinesiology curricula. The Request to Terminate the BS Education Multiple Levels – Gr K-12 and the curriculum sheet for the BS-HPE is attached for your review.

If you have any questions or concerns, please contact me at your convenience.

Thank you for your consideration and approval.

Sincerely,

Leslie K. Guice
President

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM
P.O. BOX 3168 • RUSTON, LA 71272 0001 • TEL: (318) 257-3785 • FAX: (318) 257-2926
AN EQUAL OPPORTUNITY UNIVERSITY
Memorandum

To: Dr. Terry McConathy  
Vice-President for Academic Affairs

From: Lawrence Leonard

Date: January 17, 2014

Re: Reinstatement of BS Health & Physical Education - Gr K-12 CIP 13.1314

The College of Education is requesting that the Bachelor of Science Health & Physical Education (BS-HPE) K-12 program be reinstated in conjunction with the request that the Bachelor of Science Multiple Levels - Gr K-12 program be terminated.

The College had offered the BS-HPE program prior to 2011, but in that year it was combined with Art Education in the BS Education Multiple Levels program in an effort to support Art Education. The BA – Art Education K-12 program had been identified as a low completer as a stand-alone program and the Art Education concentration of the BS Multiple Levels program continues to record low enrollment while the HPE concentration is recording robust numbers (see table below).

<table>
<thead>
<tr>
<th>Number of enrollees in BS Multiple Levels – Gr K-12</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE</td>
<td>50</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>50</td>
<td>61</td>
</tr>
</tbody>
</table>

The reactivated BS - HPE program would utilize existing faculty and the current curriculum (see Plan of Study attached). It would also allow ready identification of HPE majors and program completers.

As part of the BS - Multiple Levels program, the HPE concentration was moved from the Department of Kinesiology to the Department of Curriculum, Instruction, and Leadership even though the HPE program has been taught and administered by the Department of Kinesiology. Along with reinstatement of the BS-HPE program, we are requesting that it placed back into the inventory of degree programs in the Department of Kinesiology.

Please let me know if you need additional information.
LOUISIANA TECH UNIVERSITY
B.S. in HEALTH AND PHYSICAL EDUCATION (K-12)

Name ________________________ Date ____________________

<table>
<thead>
<tr>
<th>General Education Coursework (39 hours)</th>
<th></th>
<th>Content Area Coursework (48 hours)</th>
<th></th>
<th>Knowledge of the Learner and the Learning Environment (15 hours)</th>
<th></th>
<th>Methodology and Teaching (19 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 ________* (3)</td>
<td>BISC 224 ________* (3)</td>
<td>KINE 113 ________* (3)</td>
<td>KINE 202 ________* (3)</td>
<td>PSYC 205 ________* (3)</td>
<td>EDCI 403 ________** (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL 102 ________* (3)</td>
<td>PHYS 205 ________</td>
<td>KINE 203 ________* (3)</td>
<td>KINE 299, 300 ________* (3)</td>
<td>PSYC 206 ________* (3)</td>
<td>EDCI 401 ________** (1)</td>
<td></td>
</tr>
<tr>
<td>MATH 101 ________ (3)</td>
<td>and PHYS 206 ________</td>
<td>KINE 203 ________* (3)</td>
<td>292, 300 ________* (3)</td>
<td>PSYC 207 ________* (3)</td>
<td>EDCI 416 ________** (9)</td>
<td></td>
</tr>
<tr>
<td>ENGL 210 ________* (3)</td>
<td>or CHEM 100, 101, 102 ________</td>
<td>KINE 255 ________* (3)</td>
<td>(select two) ________* (3)</td>
<td>KINE 220 ________ (3)</td>
<td>KINE 440 ________** (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL 212 ________* (3)</td>
<td>SPCH 110 ________* (3)</td>
<td></td>
<td>KINE 255 ________* (3)</td>
<td>EDCI 434 ________** (3)</td>
<td>KINE 457 ________** (3)</td>
<td></td>
</tr>
<tr>
<td>MATH 112 Or MATH 125 ________* (3)</td>
<td>Or SPCH 377 ________* (3)</td>
<td></td>
<td>KINE 113 ________* (3)</td>
<td>EDCI 471 ________** (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 203 ________* (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Must earn grade of C or better
** Admission to a Teaching Program required—must earn a C or better

121 hours

Requirements for Admission to a Teaching Program *(See reverse)*
- 9 hrs. of English
- 9 hrs. of Social Studies
- 6 hrs. of Math
- 9 hrs. of Science, including physical & biological with 6 hrs. from a 2-course sequence
- SPCH 110 or 377
- 6 additional hours KINE 113
- "C" average in each area: English, Math, Science, and Social Studies
- Successful completion of PRAXIS I or ACT ≥ 22 or SAT ≥ 1030

Non-degree courses:

Requirements for Admission to Clinical Practice (EDCI 416)
- 2.5 earned GPA and 2.2 cumulative GPA
- Successful completion of all required parts of PRAXIS exams
- This course may be required for freshman. See your advisor.
- Additional Hours UNIV 100 or UNIV 101 not included in curriculum hours.
**Request to Terminate an Academic Degree Program or Administrative/Research Unit**

1. **Institution**  
   Louisiana Tech University

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

3. **Degree Designation. (BA, MS, PhD, etc.)**  
   Bachelor of Science

4. **Title and CIP Code.**  
   Bachelor of Science Education Multiple Levels – Gr K-12 (ED40) CIP Code: 13.1206

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

6. **Teach-out plan, including semester/year at which reporting of degrees shall cease.**  
   The Department of Curriculum, Instruction, and Leadership will continue to offer the Art methods course for the next two years, which will provide time for the limited number of students pursuing the Art concentration to complete the program. Students enrolled in the Health and Physical Education concentration will be transferred to the proposed Bachelor of Science Health and Physical Education Multiple Levels – Gr K-12, pending approval.

7. **Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)**  
   **Explanation:**
   
   The Bachelor of Science Education Multiple Levels – Gr K-12 program has two concentrations, Art Education and Health and Physical Education. There is a low demand for the Art Education concentration, but a strong demand for the Health and Physical Education concentration. Therefore, the request is to terminate the B.S. Education Multiple Levels program with the intention of seeking approval to add a Bachelor of Science Health and Physical Education Multiple Levels – Gr K-12 standalone program.

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

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

9. **Program/Unit Contact (name, title, email address, telephone number)**  
   Lawrence Leonard, Dean, College of Education  
   lleonard@latech.edu  
   Phone: 318-257-3712

   **Campus Head:**  
   [Signature]  
   Date: 1/27/14

   **Management Board:**  
   [Signature]  
   Date:
For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.
Item F.5. Nicholls State University’s request for approval to award an honorary Doctor of Letters (D.Litt.) degree to Lawrence “Sonny” Albarado, Jr. at Spring Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University wishes to recognize the contributions of Mr. Lawrence Albarado by awarding him an Honorary Doctor of Letters degree. Mr. Albarado, a graduate of Nicholls State University, had an outstanding 35-year newspaper career. During the span of his career, he served the public as a journalist and editor dedicated to keeping the citizenry of at least three medium-sized cities and their suburbs responsibly informed of governmental and non-governmental matters that impact their lives.

Mr. Albarado currently holds the position of president of the prestigious Society of Professional Journalists (SPJ). He served as a member of SPJ since 1979 and was elected to the national presidency of SPJ in 2012. His role is to lead SPJ in furthering professional journalism and journalistic ethics, defending First Amendment freedoms and ensuring that the press responsibly performs its “watchdog” function.

Mr. Albarado has been instrumental in keeping the SPJ student chapter vital at Nicholls State University. He assisted the Department of Mass Communication with SPJ during semesters when there were no advisors. Not only did he serve as adjunct instructor at Nicholls, he also served as an adjunct instructor at University of Memphis and Louisiana State University. Mr. Albarado also speaks to students at SPJ chapter-sponsored events, thus guiding and encouraging future journalists. Mr. Albarado has a profound dedication to journalism, students and the University. He stays in touch with mass communication faculty about SPJ events and activities. As well, he has arranged for two faculty members to assist in judging SPJ's annual Mark of Excellence competition for student journalism.

Of the many notable achievements for which Mr. Albarado is known, he has co-directed the Green Eyeshade Awards program, an SPJ-sponsored contest that draws entrants from 11 southeastern states. He served as a board member of the Press Club of Baton Rouge from 1984 to 1989 and was elected President in 1989. He has won awards from the Louisiana Press Association (Best Special Section – 1st place and Investigative Reporting) and from Louisiana Public Relations Society of America as Communicator of the Year. Mr. Albarado has also directly supervised journalists who have won many distinguished awards.

Mr. Albarado’s commitment to give back to his community and dedication to students and faculty permeates his career. Nicholls State University seeks to award this honorary doctorate to Mr. Albarado as a deserving individual who has made outstanding contributions to secondary education.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to award an honorary Doctor of Letters (D.Litt.) degree to Lawrence "Sonny" Albarado, Jr. at Spring Commencement Exercises.
February 28, 2014

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

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the March 28, 2014, meeting of the Board of Supervisors for the University of Louisiana System:

To award an honorary Doctor of Letters Degree to Lawrence "Sonny" Albarado, Jr., at the Spring Commencement Ceremony on May 17, 2014

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

Thank you for your assistance in this matter.

Sincerely,

Bruce T. Murphy  
President

Attachment

pc: Mr. Larry Howell, Executive Vice President  
Dr. Laynie Barrilleaux, Vice President for Academic Affairs  
Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services  
Mr. Mike Naquin, Associate Vice President for Finance and CFO  
Mr. Mike Davis, Assistant Vice President for Facilities  
Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
MEMORANDUM

TO: Dr. Allayne Barrilleaux, Vice President for Academic Affairs

FROM: Dr. DesLey Plaisance, Chair, Honorary Degree Committee

DATE: February 17, 2014

SUBJECT: Honorary Degree Committee Spring 2014 Recommendation

After careful review of the presented nominees for Spring 2014, The University Honorary Degree Committee recommends the following nominee unanimously.

Lawrence “Sonny” Albarado Jr.  (Honorary Doctor of Letters)

No additional nominees were selected at this time.

DVP:kml
Nomination of Lawrence "Sonny" Albarado for the honorary degree of Doctor of Literature

1. Name of Nominee: Lawrence "Sonny" Albarado

2. Professional Titles: * President-elect of the 8,500-member Society of Professional Journalists
   * Projects editor (oversight of investigative and long-form stories), the Arkansas Democrat-Gazette in Little Rock

3. Name of Nominator: Dr. James Stewart, head of the Department of Mass Communication

4. Describe the Nominee's Achievements:

   Mr. Albarado, who graduated from Nicholls in 1974 with a major in English, will cap an outstanding 35-year newspaper career in 2012-13 by serving as national president of the Society of Professional Journalists, starting in mid-September at its annual convention in Fort Lauderdale, Fla. (ABC, CBS and NBC News and the AP are among the convention sponsors.) Founded in 1909 as Sigma Delta Chi, SPJ promotes the free flow of information vital to a well-informed citizenry; works to inspire and educate the next generation of journalists; and protects First Amendment guarantees of freedom of speech and press. It has nearly 300 chapters across the United States. A complex, multifaceted organization headquartered in Indianapolis, Ind., it has a Legal Defense Fund and a Foundation, publishes the magazine Quill, and sponsors contests that honor excellence in student and professional journalism. As president, Mr. Albarado will be concerned with all facets of the organizations and the problems of journalists and the well being of student and professional chapters. (An executive director and a full-time staff look after day-to-day matters.)

   Mr. Albarado, whose SPJ membership dates back to 1979, has served as president of SPJ chapters in Louisiana (for two years) and Tennessee (for four years). From 2006 to 2011, he served on the national board as director of SPJ Region 12, representing members from Arkansas, Louisiana, Mississippi and Tennessee; he also planned regional seminars and special events. He assisted the Nicholls Department of Mass Communication in keeping its SPJ student chapter alive during semesters when advisers resigned or fell ill. From 2006 to 2011, he co-directed the Green Eyeshade Awards program, an SPJ-sponsored contest that draws entrants from 11 southeastern states. He is currently SPJ president-elect and a member of the foundation board of directors.

   For five semesters between 2002 and 2007, he was an adjunct instructor in computer-assisted reporting at the University of Memphis; from 1986 to 1988 he was an adjunct instructor of an advanced reporting practicum at LSU. In 1989 he was president of the Press Club of Baton Rouge, and from 1984 to 1989 was a board member.
He became projects editor of the *Arkansas Democrat-Gazette* in 2007, his primary responsibility being the supervision of a small staff of investigative reporters; he also pinch-hits for state and city desk editors as needed. From 1989 to 2007, Mr. Albarado held such titles as business, news or projects editor at the *Memphis Commercial Appeal*. (The *Democrat-Gazette* has a daily circulation of 182,463; that's 41,371 more than the *Times-Picayune* circulation of 141,092. Daily circulation for the *Commercial Appeal* is 134,562. Both papers have up-to-date web sites that attract thousands of hits.)

After his Nicholls graduation, Mr. Albarado reported for the *Houma Daily Courier* for two years and then spent the next two years as managing editor of a monthly trade magazine, *Coin Industry PlayMeter*, based in New Orleans with 8,000 worldwide circulation; he and two others created the magazine. In 1976 he began a one-year stint as editor of the *Donaldsonville Chief* and then spent the next 12 years at the Baton Rouge *Morning Advocate* in various capacities, including financial editor, assistant city editor, city hall reporter, and suburban bureau chief (responsible for coverage in six parishes).

5. **Explain the humanitarian value or contribution to society of the nominee:**

For more than 35 years Mr. Albarado has served the public as a journalist and editor dedicated to keeping the citizenry of at least three medium-sized cities and their suburbs responsibly informed of governmental and non-governmental matters that impact their lives. As president of a prestigious organization, he will be the No. 1 leader in advancing its reputation for furthering professional journalism and journalistic ethics, defending First Amendment freedoms, seeing to it that the press responsibly performs its "watchdog" function, and recognizing and rewarding the best journalists and the best journalism in the nation. In doing his day-to-day job at big-circulation dailies, Mr. Albarado and the reporters he supervised have exposed public corruption, sent the dishonest to jail, and brought about governmental policy changes. For example, one of Mr. Albarado's staff reporters wrote a series that resulted in a Tennessee Supreme Court ruling that classified as public records documents belonging to private agencies that receive the bulk of their funds from the government. Mr. Albarado has won awards for community service. He has taught journalism classes at two universities and often speaks to students at SPJ chapter-sponsored events, thus guiding and encouraging young future journalists.

6. **Explain the relevance of the nominee's work to Nicholls State University**

Students are impressed and inspired when they learn that a Nicholls alumnus can come from a small bayou city and a small regional university and yet become an editor at two of the 50 biggest-circulation dailies in the country and national president of a professional organization with 8,500 members in almost 300 chapters across the nation. Mr. Albarado is an ambassador for Nicholls and for Louisiana. He assisted Nicholls in maintaining a student chapter of the *Society of Professional Journalists* and consistently stays in touch by e-mail with mass communication faculty about SPJ events and activities. He arranged for two faculty members to assist in judging SPJ's annual *Mark of Excellence* competition for student journalists, enabling them to compare the best of student
journalism elsewhere with what they find in their Nicholls classrooms and student publications.

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

**Awards won by Mr. Albarado alone:**

- **1989** – Louisiana Press Association, first place, Best Special Section Award for the 1988 Business & Economy section of the Baton Rouge *Morning Advocate*

- **1888** – Louisiana Public Relations Society of America, Communicator of the Year, awarded to a journalist who recognizes that public relations practitioners can be ethical and effective participants in the reporting process

- **1974** – Louisiana Press Association, first place, Investigative Reporting, for a series on slum housing in Houma.

**Awards won by reporters directly supervised by Mr. Albarado:**

- **2012** – Arkansas Associated Press Managing Editors, Service to Freedom of Information, second place, for a two-story package in 2011 that reconstructed the night a 67-year-old man died after two women police officers on private security duty confronted him inside his apartment and that examined deadly-force policies.

- **2011** – Arkansas Press Association, first place, Investigative Reporting, for a series of stories in 2010 exploring the use of state-owned vehicles by state employees and constitutional officers. (The stories resulted in policy changes limiting the use of these vehicles.)

- **2010** – Arkansas Press Association, I.F. Stone Award for Investigative Reporting, for a six-part series in 2009 about the quest to identify the 30-year-old remains of a young girl; the series resulted in a mother finally learning what happened to her 12-year-old daughter when she disappeared in 1982. (The series also was a finalist for a Great Plains Journalism Award, an eight-state regional contest.)

Arkansas Associated Press Managing Editors, Special Project/Community Service Award, a 2009 narrative profile of women undergoing a court-ordered residential drug rehabilitation program that allows their children to stay with them during treatment.

- **2009** – Green Eyeshade Award, Enterprise Business Reporting, first place, for a two-part series in 2008 about troubled north Arkansas land deals. (This is an 11-state contest sponsored by regional directors of the Society of Professional Journalists.)

- **2008** – Arkansas Associated Press Managing Editors, Service to Freedom of
Information, for a 2007 story about the disintegration of the career of a married former county comptroller who used county funds to carry on an affair with the representative of the county's computer vendor.

• 1989 - 2007 -- Awards records unavailable, but a series of stories written for the Commercial Appeal resulted in a Tennessee Supreme Court ruling that classified as public records documents belonging to private agencies that receive the bulk of their funding from government.

Awards shared with others:

• 1986 - "Prosperity in Paradise-- Louisiana's Chemical Legacy," a 48-page ad-free tabloid special section about the chemical industry's effect on the environment won at least four awards: The Community Service Award of the Louisiana Press Association, the Conservation Communication Award of the Louisiana Wildlife Federation, the Exceptional Service to the Environment Award of the Delta Chapter of the Sierra Club, and the Blue Heron Award of Baton Rouge's Citizens for a Clean Environment.

• 1983 – United Press International Investigative Reporting Award, first place, for a package of stories about Louisiana tax assessors who pocketed money paid to their offices by cities for preparation of municipal property assessment rolls.

• 1982 – Education Writers Association Special Citation (Breaking News), for coverage of a new school year in 1981 under a new desegregation order.

8a. Date of Birth: November 18, 1950

8b. Educational Background:

1973 – B.A., Nicholls State University, English major, history and theater minors
1972 – One semester of graduate studies in English at Mississippi State University
1983-84 – Journalism law and essay writing courses, Louisiana State University
1988 – "The Changing Financial World," Knight Center for Specialized Journalism, inaugural class, University of Maryland at College Park
1993 – "News Research and the Newsroom," Poynter Institute, St. Petersburg, Fla.
2000 – 2001 -- Classes in Microsoft Excel and Access online through the University of Memphis

8c. Employment history:

2007 - present: Projects editor, Arkansas Democrat-Gazette, Little Rock
(daily circulation of 182,463)
1989 - 2007: News editor, business news editor, projects editor, deputy business editor (at different time periods), The Commercial Appeal, Memphis, Tenn. (daily circulation of 134,562)
1977 - 1989: Financial editor, assistant city editor, reporter, suburban bureau chief (at different time periods), The Morning Advocate, Baton Rouge, La. (daily circulation of 98,000)
1976 - 1977: Editor, The Donaldsonville Chief (weekly circulation of 5,000)
1974 - 1976: Managing editor, Coin Industry PlayMeter, monthly trade magazine with worldwide circulation of 8,000 based in New Orleans

NOTE: Adjunct instructor, University of Memphis, fall 2002, spring 2003, spring and fall 2006; spring 2007; Louisiana State University, 1986-1988

9. Additional comments:

With the exception of Barry Melancon of the American Institute of Certified Public Accountants, Mr. Albarado in all likelihood is the only Nicholls alumnus ever chosen to head a complex national professional organization. Although an executive director and a full-time staff look after day-to-day operations, Mr. Albarado appoints all 22 committees, presides over board meetings and is the spokesperson for the 8,500-member organization. The SPJ and its various committees study and influence serious matters, such as open governmental records and meetings, questionable arrests of responsible journalists, journalistic ethics, training in narrative writing and investigative reporting, managing a legal defense fund and a foundation, assisting professional and student chapters, conducting contests for students and professionals - and much more, especially anything related to the First Amendment. He has been a member of Investigative Reporters and Editors since 1988. He has also been a member of the Society of American Business Editors and Writers since 1988 (but with some lapses of membership).

As a newspaperman, Mr. Albarado currently works on a newspaper with a Sunday circulation of 260,813 and previously worked on one with a Sunday circulation of 167,359. The Delta-Democrat circulation vastly exceeds that of the Times-Picayune. Commercial Appeal circulation is No. 58 nationally, the Picayune No. 55 nationally.

As a Nicholls student, Mr. Albarado served as Nicholls Worth editor, played a leading stage role in a Nicholls Players musical, and served on the Student Senate as president of his senior class. He was among student leaders who successfully brought about the end of hair and dress regulations and the end of racial segregation in Thibodaux nightclubs. He and the student body president visited the mayor of Thibodaux to seek his assistance in desegregating Thibodaux nightspots, but the mayor refused to interfere with the segregation policies of Thibodaux businesses.

Mr. Albarado is the father of two adult sons and the grandfather of five children. For ethical reasons, he avoids involvement in civic organizations, with one exception: he has
served as president of a neighborhood organization, Brush Mountain Property Owners Association, and is currently its secretary. He is a dues-paying member of the Nicholls Alumni Federation. He has worked the phones for Jerry Lewis Muscular Dystrophy telethons; he regularly contributes to the United Way and to public radio and television. Years ago, he and his wife, not wanting to have her 13-year-old brother uprooted from school, looked after him while the boy's mother was working in Alaska. (Incidentally, Mr. Albarado's mother, Pauline, was cashier in the Nicholls cafeteria for about 25 years.)

10. Contact information for the nominee:

Name: Lawrence "Sonny" Albarado π

Postal Address: 33018 Turkey Trail, Paron, AR 72122

Phone number: Cell, 501 551-8811; Newsroom, 501 244-4321

E-mail Address: Home, byuboy50@hotmail.com
SPJ, spjsonny@gmail.com
VITA
Lawrence "Sonny" Albarado, Jr.

- City Editor, Arkansas Democrat-Gazette
- Member, Associated Press Media Editors Board of Directors
- National President, Society of Professional Journalists, 2012 - 2013

Date and Place of Birth: Thibodaux, Louisiana
Addresses: 33018 Turkey Trail, Paron, AR 72122
Phone Numbers: 501 551-8811 (cell)
   501 244-4321 (home)
E-mail Addresses: byuboy50@hotmail.com
   spjsonny@gmail.com

Employment history:

2007 - present: Projects editor initially and now city editor, Arkansas Democrat-Gazette, Little Rock, Arkansas
1976 - 1977: Editor, The Donaldsonville Chief
1974 - 1976: Managing editor, Coin Industry PlayMeter, monthly trade magazine with worldwide circulation of 8,000 based in New Orleans
NOTE: Adjunct instructor, University of Memphis, fall 2002, spring 2003, spring and fall 2006; spring 2007; Louisiana State University, 1986-1988

Educational Background:

1973 - B.A., Nicholls State University, English major, history and theater minors
1974 – One semester of graduate studies in English at Mississippi State University
1983-84 – Journalism law and essay writing courses, Louisiana State University
1988 – "The Changing Financial World," Knight Center for Specialized Journalism, inaugural class, University of Maryland at College Park
1993 – "News Research and the Newsroom," Poynter Institute, St. Petersburg, Fla.
2000 – 2001 – Classes in Microsoft Excel and Access online through the University of Memphis

Service and Achievements:

President of Society of Professional Journalists chapters – two years in Louisiana, four years in Tennessee
Director of Region Eight and member of the board of directors of the national Society of Professional Journalists
Winner of Louisiana Press Association awards in 1989, 1988 and 1974

I shared special awards with other reporters in 1986, 1983 and 1982
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

March 28, 2014

Item F.6. Northwestern State University’s request for approval to award an honorary Doctor of Humane Letters degree to Bert B. Tuswing at Spring Commencement Exercises.

EXECUTIVE SUMMARY

Northwestern State University wishes to recognize the contributions of Mr. Bert Tuswing by awarding him an Honorary of Humane Letters degree. Mr. Tuswing is currently serving at the Center for Strategic Leadership and Development located at the Army War College in Carlisle, Pennsylvania. He is deserving of this honor due to his education, the position he has held in the field of Terrorism and Homeland Security, his military background, and his impressive list of publications and presentations.

Mr. Tuswing holds a Master of Arts degree in Strategic Studies from the U.S. Naval War College and from the U.S. Army War College. He is also a Distinguished Graduate from the United States Marine Corps Command and Staff College. Mr. Tuswing has also attended the Harvard University School of Government, Massachusetts Institute of Technology Center for International Studies, and the Brookings Institute. His military career in the Marine Corps spans 25 years involving assignments as the Presidential Command Pilot, Executive Officer of the 22nd Marine Expeditionary Unit in Bosnia and Herzegovina, Somalia, Operations Officer, Communications Company, 2nd Marine Division, Executive Officer, Marine Air Base Squadron, and the U.S. Marine Corps Command and Staff College.

Mr. Tuswing’s 20 presentations to Homeland Security with terrorism as the major theme are most impressive. He is a recognized expert by his peers in the homeland security arena. He has attended more than 60 conferences/presentations in an effort to stay abreast of changes in his field. Not only is he well published, but he is also the reviewing editor for Homeland Security Affairs, Journal for Homeland Security and Emergency Management, and Journal of Homeland Security Education.

The University’s Master of Science Degree in Homeland Security and the recently approved Post Master’s Certificate in Global Security and Intelligence will be enhanced by the awarding of this honor to Mr. Tuswing. The recognition of Mr. Tuswing’s contributions to homeland security by Northwestern will also bring exposure to the University’s graduate program. Mr. Tuswing’s commitment and dedication to homeland security are worthy of this honor. Northwestern State University seeks to award this honorary doctorate to Mr. Tuswing as a deserving individual who has made outstanding contributions in this field.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to award a Doctor of Humane Letters degree to Bert B. Tussing at Spring Commencement Exercises.
March 7, 2014

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

Re: Honorary Doctorate of Humane Letters for Bert B. Tussing

Dear Dr. Woodley:

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

Permission to award an “Honorary Doctorate of Humane Letters” to Mr. Bert B. Tussing at our May 2014 commencement ceremonies. The College of Arts, Letters, Graduate Studies and Research - Department of Criminal Justice, History and Social Sciences has approved the attached recommendation.

Thank you for your consideration of this request.

Sincerely,

Randall J. Webb
President

RJW/pc
Attachment
Date: February 6, 2014
To: Dr. Steve Horton
From: Joe Morris
Re: Consideration of Honorary Doctorate for Bert B. Tussing

Please consider nominating Bert B. Tussing for an Honorary Doctorate from Northwestern State University. Mr Tussing is currently serving at the Center for Strategic Leadership and Development located at the Army War College in Carlisle, Pennsylvania.

I believe he is deserving of this honor due to his education, the positions he has held in the field of Terrorism and Homeland Security, his military background and his impressive list of publications and presentations. He has a Master of Arts degree in Strategic Studies from the U.S. Naval War College and from the U.S. Army War College. He is also a Distinguished Graduate from the U.S. Marine Corps Command and Staff College. He has also attended the Harvard University School of Government, Massachusetts Institute of Technology Center for International Studies and The Brookings Institute.

His military career in the Marine Corps spans 25 years involving assignments as the Presidential Command Pilot, Executive Officer of the 22nd Marine Expeditionary Unit in Bosnia and Herzegovina, Somalia, Operations Officer, Communications Company, 2nd Marine Division, Executive Officer, Marine Air Base Squadron, and the U.S. Marine Corps Command and Staff College just to list a few.

His 20 presentations involving Homeland Security and terrorism as the major theme are most impressive. He is a recognized expert by his peers in the homeland security arena. He has attended more than 60 conferences/presentations in order to keep current in his chosen field. His resume lists 14 publications in various publications involving homeland security/terrorism. He is a reviewing editor for Homeland Security Affairs, Journal for Homeland Security and Emergency Management, Journal of Homeland Security Education.

I believe that Northwestern State University’s Master of Science Degree in Homeland Security and the recently approved Post Master’s Certificate in Global Security and Intelligence will be enhanced by the awarding of the Honorary Doctorate Degree to Mr.
Tussing. This award will also bring exposure to our graduate program and should result in additional students for Northwestern, both at the graduate and undergraduate level.

Based on the information above, I believe that Mr. Tussing is deserving of this prestigious honor and ask that you give him every consideration in reviewing this request.

Sincerely,

Joe Morris
Enclosure 1- Curriculum Vitae

BERT B. TUSSING
Center for Strategic Leadership and Development, U.S. Army War College
Carlisle Barracks, Pennsylvania 17013
(717) 245-4516, bert.b.tussing.civ@mail.mil

Education:

Harvard University Kennedy School of Government, General and Flag Officer Homeland Security Executive Seminar, 2012

Master of Arts, National Security and Strategic Studies, U.S. Naval War College, Graduate with Highest Distinction, 2002

Master of Strategic Studies, U.S. Army War College, 2003

Fellow, Massachusetts Institute of Technology Center for International Studies, 1995

Legislative Fellow, The Brookings Institute, 1997

United States Marine Corps Command and Staff College, Distinguished Graduate, 1988

Bachelor of Arts, English Literature, The Citadel, 1975

Experience:

Professor of National Security Affairs, Center for Strategic Leadership and Development, U.S. Army War College, 1999-Present


United States Marine (1975-2000)

Deputy Legislative Assistant to CJCS (1997-1999)

Brookings Legislative Fellow, Office of Rep Steve Buyer, R-IN (1996)

USMC Analyst, Secretary of the Navy's Office of Program Appraisal (1994-1996)
Executive Officer, 22nd Marine Expeditionary Unit (1992-1994)
Bosnia and Herzegovina, Somalia

Operations Officer, Marine Helicopter Squadron One (Presidential

U.S. Marine Corps Command and Staff College (1988)

CH-53 Branch Head, Marine Aviation Weapons and Tactics Squadron
One (1985-1988)

Executive Officer, Marine Air Base Squadron 26 (1984-1985)

Weapons and Tactics Instructor, Marine Medium Helicopter Squadron 261

Operations Officer, Communications Company, 2d Marine Division (1982-
1983)

Weapons and Tactics Instructor, Marine Heavy Helicopter Squadron 461
(1979-1982)

Selected Presentations:

"U.S. Homeland Security," to members of the Resilience Center of the
United Kingdom’s Joint Service Command and Staff College (2004)

"United States Homeland Security," presented at the Indonesian Army
Education Training and Doctrine Command; the Indonesian Joint War College;
the Republic of Indonesia’s National Resilience Institute; and the Malaysian
Armed Forces Defense College in support of the USARPAC theater engagement

"Civil-Military Cooperation in Disaster Response," CENTCOM’s Exercise
EAGLE RESOLVE, Doha, Qatar (2005)

Annual Antiterrorism Conference (2005)

Panel Presentation “Coping with Natural and Man-Made Disasters,”
sponsored by the Potomac Institute of Arlington, Virginia (2005)

"Intelligence Support to Homeland Security," U.S. Army Antiterrorism
Conference. (2007)

“Civil-Military Relations,” EUCOM’s Interagency Seminar conducted in Sarajevo, Bosnia and Herzegovina (2007)


Selected Symposia and Workshops

"Interagency Support for Environmental Engagement Workshop" sponsored by the Deputy Under Secretary of Defense (Environmental Security) and the Department of State in cooperation with the Foreign Service Institute and the Center for Strategic Leadership. (2000)

"Nigeria Environmental Security Exercise," sponsored by the Deputy Assistant Secretary of Defense (African Affairs), the Deputy Under Secretary of Defense (Environmental Security), and the Center for Strategic Leadership, conducted for the U.S. European Command (2000)

"OSD Net Assessment's Power Projection War Game," participated as facilitator to the Homeland Defense Cell of this war game, designed to address (particularly) the challenges of combating a theater hegemony who has focused his forces towards an "Anti-Access" strategy against the United States. (2000)


"TEMPO BRAVE," served as Joint Staff, NSC and Interagency Coordinators for OCONUS Consequence Management Exercise in CINCPAC (2000)

"Future Interventions Symposium," session was jointly sponsored by the CSL, Dickinson College, and the Carnegie Institute, focused on the potential direction of future interventions for the United States, the United Nations, and coalitions. (2000)

"Post Conflict Strategic Requirements Workshop," sponsored by DCS/OPS and CSL, focused on identifying capabilities required of the military in fulfilling their function (and potential functions) in the rebuilding of a failed state, following a devastating conflict. (2000)

"Consequence Management Symposium," sponsored by CSL and CSIS (2001)


"Keeping the Shield Strong- Defending the Defender," sponsored by CSL and the Army Space and Missile Defense Command (2001)


"Project O'Bannon," sponsored by USMC Warfighting Center and OSD(Net Assessment) examining the scope and components of an extended global campaign against international terrorism (2002)

"Project Decatur," sponsored by Joint Warfare Analysis Center devoted to identifying, testing, and assessing concepts of operations for exploiting network vulnerabilities within terrorist operations cells. (2002)


Collins Center Senior Symposium, “Interagency and Intergovernmental Responsibilities in the War on Terrorism,” CSL (2005)

Reserve Component Symposium, The Role of the National Guard in Critical Infrastructure Protection,” CSL, (2005)

Office of the Assistant Secretary of Defense for Homeland Defense, Strategic Threat Conference (2005)


“Addressing the Underlying Conditions that Foster and Sustain Terrorism,” CSL, U.S. PACOM, CIA National Intelligence Council (2005)

Collins Center Senior Symposium, "The Role of the Military in Responding to Catastrophe," (2006)

Reserve Component Symposiums: "The Role of the Reserve in Responding to Catastrophe" (2006); "Unity of Effort in Catastrophic Response" (2007); "Reexamining the Role of the National Guard and the Services' Reserves in Support to Civil Authorities" (2008)

U.S. Central Command, Regional Disaster Response Conference, Kazakhstan (2006)


U.S. Southern Command, Fuerzas Aliadas Humanitarias (2007)


"Shared Future," NGB and the IDF Homefront Command Disaster Response Workshop (2008-Tel Aviv; 2009-CSLD)

DHS Policy Directorate, OSD Under Secretariat for Policy, "DHS-DoD Transition Conference" (2008)

Reserve Component Futures Seminars (2009, 2010)


Institute on Science for Global Policy series on "Emerging and Persistent Infectious Diseases" (2011, 2012, 2013)


Chief of Staff of the Army's "Senior Leader Seminar" (2011, 2012, 2013)

"Transborder Narco-Terrorism Conference," San Angelo University (2012)


City of Los Angeles Emergency Management Conference (2012)

Collins Center Senior Symposium, "Aligning Strategies in Combating Transnational Criminal Organizations" (2012)

Selected Publications:


Edited and contributed to In Support of the Common Defense: Examining Critical Infrastructure Protection in the Public and Private Sector, compendium of papers and presentations delivered at the 2004 conference of the same name, CSL and GWU HSP (2005)


Chief Editor and contributing author for Threats at Our Threshold, the compendium of papers developed for the first symposium of the Consortium for Homeland and Defense in America (CHDSA) (2007)


Editor, In Support of the Common Defense: Homeland Defense and Security Journal, select homeland security, homeland defense, and defense support of civil authorities papers from U.S. Army War College students in both Resident and DDE classes. Published by the Center for Strategic Leadership. (2011)


Affiliations:

Center for Strategy and International Studies Chemical Biological Radiological and Nuclear Terrorism Task Force. (2000-2001)

Pennsylvania Governor’s Homeland Security Task Force (2001)


University of California-Irvine Center for Unconventional Security Affairs Board of Experts (2007-Present)

Senior Fellow, GWU Homeland Security Policy Institute (2007-Present)

Senior Fellow, Long Island University Homeland Security Management Institute (2007-Present)

Pennsylvania State University Homeland Security and Homeland Defense Advisory Council (2010-Present)

U.S. Army Command and General Staff College and Kansas State University Homeland Defense and Security Advisory Council (2011-Present)

Awards:

Elihu Root Chair of Military Studies (2009-2012)

Madigan Award for Writing (2009)

Meritorious Civilian Service Award (2002)

Superior Civilian Service Award (2006)

Security Clearance: Top Secret
Enclosure 2: Self Assessment

NAME: Bert B. Tussing
DEPT: CSLD Landpower Concepts, Doctrine and Wargaming
Homeland Defense and Security Issues Group (HDSIG)
POSITION: Professor of National Security Affairs
POSITION TYPE: Practitioner

1. I am providing this self-assessment in accordance with the requirements of CBKS Memorandum 690-2 (10 April 2013). I have served as a civilian member of faculty at the USAWC for thirteen years as an Associate Professor. Following the structure of the faculty manual, I will discuss contributions in teaching, research, external service, and internal service, respectively.

2. Teaching. My self-assessment is that I have achieved Level 3 teaching standards, although, admittedly some of the measures outlined in the Memorandum do not quickly align with my activities, past and present. Nevertheless, I believe those activities will validate my assessment.

   a. Advised 21 SRPs and 7 CRPs over the last six years. Two SRP advisees received writing awards.

   b. Have developed or assisted in the development of syllabi and team-taught electives in Homeland Security Strategy and Policy (6 years); Weapons of Mass Destruction (3 years); DSCA (2 years). Participated in the White Cell of the Joint Air Land Sea Simulation electives culminating exercise at the Air War College for four years, simulating roles as federal and state homeland security officials. Led the development (with the HDSIG) of a special curriculum for the USAWC simulating DHS in this year’s JLA9SS.


   d. Have done yearly "guest lectures" on Homeland Security and Homeland Defense issues for the National Security Policy Program (5 years), the Advanced Strategic Arts Program (3 years), and the USAWC Reserve Component elective (2 years).
e. Have presented a series of Homeland Defense, Defense Support of Civil Authorities, and Homeland Security lectures in support of the Distance Education program, both on line and in-residence (5 years). In 2011 assisted DDE in HLS Exercise executed in the resident portion of the course.

f. Have presented "Noontime Lectures" in support of the Resident Class (3 years) on a host of subjects including Research Initiatives in Support of NORTHCOM’s mission (in support of SRP selections); the military’s strategic lessons learned following Hurricane Katrina; the National Strategy for Homeland Security; and the evolving direction of homeland security and homeland defense.

g. For AY 2013 was asked by DMSPO to assist in the development of core curriculum package for faculty use in Seminar sessions on homeland defense and defense support of civil authorities. For AY 2014 have been asked (with HDSI) to review the curriculum for next year, and to hold sessions with the faculty instructors in preparation for the seminars. Further, have been honored by DMSPO in being asked to prepare and deliver the lesson to the Resident Class leading up to the seminar discussions. In addition, will prepare tailored noontime lecture(s) augmenting and building upon the information presented in the core package.

h. On different occasions, in response to both governmental and academic institutions, have been solicited to participate in development of curriculums for graduate and undergraduate studies in homeland security and homeland defense. Among these occasions:

   i. DHS Under Secretary for Preparedness and DoD Assistant Secretary of Defense for Homeland Defense (ASD-HD) forum to develop curriculum for strategic and operational level planners (2006)

   ii. DHS Chief Learning Officer and OASD for Homeland Defense and Americas’ Security Affairs (ASD-HDASA) forum to discern "core competencies" required for strategic leadership in homeland security and homeland defense (2007)

   iii. NORTHCOM/OASD-HDASA "educational liaison session" with War Colleges, ILS, and associated institutions on the curriculum and exercises being developed and exercised in their institutions (2007, 2010)

   iv. Participated in a symposium devoted to developing a curriculum surrounding "civil security" at the George C. Marshall Center for
European Security Studies. Results of the symposium were incorporated into what would become GCMC’s “Seminar on Transatlantic Civil Security” (STACS) (2007)


vi. Accepted appointment to the Pennsylvania State University Homeland Security and Homeland Defense Advisory Council, overseeing the development of certificate, undergraduate and graduate programs in homeland security and homeland defense across the PSU world campus (2010)

vii. Accepted appointment to the United States Army Command and General Staff College and Kansas State University’s Homeland Defense Advisory Council, overseeing the development of a cooperative graduate degree program between the two institutions (2011)

viii. Consulted in the development of a homeland security graduate program at The Citadel (2011)

ix. Participated in a panel discussion on homeland security texts at the Emergency Management Institute's Higher Education Summit (2012)

i. At the behest of CHDS and the National Guard Bureau, assisted in developing and teaching a prototype program for state National Guard Officers culminating in a Homeland Defense Certificate. Certificate was later accepted by Missouri State University in contributing to the institution’s requirements for a masters degree. (2007-2008)

j. Selected from 150 applicants for one of 33 slots for Summer Workshop on Teaching about Terrorism (SWOTT), sponsored by the Department of Homeland Security and conducted by the University of Oklahoma. (2008)

k. Accepted appointment as a member of the Steering Group of the Homeland Security Defense Education Consortium Association. Initiated by NORTHCOM as HSDEC, the Association took over the initiative once underway, focused on establishing accreditation criteria for colleges and universities development of curricula in HLS and HLD.
1. Served as an "expert panelist" overseeing advising in the execution of a "Counterterrorism Simulation Exercise" conducted by the Indiana University School of Law and its School of Public and Environmental Affairs (SPEA). Followed in its execution as a filmed documentary, SPEA later received an Emmy for its product. (2010)

m. Assisted the Near East and South Asia Center for Strategic Studies in planning and executing a "Homeland Security Workshop," including lectures, for the Lebanese Armed Forces Staff College. (2010)

n. With Pennsylvania State University and PKSOI, established an summer intern position at HDSI. (2011)

o. Served as adjunct faculty member of Long Island University's Homeland Security Management Institute (having taught online classes "Domestic and International Terrorism"(2010) and "Psychological Aspects of Disaster and Terrorism" (2011); and an adjunct faculty member of Pennsylvania State University (having taught an online class in "Introduction to Homeland Security.")(2011)

3. My self-assessment is that I have achieved Level 3(+) in the scholarship area. Publications have played a part in that assessment, but, in by my estimation, presentations at major conferences have played a greater role in my case. Frequently, these presentations focused on the results of symposiums hosted and/or conducted by the Center for Strategic Leadership, which will be examined further in the External Service segment of my assessment. I offer the following in support of this portion:

a. Presentations on the Reorganization of DHS to both the Department of the Army and the U.S. Marine Corps Annual Antiterrorism Conferences (2006)

b. A presentation at the symposium of the Adjutant Generals' Association of the United States on the Role of the National Guard in Critical Infrastructure Protection (2006)

c. Accepted invitation to participate as a task force member in CSIS' final segment of its "Beyond Goldwater-Nichols" study series, devoted to examining the federal government's capabilities to responding to catastrophic events in the United States. Study lead was Ms Christine Wormuth, now Deputy Under Secretary of Defense for Strategy, Plans and Force Development (2006)

d. Planned, organized and with HDSI led the conduct of a series of interviews designed to capture the military's strategic lessons learned from response and recovery operations following Hurricane Katrina.
Over twenty interviewees for the study-- including ASD-HD, Commander NORTHCOM, CNGB, the Joint Staff J-3, the TAGs of Mississippi and Louisiana, and CG First Army- shared lessons from Katrina surrounding planning assumptions, command and control, the role of law enforcement and strategic communications. Results of the study were briefed to numerous audiences and forums, to include the White House Study group examining the federal response to the disaster. Results were further formatted for utilization at the Center for Army Lesson's Learned, who sponsored the study. (2006, 2007)

e. Produced issue paper on results, deliberations and recommendations from the 2006 Reserve Component Symposium on better utilization of the reserve component in improving the military's domestic crisis response. (2006)

f. Interviewed by Toffler Associates as a part of a study to portray challenges in the 21st Century. Discussions during my interview focused on the evolving face of HLD/HLS, the role of the interagency in efficiently meeting those ends, the difficulties of coordinating these functions in a deliberately federalist society, and the part the media may play in empowering or detracting from the government's response to crises. (2006)


h. The following papers/presentations were delivered at forums surrounding homeland security and homeland defense.


vi. “Civil-Military Relations in Disaster Response” Triangle Institute for Security Studies forum on “Climate Change and National Security” (repeated presentation later at the University of California-Irvine at the request of their Board of Trustees) (2007)


xiii. “Lessons from the Military’s Experience in Resilience,” West Point Critical Infrastructure Symposium (2011). Subsequently interviewed by Dr. Daveed Gartenstein-Ross, the director of the Center for the Study of Terrorist Radicalization at the Foundation for Defense of Democracies, for a study he was conducting on the issues.


k. Served as Chief Editor and contributing author for Threats at Our Threshold, the compendium of papers developed for the first symposium of the Consortium for Homeland and Defense in America (CHDSA) (2007). As will be explained in the External Service segment, CHDSA was a consortium of the U.S. Army War College's Center for Strategic Leadership (CSL), George Washington University's Homeland Security Policy Institute (HSPI), the Center for Strategic and International Studies (CSIS), and the Heritage Foundation. (2007)

l. At the invitation of David Heyman of CSIS and Dr. James Carafano, the Heritage Foundation, served as a member of a task force reviewing a six month study undertaken by the organizations, "DHS 3.0," drawn to assess the progress of DHS and the rest of the homeland security enterprise. Mr. Heyman is now the Assistant Secretary for Policy, DHS. (2008)


o. Oversaw the development, editing and publication of In Support of the Common Defense: Homeland Defense and Security Journal. This was the first volume of select papers aligned with issues of homeland security, homeland defense, and defense support of civil authorities from U.S. Army War College students in both Resident and DDE classes. Published by CSL. (2011) Second volume is complete, awaiting final editing and publication. (2013)


r. In process: Editing (with Dr. David McIntyre and Mr. Robert McCreight) and contributing chapters to a graduate level text devoted to Homeland Defense and Defense Support of Civil Authorities. Tentatively titled Defense in a Different Direction: The Origins and Evolution of US Homeland Defense and Defense Support to Civil Authorities, the book has been contracted through CRC Press, part of the Taylor and Francis group. Expectations are that the book will be available in January of next year.


4. My self assessment is that I have achieved Level 4 in the area of External Service. My service at the War College has provided me the opportunity to work with a number of offices in the Pentagon, most notably the Office of the
Assistant Secretary of Defense for Homeland Defense and Americas' Security Affairs; and the Office of the Assistant Secretary of Defense for Reserve Affairs. I have also worked extensively with the U.S. Northern Command in HD and DSCA issues; and, recently, with AFRICOM, in a Countering Violent Extremism initiative in East Africa, and in assisting in the development of National Military Strategies for the countries of Burkina Faso and Niger. Likewise, I have enjoyed frequent opportunities to serve with the staff of the George C. Marshall Center for European Security Studies, especially surrounding their Seminar on Transatlantic Civil Security. These initiatives very often have me "on the road" by far exceeding an accumulated 4 months of service in support of temporary assignments. The following is provided in support of my assessment.


b. At the behest of DHS, participated in a panel presentation on proposals for outreach and engagement delivered to members of the Department’s public affairs and strategy sections. (2006)

c. Planned, organized and with HDSI led the conduct of the 5th Annual Collins Center Senior Symposium (C2S2). Focusing on the role of the military in responding to catastrophes, invited participants included a former CSA; a former Commander of NORTHCOM and his Deputy; a former Commander of USACE; and a former TAG of Louisiana. (2006)

d. Planned, organized and with HDSI led the conduct of the 5th annual Reserve Component Symposium devoted to examining how to better leverage the power of the service reserve components and the National Guard in responding to catastrophes. Presented findings of the aforementioned Katrina strategic lessons learned study and facilitated a workshop devoted to command, control, cooperation and coordination issues surrounding the military’s potential response to catastrophe. Results of the symposium were immediately briefed to a "blue ribbon panel" led by the Assistant Secretary of Defense for Reserve Affairs, and later to the Assistants to CJCS for Guard and Reserve Affairs. (2006)

e. At the invitation of the Central Command J-5, facilitated and moderated discussions surrounding Regional Disaster Response Capabilities in the Central Asian States. The forum included representatives from Pakistan, Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, the United Nations, and the U.S. Central Command. (2006)
f. At the invitation of the Eisenhower National Security Series, planned and organized and participated in the series' first HLD/HLS forum. Envisioned as an annual event, CSL's HDSI and partners from the George Washington University's Homeland Security Policy Institute (HSPI), CSIS, and the Heritage Foundation developed and delivered panel presentations on: the role of the military in responding to catastrophe; the need for a "Goldwater-Nichols initiative" in the federal government's homeland security community; the role of the reserve component; information and intelligence challenges surrounding HLS in the U.S.; and the vital role of strategic communications in HLD/HLS. Featured speakers for the event were LTG Steven Blum, Chief of the NGB; the Honorable John Lehman, former Secretary of the Navy and Commissioner of the 9/11 Commission; and the Honorable James Loy, former Commandant of the USCG and Deputy Secretary, DHS. (2006)

g. Served as the USAWC primary coordinator for activities involving Congress. Served in support of CSL, SSI, and DDE in coordinating visits from Congressional delegations, testimony before Congressional Committees, working other inquiries through the Army's Office of the Chief of Legislative Liaison (OCLL) and the TRADOC legislative liaison section. Held this function from my initial hiring in 1999 through 2007.

h. At the behest of OASD(HD)'s Deputy Assistant Secretary for Strategy and Resources, reviewed that section's work in response to tasking from the Quadrennial Defense Review "Execution Road map for Building Partners Capacities." (2006)

i. At the behest of the U.S. Southern Command, served as chief facilitator for Fuerzas Aliadas Humanitarias 2007 (FAHUM 07), a regional disaster relief seminar co-sponsored by the command and the Guatemalan Ministry of Defense. Held in Guatemala City, military and civilian agencies from throughout the Western Hemisphere participated in this forum, designed to enhance civil- military cooperation and build humanitarian assistance capabilities. The theme of the symposium was, "New Approaches to Old Threats: Seismic Events and Regional Health Issues". Participants included representatives from South America, the Caribbean, and Central America. (2007)

j. Planned, organized and with HDSI led the conduct of the 6th annual USAWC Reserve Component Symposium, devoted to achieving unity of effort in catastrophic response. Attendees included representatives from NORTHCOM, the service reserves, the National Guard Bureau, and state National Guard members to include the Adjutants General from the states of Georgia, Rhode Island and Texas. Seventeen General Officers in all attended the session, culminating in
observations and recommendations being briefed to a Blue Ribbon panel that included the Assistant Secretary of Defense for Reserve Affairs, the Deputy Commander of NORTH COM, the Director of Operations Coordination for the Department of Homeland Security, the Assistant to the Chairman of the Joint Chiefs of Staff for the National Guard, and the Deputy Assistant Secretary of Defense for Homeland Defense and America's Security Affairs. (2007)

k. With the Consortium for Homeland Defense and Security in America (USAWC-CSL, GWU's HSPI, CSIS, and the Heritage Foundation) planned, organized and conducted the 2nd annual CHDSA Homeland Defense and Homeland Security forum, "Threats at Our Threshold." The forum consisted of four panels, devoted to the impact of Western Hemisphere relations on U.S homeland security; the threat and challenges of domestic radicalization; new concerns surrounding Weapons of Mass Destruction; and missile defense of the United States. In addition to the panel presentations, featured presentations were offered by the Principle Deputy Assistant Secretary of Defense for Homeland Defense and America's Security Affairs; the Deputy Assistant Secretary of Defense for Homeland Defense; the Department of Homeland Security's Supervisory Intelligence Officer for Extremism and Radicalization; and the former Department of Homeland Security Assistant Secretary for International Affairs. (2007)

l. Led the organization and conduct of the 7th Annual Reserve Component Symposium, hosted by CSL. Forum addressed the topic, "Reexamining the Role of the National Guard and the Services' Reserves in Support to Civil Authorities." The forum consisted of 65 subject matter experts (including 14 General Officers) from across the Guard and Reserve communities, the Office of the Assistant Secretary of Defense for Homeland Defense and Americas' Security Affairs, the U.S. Northern Command, and others. (2008)

m. At the request of the Hopkins Scholars program of Johns Hopkins University, delivered a presentation on Homegrown Terrorism and Radicalization in Western Europe and in the United States. The Hopkins Scholar program brings together top high school students from around the United States for summer studies in the humanities, science and engineering. (2008)

n. Participated in the Shared Future disaster response workshop conducted by the NGB and the IDF Homefront Command in Tel Aviv. Served as mentor for various segments of a series of table top exercises playing out major manmade and natural disasters. Presented a lecture on the United States' approach to Military Support
to Civil Authorities in response and recovery operations. (2008)

o. Presentation for the Adjutants General National Security Seminar on the work of the Homeland Defense and Security Issues Group at CSL. The dominant focus of the presentation was the annual Reserve Component Seminars, organized and hosted by CSL. (2008)

p. Partnered in organizing and conducting CHDSA’s third annual symposium, “Threats at Our Threshold.” This year’s event was dedicated to "Homeland Defense and Homeland Security for the Next Administration," and featured six panels. Moderated two of the six panels, one devoted to "The Strategic Direction of the Department of Defense in Homeland Defense and Civil Support" (featuring the Honorable Paul McHale (ASD- HDASA), LTG William G. Webster (Dep Cmdr, NORTHCOM/NORAD), and MGGEN George Smith (Dep Dir for Strategic Initiatives, Joint Staff J5); and 'The Evolving Role of the National Guard and the Services' Reserves in Homeland Defense and Civil Support" (featuring Maj Gen Tim Lowenberg (TAG-WA), Ms Christine Wormuth (Senior Fellow, CSIS) and COL(P) Les Carroll (USARC DC/S Ops). Following the symposium, was interviewed by both the Washington Post and CBS radio surrounding developments in homeland defense. (2008)

q. At the behest of the DHS Policy Directorate, assisted in organizing and conducting a two day "DHS-DoD Transition Conference" dedicated to reexamining, validating, and challenging the foundational premises and definitional concepts that characterized the homeland security enterprise in the Bush Administration. Moderated and facilitated the first of three panels for the forum. (2008)


s. With NGB, organized and hosted “SHARED FUTURE,” a Disaster Response Conference for the National Guard Bureau and the Israeli Defense Force’s Homefront Command. Organized as the third in an annual series brought members of the NGB, select state National Guards, and the IDF’s HFC to CSL to share insights and best practices in the military component of disaster response and recovery operations. Focused this year to address the implications of a chemical disaster, the symposium was divided into five workshop groups focused specifically on Operations, Doctrine, Medical, CBRNE
response capabilities, and Strategic Communication. (2009)

t. Served as a chief collaborator for USAWC (CSL) with the Israeli Institute for National Security Studies (INSS), the Homeland Security Studies and Analysis Institute (HSI- DHS' FFRDC), HSPI, NESA, NGB, Sandia National Laboratory and others, in beginning a research initiative in Societal Resilience. From initial meetings with representative from INSS (Aug 2009), continued to develop the rest of the forum, eventually resulting in an International Symposium on Societal Resilience in Washington, DC in 2010. Going forward from the symposium, under a continued collaboration between DHS, INSS, CSL and a new coalition of international partners, the International Resilience Research Network was established. With the addition of the Northeastern University's George J. Kostas Research Institute for Homeland Security, plans are to continue the network's efforts in another symposium to take place in the winter of 2013.

u. At the request of Secretary Dennis McCarthy, ASD-RA, hosted and facilitated the first of two RC Futures Seminars, devoted to examining potential future roles of the reserve components in 2025. Twenty-five attendees included experts from OASD-RA, the service assistant secretaries, the service reserve components, NGB, USNORTHCOM and service war colleges. The purpose of the seminar was to examine the future joint operating environment and to discern how the reserve components might best serve the military element of national power within that environment. (Dec 2009). Following the same, facilitated out-briefs of the event and follow-on discussions for the Chiefs of the Service Reserve Components (or their representatives) and CNGB at Quantico Marine Base in Mar 2010.

v. At the behest of the ASD-RA, planned, organized and executed the U.S. Army War College 2010 Reserve Component Symposium, focused on "a directed comprehensive review of the National Guard and Service Reserves." The review was a component of tasking delivered to OASD-RA by the QDR, calling for a "comprehensive review of the future role of the Reserve Component, including an examination of the balance between active and reserve." (2010)

w. At the invitation of the USNWC Wargaming Department, participated in the fifth in a series of Maritime Operational Threat Response (MOTR) games, designed to test the evolving interagency and interdepartmental MOTR mechanisms, including the Global Maritime Operational Threat Response Coordination Center. (2010). CSL went on to host a similar event in 2012, and has been asked to do so again in 2013.
x. At the invitation of the Director J-7, U.S. Northern Command, attended the inaugural session of the JTF Commander Course for Contingency Dual Status Commanders (DSCs). Designed to prepare select National Guard General Officers to assume command over Guard and Title 10 task forces in response to massive requirements, graduates have already served in response to Hurricanes Irene and Sandy. (2010)

y. Hosted and conducted the fifth annual symposium of CHDSA, bringing together over 200 subject matter experts on homeland security and homeland defense from the public and private sectors, national and international, civil and military, and the academic community. (2010)


aa. Have participated in a series of events hosted by the Institute on Science for Global Policy focused on developing policies dealing with Emerging and Persistent Infectious Diseases. In a series focusing on Prevention (San Diego, Jun 2011), Mitigation (University of Edinburgh, Oct 2011), Societal and Economic Context (George Mason University, Jul 2011), and Antimicrobial Drug Resistance (Baylor College of Medicine, Mar 2013), the series seeks not only to express scientific approaches to the challenge of EPID, but likewise the means of communicating those needs to the national and international policy communities. Of the four events I have attended, I was asked to facilitate "wrap-up sessions" for two.


cc. Led HDI in co-hosting a conference, "Insurgency, Crime and Terrorism: The Hybrid Threat," with The George Washington University's Homeland Security Policy Institute (HSPI). The conference was divided into two panels: one focused on strategy and doctrine that is in development, and will be required in meeting a recurring nexus in these issues; the second on Mexico as a specific case study of the manifestations of the nexus. GEN(RET) Barry
McCaffrey was the keynote speaker for the event. Chaired the panel examining Mexico as a case study. Participants on the two panels included Mr. Mark Coomer, Former Associate Deputy Director, Intelligence; Dr. Max Manwaring, SSI; Mr. Tony Placido, Former Assistant Administrator and Chief of Intelligence, U.S. Drug Enforcement Administration; Colonel Robert Killebrew, USA(RET), Senior Fellow, Center for a New American Security; and Mr. Juan Zarate, Former Deputy Assistant to the President and Deputy National Security Advisor for Combating Terrorism. The event attracted over 150 participants, including substantial representation from the Department of Homeland Security, the State Department, and the National Security Council. I have put together a monograph of the panels' proceedings that is in final review and will be submitted for publication by CSL and George Washington University. (2011)

dd. At the behest of UC-I, delivered a presentation on the government’s advances in preparedness as part of a commemoration of the 10th anniversary of 9-11. The presentation was a part of a larger panel discussion, addressing the themes of what had been learned from 9/11, what had been done in response, and what remains to be done. Appeared with three other subject matter experts who focused more specifically on medical preparedness; communities and the private sector; and particular concerns over Cybersecurity. (2011)

cc. Have served as a Seminar Facilitator in all four iterations of the Chief of Staff of the Army’s Senior Leader Seminar. (2011, 2012, 2013)

dd. At the behest of the U.S. Africa Command, traveled to Ouagadougou (Feb 2012) as a part of a three man element to conduct a Military Strategic Review with the Burkinabe armed forces. The first of what is envisioned to be a 3 part endeavor, the workshop is focused on facilitating the development of a National Military Strategy with the Burkinabe military. Results of the first session were so positive that AFRICOM has requested the War College support parallel endeavors with the military of Niger. With Prof Bernie Griffard have conducted two sessions with the Armed Forces and Gendarmerie of Niger (Sep 2012, Mar 2013). We are scheduled to conduct the second session with the Burkinabe Armed Forces in Jun 2013.

ee. Organized and conducted another Collins Center Senior Symposium (C2S2), focused on strategic alignment of the Transnational Criminal Organization initiatives of the U.S. Northern Command and the U.S. Southern Command. Among the participants at the two day event were the former Deputy Secretary of the Department of Homeland Security; the former Assistant Secretary of Defense for Homeland Defense; the former Chief of the National Guard Bureau; two former
Deputy Commanders of NORTHCOM; two former Deputy Commanders of SOUTHCOM; the former Commander of U.S. Army North; and the former Adjutant General of the State of Washington. (2013)

ff. At the invitation of the Adjutant General of the State of Massachusetts, participated in an SES-General Officer Emergency Management symposium conducted by the Harvard Kennedy School of Government. Called upon at the end of the session to conduct a summation brief for the Chief of the National Guard Bureau. (2012)

gg. Assisted AFRICOM in the development and final execution of an East African Symposium and Workshop on Countering Violent Extremism. The forum brought together 9 East African countries and two regional organizations in examining means of countering violent extremism from inside and out of the member countries' borders. In addition to assisting in the development of the academic portion of the conference (issuing invitations and receiving acceptances from international security experts from the United Kingdom, Israel and the United States), personally delivered two presentations (one on "Countering Radicalization"; one on "Crises Leadership"). Finally, served as a facilitator for the capstone "wargame" for the event, developed and overseen by the Missouri National Guard. (2012)

hh. At the invitation of the Mayor of the City of Los Angeles, delivered a featured presentation on Crisis Management Leadership at the city's Emergency Management Conference. (2012)

ii. At the invitation of the Director of UCI's Center for Unconventional Security Studies, gave a presentation on the evolving direction of civil-military partnerships in preparing for and responding to natural and manmade disasters. (2012)

jj. At the invitation of the Assistant Secretary of Defense for Homeland Defense and Americas' Security Affairs, served as a member of an advisory council in developing a concept surrounding Defense Support of Civil Authorities in Complex Catastrophes. Signed for implementation by the Secretary of Defense in July of 2012, the concept was developed to deal with natural and manmade events that reach a tier of destruction beyond the nation's traditional abilities to cope with major disasters. (2012)

kk. At the request of the J-5, U.S. Northern Command, served as a member of the Core Working Group that oversaw the development and execution of a series of Limited Objective Exercises designed to validate and refine the Department of Defense Joint Operating
Concept for Homeland Defense and Civil Support. From 2008-2010, participated in nine LOEs and associated excursions, hosting and facilitating two of the events at CSL, and serving as moderator and/or facilitator for all others (held variously at Colorado Springs, the NPG, the Pentagon, the Joint Service Staff College in Norfolk, and the National Defense University).

II. At the request of the Secretary of the Department of Homeland Security, have joined an Advisory Council that will review and advise in the development of the Department’s second Quadrennial Homeland Security Review (QHSR). Said Council has met twice in Washington and will continue to do so over the course of 2013. The report is scheduled to be completed for final review in Dec of this year.

mm. At the invitation of the George C. Marshall Center, led a week long “Community of Interest” seminar in their forum “Civil Security Operations in Major Disasters and National Security Events.” (2013)

x. Affiliations


ii. University of California-Irvine Center for Unconventional Security Affairs Board of Experts (2007-Present)

iii. Senior Fellow, GWU Homeland Security Policy Institute (2007-Present)


v. Pennsylvania State University Homeland Security and Homeland Defense Advisory Council (2010-Present)


vii. U.S. Army Command and General Staff College and Kansas State University Homeland Defense and Security Advisory Council (2011-Present)

5. My self assessment is that I have achieved Level 2 standards in Internal Service and Institutional Citizenship. In support of the same, I offer the
following:

a. Served on a hiring committee for a Title 10 professor position.

b. As a former holder of the Elihu Root Chair of Military Studies, assisted in award selection for both faculty and student writing.

c. Since my earliest work in homeland security and homeland defense issues, I have attempted to sustained interaction through informal homeland security interest groups spanning multiple segments of the USAWC community involved through teaching or researching issues in that regime. Used this forum as a medium for information exchange in discussions within the War College, as well as with the Marshall Center, the Homeland Security/Defense Education Consortium (HSDEC), and others.

d. In 2005, organized discussions with the Garrison Commander, Commander of Dunham Army Health Clinic, and outside contractors surrounding the possible introduction of “push packs” of pharmaceuticals, antitoxins, and antidotes from the Strategic National Stockpile to Carlisle Barracks, following pandemic outbreak or deliberate introduction of agents in Central Pennsylvania.

e. Have consistently sought out opportunities to serve in support of other areas of the War College, and have supported requests for assistance and cooperative efforts with DDE, SSI, and multiple segments of the Department of Academic Affairs.

f. Have recently accepted position as the civilian liaison for NORTHCOM and SOUTHCOM (behind Colonels Bopp and Forsythe, respectively).

g. Have served with pleasure as moderator for the Carlisle Chapel's Wednesday morning Fellowship Seminar (formerly known as the Prayer Breakfast) for 12 years.

h. Have responded to requests from the community of Carlisle in keeping with the War College’s desire to be a good neighbor. Activities toward the same have included yearly participation as moderator to the Regional Middle School Quiz Bowl, a prayer participant in Project Shares Annual All Denomination Prayer Service, and the Annual Seniors Teas for Local Nursing Homes.

i. Have frequently answered the call for Speaker's request in support of the War College Public Affairs section. Likewise, I have answered the call for interviews of various descriptions, ranging from the Washington Post and NBC News to The Sentinel and a local talk show in Red Lion,
j. Have thoroughly enjoyed my time in this institution, and have sought to express as much in my daily interactions with the War College family.

6. In summary, I believe that the information above supports a request for promotion from my current status as Associate Professor to appointment as Professor in the Practitioner track, in that I have achieved the standards articulated in CBKS Memo 690-2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Required</th>
<th>Self-Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
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<td>3</td>
</tr>
<tr>
<td>Scholarship</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>External Service</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Internal Service</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY

University of Louisiana at Lafayette proposes to offer a Post Baccalaureate Certificate in Accounting (PBCA). The PBCA program is designed for students who have earned a baccalaureate degree in a discipline other than accounting and who are seeking an in-depth exposure to the accounting and business topics critical to attaining proficiency in the discipline of accounting. As well, students will be prepared for employment in the numerous accounting and accounting-related positions in the Acadiana region and the state.

The proposed PBCA program will allow individuals to meet the accounting course requirements specified by the State Board of Certified Public Accountants of Louisiana. Students completing the program and possessing 21 hours of other business courses will meet the educational requirements to sit for the CPA Exam in Louisiana and thus obtain the certification necessary for success in this rapidly growing field. The 27-credit-hour program will consist of courses that are currently part of the University’s accounting curriculum and taught on a regular basis. No new courses will need to be developed specifically for the proposed PBCA program.

Students with degrees in business fields should be able to complete the proposed program in two years. Students without degrees in business fields will require an additional 12 to 18 months. The last 18 hours must be completed in residence at the University. Offered in a traditional classroom format, the proposed PBCA program will help meet needs and provide the potential for offering students exposure to the accounting issues specific to these and other industry sectors. Currently, the Department of Accounting at the University has approximately 10-15 students who are premier candidates for the proposed program. On average, the University expects an enrollment of 19 students during the first five years of implementation. As well, by the fifth year the University projects that there will be 15 graduates in the program.

While similar programs exist in the state (University of Louisiana at Monroe, Louisiana State University – Baton Rouge, and University of New Orleans), each of these programs is primarily designed to meet the needs of students in that region. The proposed PBCA program at ULL is designed to focus on the educational needs of students and prospective employers in Acadiana and South Louisiana. There is a clear need and demand for accountants. Nationally, the Bureau of Labor Statistics’ Occupational Outlook Handbook projects the demand for accountants to increase 22% between 2008 and 2018. Economic growth, changing laws and
regulations, and increased globalization of business are expected to create additional demand for accountants.

There will be no effect on the present administrative structure of the institution because the proposed program will be housed and administered in the B.I. Moody III College of Business Administration, Department of Accounting. No new administrative positions will be created or personnel reassigned as a result of the implementation of the program. Also, existing resources will be sufficient to implement and sustain the program. The PBCA will enhance opportunities for students to succeed in the accounting profession via an alternative route to becoming eligible to sit for the CPA exam.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval for a Post Baccalaureate Certificate in Accounting.
March 6, 2014

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

Dear Dr. Woodley:

This is to request approval to offer a new program, the Post Baccalaureate Certificate in Accounting (PBCA).

Please place this item on the agenda for consideration at the March 2014 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

svc

Attachments
<table>
<thead>
<tr>
<th><strong>Name of Institution Submitting Proposal</strong></th>
<th><strong>University of Louisiana at Lafayette</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Degree to be Awarded Upon Completion</strong></td>
<td><strong>Post Baccalaureate Certificate in Accounting (PBCA)</strong></td>
</tr>
<tr>
<td><strong>Recommended 2010 CIP Taxonomy</strong></td>
<td><strong>520301</strong></td>
</tr>
<tr>
<td><strong>Date to be Initiated</strong></td>
<td><strong>Fall 2014</strong></td>
</tr>
<tr>
<td><strong>Name of Department or Academic Subdivision Responsible for the Program</strong></td>
<td><strong>Department of Accounting</strong></td>
</tr>
<tr>
<td><strong>B.I. Moody III College of Bus. Admin</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</strong></td>
<td><strong>Dr. Dan Ward, Professor</strong></td>
</tr>
<tr>
<td><strong>Department Head</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Approved by Governing Board</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Received by Louisiana Board of Regents</strong></td>
<td></td>
</tr>
</tbody>
</table>
Proposal for a Post Baccalaureate Certificate in Accounting (PBCA):
University of Louisiana at Lafayette

1. Description

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

The University of Louisiana at Lafayette (UL Lafayette) proposes the creation of a Post Baccalaureate Certificate in Accounting (PBCA) (CIP Code 520301). The PBCA program is designed for students who have earned a baccalaureate degree in a discipline other than accounting and who are seeking an in-depth exposure to the accounting and business topics critical to attaining proficiency in the discipline of accounting. The PBCA program is explicitly associated with the professional accounting environment and should in no way be considered as equivalent to the comprehensive business programs offered by the University of Louisiana at Lafayette. Sitting for the Certified Public Accountants (CPA) Exam in Louisiana requires, in addition to 150 hours of college credit, the successful completion of specified accounting and business law courses. The proposed PBCA program will allow individuals to meet the accounting course requirements specified by the State Board of Certified Public Accountants of Louisiana. Students completing the proposed PBCA program and possessing 21 hours of other business courses will meet the educational requirements to sit for the CPA Exam in Louisiana and thus obtain the certification necessary for success in this rapidly growing field.

The proposed PBCA program is intended to satisfy the specific accounting requirements necessary to sit for the CPA examination in the state of Louisiana while simultaneously preparing students for employment in the numerous accounting and accounting-related positions in the Acadiana region and the state. To sit for the examination in Louisiana, the State Board of Certified Accountants of Louisiana requires (1) a baccalaureate degree, (2) a minimum of 150 hours of college/university credit hours, (3) a prescribed set of accounting and business law courses and (4) an additional 21 credit hours of non-accounting business courses. The State Board of Certified Public Accountants of Louisiana makes the final determination as to eligibility for taking the CPA exam in Louisiana. As such, those interested in sitting for the CPA exam should carefully review the specific state board requirements for eligibility.

The proposed PBCA program will consist of courses which are currently part of the University’s accounting curriculum and which are taught on a regular basis. No new courses will need to be developed specifically for the proposed PBCA program.

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

All courses required in the proposed PBCA program are existing courses and are currently being taught with no special requirements. The total number of SCHs required for student completion of the proposed PBCA program is 27 credit hours. Students with degrees in business fields should be able to complete the
proposed program in 2 years. Students without degrees in business fields will require an additional 12 to 18 months. The last 18 hours must be completed in residence at the University.

Proposed PBCA Program Course Specifics: Specific course descriptions contained in Appendix C.

<table>
<thead>
<tr>
<th>Course Level/Number</th>
<th>Course Name and Department Offering Course</th>
<th>Max Feasible Enrollment</th>
<th>Who is currently qualified to teach this course?</th>
<th>New Course or Existing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Intermediate Accounting I</td>
<td>96/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
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<tr>
<td>ACCT 302</td>
<td>Intermediate Accounting II</td>
<td>96/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
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<td>ACCT 303</td>
<td>Intermediate Accounting III</td>
<td>96/semester</td>
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<td>ACCT 305</td>
<td>Managerial Cost Accounting</td>
<td>96/semester</td>
<td>All ACCT faculty</td>
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<td>ACCT 333</td>
<td>Accounting Information Systems</td>
<td>96/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
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<tr>
<td>ACCT 409</td>
<td>Auditing</td>
<td>48/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
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<td>ACCT 420</td>
<td>Tax Accounting</td>
<td>48/semester</td>
<td>All ACCT faculty</td>
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<td>BLAW 420</td>
<td>Business Law I</td>
<td>40/semester</td>
<td>All BLAW faculty</td>
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<td>ACCT 306 or</td>
<td>Governmental &amp; Not-For-Profit ACCT</td>
<td>48/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
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<tr>
<td>ACCT 426</td>
<td>International, Governmental, and Advanced Accounting Topics</td>
<td>48/semester</td>
<td>All ACCT faculty</td>
<td>Existing</td>
</tr>
</tbody>
</table>

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

The proposed PBCA program will be offered in a traditional classroom format.

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

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

The University of Louisiana at Lafayette has as one of its core values the promotion of “access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.” Among the strategic imperatives identified as critical to furthering its mission, the University includes enhancing student engagement and success, preparing our students to thrive as global citizens, and fostering economic and community development.

The Department of Accounting vision focuses on “preparation of students for meaningful professional careers in accountancy and business.” Strategic imperatives of the MCOBA include “sustaining a learning environment that enables students to achieve educational goals” and “fostering and improving relationships with external stakeholders;” both of which are integrated into the Department of Accounting’s strategic imperatives. The MCOBA’s current mission focuses on “enabling students to succeed in a broad range of…activities”. The Department’s Mission stresses our partnership with the University and the College in providing students with the concepts, knowledge and skills to “pursue a wide range of career opportunities and professional certifications.”

The 2008-2013 MCOBA Strategic Plan has as one of its action plans to “design curricular and other opportunities for students pursuing certifications such as the CPA.” Furthermore, one of the MCOBA’s objectives from the Plan is to “enhance the visibility and reputation of the College in the Acadiana region.” The proposed PBCA program clearly will help to achieve not only the University’s Mission and Strategic Imperatives, but also those of the MCOBA and the Department of Accounting.

External stakeholders, particularly those in public accounting, have frequently expressed the need to increase the supply of accounting graduates with expanded skill sets and with an increased readiness to sit for the CPA Exam by having already completed 150 hours of coursework. This proposed PBCA program will help satisfy these demands via increased eligibility to sit for the CPA Exam and will greatly strengthen the relationships between the professional community, the Department, the College, and the University.

The University’s ability to offer this certificate program will directly contribute to the accomplishment of several of the Institution’s strategic objectives articulated in its 2009-2014 Strategic Plan related to increasing the number of graduates in high-demand professions that will be unique and result in significant in-state employment opportunities. The continued success of industries such as energy and manufacturing, and the growth of new initiatives such as digital media, will depend to a large extent on the availability of a pool of accounting professionals with the expertise to support such enterprises. The proposed PBCA program will help meet these needs and provide the potential for offering students exposure to the accounting issues specific to these and other industry sectors. In essence, the proposed PBCA program is an alternative certification program for accountants. The proposed program is similar to the alternative certification program for education that provides for producing additional teachers.

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

No similar program has been previously offered at the University of Louisiana at Lafayette.
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.

Similar programs in Louisiana are listed below:

**LOUISIANA:**

<table>
<thead>
<tr>
<th>CIP</th>
<th>Institution</th>
<th>Degree</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>520301</td>
<td>UL Monroe</td>
<td>Post Baccalaureate Certificate</td>
<td>Accounting</td>
</tr>
<tr>
<td>520301</td>
<td>LSU Baton Rouge</td>
<td>Distance Learning Division Certificate</td>
<td>Accounting</td>
</tr>
<tr>
<td>520301</td>
<td>University of New Orleans</td>
<td>Pre CPA Program</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

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

While similar programs exist in the state, each of these programs is primarily designed to meet the needs of students in their region. The proposed PBCA program at the University of Louisiana at Lafayette is designed to focus on the educational needs of students and prospective employers in Acadiana and South Louisiana. The focus group consists of students who are living and/or employed in the area and are seeking an alternative approach to prepare for careers in the high-demand area of accounting. These are not students who are likely to relocate to attend such a program.

e. If a graduate program is requested, indicate:

N/A

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

There is a clear need and demand for accountants. Nationally, the Bureau of Labor Statistics’ Occupational Outlook Handbook projects the demand for accountants to increase 22% between 2008 and 2018. Forbes.com recently listed accountants and auditors at No. 2 on its list of Top Jobs for 2013, just behind software developers. Additionally, the Class of 2012 Student Survey Report, released last year by the National Association of Colleges & Employers, found that 68 percent of the most recent accounting majors received job offers, the highest percentage of any major.

Economic growth, changing laws and regulations, and increased globalization of business are expected to create additional demand for accountants. According to Scott Moore, senior manager of the College and University Initiatives at the American Institute of CPAs, “the ever-expanding list of regulations that companies face...took a big leap forward in 2002 with the passage of the Sarbanes-Oxley Act. The Dodd-Frank Financial Reform Act of 2010, which is still being phased in through dozens of yet-to-be-written regulations, has only made CPAs all the more valuable.” In fact, according to the Bureau of Labor Statistics, over the ten-year period 2010-2020, accounting employment is forecasted to increase from 1.22 million to 1.41 million jobs.
According to the 2012-13 Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics (BLS), the median national annual salary for accountants $61,690 with the top 10 percent of those in the profession earning more than $106,880 (actual salaries may vary greatly based on specialization within the field, location, years of experience and a variety of other factors). Job growth estimates in related fields are also positive: treasurers and controllers have a projected 2008-2018 growth rate of 7% to 13%; budget analysts are projected to experience a 14% to 19% growth rate, as are credit analysts.

Compounding the problem is the fact that many job openings in accounting, including those for initial hires, require the applicant to have a CPA or be eligible to sit for the CPA exam. By enhancing students' ability to obtain this critical certification in a fast-growing field within the state, the proposed program will meet the needs of students as well as those of the professional and business communities and assist in the economic development of the region and state.

State Trends:

Within Louisiana, the Occupational Supply Demand System projects employment growth for accountants and auditors of 12.3% from 2008 to 2018. The 2009 median annual wage is $50,640, a 17.6% increase from 2005. Job growth estimates in related fields are also positive: budget analysts, financial analysts, and personal financial advisors are all expected to show strong growth in the future. Entrance into, and advancement in, these and other related fields will be greatly facilitated by the proposed PBCA program.

The Louisiana Workforce Commission recently updated its projections for all occupations through 2018. Their estimates for accountants and auditors indicate a 12% annual increase to 2018 and a 2010 state annual average wage of $55,095.

Regional and Local Trends:

The proposed program will be the only certificate program in accounting focused on serving students in Acadiana and the Southwest Louisiana area. The level of economic activity in the region is expected to sustain and enhance the current intense demand for the proposed program and its graduates. The Louisiana Workforce Commission reports there will be 210 annual job openings for accounting/accountants/auditors each year in the Lafayette/Acadia (RLMA 4) region alone through 2018 with another 80 annual job openings projected for the Lake Charles (RLMA 5) region.

ii. Are there possibilities for cooperative programs?

The proposed program is intended as a stand-alone program.

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?

Approval of the proposed program will not result in the termination or phasing out of any existing programs.

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.

As noted, the proposed PBCA program directly focuses on several objectives of the Board of Regents’ “Master Plan for Public Postsecondary Education in: 2011.” The objectives are:
OBJECTIVE 1-3] INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER AND ENROLLED IN POSTSECONDARY EDUCATION. The proposed certificate will provide an opportunity for adults who already possess a college degree to obtain the coursework necessary for additional credentials to enter the high demand profession of accounting.

OBJECTIVE 1-6] INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIAL. The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

OBJECTIVE 1-7] DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that “building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training.” As noted, accountants are a high-demand employment category. The proposed certificate will help to provide additional candidates eligible to sit for the CPA exam and thus meet this demand within our region and the state.

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.

Currently, the Department of Accounting at UL Lafayette has approximately 10-15 students who are pursuing accounting classes after earning a non-accounting undergraduate degree to qualify to sit for the CPA exam in the State of Louisiana. These students will now earn the PBCA when they have completed the requisite courses.

Once the proposed PBCA program is in effect, we project that these numbers will increase. These factors combine to make the following enrollment numbers a reasonable forecast for the proposed program:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Graduated</td>
<td>--</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Currently, students who possess either a non-accounting business baccalaureate degree or a non-business baccalaureate degree are taking accounting courses required to sit for the CPA exam. It is anticipated that students from both areas will be attracted to the PBCA program as an alternative track for careers in accounting. We believe that these post baccalaureate students will choose this option to pursue additional student credit hours at the undergraduate level rather than simply not pursuing the hours because they lack an option that is compatible with their chosen occupation. Furthermore, we anticipate that our admits would include those accountants who chose to work without the necessary hours and now wish to become eligible to sit for the CPA exam. Our MS in Accounting, which is a means of getting the 150 hours
required to sit for the CPA exam, is not a viable choice for these students because of the significant
prerequisite requirements.

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

The entrance requirements to enter the proposed PBC program are as follows:

1. Baccalaureate Degree
2. University Admission
3. Completion of 6 hours of introductory financial and managerial accounting
4. Completion of 3 hours of business law (UL at Lafayette equivalent – BLAW 310, Legal Environment of Business)

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

A closely related program is not offered at UL at Lafayette. However, the BSBA degree in Accounting requires many of the same accounting courses as the proposed program. Enrollment numbers for accounting courses are:

<table>
<thead>
<tr>
<th>Total Enrollment in All Accounting Courses</th>
<th>Enrollment in Upper Level Accounting Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013: 1,459</td>
<td>Fall 2013: 690</td>
</tr>
<tr>
<td>Spring 2013: 1,383</td>
<td>Spring 2013: 583</td>
</tr>
</tbody>
</table>

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

N/A

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: his name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degrees</th>
<th>Present Credits ACCT</th>
<th>Contact Hours</th>
<th>SCHs Produced (Fall 2013)</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dan Ward</td>
<td>Professor</td>
<td><strong>DBA Accounting</strong> Louisiana Tech University</td>
<td></td>
<td></td>
<td></td>
<td>Dept. Head; Additional Admin. Duties; Honors Advisor; Univ. &amp; Dept Committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>M.B.A.</strong> Arkansas State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B.S.B.A. Accounting</strong> Southeast Missouri State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A.A.</strong> Three Rivers Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Tom Wilson CPA (Texas)</td>
<td>Professor</td>
<td><strong>Ph.D. Accounting</strong> Louisiana State University</td>
<td></td>
<td>3</td>
<td>123</td>
<td>College and Departmental Promotion &amp; Tenure Committee (Chair Dep); Numerous Univ. College and Dept Committees</td>
</tr>
<tr>
<td>Appt: 08/1990</td>
<td></td>
<td><strong>M.B.A. Finance</strong> University of Houston</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B.A. Economics</strong> Rice University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Suzanne Ward CPA (Louisiana, inactive)</td>
<td>Professor</td>
<td><strong>Ph.D. Accounting</strong> Louisiana State University</td>
<td></td>
<td>Medical leave</td>
<td>174</td>
<td>Chair CAAS; Advisor to Beta Alpha Psi; Numerous Univ. College &amp; Dept Committees</td>
</tr>
<tr>
<td>Appt: 08/1979</td>
<td></td>
<td><strong>M.S. Accounting</strong> Louisiana State University</td>
<td></td>
<td>Fall 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>B.S. Accounting</strong> Louisiana Tech University</td>
<td></td>
<td>331 for Spring 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Harlan Etheridge CPA (Louisiana, inactive)</td>
<td>Associate Professor</td>
<td><strong>Ph.D. Accounting</strong> Louisiana State University</td>
<td></td>
<td>409</td>
<td>108</td>
<td>Numerous University College and Department Committees; Member - MCOBA Planning &amp; Strategy Committee</td>
</tr>
<tr>
<td>Appt: 08/2000</td>
<td></td>
<td><strong>B.S. Accounting</strong> McNeese State University</td>
<td></td>
<td>201</td>
<td>270</td>
<td></td>
</tr>
</tbody>
</table>

pg. 9
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Highest Degree</th>
<th>Major Subject</th>
<th>Years</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Dr. Kathy H.Y. Hsu</td>
<td>Associate Professor</td>
<td>Ph.D. Accounting University of Houston</td>
<td>M.S. Accounting University of Houston</td>
<td>302</td>
<td>207 Advisor to Institute of Mgmt. Accountants; Chair College IT Committee; College Distance Learning Coordinator; Numerous Dept Committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.B.A. 500 National Taiwan University</td>
<td></td>
<td>3</td>
<td>57 264</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Law National Taiwan University</td>
<td></td>
<td></td>
<td>207</td>
</tr>
<tr>
<td>Dr. Sarfraz Khan</td>
<td>Assistant Professor</td>
<td>Ph.D. Accounting Univ. of Texas at San Antonio</td>
<td>M.B.A. Finance Illinois State University</td>
<td>201</td>
<td>258 New Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. Comm. Accounting St. John’s College</td>
<td>526</td>
<td>93 331</td>
</tr>
<tr>
<td>Dr. Hsiao-Tang Hsu</td>
<td>Assistant Professor</td>
<td>Ph.D. Accounting Temple University</td>
<td>L.L.M. Taxation London School Economics and Political Science</td>
<td>201</td>
<td>249 New Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.B.A. National Chengchi University</td>
<td></td>
<td>426</td>
<td>132 381</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.L.B Commerical Law National Chengchi University</td>
<td></td>
<td></td>
<td>249</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.B.A. Accounting National Chengchi University</td>
<td></td>
<td></td>
<td>249</td>
</tr>
<tr>
<td>Dr. Faith Fugate</td>
<td>Assistant Professor</td>
<td>Ph.D. Accounting Texas Tech University</td>
<td>M.B.A. International Business University of Alabama</td>
<td>305</td>
<td>120 Dept. Committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.S.B.A. Accounting University of Southern Mississippi</td>
<td>201</td>
<td>186 Dept. Committees</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>306</td>
</tr>
<tr>
<td>Ms. Pamela A. Meyer</td>
<td>Senior Instructor</td>
<td>Post-Graduate Study</td>
<td>202</td>
<td>3</td>
<td>510</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Appt: 08/1998</td>
<td></td>
<td>Southern Univ. &amp; UL Lafayette</td>
<td>308</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.B.A. Univ. of Southwestern Louisiana</td>
<td>398</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. Judson College</td>
<td>498</td>
<td></td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>636</td>
</tr>
<tr>
<td>Ms. Tracy L. Bundy</td>
<td>Senior Instructor</td>
<td>Post-Graduate Study</td>
<td>301(reg. instructor on leave)</td>
<td>3</td>
<td>288</td>
</tr>
<tr>
<td>Appt: 08/2009</td>
<td></td>
<td>Louisiana Tech Univ.</td>
<td>202</td>
<td>3</td>
<td>141</td>
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<tr>
<td></td>
<td></td>
<td>M.B.A. Univ. of Louisiana at Lafayette</td>
<td>333</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S.B.A. Accounting University of Louisiana at Lafayette</td>
<td></td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>Ms. Ashley M. Guidroz</td>
<td>Instructor</td>
<td>M.S. in Accounting</td>
<td>201</td>
<td>3</td>
<td>252</td>
</tr>
<tr>
<td>Appt: 08/2012</td>
<td></td>
<td>Louisiana State Univ.</td>
<td>420</td>
<td>3</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S.B.A. Accounting University of Louisiana at Lafayette</td>
<td></td>
<td></td>
<td>468</td>
</tr>
<tr>
<td>Ms. Nicole B. Bruchez</td>
<td>Instructor</td>
<td>M.B.A.</td>
<td>201</td>
<td>3</td>
<td>378</td>
</tr>
<tr>
<td>Appt: 08/2013</td>
<td></td>
<td>University of Louisiana at Lafayette</td>
<td>202</td>
<td>3</td>
<td>243</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. Accounting</td>
<td></td>
<td></td>
<td>621</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Louisiana at Lafayette</td>
<td></td>
<td></td>
<td>621</td>
</tr>
</tbody>
</table>

* Additional information about faculty members directly involved in the proposed program is provided in Appendix A.

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

In the Fall 2012 semester, full-time equivalent faculty in the Department of Accounting, including adjunct instructors, totaled 10.33. These faculty taught 37 sections of undergraduate accounting classes with a total of 1,320 students. The average class size was 36 students and there were 127 accounting students
for each full-time equivalent faculty member. Data from the Spring 2013 semester are comparable, with faculty teaching 34 sections of undergraduate accounting courses with a total of 1,336 students. The average class size in the Spring 2013 was 39 students with approximately 129 accounting students for each full-time equivalent faculty member. Data from Fall 2013 indicate that 1,403 students were enrolled in 37 undergraduate non-internship sections for an average of 38 students per class. There were approximately 132 undergraduate students per full-time equivalent faculty member.

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 faculty will be needed to meet the demands of this proposed program.

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

We have no plans to recruit new faculty members to support the proposed PBCA program.

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

Research and professional activities of faculty are provided in Appendix A. Currently, all tenured and tenure-track faculty receive a 3 hours load reduction for research and teach 9 hours per semester.

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.)

A complete list of faculty publications may be found in the abridged faculty vitae in Appendix A. All doctoral faculty in the Department of Accounting are highly qualified to participate in the proposed program. As part of its recent accreditation, the Department's faculty underwent strict scrutiny of their qualifications. All faculty members directly involved in the proposed program were determined to be "Academically Qualified" according to AACSB International standards. The proposed PBCA program will not add to the research expectations of faculty teaching in the program.

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

N/A
5. Library and Other Special Resources

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

The Edith Garland Dupré Library provides materials and professional support required by Accounting faculty in their pursuit of quality scholarship. The Library houses the University Media Center and a STEP microcomputer laboratory with 150 networked computers, printers, and servers; the Reference Online Center with 24 networked computers and printers; and the Bibliographic Instruction SMART Classroom with 25 computers, an operator’s workstation, and projection equipment. Special Collections include: a 40% repository for United States Government Documents, Louisiana government documents, materials pertaining to the history and culture of Acadiana (in the Jefferson Caffery Louisiana Room), the University Archives and Acadiana Manuscripts Collection, the Folklore/Oral History Collection, and the Rare Book Collection.

Most of the Library’s collections are provided online through the iLink catalog. The Library is a member of the regional library organization Lyris, which provides nationwide networked cataloging and other professional services. The ILLiad system for transmitting Interlibrary Loan documents is also available. The University community may access most of the 100+ databases 24 hours a day, 7 days a week through Ebscohost, Lexis-Nexis Academic, PROQUEST, and other providers. Among these databases are Academic Search Complete, ERIC, Library Literature & Information Science Full Text, and Mental Measurements Yearbook and JSTOR.

Additional library services that aid scholarly activities of students and faculty in the Department of Accounting are Ask Reference, an online reference service for basic questions and search strategies, and the Bibliographic Instruction/Distance Learning Department which offers tours and instruction for classes at all levels and provides a host of research support, including an online glossary of library terms and online guides to MLA and APA styles. Library instruction takes place in the fully automated Bibliographic Instruction Lab. Subject-specific research guides are available in the Reference Department. The Library’s Webpage provides links to resources and services, with online forms available for Ask Reference, Interlibrary Loan, Library Tour Requests, and Departmental Book Requests. MOODLE provides around-the-clock web access to assignments and readings posted by faculty members.

Several of the databases are specifically pertinent for research in the subject areas of accounting and business. Most of the Library’s collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to essential databases such as the ABI/Inform, the CCH Internet Tax Research Network, and Business Source Complete. Traditional services such as interlibrary loan and computer database searches (e.g., Index Medicus and Eric) are also available. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Dupré Library contains numerous journals contributing to accounting. A partial list of relevant business and accounting journals is located in Appendix B.

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.?
Current library holdings are adequate to initiate the proposed PBCA program.

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

Dupre' Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The Libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC's electronic network of 6,700 libraries. Additionally, the Library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

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.

Expenditures for serials charged to the Department of Accounting for the prior two years have approximated $94,782 annually. This reflects only expenditures related to the Department of Accounting. It does not include expenditures for related disciplines such as Finance. The amount is sufficient to support the proposed PBCA program.

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

N/A

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

At this time, it is anticipated that no additional special resources will be required.

g. If a graduate program is requested, indicate:

N/A

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

As indicated above, current library resources are sufficient to begin the proposed program.

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

The two most comparable public in-state institutions are the University of New Orleans and Louisiana Tech University. The library holdings of these benchmarked institutions are as follows:
<table>
<thead>
<tr>
<th>Institution</th>
<th>Books, Serial Backfiles and Other Paper Materials Held</th>
<th># Serial Subscriptions</th>
<th>Expenditures – Current Serial Subscriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Orleans</td>
<td>951,080</td>
<td>4,707</td>
<td>$1,756,512</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>1,303,375</td>
<td>1,933</td>
<td>$995,621</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>1,055,743</td>
<td>1,745</td>
<td>$738,972</td>
</tr>
</tbody>
</table>

Source: http://ies.ed.gov/

6. Facilities and Equipment

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

Through the B.I. Moody III College of Business Administration, the Department of Accounting occupies two buildings – Moody Hall (MX) and F.G. Mouton (FGM) Hall. Moody Hall, a three story annex to FGM of approximately 65,000 square feet, houses all faculty offices, the Dean’s office, and the MBA Director’s office. Prior to 2005-2006, the 35,000 square foot FGM was the primary business building with faculty and classrooms spread over the campus. With the construction of Moody Hall, all faculty offices were consolidated in one building along with the Dean’s office (which was formerly located in the University’s main administration building). These facilities provide the College with approximately 100,000 square feet of space to fulfill its mission. Moody Hall has 48-person classrooms as well as an auditorium which can be divided into two 100-person classrooms. In addition, two floors of classrooms in FG Mouton are available for the proposed program’s utilization. Three STEP computer labs are available in FG Mouton as well as the College’s dedicated Assessment Lab in Moody Hall. Each full-time accounting faculty member has his/her own individual office on the third floor of MX with the main Department office located in the middle of the floor. The other Department offices and remaining MCOBA faculty are housed on the second and third floors of MX. This promotes communication and collegiality as well as facilitating collaboration on research/pedagogy projects.

Existing facilities are adequate for the proposed PBCA program.

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

All facilities in Moody Hall and F.G. Mouton Hall are fully utilized to meet the teaching and learning needs of the students and faculty in Accounting.

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

The Department of Accounting is continually exploring ways to enhance the educational experiences of its students. The Department is currently preparing a STEP Grant proposal to create an accounting computer lab for instructional and educational purposes. Although the proposed program is expected to make use of this facility, it is intended primarily for undergraduate use.
7. Administration

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

The proposed Post Baccalaureate Certificate in Accounting (PBCA) will be housed and administered in the B.I. Moody III College of Business Administration, Department of Accounting.

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

The proposed program will not affect the present administrative structure of the institution. No new administrative positions are to be created or personnel reassigned as a result of implementation of the proposed program.

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

The Department of Accounting recently received Accounting Accreditation from the Association to Advance Collegiate Schools of Business (AACSB INTERNATIONAL). Currently, only 182 accounting programs globally have achieved this distinction. After a thorough examination of the accounting program, the AACSB INTERNATIONAL peer review team report praised the Department for the following:

- “Level of dedication of faculty to students, Department, and community”
- “Level of commitment from Dean and top administrators”
- “Rigorous curriculum that leads to a high CPA pass rate by students”
- “Level and quality of student advising”
- “Formal student advising and mentoring by faculty and the Accounting Program Repeat Policy”
- “Student-driven enforcement of the Department’s Student Code of Ethics”
- “Intensive programs for student-professional interaction”

The team’s report also noted that “students in the Accounting Program appear to be highly motivated and enthusiastic” and that “the Department’s faculty is highly committed to teaching and to encouraging student success.”

The proposed program builds on these strengths by enhancing opportunities for students to succeed in the accounting profession via an alternative route to becoming eligible to sit for the CPA exam.

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.

Both the Department of Accounting and the B.I. Moody III College of Business Administration are accredited by the AACSB INTERNATIONAL. The College’s accreditation was reaffirmed in Spring
2011. The Department of Accounting achieved its initial accreditation in Spring 2011. Reaffirmation of accreditation for both the College and Department is scheduled for 2016.

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

There are no accreditation costs specifically tied to the proposed PBCA program.

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

N/A

9. Related Fields

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

Other disciplines within the B.I. Moody III College of Business Administration will support the proposed program by contributing to the number of graduates who may choose this alternative option. These disciplines include economics, finance, management, marketing, and legal studies.

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

Resources of the other departments should not be impacted by the proposed PBCA program. AACSB INTERNATIONAL standards require that institutions maintain adequate resources, and maintain sufficient academically and professionally qualified faculty to fulfill their mission. The College's recent reaffirmation of accreditation by the AACSB INTERNATIONAL provides assurance that resources to support the proposed program are available in the rest of the College.

10. Costs

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

There are no additional costs as the department has sufficient capacity to handle the increased class sizes. There are no faculty needs; minimal needs; no travel funds, etc. There is be additional revenue generated by the additional students enrolled in the certificate program.

b. Indicate departmental costs:

N/A
i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

<table>
<thead>
<tr>
<th>Accounting Department Budget</th>
<th>2011-12 Actual</th>
<th>2012-13 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>$930,077</td>
<td>$1,052,852</td>
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<tr>
<td>Travel</td>
<td>$161</td>
<td>$757</td>
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<td>Operating Services</td>
<td>$4,029</td>
<td>$4,431</td>
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<td>Supplies</td>
<td>$5,490</td>
<td>$3,581</td>
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<tr>
<td>Departmental Total</td>
<td>$939,757</td>
<td>$1,061,621</td>
</tr>
</tbody>
</table>

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

The proposed program will not affect the allocation of these funds.

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

It is not currently expected that additional funds for research will be necessary to support the proposed program.

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

There will be no additional costs as current resources are sufficient to handle the current and projected demand.
# SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

University: University of Louisiana at Lafayette  
Program/Unit: Post Baccalaureate Certificate in Accounting  
Date: 2/1/2014

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

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
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<tr>
<td>Faculty with fringe</td>
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<tr>
<td>Graduate Assistants</td>
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</tr>
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<td>Support Personnel</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Fellowships and Scholarships</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td></td>
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<td></td>
<td>AMOUNT</td>
<td>AMOUNT</td>
<td>AMOUNT</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Equipment</td>
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<td>Travel</td>
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</tr>
<tr>
<td>Supplies</td>
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<td>150</td>
<td>200</td>
<td>250</td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
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</table>

Amount & Percentage of Total Anticipated From:

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<tr>
<th></th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>State Appropriations</td>
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<td>$22,570</td>
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<tr>
<td>Federal Grants/Contracts</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
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<tr>
<td>Other (tuition)</td>
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<td>29,738</td>
<td>56.8</td>
<td>43,120</td>
<td>60.9</td>
<td>53,157</td>
<td>63.7</td>
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<td><strong>TOTAL</strong></td>
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<td>$52,308</td>
<td>100</td>
<td>$70,820</td>
<td>100</td>
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</table>
Item F.8. University of Louisiana at Lafayette’s request for approval of a Proposal for a Graduate Certificate in Business Administration.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette proposes to offer a Graduate Certificate in Business Administration. The proposed fully-online Graduate Certificate in Business Administration program is a 15-credit-hour academic offering that is designed for students who have already completed a recognized baccalaureate degree program.

Courses required in this Graduate Certificate program are currently offered as MBA foundation courses on campus for students admitted to the MBA program who do not have an undergraduate business degree. Offering these existing courses online and as a certificate program will expand the University’s student base in its service region by targeting individuals with the minimum of an undergraduate degree in a non-business area who:

- are interested in gaining knowledge and competencies in business fundamentals;
- would like to develop skills to operate more effectively in business organizations, to meet the demands of new careers in management, or to advance their professional goals or careers;
- would like to take some graduate-level business courses without having to commit to pursuing a MBA; or
- are interested in pursuing an MBA degree.

Additionally, this program will provide an avenue for students who are admitted into the UL-Lafayette MBA program, but do not have an undergraduate degree in business, to complete the prerequisites for the MBA core courses online. The target implementation date for this proposed program is Fall 2014. The program will be offered entirely online. Students can enroll in the program at the start of fall and spring semesters.

All courses in the program will be designed and administered by faculty who regularly teach and research in the course-related fields. The proposed online Graduate Certificate in Business Administration fits within the University’s mission by meeting the needs of an underserved population within the southwest region of the state. The program will benefit working adults in various industry settings who are in need of additional knowledge in business but cannot make the long-term commitment to complete a Master’s degree in Business Administration. Also, the program will provide individuals who hold a non-business degree the
necessary foundation to pursue additional graduate studies in business. This proposed certificate program has not previously been offered at the University of Louisiana at Lafayette, and no similar programs exist at the University. While McNeese State University does offer a graduate certificate in business administration, it is delivered via a combination of in-class and web-hybrid courses. The primary objective of ULL’s proposed Graduate Certificate program in Business Administration is to provide workforce development and opportunities for the adult learners in the Acadiana area served by ULL.

A graduate certificate in business develops essential knowledge in accounting, finance, economics, general management, marketing, business statistics, business law, operations management, and management information systems. Essential business knowledge in these areas provides gainful employment opportunities for individuals who are interested in pursuing a general managerial position in an organization across various industries.

The University projects an enrollment of 30 students during the initial year of implementation and 40 students by year five. As well, it is projected that there will be 20 graduates in the first year and 30 by the fifth year. The program will be offered in the College of Business Administration.

Existing resources will be sufficient for the implementation of the Graduate Certificate program. Because all courses will be offered online, there will not be a requirement for classroom or laboratory space. No unusual outlay of funds or techniques should be necessary.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for approval of a Proposal for a Graduate Certificate in Business Administration.
March 6, 2014

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

Dear Dr. Woodley:

This is to request approval to offer a new program, the Graduate Certificate in Business Administration.

Please place this item on the agenda for consideration at the March 2014 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

Attachments
Name of Institution Submitting Proposal: University of Louisiana at Lafayette

Specific Degree to be Awarded Upon Completion: Graduate Certificate in Business Administration

Recommended 2010 CIP Taxonomy: 520201

Date to be Initiated: Fall 2014

Name of Department or Academic Subdivision Responsible for the Program: College of Business Administration

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: P. Robert Viquerie, Associate Dean, Director of Graduate Studies

Date Approved by Governing Board: 

Date Received by Louisiana Board of Regents: 

Academic Affairs Committee Review: 

Board Action (Nature of Action)*: 

Date of Board Action: 

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
University of Louisiana at Lafayette
PROPOSAL OF A NEW ACADEMIC PROGRAM

1. DESCRIPTION

a. Title, degree/certificate level, description, and objectives of the proposed program, initial date of implementation, projected number of students, description of primary audience; projected life of the program (single cohort or ongoing), whether the new program is on the main campus or an off-campus site, and if off-campus, the complete physical address.

Program Title: Graduate Certificate in Business Administration
Degree/Certificate Level: Graduate Certificate
Delivery location/Format: 100% online
Initial date of implementation: Fall 2014
Projected number of students: 30 students

The proposed fully-online Graduate Certificate in Business Administration program (CIP: 520201) is a 15 credit-hour academic offering that is designed for students who have already completed a recognized baccalaureate degree program. Graduate school admission will be required to enroll in this certificate program.

Courses required in this Graduate Certificate program are currently offered as MBA foundation courses on campus for students admitted to the MBA program who do not have an undergraduate business degree.

Offering these existing courses online and as a certificate program will expand the University’s student base in its service region by targeting individuals with the minimum of an undergraduate degree in a non-business area who

- are interested in gaining knowledge and competencies in business fundamentals,
- would like to develop skills to operate more effectively in business organizations, to meet the demands of new careers in management, or to advance their professional goals or careers,
- would like to take some graduate-level business courses without having to commit to pursuing a MBA, or
- are interested in pursuing a MBA degree.

Additionally, this program will provide an avenue for students who are admitted into the UL Lafayette MBA program, but do not have an undergraduate degree in business, to complete the pre-requisites for the MBA core courses online.

The target implementation date for this proposed program is Fall 2014. The projected number of enrolled students is 30 in the first year with potential growth
each year. The program will be offered entirely online. Students can enroll in the program at the start of fall and spring semesters.

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.).**

Students will be able to obtain the Graduate Certificate in Business Administration through completion of the following 5 existing online courses (3 hours each).

MBA 500 Survey of Accounting  
MBA 501 Survey of Economics and Finance  
MBA 502 Survey of Management and Management Information Systems  
MBA 503 Survey of Marketing and the Legal Environment of Business  
MBA 504 Survey of Statistics and Operations Management

Parallel CBA courses will be created to differentiate students enrolled in MBA foundation courses and the certificate program. (Students will be cross-enrolled in the MBA and CBA courses so there will be no need for additional sections). There is no required sequence in these courses.

In the future, when our infrastructure can facilitate a change, the program will be converted to 10 courses (1.5 credit hours for each course). All required courses will be adapted from the content coverage of the existing MBA foundation courses but will be redesigned to provide a basic working knowledge in each of the business functional areas. Each existing MBA foundation course that covers two business subjects over one semester will be separated into two 7-week courses which each cover one business subject. With the exception of Essentials of Financial Accounting which must be completed prior to Essentials of Managerial Accounting, there will be no required sequence to and they can be taken concurrently.

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. Describe any special arrangements for admissions, grading, transcripts, graduation requirements, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. A prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).**

This proposed program will be offered entirely online to students who have already completed a bachelor's degree from an accredited U.S. institution or the equivalent from a foreign institution and have a minimum overall undergraduate grade point average (GPA) of 2.75 on a 4.0 scale.
The Graduate Management Admission Test (GMAT) score will not be required for this certificate program (certificate program students who also seek admission to the MBA program must meet all admission requirements of the MBA program).

All courses in the program will be designed and administered by faculty who regularly teach and research in the course-related fields and are trained and certified according to the University of Louisiana at Lafayette ULearn Certification program standards as well as the national Quality Matters (QM) for online education standards (see Appendix A for certification requirements).

As is the case with all programs in the Moody College of Business, the Dean of the College, who is certified in the national QM® standards for online education, has overall responsibility for the program. The Associate Dean and Director of Graduate Programs who directs the MBA program will likewise administer this program and provide student and faculty administrative support. The coordination of course design and development, faculty qualification, course assessments and program quality assurance will be supported by the online business program coordinator who is a senior business faculty member, is certified both in online course design and online teaching, and has extensive online education experience.

The University has the requisite technology infrastructure to provide statewide online course offerings as described below.

The Online Learning Management System (LMS), facilitates the delivery of course content of online courses and programs at UL Lafayette. The use of the LMS allows faculty to deliver asynchronous course content and conduct discussions and other class activities. Educational tools such as Panopto (lecture capture) and Turnitin (plagiarism check) are available to faculty and students to enrich online learning experiences. Additionally, Blackboard Collaborate is available to faculty to conduct synchronous online class meetings and discussions.

The University's Distance Learning office is well-staffed with two instructional designers and one educational technology specialist to assist faculty in distance learning-related training and support. The staff also provide distance learning workshops, including extensive training in the national Quality Matters standards, a course design practicum, and Web 2.0 tools in online courses, among others.

The UL Lafayette campus computing services office has a dedicated Moodle specialist and an IT support help desk with extended service hours to support distance learning students. A software library is maintained and available for distance learning students to acquire class-required software resources. Additionally, the College of Business Administration’s Information Systems Management Office has dedicated IT staff to support business faculty and student computing and technology needs.
d. **Furnish documentation of the approval of the proposed program by the institution’s Governing Board.**

2. **NEED**

   a. **Describe how the proposed program fits within the institution’s existing role, scope and mission, and provide evidence of inclusion of the change in the institution’s ongoing planning and program evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.**

   The University of Louisiana at Lafayette has a statewide mission serving students throughout Louisiana, especially those of the Acadiana region. Through instruction, research, and service, the University promotes regional economic and cultural development and services a diverse student body.

   The proposed online Graduate Certificate in Business Administration fits within the University’s mission by meeting the needs of an underserved population within our service region, specifically working adults in various industry settings who are in need of additional knowledge in business, but cannot make the long-term commitment to complete a Master’s degree in Business Administration. Offering the Certificate program online will provide educational access to these individuals that is not currently available in the University’s service region.

   The program also will provide individuals who hold a non-business degree the necessary foundation to pursue additional graduate studies in business. Upon completion of this graduate certificate, students will be able to pursue a Master of Business Administration degree at the University or additional specialized business certifications that may be offered by the College of Business Administration at the University.

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

   This proposed certificate program has not previously been offered at the University of Louisiana at Lafayette, and no similar programs exist at the 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.**

   McNeese State University offers a graduate certificate in business administration that is delivered via a combination of in-class and web-hybrid courses.

   The only graduate certificate program in neighboring states is the Certificate in Advanced Business Administration offered by the University of Texas - Pan American in Edinburg, Texas. This program is not an online program.
d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

The primary objective of this program is to provide workforce development and opportunities for the adult learners in the Acadiana area served by our Institution.

The only other graduate certificate program similar to the proposed program is at McNeese State University which offers a graduate certificate program in business administration. However, the graduate certificate program offered by McNeese State University is not a fully online program. Consequently, the McNeese certificate program will not service the same student population as this proposed program.

If approved, this proposed program will be the only fully online graduate certificate program in business administration in Louisiana.

The only other fully-online Louisiana business certificate programs are offered at the post-baccalaureate level, instead of the graduate-level, and service different regions of the state. The post-baccalaureate program offered by Louisiana Tech University primarily services the north Louisiana region, whereas the post-baccalaureate certificate in Applied Business Administration offered by Nicholls State University services the southeast Louisiana region.

e. If a graduate program is requested, indicate:

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

This fully online program will provide preparation in business to workers in industries such as healthcare, education and public administration that are important to the economic development of the University's service area.

A graduate certificate in business develops essential knowledge in accounting, finance, economics, general management, marketing, business statistics, business law, operations management, and management information systems. Essential business knowledge in these areas provides gainful employment opportunities for individuals who are interested in pursuing a general managerial position in an organization across various industries. A graduate certificate in business provides an excellent option for students who want to continue their education at the graduate level and explore new career opportunities in business, but do not have the economic resources or available time to complete a Master of Business Administration degree. Additionally, in a state and a region that are consistently highly ranked in business climate and entrepreneurial activity, this proposed graduate certificate in business administration will enable small business owners and other entrepreneurs to complete or enhance their essential business skills in a
manner that is less demanding of financial resources and time than a traditional academic program.

Nationally, certificate programs that provide specialized academic knowledge or job-specific skills with a minimum investment of time and money have gained traction. The number of graduate certificates in business awarded in the U.S. increased by 32.3% from the 2005-2006 academic year to the 2010-2011 academic year, according to a 2012 survey by the Council of Graduate Schools.¹

Possession of a graduate certificate can contribute up to 25 percent or more in annual earnings and can ease entry into a master’s program. Also, because business skills are desired across a multitude of occupations, developing business knowledge and skills opens the greatest number of entry-level jobs to recent graduates in non-business areas.²

According to the U.S. Department of Education, non-business bachelor’s degree recipients in the 2007 – 2008 academic year generally earned very few business credits during their undergraduate studies (see Table 1). This experience is typical of non-business undergraduate degree holders. Since many of these graduates have since moved into entry-level managerial positions at their employers, obtaining basic knowledge in business will help them better perform their duties and improve their prospects of further promotion. Since most of these individuals work full-time and have outside interests, e.g., families, there should be a high-level of demand among these individuals for the opportunity to obtain this knowledge in an online environment. In addition to satisfying the current needs of these individuals, the certificate they earn in the proposed online Graduate Certificate in Business Administration program would allow them to pursue a MBA or other specialized business Master’s degree in the future if their jobs require higher-level business knowledge and skills.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Business Credits Earned by 2007-2008 Non-Business Bachelor Degree Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic and postsecondary characteristics</td>
<td>Percentage who earned business credit</td>
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<tr>
<td>Bachelor’s degree major</td>
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<td>STEM</td>
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<tr>
<td>Computer and information</td>
<td>72.7</td>
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</table>

¹ Council of Graduate Schools, “Graduate Enrollment and Degrees: 2001 to 2011” by Jeffrey R. Allum, Nathan E. Bell, Robert S. Sowel, September 2012. The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools and the Graduate Record Examinations Board.

<table>
<thead>
<tr>
<th>science</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and engineering technology</td>
<td>47.7</td>
<td>8.3</td>
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<tr>
<td>Biological and physical science, science technology, math, and agriculture</td>
<td>31.3</td>
<td>6</td>
</tr>
<tr>
<td>Non-STEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health care fields</td>
<td>26.3</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences</td>
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<td>3</td>
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<tr>
<td>Education</td>
<td>17.8</td>
<td>5</td>
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</tbody>
</table>

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008–09 Baccalaureate and Beyond Study (B&B:08/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

f. **Are there possibilities for cooperative programs?**

No. The University is already offering and staffing the foundation courses for its MBA program. Therefore, there is no need for cooperative programs.

g. **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.

h. **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 Graduate Certificate Program will further the mission of the University and support the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana 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 that target diverse groups of adults with a non-business college degrees who need to strengthen credentials and/or analytical and problem-solving skills for career advancement and to better understand the key functional area of business. 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 initial estimates of student enrollment are based on the average annual number of students enrolled in the MBA foundation courses at the University of Louisiana at Lafayette.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
<th>Graduates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
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<td>3</td>
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<td>25</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

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

This program will expand the University's student base in its service region by targeting individuals with the minimum of an undergraduate degree in a non-business area who

- are interested in gaining knowledge and competencies in business fundamentals,
- would like to develop skills to operate more effectively in business organizations, to meet the demands of new careers in management, or to advance their professional goals or careers,
- would like to take some graduate-level business courses without having to commit to pursuing a MBA, or
- are interested in pursuing a MBA degree.

Additionally, this program will provide an avenue for students who are admitted into the UL Lafayette MBA program, but do not have an undergraduate degree in business, to complete the pre-requisites for the MBA courses online.

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

Students who apply to this program must have a recognized bachelor's degree from an accredited university and must meet the minimum admission requirements of the Graduate School at the University of Louisiana at Lafayette. However, a GMAT score will not be required. No additional preparation will be necessary.
d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years’ enrollments in existing programs by level, and number of degrees granted.

There is no related certificate program currently offered at the University of Louisiana at Lafayette. The proposed program will not be an expansion of an existing program but rather a full conversion to online delivery accompanied by a certificate at the conclusion of the program.

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

The College of Business Administration provides graduate assistantships to graduate students its graduate programs. Students in the certificate program will be eligible to receive graduate assistantships if they are admitted to the MBA program provided that the student meets the University of Louisiana at Lafayette graduate assistantship eligibility requirements.

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. Provide a complete roster (using the SACS Faculty Roster form) of those faculty employed to teach in the program(s) referred to in the prospectus, including a description of those faculty members’ academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Please consult the SACS Faculty Roster Instructions for guidance in completing the Roster. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

The following table lists the faculty members who will be most directly involved in the proposed program. Detailed curriculum vitae of these faculty are available in Appendix B.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Information</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Name</td>
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</tbody>
</table>

10
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year</th>
<th>Degree</th>
<th>Credits</th>
<th>Hours</th>
<th>Position</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathy Hsiao Yu Hsu</td>
<td>Associate Professor</td>
<td>1997</td>
<td>Ph.D. in Accounting, University of Houston</td>
<td>9</td>
<td>135</td>
<td>261</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Harlan Etheridge</td>
<td>Associate Professor</td>
<td>2000</td>
<td>Ph. D. in Accounting, Louisiana State University</td>
<td>9</td>
<td>135</td>
<td>375</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Cary Heath</td>
<td>Full Professor</td>
<td>1988</td>
<td>Ph.D. Econ, LSU</td>
<td>6</td>
<td>90</td>
<td>180</td>
<td>Department Head</td>
</tr>
<tr>
<td>Dr. Praveen Das</td>
<td>Assistant Professor</td>
<td>2008</td>
<td>Ph.D. in Finance, U. of Wisconsin, Lubar School of Business</td>
<td>9</td>
<td>135</td>
<td>297</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Mr. Patrick Price</td>
<td>Instructor</td>
<td>2012</td>
<td>M.S. in Econ, University de Droit, France</td>
<td>12</td>
<td>157.5</td>
<td>300</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Tamela Ferguson</td>
<td>Assistant Professor</td>
<td>2000</td>
<td>Ph.D. in Business LSU</td>
<td>9</td>
<td>135</td>
<td>336</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Brandy Guidry Hollier</td>
<td>Assistant Professor</td>
<td>2009</td>
<td>D.B.A Grenoble Ecole De Management, Grenoble France</td>
<td>9</td>
<td>135</td>
<td>396</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Gwen Fontenot</td>
<td>Associate Professor</td>
<td>2002</td>
<td>Ph.D. in Marketing; U. of North Texas</td>
<td>12</td>
<td>112.5</td>
<td>288</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. David Stevens</td>
<td>Associate Professor</td>
<td>2009</td>
<td>Ph.D. in Management, UT Arlington</td>
<td>9</td>
<td>135</td>
<td>288</td>
<td>College/University Committees</td>
</tr>
<tr>
<td>Dr. Guolin Lai</td>
<td>Instructor</td>
<td>2008</td>
<td>Ph.D., Instructional Technology, Georgia State</td>
<td>12</td>
<td>157.5</td>
<td>381</td>
<td>College/University Committees</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 computed based on all students taught rather than the student majors or other related groupings.

This will be an interdisciplinary program encompassing every Department in the College of Business Administration. In the Spring 2013 semester, the College of Business Administration faculty serviced a total of 7,837 students across a total of 239 class sections. The average number of students per section is 33. Approximately 79% of these students were full-time, which is equivalent to 6,192 full-time students (not counting drops). In the Spring 2013 semester, the College of Business Administration had 66 FTE faculty with approximately 94 full-time equivalent students for each full-time equivalent business faculty.

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 faculty will be necessary to initiate our proposed program. All courses are already offered and supported by existing faculty.

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

No additional outlay or funds will be necessary to recruit new faculty.

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.
The University of Louisiana at Lafayette currently has a policy that articulates expectations regarding faculty teaching and workloads. The three main areas of the workload structure include teaching, scholarship, and service. Faculty members sometimes are given the opportunity to teach additional courses and are paid by the course for that assignment.

Currently, more than 50% of the MBA foundation courses, on which the courses in this certificate program are based, are taught by faculty outside of their regular 9-hour course-load and, as a consequence, these faculty are paid by the course for the assignment.

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.)

A complete list of faculty publications may be found in the abridged faculty vitae in Appendix B. All doctoral faculty in the college of business are highly qualified to participate in the proposed program. As of the Spring 2014 semester, all faculty teaching distance learning courses at the University are required to be (1) certified in the National Quality Matters online education standards and (2) certified either as an online teacher or course designer per the University’s ULearn certification requirements (see Appendix A). All faculty members directly involved in the proposed program are not only expert scholars in their fields, but also are certified in the National Quality Matter standards for online education and distance learning course design or instruction per the University’s ULearn certification standards.

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

Because the program was developed based on existing courses currently taught, it will not require new faculty in the College of Business Administration or in any of the departments within the college.

5. LIBRARY AND OTHER SPECIAL RESOURCES

a. Are present library holdings in related fields adequate to initiate the proposed program? Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document discipline-specific refereed journals and primary source materials.
Yes, the library has electronic access to journals in all of fields of business and provides adequate online resources for students pursuing an online certificate.

The UL Lafayette Dupré Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC'S electronic network of 6,700 libraries. Additionally, the library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

Most of the library's collections are provided online through the iLink catalog. The library is a member of the regional library organization Lyrasis, which provides nationwide networked cataloging and other professional services. The ILLiad system for transmitting Interlibrary Loan documents also is available. The university community may access most of the 100+ databases 24 hours a day, 7 days a week through Ebscohost, Lexis-Nexis Academic, PROQUEST, and other providers. Among these databases are Academic Search Complete, ERIC, Library Literature & Information's Science Full Text, and Mental Measurements Yearbook and JSTOR.

Additional library services that aid scholarly activities of students and faculty in business include, Ask Reference, an online reference service for basic questions and search strategies, and the Bibliographic Instruction/Distance Learning Department which offers tours and instruction for classes at all levels and provides a host of research support, including an online glossary of library terms and online guides to MLA and APA styles. Library instruction takes place in the fully automated Bibliographic Instruction Lab. Subject-specific research guides are available in the Reference Department. The library's Webpage provides links to resources and services, with online forms available for Ask Reference, Interlibrary Loan, Library Tour Requests, and Departmental Book Requests. MOODLE provides around-the-clock web access to assignments and readings posted by faculty members.

Several of the databases are specifically pertinent for research in the subject areas of business. Most of the library's collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to essential business databases such as ABI/Inform, the CCH Internet Tax Research Network, and Business Source Complete. Traditional services such as interlibrary loan and computer database searches (e.g., Index Medicus and Eric) also are available. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.
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.?*

Current library holdings are adequate to initiate the proposed program.

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

The UL Lafayette Dupré Library is a member of the statewide Louisiana Academic Library Information Network Consortium (LALINC) of public and private university and college libraries. LALINC members, thirty-six in number, have reciprocal borrowing privileges. The libraries are members of the OCLC Interlibrary Loan Service (ILL), which enables us to borrow and lend library materials through OCLC'S electronic network of 6,700 libraries. Additionally, the library subscribes to various electronic delivery services that provide access to a multitude of other titles in all disciplines.

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.*

Below are the library expenditures for the 2011/2012 and 2012/2013 academic years for the College of Business Administration.

**Print Serials/Electronic Journals** purchased by the Dupré Library

- $38,564.11 (2011/2012)

**Online Research Databases** purchased by the Dupré Library

- $190,495.00 (2011/2012)
- $222,102.00 (2012/2013)

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

Regular library support for the College of Business Administration will be sufficient for the needs of this program.

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

This program will not require additional special library resources.

f. *If a graduate program is requested, indicate:*

i. *Special library resources needed to offer a program of quality.*
This program will not require additional special library resources.
ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

The only other university in Louisiana that offers a similar graduate certificate program is McNeese State University. The table below offers comparisons of library expenditures of UL Lafayette and McNeese and also provides benchmarks of state and national library average library expenditures.

<table>
<thead>
<tr>
<th></th>
<th>Total Library Expenditures</th>
<th>Total Library Expenditures per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Louisiana at Lafayette, LA</td>
<td>$3,594,886</td>
<td>$238.86</td>
</tr>
<tr>
<td>McNeese State University, LA</td>
<td>$1,693,133</td>
<td>$228.22</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>$2,144,955</td>
<td>$388.34</td>
</tr>
<tr>
<td>STATE MEDIAN</td>
<td>$1,108,739</td>
<td>$229.41</td>
</tr>
<tr>
<td>NATIONAL AVERAGE</td>
<td>$2,101,123</td>
<td>$529.89</td>
</tr>
<tr>
<td>NATIONAL MEDIAN</td>
<td>$567,318</td>
<td>$291.68</td>
</tr>
</tbody>
</table>

Source: http://ies.ed.gov

6. FACILITIES AND EQUIPMENT

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

This program will be offered entirely online and, consequently, will not require classroom or laboratory facilities.

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

N/A

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

No new facilities will be required.
7. ADMINISTRATION

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

The proposed program will be interdisciplinary in nature. As is the case with all programs in the Moody College of Business, the Dean of the College has overall responsibility for the program. The Associate Dean and Director of Graduate Programs who directs the MBA program will likewise administer this program. The program will be guided by the College of Business Administration Advisory Board and facilitated by the College of Business Administration distance learning program coordinator.

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

This program will not affect the present administrative structure of the institution.

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

All of the faculty involved in this project conduct research in their respective disciplines and are experts in their field of instruction. Additionally, the all of the faculty who will design and instruct the courses in this proposed program have been trained and certified as online course designers and instructors through the University of Louisiana at Lafayette ULearn Online Course Designer and Teacher Certification programs. This proposed program will allow these faculty to further hone their distance education skills and may provide the impetus for additional distance education courses/programs.

8. ACCREDITATION

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

The program will not be eligible to receive separate accreditation.

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

There will be no accreditation costs specifically tied to the proposed program

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

N/A
b. Indicate departmental costs:

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

<table>
<thead>
<tr>
<th>Table 4 Departmental Operating Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>ECON/FINA</td>
</tr>
<tr>
<td>MRKT/HOSP</td>
</tr>
<tr>
<td>BSAT</td>
</tr>
</tbody>
</table>

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

This program will not have any direct impact on the operating expenditures of the departments involved in this program.

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

No additional funds for research will be needed.

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

Although there will be no additional costs, and initially no additional revenue, the attached budget reflects the total (not additional) costs and revenues of the program.
<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
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<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
</tr>
<tr>
<td>Faculty (plus fringe)</td>
<td>$57,465</td>
<td></td>
<td>$57,465</td>
<td></td>
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<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Personnel</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fellowships and Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$57,465</td>
<td></td>
<td>$57,465</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Facilities</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>
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<td>Travel</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Supplies</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$57,465</td>
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Amount & Percentage of Total Anticipated From:

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<th></th>
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<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>State Appropriations</td>
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<td>$133,887</td>
<td>100</td>
<td>$133,887</td>
<td>100</td>
<td>$133,887</td>
<td>100</td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>State Grants/Contracts</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
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<tr>
<td>Private Grants/Contracts</td>
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<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
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<tr>
<td>Other (TUITION)</td>
<td>$100,188</td>
<td>100</td>
<td>$110,207</td>
<td>100</td>
<td>$121,227</td>
<td>100</td>
<td>$133,350</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$234,075</td>
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<td>$244,094</td>
<td></td>
<td>$255,114</td>
<td></td>
<td>$267,237</td>
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<tr>
<td><strong>EXCESS OF REVENUE OVER COST</strong></td>
<td><strong>$176,610</strong></td>
<td><strong>$186,629</strong></td>
<td><strong>$197,649</strong></td>
<td><strong>$209,472</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
APPENDICES: Appendices may include items such as copies of library and other cooperative or contractual agreements. All appendices should be referenced in the text.
Appendix A

University of Louisiana at Lafayette
Distance Learning Faculty Certification

The Office of Distance Learning supports faculty in their efforts to earn ULearn certifications. Over 90 faculty have become ULearn Certified:

- **ULearn Certified Online Teacher**: recognizes faculty who have completed training on current online teaching methodologies, pedagogies, and tools in order to prepare them to deliver quality online and hybrid courses.
- **ULearn Certified Course Designer**: recognizes faculty who have completed training to develop and design their own online or hybrid course in accordance with national design standards of quality.

In order to teach online or hybrid courses at UL Lafayette, faculty must obtain at least one certification. Prior to enrolling in these training opportunities, faculty must obtain department head approval endorsing their participation.

**ULearn Course Designer**

The "ULearn Certified Course Designer" distinction recognizes faculty who have completed training to develop and design their own online or hybrid course in accordance with national design standards of quality. Faculty can earn the ULearn Certified Course Designer distinction in one of two ways:

- Design Your Own Online Course
- Portfolio

Prior to enrolling in training, faculty must obtain department head approval. This endorsement confirms that the faculty member will be teaching online or hybrid courses for the university, and must be on file with the Office of Distance Learning before the faculty member can be registered.

**Design Your Own Online Course**

Ideal for faculty who have never designed an online or hybrid course, or who are converting a traditional course to an electronic format, the "Design" option includes two steps.

- **Step 1**: Complete the "Applying the Quality Matters Rubric (APPQMR)" workshop (and all subsequent refreshers).
- **Step 2**: Complete Course Design Practicum facilitated by the Office of Distance Learning. At the end of the 10-week design/build experience, you will have created your own online or hybrid course based on the Quality Matters standards.
Faculty must turn in copies of certificates of completion for all workshops in order to earn ULearn Certified Course Designer recognition.

Portfolio

Ideal for faculty who have completed training to teach online at another institution or through another organization, or who have designed their own online courses, the "Portfolio" option includes two steps.

- **Step 1:** Complete the "Applying the Quality Matters Rubric (APPQMR)" workshop (and all subsequent refreshers).
- **Step 2:** Submit an electronic portfolio which includes 1) a narrative about how you achieve learning outcomes in your course, and how you’ve mastered particular outcomes related to course design; 2) documentation that you completed the trainings (provide certificates of completion, letter from institution or instructor, work products generated through the training, etc.); 3) access to at least one of your online or hybrid courses.

See more at: http://distancelearning.louisiana.edu/teach-online/faculty-certification/ulearn-course-designer#sthash.ma9vOYz8.dpuf

ULearn Online Teacher

The "ULearn Certified Online Teacher" distinction recognizes faculty who have completed training on current online teaching methodologies, pedagogies, and tools in order to prepare them to deliver quality online and hybrid courses. Faculty can earn the ULearn Certified Online Teacher distinction in one of two ways:

- Workshop Series
- Portfolio

Prior to enrolling in training, faculty must obtain department head approval. This endorsement confirms that the faculty member will be teaching online or hybrid courses for the university, and must be on file with the Office of Distance Learning before the faculty member can be registered.

Workshop Series

Ideal for faculty who have not had prior training and need to complete training to teach online, the "Workshop Series" option includes two steps.

- **Step 1:** Complete the "Applying the Quality Matters Rubric (APPQMR)" workshop (and all subsequent refreshers).
- **Step 2:** Complete three Sloan Consortium workshops.
Faculty must turn in copies of certificates of completion for all workshops in order to earn ULearn Certified Online Teacher recognition.

Portfolio

Ideal for faculty who have completed training to teach online at another institution or through another organization, the "Portfolio" option includes two steps.

- **Step 1:** Complete the "Applying the Quality Matters Rubric (APPQMR)" workshop (and all subsequent refreshers).
- **Step 2:** Submit an electronic portfolio which includes 1) a narrative about how you achieve learning outcomes in your course, and how you’ve mastered particular outcomes related to online teaching; 2) documentation that you completed the trainings (provide certificates of completion, letter from institution or instructor, work products generated through the training, etc.).

- See more at: http://distancelearning.louisiana.edu/teach-online/faculty-certification/ulearn-online-instructor#sthash.ruWkbZYy.dpuf
- See more at: http://distancelearning.louisiana.edu/teach-online/faculty-certification#sthash.9O2vEsFU.dpuf
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

March 28, 2014

Item F.9. University of Louisiana at Lafayette’s request for approval of a Proposal for a Graduate Certificate in Professional Writing.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette proposes to offer a Graduate Certificate in Professional Writing. The 15-credit-hour certificate will be offered in an online format and will be designed to teach students advanced skills in writing, editing, document design, research, analysis, and multimedia. The proposed program will primarily target current working professionals who want to improve their communication skills and, in doing so, increase their value to their employers, and it will also attract post-baccalaureate students who desire a professional writing credential.

The program will consist of 12 hours of coursework and three hours of internship experience along with an elective. The program will admit all post-baccalaureate students, regardless of major, who meet the University’s Graduate School admissions requirements. The program will be administered by the Head of the Department of English and the English Graduate Coordinator. Currently, the University offers a concentration in professional writing in the Master of Arts program in English.

While a similar program is offered at Louisiana Tech University, the proposed program is unique in that it provides students with a broader view of writing in the workplace, including reports, proposals, procedural manuals, correspondence and memos. Also, students in the program will gain skills in the areas of promotional, informative, and instructional writing. The certificate includes an internship program which will afford students the opportunity to develop close associations with employers in the region.

Graduate professional writing certificate programs, particularly online, are in high demand in the United States, as employers increasingly search for workers who can communicate effectively to internal and external audiences in print, online, and in social media. The Bureau of Labor Statistics’ Occupational Outlook Handbook estimates that in 2010 the number of jobs nationally in technical writing was 49,500, with a ten-year job outlook of 17% growth compared to 14% growth for all occupations, and well above media and communication workers at 13%. Nationally there are 127,200 jobs specifically for editors and 145,900 for writers and authors.
The University has a significant population of English majors and others interested in writing as a profession who are looking for further training and an additional credential. Additional enrollment will come from those not already enrolled at the University, who will find the program an appealing means for acquiring further credentials. The University projects that enrollment will grow from six students in the initial year to 38 students by year five. It is projected that five students will complete the degree in the initial year of the program with that number increasing to 35 in the fifth year.

Existing library resources will be sufficient for the implementation of the Graduate Certificate program. Because all courses will be offered online, there will not be a requirement for classroom or laboratory space. The main cost of the Graduate Certificate in Professional Writing will be the hiring of a specialist in professional writing to assist in program oversight. No unusual outlay of funds or techniques should be necessary.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request for approval for a Graduate Certificate in Professional Writing.
March 6, 2014

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

Dear Dr. Woodley:

This is to request approval to offer a new program, the Graduate Certificate in Professional Writing.

Please place this item on the agenda for consideration at the March 2014 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

Attachments
LOUSIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

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

Name of Institution Submitting Proposal

University of Louisiana at Lafayette

Specific Degree to be Awarded Upon Completion

Graduate Certificate in Professional Writing

Recommended 2010 CIP Taxonomy

23.1303

Date to be Initiated

Fall 2014

Name of Department or Academic Subdivision

English

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

Dr. James McDonald, Professor, Department Head

Date Approved by Governing Board


Date Received by Louisiana Board of Regents


Academic Affairs Committee Review


Board Action (Nature of Action)*


Date of Board Action


* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
Proposal for a Graduate Certificate in Professional Writing
University of Louisiana at Lafayette

1. Description

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

The University of Louisiana at Lafayette proposes to offer a Graduate Certificate in Professional Writing, CIP 23.1303. The purpose of the 15-credit Graduate Certificate in Professional Writing, to be offered online, is to teach students advanced skills in writing, editing, document design, research, analysis, and multimedia that employees in business, government, and nonprofit organizations need to create documents written for consumers, operators, decision- and policy-makers, and employees and to provide them with a credential for being hired as a professional or technical writer or editor or for positions in business and government that require skills in writing, editing, and collaborating with or overseeing employees creating documents. This online graduate certificate program will primarily target current working professionals who want to improve their communication skills and, in doing so, increase their value to their employers, but it will also attract post-baccalaureate students who desire a professional writing credential, both those in STEM disciplines who have developed a greater interest in writing or those in English and the humanities, without having to get a master's degree. Professional writers work in many different fields, including law, government, marketing, science, engineering, entertainment, and retail, and produce communication in both print and online formats. This program would educate professionals in composing a wide range of genres for a wide range of audiences and purposes in technical and professional writing (both print and online), as well as in document design, editing, and collaborating with others in creating workplace documents. If the program is approved early enough for Fall 2014 to advertise the certificate sufficiently, we project an initial enrollment of 6-10 students with that total expected to double in a few years. This will be an ongoing program with an initial date of implementation of August 2014. The program will be taught entirely online from the main campus of the University of Louisiana at Lafayette.

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

The program consists of 12 hours of coursework and 3 hours of internship experience including 4 required courses (English 472, 473, and 474 and a required internship, English 463, which would function as the capstone course), and an elective (English 462 or 464, or an appropriate course from another department) approved by the student's advisor, in which professional writing was the primary subject. The courses can be taken in any sequence, except that the internship, ENGL 463, should be taken in the student's last semester in the program.

Courses in the Graduate Certificate Program with Catalog Course Descriptions:

ENGL 462(G). Special Projects in Professional Writing. (3). Requires permission of instructor. May be repeated for credit up to 6 hours.
ENGL 463(G): Professional Writing Practicum. (3) Industry, agency, or university internship. Requires permission of instructor. May be repeated for credit up to 6 hours.

ENGL 464 (G): 464(G). Special Topics in Rhetoric and Composition. (3, 0, 3). Content varies. May be repeated for credit; e.g., criticism, pedagogy, technical and professional writing, rhetorical history.

*ENGL 472(G): Professional/Technical Writing. (3, 0, 3). A course for students preparing for a career in professional or technical writing and those whose careers require writing. Emphasis on extended projects that involve generating and gathering information, and designing and producing practical documents.

*ENGL 473(G): Professional/Technical Editing. (3, 0, 3). A course on the practical application of professional editing in government, industry, and business.

*ENGL 474(G): Document Design. (3, 0, 3). A course on the principles of professional document design, with emphasis on the application of these principles in creating print and electronic documents.

* New course.

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

The Graduate Certificate in Professional Writing will be an entirely online program. Because the program is meant for professionals of a wide range of backgrounds, it will admit all post-baccalaureate students, regardless of major, if they meet Graduate School admissions requirements. The Office of Distance Learning at the University of Louisiana at Lafayette certifies all online courses and their teachers, and faculty must be recertified on a regular basis. The program will be administered by the Head of the Department of English and the English Graduate Coordinator, and the program will be subject to routine assessment of students' portfolios of their writings.

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

2. Need

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

As stated in its mission, the University has a commitment to graduate education. The University's ability to offer this certificate program will directly contribute to the accomplishment of several of the Institution's strategic objectives articulated in its 2009-2014 Strategic Plan. Specifically, this program will address Strategic Imperative 2C-3 (grow selected undergraduate and graduate programs) and Strategic Imperative 3B-4 (offer distance learning to select markets and assure high quality delivery), both of which are related to growing select graduate programs that will be unique and result in significant in-state employment opportunities.
b. Has the proposed program, or a similar one, been offered at the institution previously? (If yes, give reasons for the termination of the earlier program.)

While the University has not offered a Graduate Certificate, there is a concentration in professional writing in the M.A. program in English.

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

Louisiana Tech University offers an E-Graduate Certificate in Technical Writing and Communication. Texas A&M University offers a Professional Writing Certificate; the University of Texas at El Paso offers an online Technical and Professional Writing Certificate. There are several M.A. and M.S. programs in technical writing or communications in neighboring states, at Texas Tech University (M.A. in Technical Writing and Communications), the University of Texas at El Paso (M.A. in Professional Writing and Rhetoric), Texas State University (M.A. in Technical Communication), the University of Houston Downtown (M.S. in Professional Writing and Technical Communication), and the University of Arkansas at Little Rock (M.A. in Professional and Technical Writing). Mississippi does not offer a graduate program in professional or technical writing.

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

The only similar program in Louisiana is the E-Certificate in Technical Writing program at Louisiana Tech University. "Technical writing" usually indicates a preference for writing in scientific and technological fields, and the Louisiana Tech website emphasizes writing genres such as "a memo, business letter, technical report, or proposal." A "professional writing" program takes a broader view of writing in the workplace, including reports, proposals, how-to manuals, correspondence, and memos, but also promotional, informative, and instructional writing, writing that is increasingly important to companies, agencies, and nonprofit associations making use of websites and social media, as well as brochures, magazines, film scripts, and other genres. The UL Lafayette professional writing certificate will draw on the English Department's interest in creative writing (especially creative nonfiction) and film-making as well as professional writing and rhetoric, making it unique in this area. The certificate's internship program will require faculty and students to develop close associations with businesses and other employers in Acadiana (oil, health care, the arts), and the certificate program, as a result, will naturally emphasize the kinds of professional writing that are most needed and desired in south 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 or national and state trends.

Graduate professional writing certificate programs, especially online, are in high demand in the United States, as employers increasingly search for workers who can communicate effectively to internal and external audiences in print, online, and in social media. Working professionals find that certificates give them an advantage in pay and promotion, while job seekers use a certificate to make them more competitive on the job market.
The Bureau of Labor Statistics’ *Occupational Outlook Handbook* estimates that in 2010 the number of jobs nationally in technical writing was 49,500, with a ten-year job outlook of 17% growth compared to 14% growth for all occupations, and well above media and communication workers at 13%. Nationally there are 127,200 jobs specifically for editors and 145,900 for writers and authors. In its Top 50 list of the Best Jobs in America, *Money Magazine* currently lists technical writer at #13, with a ten-year job growth forecast of 23.22%; editor at #19 (14.77%); and writer at #25 (17.72%). In addition, studies show that professionals in a wide range of fields average anywhere from 10% to 40% of their time at work writing and collaborating with others to plan and write documents, with many individuals, including engineers, reporting that they spend at least half their time writing (Cohen, White, & Cohen, *Written Communication*, 2011; Karlsson, *Written Communication*, 2009; Sageev & Romanowski, *Journal of Engineering Education*, 2001; Craig, *English Journal*, 2001; Hahn, *California Engineer*, 1996; Faigley & Miller, *College English*, 1982). The ability to write effectively in the workplace transfers from one position to another and is a distinct advantage for someone changing jobs mid-career. According to the Louisiana Workforce Commission’s projections by industry and occupation, jobs in Professional and Technical Services are expected to grow in the next decade, and at a higher rate than the average across all fields.

**ii. Are there possibilities for cooperative programs?**

With a strong English department offering the Ph.D. and a very high level of training for online teaching, UL Lafayette has all the resources necessary for the successful execution of this program. Therefore, there is no plan, at this time, for a cooperative program.

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

No.

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

As stated in “a” above, the University has a commitment to graduate education. The University’s ability to offer this certificate program will directly contribute to the accomplishment of several of the Institution’s strategic objectives articulated in its 2009-2014 Strategic Plan related to growing select graduate programs that will be unique and result in significant in-state employment opportunities.

Further, the Graduate Certificate in Professional Writing directly focuses on several objectives of the Board of Regents’ “Master Plan for Public Postsecondary Education in: 2011.” The objectives are:

**OBJECTIVE 1-3| INCREASE THE NUMBER OF ADULTS AGE 25 AND OLDER AND ENROLLED IN POSTSECONDARY EDUCATION.** The proposed certificate will provide an opportunity for adults who already possess a college degree to obtain the coursework necessary for additional credentials to enhance their current positions or allow them to seek higher level positions.

**OBJECTIVE 1-6| INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIAL.** The narrative accompanying this objective indicates that “there is a large unmet need for
adult postsecondary education efforts that target . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.

OBJECTIVE 1-7 | DEVELOP A SKILLED WORKFORCE TO SUPPORT AN EXPANDING ECONOMY. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that "building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training."

3. Students

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

The University has a significant population of English majors and others interested in writing as a profession who are looking for further training and an additional credential. Additional enrollment will come from those not already enrolled at the University, who will find the program an appealing means of acquiring further credentials and training in writing, and will have ready access to the program because of its all-online format. We therefore expect an enrollment of:

Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>6 students</td>
</tr>
<tr>
<td>Year 2</td>
<td>12 students</td>
</tr>
<tr>
<td>Year 3</td>
<td>20 students</td>
</tr>
<tr>
<td>Year 4</td>
<td>28 students</td>
</tr>
<tr>
<td>Year 5</td>
<td>38 students</td>
</tr>
</tbody>
</table>

Completers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5 students</td>
</tr>
<tr>
<td>Year 2</td>
<td>10 students</td>
</tr>
<tr>
<td>Year 3</td>
<td>17 students</td>
</tr>
<tr>
<td>Year 4</td>
<td>24 students</td>
</tr>
<tr>
<td>Year 5</td>
<td>34 students</td>
</tr>
</tbody>
</table>

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

Graduate programs in professional writing usually draw students from STEM and business programs with an interest in writing and students from English and humanities programs who want a career where they can use their knowledge of and facility in language. We expect the Graduate Certificate in Professional Writing mainly to attract students already in the workplace who want to develop their knowledge and abilities in writing, editing, and communication either to qualify for positions as writers
and editors in their field or who realize that improving their abilities as writers will help them earn promotions and better jobs.

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

No special preparation will be required as long as students meet the graduate school admissions standards.

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

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

Most students earning a Graduate Certificate in Professional Writing will be working in a job and taking classes in their off hours, so financial support from the University should not be necessary for most students, especially for a 15-credit certificate. Some companies pay their employees to take courses and earn certificates that will improve their performance.

4. Faculty

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degrees</th>
<th>Present Credits ENGL</th>
<th>Contac t Hours</th>
<th>SCHs Produced (Fall 2013)</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. James C. McDonald Ward</td>
<td>Professor</td>
<td>Ph.D. English University of Texas at Austin M.A. English Saint Louis University B.A. English Saint Louis University</td>
<td>555</td>
<td>3</td>
<td>12</td>
<td>Dept. Head; Additional Admin. Duties; Univ. &amp; Dept. Committees; Executive Officer of Faculty Senate</td>
</tr>
<tr>
<td>Appt: 8/1987</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Dr. Keith Dorwick</td>
<td>Associate Professor</td>
<td>Ph.D. English University of Illinois at Chicago</td>
<td>350</td>
<td>3</td>
<td>75</td>
<td>Numerous Univ, College &amp; Dept</td>
</tr>
<tr>
<td>Appt: 8/2000</td>
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<td></td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Institution 1</td>
<td>Year 1</td>
<td>Credit 1</td>
<td>Hours 1</td>
<td>Title 2</td>
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</tr>
</tbody>
</table>
| Dr. Clancy Ratliff | Assistant Professor | M.A. English University of Illinois at Chicago  
B.A. English DePaul University | 2007   | 3        | 54      | 464  
462 (independent study) |                                 |        |          |         | Committees; Advisor      |
| Shelly Leroy    | Senior Instructor   | M.A. English Bowling Green State University  
B.A. English Louisiana State University | 2000   | 3        | 72      | 365  
365  
365  
365  
462 (independent study)  
463 (internship) |                                 |        |          |         | Director of First-Year Writing Program;  
Univ., College & Dept. Committees |

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

The average student to faculty ration in Fall 2013, for all English courses other than dissertation, was 23.55:1.
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The English Department plans to hire one new assistant professor specializing in professional writing, using one of its existing open lines. That hire will be sufficient for the department to offer the additional course sections and mentoring and advising of students required by the certificate program. Two-thirds of that faculty member's workload will be devoted to this program.

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

No unusual outlay of funds or techniques should be necessary. The English Department will use one of its existing open lines to hire an assistant professor specializing in professional writing.

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

Involvement of specific faculty is described in "l" below. As Department Head of English, Professor James McDonald teaches one class a semester because of administrative release time, but he is stepping down as Department Head and will no longer receive this release time as of August 2014. As Director of the First-Year Writing Program, Assistant Professor Clancy Ratliff teaches one class a semester because of administrative release time.

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.)

Shelly Leroy is a Senior Instructor of English with an MA in English from Bowling Green State University with a specialization in scientific and technical communication (2001). She was hired as an Emergency Temporary Instructor in 2004 and accepted a permanent appointment as Instructor in 2005. She earned a BA in English at LSU in 1991. She has been certified to teach online by the UL-Lafayette Office of Distance Learning. She has been doing contract work as a technical writer and editor for Pegasus International since 2005, worked for Firefly Digital, Inc. as production manager and as a content specialist and trainer from 2002 to 2004, was employed by Bowling Green State University as a technical editor for the Department of Public Safety and as a writer/editor and web consultant for the Office of Marketing and Communications, was editor of the UL Lafayette Compliance Report for SACS reaccreditation in 2009, and is responsible for writing and designing the brochures and website of the Department of Modern Languages at UL Lafayette and completely redesigned that department's online journal Études Francophones. She is a senior member of the Society for Technical Communication and a longtime member of the Association of Teachers of Technical Writing. She chairs the English Department Technical Writing Committee, designed and taught a pilot course in advanced writing for business majors, teaches several sections of Technical Writing at UL Lafayette each semester (both
online and face-to-face), is responsible for most undergraduate internships in professional and technical writing, and serves as a reviewer of proposed online courses for the Office of Distance Learning.

Dr. Keith Dorwick is an Associate Professor of English who was hired in 2000. He has a Ph.D. in English, specializing in rhetoric and composition from the University of Illinois at Chicago (1998), where he wrote one of the nation’s first hypertext dissertations, on the subject of online teaching and research. He earned a BA in English at DePaul University (1989) and an MA in English at the University of Illinois at Chicago (1991), and he has been certified in online teaching at both the University of Louisiana at Lafayette and California State University at Hayward. He was employed as Instructional Media Planner in the Office of Academic Affairs at the University of Illinois at Chicago from 1996 to 2000. He has taught graduate courses at UL Lafayette in grant writing and fund raising and graduate/undergraduate workshops in creative nonfiction, and he has been designing and teaching online graduate and undergraduate English courses since the mid-1990s, in composition, young adult literature, and other subjects. Twelve of Dr. Dorwick’s published seventeen academic articles are on the subject of digital technology and media or online instruction. He is also the founder and editor of an online academic journal, Technoculture, and has created and administered several MOOs (online academic environments), including AcadianaMOO, which has hosted courses from several universities. Much of his research is about digital media and about online instruction, and he has been at the forefront of publishing digital and multimedia work as both writer and editor. Dr. Dorwick is an experienced and successful grant writer, as principal investigator of a number of successful grants for art, media, drama, and instructional projects, including five Decentralized Arts Funding (DAF) grants and a Lafayette Consolidated Government grant through the Acadiana Center of the Arts, two Acadiana Arts Council Partnership grants, a grant from Acadiana C.A.R.E.S., and a grant from the Illinois Board of Higher Education. Dr. Dorwick also teaches in the department’s creative writing program, and he has created and published plays, films, videos, and creative nonfiction.

Professor James C. McDonald, Head of the Department of English, was hired in 1987. He has a Ph.D. in English, with a specialization in rhetoric, at the University of Texas at Austin (1987) and has a BA in English (1976) and MA in English (1978) from Saint Louis University. He regularly teaches courses in technical writing and advanced composition, as well as graduate courses in rhetoric and the teaching of writing and other undergraduate writing courses. He is the author of a popular composition textbook and numerous articles on writing instruction, and he is the editor of a sourcebook for college writing teachers. Dr. McDonald designed the UL Lafayette interdisciplinary professional writing minor and worked with Shelly Leroy, Keith Dorwick, and other faculty to design the English Department’s undergraduate concentration in professional writing. He was principal investigator of a successful LEQSF grant for $199,000 in 1994 to build the first networked computer classroom and the first networked computer lab for the Department of English.

Assistant Professor Clancy Ratliff was hired as Director of the First-Year Writing Program at UL Lafayette in 2007. She earned a Ph.D. in English, with a specialization in rhetoric, in 2006, and she has an MA in English, with an emphasis in technical communication, from the University of Tennessee (2001) and a BA in English from the University of North Alabama (1997). Much of her research and publications has been on writing program administration, on intellectual property issues (especially related to online access and writing instruction), and on social media, particularly blogs. She co-edited the first scholarly book on blogs in composition studies (Into the Blogosphere: Rhetoric, Community, and Culture of Weblogs, 1994). Her dissertation, "Where Are the Women?" Rhetoric and Gender in Weblog Discourse, won the national Hugh Burns Best Dissertation Award given by the Journal Computers and Composition, and her blog, Culture Cat: Feminism and Rhetoric, was given the national John Lovas Memorial Academic Weblog Award by the journal Kairos in 2006.
ii. For proposed new faculty, qualifications and/or strengths needed.

The English Department is conducting a search for an assistant or associate professor who specializes in professional writing. The advertisement calls for a Ph.D. in English with a record of scholarly activities and publications and evidence of successful online teaching experience, with a strong preference for someone with a degree specialization in Rhetoric or Professional Writing and/or experience in professional writing.

5. Library and Other Special Resources

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

Dupre Library’s holdings in professional writing are adequate to initiate this program. The English Department has been building its collection of books and journals in composition studies, including journals and books on technical writing and writing in nonacademic settings, for many years, at least since the beginnings of its M.A. programs in rhetoric and in professional writing and of its Ph.D. program in rhetoric in the mid-1980s. For an online certificate program, library databases are crucial, and most of the important journals in technical and professional writing and on writing in the workplace are available on library electronic databases (Journal of Business and Technical Writing, Journal of Technical Writing and Communication, Technical Communication, Technical Communication Quarterly, IEEE Transactions on Professional Communication), as well as a large number of journals in composition studies that sometimes publish articles on professional writing and writing in the workplace and often publish research on writing, editing, technology, and other subjects that are relevant to professional writing. Of the 178 holdings listed under “technical writing” in the Dupre Library catalogue, thirty are available online. Of the 58 holdings listed under “business writing” listed in the catalogue, forty are available online, and 84 of the 131 holdings listed under “business communication” are online.

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.?

Only routine expansion of library holdings will be necessary, to keep the holdings up to date with new research and publications.

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

Yes, all university libraries in Louisiana have some books and journals on professional, technical, and business writing and communication. Students and faculty will also draw on government documents, businesses, and nonprofit associations for current examples of manuals, reports, business letters, instructional materials, websites, brochures, and other genres that professional writers must be able to write.
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.

Dupre Library has not purchased books in this area in the last two fiscal years. I estimate that the library's annual subscriptions to journals relevant to professional writing have cost around $1,500.

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

$15,000 would cover subscriptions to current journals and allow the library to add a couple of new journals and purchase a sufficient number of books to support students and faculty development in this program.

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

The University's Office of Distance Learning is an important resource for this program. Faculty also require computers to do online instruction, and their computers should be replaced every five years. Faculty also need to be provided with Quality Matters training every few years to maintain their certification as online instructors. Funds from student fees for online courses will cover these costs and other faculty development needs. Moodle will be the online instructional delivery system.

g. If a graduate program is requested, indicate:

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

None.

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

Most of the important journals in technical and professional writing and on writing in the workplace are available on Dupre Library electronic databases. This compares favorably with similar high quality programs, whose holdings include the top journals in the field, which are listed under 5.a., above.

6. Facilities and Equipment

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

All courses will be offered online, so the course will not require classrooms or laboratories. The University and the English Department provide offices, supplies, computers, and other routine needs for the faculty.

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

The University provides English faculty with an individual desktop or laptop computer and the Moodle course operating system for their technological needs with their classes. All English faculty teaching
online, including those teaching technical writing classes, enroll in an extensive training program conducted by the Office of Distance and Electronic Learning in using Moodle to conduct an online class. Moodle allows teachers to address their class as a group, run class discussions, work with students individually and in groups, assign work to students and comment on and grade that work, monitor student participation in the class, and provide students with links to online sources in the library and on the Internet from the teacher's computer.

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

The main equipment need is computers for faculty, with regular upgrades of software and replacement of old computers. The fee that students pay for online courses will cover these expenses.

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 Graduate Certificate in Professional Writing will be administered by the Department of English within the College of Liberal Arts.

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

Release time from teaching for one faculty member may be necessary to provide oversight, planning, student advising, and assessment of the program. No other changes in administrative structure is necessary: the English Department Head and English Graduate Coordinator will oversee the program.

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

The Department of English has a strong undergraduate program in composition and rhetoric, a new undergraduate concentration in professional writing, M.A. programs in rhetoric and in professional writing, and a Ph.D. program in rhetoric. The department also offers undergraduate, M.A., and Ph.D. concentrations in creative writing, linguistics, folklore, and literature. The online courses in professional writing should draw graduate students in the rhetoric program who want to develop credentials to work in undergraduate and graduate professional college and university writing programs, in government and corporate instructional programs, and as writing consultants for business and government. Professional writing programs are growing in size and number in universities across the United States and abroad, and the courses in Graduate Certificate Program should attract rhetoric students who want to be able to teach in these programs. These courses should also attract graduate students in our other concentrations who want to develop credentials for careers outside of academia, especially considering the competitiveness of the academic job market in English. Some graduate students may decide to pursue the certificate in addition to their degree. Some of the course assignments and internships can be geared to the writing that folklore graduates may do working for festivals and museums. Creative writing students, especially those with an interest in creative nonfiction, often find careers as in
professional and technical writing desirable. The English Department's various programs in professional writing help educate English majors about some of the practical career opportunities outside of teaching.

8. Accreditation

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

No.

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

N/A

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

N/A

9. Related Fields

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

Rhetoric and composition studies as well as creative writing within English are the most closely related. The Department of English offers M.A. concentrations in rhetoric, in professional writing, and in creative writing and Ph.D. concentrations in rhetoric and in creative writing. The department also offers undergraduate concentrations in professional writing and creative writing. The College of Liberal Arts offers an interdisciplinary minor in professional writing, drawing on advanced writing courses in English and writing and Journalism courses in the Department of Communications. The English Department sometimes offers an online creative writing workshop.

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

The supporting fields are well-developed and need no improvement to fully support the program.

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

The main cost of the Graduate Certificate in Professional Writing will be the hiring of a specialist in professional writing to help staff and oversee the program (estimated annual salary for an assistant professor of English, $50,000 plus benefits). Other costs will be minimal (new computers and software for faculty, training for online teaching certification, faculty development), and the University will provide these resources where necessary.

b. Indicate departmental costs:

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

<table>
<thead>
<tr>
<th>University of Louisiana at Lafayette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>Personal Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries Instr.</td>
<td>$2,083,046</td>
<td>$1,821,639</td>
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<tr>
<td>Salaries Admin.</td>
<td>7,200</td>
<td>5,400</td>
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<td>Salaries Class.</td>
<td>58,190</td>
<td>56,035</td>
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<tr>
<td>Graduate Assist.</td>
<td>3,032</td>
<td>1,676</td>
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<tr>
<td>Termination</td>
<td>18,753</td>
<td>27,194</td>
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<tr>
<td>Student Labor</td>
<td>5,918</td>
<td>7,747</td>
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<td>Fringe Benefits</td>
<td>514,611</td>
<td>464,831</td>
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<td>Insurance Contr.</td>
<td>284,573</td>
<td>242,600</td>
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<td>Total Pers Svcs</td>
<td>$2,975,323</td>
<td>$2,627,122</td>
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<td>Travel</td>
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<td>Operating Services</td>
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<td>32,344</td>
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<tr>
<td>Supplies</td>
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<td>Professional Services</td>
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<tr>
<td>Capital outlays</td>
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<td>3,420</td>
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<tr>
<td>Dept. Total</td>
<td>$3,023,243</td>
<td>$2,677,348</td>
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<tr>
<td>ii. How will the proposed program affect the allocation of these funds?</td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>One additional faculty member will be hired with minimal associated supplies and equipment expenses.</td>
<td></td>
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<tr>
<td>c. Indicate if additional funds for research will be needed to support the proposed program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Provide estimates of additional cost on the attached form.</td>
<td></td>
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</tr>
</tbody>
</table>
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

University: University of Louisiana at Lafayette  Date: 2/1/2014
Program/Unit: Graduate Certificate in Professional Writing

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

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<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
<th>FOURTH YEAR</th>
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<td>AMOUNT</td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
<td>Amount</td>
<td>FTE</td>
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<tr>
<td>Faculty (2/3) with fringe</td>
<td>$48,575</td>
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<td>$48,575</td>
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<td>$48,575</td>
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<td>$48,575</td>
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<tr>
<td>Graduate Assistants</td>
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<tr>
<td>Support Personnel</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Fellowships and Scholarships</td>
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<tr>
<td>SUB-TOTAL</td>
<td>$48,575</td>
<td></td>
<td>$48,575</td>
<td></td>
<td>$48,575</td>
<td></td>
<td>$48,575</td>
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<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>$</td>
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<td>$</td>
<td></td>
<td>$</td>
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<td>$</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Travel</td>
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<td>200</td>
<td>200</td>
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<td>Supplies/Books</td>
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<td>SUB-TOTAL</td>
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<td>$250</td>
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<td>GRAND TOTAL</td>
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Amount & Percentage of Total Anticipated From:

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<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
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<tbody>
<tr>
<td>State Appropriations</td>
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<td>$50,844</td>
<td>41</td>
<td>$71,183</td>
<td>39</td>
<td>$96,605</td>
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<td>Federal Grants/Contracts</td>
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<td>State Grants/Contracts</td>
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<tr>
<td>Private Grants/Contracts</td>
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<tr>
<td>Other (tuition)</td>
<td>40,077</td>
<td>57</td>
<td>73,474</td>
<td>59</td>
<td>$113,150</td>
<td>61</td>
<td>168,917</td>
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<td>TOTAL</td>
<td>$70,584</td>
<td>100</td>
<td>$124,319</td>
<td>100</td>
<td>$184,333</td>
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<td>$265,522</td>
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</table>