AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
9:00 a.m., Thursday, June 25, 2015**
Claiborne Building Conference Center
Room 100, “Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

MEMBERS:
Dr. Kelly Faircloth, Chair
Mr. Robert Shreve, Vice Chair
Ms. Maggie Brakeville
Mr. John Condos
Mr. Jimmy Long
Mr. Shawn Murphy
Mr. Gary Solomon

A. Call to Order
B. Roll Call
C. Approval of Minutes of April 23, 2015 Joint Committee Meeting
D. Consent Agenda:

   Board Agenda Item E.1.

McNeese State University’s request for approval to enter into a Cooperative Agreement between Jiangsu Normal University of The People’s Republic of China University and McNeese State University.

   Board Agenda Item E.2.

Northwestern State University’s request for approval of a Letter of Intent to offer a Master of Science degree program in Industrial Management (MSIM).

   Board Agenda Item E.3.

Northwestern State University’s request for approval of a Letter of Intent to offer a Doctor of Arts degree program with a Concentration in National Security Leadership (DA-NSL).

   Board Agenda Item E.4.

Northwestern State University’s request for approval of a Proposal for a Bachelor of Applied Science degree program in Resource Management (BASRM).
Board Agenda Item E.5.

University of Louisiana at Lafayette’s request for approval of a Letter of Intent to offer a Master of Science degree program in Informatics.

Board Agenda Item E.6.

University of Louisiana at Monroe’s request for approval of a Proposal for a Post Baccalaureate (PBC) in Mortgage Analytics.

Board Agenda Item E.7.

University of New Orleans’ request for approval of a Proposal for a Certificate in Performing Arts Management.

E. Other Business

F. Adjournment
Item E.1.  McNeese State University’s request for approval for to enter into a Cooperative Agreement between Jiangsu Normal University of The People’s Republic of China University and McNeese State University.

EXECUTIVE SUMMARY

McNeese State University and Jiangsu Normal University of The People’s Republic of China would like to enter into a cooperative agreement. The agreement provides that Jiangsu Normal University will offer three years or 65 credit hours of lower level college coursework for the engineering degree which is comparable to the lower level coursework for the engineering program at McNeese. When students have successfully completed the coursework at Jiangsu Normal University and meet admission requirements for McNeese State University, they can complete the upper level coursework for the Bachelor of Science in Engineering at McNeese.

McNeese and The People’s Republic of China have structured an agreement where both parties will jointly design the degree plan for the cooperative program. The first stage of implementation will consist of three initial years of full-time study at Jiangsu Normal University, the completion of a prescribed curriculum, and the fulfillment of language requirements for entrance to study at McNeese. The second stage will consist of two years of study at McNeese and, upon completion, students shall receive a certificate of graduation and Bachelor of Science degree from Jiangsu Normal University and a Bachelor of Science in Engineering degree from McNeese State University.

The proposed agreement will comply with the procedures, policies, and practices of each institution as well as with the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The agreement will be effective upon approval and signature by all parties. As well, upon implementation, McNeese State University and Jiangsu Normal University will work collaboratively to increase their understanding of the other’s educational system.

Tuition standard for the study portion in China will be determined by Jiangsu Normal according to education and teaching costs and will be carried out after being reported to and approved by Jiangsu Provincial Pricing Bureau. Tuition standard for the study portion abroad will be decided by McNeese. Students enrolling at McNeese as part of this agreement shall not be eligible for fee waivers, scholarships, or other forms of tuition assistance from McNeese. Standard non-resident tuition and fees will apply.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval to enter into a Cooperative Agreement between Jiangsu Normal University of The People’s Republic of China University and McNeese State University.
May 11, 2015

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

Dear Dr. Woodley:

I request approval of the attached Cooperative Agreement between Jiangsu Normal University of The People’s Republic of China and McNeese State University. The agreement provides that Jiangsu Normal University will offer three years or 65 credit hours of lower level college course work for the engineering degree which is comparable to the lower level course work for the engineering program at McNeese. When students have successfully completed the course work at Jiangsu Normal University and meet admission requirements for McNeese State University, they can complete the upper level course work for the Bachelor of Science in Engineering at McNeese State University. The students will pay full non-resident tuition and fees. Faculty members from both universities have reviewed the course work for this agreement.

Thank you for your consideration.

Regards,

Philip C. Williams
President

Attachments
EXHIBIT A
Cooperative Agreement
Jiangsu Normal University and McNeese State University

Jiangsu Normal University Course Requirements

**JNU Year 1-First semester**
1. Freshmen Training
2. Introduction of Jiangsu Normal University
3. Ethics and Law
4. Military Skills
5. Military Theories
6. Physical Education I
7. College English I-1
8. College English, I-2
9. Computer Science I
10. Computer Science II
11. Calculus I-1
12. Linear Algebra I

**Year 1-Second semester**
1. The Outline of Chinese Contemporary History
2. Physical Education II
3. College English, II-1
4. College English, II-2
5. Mental Well-being Education
6. Calculus I-2
7. Probability & Mathematical Statistics
8. College Physics I-1
9. Physics Lab I-1
10. College Chemistry
11. College Chemistry Lab
12. Internship
13. Engineering Training

**Year 2-First semester**
1. Marxism Theories
2. Policy Analysis
3. College Physics I-2
4. Physics Lab I-2
5. English Reading
6. Computer C Language
7. Descriptive Geometry and Mechanical Drawing
8. Theoretical Mechanics
9. Thermodynamics
11. Interchangeability and Measurement Technology
12. The principle of Microcomputer
13. Parts of Surveying and Mapping
Year 2-Second semester
1. Zedong Mao, Xiaoping Deng and the Three Representatives Theories I
2. Complex Variables Functions
3. English Writing
4. The Electronic and Electrical Technology
5. Computer Graphics
6. Material Mechanics
7. Engineering Materials and Fundamentals of Mechanical Manufacture
8. Principles of Machinery
9. Practice of CAD
10. Design of Mechanical Theory

Major Electives

Year 3-First semester
1. Zedong Mao, Xiaoping Deng and the Three Representatives Theories II
2. Career Training
3. Mechanical Design 4 Hydraulic and Pneumatic Transmission

1. Foundations of Mechanical Control Engineering
2. Modern Enterprise
3. Technology of Digital-controlled Processing
4. Foundation of CAD/CAM technology
5. Design of Mechanical System
6. Design of Hydraulic and Pneumatic Transmission
7. Numerical Control Machining Training

Major Electives

Year 3-Second semester
1. Theory and Application of PLC
2. Measuring and Testing Techniques
3. Machinery Manufacturing Technology
4. Principle and application of single chip microcomputer
5. Mechanical Design and Automation
   Major Electives Skill Practice
McNeese State University

Year 1 – Fall Semester (17) ENGR 202 – Dynamics (3) MATH 292 – Calculus III (4) MATH 301 – Differential Equations (3) ENGR 354 -Electrical Machinery and Power (3)

Year 1 – Spring Semester (18) CHEM 102 – General Chemistry II (4) COMM 201 – Speech (3) ENGR 207 – Elementary Thermodynamics (3) ENGR 311 – Fluid Mechanics (3) MEEN 316 – Strength of Materials Lab (1) ENGR 318 – Engineering Measurements (1) MEEN 330 – System Dynamics & Simulation (3)

Year 2 – Fall Semester (17) ENGR 312 – Fluid Mechanics Lab (1) ENGR 315 – Heat Transfer (3) ENGR 342 – Engineering Economics (3) ENGR 490 – Senior Design Project I (1) ENGR 430 – System & Control (3) MEEN 409 – Advanced Thermodynamics (3) MEEN 414 – Mechanical Vibrations (3)

Year 2 – Spring Semester (17) ENGR 206 – Material Science (3) ENGR 475 – System & Control Lab (1) ENGR 491 – Senior Design Project II (3) Life Science (3) MATH 431 – Statistics and Probability (3) MEEN 415 – Heat & Flow Lab (1) MEEN 4xx – Elective (3)
Exhibit B
Cooperative Agreement Between Jiangsu Normal University and McNeese State University

Degree Plan at McNeese

Year 1 – Fall Semester (17 credit hours)
CHEM 101 – General Chemistry II (4)
ENGR 202 – Dynamics (3)
MATH 292 – Calculus III (4)
MATH 301 – Differential Equations (3)
ENGR 354 - Electrical Machinery and Power (3)

Year 1 – Spring Semester (14 credit hours)
COMM 201 – Speech (3)
ENGR 207 – Elementary Thermodynamics (3)
ENGR 311 – Fluid Mechanics (3)
MEEN 316 – Strength of Materials Lab (1)
ENGR 318 – Engineering Measurements (1)
MEEN 330 – System Dynamics & Simulation (3)

Year 2 – Fall Semester (17 credit hours)
ENGR 312 – Fluid Mechanics Lab (1)
ENGR 315 – Heat Transfer (3)
ENGR 342 – Engineering Economics (3)
ENGR 490 – Senior Design Project I (1)
ENGR 430 – System & Control (3)
MEEN 409 – Advanced Thermodynamics (3)
MEEN 414 – Mechanical Vibrations (3)

Year 2 – Spring Semester (17 credit hours)
ENGR 206 – Material Science (3)
ENGR 475 – System & Control Lab (1)
ENGR 491 – Senior Design Project II (3)
Life Science (3)
MATH 431 – Statistics and Probability (3)
MEEN 415 – Heat & Flow Lab (1)
MEEN 4xx – Elective (3)
Exhibit C

Admissions Criteria for McNeese State University
as part of the MSU-JNU Cooperative Agreement
(Joint Engineering Degree Program)

A. Students must have a minimum 2.5 GPA as calculated by the MSU Office of International Programs. An official transcript must be sent to McNeese State University (Office of International Programs) directly from Jiangsu Normal University. The following grading scale will be used for the credential evaluation:

<table>
<thead>
<tr>
<th>U.S. Grade</th>
<th>Chinese Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1 (lowest passing grade)</td>
</tr>
</tbody>
</table>

B. Students must demonstrate English language proficiency by submitting a minimum score of 71 on the TOEFL internet-based exam or a minimum band score of 6.0 on the IELTS. Official test scores must be sent directly to McNeese State University from the testing agency.

C. Students must be nominated by Jiangsu Normal University (JNU). The nomination will verify that the student has successfully met all components of the first part of study at JNU and is in good standing.

D. Students must submit an affidavit of support and supporting bank/financial documentation in order to be issued a form I-20.
COOPERATIVE AGREEMENT

Between

Jiangsu Normal University,
The People’s Republic of China

and

McNeese State University
Member of the University of Louisiana System
United States of America

May 2015
Parties to the Agreement:

Party A

Name: Jiangsu Normal University (formerly Xuzhou Normal University)
Address: No.101 Shanghai Road, Tongshan New District, Xuzhou (221116)
Legal Representative: Ren Ping
Telephone: 0516-83403023
Fax: 0516-83403320

Party B

Name: McNeese State University
Address: 4205 Ryan Street, Lake Charles, LA
Legal Representative: Dr. Philip C. Williams
Telephone: 337-475-5000
Fax: 800.622.3352

Recitals

1. In accordance with Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools and Regulations of the People's Republic of China on Implementation Methods for Chinese-Foreign Cooperation in Running Schools, this Cooperative Agreement establishes a partnership between Party A and Party B for the purpose of running a collaborative undergraduate program in Engineering, henceforth to be referred to as the Program.

2. Both parties will jointly design the degree plan for the cooperative program. The implementation will be carried out in two stages. The first stage consists of 3 initial years of full-time study at Party A, the completion of a prescribed curriculum (see exhibit A), and the fulfillment of language requirements for entrance to study at Party B. The second stage consists of 2 years of study at Party B (65 credit hours). Upon completion of Party B’s curriculum (see exhibit B), students shall receive a certificate of graduation and Bachelor of Science degree from Party A and a Bachelor of Science in Engineering degree from Party B.

3. The procedures put in place by Party A and Party B for the design and operation of the cooperative Program comply with the requirements of the relevant authorities in the People’s Republic of China. Party A is responsible for ensuring compliance with Chinese governmental standards.
4. The procedures put in place by Party A and Party B for the design and operation of the cooperative Program comply with the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Party B is responsible for ensuring compliance with SACSCOC standards.

5. Once this cooperative program has been implemented, both parties shall work collaboratively to increase their understanding of their counterparts’ educational system.

SECTION 1: OBJECTIVES AND PRINCIPLES

Through this cooperative education program the two schools shall aim to share their respective educational resources, collaborate in regards to teaching methodology and course content in the field of study, promote collaborative initiatives within the field, and train undergraduate students to be innovative, culturally competent and competitive in a global economy.

SECTION 2: CONTENT AND MODES OF COOPERATION

2.1 Length of Schooling

The length of schooling is five years, of which 65 credit hours will be completed at Party B (see exhibit B). Students shall complete the first 3 years (six semesters) of full-time study at Party A, where they will study the first stage of the Program’s jointly recognized cooperative degree plan (see exhibit A). After completing all course work and meeting English language requirements outlined in 2.2, the students shall enter Party B to study the second stage curriculum to complete 65 credit hours for the degree (approximately 2 years).

2.2 Entry Requirements

Students entering the program must meet the requirements below:

(1) Obtain qualifying scores for entry into Party A on the national or provincial college entrance exam of the People’s Republic of China.

(2) Before entering Party B for study:
   
a. Students must successfully complete the first 3 years (six semesters) of jointly recognized curriculum (all courses must be completed with a passing grade) with a minimum grade point average of 2.5 as calculated by Party B. (See exhibit C)

b. Students must submit demonstrate English language proficiency by submitting a minimum score of 71 on the TOEFL internet-based exam or a minimum band score of 6.0 on the IELTS.

c. Students must be nominated by Party A. The nomination along with the supporting application materials must be submitted to Party B in a timely manner so that a form I-20 can be produced.

d. Students must submit an affidavit of support in order to be issued a form I-20.
2.3 Registration (Admission and Enrolment)

Under the terms of this Agreement, enrolled students will first be recruited and registered by Party A. Party A will provide Party B with a list of candidates for the program. Party B will provide a conditional letter of acceptance for study at Party B upon receipt of the list. Students satisfying the requirements of Section 2.2 of this Agreement will obtain Party B’s unconditional letter of acceptance once all conditions have been met. Post-admission student management, including immigration regulations pertaining to the issuance of the form I-20, should comply with all the related domestic laws and regulations. Party B will provide reporting dates for entering students as well as contact information for housing.

2.4 Awards

After completing all the credits for the jointly designed cooperative degree plan, the students will receive an undergraduate certificate / a Bachelor of Science degree conferred by Party A and a Bachelor of Science in Engineering Degree conferred by Party B. Students who cannot complete their study at Party B due to visa or other precluding issues, will continue with the fourth year of study at Party A and, upon completion of the required credits, those who comply with related Chinese laws and regulations for graduation will receive an undergraduate certificate / Bachelor of Science degree conferred by Party A.

2.5 Implementation of Teaching

(1) Academic Requirements

The standards of jointly formulated degree plan, curriculum setup, and curriculum content should not be lower than domestic standards at Party B. Faculty from Party A and Party B will jointly develop the curriculum content and teaching methodologies for the Program (see exhibits A and B).

(2) Teaching Arrangements

Each party shall take separate and sole responsibility for the arrangement of their respective instructors whose academic credentials and aptitude are considered suitable. Instructors should meet the requirements of the national or regional accrediting bodies to which Party A and Party B are respectively responsible.

(3) Teaching Materials

Regarding the Program’s established curriculum, the period of study at Party A shall use jointly approved teaching materials/textbooks (textbooks or materials in English will serve as the main teaching materials, and materials in Chinese as supplementary materials). The stage of study at Party B shall use English-only teaching materials.

(4) Teaching Evaluation

For the teaching contents implemented at Party A, courses which use Party A teaching materials shall be evaluated by Party A in accordance with the Party A’s teaching management regulations. Teaching contents implemented at Party B shall be evaluated by Party B. Both Party A and B will be informed of each party’s respective methods of evaluation and grading scales.
2.6 Student Recruitment Plan

The Program’s student recruitment plan, whereby students shall commence their study at Party A, shall be jointly formulated by both parties but shall be executed by Party A after the approval of Chinese educational administrative departments.

SECTION 3: OBLIGATIONS OF EACH PARTY

Under the terms of this Program, Party A and Party B are permitted to vary their procedures to ensure its continuing compliance with the requirements of the Parties’ respective governing boards or accrediting agencies. Each Party must notify in writing, within 10 business days, the other Party of any variations that impact the prescribed curriculum or staffing. Furthermore, any variation on the part of Party A that alters the required coursework or impacts requirements of accrediting agencies will require review and approval by Party B. If Party B finds that any such variations alter the Program in a significant manner, the Agreement will be subject to cancellation with no fault to Party B. In the event of cancellation, students currently enrolled at Party B as part of the Program will be permitted to complete under the terms of the original Program, but no new students from the Program will be permitted to enroll at Party B.

3.1 Obligations of Party A

(1) Responsible for filing an application for the Program with Chinese educational administrative departments.
(2) Responsible for participating in discussions with Party B regarding curriculum setup, teaching methodology, program management, and student issues.
(3) Responsible for arranging Party A’s staff members responsible for the implementation of the program.
(4) Responsible for student enrolment and management while students are studying at Party A.
(5) Responsible for conducting courses in accordance with the agreed upon cooperative Program curriculum and ensuring the quality of the teaching for stage one of the program. (See exhibit A).
(6) Responsible for assisting Party B’s staff members with Chinese visa application and, if necessary, providing appropriate accommodations for visiting teaching staff to teach and live at Party A.
(7) Responsible for granting a certificate of graduation and a Bachelor of Science degree to students who successfully complete degree courses.
(8) Responsible for not releasing information to the media, making public announcements, nor publishing information related to the program which may affect Party B’s interests without Party B’s prior written consent. Party A may not use the Party B’s name, logo or other trademarks without express written consent. Party A will assist in protecting Party B’s trademark and reputation in China.

3.2 Obligations of Party B

(1) Responsible for obtaining approval for the joint endeavor from the Board of Supervisors of the University of Louisiana System.
(2) Responsible for participating in discussions with Party A regarding curriculum setup, teaching methodology, program management, and student issues.

(3) Responsible for accepting students who meet the requirements in Section 2.2 of this Agreement directly into Party B’s Bachelor of Science in Engineering program and awarding a Bachelor of Science in Engineering degree to students who successfully complete the full program.

(4) Responsible for management of students during their matriculation and period of study at Party B in accordance with F-1 regulations.

(5) Responsible for providing assistance to students in the visa application process and assisting with on-campus accommodations for them once all necessary paperwork has been submitted. Prior notice regarding the expected intake of students should be submitted by Party A to Party B.

(6) Responsible for arranging Party B’s staff members responsible for the implementation of the program.

(7) Responsible for not releasing information to the media, making public announcements, or publishing information related to the program which may affect Party A’s interests without Party A’s written consent.

SECTION 4: JOINT MANAGEMENT COMMITTEE

Party A and Party B will jointly establish a management committee to run the joint program and to facilitate ongoing discussions regarding other cooperative activities. The committee will be comprised of eight members, four members from Party A and four from Party B. Each of the parties to the agreement shall nominate one person to be a director of the Joint Management Committee; other committee members will be managing members. Managing members will meet at least once a year via teleconference (or Skype) but should immediately discuss related problems through electronic communication (e.g. teleconference or email).

SECTION 5: FINANCIAL MANAGEMENT

1. Tuition standard for the study portion in China will be determined by Party A according to education and teaching costs and will be carried out after being reported to and approved by Jiangsu Provincial Pricing Bureau.

2. Tuition standard for the study portion abroad will be decided by Party B. Students enrolling at Party B as part of this Agreement shall not be eligible for fee waivers, scholarships or other forms of tuition assistance from Party B. Standard non-resident tuition and fees will apply.

SECTION 6: INTELLECTUAL PROPERTY AND TRADEMARK LICENSING RIGHTS

1. To comply with Party B’s Intellectual Property and Shared Royalties Policy (http://www.mcnese.edu/policy/intellectual-property-and-shared-royalties-policy), Party B holds all Intellectual Property rights for any intellectual property prepared solely by it which forms part of the joint Program. Party B holds sole copyright for materials supplied to Party A for the joint Program. These materials are supplied solely for use in delivering the joint Program.
2. Party A should not infringe on the intellectual property rights for any teaching outlines, syllabi and/or curriculum provided by Party B.

3. Party A holds all Intellectual Property rights for any teaching outlines prepared solely by it which forms part of the joint Program. Party A holds sole copyright for materials supplied to Party B for the joint Program. These materials are supplied solely for use in delivering the joint Program.

4. Party B should not infringe on the intellectual property rights for any teaching outlines and curriculum provided by Party A.

5. To use any of Party B’s marks or logos, Party A must obtain prior approval from Party B’s Office of Marketing and Licensing.

SECTION 7: CONFIDENTIALITY

1. The Parties shall not, without the written consent of the other Party, disclose any of the contents of this Agreement to any third party except for any necessary disclosure to professional advisors of that party or any organizations, government bodies or administrative departments having jurisdiction over either party or in compliance with public record laws in effect.

SECTION 8: DURATION, MODIFICATIONS, AND TERMINATION

1. The validity of this Agreement is the fulfillment of the graduation requirements by four cohorts of students enrolled in four successive school years and complying with the outlined Program (see exhibits A and B). Six months prior to the graduation of the fourth class of students, both Parties shall discuss the renewal the agreement and extension of the Program.

2. With the written consent of both parties, this Agreement may be modified. Any revisions to the agreement should receive the approval of both Parties’ board of directors or related organization of leaders.

3. If either Party intends to terminate this Agreement, one-year’s prior notice must be provided and all provisions of this Agreement must be honored with respect to students who are already registered in the program. The other Party should positively cooperate with that Party.

4. After the agreement has been terminated, new students shall not be enrolled into this joint Program.

SECTION 9: DISPUTES

Differences of opinion, disputes and conflicts which may arise during the execution of this Agreement should be referred to the Joint Management Committee of Section 4 of this Agreement and the Parties should work earnestly to negotiate a solution. If these negotiations are not effective, the agreement will be considered null and void. In the event of such an impasse, students currently enrolled at Party B will be permitted to complete their program of study, but no new students will be admitted.
SECTION 10: MISCELLANEOUS

1. If either party is unable to perform any or all of its obligations under this Agreement due to event(s) that is/are beyond control, such as: earthquake, typhoon, fire, war, or other unpredictable, unavoidable acts of God or political unrest, the other Party shall be relieved of its obligations under this Agreement. The adversely impacted Party must inform the other Party of the event in a written notice without delay and provide evidence of the nature of the causal event(s), which will serve to nullify the Agreement.

2. This Agreement exists in both English and Chinese version; two versions of each with a total of 6 copies. Both English and Chinese versions carry the same legal effect. Each Party signing the agreement will possess 3 copies in each language.

3. All major affairs of this cooperation Agreement must be verified in written form.

4. This cooperation agreement goes into effect after signing by both Parties and after approval by both China’s Ministry of Education and the University of Louisiana System Board.

5. Attached exhibits include the following: (A) prescribed curriculum for period of study at Party A; (B) prescribed curriculum at Party B; (C) admissions criteria for Party B.

Party A

Legal Representative Signature

(or authorized representative signature) :

Jiangsu Normal University

Date:

Party B

Legal Representative Signature

(or authorized representative signature) :

McNeese State University

Date:
Item E.2. Northwestern State University’s request for approval of a Letter of Intent to offer a Master of Science degree program in Industrial Management (MSIM).

EXECUTIVE SUMMARY

Northwestern State University requests approval of a Letter of Intent to offer a Master of Science degree program in Industrial Management. The proposed program focuses on effective decision-making in technology and manufacturing organizations. The program will allow students with Bachelor of Science degrees in Manufacturing Engineering or Manufacturing Technology and related fields to gain pertinent knowledge to run/operate/manage a manufacturing facility in mid- to high-level management.

The 30-credit-hour hybrid degree program will be delivered online and in the traditional classroom format. Courses will come from the School of Business and the Department of Engineering Technology. The degree program can produce manpower with the technical background to manage and lead Louisiana’s manufacturing industries. The program will fulfill workforce needs that have grown as Louisiana has attracted many industrial, technical, and manufacturing companies over the past five years. The new MSIM will allow the state’s residents who are working adults to easily complete a Master of Science degree which relates directly to their field of work.

According to long-term projections for industrial production managers, the need for managers in industrial situations is 2,170 per year until year 2022. Also, the Louisiana Workforce Commission projects major growth in the Northwest Region in industries such as primary metal manufacturing, transportation equipment manufacturing, pipeline transportation, and furniture and related product manufacturing. Graduates of the proposed MSIM will be equipped for the management of people and resources as well as being afforded opportunities for career advancement.

Students who will be attracted to this program will come from manufacturing and technology entities from across the state and region. The program will appeal to mid-level managers who possess baccalaureate degrees in Engineering, Engineering Technology, Business, and other related areas. Intensive targeted marketing will be directed to business and industry and to students enrolled in Engineering programs throughout the state and internationally. Recruiting efforts will be widespread and personalized to attract a large pool of applicants. Enrollment is estimated to commence with 10 students and grow to 30 students by year five.
While there will be a need to purchase additional equipment, existing facilities and library collections are sufficient to implement the program. Costs of the program for the initial year of implementation are approximately $70,500 and grow to $110,500 in year five. Anticipated revenue in the first year is approximately $49,000 and increases to $98,000 in the fifth year. Program costs will be somewhat offset by anticipated revenues.

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 Letter of Intent to offer a Master of Science degree program in Industrial Management (MSIM).
May 8, 2015

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

Re: Letter of Intent: Master of Science in Industrial Management (MSIM)

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the June 2015 Board Meeting:

Northwestern is seeking approval of the Letter of Intent to offer a Master of Science in Industrial Management (MSIM).

Thank you for your consideration of this request.

Sincerely,

James B. Henderson
President

JBH/pc

Attachment
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

<table>
<thead>
<tr>
<th>Campus: Northwestern State University</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master of Science in Industrial Management, 15.1501</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Lisa Abney
abney@nsula.edu, 318.357.5361

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

The Master of Science in Industrial Management (MSIM) focuses on effective decision-making in technology and manufacturing organizations. The program will allow students with Bachelor of Science degrees in Manufacturing Engineering or Manufacturing Technology and related fields to gain pertinent knowledge to run/operate/manage a manufacturing facility in mid to high level management.

This thirty-hour program which will be delivered online and face to face will fulfill workforce needs which have grown as Louisiana has attracted many industrial, technical, and manufacturing companies over the past five years. Courses will come from the School of Business and the Department of Engineering Technology. Students will enroll in the following courses, all of which are new courses.

Required Courses (18 credit hours)
- Engineering Statistics (3 credit hours)
- Project Engineering (3 credit hours)
- The Environment of Manufacturing Organizations (3 credit hours)
- Engineering Management (3 credit hours)
- Finance and Accounting for Engineering Managers (3 credit hours)
- Operations Management (3 credit hours)

Electives: (Thesis Option: Take 2 electives (6 credits hours) + 6 credit hours of thesis.
- Production Planning and Scheduling (3 credit hours)
- Leadership for Technical Managers (3 credit hours)
- Engineering Economic Analysis (3 credit hours)
- Cost Engineering (3 credit hours)
- Management Information Systems (3 credit hours)
- Decision Analysis (3 credit hours)
- Law and Specification for Manufacturing Managers (3 credit hours)
- Supply Chain Management (3 Credit hours)

Non-thesis Option
The non-thesis option requires 18 credit hours of required courses and 12 credit hours of electives (4 electives).

Comprehensive Examination (Non-thesis Option) Each student must successfully pass an oral comprehensive examination to fulfill degree requirement. In the graduating semester, one case study relevant to manufacturing management area will be given to the student who should present the findings and solutions to a faculty committee (2 to 3 persons) using skills and knowledge gained from the degree program.
Thesis Option
The thesis option requires 18 credit hours of required courses, 6 credit hours of electives and 6 thesis credit hours. Students must also write and successfully defend a thesis.

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

This program aligns with the University’s role, scope, and mission in that Northwestern has long been committed to education and economic development in the region. For several years, the Department of Engineering Technology at Northwestern State University of Louisiana (NSU) has been working with various manufacturing industries in northwest and central Louisiana. The Department also has close ties with the Manufacturing Managers Association of Central Louisiana. This Organization and our alumni working in manufacturing facilities have indicated the need for a Master of Science in Industrial Management which would help many of them to excel in their careers and achieve their aspirations. This degree program can produce manpower with the technical background to manage and lead Louisiana’s manufacturing industries. The new MSIM will allow the State’s residents who are working adults to easily complete a Master’s of Science (MS) degree which relates directly to their field of work.

According to long term projections for industrial production managers, the need for managers in industrial situations is 2170/year until 2022. In the Louisiana Workforce Commission’s Five-Star Jobs listing, there are 160 advertisements for engineering managers and 1143 advertisements for operations managers (accessed on 2/11/2015). With this proposed new MSIM degree, it is expected the graduates will fill a number of mid-level technical managerial positions in Louisiana and elsewhere; and will add to the economic stance of the State. Frequently, larger size corporations expect their technical managers to have advanced degrees in the technical management field. Additionally this program will help in expanding the pool of intellectual property in the field of technical management in the State.

The Louisiana Workforce Commission projects major growth in the Northwest Region in the following industries, all of which will demand workers with skills covered in the MSIM program. Because the MSIM provides coursework in management of people, resources, and processes, this degree will provide opportunities for advancement to current employees in these sectors as well as a chance for other workers to gain entry to high-growth industries.
### Table 1: LWC growth areas

<table>
<thead>
<tr>
<th>Industry</th>
<th>Growth 2010-2020</th>
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<tbody>
<tr>
<td>Primary metal manufacturing</td>
<td>177.8%</td>
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<tr>
<td>Transportation equipment manufacturing</td>
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<tr>
<td>Pipeline transportation</td>
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<tr>
<td>Merchant wholesalers, nondurable goods</td>
<td>32.7%</td>
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<tr>
<td>Building material and garden supply stores</td>
<td>32.6%</td>
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<tr>
<td>Furniture and related product manufacturing</td>
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<tr>
<td>Professional and technical services</td>
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<td>Administrative and support services</td>
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<td>Merchant wholesalers, durable goods</td>
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<tr>
<td>Waste management and remediation service</td>
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</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>20.1%</td>
</tr>
<tr>
<td>ISPs, search portals, and data processing</td>
<td>20.0%</td>
</tr>
<tr>
<td>Mining, except oil and gas</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

3. Relevance

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

Since 1884, Northwestern State University has been committed to serving the needs of the region through economic development and partnerships. Partnerships with business and industry have increased dramatically over the last five years, and at present, Northwestern State University has partnered with local/regional, and national businesses and industry leaders from a vast array of disciplines ranging from accounting firms to industrial plants to retail and restaurant businesses. Over the last few years, the University has heard repeatedly from manufacturing entities that they need skilled managers who hold advanced degrees. There is a rapidly growing need for executives with greater scholarship that complements their years of practical experience. This degree will provide students with the necessary tools to be able to efficiently work in various areas of industrial management. With the expansion of manufacturing entities in the State, now is the time for important degrees such as this one to be implemented.

As has been indicated in Section 2, implementation of this degree will enhance the State’s knowledge base and ability to attract new business and industry. Louisiana’s adult population still ranks fairly low in terms of advanced degrees held, and this degree would make earning the credential an attainable dream for those who wish to pursue it.
4. Students
Summarize student interest/demand for the proposed program.

Students who will be attracted to this program will come from manufacturing and technology entities from across the state and region. The program will appeal to mid-level managers who hold baccalaureate degrees in Engineering, Engineering Technology, Business, and other related areas. Anticipated enrollment appears below.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<tr>
<td></td>
<td>Enrollment: 10 Year 1 students / Graduates: 0</td>
<td>Enrollment: 10 Year one students / Graduates: 9</td>
<td>Enrollment: 20 Year one students / Graduates: 9</td>
<td>Enrollment: 20 Year one students / Graduates: 18</td>
<td>Enrollment: 30 Year one students / Graduates: 18</td>
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<tr>
<td></td>
<td></td>
<td></td>
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</table>

Intensive targeted marketing will be directed to business and industry and to students enrolled in Engineering programs throughout the state and internationally. Recruiting efforts will be widespread and personalized to attract a large pool of applicants.

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

Please see attached budget page which covers years 1-4. The fifth year expenditures will reflect those of the fourth year. The form allows only for 4 years.

CERTIFICATION:

[Signatures]

Chief Academic Officer

Date

[Signatures]

Chancellor/President

Date

[Signatures]

Management Board

Date
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Northwestern State University  Date: 3/30/2015

Program/Unit: Master of Science in Manufacturing Management/Department of Engineering Technology

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

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<th>EXPENDITURES</th>
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<td>$98,070</td>
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<td>$98,070</td>
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Item E.3. Northwestern State University’s request for approval of a Letter of Intent to offer a Doctor of Arts degree program with a Concentration in National Security Leadership (DA-NSL).

EXECUTIVE SUMMARY

Northwestern State University requests approval of a Letter of Intent for a Doctorate of Arts with a concentration in National Security Leadership. The proposed program will enable students to develop insight into the theory and practice of organizational leadership, policy development, and decision-making at the strategic level of operations. This program is designed to encourage the professional development of strategic leaders and decision-makers through mentoring, action research, and practical projects; enabling them to make key leadership contributions in their area of expertise via a discipline-based, practitioner doctoral degree program.

The proposed program will help students become subject-matter experts in the specialized area of National Security and Leadership. As well, students will be able to effectively manage change and resources through strategic design and research, predict future trends by using research methods, and contribute to National Security, leadership, and Homeland Security literature via literature reviews, practitioner articles, and research. The proposed doctoral program in National Security Leadership is a comprehensive program designed to provide a broad base of knowledge in national security and leadership for traditional and nontraditional graduate students in a practitioner-modeled terminal degree.

The Doctorate of Arts in National Security Leadership consists of 48 credit hours, 12 of which are for dissertation work. Courses are sequenced so that the program can be completed in three years, depending on the efforts of the student and the time required completing the Doctoral Dissertation. All required courses in the program will include written papers and defense of the Dissertation Proposal and the final Dissertation to develop and refine the student’s written and oral communication skills.

The program is being developed in response to imminent threats posed against “free and open societies” created by domestic and international threats. Additionally, there is a tremendous demand for greater leadership and national security interest both in the United States and in other countries around the world. A doctoral degree is rapidly becoming a prerequisite for strategic level jobs in the fields of national security, homeland security, law enforcement, and leadership. National security in the 21st Century is a highly technical, complex field and requires executives to correctly assess, interpret, and apply policy and procedures with a collaborative mindset.
Executive Summary
June 25, 2015
Page 2

Recruitment for the program will be international in scope. Announcements of the program will be directed toward local, state, and federal publications for professionals as well as universities with graduate programs in Criminal Justice, Leadership and Homeland Security. Students from outside Louisiana can enroll in the program and pay in-state tuition rates for the online courses. During the first few years of the program, efforts will be directed at keeping enrollment manageable, with no more than 15 new students each year. Although a large number of applicants are expected, this program will concentrate on recruiting high-quality students rather than a large quantity of students. Enrollment is estimated to commence with 15 students and grow to 20 students by the end of year 5. Completers are estimated at three in year 3 and 12 by the end of year 5.

Northwestern State University’s Doctorate of Arts program will prove extremely cost effective. Although two additional faculty members will be needed and library collections will need enhancing, the proposed program is being built primarily on the faculty and facilities already available at the University. Cost of this program for the first five years is estimated to be $360,000, which will be offset by graduate student tuition. The University will absorb any additional costs that may occur. Student tuition should be sufficient to maintain the viability of the program.

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 Letter of Intent to offer a Doctor of Arts degree program with a Concentration in National Security Leadership (DA-NSL).
May 8, 2015

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

Re:  Letter of Intent: Doctor of Arts with a Concentration in National Security Leadership (DA-NSL)

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the June 2015 Board Meeting:

Northwestern is seeking approval of the Letter of Intent to offer a Doctor of Arts with a Concentration in National Security Leadership (DA-NSL).

Thank you for your consideration of this request.

Sincerely,

James B. Henderson
President

JBH/pc

Attachment
# LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

**[Sept 2011]**

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Campus: Northwestern State University</td>
<td>Program: Title, CIP, Degree/Certificate Awarded</td>
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<tr>
<td></td>
<td>Doctorate of Arts</td>
</tr>
<tr>
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<td>National Security Leadership (DA-NSL)</td>
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<td>CIP CODE 439.999</td>
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<td></td>
<td>Doctorate of Arts</td>
</tr>
</tbody>
</table>

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

Joe Morris  
Head, Department of Criminal Justice, History, Social Sciences  
318.357.5499  
Fax 357.6966  
Email: morrisj@nsula.edu

## 1. Program Objectives and Content

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

The Doctor of Arts with a concentration in National Security Leadership (DA-NSL) at Northwestern State University will enable students to develop insight into the theory and practice of organizational leadership, policy development, and decision-making at the strategic level of operations. This program is designed to encourage the professional development of strategic leaders and decision-makers through mentoring, action research, and practical projects; enabling them to make key leadership contributions in their area of expertise via a discipline-based, practitioner doctoral degree program.

To achieve its goal, Northwestern State University has identified nine main objectives:

1. Attain familiarity with the body of knowledge with a strong disciplinary focus, while embracing a concern for issues in education, and a theoretical as well as practical preparation in pedagogy.

2. Become a subject-matter expert in the specialized area of National Security and Leadership.

3. Develop an organizational leadership style based on ethical and philosophical considerations.

4. Effectively manage change and resources through strategic design and research.

5. Predict future trends through effective quantitative and qualitative data research methods.


7. Develop a plan for coordinating unilateral response frameworks between local,
state, federal, and non-governmental organizations (NGOs).

8. Analyze how man-made, technological, and natural disasters unfold and evaluate contingencies for mitigating challenges and complications as they arise.

9. Frame policy agendas for creating inter organizational and unilateral collaboration among local, state, and federal organizations coupled with NGOs and community stakeholders.

Addressing these objectives will prepare NSU graduates for the challenges in the fields of leadership, national security, policy, and scholarship.

Curriculum Outline

Northwestern State University’s Doctorate of Arts in National Security Leadership is a comprehensive program designed to provide a broad base of knowledge in national security and leadership for traditional and nontraditional graduate students in a practitioner-modeled terminal degree.

Northwestern State University’s Criminal Justice Doctorate of Arts program is a practitioner-based degree designed to build on the background achieved at the homeland security graduate level and capitalizes on the work experience of the student. Students may enter the program at any semester but will be required to complete all course work before starting their dissertation. Descriptions for the courses required for the degree are included below.

The Doctorate of Arts in National Security Leadership consists of sixteen courses (48 credit hours) and is culminated by the successful defense of a dissertation. The sixteen courses contain ten core courses and six concentration courses. Additionally, there are twelve credit hours of dissertation work.

Academic Course Descriptions:

1. DA XXX Doctoral Seminar (3 Hours) (New Course)

   This course considers the theoretical and empirical aspects of research concerning information seeking and use, both in terms of individual behavior and social context. The course will address both the philosophical and methodological issues involved in research design, as well as the specific behavioral and situational issues that emerge in the sites of social action that are characterized by data research and collection. Students will work on a paper designed to help gain a scholarly voice, reflect on issues of importance, and begin defining a dissertation focus.

2. DA XXX Qualitative and Ethnographic Methods Research (3 Hours)
(New Course)

This course examines and instills the fundamental principles of social inquiry through active experimentation with ethnographic and quasi-ethnographic methods.

3. DA XXX Quantitative Methods Research (3 Hours) (New Course)

This course provides an in depth exposition of the quantitative approaches to testing and verifying phenomena. The overarching goal of this course is to establish a forum to continue learning the "craft" of social research and its associated technologies to assist in acquiring the skills necessary in undertaking dissertation related research from a quantitative research approach.

4. DA XXX Mixed Methods Research (3 Hours) (New Course)

This course examines full-cycle research and focuses on scale development skills involving reliability and validity measures, as well as confirmatory factor analysis, and issues of survey development and implementation.

5. DA XXX Action Research (3 Hours) (New Course)

This course discusses and contrasts Intervention Research (aka Socio-Economic Approach to Management, SEAM) and Action research. Both approaches aim at taking action and creating useful knowledge or theory from that action. Intervention Research using SEAM means going into to the field, collecting observations, taking verbatim notes from interviews, and conducting co-designed interventions with clients that add value to an organization.

6. DA XXX Appreciative Inquiry (3 Hours) (New Course)

This course explores and develops the art of deciphering and understanding organizations in ways that assist professional leaders to imagine, design, and create organizational excellence from a strategic perspective.

7. DA XXX Organizational Leadership in the 21st Century (3 Hours) (New Course)

This course presents a comprehensive and integrative approach to leadership and management. It is based upon a framework that analyzes leadership and management at three different levels: tactical leadership, operational leadership, and strategic leadership at the organizational level. The focus on a systems approach will enable you to examine and
consider a multi-organizational-level leadership model that is applicable in different organizational contexts. Students will also examine a model of personal leadership that will enhance their understanding of how one can prove most effective as an organizational leader.

8. **DA XXX Philosophy of Values and Ethics (3 Hours) (New Course)**

This course begins with classic readings and is supplemented with contemporary readings in socio-technical systems from global perspectives including; Eastern, Western, and indigenous approaches to appropriate technology. Students will identify moral dilemmas and choices in organizational life and professional careers. It also examines how leaders can build or contribute to the development of the good, true, and functionality within organizational structures.

9. **DA XXX Industrial-Organizational Psychology (3 Hours) (New Course)**

This course identifies methods in which psychological theory and research have been applied to understand and enhance the effectiveness of leaders in an organizational environment. Students will study organizational effectiveness and psychological principles inculcated in organizational and interpersonal dynamics.

10. **DA XXX Practicum Consultation (3 Hours) (New Course)**

The course assists the student in developing as a consultant and to deepen their understanding of the process of consulting and associated interventions. Process consulting is a set of methodologies which are used to enhance individual, group, and organization effectiveness. Additionally, it helps people work more effectively through a collaborative effort, and its impact can last long after the consultant has left. Process consulting is intervening carefully, at the appropriate levels, to help an organization accomplish its goals.

11. **NSL XXX Policy & Governance in Multiagency Collaboration (3 Hours) (New Course)**

This course identifies how multiagency organizational policy is formed and created. National security policy and governance must be framed in a critical nature. Therefore, we base policy and governance studies upon the complexities and crucial interdependencies of critical infrastructure that forms the life sustaining systems of a developed and developing society. The course utilizes an intentional interdisciplinary focus (e.g., sociology, psychology, anthropology, economics, and political science).
12. **NSL XXX Organizational Collaboration (3 Hours) (New Course)**

This course analyzes how network organizations are developing quickly throughout the world and are becoming increasingly important in how work is accomplished. In the case of national security, where many interagency and inter-organizations must work together to respond to a crisis, understanding network organizations and how to work collaboratively between and with them is no longer a nicety; it is absolutely essential. The problems of working with diverse organizational cultures, communicating across organizations, communities, and social groups including rural versus urban and metropolitan cultures will be addressed. Unique planning, intervention, and communication problems involving case studies and simulations will be used to create an active learning involvement. Students will be expected to build and develop their leadership skills necessary for working within and between network organizations while examining various methods used for operating within a parent organization as well as cooperatively with outside national security partners and stakeholders.

13. **NSL XXX Crisis and Operational Planning (3 Hours) (New Course)**

This course develops and expands the student’s understanding of emergency response operations and the development and integration of trans-organizational operations planning and execution while learning how to effectively respond to a crisis; manage the initial response; organize and lead at the point of crisis; and establish critical on-the-spot decisions as the crisis develops.

14. **NSL XXX Strategic Thinking (3 Hours) (New Course)**

This course expands the student’s ability to think strategically within the discipline of national security and develop the leadership capacity for unilateral and multi-agency actions with perspectives of ongoing organizational activity.

15. **NSL XXX Intelligence and National Security (3 Hours) (New Course)**

This course provides a strategic approach to the origins, milestones, critical events, and policies that shaped the current United States intelligence infrastructure. It also includes discussion of national security policy and actions that have been implemented and analysis of policy effectiveness.

16. **NSL XXX Terrorism in the 21st Century (3 Hours) (New Course)**

This course is designed to provide students with a comprehensive understanding of the problems created by modern terrorism and political
violence. It will define terrorism through a critical lens: examine its origins, characteristics, nature and trends; and address national security issues in response to various acts of domestic and international terrorism.

17. **DA XXX Dissertation (3 Hours) (New Course) (May be repeated up to three times)**

All doctoral candidates in the Doctorate of Arts in National Security Leadership are required to write a dissertation. The candidates will formally present their dissertation research proposals (chapters 1-3) to their dissertation committee. All students will be assigned a Dissertation Committee consisting of the Committee Chair and two other professors (Readers) of his or her choosing with the approval of the Committee Chair.

Candidates, under guidance of this committee, will develop a formal research proposal in the form of a traditional dissertation. The committee will (1) approve the proposal, (2) approve the proposal with stipulations, or (3) not approve the proposal. A unanimous decision of the committee is required.

Once approved, candidates will prepare their dissertations under the direct guidance of the committee chair. Upon completion of chapters 4 and 5, the work will be evaluated by the committee chair and then submitted to the other committee members for their feedback. Once the student and committee chair agree on the successful completion of the dissertation, the candidate will defend his or her dissertation to the entire committee where the dissertation will be (1) accepted, (2) accepted with stipulations, or (3) not accepted. A unanimous decision of the committee is required.

**Graduation:**

In addition to the successful completion of the above 48 credit hours with an acceptable GPA (3.0), students must also satisfactorily complete and defend their research. Graduation requires successful defense of a dissertation. The dissertation requires a document that incorporates the literature review, a research methodology, a major study and findings, and a proposal for further investigation. The dissertation must be approved by the student's committee.

**Time Line:**

Courses are sequenced so that the program can be completed in three years, depending on the efforts of the student and the time required completing the Doctoral Dissertation. A typical time line is as follows:

**Year 1:**
Fall:

DA XXX - Doctoral Seminar (3 Hours) (New Course)

DA XXX - Qualitative and Ethnographic Methods Research (3 Hours) (New Course)

DA XXX - Quantitative Methods Research (3 Hours) (New Course)

DA XXX - Mixed Methods Research (3 Hours) (New Course)

Spring:

DA XXX - Action Research (3 Hours) (New Course)

DA XXX - Appreciative Inquiry (3 Hours) (New Course)

DA XXX - Organizational Leadership in the 21st Century (3 Hours) (New Course)

DA XXX - Philosophy of Values and Ethics (3 Hours) (New Course)

Summer:

DA XXX - Industrial-Organizational Psychology (3 Hours) (New Course)

DA XXX - Practicum Consultation (3 Hours) (New Course)

Year 2:

Fall:

NSL XXX - Policy & Governance in Multiagency Collaboration (3 Hours) (New Course)

NSL XXX - Organizational Collaboration (3 Hours) (New Course)

NSL XXX - Crisis and Operational Planning (3 Hours) (New Course)

NSL XXX - Strategic Thinking (3 Hours) (New Course)

Spring:

NSL XXX - Intelligence and National Security (3 Hours) (New Course)
NSL XXX - Terrorism in the 21st Century (3 Hours) (New Course)

DA XXX - Dissertation Chapter 2 (Literature Review) Draft (3 Hours) (New Course)

DA XXX - Dissertation Chapter 1 (Introduction) Draft (3 Hours) (New Course)

Summer I:

DA XXX - Dissertation Chapter 3 (Research Methodology) Draft (3 Hours) (New Course)

DA XXX - Dissertation Research Proposal (Chapters 1-3) Defense and Institutional Review Board (IRB) Application (3 Hours) (New Course)

Year 3:

Dissertation Preparation and Defense

All required courses in the Doctorate of Arts Degree Program will include written papers and defense of the Dissertation Proposal and the final Dissertation to develop and refine the student's written and oral communication skills.

2. Need

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

“After America’s withdrawals from Iraq and Afghanistan and the constraint to our strategic reach produced by the revolution in Egypt, a new definition of American leadership and America’s national interest is inescapable.”

Henry Kissinger

“In a world that is safe, people will be able to make their own lives better. We will defend the peace by fighting terrorists and tyrants. We will preserve the peace by building good relations among the great powers. We will extend the peace by encouraging free and open societies on every continent” (p. iv).


Northwestern State University’s Department of Criminal Justice Program’s Letter of Intent for the proposed Doctorate of Arts in National Security Leadership is in direct response to the imminent threats posed against “free and open societies” created by domestic and international threats. Additionally, there is a tremendous demand for greater leadership and national security interest both in the United States and in other
countries around the world. NSU doctoral students will receive the necessary scholarship and practical experiences that will afford a thorough comprehension of these extraordinary demands, challenges, and complexities.

“We cannot continue to rely only on our military in order to achieve the national security objectives that we’ve set. We’ve got to have a civilian national security force that’s just as powerful, just as strong, just as well-funded.”

President Barack Obama

A doctoral degree is rapidly becoming a prerequisite for strategic level jobs in the fields of national security, homeland security, law enforcement, and leadership. National security in the 21st century is a highly technical, complex field and requires executives to correctly assess, interpret, and apply policy and procedures with a collaborative mindset. While local, state, federal, and NGO agencies are required to perform with greater output while working in conditions that offer fewer resources, it only stands to reason that a thorough knowledge of the intricacies of security and leadership will not only protect executive-level decision-makers, but also protect their agencies from law suits while providing more effective and cost efficient services for the people they serve.

There is a rapidly growing need for executives with greater scholarship that complements their years of practical experience at the local, state, and federal levels, and this degree will provide our professional students with the necessary tools to work in various areas of security and organizational leadership.

3. Relevance

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

Northwestern State University’s proposed Doctorate of Arts program in National Security Leadership will capitalize on the success NSU has had in its Master of Science Degree in Homeland Security and have a direct impact on Louisiana in several ways. The scholarship of the professionals who acquire a doctoral degree will enhance the leadership attributes of national security agencies throughout the state. The graduates will in turn be able to influence in a positive manner the employees of their organization and that will provide better service that will impact all citizens of the state in a positive manner.

With a sound professional doctoral program offered via the Internet, NSU expects to have students from across the United States and around the world looking to Northwestern State University and the state of Louisiana to further their studies. There are no other academic institutions offering terminal degree in National Security Leadership or similar programs affording NSU an opportunity to be an innovator and leader on a local, national, and international scale.
4. Students

Summarize student interest/demand for the proposed program.

During the first few years of the program, efforts will be directed at keeping enrollment manageable, with no more than 15 new students each year. Although a large number of applicants are expected, this program will concentrate on recruiting high-quality students rather than a large quantity of students.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<tbody>
<tr>
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</table>

Recruitment will be international in scope. Announcements of the program will be directed toward local, state, and federal publications for professionals as well as universities with graduate programs in Criminal Justice, Leadership, and Homeland Security. Students from outside Louisiana can enroll in the program and pay in-state tuition rates for the Internet courses.

Many students receive financial support for higher education from their respective organizations, financial lending institutions, and the Department of Education. Based on the Tuition Assistance (TA) Program and the Montgomery and Post 9/11 GI Bills, the military will pay a portion (if not all) of the service member’s tuition.

A recent informal survey among Northwestern State University graduate students currently attending the Master of Science in Homeland Security program indicates considerable interest in this program, and NSU has also received many inquiries from military personnel about an Internet-based doctoral program. It is likely that the demand for the Doctorate of Arts in National Security Leadership will exceed the 15 available positions for incoming graduate students each year. Table 1 tabulates the expected enrollment and graduation rate for the first five years of the program.

5. Cost

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

Northwestern State University’s Doctorate of Arts program will prove extremely cost effective. It is built primarily on the faculty and facilities already available at the University, which were described in previous sections of this document. To offer a true program of quality, NSU will select two additional scholars in the fields of Homeland Security, National Security, and Leadership over the first three years (as described above) to complement current faculty. The projected cost of these two additional faculty members is approximately $100,000 annually plus benefits. The library collections must be enhanced. As was stated, the estimated cost of acquiring the necessary materials for a program of quality is
$5,000 for the first year and $3,000 to $5,000 per year afterwards. The university administration is committed to acquiring these materials and these library materials will be a university priority.

Cost of this program for the first five years is estimated to be $360,000 for the first five years. The cost will be offset by graduate student tuition which is estimated to be $371,000 for the first five years. Northwestern State University will absorb any additional costs should they occur. Student tuition should be sufficient to maintain the viability of the program. There will not be a request for additional funds from the Board of Regents.

CERTIFICATION:

Chief Academic Officer

5/10/15

Date

5/12/15

Date

Chancellor/President

Management Board

Date
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 25, 2015

Item E.4. Northwestern State University’s request for approval of a Proposal for a Bachelor of Applied Science degree program in Resource Management (BASRM).

EXECUTIVE SUMMARY

Northwestern State University requests approval of a Proposal for a Bachelor of Applied Science degree program in Resource Management (BASRM). The proposed 60-hour degree program is being created to assist Louisiana residents in completing four-year degrees after they have attended a Louisiana Community and Technical College System institution. This degree will serve working adults who need to obtain degrees to progress in the workforce. Courses will be offered online in 8- and 16-week formats in order to better serve working adults. (The associated Letter of Intent was approved by the Board of Supervisors on October 22, 2013 and by the Board of Regents on September 25, 2014.)

Staff members from the Louisiana Department of Economic Development have indicated a need for this degree. The Louisiana Workforce Commission projects major growth in the Northwest Region in industries that have a high demand for workers with skills covered in the BAST programs such as primary metal manufacturing, pipeline transportation, merchant wholesalers, building material and garden supply stores, administrative and support services, and waste management and remediation service.

Students who completed associate degree programs will be the target market. The University anticipates that the demand for this program will be high. Enrollment is estimated to commence with fifteen students and grow to 60 students by the end of year 5. Completers are estimated at 40 in year 3 and 60 by the end of year 5.

Because the courses for this program are currently offered, little additional expense will be required. If additional concentrations are developed, more faculty may be necessary but, at present, there is no expectation that additional adjunct faculty will be needed to assist with the implementation of this degree. Based on projected enrollments, by year three or year four, it may be necessary to add an adjunct faculty member. Any additional costs for this program would be offset by tuition revenue.

The proposed program will have a direct positive impact on Louisiana. The BASRM program would allow working adults to easily complete degree programs that directly relate to their field of work. While improving their quality of life, these individuals will promote economic development for the state.
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 Proposal for a Bachelor of Applied Science degree program in Resource Management (BASRM).
May 8, 2015

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

Re: Proposal: Bachelor of Applied Science in Resource Management, CIP 30.9999

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the June 2015 Board Meeting:

Northwestern is seeking approval of the enclosed Proposal: Bachelor of Applied Science in Resource Management, CIP 30.9999.

Thank you for your consideration of this request.

Sincerely,

James B. Henderson
President

JBH/pc

Enclosure
Proposal for Bachelor of Applied Science in Resource Management
Northwestern State University

1. Description

1a. Title: Bachelor of Applied Science in Resource Management, CIP 30.9999

Description and Objectives: Northwestern State University (NSU) proposes to provide a Bachelor of Applied Science in Resource Management (BASRM) which will serve as a pathway for associate degree students to obtain a bachelor’s degree. This is a completion degree that consists of 60 credit hours of coursework for the student to complete at NSU. All courses will be available online to allow students the opportunity to complete the program while remaining employed. The purpose of applied baccalaureate degrees is to provide an avenue for associate degree students to obtain a bachelor’s degree that allows development of critical thinking skills and advanced technical knowledge and skills (Townsend, Bragg, & Ruud, 2008). The Bachelor of Applied Science in allows students to transfer general education credits from their associate degree programs to meet requirements of the BASRM program. This provides students with a desirable pathway to obtain a baccalaureate degree without losing coursework in their associate degree programs.

The impetus for this proposal came from collaboration with Bossier Parish Community College (BPCC) and the Louisiana Community and Technical College System (LCTCS). BPCC requested that NSU develop a program to help graduates of their degree programs obtain a bachelor’s degree to support them with career advancement. Many of these students are mid-level managers who need additional education to move forward in their companies—particularly in manufacturing entities in the region.

According to Ruud and Bragg (2010), 39 states currently award applied baccalaureate degrees. Louisiana offers only one, and that is the Bachelor of Applied Science in Allied Health which is also offered by Northwestern. This program was the first of its kind in Louisiana and has proven to be ideal for meeting the needs of the health care workforce and provide an excellent opportunity for individuals who possess associate degrees to advance their careers.

Applied baccalaureate degrees are growing in popularity due to the benefits they offer to students (Texas Higher Education Coordinating Board, 2009). Some of these benefits include:

- Flexibility for non-traditional students
- Responsiveness to workforce demands
- Opportunity for students to remain employed while completing degree requirements
- Opportunity for associate of applied science graduates to transfer credits to bachelor’s programs

These benefits coincide with the direction of higher education in Louisiana encouraged by the Grad Act, by aligning academic programs with workforce needs and developing relationships with two year institutions that are beneficial to students as they continue their education beyond their associate degrees.
There are several reasons why NSU is in an excellent position to offer the BASRM degree. First, the University has a 130 year tradition of providing education to the region and state. This program, like many of Northwestern’s academic offerings has arisen from need within the community. The courses included in the degree program already exist in the NSU Course Catalog, so configuring these to formulate the BASRM has cost the Institution nothing but some time and consideration.

Secondly, NSU is a leader in distance education. The proposed program will be offered entirely online though it may also be available for those students who wish to enroll face to face. The infrastructure and faculty expertise are already present to offer the program online. NSU has been offering online degree programs since the 1990s. Research has shown that many students will take at least one online course from accredited colleges this year, and more and more people are pursuing an education online. This avenue of education has become extremely popular among adults advancing their education, finishing the university programs they started years ago, or just trying to learn something new. When everyday demands make it almost impossible to attend regular classes in a traditional setting, accredited online programs have given many people a new opportunity. Students that are enrolled in online education courses have the freedom and flexibility that cannot be found in traditional programs. Now students can work toward an online Bachelor’s degree from the comfort of their home or on the road, at 2:00 A.M. or 12 noon—whatever works best for them.

Finally, since the program will be composed of existing courses, no new faculty will be needed to start the program. Therefore, the cost to start the program will be minimal. If the program enrollment grows to a point that additional faculty are needed, adjunct faculty could be used to offset the workload of current faculty. This is not expected to be an issue in the foreseeable future.

Northwestern State University seeks to provide a program of study to prepare students to progress in their careers. The BASRM program will offer associate degree students the opportunity to complete upper division courses and general education courses necessary for career advancement. The program purpose and goals were designed to contribute to the university’s strategic plan and were based upon needs assessments and information garnered from the Louisiana Workforce Commission and Louisiana Department of Economic Development regarding occupational forecasts for the next ten years.

**Program Purpose:**

To provide students with the education and skills to function as an integral part of the economy and with the opportunity for advancement in their chosen professions.

**Program Goals:**

- To provide opportunities which will enhance the development of employees in the manufacturing and business sectors
• To provide a foundation for professionals to become lifelong learners who strive for continued professional growth

**Program Objectives:**

Graduates of the program should be able to:

• Work within business and industry as managers and supervisors
• Work as part of interdisciplinary teams
• Synthesize communication strategies in a business environment
• Utilize state of the art technologies
• Apply quality improvement, compliance, and OHSA policies and guidelines
• Demonstrate the ability to utilize research skills
• Utilize critical thinking skills to resolve manufacturing and managerial problems

The Northwestern State University program will prepare graduates to advance their skills used in multiple settings. This will be achieved by offering an online program. The program is well suited to be offered online and will let working professionals to continue in their current positions while completing degree requirements. Students will be able to complete course requirements independently. Students furthering their education can lead to new job opportunities, career advancement, and a better income.

1b. The BAS requires the completion of 21 hours of upper-level core courses which include Ethics in the Workplace; Technical Composition; Business, Educational, and Professional Speaking; Psychology in Business and Industry; Multimedia Communication and Presentation; Marketing, and Management. Along with the upper-level core, students will complete 39 hours of upper-level coursework in the one of the following concentration areas: Human Resource Management, Public Safety Management, and Industrial Technology/Manufacturing Management with appropriate electives. This curriculum is designed to provide a flexible upper-level course pattern to ensure that students are allowed to obtain the coursework necessary for resource management in their respective occupations.

**HUMAN RESOURCE MANAGEMENT COURSES AND CURRICULUM PATTERNS**

**English 3230** - Technical Composition (3-3-0). Form and techniques of writing for science, industry, and related fields.

**MGT 3220** – Organization and Management. (3-3-0). Management processes and ethics, with focus on the management of people in organizations, their behavior, motivation, and interactions with management structure. Prerequisite: Junior standing and BUAD 2200. A common body of knowledge course.
MGT 3500 – Management Science Techniques. (3-3-0). Major statistical and quantitative techniques useful in modern management. Prerequisites: Successful completion of Accounting 2000 and Business Administration 2120 or Accounting 2000 and SSTA 3810.

COMM 4020 – Business, Educational, and Professional Speaking. (3-3-0). Advanced study, preparation, and presentation of business and professional speeches; conference leadership and persuasive and informational presentations. Instructional presentations, policy speeches, speeches for special occasions, and the use of visual aids in explanation and demonstration. Prerequisite: 1010 or certificate to teach.

CIS 3050 – Multimedia Communication and Presentation. (3-3-0). Emphasis on planning and delivering presentations enhanced by multimedia within a professional work environment. Concepts, design, and experience in developing multimedia presentations. Prerequisite: BAUD 1800 or demonstrated computer literacy.

MKTG 3230 - PRINCIPLES OF MARKETING. (3-3-0). Marketing functions, channels of distribution, marketing institutions, marketing analysis, price determinants, marketing trends. Prerequisite: Junior standing, Economics 2100, Business Administration 2200, or consent of instructor.

MGT 4270 – HUMAN RESOURCES MANAGEMENT. (3-3-0). Industrial and personnel management; the case study approach, independent reading and investigation, and oral presentation. Prerequisite: MGT 3220

MGT 4320 – ADVANCED MANAGEMENT. (3-3-0). Selected management topics; reading, investigation, and presentation. Prerequisite: MGT 3220.

Subtitles:
01-business ethics
02-managerial decision analysis
COMM 4120 – ORGANIZATIONAL COMMUNICATION. (3-3-0). This course will explore the role that human communication plays in structuring, maintaining, and changing task-oriented organizations.

COMM 4250 – CONFLICT MANAGEMENT. (3-3-0). This course is designed to offer students opportunities to enhance and improve their techniques and skills in dealing with and mediating organizational conflict management. Topics to be addressed will include methods to productively manage interpersonal disputes between individuals and groups within the organizational environment, systems thinking and its relationship to conflict management, design, implementation, and evaluation of management strategies, as well as negotiation strategies and their role in managing conflict.

COMM 4270 – LEADERSHIP AND POWER IN ORGANIZATIONS. (3-3-0). The primary aim of this course is to examine leadership in organizations. “Leadership” in this context, includes (but is not limited to) the manner in which power is distributed, influence exercised, decisions made and actions are taken to accomplish organizational ends. The purposes of organizations will be discussed as a framework from which organizational direction is determined, interests mediated, decisions made, and leadership exercised.

BUAD 3250 – BUSINESS LAW I. (3-3-0). The study of the legal environment of Business, with an emphasis on the development of law, an overview of the court system, legal concepts underlying business crimes and torts, contracts, employer-employee relationships, commercial paper, and property rights, ethics. Prerequisite: Junior standing.

BUAD 3280 – CYBER BUSINESS LAW. (3-3-0). Legal aspects of owning and operating a business online as well as maintaining, securing and protecting private data on computer networks. Intellectual property rights, online jurisdictional issues, privacy and the First Amendment and domain name rights; legal aspects of E-commerce and cyber taxation. Prerequisite: Junior standing.

IET 4700 – MANUFACTURING FACILITIES. (3-3-0). Study of the planning processes for facilities location and design, material handling equipment, and manpower requirements. Analysis of production line requirements, assembly line balancing, and automation. Prerequisite: Mathematics 2020, 2050.
MGT 4400 – THE MANAGEMENT OF CHANGE. (3-3-0). Factors relating to the accelerated rate of change and their implications for management. Technological, social, and economic changes with problems of resistance to change, executive obsolescence and predictions for the future. Prerequisite: 3220.

MGT 4450 – PURCHASING AND SUPPLY MANAGEMENT. (3-3-0). Principles of purchasing and supply management applicable to manufacturing and service organizations with an emphasis on electronic purchasing (e-purchasing). Topics include the purchasing process, organization, strategy, buyer-supplier relationships, supplier selection and management, negotiation, cost/price analysis, quality, global sourcing, inventory, transportation, public purchasing, and legal and ethical issues. (This course is the same as MKTG 4450.) Prerequisite: MGT 3220, MKTG 3230.

MGT 4460 – SUPPLY CHAIN MANAGEMENT. (3-3-0). Principles of supply chain management applicable to manufacturing and service organizations. Topics include supply chain planning – forecasting and inventory, supplier management, physical distribution, logistics, transportation, coordination in the supply chain, the purchasing process, and e-business and the supply chain. (This course is the same as MKTG 4460.) Prerequisites: MGT 3220, MKTG 3230.

IET 3510 – MOTION AND TIME STUDY. (3-3-0). Analysis of motions necessary to perform industrial operations; motion economy; development of ratings, allowances, standard data, formula construction, work sampling, wage payment and performance training. Prerequisite: Mathematics 1810.

IET 3550 – MATERIAL HANDLING. (3-3-0). Material handling as related to manufacturing, warehousing and distribution centers. Topics include methods of movement, storage, inventory control, and retrieval. Prerequisites: 3510 and Mathematics 1810.

IET 3820 – ERGONOMIC DESIGN. (3-3-0). Overview of the human body, its systems and how it interacts with environmental stressors; designing to fit body movements; office (computer)
workstation design considerations; designing for special populations; handling loads.  
Prerequisite: 1800.

**IET 4700** – MANUFACTURING FACILITIES. (3-3-0). Study of the planning processes for facilities location and design, material handling equipment, and manpower requirements. Analysis of production line requirements, assembly line balancing, and automation. Prerequisite: Mathematics 2020, 2050.

**IET 4720** – QUALITY CONTROL. (3-3-0). Methods and procedures employed in industrial quality control, theories of measurement, error, prediction, sampling, tests of significance and models. Prerequisite: Mathematics 1810; Math 2050 or consent of instructor.

**IET 3570** – ENGINEERING ECONOMICS. (3-3-0). Principles and applications of economic analysis presented through engineering-oriented examples. Introduction and definitions of economic factors, analysis methods for evaluating alternative choices, and decision making tools for real-world situations. Prerequisites; Economics 2000, Mathematics 1810.

**IET 4750** – ELEMENTS OF OCCUPATIONAL SUPERVISION. (3-3-0). Preparation, training, and problems of the supervisor.

**IET 4820** – PRODUCTION AND INVENTORY CONTROL. (3-3-0). Planning and control of production; operation analysis; routing, scheduling, dispatching; production charts and boards; inventory control; accumulation of material requirements; use of critical path techniques. Prerequisite: Junior standing or consent of instructor.

**UPSA 3000** – FUNDAMENTALS OF ORGANIZATIONAL LEADERSHIP. (3-3-0). An overview of the principles, theories, models, and styles of leadership in organizations. Analysis and assessment of personal leadership styles, strengths and weaknesses.

**UPSA 3400** – CRISIS INTERVENTION MANAGEMENT. (3-3-0). We live in an area in which sudden and unpredictable crisis and traumatic events have become the familiar subjects of everyday news. An examination of rapid lethality assessments, timely crisis intervention, and trauma treatment in the 21st century will be examined.
UPSA 3600 – MANAGING BEHAVIOR IN PUBLIC ORGANIZATIONS. (3-3-0). This course is a comprehensive study of management functions and processes as applied to public organizations. The course is designed to provide students with the knowledge to understand the challenge of managing a government organization. Relevant topics will be explored to include effective and ineffective practices in government. Prerequisite: Junior standing or consent of instructor.

UPSA 3700 – DISASTER RESPONSE OPERATIONS AND MANAGEMENT. (3-3-0). This course covers the basic concepts and operational procedures and authorities involved in responding to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster recovery work with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster plan and assess the needs of those involved in a major disaster.

UPSA 4200 – COMPARATIVE RESEARCH AND ANALYSIS IN EMERGENCY MANAGEMENT. (3-3-0). A multidisciplinary review of research in the field of emergency management and analysis of the methods and techniques used in the research.

UPSA 4350 – EMERGENCY MEDICAL RESPONSE PLANNING. (3-3-0). This course addresses the application of professional skills in disaster response, the impacts of disasters on public health and the healthcare system, how disaster responses are organized, the creation of a family emergency plan, coping with the stresses of disaster response, emergency procedures at medical facilities and emergency sites and effective utilization of volunteers to assist during disasters and afterwards.

UPSA 4400 – LAW AND PUBLIC POLICY. (3-3-0). A study of the concepts and processes of public policy formulation with direct application to the Unified Public Safety Administration system at the local, state, and federal levels. The role of and impact on the components of the UPSA system in and by public policy formulation will be examined.

UPSA 4100 – FINANCIAL MANAGEMENT AND BUDGETING. (3-3-0). This course is a comprehensive study of the functions and processes as applied to financial and managerial accounting within the public sector. The course deals with selected aspects of federal, state, and local government financial management. The course will examine fund accounting, cost analysis, capital budgeting, debt issuance and management, and asset management. Prerequisite: Junior standing or consent of instructor.
UPSA 4700 – VENUE AND EVENT SECURITY. (3-3-0). A comprehensive examination and analysis of events and venue security from the varied perspectives of event stakeholders; application of principles of Homeland Security within local jurisdiction protocols; event matrix construction; and assessment of social, institutional and political implications of mass gatherings and events. Prerequisite: 1500 or consent of instructor.
### BAS in Resource Management
#### Human Resources Management Curriculum pattern

<table>
<thead>
<tr>
<th>60 hours transfer from Community College which fulfill University Core Curriculum</th>
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<tr>
<td><strong>21 hours BAS Core required</strong></td>
<td><strong>21 hours Upper-Level Concentration Courses in Human Resource Management required</strong></td>
<td><strong>18 Upper-Level Elective courses</strong></td>
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<td>ENGL 3230</td>
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### BAS Resource Management
#### Industrial Technology-Manufacturing Management

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<td><strong>21 hours BAS Core required</strong></td>
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<td>IET3510</td>
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<td>9 hours Electives 3000-4000 courses in addition to IET 3570, 4750, 4820 courses</td>
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**BAS Resource Management**

**Public Safety Management**

| 60 hours transfer from Community College which fulfill University Core Curriculum |

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<th><strong>21 hours Upper-Level Concentration Courses in Public Safety Management required</strong></th>
<th><strong>18 Upper-Level Elective</strong></th>
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<td>UPSA 4350</td>
<td></td>
</tr>
<tr>
<td>MGT 4320</td>
<td>UPSA 4400</td>
<td></td>
</tr>
</tbody>
</table>

| 12 hours Electives 3000-4000 courses in addition to UPSA 4100, 4700 courses |
1c. This program will be offered online and via face to face delivery. However, in order to best serve non-traditional, working students online delivery will likely be the most preferred mode of delivery.

1d. The Letter of Intent for this program was approved by the ULS and BOR in September, 2014. Minutes are attached at the end of this document.

2. Need

2a. This program aligns with the University’s role, scope, and mission in that Northwestern has long been committed to education and economic development in the region. For several years, Northwestern administrators have been working closely with the LCTCS administrators at both the system and campus levels, and they have indicated the need for a Bachelor of Applied Science degree program which would help many of their students complete four-year degrees. In 2011, Northwestern implemented the Bachelor of Applied Science in Allied Health degree—the only BAS in the State. The new BAS will allow the State’s residents who are working adults to easily complete a degree which relates directly to their field of work. Additionally, staff members from the Louisiana Department of Economic Development have indicated a need for this degree and will share input into its development as have leaders from business and industry in the State.

Attached are the 2020 high demand occupations as well as the 2014 short term projections which support the need for the BASRM. The primary ones which connect to this degree are the engineering managers, electrical engineers, industrial engineers as well as industrial production managers.

Also, through a survey conducted by the Central Louisiana Chamber of Commerce, employers responding to the survey identified the following “hard” and “soft” skills needed in the current and future workforce:

- [ ] computer skills
- [ ] safety
- [ ] engineering
- [ ] math & measurements
- [ ] interpersonal skills / communications
- [ ] industrial machine operations

The Louisiana Workforce Commission projects major growth in the Northwest Region in the following industries, all of which experience demand for workers with skills covered in the BAS program. Because the BAS provides coursework in management of people, resources, and processes, this degree will provide opportunities for advancement to current employees in these sectors as well as a chance for other workers to gain entry to high-growth industries.

Table 1: LWC growth areas

<table>
<thead>
<tr>
<th>Industry</th>
<th>Growth 2010-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary metal manufacturing</td>
<td>177.8%</td>
</tr>
<tr>
<td>Industry</td>
<td>%</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Transportation equipment manufacturing</td>
<td>68.8%</td>
</tr>
<tr>
<td>Pipeline transportation</td>
<td>50.0%</td>
</tr>
<tr>
<td>Merchant wholesalers, nondurable goods</td>
<td>32.7%</td>
</tr>
<tr>
<td>Building material and garden supply stores</td>
<td>32.6%</td>
</tr>
<tr>
<td>Furniture and related product manufacturing</td>
<td>29.5%</td>
</tr>
<tr>
<td>Professional and technical services</td>
<td>26.0%</td>
</tr>
<tr>
<td>Administrative and support services</td>
<td>25.6%</td>
</tr>
<tr>
<td>Merchant wholesalers, durable goods</td>
<td>24.2%</td>
</tr>
<tr>
<td>Waste management and remediation service</td>
<td>20.9%</td>
</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>20.1%</td>
</tr>
<tr>
<td>ISPs, search portals, and data processing</td>
<td>20.0%</td>
</tr>
<tr>
<td>Mining, except oil and gas</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

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

This particular Bachelor of Applied Science has not been offered at any institution in the State previously.

2.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.

The Bachelor of Applied Science in Resource Management will be the first of its kind in Louisiana. This program is designed to specifically meet the needs of associate degree students to advance their careers. While there are some programs with some similarities offered at other institutions in Louisiana, there are some very distinct differences as well. The proposed BASRM will be the second Bachelor of Applied Science in the State but the first to focus upon Resource Management.

As stated earlier, 39 states currently offer applied bachelor’s degrees. All of the states surrounding Louisiana have applied bachelor’s degree programs in place. As an example, Texas awarded 1,376 applied baccalaureate degrees in 2008. There are 24 institutions in Texas that have applied baccalaureate degrees.

2.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.

As outlined in the previous section, other programs do not exist in Louisiana that provide a bachelor of applied science degree beyond NSU. There are a variety of reasons why this program is needed. First, and foremost, Louisiana’s GRAD Act encourages universities to align academic programs with workforce needs and to develop relationships with other institutions to provide the program offerings that are needed by the students of Louisiana and the workforce.
Additionally, the Board of Regents Master Plan for Higher Education indicates the need to offer programs to adult learners who are 25 and up in Goal 1. The BASRM program would accomplish these goals. As previously shown in Section 1 of this document, The Louisiana Workforce Commission and Louisiana Department of Economic Development have indicated the need for more baccalaureate prepared employees within the next ten years. Two areas of the state specifically noted for manufacturing are North and Central Louisiana as larger companies have moved to the State.

The Bureau of Labor Statistics (BLS)(2009) projects that 26% of jobs that will be created between 2008-2018 will be in the health care and social assistance industry, and these areas, like manufacturing will need staff who are educated and have solid problem solving and critical thinking skills. The BASRM program will prepare graduates to meet this demand.

The second goal that the BASRM program will meet in aligning with the recommendations of the GRAD Act is collaboration with other institutions to develop programs needed by the students of Louisiana. The development of the BASRM program is a result of collaboration between NSU and BPCC and LCTCS; two schools with many allied health professions associate degrees. NSU is pleased to be able to respond to the needs of students who have completed associate degree programs throughout Louisiana and provide a program that will help to advance their careers and meet the needs of the workforce.

2e. This is an undergraduate program only.

2f. No program will be terminated if this one is implemented.

2g. The program will further the mission of the institution and support the Board of Regents’ (BOR) Master plan for Postsecondary Education. This program aligns with the University’s role, scope, and mission in that Northwestern has long been committed to education and economic development in the region. For several years, Northwestern administrators have been working closely with the LCTCS administrators at both the system and campus levels, and they have indicated the need for a Bachelor of Applied Science degree program which would help many of their students complete four-year degrees. The BOR Master Plan indicates in Goals 1 and 3 that it is crucial to re-enroll students who have not completed degrees and to create programs which serve students who enroll in Community Colleges. Objective 1-3 calls for an increase of adults 25 and older to enroll in Postsecondary programs while 1-6 and 1-7 also speak to the need to enhance economic development through skilled and educated workers. Goal 3-1 calls for Universities, through GRAD Act to enhance degree completion.

3. Students

3a. Table 1: Estimated Enrollment/Graduation Rate for First Five Years

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollments</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Continuing Enrollments</td>
<td>0</td>
<td>20</td>
<td>45</td>
<td>65</td>
<td>70-75</td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>
Students who have 60 hours of college would be a potential students for this program, and currently more than 600,000 Louisiana residents have college credits but no degree, according to a survey conducted by a division of the U.S. Census Bureau in 2009.

3b. Students who are currently enrolled in programs at LCTCS institutions will be the primary group who would potentially be attracted to this degree. LCTCS currently offers an array of programs which align with this completion degree—programs relating to EMT/Paramedic Education, Criminal Justice, Business, Hotel Management and Tourism, and Health Care.

3c. Students will need to have earned an Associate’s Degree or will have earned 60 hours minimum to enroll in this program.

3d. Enrollment data in closely related programs

<table>
<thead>
<tr>
<th>Program/Major</th>
<th>Fall 2014 (Census) Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>374</td>
</tr>
<tr>
<td>Unified Public Safety Administration</td>
<td>29</td>
</tr>
<tr>
<td>Industrial Engineering Technology</td>
<td>97</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>63</td>
</tr>
<tr>
<td>Business Administration</td>
<td>559</td>
</tr>
</tbody>
</table>

3e. NA

4. Faculty

4a. Full-time Faculty

<table>
<thead>
<tr>
<th></th>
<th>Joined NSU</th>
<th>Present Rank</th>
<th>Degrees</th>
<th>Contact Hours (Fall 2014)</th>
<th>Student Credit Hours (Fall 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Croghan</td>
<td>2005</td>
<td>Associate Professor</td>
<td>Ph.D. Communication, Louisiana State University</td>
<td>24</td>
<td>615</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tammy Croghan</td>
<td>2005</td>
<td>Associate Professor</td>
<td>Ph.D. Communication, Louisiana State University</td>
<td>21</td>
<td>489</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. Communication, Southeastern University</td>
<td>21</td>
<td>489</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe Morris</td>
<td>1997</td>
<td>Associate Professor</td>
<td>M.S., Criminal Justice, Grambling State University</td>
<td>12</td>
<td>159</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Title</td>
<td>Education</td>
<td>12</td>
<td>99</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
| Donald Stewart     | 2009 | Assistant Professor | B.S., Criminal Justice, Louisiana State University – Shreveport  
A.A.S., Law Enforcement, College of Lake County  
Ph.D., Administration of Justice, University of Southern Mississippi  
MPA., Master Public Administration, Texas A&M Corpus Christi  
B.S., Criminal Justice, Southeast Missouri State University |    |    |
| Shirley Snyder     | 2002 | Associate Professor | J.D., Juris Doctorate, Louisiana State University  
M.A., Student Personnel Services, Northwestern State University  
B.A., Social Welfare, Northwestern State University | 15 | 423|
| Charles Pellegrin  | 2004 | Associate Professor | Ph.D., History, Mississippi State University  
M.A., History, University of Louisiana-Lafayette  
B.A., Social Studies Education, Nicholls State University | 12 | 351|
| Gregory P. Granger | 1995 | Professor       | Ph.D., Political Science, University of New Orleans  
M.A., History, University of Louisiana at Monroe  
B.A., History, University of Louisiana at Monroe | 32 | 790|
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position</th>
<th>Education</th>
<th>Phone</th>
<th>Ext</th>
</tr>
</thead>
</table>
| Jack Atherton  | 2006 | Associate Professor | E. Ed, Curriculum and Instruction, University of Louisiana at Monroe, Curriculum and in Instruction  
M.C. J. A., Oklahoma City University, Industrial Security Management  
B.S. Ed., Southwest Texas State University, Sociology and Education | 30    | 411 |
| Ali Ahmad      | 2014 | Assistant Professor | Ph.D., Industrial Engineering, University of Central Florida  
M.S., Industrial Engineering, University of Central Florida  
B.S., Industrial Engineering, University of Jordan, Amman, Jordan | 7     | 101 |
| Adam Jannik    | 2000 | Associate Professor | M.S., Industrial Management, Purdue University  
B.S., Metallurgical Engineering, Stevens Institute of Technology | 15    | 165 |
| Nabin Sapkota  | 2014 | Assistant Professor | Ph.D., Industrial Engineering, University of Central Florida  
M.S., Industrial Engineering, University of Central Florida  
B.E., Production/Industrial Engineering, Regional Engineering College, Tiruchchirappalli, Tamilnadu, India | 12    | 303 |
<p>| Hui Zhi Yi     | 2014 | Assistant Professor | Ph.D., Engineering Science, Louisiana State University | 13    | 204 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Education</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Hardy</td>
<td>2014</td>
<td>Assistant Professor</td>
<td>M.S., Industrial Engineering, Louisiana State University &lt;br&gt; B.S., Electrical Engineering, Central South University of Technology, Changsha, China</td>
<td>15</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. in Research &amp; Evaluation; Policy Making, Anderson School of Management, University of California, Los Angeles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.S. Administration, UMKC-University of Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science, Loyola University, New Orleans, LA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carmella Parker</td>
<td>2014</td>
<td>Assistant Professor</td>
<td>MBA, University of New Orleans, New Orleans, LA</td>
<td>15</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>JD, Loyola University School of Law, New Orleans, LA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John G. Williams</td>
<td>1992</td>
<td>Professor</td>
<td>Ph.D., Business Administration (Information Systems and Decision Sciences), Louisiana State University</td>
<td>15</td>
<td>375</td>
</tr>
</tbody>
</table>
Faculty Bios

Tammy Croghan

Tammy Croghan completed her Ph.D. in 2008; she pioneered Northwestern’s online Communication courses early in her career. She has co-authored and edited many journal articles with other faculty members. She has an active scholarly agenda and is engaged in research in organizational communication.

Other Assignments: Debate Coach

Fields of Interest: Organizational Communication, Interpersonal Communication, Conflict resolution.

Jon Croghan

Jon Croghan holds a Ph.D from LSU with an emphasis in argumentation and debate. He has conducted research in wisdom and in Chinese rhetoric. He has co-authored many journal articles and has maintained an active research agenda in his fields of interest.

Other Assignments: Debate Coach

Fields of Interest: Chinese rhetoric, Conflict resolution, Argumentation, and Debate.

Joe Morris

A native of Oil City, Louisiana, Joe Morris has a master’s degree in Criminal Justice from Grambling State University. He has more than twenty years of experience in law enforcement, serving in patrol, investigations, narcotics, water patrol, training and various supervisory positions. His teaching experience extends over 20 years, first in the United States Navy, later at the Bossier Parish Community College Criminal Justice Institute and for the last sixteen years at Northwestern State University. He has also conducted numerous seminars training police officers in the skills needed to better perform their jobs. He believes that an educated officer is better able to perform the tasks required of law enforcement professional. Served 21 years in the U.S. Navy with four combat tours in Vietnam.

Other Assignments: coordinator of Criminal Justice Program, member of College of Liberal Arts Book Review Committee, board member of Gulf States Regional Community Policing Institute.

Fields of Interest: Criminal Justice, Community Policing, Search and Seizure, Electronic Surveillance and Critical Incident Stress.

Donald Stewart

Started work in law enforcement in 1974 as a patrol officer and throughout the years has served in the following areas: patrol, investigations, internal affairs, and various administrative positions
including chief of police. Dr. Stewart has lectured police officers at local, state and national conferences on use of force, police ethics, and community policing issues.

Other Assignments: Graduate Council Curriculum Review

Fields of Interest: Homeland security, Administrative Law, Domestic Violence

Shirley Snyder

Shirley Snyder is an attorney licensed to practice in the states of Louisiana and Texas, who engaged in private practice for two years prior to her appointment to the faculty at NSU. She also spent thirteen years as an attorney practicing in non-profit settings, including eight years as a litigation attorney for a civil rights organization, and 3½ years as a litigation attorney for a poverty law practice.

As part of that service, Snyder challenged federal civil rights violations on the basis of disability discrimination through class actions and individual client lawsuits, and successfully settled lawsuits resulting in agreements to create policies, omit discriminatory practices, and provide services and access for persons with disabilities. She also co-directed the National Americans with Disabilities Backup Center through the National Association of Protection and Advocacy Systems.

Her experience also includes higher education administration for seven years, teaching legal procedure and evidence, legal research and legal writing. Snyder has been a consultant on the Americans with Disabilities Act, disability rights, and estate planning. She also has enjoyed public speaking on crisis intervention, leadership training, conflict resolution, discipline, and programming within higher education settings, as well as poverty law issues, social security, family law, disability rights, discrimination, and estate planning as an attorney.

Snyder’s goal is to use the application of theories of criminal justice within the practical “day to day” reality of the legal environment to provide practical access to processes and procedures of the criminal justice system.

Other Assignments: Scholarship Committee

Fields of Interest: Criminal Justice, Criminal Law; the Historical and Current Application of Criminal Procedure and Criminal Evidence within the Criminal Justice System.

Charles Pellegrin

Dr. Pellegrin has been involved in education for over twenty years. Since arriving on the Northwestern State University campus in 2004, Dr. Pellegrin has taught courses in U.S. Military History, History of American Foreign Relations, History of Modern China, and History of Modern Japan. More recently, Dr. Pellegrin has helped to design courses regarding The Contemporary South and the Vietnam War. Dr. Pellegrin’s research has focused on U.S.-Taiwan relations in the 1960s, but more recently has shifted toward the domestic reaction to the Cold War and its relationship to the Civil Rights Movement. Presently, Dr. Pellegrin has been involved in a long-term research project involving the Conservative Society of America and its founders, Kent and
Phoebe Courtney, for which Dr. Pellegrin received the title Clyde Bostick Professor of Social Sciences for the 2011-12 academic year.

Other Assignments: Director, Southern Studies Institute; Editor, Southern Studies: An Interdisciplinary Journal of the South; Chair, NSU Military Affairs Committee; Board of Directors, Louisiana Historical Association

Fields of Interest: Twentieth Century U.S. History (post-World War II), U.S. Foreign Relations in East Asia, Cold War, Civil Rights Movement, Administrations of Presidents John F. Kennedy and Lyndon B. Johnson

Gregory P. Granger

Dr. Greg Granger is Professor of History and Political Science at Northwestern State University. Since 1995, he has served as both faculty and administrator. Greg was the first recipient of the Bostick Professorship of Social Sciences, which is awarded annually to successive faculty applicants. He utilized the professorship to facilitate participation in a Council on International Education Faculty Development Seminar in Budapest, Hungary, and to redesign the internationalist curriculum in NSU's Political Science program such that each senior undergraduate class included strong emphasis on security studies-related issues. This would include classes in International Relations, International Organization, International Law and U.S. Foreign Policy.

Dr. Granger teaching Political Science classes. As Professor of History, Greg is introducing new senior classes to the History curriculum that reflect his areas of specialization; since 2010 he designed and taught (1) Multinational Peacekeeping and (2) Nuclear Weapons in World Affairs, and is currently designing additional courses to include a senior seminar on the Realpolitik Foreign Policy of Nixon and Kissinger.

As both faculty and Director of the School of Social Sciences, Dr. Granger participated in the creation and proposal of the M.A. program in Homeland Security as currently housed in the Department of Criminal Justice, History and Social Sciences. In 2010 and 2011, Greg joined the American Military University as an adjunct instructor, teaching graduate (Masters) level courses in the Intelligence Studies and the National Security Studies programs. These classes included Threat Analysis, Strategic Intelligence, International Security, and National Security Policy. Also in 2011, Dr. Granger was nominated to and participated in the Sixth Strategy Implementation Seminar hosted by the U.S. Army War College.

Dr. Granger’s scholarship includes a co-authored textbook on International Organizations to which he contributed, inter alia, case studies on NATO, the Nuclear Suppliers Group, WMD Non-Proliferation Regimes, and International Financial Institutions. In 2005 he published an article on the U.S. policy toward the International Criminal Court with specific focus on the U.S. Unified Command Plan. Additionally, he has published two articles in American Diplomacy, the first, “The Paradox of Unilateralism,” was a study of arms control policy under the George W. Bush administration, and the second an analysis of U.S.-Russian relations. In 2009 Joint Force Quarterly published Greg’s review of Bruce Berkowitz’s book, Strategic Advantage. Currently he
is working on an analysis of challenges to U.S. security policy presented by al Qaeda in the Islamic Maghreb and the applicability of chaoplexic warfare.

Other Assignments: NSU Graduate Council; Faculty Senate; SACS Accreditation; TEC-NCATE Accreditation. Former Interim Director, Louisiana Scholars’ College at Northwestern State University, and former Director of the School of Social Sciences.


Jack Atherton

Jack Atherton retired after 27 years with the Department of Justice, Federal Bureau of Prisons, in the capacity of an Executive Correctional Administrator. As a correctional administrator, he was responsible for the operation of federal correctional facilities across the country. With the Bureau of Prisons, he designed training programs for Federal law enforcement officers, where he was the Chief of Curriculum Development at the Federal Law Enforcement Training Center. He was instrumental in the development of Justice Department Use of Force Policy and prisoner transportation training programs.

At NSU, he has developed from conception, the Unified Public Safety Administration Degree, in addition to his teaching, service and scholarship activities. Atherton also provides correctional training, and consultation analysis to U.S. counter-terrorism policies.

Elected Offices: Faculty Senate President-Northwestern State University and Chairman, Faculty Advisory Council- University of Louisiana System.

Other Assignments: Curriculum Review Committee, Retention Committee, Program Review Committee, University of Louisiana System Consortium Degree Leadership Team.

Fields of Interest: Public Safety Administration, Criminal Justice and Popular Culture, Prisoner Transportation, Corrections, Criminal Justice Curriculum Design and Delivery.

Ali Ahmad

Ali Ahmad is an Assistant Professor/Department Head in the Department of Engineering Technology at Northwestern State University. He received a B.Sc. degree in Industrial Engineering from the University of Jordan (Amman, Jordan; with Highest Distinction) and a M.Sc. and Ph.D. in Industrial Engineering from the University of Central Florida (Orlando, Fl, USA). He has diverse expertise in human-computer interaction, quality engineering, and simulating human-machine systems. He previously worked on projects related to transfer of training in advanced human-machine systems, usability evaluation of everyday products and services, and research in multimodal systems and virtual environments. His current research interests include virtual reality applications in manufacturing, multimodal interaction design, audio interfaces, advanced usability evaluation techniques, simulating complex human-machine systems, and advanced application of statistical techniques. Dr. Ahmad is a Certified Simulation Analyst and a Certified Six Sigma Black Belt.
Prior to joining Northwestern State University, Dr. Ahmad was a research professor in the Advanced Manufacturing Institute at King Saud University (Riyadh, Saudi Arabia). He also was founder and president of AXIS Technology Consulting, LLC, a small business focused on human systems integration research and development. Before that, he worked as a Lead Researcher at Design Interactive, Inc., where he managed 1) a NASA SBIR Phase I & II efforts to develop a mobile handheld cognitive assessment tool called CogGauge, and 2) an SBIR effort for building a socio-cultural communications skills training serious game under funding from the Office of the Secretary of Defense. In addition, Dr. Ahmad has worked with a Six Sigma quality group at Siemens Power Generation, Inc., where he coached projects and delivered various Six Sigma training classes. While at Siemens, he developed a tool master that is used by Siemens Six Sigma practitioners and demonstrated in training classes.

Adam Jannik

Adam Jannik is an Associate Professor in the Department of Engineering Technology at Northwestern State University, Natchitoches, LA. He received a B.Sc. degree in Engineering from Stevens Institute of Technology, Hoboken, New Jersey, and a M.Sc. degree in Industrial Management from Purdue University in Indiana. He has fifteen years of teaching experience in Engineering Technology degree programs. His teaching expertise ranges from purely technical courses (such as statics, fluid power, and manufacturing materials, processes and facilities) to more classical industrial engineering courses (such as supervision, operations management and senior project design capstone courses). He has over thirty years of diverse industrial and business experience (technical, operations, managerial and executive). He previously worked as a pipeline engineer, liquid terminal operations manager, project estimator, construction project manager, union contract negotiator, petroleum/commodities executive and president of a liquid terminal, trucking and barge transportation company.

Nabin Sapkota

Nabin Sapkota is an Assistant Professor in the Department of Engineering Technology at Northwestern State University. He received a B. E. degree in Production/Industrial Engineering from the Regional Engineering College, Tiruchirappalli, Tamilnadu, India (First class with Distinction) and a M.S. and Ph.D. in Industrial Engineering from the University of Central Florida (Orlando, FL, USA). He has diverse expertise Operations Research, Simulation, quality engineering, and nonlinear dynamical systems. He previously worked on projects related to dynamic routing of emergency vehicles, modeling consumer sensitivity for product design and perceived usability, dynamic control charts in statistical process control, application of evolving self-organizing maps, etc. His current research interests include prediction of nonlinear chaotic system in social media, difference in muscular exertion in different ethnic group in automobile industries, simulation, and advanced application of statistical techniques. Dr. Sapkota is a Certified Six Sigma Green Belt.

Prior to joining Northwestern State University (UCF), Dr. Sapkota was a Research Manager and Adjunct Faculty on the Department of Industrial Engineering and Management systems at the University of Central Florida (Orlando, Florida). He was engaged in various research projects in UCF while working as a Research Manager. One project was to investigate whether socio-cultural and economic data along with data on past adverse events (AE) in a war region could be utilized
to predict future events in the region with conflicts. With experimental results based on socio-economic and AE data of Afghanistan from 2002 to 2010, the capability of Evolving Self Organizing Maps to forecast future patterns of adverse events was demonstrated. (Project funded by ONR contract No. N00014-11-4-0934 and Principal Investigator as Dr. Waldemar Karwowski). He was also a part of a research project that required modeling of consumer sensitivity for product design and perceived usability. This project involved analysis of design process for side-by-side refrigerators. (Project funded by General Electric and Principal Investigator as Dr. Waldemar Karwowski). He also created simulation model for another project titled “Post-Disaster Dynamic Routing of Emergency Vehicles” which was funded by Florida Department of Transportation. The objective of the project was to determine efficient routing paths for emergency vehicles to Orlando International Airport in emergency situations from 8 fire stations in the vicinity, using ‘Microscopic Traffic Simulation’ of 140 sq. miles area. Dr. Sapkota also worked as a Technical Consultant for Universal Orlando Resort where he optimized using simulation the track layout and the number of vehicles need to achieve at least 2000 customers served/hour for the ride known today as “The Wizarding World of Harry Potter”. During his internship in CSX Transportation (Jacksonville, Florida) he built a simulation model of ‘Locomotive Shop’ of Rice Yard (Train yard in Waycross, GA) for the Service Design and Planning Department. The purpose of the simulation model was to determine whether the existing arrival pattern of inbound trains would ensure on time departure of outbound trains and, if not, to determine the buffer size of locomotives to maintain a required on time departure percentage of the outbound trains.

Hui Zhi Yi

Hui Zhi Yi is an Assistant Professor in the Department of Engineering Technology at Northwestern State University. He received a B.Sc. degree in Electronic Engineering from the Central South University of Technology, Changsha, China, a M.Sc. degree in Industrial Engineering, and a Ph.D. degree in Engineering Science from the Louisiana State University, Baton Rouge, LA, USA. Dr. Yi has more than 15 publications in peer reviewed journals and conference proceedings. His current research interests include Supply Chain Management, Operations Research, Optimization, Statistical Analysis, Logistics and Industrial Distribution, Lean Manufacturing Systems, Artificial Intelligence, Meta-heuristic Algorithms, and Disaster Management. He has also eight years of working experience as a programmer, project manager, vice manger, and vice general manager in both Information Technology and Manufacturing Industry.

Marcia Hardy

Marcia has over 30 years of experience in the management area. She is co-author of a book entitled: “EDI: A Guide To Electronic Data Interchange and Electronic Commerce Applications in the Healthcare Industry”, published by McGraw-Hill. Most recently she was the President/Co-Founder/CEO of McClure-Moynihan, Inc. [MMI] which is an electronic commerce company providing leadership, consulting expertise and software solutions to the healthcare industry for over 15 years. MMI also provides strategic direction, practical implementation and business management solutions, and enrollment service bureau operations for a variety of clients throughout the United States including providers, hospitals, insurance companies, aerospace industry and the banking industry.
Other Assignments: Chairperson of School of Business Strategic Management and Continuous Improvement Committee

Fields of Interest: Management, Healthcare.

Carmella Parker

Carmella Parker’s ongoing professional development activities include attending technology-related seminars, attending continuing legal education courses, serving as a panelist at a conference, and holding membership in numerous law-related associations [Louisiana State Bar Association, Military Law Committee, and Louisiana Notary]. Her research in the field of law has published in law-related publications. She has practiced law for over 11 years.

John G. Williams

John Williams’ ongoing professional development activities include attending technology-related seminars, serving as a panelist for the Louisiana State Bar Association, serving on law-related university committees, and holding membership in the Natchitoches Parish Bar Association, Louisiana State Bar Association, and the American Academy of Legal Studies in Business. His research in the law field has been published in journals. He has practiced law for over 46 years and served as an assistant district attorney.

4b. Student faculty ratio. 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.

<table>
<thead>
<tr>
<th>Course Department</th>
<th>FTE</th>
<th>Faculty</th>
<th>Faculty-to-Student Ratio (Fall 2014, includes supplemental terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice, History, Social Sciences</td>
<td>2255</td>
<td>47</td>
<td>48:1</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>2541</td>
<td>51</td>
<td>50:1</td>
</tr>
<tr>
<td>Mathematics and Engineering Technology (now separate departments)</td>
<td>1871</td>
<td>39</td>
<td>48:1</td>
</tr>
<tr>
<td>Business Administration</td>
<td>905</td>
<td>24</td>
<td>38:1</td>
</tr>
</tbody>
</table>

* Calculated FTE = Full-Time + 1/3 Part-Time

4c Need for new faculty: No new faculty members are expected to be needed for this program as it is an interdisciplinary program which currently has capacity for more students.

4d. No new faculty will be needed for this program.
4e. All faculty are expected to participate in research and service activities as part of their appointment. In general, faculty teach 4 to 5 courses per semester and conduct research in their respective research fields.

4f. Program is not graduate.

5. Library and Other Special Resources

5a. Present library holdings are more than adequate to cover the proposed program. Northwestern State University’s library is constantly moving toward a virtual environment and has in place a number of features that enhance distance education (such as online and/or Internet) programs.

The library provides a number of full-text databases, including Expanded Academic ASAP, ERIC, Education Index, and Lexis-Nexis Academic Universe. All of these databases are accessible through the World Wide Web using either EZProxy or a password.

Examples of just a few appropriate titles included in these databases are:
- Advances in Materials Science and Engineering
- Advances in Production Engineering & Management
- American Society of Engineering Educators Journal
- Corrections Today
- Crime and Delinquency
- Crime & Justice (Chicago, Ill
- Crime, Law and Social Change
- Criminal Justice and Behavior
- Criminal Justice Ethics
- Criminal Justice Review
- Criminology
- Current Sociology
- Duke Law Journal
- Electronic Engineering
- European Journal of Engineering Education
- FBI Law Enforcement
- Law and Contemporary Problems
- Management Science and Financial Engineering
- Material handling engineering
- National Law Journal
- William & Mary Law Review

The library also subscribes to net Library, a collection of e-books. It holds approximately 1800 titles, many of which support these courses.

In addition, the library utilizes Illiad, an OCLC program for interlibrary loan requests. The turn-around time is minimal for in-state requests and 3-5 days for out-of-state requests.
Students can make interlibrary-loan requests electronically utilizing a form located on the library homepage.

The library also utilizes a copier/scanner that digitizes images and sends them to specified printers and/or computers to fill patron requests for journal articles and book chapters, including those on microfilm.

In addition, many free materials related to national security leadership are available on the World Wide Web, from professional associations and governmental agencies.

The library’s current collection is varied and includes titles from a number of related fields, including psychology, sociology, and social work.

The library is a selective repository for government documents and receives many titles supporting the program. However, the selection list will need to be revised to add other titles.

5b. The library continually expands holdings, especially for items in electronic format accessible through the web. In general, library resources for these courses come in the form of online journals. The Watson Library is a LOUIS consortium partner, and this database set has proven tremendously beneficial for all our online degree programs. LOUIS Consortium costs are generally $150,000.00 per year.

5c. Northwestern libraries participate in the nationwide OCLC Interlibrary Loan program. In addition, academic institutions in the state participate in the LOUIS consortium. Borrowing privileges, joint purchasing of full-text and other bibliographic databases, and cooperative resource planning and sharing are part of the consortium’s activities.

5d. The library expended approximately $40,000 in fiscal year 2014-15, and $15,000 in 2014-15 for purchase of monographs and multimedia materials in the related areas.

5e. Budgetary support for the first five years is based on acquisition of new titles in the program area and will be approximately $5,000 for the first year and $3,000-$5,000 per year after that. These are scheduled purchases as these courses exist already at NSU.

5f. Because courses for this program currently exist, no additional resources are required.

5g. Program is an undergraduate program. Not applicable.

6. Facilities and Equipment
6a. Since Northwestern has long been a leader in Distance Education, the physical infrastructure is in place for this online program. Minimal additional facilities/equipment will be required. Resources to support faculty members currently exist within the University. This includes office space, phones, furniture, and computers.

6b. The BASRM will be housed in existing units, and no new infrastructure will be required.
6c. No new facilities will be needed for this program.

7. Administration
7a. This program is interdisciplinary and interdepartmental; it will be supervised by Dr. Steve Horton, Dean of Arts, Letters, Graduate Students, and Research and Science, Technology, and Business. Course offerings will be administered by the School of Business, Department of Language and Communication, Department of Criminal Justice, History, and Social Sciences, and Department of Engineering Technology.

7b. Proposed program will not affect the present administrative structure of the institution.

7c. The particular strength of this program transcends any one department because it relies upon existing courses, which have successfully been taught for many years. Because of the outstanding faculty with whom the program is affiliated, this degree will simultaneously be cost effective and satisfy student needs as identified by Northwestern's LCTCS partner institutions and advisory councils. This program is unique in the State and satisfies workforce demands. The only potential weakness identified is a potential rapid expansion which might necessitate additional adjunct faculty. Increased student revenue; however, will offset any additional program expenses.

8. Accreditation
8a. The program is not eligible for accreditation.
8b. NA
8c. NA

9. Related Fields
a. Subject matter fields which relate to this program are as follows: Communication, English, Business Administration, Industrial Engineering Technology, and Unified Public Safety Administration. These degree programs will support the new degree with existing courses.

b. Because all programs which support this program have adequate numbers of faculty and access to credentialed adjunct faculty, there is no anticipated need for improvement at this time.

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?

<table>
<thead>
<tr>
<th>Year 1 Program Costs</th>
<th>New costs</th>
<th>Existing costs</th>
<th>Revenue generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries and benefits (Average of 4 faculty salaries per one course) and two adjunct instructors x 2</td>
<td>$96,000.00 Salary&lt;br&gt;$26,000.00 Benefits&lt;br&gt;$8,000.00 Adjunct salary</td>
<td>$130,000.00 Total</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>$5000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating support</td>
<td>$3,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total annual costs</td>
<td>$5000.00</td>
<td>$133,000.00</td>
<td></td>
</tr>
<tr>
<td>Estimated revenue 20 new full-time students @$5000.00 per semester</td>
<td>$200,000.00</td>
<td>$68,000.00 annually</td>
<td></td>
</tr>
</tbody>
</table>

Year 2 Program Costs | New costs | Existing costs |
<table>
<thead>
<tr>
<th>Year</th>
<th>Program Costs</th>
<th>Faculty Salaries and benefits (Average of 4 faculty salaries per one course) and two adjunct instructors x 4</th>
<th>New costs</th>
<th>Existing costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td>$96,000.00 Salary $26,000.00 Benefits $10,000.00 Adjunct salary</td>
<td>$132,000.00 Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>$5000.00</td>
<td>$3,000.00</td>
<td>$135,000.00</td>
</tr>
<tr>
<td></td>
<td>Operating support</td>
<td></td>
<td>$138,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total annual costs</td>
<td></td>
<td>$5000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated revenue 30 new full-time students @$5000.00 per semester and 20 existing students</td>
<td></td>
<td>$250,000.00</td>
<td>$112,000.00</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>$96,000.00 Salary $26,000.00 Benefits $14,000.00 Adjunct salary</td>
<td>$136,000.00 Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>$5000.00</td>
<td>$3,000.00</td>
<td>$139,000.00</td>
</tr>
<tr>
<td></td>
<td>Operating support</td>
<td></td>
<td>$142,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total annual costs</td>
<td></td>
<td>$5000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated revenue 40 new and 45 continuing full-time students @$5000.00 per semester</td>
<td></td>
<td>$425,000.00</td>
<td>$283,000.00</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>$96,000.00 Salary $26,000.00 Benefits $14,000.00 Adjunct salary</td>
<td>$136,000.00 Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>$5000.00</td>
<td>$3,000.00</td>
<td>$139,000.00</td>
</tr>
<tr>
<td></td>
<td>Operating support</td>
<td></td>
<td>$142,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total annual costs</td>
<td></td>
<td>$5000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated revenue 50 new and 65 continuing full-time students @$5000.00 per semester</td>
<td></td>
<td>$575,000.00</td>
<td>$433,000.00</td>
</tr>
</tbody>
</table>
b. Indicate departmental costs:
   No extra costs for the departments will be incurred.
   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>Department</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice, History, Social Sciences</td>
<td>$1,840,654</td>
<td>$1,791,074</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>$352,000</td>
<td>$352,000</td>
</tr>
<tr>
<td>Language and Communications</td>
<td>$1,592,775</td>
<td>$1,567,749</td>
</tr>
<tr>
<td>School of Business</td>
<td>$1,732,422</td>
<td>$1,547,163</td>
</tr>
</tbody>
</table>

ii. How will the proposed program affect the allocation of these funds? The course to be used for this program exist already, and there is capacity for new students in them.

 c. Indicate if additional funds for research will be needed to support the proposed program. No additional research costs will be needed.
 d. Provide estimates of additional cost on the attached form. Not applicable.
I. Call to Order

II. Roll Call

III. Academic Programs
   A. Letter of Intent: BAS in Resource Management - Northwestern
   B. Proposed New Program: GC in Higher Education Administration – LA Tech

IV. Proposed New Center of Excellence
   Southwest Economic & Entrepreneurial Development (SEED) Center of Workforce Excellence – McNeese

V. Consent Agenda: Routine Staff Reports
   A. Staff Approval of Routine Academic Requests
   B. Progress Reports for Conditionally Approved Programs/Units
   C. Past Due Reports
   D. Letters of Intent/Proposals in the Queue

VI. Other Business
   Teacher Preparation Data Dashboard -- Information

VII. Adjournment
AGENDA ITEM III A
LETTER of INTENT
NORTHWESTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN APPLIED SCIENCE AND TECHNOLOGY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval for a Letter of Intent (LoI) to create a Bachelor of Applied Science (BAS) in Resource Management. The LoI was approved by the Board of Supervisors for the University of Louisiana System in October 2013. Since that time campus representatives worked with Regents’ staff to discuss questions raised regarding the proposed program; a revised LoI was provided by NSU in early September 2014.

STAFF SUMMARY

1. Description
The proposed BAS in Resource Management is created to assist Louisiana residents in completing a baccalaureate degree after they have earned an associate degree from a Louisiana Community and Technical College System (LCTCS) institution or another community college. This “completer” degree is ideally suited for working adult learners who need to obtain an undergraduate degree to progress in the workforce. The 60-hour curriculum requires the completion of 21 hours of upper-level core courses (Ethics in the Workplace; Technical Composition, Psychology in Business and Industry; etc.) and 39 hours of upper-level coursework in one of the following concentration areas: Human Resource Management, Public Safety Management, and Industrial Technology/Manufacturing Management. Courses will be offered online in 8- and 16-week formats in order to better serve working adult learners.

2. Need
For several years Northwestern administrators have been working closely with LCTCS administrators at both the system and campus levels, and they have indicated the need for a BAS degree program which would help many of their students complete baccalaureate degrees. Additionally, staff members from the Louisiana Department of Economic Development have indicated a need for the proposed degree and will share input into its development as have leaders from business and industry in the State. Because the proposed BAS provides coursework in the management of people, resources, and processes, this degree will provide working individuals with the opportunity for career advancement in their field of work. Such a program will also provide an avenue to increase the educational attainment of the state’s adult population.

3. Students
A program like the one proposed by Northwestern will appeal to working adults who have earned an associate degree and wish to continue their education without returning to school on site. Enrollment is estimated to commence with 15 students and grow to 60 students by the end of Year Five. Completers are estimated at 40 in Year Three and 60 by the end of Year Five.

4. Faculty, Resources & Administration
The proposed program will be housed in College of Science, Technology and Business. Implementation of will not have any significant impact on the current administrative structure of the institution. Present library holdings, facilities and resources are adequate to sustain the program. All courses required in the proposed program are currently offered and there is no expectation that additional adjunct faculty will be needed to assist with the implementation.
5. Budget

Because the courses for this program are currently offered, little additional expense will be required. As previously noted, no additional adjunct faculty will be required for program implementation. Should enrollment meet or exceed expectation it will be necessary to add an adjunct faculty member by Year Three or Four. The annual cost of the proposed program is expected to range from $1,500 in Year One to $9,000 in Year Four. Any additional cost for this program would be offset by tuition revenue.

STAFF ANALYSIS

The proposed program will have a direct positive impact on Louisiana with minimal cost to the institution for implementation. The program would provide an avenue for which working adults could further their education in order to advance in their careers as well as to improve knowledge and skill sets. While improving their quality of life, these individuals will promote economic development for the state. In the proposal the campus will need to provide information about the way in which technical courses will be evaluated and applied toward the proposed BAS.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Bachelor of Applied Science in Resource Management at Northwestern State University.
AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAMS
LOUISIANA TECH UNIVERSITY
GRADUATE CERTIFICATE in HIGHER EDUCATION ADMINISTRATION

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is seeking Board of Regents’ approval to offer a Graduate Certificate (GC) in Higher Education Administration. The proposal was approved by the UL System Board of Supervisors at their meeting in August 2014.

STAFF SUMMARY

1. Description
The proposed 12-credit hour certificate is intended to provide information on effective leadership and management of institutions of higher education. Courses required of the proposed GC include: Legal and Cultural Aspects of Higher Education, Institutional Effectiveness and Fiscal Management, Higher Education Governance and Administration, and Human Resources and Student Services. Course delivery will be online, to be offered at one course per quarter with a possible completion period of one year.

2. Need
While there are graduate programs in the discipline of higher education administration offered by public institutions of higher education in Louisiana there are none that currently provide a certificate offering. The proposed certificate will provide an avenue for faculty and staff who would like to transition to administration but who may not have a background related to administration, governance, budgeting or personnel within an academic institutional context. The GC will provide an opportunity for faculty to develop requisite skills to be effective leaders in administration at their institutions.

3. Students
Anticipated enrollment for the first five years may be 50 students (cumulative) or 10 annually. These projections are based on regional interest. With the potential to reach beyond the region through online course delivery, applicants to the certificate program will likely increase as program awareness increases. Certificate enrollment will initially be restricted by the program to accommodate current faculty and course offerings with the potential to expand long-term with additional sections, should sufficient demand be present.

4. Faculty, Resources & Administration
The proposed GC in Higher Education will be administered by the Department of Curriculum, Instruction and Leadership. No changes to the current administrative structure will occur due to program implementation. Existing library resources will be sufficient for program implementation. The proposed graduate certificate will utilize existing faculty and courses that are part of the Educational Leadership doctoral program at LA Tech. Courses required of the proposed GC are currently offered online or are in the process of being converted to online delivery mode.

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

The online GC program proposed by LA Tech will provide individuals with the opportunity to advance their understanding of critical content areas of higher education. An educational opportunity like the one proposed, and currently not offered in the state, will bolster a faculty or staff member’s knowledge and credentials which will be beneficial when seeking an administrative position within a college or university. Since courses required of the proposed program are already offered, program implementation can occur at minimal cost to the institution.

STAFF RECOMMENDATION

*The staff recommends that the Academic and Student Affairs Committee recommend approval of the online Graduate Certificate in Higher Education Administration (CIP Code 13.0401) at Louisiana Tech University.*
BoR AGENDA ITEM IV
PROPOSED NEW WORKFORCE CENTER of EXCELLENCE
McNEESE STATE UNIVERSITY
SOUTHWEST ECONOMIC & ENTREPRENEURIAL DEVELOPMENT (SEED)
CENTER of WORKFORCE EXCELLENCE

BACKGROUND INFORMATION
McNeese State University requests Board of Regents approval of a Southwest Economic & Entrepreneurial Development (SEED) Center of Excellence. A Center for Workforce Excellence (CWE) partners with business and industry to provide top quality education and training programs to meet defined and discovered workforce needs. The SEED proposal was approved by the University of Louisiana Board of Supervisors at its June meeting, and a final proposal was submitted to BoR staff in July 2014.

STAFF SUMMARY

Description
The SEED Center has an established record as a foundation of excellence in cross-collaboration and creativity with a unique focus aligned with current and strategic regional or statewide workforce needs. It is a natural complement to the university’s partnership with the Chamber Southwest Louisiana Economic Development Alliance as a point where the public-private-government sectors merge for optimal leveraging of resources to create and sustain a skilled and knowledgeable workforce of innovative thinkers. In a unique setting, University students and faculty are co-located with business and industry leaders and planners, building a synergy of learning, problem-solving and collaboration opportunities unmatched elsewhere in the state. As a regional hub for innovation and with its active partnerships with business and industry, the Center also serves as an accelerator to the job market for McNeese students.

SEED offers innovation engineering education and training directly related to industries in the region. Its core focus is the placement of students to meet regional workforce needs, as interns and as graduates, which it accomplishes through three main components:

1) the innovation engineering enterprise which touches every discipline on campus, but especially in collaboration with engineering, agriculture, and business;
2) the Institute for Industry-Education Collaboration (IIEC, approved in February 2010), providing customized workforce training for business and industry; and
3) the federally funded University Center for Economic Development

McNeese offers a unique "Innovation Engineering" minor, open to students from all majors and comprised of courses designed to teach the skills to create, communicate, and commercialize meaningful and unique ideas for new businesses and/or for revamping current operations. The minor demonstrates the advantages of interdisciplinary collaboration and teaches a systematic approach to developing innovative solutions. Students have opportunities to work on real-world, real-time problems, side-by-side with business partners. Since fall 2011 participation has tripled, with nearly 330 enrollments in innovation engineering courses from across 23 disciplines and all six colleges. Student interest in the innovation courses has come primarily from majors in engineering (163 enrollments), business (59, mostly majors in management and general business), and art (29). Innovation courses and public-private partnerships are extended in the creation of a culture where innovation and collaboration among campus units and local business and industry has become integral in fulfilling regional workforce demands.

Need and Benefits
McNeese has a very important opportunity to be integral to the largest economic expansion in the history of Southwest Louisiana. Economic projections indicate a $65 Billion expansion slated for the SW Louisiana area between now and 2019, with an estimated associated increase of 18,800 permanent direct, indirect,
and induced jobs. Major impacted industries are in liquid natural gas and related service industries, indirect financial services, and healthcare. Demand for engineers, business majors, nursing and allied health majors, and agriculture/natural resource management majors is projected to grow significantly, as is demand for university outreach related to regional economic development. Services to the university and economic communities include: the innovation engineering curriculum; student internships, the IIEC's specialized training and professional development programs; the University Center's data and networking resources and support for economic development; the discipline-specific advisory groups linking curricula to practice in the field; and the intellectual capital afforded the community through faculty expertise. The SEED Center serves as the entity where public, private and governmental sectors merge to leverage resources and realize “Workforce and Innovation for a Stronger Economy” (WISE) initiatives.

External Support and Collaboration

In 2010, McNeese, the Calcasieu Parish Police Jury, City of Lake Charles, and the SW Louisiana (SWLA) Economic Development Alliance signed the SEED Center Charter, officially coming together in the name of economic growth for the entire region. The $12.9M SEED Center facility on the McNeese campus opened debt-free in August 2013 as a true town-and-gown partnership, merging existing resources to create an economical, efficient and effective one-stop shop with the services, technology and experience to capitalize on economic development opportunities for all of the region. The collaboration between business and academia creates untold opportunities for entrepreneurial students and faculty researchers to study new ways to add value to regional commercial and manufacturing partners.

The SEED Center houses the MSU Small Business Development Center, the Innovation Lab, the Student Business Incubator, the SEED Center Business incubator, and the SWLA Economic Development Alliance. Since 2010 its Institute for Industry-Education Collaboration has offered courses from fundamentals of project management or grant/procedure writing to basic metallurgy, electrical engineering for non-electrical engineers, and project management, bringing in over $350K per year and generating over 2,200 enrollments from companies like AXIALL, CITGO, Dupont, PPG Industries, and ConocoPhillips. In conjunction with the SEED Center, McNeese provides intellectual capital to support product development, testing, and training through student and faculty expertise, university technology and prototyping through the University Center for Economic Development and Innovation, established with a 5-year $500K grant from the Economic Development Administration. All of its activities center around facilitating partnerships and collaboration to educate and develop the workforce and strengthen the economy.

STAFF ANALYSIS

McNeese is asking to establish a Center for Workforce Excellence based on the strength and quality of its SEED Center, which effectively functions as a hub for innovation in Southwest Louisiana and a center of education and training, access to information, innovation, human capital, and productivity. There are clear connections with and support from business and industry to the benefit of students, faculty and the community. Designation as a Center for Workforce Excellence would recognize McNeese State University's quality programming and value to the region and the state.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the proposed Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence at McNeese State University, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 November 2015.
**AGENDA ITEM V A**

**ROUTINE ACADEMIC REQUESTS**
Staff Approvals

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSU</td>
<td>Request to establish a <strong>Department of Agricultural &amp; Extension Education &amp; Evaluation</strong> (AECE) in the College of Agriculture, realigning the undergraduate agricultural education program and the LSU AgCenter's Organization Development &amp; Evaluation Unit into the College — <strong>Approved</strong>.</td>
</tr>
<tr>
<td>LSUHSC School of Dentistry</td>
<td>Request to consolidate the existing departments of Oral Diagnosis/Medicine/Radiology and of Oral Pathology into a new <strong>Department of Diagnostic Sciences</strong> — <strong>Approved</strong>.</td>
</tr>
<tr>
<td>NSULA</td>
<td>Request to offer the <strong>MSN/Nursing</strong> (CIP 51.3801) up to 100% online, beginning with the concentrations in administration and education — <strong>Approved</strong>.</td>
</tr>
<tr>
<td>SUBR</td>
<td>Request to rename the <strong>MPA/Public Administration</strong> — Generalist to <strong>MPA/Public Administration</strong> (CIP 44.0401) — <strong>Approved</strong>.</td>
</tr>
<tr>
<td>SUNO</td>
<td>Request to rename the <strong>BS/Substance Abuse</strong> to <strong>BS/Addictive Behaviors Counseling &amp; Prevention</strong> (CIP 51.1501) — <strong>Approved</strong>.</td>
</tr>
<tr>
<td>Initial Approval</td>
<td>Institution</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>08.2013</td>
<td>Baton Rouge Community College AAS in Paramedic (CIP Code 51.0904)</td>
</tr>
<tr>
<td>01.2012</td>
<td>LSU at Shreveport MS in Biological Sciences (CIP Code 28.0101)</td>
</tr>
<tr>
<td>04.2013</td>
<td>Grambling State University BS – Child Development and Early Literacy: Prenatal – PreK3 (CIP Code 19.0799)</td>
</tr>
<tr>
<td>06.2012</td>
<td>LSU A&amp;M College MS – Construction Management (CIP Code 52.2001)</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>10.2010</td>
<td>University of Louisiana at Lafayette</td>
</tr>
<tr>
<td>08.2011</td>
<td>University of Louisiana at Lafayette</td>
</tr>
<tr>
<td>08.2012</td>
<td>University of Louisiana at Lafayette</td>
</tr>
<tr>
<td>06.2012</td>
<td>University of Louisiana at Lafayette</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>The progress report was received by staff in late August 2014. It was reported that currently three (3) of seven (7) students remain from the first cohort (fall 2012) of the DNP program and seven (7) of the seven (7) admitted in fall 2012 are continuing. Ten students have been admitted for the fall 2014 semester. This equates to a total of 20 students in the program. ULL anticipates that two (2) students will complete the degree and graduate at the end of spring 2015. The majority of the enrolled students (16) are following a six (6) semester part-time curriculum plan, as they are all employed full-time at major healthcare facilities. ULL is currently in the process of developing a 3-year recruitment plan and are continuing to work on the BSN to DNP concentration.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Northwest Louisiana Technical College</td>
<td>The progress report was received by staff in late August 2014. Currently there are 11 students enrolled in the program and in academic year 2013-14 there were two (2) completers. A list of recruiting activities was provided as was enrollment and completer data for the TD exit point.</td>
</tr>
<tr>
<td>Northwest Louisiana Technical College</td>
<td>The progress report was received by staff in early September 2014. Enrollment in the program has grown from seven (7) students in spring 2012 to 49 students in fall 2014. Completer data is as follows: FL13: 1, SP14: 2, SUM14: 3 and FL14: 7 (anticipated).</td>
</tr>
</tbody>
</table>
AGENDA ITEM V C

PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Listed below are reports that have yet to be received for various academic programs and research units.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Institution</th>
<th>Program / Unit</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.31.2014</td>
<td>ULL</td>
<td>Health Informatics Center of Acadiana</td>
<td>The Center was granted initial approval in February 1999 with continued approval granted in January 2009. A request for reauthorization of center status was requested by January 31, 2014.</td>
</tr>
<tr>
<td>06.01.2014</td>
<td>CLTCC</td>
<td>AAS in Criminal Justice</td>
<td>The program was granted conditional approval in March 2013. An update on program implementation, to include enrollment and completer data, was requested by June 1, 2014.</td>
</tr>
<tr>
<td>06.30.2014</td>
<td>Paul M. Hebert Law Center</td>
<td>The George &amp; Jean Pugh Institute for Justice</td>
<td>The Institute was granted one-year approval in January 2003. An additional year of approval (through April 1, 2005) was granted in March 2004 with full approval granted for a period of five years in February 2005. Reauthorization of the Institute for an additional five years was granted in May 2010. A request for reauthorization of institute status was requested by June 30, 2014.</td>
</tr>
<tr>
<td>07.01.2014</td>
<td>CLTCC</td>
<td>AGS</td>
<td>Conditional approval was granted in December 2013. An update on program implementation, to include enrollment and completer data, was requested by July 1, 2014.</td>
</tr>
<tr>
<td>07.01.2014</td>
<td>CLTCC</td>
<td>AAS in Technical Studies</td>
<td>Conditional approval of the AAS was granted in December 2013. An update on program implementation, to include enrollment and completer data, was requested by July 1, 2014.</td>
</tr>
</tbody>
</table>
# AGENDA ITEM V D

**LETTERS of INTENT/PROPOSALS in the QUEUE**  
Forwarded to BoR by Management Boards

<table>
<thead>
<tr>
<th>REQUEST</th>
<th>CAMPUS</th>
<th>PROGRAM</th>
<th>RECV'D</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Intent</td>
<td>ULM</td>
<td>BA - Dance</td>
<td>12.17.13</td>
<td>12.19.13 Circulated to CAOs for feedback w/ responses recvd by 01.27.14; questions to campus 02.03.14; response recvd 03.17.14; Questions to campus 03.31.14; awaiting response.</td>
</tr>
<tr>
<td></td>
<td>UNO</td>
<td>MEd - Higher Education Administration</td>
<td>03.12.14</td>
<td>03.17.14 Circulated to CAOs w/ feedback requested by 04.04.14. Questions to campus 04.08.14; awaiting response.</td>
</tr>
<tr>
<td></td>
<td>SUBR</td>
<td>MA - Urban Teaching Leadership</td>
<td>08.28.14</td>
<td>09.04.14 Circulated to CAOs w/ feedback requested by 09.24.14.</td>
</tr>
<tr>
<td>Program Proposals</td>
<td>BRCC</td>
<td>AAS - Computer Science</td>
<td>03.18.14</td>
<td>Reviewed by staff. Questions to campus 03.31.14 w/ a response recvd 04.07.14. Additional questions to campus on 04.09.14; awaiting response.</td>
</tr>
<tr>
<td></td>
<td>SLCC</td>
<td>AAS - Helicopter Aviation</td>
<td>06.16.14</td>
<td>Received by staff. Questions to campus 06.23.2014; awaiting response.</td>
</tr>
<tr>
<td></td>
<td>SLCC</td>
<td>AS - Accounting</td>
<td>06.16.14</td>
<td>07.11.14 requested additional documentation from campus; awaiting response.</td>
</tr>
<tr>
<td></td>
<td>UNO</td>
<td>MS - Transportation</td>
<td>08.26.14</td>
<td>09.11.14 proposal sent to external reviewer with report due by 10.10.14.</td>
</tr>
<tr>
<td></td>
<td>SUNO</td>
<td>DSW</td>
<td>08.28.14</td>
<td>09.09.14 proposal sent to external reviewer with report due by 10.9.14.</td>
</tr>
</tbody>
</table>

**Designation as Center of Excellence**

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>PROGRAM</th>
<th>RECV'D</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWE</td>
<td>Delgado Advanced Manufacturing</td>
<td>03.18.14</td>
<td>Ongoing discussion with campus; 06.11.14 staff suggested a plan of action; awaiting response.</td>
</tr>
<tr>
<td>CWE</td>
<td>Nicholls Petroleum Technology &amp; Safety Management</td>
<td>08.12.14</td>
<td>Under staff review; questions to campus 08.29.14; awaiting response.</td>
</tr>
<tr>
<td>CRE</td>
<td>LSU Plant Biotechnology &amp; Crop Development</td>
<td>09.16.14</td>
<td>Initial staff review.</td>
</tr>
</tbody>
</table>

25 September 2014 – Item V D – p. 1
Item E.5. University of Louisiana at Lafayette’s request for approval of a Letter of Intent to offer a Master of Science degree program in Informatics.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette requests consideration and approval of a Letter of Intent for a Master of Science degree program in Informatics. The program is designed to educate graduate students in the use of the scientific method for the application of computing and information technologies, as well as the design, maintenance, and adaptation of information systems that solve problems, with an understanding of human needs and context.

Graduates of the 33-credit-hour program will be trained in the Information Technology aspect of enterprise computing, regardless of end-user/organization domain or area. The curriculum, which can be completed in four regular semesters, will encompass the breadth of the Informatics’ field and provide depth in several specialized areas. The M.S. in Informatics will prepare students to function professionally in the field of Informatics and/or graduate studies in Informatics or other related fields. Upon successful completion of the program, students will be able to pursue a doctoral degree in fields such as: Informatics, Information Systems, or Information Technology. As well, students will be prepared to pursue mid-career professional advancement and middle to upper management opportunities.

If approved, the proposed program will address the current and expected demand for well-prepared computing and information technology professionals across the state, as well as the Acadiana region. According to information provided by Louisiana Economic Development, Louisiana’s traditional and emerging industries such as aerospace, agribusiness, energy and manufacturing continue to grow. Additionally, several key technology companies (IBM, Enquero, CGI, and CenturyLink) recently have chosen to locate and/or establish facilities in Louisiana. ULL’s proposed program would directly support the computing and information technology needs and requirements of these major industries in Lafayette Parish, as well as across the state.

Students will be recruited for the proposed program from other undergraduate degree programs at ULL as well as from ULL Alumni. The University’s recruitment strategy will be comprised of establishing partnerships with other institutions and implementing aggressive recruitment and marketing campaigns. Based on a survey conducted of senior undergraduate students, ULL projects that ten students will be enrolled the initial year and are expected to grow to 28 by the fifth year.
At this time, ULL only expects minimal additional costs to develop and implement the program. Some aspects of the program will be funded by external research funds and by industry partners, either through the creation of company-sponsored assistantship or corporate funding as a business recruiting tool for graduates. Presently, no additional appropriations are required. Additional investments in the program will come from additional revenue generated by tuition collections from the new graduate students in the program.

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 a Letter of Intent to offer a Master of Science degree program in Informatics.
May 14, 2015

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 of a Letter of Intent to Develop a New Academic Program, the Master of Science in Informatics.

Please place this item on the agenda for consideration at the June 2015 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

Attachments
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [April 2016]

General Information

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>Informatics; CIP 11.0104, Master of Science in Informatics</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Michael W. Totaro, Acting Director
School of Computing and Informatics
Ray P. Authement College of Sciences
University of Louisiana at Lafayette
(337) 482-5697
miket@louisiana.edu

1. Program Objectives and Content

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

Purpose and Objectives

The Mission and Purpose of the Master of Science in Informatics (MSI) program is to educate graduate students in the use of the scientific method for the application of computing and information technologies, as well as the design, maintenance, and adaptation of information systems that solve problems, with an understanding of human needs and context. As defined by the National Center for Education Statistics (NCES), and as per The Integrated Postsecondary Education Data System (IPEDS), Classification of Instructional Programs (CIP), Informatics, as a field of study, is: "a program that focuses on computer systems from a user-centered perspective and studies the structure, behavior and interactions of natural and artificial systems that store, process and communicate information. Includes instruction in information sciences, human computer interaction, information system analysis and design, telecommunications structure and information architecture and management" (from http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=Informatics&s=1,2,3&ct=1,2,3&ca=1,2,5,3,4). As such, our Master of Science in Informatics (MSI) program is designed to support advanced education and research in the information sciences and information technology, which is one of several strategic initiatives described in the framework "Fostering Innovation through Research in Science and Technology in Louisiana" (FIRST Louisiana).

Our graduates will be trained in the Information Technology aspect of enterprise computing, regardless of end-user/organization domain or area. Enterprise computing includes the analytics, reporting, database management, and other software solutions systems, which span the entire organization. The curriculum is sufficiently generalized to allow graduates to find employment both within and outside of Louisiana, with companies such as the recently opened CGI, Perficient, Enquero, GE Capital Technology Center, IBM Baton Rouge, and CenturyLink in Monroe, to name a few. As Lafayette continues to develop into a regional hub for such services and information technology industries, the initial area of focus of the program is the goal of using information in organizations to improve products and services.

The objectives of our Master of Science in Informatics (MSI) program are as follows:

A. To provide a curriculum that encompasses the breadth of the field of Informatics (applied computing and information technology), and provides depth in one of several specialized areas.
B. To prepare students to function professionally in the field of Informatics and/or graduate studies in Informatics or other related fields.
C. To develop students' computational and critical thinking, as well as problem-solving skills, through use of the scientific method.

Upon successful completion of the Master of Science in Informatics program, graduates will:

A.1 Understand and employ the fundamental principles of the science of Informatics, including those of pervasive themes in Informatics, history of information technology, information technology and its related and informing disciplines, and application domains;
A.2 Have the ability to analyze, design, implement and test, deploy, and maintain computing and information technology hardware and software infrastructures, of varying complexity and configuration, with respect to a variety of criteria and/or processes relevant to the task;
B.1 Apply concepts and analytical methods used in the computational, natural, mathematical, and social sciences, to the design and implementation of computing and information technology solutions across multiple domains;
B.2 Understand the professional, ethical, legal, and societal issues and responsibility, as well as the global impact in the design and application of computing and information technology solutions;
C.1 Acquire the ability to solve structured, unstructured, and semi-structured problems by means of computational thinking and appropriate design choices, and demonstrate a working knowledge of current Informatics tools, techniques, and skills.

Although there are other graduate programs in the field of Informatics at various institutions across the United States (as an example, at Indiana University) our Master of Science in Informatics (MSI) program would be the first of its kind in Louisiana.

Students who complete our Master of Science in Informatics (MSI) Program will be well-prepared for one or more of the following:

1. To pursue a doctoral degree in fields such as: Informatics, Information Systems, or Information Technology; or
2. To pursue middle-/upper-management (e.g., Technology manager; Chief Information Officer); or
3. To pursue mid-career professional advancement (e.g., Professional recognition award, etc.)

Resources Needed to Run the Program:

Primary Faculty with appropriate Graduate Faculty Status
- Michael Totaro, Associate Professor, Informatics
- Sonya Hsu, Associate Professor, Informatics
- Mehmet Tozal, Assistant Professor, Informatics
- Ashok Kumar, Associate Professor, Computer Science
- Henry Chu, Professor, School of Computing and Informatics
- Subrata Dasgupta, Professor, School of Computing and Informatics
- Arun Lakhotia, Professor, Center for Advanced Computer Studies
- Christoph Borst, Associate Professor, Center for Advanced Computer Studies

Supporting Faculty with appropriate Graduate Faculty Status
- Jim Etheredge, Professor, Computer Science
- Magdy Bayoumi, Professor, Center for Advanced Computer Studies
- Dmitri Perkins, Professor, Center for Advanced Computer Studies
- Vijay Raghavan, Professor, Center for Advanced Computer Studies
- Nian-Feng Tzeng, Professor, Center for Advanced Computer Studies
- Hongyi Wu, Professor, Center for Advanced Computer Studies
- Miao Jin, Associate Professor, Center for Advanced Computer Studies
- Tony Maidi, Associate Professor, Center for Advanced Computer Studies
- Danella Zhao, Associate Professor, Center for Advanced Computer Studies

GA (number, funding source, Full or Tuition waiver only):
We request support for two graduate teaching assistantships for the first year of the program, followed by two additional assistantships for the second year, as the program demonstrates its viability. This includes a stipend, as well as tuition waivers. Graduate assistantships serve an important role in recruiting and retaining highly-qualified students. Graduate assistantships also help to offset faculty workloads, which are expected to increase with the inception of a graduate program. To compensate for this investment by the University, the majority of funds for graduate student support will come from the private sector, in the form of four internships subsidized by local companies. Students funded by industry funds will pay regular (in-state or out-of-state) tuition, which will bring revenue to the University.

Labs:
We do not require any additional laboratory space for this program.

Other Physical Facility Needs:
None. We already have space in James R. Oliver Hall (the building that will house this new program) to assign offices to the Graduate TAs.

Other Resources Needed:
None.

Basic Structure and Components/Concentrations:
The Master of Science in Informatics (MSI) Program requires students' completion of 33 graduate credit hours for both thesis and non-thesis options. Thus, a full-time student can complete the curriculum in 4 regular semesters or roughly 24 months.
Students potentially may pursue several course threads, which include but are not limited to the following: Business, Media Technology, System Administration, and Web Development.

Prerequisites:

Students from computing backgrounds (e.g., computer science and Informatics) will have the necessary course prerequisites for acceptance into the MSI. However, students from non-computing backgrounds (e.g., business, liberal arts, natural sciences, performing arts, etc.) must complete the following courses (or their equivalents) for acceptance into the MSI:

Prerequisite courses
- MATH 250 Survey of Calculus (3 credit hours)
- STAT 325 Introduction to Statistics (3 credit hours)

Foundation/Leveling courses
- INFX 500 Fundamental Concepts for Informatics (3 credit hours)
- INFX 530 Database Systems and Networks in Informatics (3 credit hours)

An undergraduate GPA of at least 3.0, a satisfactory GRE score and three supportive letters of recommendation are amongst the criteria used for admission evaluation.

The Informatics Graduate Studies Coordinator shall determine which, if any, foundation/leveling courses must be completed by the student. Note that prerequisite courses or foundation/leveling courses indicated above count towards the MSI degree.

The Master of Science in Informatics (MSI) Program is organized as three components:

1. At least 18 credit hours of core coursework;
2. At least 3 credit hours of elective coursework;
3. At most 6 credit hours from one of the following options:
   a. elective coursework;
   b. coursework relevant to a course thread (approved by the Informatics Graduate Studies Coordinator);
4. Either: (a) 3 credit hours of INFX 597 (Special Project), or (b) 3 credit hours of INFX 599 (Thesis);
5. Completion of a 3 credit hour capstone course (INFX 595)

Graduate courses in Informatics are organized as follows (all courses are already in existence):

**FOUNDATION / LEVELING**
INFX 500 Introduction to Informatics
INFX 530 Database and Network Systems

**CORE**
INFX 501 Foundations of Informatics
INFX 502 Systematic Methods in Informatics
INFX 510 Human-Computer Interaction (HCI) in Informatics
INFX 540 Informatics Network Infrastructures and Management
INFX 580 Systems Development
INFX 590 IT Governance, Risk Management, and Compliance (GRC)

**ELECTIVES**
INFX 512 Data Analysis and Visualization
INFX 520 IT and Network Security
INFX 531 Distributed Database Management
INFX 532 Data Mining and Business Intelligence
INFX 570 Web Application Development
INFX 581 Process Analysis, Modeling and Design
INFX 570 Mobile Application Development and Design

**CAPSTONE**
INFX 595 Informatics Capstone

**COURSE THREADS**
Students who wish to pursue a course thread (see above) must complete at least 3 credit hours of elective coursework and at most 6 credit hours of coursework drawn from other disciplines, such as Biology, Business/Economics, Chemistry.
Communications and Visual Arts, Computer Science, Environmental Science, Geology, Mathematics/Statistics, Physics, etc. Selection by a student of a particular course thread and related course work must be approved by the Informatics Graduate Studies Coordinator.

COURSE DESCRIPTIONS

FOUNDATION / LEVELING

INFX 500 Introduction to Informatics (3 credit hours). This course is intended for students whose prior university studies are in non-computing areas. It provides students with a breadth-level foundation of the Informatics discipline, namely, an overview of computing architectures, algorithms and programming, operating systems, data structures, file organization and databases concepts.

INFX 530 Database and Network Systems (3 credit hours). This course is intended for students whose prior university studies are in non-computing areas. It provides students with a breadth-level foundation in the Informatics areas of database systems and network infrastructures.

CORE

INFX 501 Foundations of Informatics (3 credit hours). This course serves as an intensive introduction to the most central technical tools of Informatics; most importantly, probability and statistics, computation and data analysis (using R). Also examines ethical, legal, and social issues surrounding contemporary research and practice in science informatics. Topics include the nature of science and technology, the ramifications of recent advances in science informatics, relevant science policy, ethics and surveys of diverse theories of globalization to identify the best approaches for professional informatics career planning.

INFX 502 Systematic Methods in Informatics (3 credit hours). This course surveys a broad range of research methods employed in informatics. Explore theoretical foundation and exemplify the application to specific research questions. The course introduces qualitative and quantitative research methods in sampling, data collection, data analysis and the mathematical prerequisites for understanding probability and statistics.

INFX 510 Human-Computer Interaction (HCI) in Informatics (3 credit hours). The course will explore, analyze, and criticize underlying assumptions and the rationale behind some of the most influential theoretical attempts in HCI and related fields. This course offers a survey overview of the field of Human-Computer Interaction Design. It introduces interaction design, cognitive modeling, distributed cognition, computer-supported cooperative work, data visualization, ubiquitous computing, affective computing, and domestic computing, and so on.

INFX 540 Informatics Network Infrastructures and Management (3 credit hours). This course presents the foundations of data communications— with particular emphases on the ISO-OSI Reference Model and TCP/IP — and takes a bottom-up approach to computer networks. The course concludes with an overview of core network security and management concepts.

INFX 580 Systems Development (3 credit hours). The course provides students with the understanding and skills needed to define and implement successful enterprise architectures that provide real value to organizations. Agile and object-oriented methods of information systems analysis and design for organizations with data-processing needs. Proficiency in all basic project management tools and software techniques, including software architecture, project communications, risk analysis, cost estimation and budgeting, and quality control; proficiency in planning and developing a comprehensive project plan and software development life cycle. This course will enhance students' competence sufficiently to oversee the architecture, design, and implementation of software systems.

INFX 590 IT Governance, Risk Management, and Compliance (GRC) (3 credit hours). This course looks at systems and protocols, how to design threat models and how to use a large number of current security technologies and concepts to block specific vulnerabilities. The course begins with an introduction to relevant definitions, i.e. security, privacy, trust, and then moves to a series of timely case studies of security technologies. This course covers the integration of risk management into governance and compliance but it is not limited to security design/implementations that allocate risk, determine authority, reify or after relationships, and determine trust extended to organizational participants.

ELECTIVES

INFX 512 Data Analysis and Visualization (3 credit hours). This course focuses on analytical reasoning facilitated by interactive visual interfaces. It serves as an introduction to the science and technology of visual analytics. The course contents will include both theoretical foundations of this interdisciplinary science as well as practical applications of integrated visual analysis techniques on real-world problems.

INFX 520 IT and Network Security (3 credit hours). This course is an extensive survey of system and network security. Discussion of methodologies for identifying, quantifying, mitigating and controlling risks. Students implement a comprehensive IT risk management plans (RMP) that identify alternate sites for processing mission-critical applications, and techniques to recover
infrastructure, systems, networks, data and user access. The course provides the foundation for more advanced security courses and hands-on experiences through course projects.

INF 531 Distributed Database Management (3 credit hours). This course covers advanced aspects of database management systems including advanced normalization and de-normalization, query optimization, object-oriented and object-relational databases, data warehousing, data mining, distributed databases, XML, XSL, and databases for web applications.

INF 532 Data Mining and Business Intelligence (3 credit hours). The course provides an introduction to concepts behind data mining, text mining, and web mining. Algorithms will be tested on data sets using the Weka Data mining software and Microsoft SQL Server 2014 (Business Intelligence Development Studio).

INF 570 Web Application Development (3 credit hours). This course focuses on building core competencies in web design and development. It begins with a complete immersion into HTML essentially XHTML and Dynamic HTML (DHTML). Students are exposed to Cascading Style Sheets (CSS), as well as Dynamic CSS. The fundamentals of JavaScript language including object-oriented JavaScript is covered comprehensively. AJAX with XML and JSON are covered, as they are the primary means to transfer data from client and server. Topics also include comparison of e-commerce procedures, payment mechanisms, applications in different industry sectors, security, the challenges of starting and maintaining an electronic business site.

INF 581 Process Analysis, Modeling and Design (3 credit hours). This course is to identify, execute, measure, monitor, and control both automated and non-automated business process to achieve consistent, targeted results aligned with an organization's strategic goals. Use of information technology to manage, transform, and improve business processes. Modeling of processes, relationships, and costs and re-engineering of processes to reduce waste, add value, shorten cycle times, decrease variability, and improve productivity. This course will provide a detailed understanding of project management and will present concepts that promote efficient and effective communication and coordination among various groups. Students will learn how to construct a project plan, manage project costs, risk, and communication within the context of Project Portfolios.

INF 570 Mobile/Pervasive Application Design and Development (3 credit hours). The aim of this course is to provide students with the ability to design and implement novel interactions with mobile and pervasive technologies. The course will engage in discussions of interaction paradigms and explore different technologies. Students will design, build, implement and refine mobile and pervasive computing applications for their domain of interest.

CAPSTONE

INF 595 Informatics Capstone (3 credit hours). This course provides an overview of contemporary information technology (IT) management. It explains the relevant issues of effectively managing information services. The course highlights areas of greatest current and potential application of IT to business needs and reviews electronic business, enterprise business systems, and decision support systems. It is a project-based course.

2. Need

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

UL Lafayette’s Master of Science in Informatics Program will address the current and expected demand for well-prepared computing and information technology professionals across the state, as well as the Acadiana region. According to information provided by Louisiana Economic Development (LED), Louisiana’s traditional and emerging industries continue to grow at a healthy rate. These industries include the following:

- Aerospace
- Agribusiness
- Automotive
- Energy
- Entertainment & Game Design
- Manufacturing
- Process Industries
- Software Development
- Water Management

Businesses choose Louisiana due mostly to competitive incentives, a skilled workforce, a business-friendly tax environment, and a unique quality of life. Such companies include, but are not limited to, the following: AAR, Albermarle Corporation, Bell Helicopter, Benteler, Berccen, Inc., CenturyLink, CGI, Cheronie, ConAgra Foods, CSC, Dr. Reddy’s, Electronic Arts, Enquero, Gameloft, Gardner Denver, GE Capital, Halliburton, IBM, K&B Machine, Moonbot Studios, Nucor, Perficient, Pixel Magic, Sasol,
Schumacher Group, SNF Flopam, Zagis and Gulf Coast Spinning.

Several key technology companies recently have chosen to locate and/or establish facilities in Louisiana; these companies are as follows:

- In March of 2013, IBM announced a major 800-job technology center in Baton Rouge, the purpose of which is to provide quantitative-intense business solutions to its domestic customers. The new IBM Technology Center will open in May of 2015 as part of a $55 million urban development.
- Also in March of 2013, CenturyLink broke ground on its 250,000-square-foot headquarters expansion, which it calls its "Technology Center of Excellence," adding 800 jobs in Monroe and 1,170 new indirect jobs in the greater Monroe area.
- In April of 2014, CGI announced a 400-job technology center in Lafayette, the groundbreaking of which has already begun, as of January 2015. Specifically, by way of its new 50,000-square-foot facility, CGI will deliver technology solutions as an anchor tenant of the University of Louisiana at Lafayette’s Research Park.
- In July of 2014, Enquero, a company that provides technology solutions for major domestic customers, announced a 350-job enterprise software center in Lafayette.
- In September of 2014, Perficient announced a 245-job software development center in Lafayette.

In addition to the expected several thousand jobs created by these technology companies, so-called non-technology companies (e.g., Bell Helicopter, Benteler, ConAgra Foods, and others) also require computer and information technology solutions, which are developed and deployed by Informatics professionals. Overall, the job outlook for computing and information technology occupations is expected to grow faster than average (i.e., between 8% - 37%, depending upon the specific occupation, between now and the year 2022), according to the U.S. Bureau of Labor Statistics (bls.gov). Moreover, among the various computing and information technology occupations that require a minimum of a Bachelor’s degree, the 2012 range of median pay spans between $62,500 and $93,350 per year.

It should be noted that, even with this new Master’s Program, the needs and requirements by the aforementioned companies for graduates of such a program will still be unmet. As such, the production of graduates from this Master’s Program would help greatly in meeting these needs.

The Acadiana Region continues to experience an economic environment that is both vibrant and poised for continued growth. In fact, a 2013 report by Louisiana Economic Development (LED) includes the following:

”Area Development” magazine ranked Lafayette the No. 1 city in the U.S. for economic and job growth. According to FDI (Foreign Direct Investment) magazine’s 2013-14 American Cities of the Future, Lafayette ranked No. 7 overall among the Top 10 Small American Cities of the Future and No. 1 among small American cities in the category of FDI Strategy, a ranking based on a city’s current strategy for foreign direct investment promotion.”

A September 2014 report by the Lafayette Economic Development Authority (LEDA) indicates the following major industries in Lafayette Parish:

- Construction
- Retail Trade/Leisure & Hospitality/Entertainment
- Finance
- Manufacturing
- Medical/Health care
- Oil and Gas
- Information Technology
- Transportation/Distribution

The 21st century economy necessitates direct support of computing and IT needs, irrespective of the industry or market space within which an organization operates. Our proposed program would directly support the computing and information technology needs and requirements of these major industries in Lafayette Parish, as well as across the state. This is due in no small measure to the multidisciplinary and cross-functional nature of our proposed program.

Board of Regents (BOR) Master Plan for Public Postsecondary Education in Louisiana: 2011 (Revised April, 2012)

Our program specifically addresses the following goals and objectives in the BOR 2011 Master Plan:

Goal 1, Objective 1.7: “Develop a Skilled Workforce to Support an Expanding Economy.”

Our Master’s program will train a new generation of workers to support computing and IT management, as well as problem-solving in areas critical to the State of Louisiana. We specifically address this need in our curriculum through our business and
internship modules. Contributing to the development of a qualified labor pool in the domain of informatics will facilitate business attraction and retention.

Goal 2, Objective 2.1: “Maintain and Build Strength in Foundational Science and Technology Disciplines Identified in FIRST Louisiana.”

Digital Media, Cyber Security, and Information Technology and Services are targeted by FIRST Louisiana and these are precisely the areas we support by way of our Master’s program.

“Recruit, cultivate, and retain research talent in the foundational sciences.”

The addition of a Master’s program will allow us to greatly expand our research Computational Science and Information Technology, which will attract quality research-active faculty and provide an incentive to retain them as members of the University community.

“Develop and maintain cutting-edge infrastructure and facilities for fundamental science and technology research.”

Although we already have and are building leading-edge laboratory facilities (e.g., a Virtual Desktop Infrastructure, or VDI), the Master’s program will provide new opportunities to advance our infrastructure. We can leverage the Master’s program to secure new technologies through grants, and we can rely on the more highly-trained Master’s students to help operate and maintain hardware and software.

Goal 2, Objective 2.2: “Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts.”

informatics is by definition multidisciplinary. This is evidenced by the available course threads, which include but are not limited to the following: Business, Media Technology, System Administration, Web Development, and so on.

“Address multi-disciplinary and multi-institutional collaborations in campus research plans.”

Our multidisciplinary approach reflects the University of Louisiana at Lafayette’s strategic plan for advancing multidisciplinary research.

Goal 2, Objective 2.3: “Sustain and Advance Research Commercialization and Translational Activities that Promote Economic Development in Louisiana.”

We are embracing translational research as our primary focus, with the aim of bridging the gap between fundamental and applied research. This focus includes an emphasis on Economics and Management courses, as well as opportunities for internships. This approach is designed to enhance commercialization.

“Promote Multidisciplinary and Multi-Institutional Collaborative Research Efforts.”

See above

“Foster networking and strategic collaborations between higher education, government, and Louisiana’s existing and prospective high-growth industry sectors.”

Louisiana’s High-growth industry sectors include Digital Media and Cyber Security. Our course threads support directly these two sectors. Hence, our Master’s framework and educational approach of embracing translational research will foster collaborations between higher education and industrial and government partners.

“Build capacity in areas of competitive advantage and target niches which align with campus and State research priorities.”

As described above, our course threads are closely aligned both with the research priorities of UL Lafayette and the State of Louisiana. By filling these niches, we add value to our program for our students, our community, and society.

In summary, our proposed Master’s program will uniquely benefit Louisiana because:

- Our focus areas are closely aligned with the strategic focus areas identified by the BOR in the FIRST Louisiana framework.
- We combine these interrelated focus areas into one unique Master’s program, as opposed to multiple programs administered by different colleges or administrative units.
- Our program is unique in its focus on providing educational and research activities at the Master’s level that bridge the gap between fundamental and application-based research. This problem-solving approach will result in more tech transfer, research commercialization, and business partnerships, providing a real return on investment for Louisiana.
- The Master’s program will greatly increase our ability to secure more external research funding and provide more national and international recognition for the state of Louisiana.
- The Master’s program will build on our existing B.S. program in informatics and create a positive feedback with this undergraduate program.
- Additional costs for program implementation are limited because we can rely heavily on existing faculty, staff, and research infrastructure.
- The Master’s program will increase the level of STEM degree attainment within the state by providing more upper-level educational opportunities in areas of high growth where more intellectual capacity is needed.
3. Relevance

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

The University of Louisiana at Lafayette is the largest member of the University of Louisiana System. Our Master’s program aligns well with the University’s mission, as part of its continuing excellence in graduate education, research, and public service. Moreover, our Master’s program shall contribute to the University’s ongoing development of scholars who advance knowledge and improve the material conditions of society.

Our proposed Master’s program is an institutional priority at this time because the continuing integration of information technology infrastructures by small, medium, and large businesses must be supported by IT professionals who have currency in the field, as well as the intellectual agility to assimilate new technologies as they become available. This, in turn, directly supports the State of Louisiana’s economic prosperity through development of a skilled, educated citizenry, which, according to the Board of Regents Master Plan, has established a goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025.

4. Students

Summarize student interest/demand for the proposed program.

According to information available by way of the Louisiana Board of Regents website, the following are Masters-level degree programs in the area of Computer and Information Sciences and Support Services:

<table>
<thead>
<tr>
<th>Institution</th>
<th>CP Code</th>
<th>Degree</th>
<th>Subject/Discipline</th>
<th>Approved</th>
<th>Average Completers (5-Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana State University - Lafayette</td>
<td>110401</td>
<td>MS</td>
<td>COMPUTER SCIENCE</td>
<td>03/2017</td>
<td>23</td>
</tr>
<tr>
<td>Louisiana State University - Shreveport</td>
<td>110403</td>
<td>MS</td>
<td>COMPUTER SYSTEMS TECHNOLOGY</td>
<td>03/2018</td>
<td>6</td>
</tr>
<tr>
<td>Southern University of New Orleans</td>
<td>110701</td>
<td>MS</td>
<td>COMPUTER SCIENCE</td>
<td>06/1989</td>
<td>12</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>110701</td>
<td>MS</td>
<td>COMPUTER INFORMATION SYSTEMS</td>
<td>03/2013</td>
<td>2</td>
</tr>
</tbody>
</table>

These programs are aligned with particular computing areas, namely, computer science, information systems, computing technology, and systems science (engineering). In contrast to these existing programs, our graduates will be trained in the Information Technology aspect of enterprise computing, regardless of end-user/organization domain or area. (Enterprise computing involves all the diverse computing solutions, such as database systems, network and Web infrastructures, application software, and business processes.) The curriculum is sufficiently generalized such that graduates can find employment both within and outside of Louisiana, such as the recently opened CGI, Perficient, Enquero, GE Capital Technology Center, IBM Baton Rouge, and CenturyLink in Monroe, to name a few. As stated earlier in Section 1, the initial area of focus of the program is the goal of using information in organizations to improve products and services, in order to coincide with Lafayette’s transformation into a regional hub of services and information technology industries (e.g., CGI, Perficient, and Enquero).

Projected enrollment and degrees awarded, as per existing UL Lafayette computer science and informatics programs, at both the Bachelor’s and Master’s levels for the period 2014-2024, are shown in the tables on the following page.
A survey of senior undergraduate students majoring in informatics was conducted in February of 2015. Of the 22 respondents, 20 (91%) indicated an interest in pursuing a Master of Science in Informatics at UL Lafayette. Additionally, graduates of both the Informatics Program and its predecessor, the former MIS Program, were surveyed by way of a private LinkedIn group, “Informatics Program (and former MIS Program) Alumni Group.” Twelve group members (alumni) indicated an interest in our proposed Master’s program. From these student polls, we may surmise that this group of 32 respondents would apply for acceptance into such a program, if it were in place today. Assuming a conservative acceptance rate, then the table below reflects projected enrollments for the first five years of its existence.

### Master of Science in Informatics (MSI) -- Projected Enrollment (Years 1 - 5):

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tr>
<td>1</td>
<td>10</td>
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<tr>
<td>2</td>
<td>13</td>
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<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
</tr>
</tbody>
</table>

In addition to having a strong base of students in our existing programs, we have developed a recruitment strategy to gain additional enrollment. Our recruitment strategy is comprised of 3 key components, (1) establishing pipelines through partnerships with other state, national, and international institutions; (2) implementing an aggressive traditional recruitment campaign; and (3) launching a non-traditional marketing campaign that utilizes social media.

Our non-traditional recruitment efforts will include utilization of various social media mechanisms including Facebook, Twitter, and LinkedIn. We will post information relative to the program to institutional pages as well as those of professional associations, economic development agencies and industry partners. UL Lafayette now has over 52,000 “fans” alone. We also have the expertise at the University to plan and implement an innovative social media recruitment campaign.

### 5. Cost

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

Our proposed program can be fully implemented with little new costs to UL Lafayette. This includes no new additional funds required for supplies, operating expenses, or travel. Costs incurred by graduate assistantships represent a minimal but necessary investment and will be matched by industry-supported internships, and offset by tuition revenue.

In preparation for the new program, a number of initiatives will be implemented as needed to assure long-term support of the program:

1. Two full-time instructors previously assigned to the UNIV 200 course (no longer required by most programs) will be assigned to the basic introductory informatics courses, thus freeing terminally-qualified faculty to focus on upper-level and graduate courses;
2. Courses assigned will be re-arranged so that qualified faculty will support teaching courses in the MSI program; and
3. Academically-qualified adjunct faculty working for federal agency partners will be tasked as necessary to teach appropriate courses.
Besides the four graduate assistantships requested from UL Lafayette, many will be funded by external research funds and by industry partners, either through the creation of company-sponsored assistantship or corporate funding as a business recruiting tool for graduates. The efforts of the Office of Development will be engaged to develop a corporate funding campaign, and evidence of success will be provided in the full proposal.

Finally, Master's students will have full access both to the UL Lafayette and the LSU libraries, as well as resources provided through the LOUIS consortium, so no additional library costs are anticipated.

CERTIFICATION:

[Signature]
Chief Academic Officer

[Signature]
Chancellor/President

[Signature]
Management Board

Date: 5/14/15

Date: 5/14/15

Date
Item E.6. University of Louisiana at Monroe’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Mortgage Analytics.

EXECUTIVE SUMMARY

University of Louisiana at Monroe proposes to offer a Post Baccalaureate Certificate (PBC) in Mortgage Analytics. The proposed certificate has been designed by the University’s College of Business and Social Sciences in cooperation with J.P. Morgan Chase. The certificate will provide individuals with business and analytic skills needed by companies involved in home loan processes. Essentially, this program will allow existing J.P. Morgan Chase employees the opportunity to move into critical positions for which it is currently difficult to recruit employees from within and outside the region.

ULM is currently charged with meeting the regional educational needs of students and employers. This program provides an alternative approach for preparing individuals who do not currently possess the minimum educational qualifications or skills required to pursue careers in high demand occupations related to financial services, specifically in the area of mortgage analytics. The PBC in Mortgage Analytics is being proposed as a solution to a market need for well-trained employees with analytical skills as identified by senior management of local business, in particular J.P. Morgan Chase.

J.P. Morgan Chase is one of the largest employers in Northeast Louisiana. The proposed program, which is the only such program in Louisiana, will significantly help J.P. Morgan Chase with employee retention and recruiting. As well, the program will be a nice alternative to ULM’s existing PBC in Accounting and Computer Information Systems. As with the PBC in Accounting and Computer Information Systems, the PBC in Mortgage Analytics will assist in meeting needs for the financial services industry in the region.

Although the 19-credit-hour curriculum will be delivered onsite at Chase’s Monroe location, students could choose to complete some of the existing courses online when available. Only three of the seven courses will have to be developed by ULM faculty as needed and delivered when appropriate. If approved, the first two classes would be offered fall 2015 with the last class being offered a year later, fall 2016.
The University projects an enrollment of 30 students during the initial year of implementation and 100 students by year five. As well, it is projected that there will be 15 graduates in the second year and 50 by the fifth year. The program will be offered in the College of Business and Social Sciences. Existing faculty will teach the courses for the proposed program. No additional facilities, equipment or library resources will be required.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Mortgage Analytics.
May 8, 2015

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

Dear Dr. Woodley:

The University of Louisiana at Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors consider our request for a new degree program and approve its offering beginning in August 2015.

The Post-Baccalaureate Certificate in Mortgage Analytics was designed by ULM’s College of Business and Social Sciences in cooperation with J.P. Morgan Chase and seeks to provide individuals with the business analytical skills needed by companies involved in home loan processes. As the only such program in Louisiana, the 19 credit hour curriculum will help ULM meet a workforce need identified by business and industry as vital to the economic development of not only the region but the entire state.

Attached is a copy of this proposal which, once approved, we request you forward to the Louisiana Board of Regents for their consideration.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

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

Name of Institution Submitting Proposal          University of Louisiana at Monroe

Specific Degree to be Awarded Upon Completion    PBC in Mortgage Analytics

Recommended 2010 CIP Taxonomy                   CIP 52.0899, Finance and Financial Management Service, Other

Date to be Initiated                            August 2015

Name of Department or Academic Subdivision
    Responsible for the Program                  School of Accounting, Financial and Information Services

Name, Rank, and Title of Individual Primarily
    Responsible for Administering the Program   Dr. Ronald Berry, Dean, College of Business and Social Sciences

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 to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM
(CAS, PAC, PBC, GC, PMC, PPC)

Date: April 1, 2015

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Program: CIP, Certificate Designation, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Louisiana at Monroe</td>
<td>PBC in Mortgage Analytics, CIP 52.0899, Finance and Financial Management Service, Other</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Contact Info (if clarification is needed)
Ronald Berry rberry@ulm.edu, (318) 342-1100

1. Certificate Description
Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/online). Indicate which courses are new; describe plan for rolling out new courses.

**Program Concept:**

The concept for this program evolved from discussions with the leadership team at JPMorgan Chase’s home loan processing center in Monroe LA. Initial discussions focused on Chase’s challenges recruiting qualified individuals for positions requiring analytical skills for positions such as Business Analysts. From these discussions, the concept of this PBC program was created. The course content outlined later in this proposal meets specific requirements for positions at Chase’s home loan mortgage processing center in Monroe. The Center manages all aspects of the documentation process for all loans owned by Chase.

Essentially, this program will allow existing JP Morgan Chase employees the opportunity to move into critical positions for which it is currently difficult to recruit employees from within and outside the region. For employees, the program will provide opportunities to move into better paying positions leading to additional career advancement. For Chase, the program will help improve the operations of the Monroe loan processing center in a cost effective manner.

**Purpose and Objectives:**

ULM is currently charged with meeting the regional educational needs of students and employers. This program provides an alternative approach for preparing individuals who do not currently possess the minimum educational qualifications or skills required to pursue careers in high demand occupations related to financial services, specifically in the area of mortgage analytics.

The PBC in Mortgage Analytics is being proposed as a solution to a market need for well-trained employees with analytical skills as identified by senior management of local businesses, in particular JPMorgan Chase.
This program strives to meet the educational requirements for individuals attempting to transition into mortgage analytics-related occupations at companies such as JP Morgan Chase and other financial institutions. The program is intended to support the overall educational mission of the university by:

- Helping meet the regional workforce needs for skilled financial services professionals.
- Meeting the entry-level educational requirements for individuals with non-financial services-related degrees pursuing mortgage processing and financial services-related positions.
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the financial services field.

**Proposed Curriculum:**

The curriculum consists of 19 credit hours, all of which will be delivered onsite at Chase’s Monroe location. They have agreed to allow non-Chase employees to attend classes on their campus.

Certificate Program Content/Requirements:

1. Baccalaureate Degree
2. University Admission
3. Successful completion of each required course listed below with a minimum grade of “C”
4. Completion of at least 12 hours of the required courses listed below in-residence at ULM
5. Completion of 19 hours of financial services-related courses, including:

**Required Courses:**

- BUSN 2010 Introduction to Mortgage Analytics (1 cr)*
- CINS 2015 Spreadsheet Applications (Business Analytics) (3 cr)
- RMIN 2005 Risk Management (3 cr)
- BLAW 4001 Business Law (3 cr)
- FINA 4011 Real Estate Law (3 cr)
- FINA 4020 Notarial Law (3 cr)*
- BUSN 4029 Performance Management (3 cr)*

*New Course

ULM currently has four of these classes developed (Business Law, Real Estate Law, Business Analytics, and Risk Management). Two of these (Business Law and Risk Management) are currently offered online and students could choose to take them in that format.

The three new classes will be developed by ULM faculty as needed and delivered when appropriate. Introduction to Mortgage Analytics will provide a broad overview of the other classes and will only be a 1 credit course. The Notarial Law course will be modeled after an existing continuing education course that ULM offers. Performance Management will serve as a capstone course and include topics such as strategic planning, quality assurance, and using analytics for
strategic advantage.

The expected delivery of the classes would be (initial offering of each class):

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 2010</td>
<td>CINS 2015</td>
<td>FINA 4011</td>
<td>BUSN 4029</td>
</tr>
<tr>
<td>RMIN 2005</td>
<td>BLAW 4001</td>
<td>FINA 4020</td>
<td></td>
</tr>
</tbody>
</table>

**Mode of Delivery**

The program will primarily be delivered onsite at JPMorgan Chase’s campus in Monroe. Students could choose to complete some of the existing courses online when available.

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2. Need

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

**Program Relevance:**

A direct request from an industry partner led to the development of this proposal. Given recent growth of other industries in the area, competition for well-trained human resource talent has become more difficult. Existing employees in financial services institutions, such as Chase, could complete this program to gain industry-specific knowledge as well as business analytical skills that would allow them to move into more advanced positions. The implementation of this program will assist in the retention and possible expansion of businesses as the pool of qualified applicants increase.

**Contribution to Economic Development:**

JPMorgan Chase is one of the largest employers in Northeast Louisiana. This program will significantly help them retain existing employees and attract additional qualified employees to meet their workforce needs in the area of mortgage analytics. Hopefully, this program will lead to higher paying jobs in the region and the retention of employees in the region.

**Relationship to Current/Evolving Needs:**

Employers in the region are competing for a limited pool of qualified applicants. The ULM College of Business and Social Sciences has already created Post-Baccalaureate Certificates in Accounting and Computer Information Systems to assist local and regional businesses meet workforce demands. This program will assist in meeting a specific need for the financial services industry in our region.

**Similar Programs in the State:**

Currently, there are no other PBC programs in Mortgage Analytics in the state. The program is different from most finance bachelor’s degrees because of the inclusion of the specific classes identified by Chase, such as Notarial Law, Real Estate Law, Risk Management, and Performance Management.
3. Students
Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

In meetings with the leadership team, significant interest was suggested. Chase conducted an internal survey of its employees to determine interest in the program. Of the 749 respondents, 718 indicated they would be interested in completing some of the courses. A total of 393 employees (over 50%) indicated they would be interested in completing the program. Chase is willing to allow use of their generous tuition reimbursement program to pay for their employees to pursue the Certificate and have submitted a grant proposal to the Incumbent Worker Training Program for funding as well. Leadership would like to provide some training to at least 1,000 employees during the life of the program. Below are very conservative estimates of enrollments:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>15</td>
<td>25</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

These estimates assume a completion time of 12 months if the students take two classes per term.

4. Accreditation
Describe plan for achieving program accreditation.

Business and accounting programs at the University of Louisiana at Monroe are accredited by AACSB-International. They do not accredit Post Baccalaureate Certificate programs, so the program will not be accredited.

5. Faculty, Administration, & Other Resources
How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Existing College of Business and Social Sciences faculty will be used, along with a few selected adjunct professionals who meet the specific requirements for delivering some of the courses.

Since the program will be delivered onsite at JPMorgan Chase, no additional facilities, equipment or library resources will be needed for the delivery of this program. The program will be delivered by the College of Business and Social Sciences and the School of Accounting, Financial and Information Services.
6. Cost
Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

Other than minimal resources to hire adjuncts as needed, no significant additional costs are expected for the creation and delivery of this program. No additional state appropriations are required as revenue generated from the delivery of the program should cover additional expenses as needed.

CERTIFICATIONS:

[Signature]
Primary Administrator for Proposed Certificate

[Signature]
Provost/Chief Academic Officer

[Signature]
Management Board/System Office

5-1-15
Date

5/5/15
Date

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

**Institution:** University of Louisiana at Monroe  
**Date:** 5-1-2015

**Certificate Program, Unit:** Mortgage Analytics; College of Business and Social Sciences, School of Accounting, Financial and Information Services

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

### EXPENDITURES

<table>
<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><strong>SUB-TOTAL EXPENSES</strong></td>
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<td>.4</td>
<td>$20,000</td>
<td>.8</td>
<td>$30,000</td>
<td>1.2</td>
<td>$40,000</td>
<td>1.8</td>
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May 12, 2015

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

Dear President Bruno:

I am writing in support of the College of Business and Social Science's proposal to create a Post Baccalaureate Certificate in Mortgage Analytics.

Over the past year, we have worked closely with ULM to develop this program to meet a specific need we have within our organization. My leadership team has met with ULM personnel to help define the curriculum in such a way that individuals who complete it will be prepared for in-demand jobs in our Monroe operations center. This program will help us retain existing employees, provide existing employees opportunities for career and salary growth, and provide an educational pathway for future employees to prepare for positions within our organization.

Thank you for your support in the development of the PBC in Mortgage Analytics. We look forward to working with you to implement the program.

Sincerely,

Carol Young
Managing Director
JP Morgan Chase

EXECUTIVE SUMMARY

University of New Orleans proposes to offer a Certificate in Performing Arts Management program. The online Certified Performing Arts Executive (CPAE) will be offered as a non-degree program. The program will be offered through UNO’s Arts Administration Program, in association with two national arts organizations: North American Performing Arts Managers and Agents and Arts Northwest.

The proposed 100% online program will address several needs such as young professionals seeking advanced knowledge for career advancement; mid-career professionals seeking career changes within the industry; artists seeking an understanding of the business environment within which they operate; and professionals at all levels seeking knowledge of latest trends and best practices. Students will be encouraged to participate in live online sessions, which are also recorded and made available for non-live viewing if needed, and for review.

Currently, there are no other similar programs being offered in Louisiana. As well, this program will not replace any existing programs. It may be considered complementary to the UNO graduate program in Arts Administration in that professionals without an MA, introduced to UNO through this program, may then consider enrolling in the master’s program. Given the national and international profile of this program and its entirely online nature, the program serves the vital interests of the University of New Orleans by raising awareness within the global performing arts industry of UNO’s role in the field. The proposed program will also benefit the University by providing robust curricular offerings that will generate net revenue to the University from sources primarily out of state.

The University projects an enrollment of four to six students each year for the first two years, increasing to seven to ten for years 3-5. The universe of potential students in this certification program is enormous, representing employees of performing arts presenting institutions, agencies representing touring artists, and artists themselves. As there is little actual presentation of touring performing arts in the City of New Orleans and Louisiana, it is anticipated that most if not all of the participants will be from outside the state. Existing faculty will teach the courses for the proposed program. No additional facilities, equipment or library resources will be required.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Proposal for a Certificate in Performing Arts Management.
May 13, 2015

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

Re: Certificate in Performing Arts Management

Dear Dr. Woodley,

I am requesting approval of a proposal for a Certificate in Performing Arts Management. The Certificate in Performing Arts Management will be offered as a non-degree certificate. The certificate program objectives are to address several needs such as young professionals seeking advanced knowledge for career advancement; mid-career professionals seeking career changes within the industry; artists seeking an understanding of the business environment within which they operate; and professionals at all levels seeking knowledge of latest trends and best practices.

Thank you for your consideration.

Sincerely,

Peter J. Fos, Ph.D., M.P.H.
President
TO: William Sharpton, Interim Provost
And Vice President for Academic Affairs

FROM: Kevin L. Graves, Interim Dean
College of Liberal Arts

DATE: April 24, 2015

RE: Non-Credit Certificate Program Certified performing Arts Executive (CPAE)

Attached is a proposal for approval by the UL System and the Board of Regents for an online non-credit Certificate Program titled, the Certified Performing Arts Executive (CPAE).

As you will recall, this program that had been developed by the university but had not gained approval by the Board of Regents was required to be terminated pending approval by the Board of Regents. The attached proposal seeks that Board of Regents approval to allow the reinstatement of the program.

If you have any questions or additional information is needed, please let me know and I will provide the necessary information.

Thanks
UNIVERSITY OF NEW ORLEANS

PROPOSAL FOR A CERTIFICATE IN PERFORMING ARTS MANAGEMENT

1. Description

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

   The online Certified Performing Arts Executive (CPAE) will be offered as a non-degree certificate. The Certificate will be offered by the UNO Arts Administration Program, in association with two national arts organizations: North American Performing Arts Managers and Agents (NAPAMA) and Arts Northwest. The course will involve participation in eight 3-hour live online sessions addressing core issues of vital interest to performing arts managers. Students must participate in all eight sessions in order to receive a Certificate. Sessions are taught by UNO Arts Administration faculty as well as additional experts in the various content areas from around the United States.

   The purpose of the program is to address several needs and practitioner sectors within the field:

   - Young professionals seeking advanced knowledge for career advancement
   - Mid-career professionals seeking career changes within the industry
   - Artists seeking an understanding of the business environment within which they operate
   - Professionals at all levels seeking knowledge of latest trends and best practices

   The University of New Orleans Arts Administration Program is well suited to offer this Certificate, as one of the longest-running and most highly respected such programs in the country and internationally, with its high level of access to leading instructors and professionals in the field, and the online technology available on the Lakefront Campus.

   b. List and describe the program curriculum

   Session content and titles are (subject to adjustment as field demand warrants):

   - Overview of Performing Arts Presenting
   - Arts and the Law
   - Marketing – Social Networking
   - Planning for Success – Profit and Not for Profit
   - Artful Negotiating 101
   - Raising the Money
   - Curating a Series – Building a Roster
   - Finale
c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

The program is offered entirely online and is therefore available to students anywhere in the world. Students are encouraged to participate in live online sessions, which are also recorded and made available for non-live viewing if needed, and for review. Scholarly readings are required for some segments of the program, and a bibliography of recommended readings and available service organizations are provided to students for follow up. Students in the program are also given direct access to the practicing professionals instructing as well as to their fellow students for continued networking and professional advice.

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

This proposal will be submitted and approved by the University of Louisiana Board of Supervisors prior to submission to the Board of Regents.

2. Need

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

The program is intended to support the overall educational mission of the university by:

- Providing a continuing education opportunity for practicing professionals in the field and thereby strengthening the local, regional, national and international cultural infrastructure through increased professionalism.

- Supporting the mission of UNO "as a global community asset, serv(ing) national and international students and enhanc(ing) the quality of life in New Orleans, the state, the nation, and the world" (UNO Mission Statement)

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.)

Yes, the program has been offered successfully since 2011. It was terminated following the transition of UNO to the UL system when it was determined that approvals by the University of Louisiana Board of Supervisors and the Board of Regents were required in order to continue.
c. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

There is no similar program being offered in the State of Louisiana.

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.

Not applicable

e. If a graduate program is requested, indicate:

Not applicable

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

No, this program will not replace any existing programs. It may be considered complementary to the UNO graduate program in Arts Administration in that professionals without an MA, introduced to UNO through this program, may then consider enrolling in the master’s program.

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

Given the national and international profile of this program and its entirely online nature, the program serves the vital interests of the University of New Orleans in two important ways:

i. It raises awareness within the global performing arts industry of the role that UNO plays in this field and, by extension, its robust related curricular offerings.

ii. It generates net revenue to the university from sources primarily outside of 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.
Projected enrollment is 4-6 students each year for the first two years, increasing to 7-10 for years 3 - 5. We believe these projections are conservative, although they are indeed merely projections. We base them on past enrollment in this program, and a forecast for increased demand for professionalization in the performing arts management field.

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

The universe of potential students in this certification program is enormous, representing employees of performing arts presenting institutions, agencies representing touring artists, and artists themselves. As there is little actual presentation of touring performing arts in the City of New Orleans and the State of Louisiana, it is anticipated that most if not all of the participants will be from outside the state.

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

To enter the program, students will be required to have a high school diploma

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.**

Not applicable

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

Not applicable

4. **Faculty**

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

- Harmon Greenblatt
  - Date of Appointment: August, 2005
  - Rank: Director, Arts Administration Program
  - Degrees:
    - Masters of Music Education, De Paul University, 1973
    - Bachelors of Arts in Economics, Northwestern University, 1968
  - Present credits: 3 hours/semester
  - Contact hours: 3 hours/week
- Student credit hours produced: Fall semester average-102, Spring semester average-54
- Other assignments: N/A

- Richard Read
  - Date of Appointment: August, 2014
  - Rank: Adjunct Professor
  - Degrees
    - Master of Arts in Arts Administration, University of New Orleans, 1999
    - Master of Arts in Theatre, Tulane University, 1993
    - Bachelor of Arts in English Literature, Millsaps College, 1990
  - Present credits: 3 hours/semester
  - Contact hours: 3 hours/week
  - Student credit hours produced: Fall semester average-55, Spring semester average-47
  - Other assignments: N/A

- Darrell Kau
  - Date of Appointment: August, 2011
  - Rank: Adjunct Professor
  - Degrees
    - Master of Science in Arts and Administration, University of Oregon, 1998
    - Bachelor of Music in Music Education, University of Oregon, 1991
  - Present credits: 0
  - Contact hours: 0
  - Student credit hours produced: 0
  - Other assignments: N/A

- Brian Taylor Goldstein
  - Date of Appointment: August, 2011
  - Rank: Adjunct Professor
  - Degrees
    - Juris Doctorate, American University Washington College of Law, 1991
    - Bachelor of Arts in English and Theater, George Mason University, 1988
  - Present credits: 0
  - Contact hours: 0
  - Student credit hours produced: 0
  - Other assignments: N/A

- Michael Wilkerson
  - Date of Appointment: August, 2011
  - Rank: Adjunct Professor
  - Degrees
• Master of Fine Arts in Arts Administration, The Johns Hopkins University, 1980
  • Bachelors, Indiana University 1977
    o Present credits: 0
    o Contact hours: 0
    o Student credit hours produced: 0
    o Other assignments: N/A

• Andrew Maxfield
  o Date of Appointment: August, 2011
  o Rank: Adjunct Professor
  o Degrees
    • Master of Business Administration, University of Wisconsin–Madison, 2012
    • Bachelor of Music, Brigham Young University, 2006
    o Present credits: 0
    o Contact hours: 0
    o Student credit hours produced: 0
    o Other assignments: N/A

• Maria Guralnik
  o Date of Appointment: August, 2011
  o Rank: Adjunct Professor
  o Degrees
    • Master of Non-Profit Management, Case Western University, 1991
    • Bachelor of Science in Music, New York University, 1985
    o Present credits: 0
    o Contact hours: 0
    o Student credit hours produced: 0
    o Other assignments: 0

• Elaine Lipcan
  o Date of Appointment: August, 2014
  o Rank: Adjunct Professor
  o Degrees
    • Bachelor of Arts in Fine Arts, Allegheny College, 1998
    o Present credits: 0
    o Contact hours: 0
    o Student credit hours produced: 0
    o Other assignments: N/A

• Christine Tschida
  o Date of Appointment: August, 2014
  o Rank: Adjunct Professor
  o Degrees
    • Bachelor of Arts in Theater, Macalester College, 1975
    o Present credits: 0
    o Contact hours: 0
- Robert Baird
  - Date of Appointment: August, 2011
  - Rank: Adjunct Professor
  - Degrees
    - Master of Arts in Music, University of Alberta, 1979
    - Bachelor of Arts in Music, University of Toronto, 1969
  - Present credits: 0
  - Contact hours: 0
  - Student credit hours produced: 0
  - Other assignments: N/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. Not applicable as teaching is done entirely by current faculty, without increase in existing loads, and outside professionals.

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.

Not applicable.

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 new faculty members will be needed.

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

Not applicable.

f. If a graduate program is requested, indicate:

Not applicable

5. Library and Other Special Resources
a. Are present library holdings in related fields adequate to initiate the proposed program?

Library use is not applicable. This course is fully online. Any readings are either provided online by the instructors or required to be purchased by the students. Use of the UNO library is not required.

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

Use of UNO's existing online teleconferencing equipment is required.

6. Facilities and Equipment

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

The certification program requires the use of UNO's teleconferencing equipment for all eight sessions, and one online-enabled classroom for those sessions taught by New Orleans-based faculty.

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

Existing online-enabled classroom space utilized by the College of Liberal Arts has sufficient capacity to accommodate the local instructors participating in the certificate program.

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

No new facilities are needed. Existing facilities are adequate for supporting this program.

7. Administration

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

The certificate program will be administered through the UNO Arts Administration Program. The certificate director (the ΛΑDM program director) will report to the Dean
of the College of Liberal Arts.

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

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

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

The University of New Orleans Arts Administration faculty and department involved in the certificate program have a long history of leadership and involvement in the field of arts management locally, nationally and internationally. This certification program is a natural complement to and extension of established and successful graduate level course offerings. Other than the positive benefits of potential increased master’s program enrollment and professional networking throughout the field the certification program will have no effect on the existing master’s program.

8. **Accreditation**

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

The program is not eligible to be accredited.

9. **Related Fields**

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

While the subject matter in the program relates to areas of the performing arts offered at UNO, specifically theater and music, there is no direct connection between those UNO departments and this program.

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

Not applicable

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?

No net increase in university expenditures is required. A minimum of 4 students, at a fee of $2500 each, is required in order for the program to break even, covering all required university overhead costs as well as instructor fees. Each additional student enrolling in the graduate certificate program will generate additional revenue to be shared between the university and the arts administration program.

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.

   Not applicable. Noting that the program has previously and will in the future be entirely self-supporting there is no expense impact on the hosting department, UNO Arts Administration.

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

   The CPAE program will be entirely self-sustaining and will have no effect on the allocation of Arts Administration department funds.

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

No additional funds for research are anticipated to support this program.

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

No additional costs are expected.