AGENDA

JOINT LEGISLATION, STRATEGY AND PERFORMANCE, AND ACADEMIC AND STUDENT AFFAIRS COMMITTEE

BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM
9:30 a.m., Thursday, April 23, 2015**
Claiborne Building Conference Center
Room 153, “Iowa Room”
1201 North Third Street
Baton Rouge, Louisiana

LEGISLATION: STRATEGY AND PERFORMANCE:
Mr. Jimmy Long, Chair Mr. Mark Romero, Chair
Mr. John LeTard, Vice Chair Mr. Edward Crawford III, Vice Chair
Ms. Pamela Egan Dr. Kelly Faircloth
Mr. David Guidry Mr. Adam Lefort
Mr. Jimmie “Beau” Martin, Jr. Mr. Jimmie “Beau” Martin, Jr.
Mr. Robert Shreve Mr. Shawn Murphy
Mr. Winfred Sibille Mr. Winfred Sibille
Mr. Gary Solomon Mr. Gary Solomon

ACADEMIC AND STUDENT AFFAIRS:
Dr. Kelly Faircloth, Chair
Mr. Robert Shreve, Vice Chair
Mr. John Condos
Mr. Adam Lefort
Mr. Jimmy Long
Mr. Shawn Murphy
Mr. Gary Solomon

A. Call to Order

B. Roll Call of Legislation Committee and Approval of Minutes of February 24, 2015 Committee Meeting

C. Review of 2015 Higher Ed Related Legislation
   *Legislative Bill Updates
   *Communication Strategy Updates

D. Roll Call of Strategy and Performance Committee and Approval of Minutes of February 24, 2015 Committee Meeting

E. Discussion of Developmental Education Challenges and Opportunities

F. Roll Call of Academic and Student Affairs Committee and Approval of Minutes of February 24, 2015 Committee Meeting
G. **Consent Agenda:**

**Board Agenda Item E.1.**

*McNeese State University’s request for approval to rename the College of Nursing to the *College of Nursing and Health Professions.*

**Board Agenda Item E.2.**

*McNeese State University’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Oliver G. “Rick” Richard at the Spring Commencement Exercises.*

**Board Agenda Item E.3.**

*Southeastern Louisiana University’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Accounting.*

**Board Agenda Item E.4.**

*Southeastern Louisiana University’s request for approval of a Proposal for a Post Baccalaureate Certificate (PBC) in Business Administration.*

**Board Agenda Item E.6.**

*University of New Orleans’ request for approval to merge the Department of Management and the Department of Marketing in the College of Business Administration.*

**Board Agenda Item E.7.**

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

H. **Discussion/Action:**

**Board Agenda Item E.5.**

*University of Louisiana at Monroe’s request for approval of a Proposal for a Bachelor of Arts degree program in Organizational Leadership.*
I. Discussion of Emergency Crisis Plan

J. GSU Nursing School Update

K. Other Business

L. Adjournment
CONSENT ITEMS
Item E.1. McNeese State University’s request for approval to rename the College of Nursing to the College of Nursing and Health Professions.

EXECUTIVE SUMMARY

McNeese State University is seeking approval to rename the College of Nursing to the College of Nursing and Health Professions. If approved, the name change would be effective with the summer 2015 session. As well, the Bachelor of Science in Health Systems Management will be added to the academic programs offered through the college.

The degrees offered by the college will include the nursing programs and the new program for healthcare professionals; therefore, the “College of Nursing and Health Professions” will more appropriately reflect the programs offered by the college. The college dean and the nursing program coordinators initiated the recommendation. Aside from minor administrative changes within the College, the proposed change would not affect other University entities or require additional resources.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request to rename the College of Nursing to the College of Nursing and Health Professions.
March 31, 2015

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request for approval to change the name of the College of Nursing to the “College of Nursing and Health Professions.”

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the April 23, 2015 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
March 31, 2015

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

Re: Request to change the name of the College of Nursing to the “College of Nursing and Health Professions”

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request approval for McNeese to change the name of its College of Nursing to the “College of Nursing and Health Professions.” Effective with the summer 2015 session, the Bachelor of Science in Health Systems Management will be added to the academic programs offered through the college. The degrees offered by the college will include the nursing programs and the new program for healthcare professionals; therefore, the “College of Nursing and Health Professions” will more appropriately reflect the programs offered by the college.

Thank you for your consideration of this request.

Sincerely,

[Signature]

Philip C. Williams
President
MEMORANDUM

TO: President Philip C. Williams
FROM: Jeanne Daboval, Provost and Vice President for Academic and Student Affairs
SUBJECT: Request for Approval to Rename the College of Nursing
DATE: March 27, 2015

I request approval to change the name of the College of Nursing to the “College of Nursing and Health Professions.” Effective with the Summer 2015 session, the Bachelor of Science in Health Systems Management will be added to the academic programs offered through the college. The degrees offered by the college will include the nursing programs and the new program for healthcare professionals; therefore, the “College of Nursing and Health Professions” will appropriately reflect the programs offered by the college. The college dean and the nursing program coordinators are recommending the new title, and I concur with their recommendation.

If you approve this request, it should be submitted to the University of Louisiana System Board of Supervisors for consideration at the April 2015 meeting.

[Signature]

Date: 3/30/2015
Item E.2.  McNeese State University’s request for approval to award an Honorary Doctor of Humane Letters to Mr. Oliver G. “Rick” Richard at the Spring Commencement Exercises.

EXECUTIVE SUMMARY

McNeese State University requests to award an Honorary Doctor of Humane Letters to Mr. Oliver G. “Rick” Richard at the Spring Commencement Exercises.

Mr. Richard earned a Bachelor of Arts degree in Journalism and a Juris Doctorate of Law from Louisiana State University. Also, he received a Master of Law in Taxation from Georgetown University in Washington, D.C. Mr. Richard worked in the United States Senate as a legislative assistant and later practiced tax law in Lafayette, Louisiana. He held an appointment by President Ronald Reagan as a Commissioner for the Federal Energy Regulatory Commission. Mr. Richard held other positions such as Chairman, CEO and President of New Jersey Resources, President and CEO of Northern Natural Gas Pipeline, and Vice President and General Counsel of Tennegasco, just to name a few.

Mr. Richard has supported higher education in the state for many years. He is the past Chairman and current member of the Board of Trustees of the LSU Paul M. Hebert Law Center and serves on the Board of Visitors for the LSU Manship School of Mass Communications. His service as Chair of the McNeese Foundation’s 75th Anniversary Capital Campaign was vital to its success, during which the Foundation raised over $16 million in private support funds. The association of his name with the Campaign caused a number of major donors to come forward with sizable gifts. Additionally, he and his wife made contributions of their own, including major scholarships and professorships to the University’s College of Business and College of Engineering and the sponsorship of several stately oak trees in the main quad. Throughout the Capital Campaign, Mr. Richard donated the use of his valuable facilities – including the Historic Calcasieu Marine Bank and the “Cash and Carry” market building – during events sponsored by the McNeese Foundation in connection with major fundraising initiatives.

Among the numerous awards received by Mr. Richard are the FERC Chairman’s Medal and the Distinguished Service Medal from the U.S. Secretary of Energy, and the Paul M. Hebert Law Center’s Distinguished Alumni award. Also, he was inducted into the LSU Manship School of Mass Communication Hall of Fame.
Mr. Richard’s achievements and recognition by his peers warrant the granting of a Doctor of Humane Letters degree. McNeese State University seeks to award this honorary doctorate to Mr. Richard as a deserving individual for his outstanding contributions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request to award an Honorary Doctor of Humane Letters to Mr. Oliver G. “Rick” Richard at the Spring Commencement Exercises.
March 31, 2015

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request to grant an Honorary Doctorate of Humane Letters to Mr. Oliver G. (“Rick”) Richard, to be placed on the ULS Board of Supervisors’ agenda for consideration and approval at the April 23, 2015 meeting.

Thank you for your attention in this matter.

Sincerely,

[Signature]

Philip C. Williams
President

Enclosures
March 9, 2015

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

Dear Dr. Woodley:

I request approval for McNeese State University to grant an Honorary Doctorate of Humane Letters degree to Mr. Oliver G. (“Rick”) Richard, III, to be awarded during the May commencement exercises at McNeese. As indicated below, Mr. Richard’s efforts have been vital to the success of the McNeese Foundation’s 75th Anniversary Capital Campaign.

Following is a summary of his accomplishments:

Mr. Oliver G. (“Rick”) Richard, III, chaired the McNeese Foundation’s 75th Anniversary Capital Campaign, during which the Foundation raised over $16 million in private support funds. The association of his name with the campaign caused a number of major donors to come forward with sizable gifts. In addition, Rick and his wife Donna made contributions of their own, including major scholarships and professorships to the College of Business and College of Engineering and the sponsorship of several stately oak trees in the main quad. Throughout the Capital Campaign, Mr. Richard donated the use of his valuable facilities—including the Historic Calcasieu Marine Bank and the “Cash and Carry” market building—during events sponsored by the McNeese Foundation in connection with major fundraising events.

Mr. Richard earned his B.A. degree in Journalism and a Juris Doctorate of Law degree from LSU. He also received a Master of Law

In 1985, Mr. Richard was appointed by President Ronald Reagan and confirmed by the United States Senate to the Federal Energy Regulatory Commission (FERC) as a Commissioner from 1982-1985. He received the FERC Chairman’s Medal and the Distinguished Service Medal from the U.S. Secretary of Energy for his role in unbundling interstate pipeline markets to create economic opportunities in natural gas markets.

Mr. Richard served as Chairman, CEO and President of New Jersey Resources; as President and CEO of Northern Natural Gas Pipeline; and as Vice-President and General Counsel of Tenngasco. Later, he served as Chairman, President and CEO of the $7 billion Columbia Energy Group until its acquisition in the fall of 2000.

Mr. Richard is a past President and member of the Board of The Nature Conservancy of Louisiana, Treasurer of the Coastal Plains Conservancy, Board Member of the Chamber SWLA/Alliance Foundation, Board Member of the Southwest Louisiana Convention & Visitors Bureau, past member of the North Lake Charles Redevelopment Board, past Chairman and current member of the Board of Trustees of the LSU Paul M. Hebert Law Center and serves on the Board of Visitors of the LSU Manship School of Mass Communications, where he was inducted into the Hall of Fame in 2007. He was inducted into the LSU Alumni Hall of Distinction in 2009 and received the Paul M. Hebert Law Center’s Distinguished Alumni award in 2011. He is a member of the Board of Advisors of Haddington Ventures and Board member of Buckeye Partners, M.L.P. and Cheniere Energy Partners in Houston, Texas, and American Electric Power in Columbus, Ohio. He has served three times as a member of the National Petroleum Council, an advisory body to the U.S. Secretary of Energy; Chairman of the Interstate Natural Gas Association of America; and on the Boards of Directors of the American Gas Association and the U.S. Chamber of Commerce. He is past Chairman of the Lake Charles Downtown/Lakefront Development
Board. He serves on the Executive Committee of the Calcasieu Boy Scout Council and in 2014 received the Distinguished Eagle Scout Award. He is currently the Chairman of CleanFUEL USA, an alternative motor fuel company based in Georgetown, Texas.

Mr. Richard currently resides in Lake Charles, Louisiana with his wife, the former Donna Guzman, who is a proud McNeese alumna. They have one son, David.

I have attached proposed ULS Board resolutions for your review along with a letter to me from the Honorary Degree Nominating Committee, representing academic administration, faculty, and alumni support for these degrees. Thank you for your approval of this request to honor Mr. Richard for his many contributions.

Sincerely,

Philip C. Williams
President
February 11, 2015

Dr. Philip Williams  
President  
McNeese State University  
Lake Charles, LA 70609

RE: Nomination of Mr. Oliver G. “Rick” Richard, III for the Honorary Doctorate Degree

Dear Dr. Williams:

The ad hoc committee on Honorary Degrees met on February 11, 2015 to consider the nomination of “Rick” Richard as a candidate for the Honorary Doctorate Degree.

Upon thorough review and discussion of Mr. Richard’s resume and biography, the committee noted that Mr. Richard’s life and works truly exemplify the mission and vision of McNeese State University. Given his many career accomplishments, his sustained service to his community, and his invaluable support to McNeese, the committee voted unanimously to submit this recommendation that Mr. Oliver G. “Rick” Richard, III be awarded the Honorary Doctorate Degree of Humane Letters from McNeese State University.

Sincerely,

Joyce D. Patterson, M.S.  
Committee Chairperson  
Director of Alumni Affairs

George Mead, Ph.D.  
Committee Member  
Dean, College of Science  
Dean, Dore Graduate School

C. Edward Ferguson, Ph.D.  
Committee Member  
Associate Professor of Agriculture  
Faculty Senate Representative
Item E.3. Southeastern Louisiana University’s request for approval of a Post Baccalaureate Certificate (PBC) in Accounting.

EXECUTIVE SUMMARY

Southeastern Louisiana University proposes to offer a Post Baccalaureate Certificate (PBC) in Accounting. The purpose of the proposed PBC is to provide a means for individuals with undergraduate degrees in disciplines other than accounting to obtain functional competency in the area of accounting. The main objective of the program is for students completing the program to have the required accounting and business law courses to sit for the CPA exam in Louisiana. If approved, the program will be implemented Fall 2015.

The proposed 33-hour certificate program will be primarily delivered onsite but may occasionally be hybrid. Classes for the program will be offered on a regular basis as required classes for an accounting degree. Accordingly, there are no new classes being proposed and no additional instructional costs are to be incurred.

According to the Bureau of Labor Statistics, accounting jobs were expected to grow at a rate of 13% through 2011. As well, the growth in business-related activity in the Northshore region of the state and in the Baton Rouge area since Hurricane Katrina in 2005 has resulted in related growth in the number of CPA firms and other businesses needing CPA qualified employees. Workforce planning initiatives in Louisiana recognize the growing demand for CPAs statewide. Accounting has been designated as a high priority discipline by the Workforce and Innovation for a Stronger Economy (WISE) program.

The University projects that approximately 14 students will initially enroll in the program. Student interest is expected to come from individuals who become aware of the demand for CPAs after completing other degree programs and/or after entering the workforce. The certificate will be publicized within the University’s College of Business and within other colleges. It will also be marketed to alumni, area employers, and professional associations.

Existing faculty, facilities, equipment, and library resources will be adequate to support the certificate program. The projected enrollment will not necessitate the hiring of additional faculty. The Department of Accounting and Finance, which already supports an undergraduate degree program in Accounting, will deliver and provide oversight of the proposed program. The department head for Accounting and Finance will serve as the primary administrator of the certificate.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval of a Post Baccalaureate Certificate (PBC) in Accounting.
April 1, 2015

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

Dear Dr. Woodley:

Southeastern Louisiana University is requesting to place on the Board Agenda for the April 2015 meeting, two proposals to develop new academic certification programs:

   Post-Baccalaureate Certification (PBC) in Business Administration
   Post-Baccalaureate Certification (PBC) in Accounting

Your consideration is appreciated.

Sincerely,

[Signature]

John L. Crain
President

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

Date: March 19, 2015

Campus: Southeastern Louisiana University
Program: CIP, Certificate Designation, Title: CIP: 52.0301
Post-Baccalaureate Certificate (PBC) in Accounting

Institutional Contact Person & Contact info (if clarification is needed)
Tammy Bourg, Provost
tbourg@southeastern.edu
985-549-2316

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

Purpose and Objectives
The purpose of the proposed Post-baccalaureate Certificate in Accounting is to provide a means for individuals with undergraduate degrees in disciplines other than accounting to obtain functional competency in the area of accounting. The program's main objective is for students completing the Certificate program to have the required accounting and business law courses needed to sit for the CPA exam in Louisiana. NOTE: This program is not designed to provide those whose undergraduate degree programs were not in business with all of the business-related courses needed to sit for the exam (24 hours of undergraduate business courses, other than Accounting courses, are required; the 2 Business Law classes and OMIS 350, mentioned below, may count toward these 24 hours).

Proposed Curriculum
The proposed curriculum consists of nine (9) three-hour accounting classes and two (2) three-hour business law classes. The proposed curriculum presupposes that the student has already completed Accounting 200 - Principles of Accounting (or an equivalent class or set of classes). If not, the student will need to complete this course before beginning the series of courses below. In addition, Accounting 320 requires prior completion of OMIS 350 - Management Information Systems (or an equivalent class). We anticipate most of the interest in this program will come from individuals who already have a degree in a business discipline; thus, they will already have Accounting 200 and OMIS 350 or their equivalents.) All classes are offered on a regular basis as required classes for an accounting degree. Accordingly, there are no new classes being proposed, and no additional instructional costs are to be incurred.

Accounting 221 – Intermediate Financial Accounting I (prerequisite: "C" or better in Accounting 200 and a minimum 2.1 cumulative GPA)
Accounting 312 – Intermediate Financial Accounting II (prerequisite: "C" or better in Accounting 221)
Accounting 313 – Intermediate Financial Accounting III (prerequisite: "C" or better in Accounting 312)
Accounting 320 – Accounting Information Systems and Procedures (prerequisite: "C" or better in Accounting 221 and OMIS 350 – Management Information Systems)
Accounting 331 – Cost and Managerial Accounting (prerequisite: "C" or better in Accounting 221)
Accounting 341 – Tax Accounting (prerequisite: "C" or better in Accounting 221)
Accounting 407 – Auditing (prerequisite: "C" or better in Accounting 313)
Accounting 411 – Advanced Accounting (prerequisite: "C" or better in Accounting 313)
Business Law 234 – The Legal Environment of Business for Accountants (prerequisite: Accounting 200)
Business Law 333 – Commerce Law for Accountants (prerequisite: Business Law 234)

AND any ONE of the following classes:
Accounting 400 – Accounting for Governmental and Not-for-Profit Organizations (prerequisite: "C" or better in Accounting 312)
Accounting 406 – Accounting Theory (prerequisite: "C" or better in Accounting 313)
Accounting 432 – Advanced Cost Accounting (prerequisite: "C" or better in Accounting 331)
Accounting 442 – Advanced Tax Accounting (prerequisite: "C" or better in Accounting 341)

Mode of Delivery
Delivery mode will typically be on-site, but may occasionally be hybrid.

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.

As regional and state business sectors grow, the demand for accountants, particularly those with the CPA designation, is projected to grow. The Bureau of Labor Statistics projects that accounting jobs should grow at the rate of 13% through 2022. The AICPA is actually concerned about a shortage given the upcoming retirements of many CPAs. Financial scandals (Enron) and the financial
crisis (2008) have led to increased regulations and the need for those who can guide businesses through the maze of these regulations. In addition, tighter lending standards, growing out of the financial crisis of 2008, will result in increased demand for auditors.

The growth in business-related activity in the Northshore region (which the university serves) and in the Baton Rouge area since hurricane Katrina in 2005 has resulted in related growth in the number of CPA firms and other businesses needing CPA-qualified employees. Workforce planning initiatives in Louisiana recognize the growing demand for CPAs statewide. Accounting has been designated as a high-priority discipline by the WISE program, with Accountant and Auditor positions designated as 5-star jobs by the Louisiana Workforce Commission. According to the recent LED workforce Gap Analysis, 221 Accounting graduates will be needed by 2015, and 218 by 2022, to fulfill projected workforce needs in the state. These workforce needs can be met by graduates with either a baccalaureate degree in Accounting or a baccalaureate degree in another discipline plus the Accounting PBC – either option will allow graduates to sit for the CPA exam.

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

Student interest is expected to come from individuals who become aware of the demand for CPAs after completing other degree programs and/or after entering the workforce. The Department of Accounting and Finance currently has about ten students who were not Accounting majors working toward the coursework to sit for the CPA exam. These individuals provide an indication of the demand for such a certificate program. This demand will vary with the creation of accounting-related jobs in the economy and will be tied directly to economic growth. Even in hard times, however, there is some demand for CPAs. Often the layoffs and/or limited career opportunities associated with difficult financial times are correlated with student interest in such a program as students graduating in other degree programs see the opportunities available to CPAs at the very time that opportunities in other fields are limited.

The certificate will be publicized within Southeastern’s College of Business and within other colleges in the university. It will also be marketed to alumni, area employers and professional associations.

The certificate is targeted to be available beginning in Fall 2015; thus, the first full academic year will be 2015-2016. Enrollment and completion forecasts for the first 5 years are as follows, based on the demand for CPAs in the market area, the projected growth in area business activity, and the likely interest in the certificate:

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<th>Academic Year</th>
<th>Projected Enrollment</th>
<th>Projected Completers</th>
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<td>2015-2016</td>
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<td>2016-2017</td>
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<tr>
<td>2019-2020</td>
<td>20-30</td>
<td>16-20</td>
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4. Accreditation
Describe plan for achieving program accreditation.

The College of Business at Southeastern holds both business and accounting accreditation from AACSB International. AACSB does not provide separate accreditation for certificate programs.

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?

As noted, all classes are offered on a regular basis as required classes for the Accounting baccalaureate degree. Therefore, existing faculty, facilities, equipment, and library resources will be adequate to support the certificate program. The projected enrollment will not necessitate the hiring of additional faculty.

The Department of Accounting and Finance, which already supports an undergraduate degree program in Accounting, will deliver and provide oversight of the proposed program. The eleven classes required for the certificate are a subset of those required for the Bachelor of Science Degree in Accounting, and are delivered by the Department of Accounting and Finance (Accounting and Business Law classes). The department head for Accounting and Finance will serve as the primary administrator of the certificate.

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

Please refer to attached schedule

CERTIFICATIONS:

[Signatures]

Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

3/25/15

Date

2/26/15

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

Institution: **Southeastern Louisiana University**  
Date: **January 21, 2015**  
Certificate Program, Unit: **Post-Baccalaureate Certificate in Accounting, College of Business**

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

#### EXPENDITURES

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#### REVENUES

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<td>Federal Grants/Contracts</td>
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<td>Private Grants/Contracts</td>
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<td>Tuition total and (per student, per semester)</td>
<td>$13,200 ($1,320)</td>
<td>67%</td>
<td>$20,328 ($1,452)</td>
<td>69%</td>
<td>$31,940 ($1,597)</td>
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<tr>
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<td><strong>TOTAL</strong></td>
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<td>100%</td>
<td>$48,260</td>
<td>100%</td>
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</table>
Estimated revenues are based on the following assumptions:
- Students pursuing the proposed certificate will enroll in 2 classes per fall/spring semester.
- Enrollment of 10 students annually in 2015-2016; 14 students annually in 2016-2017; and 20 students annually thereafter.
- Annual tuition increase of 10%; no projected increase in fees.

Note – all figures rounded to nearest whole number (dollar or percentage).
Item E.4. Southeastern Louisiana University’s request for approval of a Post Baccalaureate Certificate (PBC) in Business Administration.

EXECUTIVE SUMMARY

Southeastern Louisiana University proposes to offer a Post Baccalaureate Certificate (PBC) in Business Administration. The purpose of the proposed PBC in Business Administration is to provide a means for individuals with undergraduate degrees in non-business fields to obtain knowledge of basic business functional areas within a relatively short period of time. If approved, the program will be implemented Fall 2015.

Classes for the proposed 18-hour certificate program will be offered on a regular basis as required classes for business degrees. Accordingly, there are no new classes being proposed and no additional instructional costs are to be incurred. The program’s objectives are to present essential, general business knowledge via a carefully selected group of courses, enabling individuals with an interest in or need for familiarity with business topics to gain the needed knowledge and skills.

As regional and state business sectors grow, demands for general knowledge of business functions will likely increase among employees skilled in non-business fields. Also, the proposed certificate enables small business owners to obtain knowledge of basic business functions without spending prolonged periods pursuing a baccalaureate degree when more basic knowledge will suffice.

Similar post baccalaureate certificates are offered at Nicholls State University, Tulane University, and Louisiana Tech University; however, Nicholls State University and Louisiana Tech University’s programs are offered using an online delivery mode. Southeastern’s proposed program will be offered in primarily a face-to-face format. The addition of the proposed program will provide individuals in Southeastern’s service region the opportunity to choose a program that best fits their needs and learning styles.

The University projects that approximately 14 students will initially enroll in the program. Student interest is expected to come from individuals working in managerial or administrative capacities in public or private entities who have few or no prior business classes, but who require basic business knowledge to be more effective in their professional capacity.
Many employees in these fields have traditionally sought postgraduate business knowledge to boost their career advancement potential. Thus, demand for the proposed certificate is likely to increase. The certificate will be publicized within other colleges at Southeastern and will be marketed to alumni and area employers and professional associations.

Existing faculty, facilities, equipment, and library resources will be adequate to support the certificate program. The projected enrollment will not necessitate the hiring of additional faculty. Administrative oversight and coordination will be provided by the Department of Management and Business Administration with the department head serving as the primary administrator.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval of a Post Baccalaureate Certificate (PBC) in Business Administration.
April 1, 2015

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

Dear Dr. Woodley:

Southeastern Louisiana University is requesting to place on the Board Agenda for the April 2015 meeting, two proposals to develop new academic certification programs:

- Post-Baccalaureate Certification (PBC) in Business Administration
- Post-Baccalaureate Certification (PBC) in Accounting

Your consideration is appreciated.

Sincerely,

John L. Crain
President

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

Date: March 19, 2015

Campus: Southeastern Louisiana University
Program: CIP, Certificate Designation, Title: CIP: 52.0201 Post-Baccalaureate Certificate (PBC) in Business Administration

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

Tammy Bourg, Provost
tbourg@seoutheastern.edu
985-549-2316

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.

Purpose and Objectives
The purpose of the proposed Post-baccalaureate Certificate in Business Administration is to provide a means for individuals with undergraduate degrees in non-business fields to obtain knowledge of basic business functional areas within a relatively short period of time. The program's objectives are to present essential, general business knowledge via a carefully selected group of courses, enabling individuals with an interest in or need for familiarity with business topics to gain the needed knowledge and skills.

Proposed Curriculum
The proposed curriculum consists of six (6) three-hour classes. All classes are offered on a regular basis as required classes for business degrees. Accordingly, there are no new classes being proposed, and no additional instructional costs.

Accounting 200 (must be taken before Accounting 225) – Introduction to Financial Accounting
Accounting 225 (prerequisite: Accounting 200) – Managerial Accounting
Business Law 231 – The Legal Environment of Business
Economics 202 – Principles of Economics (Microeconomics)
Marketing 303 – Principles of Marketing
Management 351 – Principles of Management

Mode of Delivery
Delivery mode will typically be on-site, but may occasionally be hybrid.

2. Need
Outline how this program is deemed essential for the well-being 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.

As regional and state business sectors grow, demands for general knowledge of business functions will likely increase among employees skilled in non-business fields. The ability to attain needed knowledge/skills helps individuals advance career-wise; from organizations' standpoint, such knowledge may facilitate growth through an enhanced ability to promote from within. To the extent that entrepreneurial enterprise is deemed important, the proposed certificate enables small business owners to obtain knowledge of basic business functions without spending prolonged periods pursuing a baccalaureate degree when more basic knowledge will suffice. These circumstances are likely the driving force behind other educational institutions' establishment of similar post-baccalaureate certificates:

- Nicholls State University offers a post-baccalaureate certificate in applied business administration. This program requires essentially the same courses as the proposed certificate program. However, it is offered online only and ours will be typically offered in a face-to-face format, with the occasional hybrid course.
- Tulane University offers a post-baccalaureate certificate in applied business, with similar, but not identical, requirements.
- Louisiana Tech University offers a post-baccalaureate certificate in business foundations, with similar, but not identical, requirements. It is offered completely online.

Two public universities in the state offer post-baccalaureate certificate programs that are similar in content. However, those are offered using an online delivery mode only. Southeastern's proposed program will be offered primarily a face-to-face format. The addition of the proposed program will provide individuals in Southeastern's traditional service region the opportunity to choose a program that best fits their needs and learning styles.
3. Students
Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

Student interest is expected to come from individuals working in managerial or administrative capacities in area public or private entities who have no or few prior business classes, but who need basic business knowledge to be more effective in their professional capacity. Examples include those with technology degrees, those in health care and engineering professions, and those with non-business professional degrees. Employers of such individuals may pay for all or part of the cost for their employees to obtain the PBC in Business Administration in order to equip them with basic business knowledge and skills. In addition, individuals who possess undergraduate degrees in non-business fields but who aspire to managerial or administrative positions, or who are considering obtaining an MBA, or who need basic business knowledge to begin or sustain their own business or other entrepreneurial ventures would likely be interested in this certificate. Finally, the recent creation of the Workforce and Innovation for a Stronger Economy (WISE) fund encourages more engineering and computer science graduates. Many employees in these fields have traditionally sought post-graduate business knowledge to boost their career advancement potential. Thus, demand for the proposed certificate is likely to increase.

The certificate will be publicized within other colleges at Southeastern, and will be marketed to alumni and area employers and professional associations.

The certificate is targeted to be available beginning in Fall 2015; thus, the first full academic year will be 2015-2016. Enrollment and completion forecasts for the first 5 years are as follows, based on the number of commercial enterprises in the market area, the projected growth in area business activity, and the likely interest in the certificate:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Projected Enrollment</th>
<th>Projected Completers</th>
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<tbody>
<tr>
<td>2015-2016</td>
<td>10-14</td>
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<tr>
<td>2016-2017</td>
<td>14-18</td>
<td>6-10</td>
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<td>2017-2018</td>
<td>20-30</td>
<td>16-20</td>
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<tr>
<td>2018-2019</td>
<td>20-30</td>
<td>16-20</td>
</tr>
<tr>
<td>2019-2020</td>
<td>20-30</td>
<td>16-20</td>
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</table>

4. Accreditation
Describe plan for achieving program accreditation.

The College of Business at Southeastern holds both business and accounting accreditation from AACSB International. AACSB does not provide accreditation for certificate programs.

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?

As noted, all classes are offered on a regular basis as required classes for business baccalaureate degrees. Existing faculty, facilities, equipment, and library resources will be adequate to support the certificate program. The projected enrollment will not necessitate the hiring of additional faculty.

Administrative oversight and coordination will be provided by the Department of Management and Business Administration, which already supports an undergraduate degree in Business Administration. The six classes required for the certificate are a subset of those required for the Bachelor of Business Administration (BBA) degree, and are delivered by the Department of Accounting and Finance (Accounting and Business Law classes); the Department of Management and Business Administration (Management and Economics classes); and the Department of Marketing and Supply Chain Management. The department head for Management and Business Administration will serve as the primary administrator of the certificate.

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

Please refer to attached schedule.
CERTIFICATIONS:

Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

3/25/15
Date

3/26/15
Date

Date
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Southeastern Louisiana University Date: January 21, 2015

Certificate Program, Unit: Post-Baccalaureate Certificate in Business Administration, College of Business

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

### EXPENDITURES

Note – the proposed certificate program requires no additional expenditures

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<td>Support Personnel</td>
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<td>Fellowships and Scholarships</td>
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<td><strong>GRAND TOTAL EXPENSES</strong></td>
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<td><strong>$-0-</strong></td>
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### REVENUES

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<thead>
<tr>
<th>Amount &amp; Percentage of Total Anticipated From:</th>
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<th>%</th>
<th>AMOUNT</th>
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<td>State Appropriations</td>
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<td>Federal Grants/Contracts</td>
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<td>State Grants/Contracts</td>
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<tr>
<td>Private Grants/Contracts</td>
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<tr>
<td>Tuition total and (per student, per semester)</td>
<td>$19,790 ($1,979)</td>
<td>72%</td>
<td>$30,478 ($2,177)</td>
<td>74%</td>
<td>$47,900 ($2,395)</td>
<td>76%</td>
<td>$52,700 ($2,635)</td>
<td>78%</td>
<td>$57,980 ($2,899)</td>
<td>79%</td>
</tr>
<tr>
<td>Fees total and (per student, per semester)</td>
<td>$7,650 ($765)</td>
<td>28%</td>
<td>$10,710 ($765)</td>
<td>26%</td>
<td>$15,300 ($765)</td>
<td>24%</td>
<td>$15,300 ($765)</td>
<td>22%</td>
<td>$15,300 ($765)</td>
<td>21%</td>
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<tr>
<td>Other (specify)</td>
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<td><strong>TOTAL</strong></td>
<td>$27,440</td>
<td>100%</td>
<td>$41,188</td>
<td>100%</td>
<td>$63,200</td>
<td>100%</td>
<td>$68,000</td>
<td>100%</td>
<td>$73,280</td>
<td>100%</td>
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1Estimated revenues are based on the following assumptions:
   • Students pursuing the proposed certificate will enroll in 3 classes per fall/spring semester.
   • Enrollment of 10 students annually in 2015-2016; 14 students annually in 2016-2017; and 20 students annually thereafter.
   • Annual tuition increase of 10%; no projected increase in fees.

2Note – all figures rounded to nearest whole number (dollar or percentage).
Item E.6. University of New Orleans’ request for approval to merge the Department of Management and the Department of Marketing in the College of Business Administration.

EXECUTIVE SUMMARY

University of New Orleans requests approval to combine the Department of Management and the Department of Marketing. The consolidation will improve the coordination of aligned programs of study and improve administrative cost effectiveness. If approved, the merger will occur on July 1, 2015.

The two afore mentioned departments will offer both core courses in undergraduate and graduate degree programs (Bachelor of Science in Management, Bachelor of Science in Marketing, and Master of Business Administration). The proposed change would result in the elimination of one chair position, which is currently vacant, with a total annual cost savings of approximately $121,648.

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

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval to merge the Department of Management and the Department of Marketing in the College of Business Administration.
March 25, 2015

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

Re: Request to merge Department of Management and Department of Marketing

Dear Dr. Woodley,

It is my pleasure to submit this request to merge the Department of Management and Department of Marketing. The plan to merge these two departments is expected to improve both the coordination of aligned programs of study and administrative cost effectiveness.

I hope this merger is received favorably by the University of Louisiana System staff and the Board of Supervisors.

Sincerely,

[Signature]

Peter J. Fos, Ph.D., M.P.H.  
President
UNIVERSITY OF NEW ORLEANS

COLLEGE OF BUSINESS ADMINISTRATION

REQUEST TO MERGE DEPARTMENT OF MANAGEMENT AND DEPARTMENT OF MARKETING

March 24, 2015

The plan to merge the Department of Management and the Department of Marketing was developed to achieve two outcomes: 1) improve the coordination of aligned programs of study and 2) improve administrative cost effectiveness. These two departments offer both core courses in undergraduate and graduate degree programs (B.S. Management, B.S. Marketing, Master of Business Administration (MBA). Merging the departments will reduce administrative cost by eliminating one chair position. Dr. Olie Lundberg, the previous chair of the Department of Marketing, recently was appointed Associate Dean of the College of Business Administration and will oversee the upcoming AACCSB Accreditation process. The total number of full time faculty in the merged department totals 19, inclusive of the Chair and the Associate Dean who holds an academic appointment in the department. The total cost savings is projected to be $121,648. No degree offerings are affected by this merger.
Item E.7. University of New Orleans’ request for approval of a Proposal for a Master of Education degree program in Higher Education Administration.

EXECUTIVE SUMMARY

University of New Orleans requests approval of a proposal to develop a Master of Education (M.Ed.) degree program in Higher Education Administration. A related Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System on February 27, 2014; subsequent approval was provided by the Board of Regents on January 12, 2015. The program will target the population of higher education administrators and instructors, including adjunct faculty, from the eleven higher education institutions serving the New Orleans Metropolitan area.

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

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

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

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

Based on the frequency of inquiries about the master’s level programming in higher education, it is anticipated that the demand will continue to increase in the context of the current economy and the changes now occurring in the higher education environment. Requests from individuals desiring to matriculate in a master’s program in higher education routinely received by the program coordinator, the admissions office, and the college office, provide clear evidence that there is a high demand to be addressed. Initially, students will be recruited from the administrative ranks of the five public and six private colleges and universities serving the New Orleans metro area. The University anticipates that 20 students will enroll initially and 30 students annually at a steady rate for the following academic year. As well, the University projects that there will be 20, 30, and 30 graduates in 2017, 2018, and 2019, respectively.

The proposed program will be implemented Fall 2015. Existing library holdings and facilities will be sufficient to support the proposed program. Establishment of this new program will be relatively inexpensive since current faculty can provide the majority of course instruction. However, the University anticipates that there will be a need to hire graduate assistants and adjunct faculty. Also, there will be new costs for student assistance support to manage internships, admissions, and other clerical responsibilities. Considering the number of projected students and associated revenue and new costs, if approved, the proposed program would be budget-neutral.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request of a Proposal for a Master of Education degree program in Higher Education Administration.
March 25, 2015

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

Re: Master of Education Higher Education Proposal

Dear Dr. Woodley,

It is my pleasure to submit this request to approve the proposed Master of Education in Higher Education degree program. The Letter of Intent for this program of study has already been approved by both the Board of Supervisors and the Board of Regents. This program meets a significant need to prepare higher education personnel. As required, the proposed program has been reviewed externally.

I hope this request is received favorably by the University of Louisiana System staff and the Board of Supervisors.

Sincerely,

[Signature]

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

Proposal: Master of Education (M.Ed.) – Higher Education

April, 2015

The University of New Orleans proposes to implement a Master of Education (M.Ed.) in Higher Education. This graduate program of study includes 36 credit hours and prepares students to work in higher education settings. The Letter of Intent for this program was approved by the University of Louisiana Board of Supervisors on February 27, 2014 and the Louisiana Board of Regents on January 12, 2015. The proposed program differs in focus from programs offered at LSU, Nicholls, and Northwestern. There is a critical mass of potential students in the metropolitan New Orleans area to support a local on-campus program.
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  The University of New Orleans

Specific Degree to be Awarded Upon Completion  M.Ed. - Higher Education Administration

Recommended 2010 CIP Taxonomy  13.04.06

Date to be Initiated  August, 2015

Name of Department or Academic Subdivision Responsible for the Program  Educational Leadership, Counseling, and Foundations

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program  Brian R. Beabout, Ph.D., Associate Professor and Graduate Coordinator for Educational Leadership

Date Approved by Governing Board  1/12/2015

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.

AcAf Policy 2.05 – Request Form
Proposal for New Academic Program

University of New Orleans
College of Education and Human Development
Department of Leadership, Counseling, and Foundations

Masters of Education in Higher Education Administration (M.Ed.)
Graduate Level

1. Description of the Program
Despite deep budget cuts of the last three years and continuing uncertainty, there is still much being done to keep the state’s focus on developing college-ready students and improved student pathways into higher education.

We propose a master’s program that enhances the knowledge and skills of professionals seeking to make careers in a broad array of functional areas in higher education. The interdisciplinary field of higher education administration is a specialized body of knowledge with its own scholarly focus and topical journals. Through a comprehensive study of the field of higher education, students in the M.Ed. program in Higher Education Administration would become acquainted with a variety of knowledge bases associated with colleges and universities and their effective administration; e.g., universities and colleges as organizations, financial management, student and academic affairs, and program evaluation. The program is designed for both recent college graduates and mid-career professionals seeking a program of study that focuses on multiple of areas educational leadership. Through reflective study designed to inform effective practice, the program will encourage students to apply what they learn in class to their current or future work as practitioners/administrators in colleges and universities. The program will initially be targeted to the population of higher education administrators and instructors, including adjunct faculty, from the 19 regional higher education institutions. Ultimately, the aim is for the Masters of Education in Higher Education Administration to become the premier program that serves the needs of the New Orleans metropolitan area.

Objectives:
- Provide students with a general higher education curriculum designed to equip them with the knowledge and skills for effective administration in a variety of functional contexts—student affairs, business affairs, academic affairs, and assessment.
- Engage in classroom learning that provides an emphasis on leadership and practice in metropolitan and urban educational settings.
- Deliver instruction grounded in an understanding that educational practice and theory interact to enrich knowledge and practice of students and faculty.
- Provide integrated learning opportunities, both in-class and online.
- Provide opportunities to connect with faculty and doctoral students to engage in scholarly research.
- Create a curriculum that enables a seamless transition to the Ph.D. program at UNO.

Curriculum:
The curriculum for the master’s program is in conformance with the Guidelines for Higher Education Administration and Leadership Preparation Programs (CAHEP) at the Masters Degree Level issued in March 2010. The program is designed for completion in two years of study, including summer coursework. The proposed curriculum is comprised of 36 credit hours of graduate coursework and includes foundations and leadership courses (6 hours), professional practice courses (21 hours), an internship (3 hours), and two elective courses (6 hours), as described below.

*Foundations and Leadership (6 hours):*
EDAD 6600 The American College and University
EDAD 6681 Organization and Leadership in Higher Education

*Professional Practice (21 hours):*
EDAD 6530 Student Services in Higher Education
EDAD 6535 College Student Development
EDAD 6615 Financial Management in Higher Education
EDAD 6675 Current Issues in Higher Education
EDAD 6684 Teaching, Learning & Curriculum in Higher Education
EDFR 6700 Educational Research
EDFR 6675 Advanced Educational Program Evaluation

*Internship (3 hours):*
EDAD 6695 Internship in Higher Education

*Electives (6 hours from the following):*
EDAD 6550 The Academic Profession
EDAD 6605 Community and Technical Colleges
EDAD 6610 Legal Aspects of Higher Education
EDAD 6620 History and Philosophy of Higher Education
EDAD 6630 Student Choice in Higher Education
EDAD 6640 College Teaching
EDAD 6645 College Student Learning
EDAD 6650 College Curriculum
EDAD 6683 Students in Higher Education

Utilizing a cohort model, we envision the below sequence of courses. The cohort model allows students to use each other as resources and support, enhancing student retention. Furthermore, this model is attractive to students because the predictability allows them to more easily plan work schedules and other responsibilities.

*Summer 1:*
EDAD 6600 The American College and University
EDAD 6675 Current Issues in Higher Education

*Fall 1:*
EDAD 6681 Organization and Leadership in Higher Education
EDFR 6700 Educational Research

Spring 1:
EDAD 6535 College Student Development
Elective

Summer 2:
EDAD 6530 Student Services in Higher Education
EDAD 6684 Teaching, Learning & Curriculum in Higher Education

Fall 2:
EDAD 6615 Financial Management in Higher Education
Elective

Spring 2:
EDAD 6695 Internship in Higher Education
EDFR 6675 Advanced Educational Program Evaluation

Development of new courses will not be necessary as this program will utilize the existing higher education concentration area courses now offered to students in our Ph.D. program in Educational Administration. Thus, the proposed program will make more efficient use of existing resources by making the education administration curriculum available to a broader market by serving more than one degree program. The curriculum will be designed to engage the student in serious study of pressing questions in higher education administration and leadership. Chief among these are issues surrounding resources and accountability. These are challenges higher education is facing, not only in Louisiana, but nationally and internationally. The proposed program will provide graduates with knowledge and awareness of the philosophical, social, and economic foundations of higher education so they are better equipped to be effective leaders in colleges and universities and advance as professionals.

Course Delivery:
One of the strengths of the proposed program will be that classes will be scheduled in the evenings, weekends, and online to draw working students, both full-time and part-time, who bring with them a diversity of professional perspectives and experiences to the classroom. The proposed program will incorporate a variety of instructional delivery strategies - - face-to-face in the classroom, internet courses, and hybrid approaches. In addition, courses will be cross-listed with our Ph.D. courses in order to provide the students with diversity of thought and in-depth conversation about contemporary issues in higher education. Additionally, there will be an interdisciplinary focus attached to the higher education courses allowing for students from related fields, such as sociology, public administration, and urban studies, to participate in the classes.

Governing Board Approval:
Letter of Intent approved by the University of Louisiana System on February 27, 2014. Letter of Intent approved by Board of Regents on January 12, 2015. See attached document.
2. Need for the Program

Not only does the proposed program provide an opportunity for students to learn more about leading and managing the higher education enterprise, but unlike most arts and sciences advanced degree offerings, our flexible scheduling offers an attractive option which is friendly to the working student. Insofar as the proposed program would provide the only comprehensive option for preparing higher education leaders and administrators in the New Orleans area, its implementation would be consistent with the campus goals of providing continuing education for the workforce of the region and expanding UNO’s role in the economic and technological development of the state.

The proposed Masters of Education in Higher Education Administration also supports objectives outlined in the 2011 Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana. Objective 1-3 of that plan calls for the increase the number of adults age 25 and older enrolled in postsecondary education programs. This proposed program will be primarily comprised of non-traditional students who are pursuing the degree to obtain the professional credentials needed to work in higher education. By fostering the increase of new professionals who can work in the higher education industry, the proposed M.Ed. also supports Objective 1-7 (develop a skilled workforce to support an expanding economy). Higher education, as an industry, has witnessed a great increase in the number of administrators on campuses. For example, with greater demands for accountability, new offices (such as institutional research or assessment) have been created the past few decades.

The College of Education and Human Development at UNO previously offered a master’s degree program in education administration that included focus areas in both higher education and K-12 education. Beginning in 2006, the program was redesigned to focus exclusively on K-12 education in accordance with new requirements developed by the Louisiana Board of Regents and the Louisiana Department of Education. At that time, we discontinued the practice of running both a higher education administration and a K12 education administration concentration together, with the last master’s student in higher education graduating in 2007. At that time, the three similar programs at LSU-BR, Northwestern State, and Nicholls had degree programs in higher education operating simultaneously with the one at UNO, each tapping a different population of students. The proposed master’s program will also help feed students into the thriving doctoral program in higher education, which currently enrolls 38 students, and enable us to serve a greater number of students, prepare students for advanced study, and generate program revenue with a minimum of additional expense. The fact that the doctoral program has such an enrollment underscores the need for a local higher education program. As the reformation of a Master’s concentration that was offered prior to Hurricane Katrina, if approved, this program would not result in the termination of phasing out of existing programs.

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

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within Louisiana, similar programs can be found on the following universities in neighboring states: Mississippi State University, University of Mississippi, University of Southern Mississippi, Texas Southern University, and University of Houston.

**Table 1. Other Education Administration Master’s Programs Accessible to Students in our Region**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Focus</th>
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<tbody>
<tr>
<td>LSU-BR</td>
<td>M.A. in Education</td>
<td>Student Affairs in Higher Education</td>
</tr>
<tr>
<td></td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
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<td>Univ of New Orleans</td>
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<tr>
<td>supervision</td>
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<td>Our Lady of Holy Cross</td>
<td>M.Ed. in Ed Leadership</td>
<td>K-12 School administration</td>
</tr>
<tr>
<td>Northwestern State</td>
<td>M.A. in Education</td>
<td>Student Affairs in Higher Education</td>
</tr>
<tr>
<td>(online)</td>
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</table>

While the current degree programs at LSU-BR, Nicholls, and Northwestern do offer educational opportunities at a distance for potential students in the New Orleans area, we believe the proposed UNO program presents a non-duplicative niche that will draw new students who are not currently pursuing any of the existing educational opportunities. We base this assessment on what the proposed UNO program offers to potential students in terms of access and curriculum uniqueness.

Both LSU-BR and Nicholls are geographically distant from New Orleans (each over a one-hour drive), a significant barrier for working students. A majority of the potential students for this proposed program are expected to be current employees of the institutions of higher education in the New Orleans area. As full-time employees within higher education, potential students have expressed the need for a local program that is more accessible than one in which they would have to commute 2-3 hours for each class. Furthermore, the proposed program has the potential to draw students nationally to the region, as the New Orleans area offers greater opportunities for applying theory/coursework to practice than the other areas. The number and diversity of institutions in New Orleans is unmatched by any other region in the state and students enrolled within the program would benefit from the ability to complete an internship at these various institutional types and network with area higher education professionals. Northwestern University does offer access to New Orleans-based students through its online program, and that is a viable option for many students. However, some students prefer face-to-face or hybrid course delivery. Currently, potential students in the New Orleans area have only two options: an
on-campus program that requires a distant commute or a fully online program based in the northern part of the state. We believe offering a third option, a local on-campus program, would tap a new market of potential students whose needs are not currently being met by existing programs.

The curriculum of the proposed UNO program differs in focus from that offered at LSU, Nicholls, and Northwestern. The other programs have a strong emphasis in student affairs, while the UNO program is designed to provide a broad overview of higher education and prepare students to take positions in enrollment, financial administration, and other non-student affairs positions. In terms of curriculum, the UNO program provides a complement to already existing programs in the state.

The program at Nicholls State offers a Masters of Education in Educational Leadership with a concentration in higher education. From Nicholls’ 2013/2014 catalog, of the 13 required courses for their program, 5 focus on higher education. Those 5 courses represent all of the higher education courses listed in the 2013/2014 course catalog and the remaining required courses for the higher education concentration, save for 1 research course, focus primarily on K-12 schools. Comparatively, of the 19 higher education courses offered at UNO, students in the proposed program are required to take 8 core courses and 2 elective courses (the remaining 2 courses in the proposed curriculum are research courses).

The program at Northwestern also differs, as it advertises its focus as student affairs and its handbook states the program “is aligned with the standards established by the Council for the Advancement of Standards (CAS) for professional preparation programs in student affairs and competencies established by ACPA/NASPA for practitioners.” Furthermore, the degree program at Northwestern is fully online. While this increases access, fully online learning is not the preferred learning method for all students.

While LSU-BR’s program is not limited to student affairs, when taking the perspective of potential students and viewing the website, the emphasis seems to be on promoting the program’s strength in student affairs. About half of the homepage for the LSU Higher Education Program (both doctoral and master’s level) is dedicated to answering the question “What Can You Do with a Career in Student Affairs?” Additionally, the degree is titled “Master of Arts (M.A.) in Education with an emphasis in Higher Education & Student Affairs” and its coursework is framed by the standards developed by the American College Personnel Association, an organization devoted to the promotion of student affairs. Though the LSU-BR program is flexible and allows students to take advantage of other areas within higher education, the foundation still appears to be in student affairs.

In contrast, the proposed UNO program’s foundation is broad-based knowledge of higher education for those who seek a career in such areas as development, institutional research, assessment or financial aid. There are distinct differences between higher education degrees and student affairs degrees. Someone who would want to work in development or financial aid in higher education would not be drawn to a program in which courses focus on student affairs. Conversely, those who are drawn to student affairs would likely not take courses in higher education finance. In the proposed UNO program, a student can choose a focus by the electives
they take. Further, UNO’s Higher Education faculty members pursue research agendas in areas of higher education other than student affairs.

The proposed program will provide needed access to an advanced degree for college and university administrators desiring comprehensive knowledge of their professional environments in order to increase their effectiveness in these efforts. Increasingly, entry level administrative jobs in higher education institutions require graduate degrees and those wanting a career in this field often seek out opportunities for an advanced degree. Yet there is currently no comprehensive program of this kind in the region. UNO will be the first. An average of one call per week (50+ per year) requesting information on the program is received by the education administration program coordinator alone. Additional inquiries are routinely addressed to program faculty, the UNO Admissions Office, and the College dean’s office who in turn have communicated these requests to the department.

Given that there is currently no Higher Education Administration Master’s program in metro New Orleans- despite the 19 institutions operating here. The needs of a critical mass of local professionals in our local community colleges, technical colleges, and universities is going unserved. Additionally, there is not currently any public university program statewide with a general higher education M.Ed. curriculum, as opposed to a specialized (i.e., student affairs) curriculum. The program herein proposed would be the only one in the region to offer a comprehensive curriculum as described in the Council for the Advancement of Higher Education Programs (CAHEP) guidelines for Higher Education Master’s Programs. It is designed to provide the depth we believe necessary to produce a well-rounded understanding of higher education at the master’s level.

The State’s imperative for boosting technical education will likely mean an increased need for effective administrators to manage these enrollment changes and their effects on operations. The governor’s focus on the enhancement of community college and technical education demands effective leadership in these institutions, and no doubt increased numbers of administrators prepared to lead the kind of change anticipated. The Department of Educational Leadership, Counseling and Foundations at UNO began, in 2003, to serve the LCTCS administrative ranks in the successful development of a Ph.D. cohort of approximately 20 students, and the majority of students have successfully completed the program. In addition our faculty has been involved in LCTCS-sponsored leadership development training for its administrators and faculty. This proposed master’s program would expand on these prior relationships in a significant way by providing an accessible mechanism for LCTCS to implement a comprehensive leadership succession program. Anecdotal information and surveys of workforce educational backgrounds suggest that market demand for the proposed program is strong. In a November 2008 meeting of the LCTCS Leadership Development Institute, the education administration doctoral program coordinator reported that 7 of 22, or 32% of students participating in the institute indicated interest in such a master’s degree program. Data collected in 2009 on the educational levels of administrators and faculty in the state’s technical colleges provides but one example of the potential market for advanced training of college administrators. Combined data from two LCTCS regions (IV and IX, provided by LCTCS Regional Directors) shows that at least 20% of administrative employees in these regions alone are without advanced degrees. Given the new focus on enhancing postsecondary education at this level and the consequent increased need to
develop effective change agents in these institutions, advanced preparation of technical college administrators may be a potential area of concern. With the governor’s call for greater attention to education at the community and technical college level there is no doubt that demands for advanced preparation of administrators and ongoing professional development of leaders will become an even greater necessity.

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

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

The city’s recovery needs have attracted a new infusion of talent to our educational institutions, bringing the potential to reinvigorate education at all levels. The need has escalated for

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competent college and university administrators with adequate preparation, flexibility, and commitment to effectively lead recovering institutions into the 21st century. As such, this proposed master’s program will aid the University of New Orleans in reaching its strategic objectives of leadership in the recovery and rebuilding of the region.

3. Students

Enrollment projections:
The primary reason for creating enrollment projections is to inform enrollment planning and the decisions of the various internal and external audiences. The enrollment projections for the Masters in Education - Higher Education are based on both our current enrollment trends in our program area and an estimated 50 inquiries annually about master’s level programming in higher education. As a matter of record, during the Fall 2011 semester alone, the Education Administration program received at least 10 inquiries about the master’s degree in higher education from students and practicing professionals at UNO and another 20 inquiries from interested professionals at local postsecondary institutions. A similar number of inquiries about the master’s degree in higher education were made in the Fall 2013 semester. Additionally, a number the current educational administration Ph.D. students who work in both academic and student affairs and who are active members in a number of state and national higher education professional organizations have indicated a growing interest among undergraduate student leaders who wish to further their education in this field. As such, our matriculating doctoral students offer us prime access to a robust target student population. The faculty anticipates that demand continues to increase in the context of the current economy and the changes now occurring in the higher education environment. Requests from individuals desiring to matriculate in a master’s program in higher education routinely received by the program coordinator, the admissions office, and the college office, provide clear evidence that there is a high demand to be addressed. Students will be drawn initially from the administrative ranks of the five public and six private colleges and universities serving the New Orleans metro area.

Number of Graduates:
Given the demand we have experienced in the absence of this program we anticipate an initial enrollment in Fall 2015 of 20 M.Ed. students, a number expected to increase to 30 students annually at steady state in 2015-16. Thus we expect 20, 30, and 30 graduates in 2017, 2018, and 2019 respectively.

Recruitment:
The New Orleans Metropolitan area boasts 12 four-year colleges and universities (i.e., Dillard University, Herzing College, ITT Technical Institute, LSU Health Sciences, Loyola University, Notre Dame Seminary Graduate School of Theology, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, Xavier University, University of Phoenix, and the University of New Orleans) and 7 community and technical colleges (i.e., Blue Cliff College, Cameron College, Delgado Community College, Gretna Career College, Louisiana Technical College – Lafayette Campus and Louisiana Technical College – West Jefferson College, and Nunez Community College), not to mention countless non-profit education organizations. With 19 post-secondary educational institutions – all situated moments away from the University of
New Orleans – there is a critical mass of higher education professionals whose work and interest in obtaining a master’s degree in higher education administration is not currently being met by any other public university in the state or region in a comprehensive way. The proposed master’s degree program offers a general education curriculum (appropriate for a much broader range of professionals) rather than a curriculum limited to a more specialized (i.e., student affairs) curriculum. The program faculty members are committed to tapping venues (local postsecondary institutions, state, regional and national professional organizations) and parties (local higher education professionals, undergraduate and graduate students at local colleges and universities, non-profit administrators) to disseminate promotional and informational materials as well as to field questions relevant to the program. In addition, we plan to utilize existing mailing lists affiliated with national, regional, and state professional organizations. Further, a number of regional and national conferences are routinely held in New Orleans, providing additional exposure to UNO and an expanded opportunity to recruit.

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

**4. Faculty**

**Full-time faculty affiliated with proposed program:**

**Alonzo M. Flowers III, appointed August 2014, Assistant Professor**
2011, Ph.D. Higher Education Administration, Texas A&M University
2005, M.A. Higher Education, University of Texas- San Antonio
2001, B.A., Political Science, Texas Statue University- San Marcos
Current role: Teaching 12 credits per academic year, supervise Ph.D. dissertations
Proposed Roles: Teach 6-9 credits in proposed program per academic year (306-459 SCH).

**Christopher Broadhurst Ph.D., appointed August 2013, Assistant Professor**
2012, Ph.D. Educational Research and Policy Analysis (Higher Education concentration), North Carolina State University
1999, M.A. History, North Carolina State University
1994, B.A. History, University of North Carolina at Wilmington
Current role: Teaching 12 credits per academic year, supervise Ph.D. dissertations
Proposed Roles: Teach 6-9 credits in proposed program per academic year (306-459 SCH).
The Educational Administration faculty currently is comprised of 4 full-time faculty teaching courses in Educational Administration (EDAD) and Educational Foundations and Research (EDFR). For the spring 2015 semester, they teach 9 courses generating 363 SCH (not including dissertation and independent study sections). Based on a graduate student full-time enrollment of 9 credit-hours, this is a faculty student ratio 1:10 (40.3 full-time students and 4 full time faculty).

No new full-time faculty are required to initiate the M.Ed. program in Higher Education at UNO. In the absence of our masters program since 2007, our higher education faculty have supported the college’s research methods courses heavily, and this responsibility will be shared across the other two departments when this program is initiated. In addition to planned adjunct teaching, each higher education full-time faculty member will teach one course per semester in the proposed program. We intend to bring on an additional graduate assistant to provide program support and adjunct instructors will be hired to teach one-half of the Higher Education courses per semester.

No new full-time faculty will be hired to launch the program. Both higher education faculty will continue their research, service, and dissertation committee service, as is currently in place. Their teaching loads will not change.

Specialized Competence of Faculty for Graduate Programs:

**Alonzo Flowers, III, Ph.D.**
Research interests: Higher Educational Administration, Diversity, STEM Education, Gifted Education, College Student Development, College Teaching, Learning and Development, Community College Leadership, Poverty, and P-20 Education

Specialized competence: Significant & varied teaching experience, certification in college teaching (Texas A&M University), certification in non-profit management (Texas A&M University), college mentorship for students of color,

Representative Publications:


Christopher Broadhurst, Ph.D.
Research interests: student activism, student cultures & subcultures, 20th century history of Higher Education.
Specialized competence: Significant & varied K-16+ teaching experience, historical research methods, expertise in campus climate and policy analysis for leader decision-making.

Representative Publications:


5. Library and Other Special Resources

Our current library holdings are sufficient to support higher education administration. Our collection was built up over many years for our long-standing masters program in Higher Education (closed in 2006), and our current PhD program in Educational Administration which is comprised nearly 50% of students in our Higher Education concentration.

UNO’s Earl K. Long Library, and its membership in the Louisiana Library Network (LOUIS), provides 166 electronic journals in the area of higher education for our students. In addition, the library has over 5000 titles related in Higher Education and 85 books related to Higher Education Administration in its physical collection.

UNO graduate students, staff, and faculty may apply for a LALINC card (Louisiana Academic Library Information Network Consortium). This card and a current picture identification card allow these categories of UNO borrowers to borrow from participating Louisiana academic libraries.

UNO Library expenditures for Educational Leadership, Counseling, and Foundations:
2012-13 total department expenditures for department: $10,431
2013-14 total library expenditures for department: $8,495

Additionally, a portion of the $128,000 campus-wide expenditures for the LOUIS library consortium serves Educational Administration.

Current library holdings are sufficient for a graduate program (current Ph.D., M.Ed. phased out in 2006), and so other than maintenance of the collection, no significant new additions to the collection are necessary.

Comparatively, the library collection at Louisiana State University in Baton Rouge lists 179 electronic journals in the area of higher education and 132 books in the area of Higher Education Administration.

6. Facilities and Equipment

Classes and offices will utilize available space in the Bicentennial Education Center at UNO’s Lakeshore Campus. Courses for existing PhD and M.Ed. (K12) programs currently meet in these classrooms, but due to a decrease in enrollments and some recent program closures, classroom space is available currently. Program offices and mailroom/copying will be incorporated into the existing Educational Leadership, Counseling, and Foundations office in room 348 of the Education Center. No additional equipment or facilities are anticipated.

7. Administration
The proposed program will be housed entirely in the Educational Leadership, Counseling, and Foundations (ELCF) Department in the College of Education and Human Development at UNO. This is the same location of our previous program, and is a natural fit.

The chair of ELCF will oversee operations of the new program. The Educational Administration programs currently have one graduate coordinator responsible for 3 programs within the ELCF department. This includes the M.Ed. in School Leadership, the Alternative School Leadership Certification program, and the Ph.D in Educational Administration. The addition of the proposed Masters in Higher Education Administration will bring the total number of programs to four, and will require splitting the Graduate Coordinator duties across two faculty members. This will likely occur in year 2 (2016-2017) once we have two active cohorts for the first time.

Our department contains a nationally recognized counselor education program (Masters & Ph.D.) as well as a large Ph.D. program in Educational Administration, which will serve as a pipeline for the students in our proposed Masters program and provide a strong stable of adjunct instructors and internship supervisors for our Masters students.

8. Accreditation

There is currently no accreditation process for the field of Higher Education Administration.

9. Related Fields

There are no related fields in operation at UNO at this time.

10. Costs

A program budget has been created with an assumption of 20 new students entering the program each year. Given the current UNO tuition structure, the proposed program will bring in revenues of $502,040 in the first four years and incur expenses of 425,644. After 4 years, this would generate a cumulative surplus of $76,396. Of the costs, $230,260 (54%) uses existing resources and $195,384 (46%) uses new resources. Important to note is that of the new resources, $117,384 (60%) are budgeted as graduate assistant expenses (tuition and salary). Decisions on funding these student positions will be made annually after a review of program finances and enrollments. If enrollment does not reach targets, these positions will not be funded.

The revenues generated are very likely to be new revenues as this specialized graduate program will draw students to the only Masters in Higher Education program in the metro area. It is unlikely that such students would enroll in other programs at UNO.

ELCF Department expenditures (FY2013): $594,396 (96% personnel)
ELCF Department expenditures (FY2014): $746,396 (97% personnel)

When fully enrolled with 2 cohorts (in the 2016-17 academic year), the proposed program will offer four courses per semester, and require 0.5 FTE from each of our two higher education
faculty members. Over the last two years, these faculty members have taught seven of their fourteen combined courses from courses in the proposed program. These courses are currently offered as electives for our Ph.D. students in Educational Administration with a Higher Education concentration. This is 50% of their teaching and represents no shift from current departmental duties. No additional funds for research will be needed to support the proposed program. See the attached budget form for full budget details.
SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: The University of New Orleans
Date: 1/23/2015

Program/Unit: M.Ed. Program in Higher Education Administration

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

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REVENUES

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<td>Tuition</td>
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<td>90%</td>
<td>$233,124</td>
<td>90%</td>
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<td>Fees</td>
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<td>$111,931</td>
<td>10%</td>
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<td>Other (specify)</td>
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<td>TOTAL</td>
<td>$224,592</td>
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AcAf Policy 2.05 - Budget
DISCUSSION/ACTION ITEMS
Item E.5. University of Louisiana at Monroe’s request for approval of a Proposal for a Bachelor of Arts degree program in Organizational Leadership.

EXECUTIVE SUMMARY

University of Louisiana at Monroe requests approval of a Proposal for a Bachelor of Arts degree program in Organizational Leadership with a concentration in financial services. As well, ULM, along with its sister institutions in the University of Louisiana System, requests consolidation of the existing Bachelor of Arts in Organizational Leadership degree program.

The existing Bachelor of Arts in Organizational Leadership degree program has been offered through a consortium of UL System’s nine institutions. However, changes within the Louisiana’s CALL program have resulted in little marketing beyond the launch effort. Further, the combined program as it stands has not attracted the anticipated number of students essential to make it a profitable initiative. As a result, the chief academic officers of UL System institutions agree to consolidate the existing program into one program offered by ULM. Currently, the program is in a teach-out phase and no students will be impacted.

If approved, ULM will continue to offer the B.A. in Organizational Leadership with a concentration in financial services and will teach all courses needed to complete the curriculum. The other institutions will withdraw from the consortium originally formed and will no longer teach organizational leadership courses or grant the degree. Having ULM offer the program as a University program is expected to improve productivity because management by a single institution will be more efficient and effective. ULM is committed to market the program among its portfolio of online programs.

The University plans to use existing courses to the extent possible to replace organizational leadership courses. Although most courses are already offered in an online format, some courses will need to be developed for online delivery.

ULM currently has three students in the financial services concentration who will graduate in May 2015. Approximately eight other students are in various stages of enrollment or admissions in the Spring 2015 semester. By consolidating the program, ULM anticipates an increase in enrollment through additional marketing efforts, including on-campus marketing to students in general studies and those who have not declared a major to this point.
Continuation of the program at ULM will provide an opportunity for students with some college credit to earn a post-secondary credential that will be highly desired in the workforce. Aside from leadership programs in education, no similar programs exist in the state. The combination of leadership skills with a background in the basics of business is expected to produce individuals ready to step into a variety of entry- and middle-level management positions.

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 to offer a Bachelor of Arts degree program in Organizational Leadership.

AND FURTHER, that the University of Louisiana System, on behalf of its nine institutions, discontinues the collaborative Bachelors of Arts degree program in Organizational Leadership.
April 8, 2015

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

Dear Dr. Woodley:

The University of Louisiana at Monroe (ULM), along with its sister institutions in the University of Louisiana System, requests consolidation of the BA in Organizational Leadership with nine concentrations distributed across all University of Louisiana System institutions into the BA in Organizational Leadership with a concentration in financial services offered by ULM.

After considerable discussion and deliberation, the chief academic officers of all UL institutions recommend this action. The program has been a low-completer since its inception, and the revenue needed to support a program administrator who would oversee marketing, enrollment, and other operations did not materialize. Furthermore, changes with Louisiana’s CALL program resulted in little marketing beyond the initial efforts.

If this request is approved, ULM will enact a plan, described in the attached document, to increase enrollment and the number of completers, removing the program from its low-completer status. This result will contribute to the state’s need for a well-trained workforce with more individuals having a post-secondary credential.

Thank you for your consideration of this request.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure
Louisiana Board of Regents
2014-15 Academic Program Review
Request to CONSOLIDATE Existing Academic Programs

Please submit an electronic copy (Word Document preferred, or signed PDF) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at karen.denby@la.gov no later than Wednesday, February 18, 2015. Early submission is appreciated. Upon approval of the consolidation appeal, relevant existing programs will be cancelled on the CRIN. Documentation of campus and system approvals of the new curriculum must be provided before the inventory (CRIN) addition/reinstatement will be processed.

<table>
<thead>
<tr>
<th>Campus: University of Louisiana System (Consortium of 9 universities)</th>
<th>College/School:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Old Program(s)</strong> (Title, CIP):</td>
<td><strong>'New' Program</strong> (Title &amp; CIP)</td>
</tr>
<tr>
<td>- BA in Organizational Leadership, CIP 52.0213</td>
<td>Major: BA in Organizational Leadership, CIP 52.0213</td>
</tr>
<tr>
<td>o (Concentration: Human Relations, Grambling State University)</td>
<td>Concentration(s): Financial Services, University of Louisiana at Monroe</td>
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<tr>
<td>o (Concentration: Project Team Leadership, Louisiana Tech University)</td>
<td></td>
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<tr>
<td>o (Concentration: Strategic and Global Communication, McNeese State University)</td>
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<tr>
<td>o (Concentration: Foodservice Strategies and Operations, Nicholls State University)</td>
<td></td>
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<tr>
<td>o (Concentration: Financial Services, University of Louisiana at Monroe)</td>
<td></td>
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<tr>
<td>o (Concentration: Public Safety Administration, Northwestern State University)</td>
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<tr>
<td>o (Concentration: Disaster Relief Management, Southeastern Louisiana University)</td>
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<tr>
<td>o (Concentration: Health and Wellness, University of Louisiana at Lafayette)</td>
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<tr>
<td>o (Concentration: Cultural and Arts Institutions, University of New Orleans)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact [Name, email, phone]:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Pani, Vice President for Academic Affairs; <a href="mailto:pani@ulm.edu">pani@ulm.edu</a>; 318-342-1025</td>
<td>March 30, 2015</td>
</tr>
</tbody>
</table>

1. Description and Rationale. Describe what the consolidation would entail. What will change to increase productivity?

The nine universities that are members of the University of Louisiana System request permission to consolidate the BA in Organizational Leadership so that its nine concentrations are reduced to one. The University of Louisiana at Monroe (ULM) will continue offering its concentration in financial services and will teach all courses needed to complete the curriculum. The other institutions will withdraw from the consortium originally formed for the program and will no longer teach organizational leadership courses or grant the degree. They may continue, however, to teach courses in the subject areas that supported their unique concentration.

The low number of students enrolled at the various institutions and the inability of the program to meet expectations for number of completers has prompted this request. The expectations of the program were not satisfied because the revenue needed to support the administrative structure overseeing the program did not materialize. Thus, no single agency or individual had ownership of the program. Furthermore, changes in the CALL program were such that support from that source greatly diminished. Marketing of the program, therefore, became nearly non-existent after the initial year and the expected enrollment did not occur. Additional problems developed because of differences in academic calendars and the variety of course management and administrative data systems used among the institutions. Student registration, faculty assignment, and grade reporting became cumbersome.

Having ULM offer the program by itself is expected to improve productivity because management by a single institution will be more efficient and effective and because ULM has committed to marketing the program among its portfolio of online programs.
2. Proposed Curriculum.* Describe or summarize the proposed consolidated curriculum, e.g., core and concentrations/minors.

To support and continue the basic framework and goals and objectives of the original BA in Organizational Leadership program, ULM plans to use existing ULM courses to the extent possible to replace organizational leadership courses. The ULM classes have very similar topical coverage of the organizational leadership courses and will allow more effective and efficient utilization of scarce faculty resources. Students in the program will be able to enroll in classes that are part of the regular rotation of class offerings of the University. And, nearly all are already offered in an online format. Because of the nature of the original capstone course in the Organizational Leadership program, it will be retained in the modified program and will be a new class for ULM to deliver. Several classes will need to be developed for online delivery (CINS 2015, POLS 4003, ENGL 3023, and COMM 2044); however, ULM has suitable course substitutions should a student need the course prior to development.

The Board of Regents' core is included in the program. The Organization Leadership major requirements of 30 cr consists of the following courses (3 cr each):

- PSYC 2001 - Introduction to Psychology
- ENGL 3023 - Professional Writing and Communication
- BUSN 3001 - International Business
- COMM 2044 - Organizational Communication
- SOCW 3020 - Case Management
- PSYC 4039 - Statistics
- CINS 2015 - Spreadsheet Applications
- POLS 4003 - Ethics
- ORGL 3350 - Issues in Organizational Effectiveness
- ORGL 3370 - Strategic Planning in Organizational Cultures

Required for a Concentration in Financial Services (27 cr):

- ACCT 2012 - Introductory Financial Accounting
- ACCT 2013 - Introductory Managerial Accounting
- ECON 2002 - Microeconomic Principles
- RMIN 2005 - Risk and Insurance
- RMIN 3000 - Level Elective
- FINA 3015 - Business Finance
- FINA 4010 - Principles of Bank Operations

Business Electives (6 cr. from the following):

- BLAW 4001 - Legal Environment of Business
- CINS 3050 - Management Information Systems
- ECON 3001 - Money and Banking
- ENTR 2050 - Entrepreneurship
- ENTR 4032 - New Venture Creation or
- MGMT 3005 - Organizational Behavior

The proposed curriculum by year is as follows:

**Freshman Year**

- ENGL 1001 - Composition I (Core) 3 cr.
- ENGL 1002 - Composition II (Core) 3 cr.
- MATH 1009 - Applied Algebra for College Students or MATH 1011 - College Algebra (Core) 3 cr.
- Core Mathematics 3 cr.
- Core Humanities 6 cr.
- Core Natural/Physical Sciences 3 cr.
- Core Fine Arts Elective 3 cr.
- Core Social/Behavioral Sciences 6 cr.

**Total Hours 30**
Sophomore Year

Core Humanities 3 cr.
Core Natural/Physical Science 6 cr.
ACCT 2012 - Introductory Financial Accounting 3 cr.
ACCT 2013 - Introductory Managerial Accounting 3 cr.
PSYC 2001 - Intro to Psychology 3 cr.
ECON 2002 - Microeconomic Principles 3 cr.
RMIN 2005 - Risk and Insurance 3 cr.
Non-Business Electives 6 cr.

Total Hours 30

Junior Year

CINS 2015 - Spreadsheet Applications 3 cr.
ENGL 3023 - Professional Writing and Communication: Arts, Humanities, and Social Sciences 3 cr.
BUSN 3001 - International Business 3 cr.
COMM 2044 - Organizational Communication 3 cr.
SOCW 3020 - Case Management 3 cr.
PSYC 4039 - Statistics 3 cr.
Non-Business Electives 12 cr.

Total Hours 30

Senior Year

POLS 4003 - Ethics 3 cr.
FINA 3015 - Business Finance 3 cr.
FINA 4010 - Principles of Bank Operations 3 cr.
RMIN 3000 - Level Elective 3 cr.
ORGL 3350 - Issues in Organizational Effectiveness 3 cr.
ORGL 3370 - Strategic Planning in Organizational Cultures 3 cr.
Business Electives 6 cr. from the following:
- BLAW 4001 - Legal Environment of Business
- CINS 3050 - Management Information Systems
- ECON 3001 - Money and Banking
- ENTR 2050 - Entrepreneurship
- ENTR 4032 - New Venture Creation or MGMT 3005 - Organizational Behavior
Non-Business Electives 6 cr.

Total Hours 30

Total hours for degree 120

*AACSB accreditation requirements limit Business Administration credits which may be applied toward graduation in the Organizational Leadership curriculum to 30 semester hours for the Bachelor's degree.

**30 hours must be earned at ULM.

3. Students. Provide enrollment & completer data (declared majors) for the last three years for each existing program involved in the consolidation.

<table>
<thead>
<tr>
<th>Existing Degree Programs:</th>
<th>2013-14</th>
<th></th>
<th></th>
<th>2012-13</th>
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<td></td>
<td>Majors*</td>
<td>Completers</td>
<td>Majors*</td>
<td>Completers</td>
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<td>Strategic and Global Communication, MSU</td>
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Jan/2015  Consolidation - 3
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<tr>
<th>New Degree Program:</th>
<th>Total Expected Completers [Include continuing completers in the previous majors.]</th>
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<td>2014-15</td>
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**Rationale for Expectations:**

ULM currently has three students in the financial services concentration who will graduate in May, 2015. Approximately 8 other students are in various stages of enrollment or admissions in the spring 2015 semester. By consolidating the program, ULM anticipates an increase in enrollment through additional marketing efforts, including on-campus marketing to students in general studies and an undeclared status. When the program becomes part of eULM’s portfolio of programs, it will benefit from a coordinated marketing effort as well as an infrastructure that was created to serve online and adult learners.

Additionally, ULM will develop additional concentrations in the future that will meet workforce development needs that should be attractive to students and the business community.

4. **Explain how current students might benefit from the consolidation.**

One year ago, the institutions agreed to suspend new enrollment in the program and to develop a teach-out plan for existing students. A schedule was developed for organizational leadership courses that covered the period from fall 2014 through summer 2015, and students who had completed at least half of program were advised into these courses. Substitutions were found when needed for these students to advance in the program. Students who were not as far advanced were advised to enroll in other programs or to enroll at ULM in the financial services concentration.

Continuation of the program at ULM will provide an opportunity for students with some college credit to earn a post-secondary credential we feel will be highly desired in the workforce. Aside from leadership programs in education, no similar programs exist in the state. The combination of leadership skills with a background in the basics of business is expected to produce individuals ready to step into entry- and middle-level management positions in a variety of businesses and industries.

Issues that impacted the success of the collaborative program will be minimized through the consolidation of this program. Students will not have to deal with different academic calendars, course delivery systems, or administrative data systems. Additionally, by having the program at ULM, assessment, grading, and faculty assignment will less cumbersome. SACSCOC accreditation issues will also be easier to handle.

5. **Other Information.** Present any other pertinent information in support of this proposal.

ULM intends to use courses developed for the BA in Organizational Leadership as a base that will provide additional opportunities for well-prepared individuals to enter the workforce. These courses will be used in a minor in organizational leadership that will be available to all ULM undergraduates and a post-baccalaureate certificate in organizational leadership for individuals who already have a bachelor’s degree. This arrangement will allow organizational leadership courses to include students from three programs so that low enrollment should not occur. ULM also plans to propose the development of two graduate programs in organizational leadership (MA and Graduate Certificate) so that individuals desiring a graduate credential will have the opportunity to earn one.
* NOTE: Upon BOR approval of this proposal, the relevant existing programs will be CANCELLED on the CRIN. BOR Staff will not add/restore the new consolidated program to the CRIN until the revised curriculum is approved.

The proposed new curriculum should list required and elective courses (identifying core, concentrations, minors) in sequence or term by term, indicating new courses by an asterisk, and include any special requirements (internships, comprehensive exam, thesis, etc). Curricula detail submitted separately from this form must be approved by the Chief Academic Officer.

New curricula under this program consolidation that are not finalized by 30 December 2015 must be submitted in a full proposal for a new academic program (AcAf 2.05).

Certification of support for establishing a new, consolidated program:

______________________________           4/7/15
Chief Academic Officer          Date

______________________________
System Representative

Date