SCHEDULE OF APRIL 2012 MEETINGS
Claiborne Conference Center
Baton Rouge, Louisiana

MONDAY, APRIL 23, 2012

1:00 p.m. Council of Vice Presidents for Academic Affairs
7th Floor Conference Room

TUESDAY, APRIL 24, 2012

7:30 a.m. Presidents’ Council
7th Floor Conference Room
The Board will meet as a Committee of the Whole

9:00 a.m. Board of Supervisors Meeting**
Room 100, “The Louisiana Purchase Room”

12:00 p.m. Faculty Advisory Council
Room 153, “Iowa Room”

** Executive Session Pursuant to R.S. 42:16 may be required

Anyone wishing to attend these meetings and requiring special accommodations should contact this office 24 hours prior to the meetings so arrangements can be made.
BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
9:00 a.m., Tuesday, April 24, 2012*
Claiborne Building Conference Center
Auditorium, Room 100, “The Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Approval of February 14, 2012 Meeting Minutes
E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Grambling State University’s request for approval of a Proposal to convert its certification only practitioner teacher programs to Master of Arts degree programs in Teaching (MAT) in Special Education, Elementary Education, and Secondary Education.

2. Grambling State University’s request for approval of a Letter of Intent to convert the existing Associate of Science degree program in Child Development to a Bachelor of Science degree program in Child Development and Early Literacy.

3. Grambling State University’s request for approval to award an Honorary Doctor of Laws (LLD) to Ms. Donna Brazile at the Spring 2012 Commencement Exercises.

4. Louisiana Tech University’s request for approval of a Proposal for a Ph.D. degree program in Molecular Sciences and Nanotechnology.

* Or immediately upon adjournment of the previous Committee.
** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board
5. **McNeese State University**’s request for approval of a Letter of Intent for a Master of Science degree program in Criminal Justice.

6. **McNeese State University**’s request for approval of a Proposal for a Post-Baccalaureate Certificate of Nursing Case Management.

7. **Nicholls State University**’s request for approval of a Proposal for a collaborative Master of Science in Nursing degree program.

8. **Southeastern Louisiana University**’s request for approval to terminate the Associate of General Studies degree program effective Spring 2014.

9. **University of Louisiana at Lafayette**’s request for approval to award an Honorary Doctor of Arts Degree to Mr. Joe Stewart at the Spring 2012 Commencement Exercises.

10. **University of Louisiana at Lafayette**’s request for approval of a Proposal for a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL).

11. **University of New Orleans**’ request for approval to award an Honorary Doctor of Engineering Degree to Mr. Mark Savoff at the Spring 2012 Commencement Exercises.

12. **University of New Orleans**’ request for approval of a Letter of Intent for a Bachelor of Science degree program in Community Health.

13. **University of New Orleans**’ request for approval of a Letter of Intent for an M.Ed. degree program in Education Administration.

14. **University of New Orleans**’ request for approval of a Letter of Intent for a Ph.D. degree program in Inter-American Studies.

15. **University of Louisiana System**’s request, on behalf of its nine institutions, for approval of a Letter of Intent for a collaborative B.A. in Organizational Leadership.

16. Other Business

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### F. REPORT OF ATHLETIC COMMITTEE

1. **Louisiana Tech University**’s request for approval of an amended contract and agreement between Mr. Sonny Dykes, Head Football Coach; Louisiana Tech University; and the Louisiana Tech University Foundation, effective January 23, 2012.

2. **McNeese State University**’s request for approval of a contractual agreement with Mr. Terrence L. Gamble, Head Women’s Volleyball Coach, effective March 1, 2012.

3. **McNeese State University**’s request for approval of a contractual agreement with Mr. Ronald P. Savoie, Head Women’s Soccer Coach, effective March 1, 2012.
4. **McNeese State University**’s request for approval of a contractual agreement with Mr. Bernard Matt Viator, Head Football Coach, effective March 1, 2012.

5. **Northwestern State University**’s request for approval of a contractual agreement with Mr. George Van Linder, Head Women’s Soccer Coach, effective January 19, 2012.

6. **Northwestern State University**’s request for approval of a contractual agreement with Ms. Brooke Stoehr, Co-Head Women’s Basketball Coach, effective April 17, 2012.

7. **Northwestern State University**’s request for approval of a contractual agreement with Mr. Scott Stoehr, Co-Head Women’s Basketball Coach, effective April 17, 2012.

8. **University of Louisiana at Lafayette**’s request for approval of a contractual agreement with Mr. Mark Hudspeth, Head Football Coach, effective January 1, 2012.

9. **University of Louisiana System**’s report of significant athletic activities for the period of February 1 to April 6, 2012.

10. Other Business

**G. REPORT OF AUDIT COMMITTEE**

1. **Grambling State University**’s request for acceptance of Fiscal Year 2011-2012 Financial and Compliance Representation Letter.

2. **University of New Orleans**’ request for approval of its Internal Audit Charter.

3. **University of Louisiana System**’s report on internal and external audits submitted for the period of February 1 to April 13, 2012.

4. Other Business

**H. REPORT OF FACILITIES PLANNING COMMITTEE**

1. **Louisiana Tech University**’s request for approval to name the conference room in George T. Madison Hall in honor of the late Dr. Paul J. Pennington.

2. **Louisiana Tech University**’s request for approval to demolish the Hay Storage Pole Barn located on the campus.

3. **Louisiana Tech University**’s request for approval to demolish the existing Business Building.

4. **Louisiana Tech University**’s request for approval to enter into a Ground Lease with the Louisiana Tech University Foundation, Inc. to replace the gymnasium floor and goals located in Memorial Gymnasium and accept donation of improvements to the University.
5. **Northwestern State University**’s request for approval to rename West Caspari Hall the *Student Services Center*.

6. **Northwestern State University**’s request for approval to rename East Caspari Hall to the original name of *Caspari Hall*.

7. **Northwestern State University**’s request for approval to demolish the Married Student Housing Complex located on the main campus.

8. **Northwestern State University**’s request for approval to rename Loft Theatre the *Jack Wann Theatre* in honor of Dr. Jack Wann.

9. **Southeastern Louisiana University**’s request for approval of a second amendment to the Ground and Building Lease Agreement between the Board of Supervisors for the University of Louisiana System and University Facilities, Inc. for the 2004 Bond Series.

10. **University of Louisiana at Monroe**’s request for approval to petition the State Interim Emergency Board to address problems with deteriorated First Floor HVAC Piping in George T. Walker Hall located on the main campus.

11. Other Business

I. **REPORT OF FINANCE COMMITTEE**

1. **Southeastern Louisiana University**’s request for approval to enter into a Lease Agreement with Follett Higher Education Group for the University’s bookstore operations.

2. **University of Louisiana at Lafayette**’s request for approval of a student contract for a package price for the Executive MBA Program.

3. **University of New Orleans**’ request for approval of base level GRAD Act Autonomies for 2011-12.

4. **University of Louisiana System**’s recommendation to approve Campus Housing and Meal Plan Rates, Auxiliary Rates, and Non-Governmental Charges for Academic Year 2012-2013.

5. Other Business

J. **REPORT OF PERSONNEL COMMITTEE**

1. **Nicholls State University**’s request for approval to appoint Dr. John Doucet as Dean of the College of Arts and Sciences effective May 1, 2012.

2. **Southeastern Louisiana University**’s request for approval to appoint Mr. Sam Domiano, Jr. as Interim Vice President for Administration and Finance effective March 31, 2012.
3. **University of Louisiana at Lafayette**’s request for approval to appoint Dr. Jordan Kellman as Dean of the College of Liberal Arts effective July 1, 2012.

4. **University of New Orleans**’ request for approval to reorganize its leadership structure.

5. Other Business

**K. REPORT OF LEGISLATION COMMITTEE**

1. Update on the 2012 Regular Session of the Legislature

2. Other Business

**L. REPORT OF PERFORMANCE ASSESSMENT COMMITTEE**

1. **University of Louisiana System**’s request to certify campus LA GRAD Act reports for 2011-12.

2. Other Business

**M. SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions and Summer School Appointments

2. System President’s Report

3. Other Business

**N. BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Other Business

O. Other Business

P. Adjournment
Item E.1. Grambling State University’s request for approval of a Proposal to convert its certification only practitioner teacher programs to Master of Arts degree programs in Teaching (MAT) in Special Education, Elementary Education, and Secondary Education.

EXECUTIVE SUMMARY

Grambling State University proposes to establish Master of Arts in Teaching (MAT) degree programs in Special Education, Elementary Education, and Secondary Education by converting the University’s current state-approved certification only, practitioner teacher programs.

As a shortage of certified teachers remains within the region, the proposed programs are an effort to address this need while simultaneously raising the standards of candidates pursuing certification through an alternate path. The programs will be designed to provide graduates with comprehensive, research-based education, training, and support to address critical needs for highly qualified English, math, science, and special education teachers as well as increase the number of traditionally underrepresented groups in Science, Technology, Engineering, and Math (STEM) teaching disciplines.

Students currently enrolled in a STEM major will be recruited for the Master of Arts in Teaching degree programs. Other individuals who will be recruited for the proposed programs include recent graduates, mid-career changers, and highly qualified paraprofessionals. The 39-hour degree program will be delivered in a traditional format and can be completed within 14-16 months. Based on enrollment data from the current practitioner teacher programs and an overwhelming amount of inquiries received, the University projects an enrollment of 30 students each year for the first five years of program implementation and 30 graduates in year two and each year thereafter.

Although similar programs exist in Louisiana, the foci of the proposed MAT programs are to recruit, train, and retain teacher candidates from populations traditionally underrepresented in STEM disciplines. The proposed programs will be supported through existing resources and will not require additional state expenditures. As well, Grambling State University has received federal funding for the implementation, recruitment, and support of the MAT program. There will not be a need to hire new faculty as the courses proposed for the MAT degrees are presently being taught in the approved practitioner teacher program. No enhancements to library holdings,
facilities, or technology will be required. The proposed program will be housed within the College of Education.

MAT programs have potential for far-reaching economic impact in Louisiana. Further, by certifying teachers at the master’s level, it is less likely that local constituents will seek service providers from other states to obtain this graduate degree.

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 Grambling State University’s Proposal to convert its certification only practitioner teacher programs to Master of Arts degree programs in Teaching (MAT) in Special Education, Elementary Education, and Secondary Education.
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A PROPOSAL TO OFFER A MASTER OF ARTS IN TEACHING DEGREE

Grambling State University respectfully requests approval of a Proposal to offer a Master of Arts in Teaching Degree.

Your favorable consideration of this request would be appreciated.

Sincerely,

Frank G. Pogue, Ph.D.
President

FGP:jj

Attachment
# LOUISIANA BOARD OF REGENTS

**REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM**

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

<table>
<thead>
<tr>
<th>Name of Institution Submitting Proposal</th>
<th>Grambling State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Degree to be Awarded Upon Completion</td>
<td>Master of Arts in Teaching</td>
</tr>
<tr>
<td>Recommended 2010 CIP Taxonomy</td>
<td>CIP 131205 Secondary Education &amp; Special Education Mild/Moderate Grades 6-12 and CIP 131202 Elementary Education &amp; Special Education Mild/Moderate Grades 1-5</td>
</tr>
<tr>
<td>Date to be Initiated</td>
<td>June 2012</td>
</tr>
<tr>
<td>Name of Department or Academic Subdivision Responsible for the Program</td>
<td>College of Education – Curriculum and Instruction</td>
</tr>
<tr>
<td>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</td>
<td>Dr. Patricia Johnson, Assistant Professor, Department Head</td>
</tr>
</tbody>
</table>

Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
I. DESCRIPTION ........................................................................................................... 1

A. Title, Degree and Certification Level ................................................................. 1

  Program Objectives ............................................................................................ 1

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1. Description

A. Title, Degree, and Certificate Level

With federal funding received from the US Department of Education, Grambling State University (GSU) seeks to address the growing need for highly qualified teachers by implementing a new alternate route to teacher certification. Grambling State University aims to convert the current state approved, certification only, practitioner teacher programs (Teach GSU) to Master of Arts in Teaching (MAT) degree programs as an alternate route to teacher certification. The proposed MAT degree program shall be called the Alternative Teacher Certification Project (ATCP). GSU hopes to secure approval of the program during early spring 2012, facilitating candidate recruitment for an initial cohort to begin in summer 2012.

Building on the success of the Teach GSU program, the development of the MAT degree program is the natural progression and expansion in preparing highly qualified teachers. The Master of Arts in Teaching degree programs for alternate certification in the areas of General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5 and 6-12 (English, Math, Biology, Physics and Chemistry) are designed to train and develop highly qualified teachers by providing activities and field-based experiences, utilizing research, technology and professional associations for enrichment, and by encouraging active participation in partnership schools, agencies and professional development opportunities. The integrated to merged programs will target teacher certification in STEM disciplines (Biology, Chemistry, Physics and Math) as well as English and Special Education. Upon successful completion of program requirements, students will earn a master’s degree and be eligible for Level I Louisiana teacher certification.

Program Objectives

The principal goals of the new degree programs are to:

- provide degree candidates with comprehensive, research-based education, training and support to address the critical need for highly qualified English, math, science and special education teachers and;
- increase the number of traditionally underrepresented groups in STEM teaching disciplines.

With federal funding, Grambling State University will be able to recruit participants from the pool of recent college graduates, mid-career changers and highly qualified paraprofessionals. The primary foci of recruitment will be:

1. The recruitment of STEM majors and graduates;
2. The recruitment of populations that are traditionally underrepresented in the STEM disciplines.

Teachers of math, science and English in all grades must have much deeper content knowledge to teach those subjects effectively and that content preparation needs to be tied closely with pedagogical training (Luco, 2011). As such, a unique feature of the proposed program is the integration of pedagogical instruction with on-going and sustained professional development that has been made possible with the federal Transition to Teaching grant. Professional development activities and courses are designed to produce well-prepared teachers who have mastered, at a minimum, the Common Core standards for their chosen certification areas. Response to Intervention (RtI) and other best practices research will be incorporated into all courses to provide teachers with the tools necessary to maximize learning opportunities for all students. Additionally, Grambling State University will offer pre-entry supports such as PRAXIS test preparation. These types of supports and encouragement are vital to new teachers and will lead to retention of teachers in hard-to-staff schools in high needs schools districts.

B. Program Curriculum

The following forms outline the proposed curriculum for each of the MAT programs. The curriculum includes selected courses that were previously approved for TEACH GSU practitioner teacher program. In addition, in
order to meet Grambling State University graduate school requirements for graduate degree programs, a graduate level writing course is included in all degree plans. New courses are indicated with an asterisk (*). Per instructions from the LBOR, narrative descriptions of the new courses are included as well.
MASTER OF ARTS IN TEACHING DEGREE – ALTERNATE CERTIFICATION OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH)

<table>
<thead>
<tr>
<th>Name of University:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Name of College Awarding the Degree:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Type of Certification &amp; Content Areas:</td>
<td>Secondary Education and Special Education Mild/Moderate – Grades 6-12</td>
</tr>
</tbody>
</table>

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Master of Arts in Teaching Degree – General Special Education Mild/Moderate: An Integrated to Merged Approach.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Semester hours Required</th>
<th>Course Prefixes and Numbers</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT (15 semester hours)</td>
<td>3</td>
<td>*EDPT 512</td>
<td>Differentiated Instruction in Inclusive Classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*EDPT 514</td>
<td>Assessment Strategies for Diverse Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*EDPT 516</td>
<td>Vocational and Transition Planning</td>
</tr>
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<td>*EDPT 515</td>
<td>Classroom and Behavior Management for Diverse Learners</td>
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<td></td>
<td></td>
<td>EDPT 528</td>
<td>Foundations in Special Education and Child/Adolescent Psychology</td>
</tr>
<tr>
<td>READING (6-9 credit hours)</td>
<td>3</td>
<td>EDPT 522</td>
<td>Teaching Reading in the Middle, Jr. and Senior High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPT 531</td>
<td>Reading Literacy, Diagnosis and Correction</td>
</tr>
<tr>
<td>METHODOLOGY AND TEACHING (3-6 semester hours)</td>
<td>3</td>
<td>*EDPT 520</td>
<td>Methods for Teaching Secondary Math and Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*EDPT 599</td>
<td>Special Topics: Content Area and Technology Workshop</td>
</tr>
<tr>
<td>STUDENT TEACHING OR INTERNSHIP (6-9 semester hours)</td>
<td>6</td>
<td>EDPT 452/453</td>
<td>Educational Practicum and Internship I and II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPT 441/442</td>
<td>Seminar: Novice Educator Support System I and II</td>
</tr>
<tr>
<td>ELECTIVES (If Applicable) (0-3 semester hours)</td>
<td>3</td>
<td>DEED 634</td>
<td>Professional Writing</td>
</tr>
<tr>
<td>TOTAL HOURS (33-42 semester hours)</td>
<td>39</td>
<td></td>
<td></td>
</tr>
</tbody>
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* Indicates new courses.
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</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT</strong> <em>(75 semester hours)</em></td>
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<td>*EDPT 512</td>
<td>Differentiated Instruction in Inclusive Classrooms</td>
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<td>*EDPT 516</td>
<td>Vocational and Transition Planning</td>
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<td><strong>READING</strong> <em>(6-9 credit hours)</em></td>
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<td><strong>TOTAL HOURS (33-42 semester hours)</strong></td>
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* Indicates new courses.
# MASTER OF ARTS IN TEACHING DEGREE - ALTERNATE CERTIFICATION
OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH)

<table>
<thead>
<tr>
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<td>KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT (15 semester hours)</td>
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<td>*EDPT 512</td>
<td>Differentiated Instruction in Inclusive Classrooms</td>
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**Directions:** Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Master of Arts in Teaching Degree - General Special Education Mild/Moderate: An Integrated to Merged Approach.
# MASTER OF ARTS IN TEACHING DEGREE – ALTERNATE CERTIFICATION OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH)

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<td>Type of Certification &amp; Content Areas:</td>
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NARRATIVE DESCRIPTION OF COURSES

Course Number: EDPT 441 (This is a previously approved course)
Course Title: Seminar; Novice Educator Support System I (Fall semester)
Credit Hours: 3 Credit Hours

Course Description
This course provides the support structure for practitioner teachers to transfer the theory learned in the university setting into the concrete reality of the school setting. The seminar targets relevant and pertinent issues related to teacher retention and efficacy. The essence of these issues is captured in four modules spanning topics such as curriculum planning and instructional strategies, assessment, classroom management, teacher partnerships and cultural diversity. While other courses have included these topics, there is a need to provide opportunities to further focus and refine teaching practices. This course is the first part of a two-semester requirement.

Form:
The form is a seminar with the cohort with topics introduced that deal with the knowledge, skills, dispositions, challenges and opportunities that new teachers are facing in the classroom. The seminar method allows teachers to share concerns, strategies and information that all may need to be effective teachers in the state of Louisiana.

Measureable Objectives:
At the end of the semester, the teacher candidate should be able to construct a self-evaluation and professional development plan (LCET/IVB1, IVB2) including:

Module 1: Curriculum Planning and Instructional Strategies
A. Develop learning units and daily lesson plans which incorporate RTI, UDL and DI: GSU - CF 1.5, 2.3; CEC ICC7S10-ICC7S13; LCET IIA3, IIA4, IIA2, IIA6
B. Differentiate learning units and instructional strategies for diverse learners in diverse cultural settings GSU - CF1.4, 1.5, 2.6; CEC ICC7S4, ICC7S13, ICC7S15, ICC7S2; LCET IIA3
C. Incorporate technology to enhance student learning GSU-CF 1.4, 2.11; CEC ICC7K4; ICC7S9; LCET IIA5, IIA4
D. Implement a variety of instructional strategies including direct instruction, inquiry based learning, projects, questioning, and cooperative learning. GSU-CF 2.1, 2.3, 2.6; CEC IGC4S2, IGC4S3, IGC4S1, IGC4S3-IGC4S16; LCET IIA1, IIC1, IIC3, IIC4

Module 2: Assessment and Managing the Learning Environment
E. Utilize both traditional and non-traditional assessment techniques GSU-CF 1.6; CEC ICC8S5, ICC8S2, ICC8S3; LCET IIID1, IIID2, IIID3
F. Identify measures of performance-based assessments GSU-CF 1.6, 2.6, CEC ICC8S2, ICC8S4; LCET IIID1, IIID2, IIID3
G. Exhibit knowledge of appropriate methods of test administration, scoring, analysis and interpretation of data GSU-CF 1.6, 3.3; CEC ICC8S4, ICC8S5, ICC8S8; LCET IIID1, IIID2, IIID3
H. Construct classroom assessments that are valid and reliable for diverse students GSU-CF 1.6, 3.3; CEC ICC8S4; LCET IIID1, IIID2, IIID3
I. Demonstrate familiarity with current education assessment issues GSU-CF 1.6, 2.7, 2.10; CEC 8; LCET IIID1, IIID2, IIID3, IVB2

Concurrent Module (English-Education/Special Education only) required by NCATE for English-Education Alternative Certification through NCTE
A. Create activities that demonstrate the role of arts and humanities in learning GSU-CF 1.1; LCET IIA1, IIA2, IIA1, IVB2
B. Create learning experiences that demonstrate various uses of language forms for communication
GSU-CF 1.1, 3.3, 3.4, LCEI/II IIIA1, IIIB3, IIIB4.
C. Using UDL, create opportunities for students to critically analyze multiple media and
communication technologies GSU-CF 1.2, 1.5, 1.7, 2.3, 2.5, 2.6; LCEI/II IIIA1, IIIC2, IIIC3, IIIC4

Empirical Base:
Education Quarterly, 87568705, 22(3), retrieved November 4, 2009 from
http://ebSCOhost.com/ehost/detail?vid=12&hid=13&sid=78de877-7c4e24--af6e-b2;
school leaders should know. TEACHING Exceptional Children 42(1), 64-70.
literacy: Links among teacher knowledge, teacher practice, and student learning. Journal of Learning
Disabilities, 35, 69-86.
district partnerships. TEACHING Exceptional Children 37(3), 44-51.
effective? Strategies that foster curriculum implementation. American Educational Research Journal, 44,
921-958.
Brownell, M.T., Bishop, A.G., Gersten, R., Klingner, J., Dimino, J., Haager, D., et.al. (2009). Examining the
dimensions of teacher quality for beginning special education teachers: The role of domain expertise.
Exceptional Children, 75, 191-411.

Textbooks:
Teaching in Your School. ASCD Alexandria, VA;
NJ: Pearson Merrill Prentice Hall.

Supplemental Resources and Materials
Publications, Inc. Mountainview,CA.

Other references:
Hall, Inc.
Company.
ASCD
and Jovanovich.

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Candidate Evaluation:
Because the Louisiana Components of Effective Teaching (LCET) will be used to assess teacher candidate performance, practitioner teachers must know and model the components daily. The Louisiana Components of Effective Teaching provides the structure that promotes inquiry and that involves the practitioner teacher in evidence collection, reflection, and in comparing the evidence to performance standards. In addition, teachers will be expected to:

• provide evidence of basic information (school rules, policies, procedures, et al information)
• ensure evidence of the acquisition of resource materials (teacher’s guide, manuals, textbooks, etc)
• show evidence of involvement in planning and evaluating learning experiences
• provide evidence of conferences with students, parents and other teachers at regularly scheduled times
• evaluate student progress and development through regular observation, feedback, and assessment strategies.
• provide evidence of the classroom management plan and implementation
• provide evidence of teacher-parent partnerships and cultural diversity

Faculty available to teach the course:
Dr. Doris Williams-Smith
Dr. Patricia Johnson
Course Number: EDPT 442 (This is a previously approved course.)
Course Title: Seminar: Novice Educator Support System II (Spring semester)
Credit Hours: 3 Credit Hours

Course Description:
This course provides a continuation of the support structure for practitioner teachers to transfer the theory learned in the university setting into the concrete reality of the school setting. The merged seminar targets relevant and pertinent issues related to teacher retention and efficacy. The essence of these issues is captured in four modules spanning topics such as curriculum planning and instructional strategies, assessment, classroom management, teacher partnerships and cultural diversity. While other courses have included these topics, there is a need to provide opportunities to further focus and refine teaching practices. This is the second part of the two semester requirement.

Form:
This course is designed to help novice educators to develop competencies in teaching. The practitioner teacher has assumed a full-time teaching position in the area(s) in which the teacher is seeking certification. This course is a weekly seminar course. The seminars will include lecture, active participation in cooperative learning groups; content and concepts, theory and practice; case studies, and field experiences. Instructors will also utilize electronic and web-based supplementary materials.

Measurable Objectives:
At the end of the semester, the teacher practitioner candidate should be able to:
Module 1: Classroom Management
A. Design an effective classroom management plan LCET II A2, II A3, II A1; GSU-CF 2.2, CEC ICC4S1, ICC4S3, ICC7S6, ICC7S10-ICC7S13
B. Establish classroom routines and procedures LCET II B1, II B2; GSU-CF 1.2, 2.2, CEC ICC4S6, ICC5K2, ICC525, ICC5S4, ICC5SS12
C. Focus and sustain student attention through the lesson(s) LCET II C1, II B2, II C4, II A4, II A2; GSU-CF 2.3, 2.5, 2.11; CEC ICC5D13, ICCSS4
D. Utilize effective classroom groups for instruction and learning LCET III B1, III C4; GSU-CF 2.5, 2.4, 2.6, 2.11; ICCSS4, ICCSS9
E. Communicate effectively with students LCET III C2; GSU-CF 3.2, 3.3, 3.4; CEC ICC6S2
Module 2: Parent-Teacher Partnerships and Cultural Diversity
F. Demonstrate effective communication skills II C2; GSU-CF 3.2, 3.3, 3.4; CEC ICC10S10
G. Show evidence that parents and community partners are valued in the planning and instructional process LCET II DDS, GSU-CF 3.2, 3.3, 3.4; CEC ICC10S3
H. Demonstrate sensitivity to cultural and linguistic differences in students and parents II C1, II D3; GSU-CF 3.2, 3.3, 3.4; CEC ICC3K4
Concurrent Module (English-Education/Special Education only) required by NCATE for English-Education Alternative Certification through NCTE
A. Demonstrate classroom environment that permits students to select appropriate literacy strategies for access and understanding of wide ranges of print and non-print texts (including use of AT) LCET II I I A3, IIA4, II A1, II A2, II B1, II C1 GSU-CF 1.2, 2.3, 2.4, 2.5, 2.6
B. Encourage discussions of the purposes of evaluating and interpreting ideas presented through multimedia forms LCET II I I C1, II C2, II C3, II B1 GSU-CF 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
C. Create opportunities for students to make meaning of texts through reflection or other personal response forms LCET II II C2, II B1, II C2, II C3, II C4, II D1 GSU-CF 2.3, 2.4, 2.5, 2.6, 3.3, 3.4

Empirical Base:

**Textbooks:**

**Supplementary Resources and materials:**

Field-Based Experiences:
This course is a weekly seminar, lecture, presentation, discussion with follow-up activity- based instruction and role-playing by practitioner teachers in the assigned grades/classrooms at the district level.

Faculty available to teach the course:
Dr. Doris Williams -- Smith
Dr. Patricia Johnson

NBPTS: National Board for Professional Teaching Standards; INTASC: Interstate New Teacher Assessment and Support Consortium; NASDTEC: National Association of State Directors of Teacher Education and Certification; NCATE: National Council for Accreditation of Teacher Education; LCET: Louisiana Components of Effective Teaching; LA S/B: Louisiana Standards and Benchmarks
Course Number: EDPT 452 (This is a previously approved course.)
Course Title: Educational Practicum and Internship I (Fall Semester)
Credit Hours: 3 Credit Hours

Catalog Description:
This course provides opportunities for practitioner teachers to apply theory through practical applications in authentic teaching and learning environments. Practitioner teachers will work with a team of professional educators and receive guidance through on-site planned experiences to enhance and advance competencies and skills necessary to become effective teachers. The Professional Development Plan is designed collaboratively by the practitioner and his/her professional support team and specifically for the practitioner teacher’s area of certification. Prerequisite(s): Must meet the requirements for entry into the Practitioner Teacher Program.

Form:
Course Goals/Rationale
This course provides the practitioner teacher with meaningful exposure to, and participation in authentic teaching and learning experiences in multicultural, general and inclusive educational settings. In addition, practitioner teachers have the opportunity to experience the varied responsibilities of a full-time classroom teacher. Also, this course is designed to help the practitioner teacher to meet the academic requirements of the Louisiana Department of Education for obtaining initial teacher certification.

Measurable Objectives and Corresponding Program Outcomes:
At the end of the semester, the teacher candidate should be able to:

A. Show the use of purposeful long-range and daily planning (LCET: IA1, IA2, IA6; LR&LC A4, E3, F2, F5; CEC ICC7S2, ICC7S4, ICC7S6, ICC7S10, ICC7S11; ACEI 3.1; NCTE 3.1, 3.2; CF 1.5)
B. Demonstrate knowledge of the students and show how it is used in the planning process (LCET: IA3, IA1, IA2, IA6; CF: 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.3; CEC: ICC5K5, ICC4S2, ICC4S4, ICC4S2, ICC4S3, ICC4S4, ICC4S5, ICC7S5, ICC7S8, ICC7S10, ICC7S11, ICC7S12; LR&LC: A3, A5,A6, C2, C3, D1, D2, E1, E3, F1, F2, G1, G3, H1 IRA: 1.1, 4.3 ACEI 1.0, 3.2, 3.1; NCTE 2.1, 3.1, 4.2)
C. Exhibit competency in identifying and selecting appropriate resource materials (LCET IA4, IIA1, IIIA3, IIIA5; LR&LC A5; NCTE 4.1; ACEI 3.1, 3.2, 1.0; CEC ICC7S8, ICC7S9, ICC4S3, IGC4S7)
D. Establish and sustain an intellectually engaging learning environment (LCET: IA1, IA3, IIAA1, IIAA2, IIIA3, IIIA4, IIIC4; LR&LC A2, A4, A5, E2, E3, F2, G4; NCTE 2.1, 2.2, 3.1, 4.4, 4.4; ACEI 3.2, 3.4; CF 1.4, 2.6, 3.8; CEC ICC5S1, ICC5S4, ICC5S5, ICC5S9)
E. Apply effective classroom management strategies (LCET IIC1, IIC2; NCTE 4.2; ACEI 3.4, 1.0; CF 2.2; CEC ICC5S10, ICC5S12)
F. Use instructional strategies that will address different learning styles (LCET IA3, IA6, IIIB1, IIJC1, IIJC3; LR&LC A2, A4, A5, C1, E2, E3, F1, F2, F5, H1; NCTE 2.5, 4.4; ACEI 3.2; CF 2.4, 2.6, 2.10, 3.3; CEC IGC3S1, ICC4S3),
G. Promote literacy, numeracy, and enhancement of writing skills through multifaceted approaches to teaching and learning (LCET IIIA2, IIIA3, IIIA5, IIIB1, IIIB2, IIIC3, IIIC4, IIID4; LR&LC G5, G1, G3; NCTE 3.3.3; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; CF 2.5, 2.1; CEC IGC4S4, IGC4S13-IGC4S16,
H. Accurately assess the learning process using various assessment instruments (LCET: IA5, IIID1, IIID2, IIID3, IIID4; LR&LC A6, E2; NCTE 4.10; ACEI 4.0; CF 1.6; CEC ICC7S15, ICC7S13, ICC8S2, ICC8S4, ICC8S5, ICC8S8, ICC8S3)
I. Demonstrate professional growth (LCET IIVB1, IIVB2; LR&LC A5; NCTE 2.3, 3.7; ACEI 5.1; CF 2.9, 3.7, 1.8; CEC ICC9S1, ICC9S5, ICC9S6, ICC9S9, ICC9S13, ICC10S8)
J. Demonstrate ways to foster constructive and positive partnerships between school and family (LCET IIVB, IVA1-3, IVB1-3; NCTE 2.3; ACEI 5.2; CF 3.2, 3.7; CEC ICC10S2, ICC10S3, ICC10S6, IGC10S1-IGC10S4)


**Student Evaluation**

The Louisiana Components of Effective Teaching (L.C.E.T) for General and Special Education will be used to assess practitioner teacher performance. This approach will equip the practitioner teacher to judge current effectiveness and plan professional development activities. The collaborative aspect will encourage practitioner teachers, mentors and administrators to conduct formal and informal observations and to provide feedback as a basis for professional conversation to improve practice.

Practitioner teachers are expected to maintain and present a hardcopy Draft I of the Teaching Portfolio, which includes the Draft I Professional Development Plan.

If the practitioner teacher has not passed Praxis II: Principles of Teaching and Learning, s/he is expected to participate in any and all PLT preparation sessions provided by the instructor.

**Field-Based Experiences:**

The practitioner teacher will assume a full-time teaching position at the district level in the area(s) in which the practitioner is seeking certification. University faculty, principals, mentors and the practitioner teacher will form a support team to collect evidence of teaching proficiency and to conduct formal and informal observations of teaching experiences. The practitioner teacher is to collaborate with other school-based support personnel, including other general and special education professionals, and develop and participate in any IEPs, or IFPs as required. Additionally, the teacher practitioner will write reflections on his/her personal development and new knowledge as a result of these collaborations, professional development and professional experiences.

**Assessments:**

Observations, reflections, exams, teacher work samples, Teaching Portfolio (including Draft I of the Professional Development Plan).

**Empirical Basis:**


55. Retrieved February 26, 2011 from

Supplementary References:
Websites:
www.acei.org Elementary
www.nceteb.org English
www.doe.state.la.us State of LA
www.lessonplanpage.com Lesson Planning
http://eric.ed.gov ERIC Educational Research
http://www.teachers.net Elementary Ideas
http://www.teacherpathfinder.org Reference for Teachers
http://www.teachers.net/lessons Lesson Planning
www.ece.spe.org Special Education
www.ira.org International Reading Assoc.
www.corestandards.org Core Standards
www.pbs.org Positive Behavior Supports
http://eduplace.com Educational Activities
www.nsta.org Science
www.nctm.org Math

Faculty available to teach the course:
Dr. Doris Williams-Smith
Dr. Patricia P. Johnson
Course Number: EDPT 453 (This is a previously approved course.)
Course Title: Educational Practicum and Internship II (Spring Semester)
Credit Hours: 3 Credit Hours

Course Description:
This course provides opportunities for practitioner teachers to apply theory through practical applications in authentic teaching and learning environments. Practitioner teachers will work with a team of professional educators and receive guidance through on-site planned experiences to enhance and advance competencies and skills necessary to become effective teachers. The Revised-Professional Development Plan is designed collaboratively by the practitioner and his/her professional support team and specifically for the practitioner teacher’s area of certification. Prerequisites: Must meet the requirements for entry into the Practitioner Teacher Program.

Form:
Course Goals/Rationale
This course provides the practitioner teacher with meaningful exposure to, and participation in authentic teaching and learning experiences in multicultural, general and inclusive educational settings. In addition, practitioner teachers have the opportunity to experience the varied responsibilities of a full-time classroom teacher. Also, this course is designed to help the practitioner teacher to meet the academic requirements of the Louisiana Department of Education for initial teacher certification.

Measurable Objectives and Corresponding Program Outcomes:
At the end of the semester, the teacher candidate should be able to:

A. Show the use of purposeful long-range and daily planning (LCET: IA1, IA2, IA6; LR&LC A4, E3, F2, F5; CEC ICC7S2, ICC7S4, ICC7S6, ICC7S10, ICC7S11; ACEI 3.1; NCTE 3.1, 3.2; CF 1.5).
B. Demonstrate knowledge of the students and show how it is used in the planning process (LCET: IA3, IA1, IA2, IA6; CF: 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.3; CEC: ICC3K5, ICC4S2, ICC4S4, ICC4S2, ICC4S3, ICC4S4, ICC4S5, ICC7S5, ICC7S8, ICC7S10, ICC7S11, ICC7S12; LR&LC: A3, A5, A6, C2, C5, D1, D2, E1, E3, F1, F2, G1, G3, H1 IRA: 1.1, 4.3 ACEI 1.0, 3.2, 3.1; NCTE 2.1, 3.12, 4.2).
C. Exhibit competency in identifying and selecting appropriate resource materials (LCET IA4, IA1, IA3, IA4, IA5, LR&LC A5; NCTE 4.1; ACEI 3.1, 3.2, 1.0; CEC ICC7S8, ICC7S9, ICC4S3, ICC4S7).
D. Establish and sustain an intellectually engaging learning environment (LCET: IA1, IA3, IA1, IA2, IA4, IA3, IA4, IA5, LR&LC A2, A4, A5, E2, E3, F2, G4; NCTE 2.1, 2.2, 3.1, 4.4; ACEI 3.2, 3.4; CF 1.4, 2.6, 3.8; CEC ICC5S1, ICC5S4, ICC5S5, ICC7S9).
E. Apply effective classroom management strategies (LCET HIC1, HIC2; NCTE 4.2; ACEI 3.4, 1.0; CF 2.2; CEC ICC5S10, ICC5S12).
F. Use instructional strategies that will address different learning styles (LCET IA3, IA6, IIB1, IIC1, IIC3; LR&LC A2, A4, A5, C1, E2, E3, F1, F5, H1; NCTE 2.5, 4.4; ACEI 3.2; CF 2.4, 2.6, 2.10, 3.3; CEC ICC3S1, ICC4S3).
G. Promote literacy, numeracy, and enhancement of writing skills through multifaceted approaches to teaching and learning (LCET IIA2, IIA3, IIA5, IIB1, IIB2, IIC3, IIC4, IID4; LR&LC G5, G1, G3; NCTE 3.3.3; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; CF 2.5, 2.1; CEC ICC4S4, ICC4S13-ICC4S16).
H. Accurately assess the learning process using various assessment instruments (LCET: IA5, IID1, IID2, IID3, IID4, LR&LC A6, E2; NCTE 4.10; ACEI 4.9; CF 1.6; CEC ICC7S15, ICC7S13, ICC82, ICC8S4, ICC8S5, ICC8S8, ICC8S1).
I. Demonstrate professional growth (LCET IVB1, IVB2; LR&LC A5; NCTE 2.3, 3.7; ACEI 5.1; CF 2.9, 3.7, 1.8; CEC ICC9S1, ICC9S3, ICC9S6, ICC9S9, ICC9S13, ICC10S8).
J. Demonstrate ways to foster constructive and positive partnerships between school and family LCET IVB, VA1-3, VB1-3; NCTE 2.3; ACEI 5.2; CF 3.2, 3.7; CEC ICC10S2, ICC10S3, ICC10S6, ICC10S1-ICC10S4.

Student Evaluation

The Louisiana Components of Effective Teaching (LCET) for General and Special Education will be used to assess practitioner teacher performance. This approach will equip the practitioner teacher to judge current effectiveness and plan professional development activities. The collaborative aspect will encourage practitioner teachers, mentors and administrators to conduct formal and informal observations and to provide feedback as a basis for professional conversation to improve practice. Practitioner teachers are expected to maintain and present an Electronic Teaching Portfolio, which includes the Revised-Professional Development Plan.

If the practitioner teacher has not passed Praxis II: Principles of Teaching and Learning, s/he is expected to participate in any and all PLT preparation modules provided by the instructor.

Field-Based Experiences:

The practitioner teacher will assume a full-time teaching position at the district level in the area(s) in which the practitioner is seeking certification. University faculty, principals, mentors and the practitioner teacher will form a support team to collect evidence of teaching proficiency and to conduct formal and informal observations of teaching experiences. The practitioner teacher is to collaborate with other school-based support personnel, including other general and special education professionals, and develop and participate in any IEPs, or ITPs as required. Additionally, the teacher practitioner will write reflections on his/her personal development and new knowledge as a result of these collaborations, professional development and professional experiences.

Assessments:

Observations, reflections, exams, teacher work samples, Electronic Teaching Portfolio (including the Revised Professional Development Plan).

Empirical Basis:


Supplementary References:


Boston: Allyn and Bacon.


Websites:
www.acsi.org (Elementary)
www.ncte.org (English)
www.doc.state.la.us (State of LA)
www.lessonplanpage.com (Lesson Planning)
http://www.teachers.net (Elementary Ideas)
http://www.teacherpathfinder.org (Reference for Teachers)
http://www.teachers.net/lessons (Lesson Planning)
www.cec.sped.org (Special Education)
www.corestandards.org (Core Standards)
www.ira.org (International Reading Assoc.)
www.pbs.org (Positive Behavior Supports)
http://eduplace.com (Educational Activities)
www.nsta.org (Science)
www.nctm.org (Math)

Faculty available to teach the course:
Dr. Doris Williams-Smith
Dr. Patricia P. Johnson
Course Number: EDPT 512
Course Title: Differentiated Instruction in Inclusive Classrooms
Credit Hours: 3 Semester Hours

Course Description:
This course is designed to provide practitioner teacher candidates with theoretical concepts, empirically-based strategies, and best practices for differentiating instruction in secondary classrooms. Special emphasis will be placed on formative and summative assessment approaches that support differentiated instruction that addresses learner differences.

Pre-requisite:
The practitioner candidates enrolled in this course must have fulfilled all requirements for admission to the Masters of Arts in Teaching Alternative Certification in Special Education Program at Grambling State University.

Form:
This 60% hybrid course will follow an interactive lecture format combined with web-based activities and discussion boards. The course includes whole group standards based instruction, cooperative grouping, research assignments, group and individual presentations and guest speakers.

Measurable Objectives and Assessments:
Given varied content, activities, and materials, the practitioner teacher candidates will:

1. Articulate the definition, theoretical foundation and concepts associated with differentiated instruction. (CF 1.1, 1.2, 2.4, 2.6, 2.9, 3.1, 3.4) (ACEI 1.2.1, 2.2, 2.3, 2.4, 2.8, 3.2, 3.4) (NCTE 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10) (CEC CC1K1, CC1K4, CC1K5, CC1K6, ICC4K1, ICC7K1) (NCTM 1, 2, 3, 5, 7, 8)

2. Identify and explain the essential characteristics of differentiated instruction as it relates to student readiness, interests, and learning profile. (CF 1.1, 1.2, 1.3, 2.4, 2.6, 2.9, 3.1, 3.4) (ACEI 1.2.1, 2.2, 2.3, 2.4, 2.8, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4S1, ICC4S3, ICC4S4, GC4K1, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S7, GC4S10, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16) (NCTM 1, 2, 3, 4, 5, 7, 8) (LCET IIIA1, IIIA2, IIIA3, IIIA4, IIIB1, IIIB2, IIIB3, IIIC1, IIID1, IIID2, IIID3, IIID4) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity); Writing Standards – (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing)

3. Provide critical analyses of current research literature on differentiated instruction with specific relevance to brain-based learning, learning styles, multiple intelligences, and authentic assessment. (CF 1.1, 1.2, 2.4, 2.6, 2.9, 3.1, 3.4) (ACEI 1.2.1, 2.2, 2.3, 2.4, 2.8, 3.1, 3.2, 3.4) (NCTE 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4K4, ICC4S1, ICC4S3, ICC2K2, GC2K1, ICC3K2, ICC3K5) (NCTM 1, 2, 3, 4, 5, 7, 8) (LCET IA3, IA4, IA5, IIC1, IID1) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity); Writing Standards – (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing)

4. Compare and contrast various models of differentiated instruction appropriate for integration into secondary content areas. (CF 1.1, 1.2, 2.4, 2.5, 2.6, 2.9, 3.1, 3.4) (ACEI 1.2.1, 2.2, 2.3, 2.4, 2.8, 3.2, 3.4) (NCTE 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4S3, CC1K1, CC1K4, CC1K5, CC1K6, ICC4K1, ICC7K1) (NCTM 1, 2, 3, 5, 7, 8) (LCET IIIA1, IIIA2, IIIA3, IIIA4, IIIB1, IIIB2, IIIB3, IIIC1, IIID2, IIID1, IIID2, IIID3, IIID4) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity)
5. Demonstrate proficiency in the selection and use of diverse methods and strategies including Response to Intervention, UDL, and technology tools appropriate to differentiate instruction for learners in grades K-12. (CF 1.1, 1.2, 2.4, 2.6, 2.9, 3.1, 3.4) (ACEI 1, 2.1, 2.2, 2.3, 2.4, 2.83.1, 3.2, 3.4) (NCTE 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4, GC4K1, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S7, GC4S10, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, ICC5K3, GC5S3, ICC6S2) (NCTM 1, 2.3, 3, 4, 5, 7, 8) (LCET IIIA, IIIA2, IIIA3, IIIA4, IIIB1, IIIB2, IIIB3, IIIIC1, IIIIC2, IIID1, IIID2, IIID3, IIID4) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity); Writing Standards – (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing); Language Progress in Skills L.3.1, L.3.3a, L.4.1f, L.4.3a, L.5b, L.5.1d, L.5.2a)

6. Demonstrate the ability to utilize formative and summative assessment data to develop and present a standards-based DI lesson plan in which differentiation is integrated into the areas of content, process, and product for a specified grade level expectation. Write a self reflective analysis to assess performance and to explain how differentiation enhanced the outcomes of the lesson. (CF 1.1, 1.2, 1.6, 2.4, 2.6, 2.9, 3.1, 3.4) (ACEI 1, 2.1, 2.2, 2.3, 2.4, 2.83.1, 3.2, 3.4, 4) (NCTE 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4, GC4K1, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S7, GC4S10, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, ICC5K3, GC5S3, ICC6S2) (NCTM 1, 2.3, 3, 4, 5, 7, 8, 9) (LCET IIIA, IIIA2, IIIA3, IIIA4, IIIB1, IIIB2, IIIB3, IIIIC1, IIIIC2, IIID1, IIID2, IIID3, IIID4) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity); Writing Standards – (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing)

7. Engage in field-based learning activities at GSU partnership school sites, alternative academic settings or community-based agencies to observe the theory and practice of differentiated instruction. (CF 1.1, 1.2, 1.5, 2.3, 2.4, 2.6, 2.9, 2.13, 3.1, 3.4) (ACEI 1, 2.1, 2.2, 2.3, 2.4, 2.83.1, 3.2, 3.4, 5) (NCTE 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8) (CEC ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4, GC4K1, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S7, GC4S10, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, ICC5K3, GC5S3, ICC6S2) (NCTM 1, 2.3, 3, 4, 5, 7, 8, 9) (LCET IIIA, IIIA2, IIIA3, IIIA4, IIIB1, IIIB2, IIIB3, IIIIC1, IIIIC2, IIID1, IIID2, IIID3, IIID4) (CCSS Reading Standards for Literature – (Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading, and Level of Text Complexity); Writing Standards – (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing)

Assessment Measures: (Performance – based)
The teacher practitioner candidates will:
A. Form collaborative groups to outline and present salient points emphasized in chapter content utilizing technology medium. (oral presentation rubric that includes a 4 - point Likert style scale with criteria for points);

B. Use assessment data to develop and implement a standards-based lesson plan that includes appropriate strategies and materials to differentiate instruction. (written lesson plan rubric and lesson plan presentation rubric to assess practitioner candidate’s performance);

C. Engage in Level III field-based activities to observe resources, strategies, and empirical-based best practices for differentiating instruction in inclusive classroom settings (rubric to assess practitioner candidate’s performance);
D. Recall and apply chapter and related course content to respond to a summative knowledge-based exam. (final exam);

E. Critique and discuss research articles and case studies relative to strategies and approaches for differentiating instruction (rubric to assess practitioner candidate’s performance);

F. Engage in self reflection to identify areas of strength and weakness on performance-based activities.

Empirical Base:
The empirical bases for this course are from the following sources:


Required Course Textbook:


Supplementary Textbooks:


**Websites:**


http://www.paula.kluth.com/readings/differentiating-instruction/differentiating-instruction/


**Field-based Experiences:**
The practitioner teacher candidate will:

1. Observe a student in an inclusion class and develop a case study. Create an individualized transition plan for the student based on data obtained from observations, interviews, interest inventories, the TPI (transition planning inventory), and other relevant sources.

2. Create a digital resource guide that includes a compilation of instructional strategies that can be utilized to differentiate instruction to facilitate successful learning outcomes for all students, including students with exceptionalities.

Criteria used to select the site: MOU Agreement; SACS accreditation; Candidate Need; Qualified Teachers; Demographics; and Availability

Criteria used to select mentors/supervisors who will work with candidates: Certified Teachers with Level A, B, or Level I or II Teaching Certificate; Principal Recommendation; Demographics and Availability

Describe the preparation process used to train mentors/supervisors to support and evaluate candidates: Orientation; Mentor/Supervisor Workshops; Electronic Correspondence

**Faculty available to teach the Course:**

Dr. Patricia P. Johnson
Dr. Elaine Foster
Dr. Loretta Jaggers
Dr. Mary Ghongkedze
Course Number: EDPT 513
Course Title: Teaching Methods for Secondary English
Credit Hours: 3 Credit Hours

Course Description:
This course provides a comprehensive coverage of application of theories and best practices in teaching English language arts in the middle and high school to students with diverse learning needs.

Form:
This course is designed for the teacher practitioner candidate to become directly involved in the use of a variety of teaching/learning strategies, as well as professional standards, journals, and organizations, which support the professional growth of middle and secondary English/Language Arts teachers. The goal of the course is to assist the practitioner teacher in learning to employ an integrated approach to the teaching of English/languag arts in an inclusive setting. The course includes the use of various instructional strategies such as lecture/discussion, cooperative/collaborative group activities, micro-teaching activities, and 10 hours of field-based experiences in the surrounding community. The course will provide numerous opportunities for the candidates to participate in technology infused activities.

Measurable Objectives:
Given varied content, activities, and materials, the candidate will:

1. Complete and make an oral presentation regarding professional journal articles. These presentations must include PowerPoint, instructional implications, and alignment with NCTE, CEC, and LCET standards/domains. (NCTE 3.1, 3.2, 3.7) (LCET Domain 4, Component B, Attribute 2) (CF 2.15, 2.7) (CEC: ICC9K1-2, ICC1K1-2)

2. Complete and present a portfolio of self as an English language arts teacher tracing personal development as a reader, writer, and an English language arts teacher. This portfolio must include examples of the student’s ability to demonstrate NCTE, CEC, and LCET standards/domains. (NCTE 3.1, 3.2, 3.4, 3.6, 3.7) (CF 1.8) (CEC: ICC9S1-1)

3. Complete a field experience reflective summary paper summarizing the observations, participation, and direct teaching experiences in a local school or community setting. This paper must include: descriptions of observations of examples of NCTE, CEC, and LCET standards/domains, and a comparison/contrast of theories discussed in texts and required readings. (NCTE 2.1-2.6) (LCET Domains 1.2, & 3) (CF 1.1-1.8, 2.1-2.17, 3.1-3.8) (CEC: ICC9S1-12, ICC9S1-2)

4. Complete a creative language arts unit based on a long-range plan for the year. This unit plan must include alignment with the GLEs and the Comprehensive Curriculum, as well as NCTE and CEC Standards. Differentiated instruction and accommodations for different learning styles and special needs must also be included. (NCTE 3.3, 4.1-4.10) (LCET Domains 1&2) (CF 1.1-1.8, 2.1-2.17, 3.1-3.8) (CEC: ICC9K1-5, ICC9K1-4, ICC9S1-15, ICC9S1-8, ICC9K1-5, ICC9K1-4, ICC9S1-9, ICC9S1-5)

5. Complete a professional development plan detailing goals/objectives for the year in the areas of professional conferences/meetings, journals, grants, course development, resources or presentations. Students will identify the NCTE, CEC, and LCET standards/domains addressed in the professional development plan. (NCTE 2.3) (LCET Domain 4, Component B, Attributes 1&2) (CF 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.6, 2.7, 2.9, 2.10, 2.11, 2.14, 2.15, 2.17, 3.1-3.7) (CEC: ICC9K3, ICC9K4, ICC9K1, ICC9K2, ICC9S1, ICC9K3)

6. Complete formative and summative assessments in the form of written reflections at the end of each class meeting and at the end of the course. These reflections will include instructional implications of discussions, lectures, readings, guest speakers, and other activities or assignments related to effective English language arts instruction and management in an inclusive classroom. (NCTE 2.3, 3.1-3.7) (CF 1.1-1.8, 2.2-2.13, 3.1-3.8) (CEC: ICC9S1)
7. Participate in collaborative activities and discussions during each class meeting and during field experiences. (NCTE 2,3, 2.5, 3.7.1, 3.7.2, 4.10) (LCET Domains 1,2,3, & 4) (CF 2.1-2.17, 3.1-3.8) (CEC: ICC10K1-4, ICC10K1-4, ICC10S1-11, ICC10S1-4)
8. Create a Classroom Management Plan including differentiated instruction and accommodations for special needs learners. (NCTE 2.1, 2.3, 4.2) (LCET Domain 2) (CF 1.1-1.8, 2.1-2.17, 3.1-3.8) (CEC: ICC5K1-10, ICC5K1-3, ICC5S1-16, ICC5S1-6, ICC6K1-4, ICC6K1-3, ICC6S1-2, ICC6S1-5)

**Empirical Basis:**


**Textbooks:**


**Supplementary Resources and Materials:**

**Books:**


**Websites:**
- http://www.netc.org/
- http://www.cec.spd.org/
- http://www.reading.org/
- http://www.bandoutsonline.com/
- http://www.learner.org/
- http://www.teachersfirst.com/index.cfm
- http://www.englishraven.com/

**Journal Articles/Dissertation Excerpts to be read and Critiqued:** Each student will read articles from the following professional journals:
- Voices from the Middle
- English Journal
- Research in the Teaching of English

In addition, students will read excerpts from the following published dissertation:

**Candidate Evaluation**

Teacher Practitioner Candidates will be evaluated based on the following:
- Professional Journal Article Presentations (Rubric)
- Portfolio of Self as an English Language Arts Teacher (Rubric)
- Field Experience Reflective Summary Papers (Rubric)
- English Language Arts Unit Plans (Rubric)
- Professional Development Plan Presentations (Rubric)
- End of Class Written Reflections
- Collaborative Activities/Discussions
- Classroom Management Plan (Rubric)

**Faculty available to teach course:**
Dr. Doris Williams-Smith
Dr. Mary Ghangkedze
Ms. Gloria Rabon
Dr. Pamela Payne
Course Number: EDPT 514
Course Title: Assessment Strategies for Diverse Learners
Credit Hours: 3 Semester Hours

Course Description:
The course content will focus on common core standards for assessment and subsequent planning, as well as essential practices, principles and laws associated with assessment of youth and adolescents, with an aim towards combining IEP/ITP information and high quality assessments to assist all students in meeting common core standards.

Form:
This 60% online hybrid course will follow an interactive format that incorporates whole group standards-based instruction about UDL and assessment. The course will utilize cooperative learning activities, research assignments, web-based activities, group and individual presentation, lecture and discussions delivered through electronic media. The course includes 30 hours of field experiences at partnering and professional development schools. The course is focused on understanding criterion- and norm-referenced systems, progress monitoring, as well as developing personalized intervention plans for students, using the collected data.

Measurable Objectives and Assessments
1. Explain the use, administration, scoring, and interpretation procedures for formal and informal assessment measures related to instruction, academic, and transition outcomes for learners with exceptionalities at the appropriate grades/content areas. CF: 1.2, 1.5, 2.6, 2.11, 3.3, 3.4 INTASC: 1,2,3,4,5,6,7,8,9 CEC: CC1K6, CC4S2, CC4S3, CC8K1, CC8K2, CC8K3, CC8K4, CC8K5, CC8S2; LCET: IA, II,B, IIC, IIIA, IIB, IIIC

2. Discuss how diversity affects testing results including high stakes testing—economically, culturally, ability, linguistically, socially, spiritually, etc. -- CF 1.6, 1.7, 2.7, 2.6, 2.10, 3.2, 3.3, 3.4 (INTASC principles 1.2, 4.5, 6.7.8, 9; CEC: 1.2, 3, 4, 5, 6, 8, 9, LCET Standards IA, IIB, IIIA, IIB, IIC, IIC, IV, IID; NBPTS Gen. Standards 1,II,III, V); NBPTS Gen. Standards 1,II,V

3. Compute and interpret commonly used descriptive statistics and standard scores -- CF 1.1 (INTASC principles 1.2, 7; LCET Standards IA, IIC, IIIA, IIB; NBPTS Gen. Standards 1,II) CEC Standards 1, 2.4, 7; CF 1.6 (INTASC principles 1,4,6,7.8; LCET Standards IA, IIB, IIB, IIC, IV, IID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4, 6, 7, 8

4. RTI Tier 1 -- Given hypothetical case studies of a group of students in one grad demonstrating some academic weakness in the candidate's area of certification, use best practices research to create a unit utilizing appropriate instructional strategies and their assessments for small group primary prevention in the area of certification (or Reading/Language Arts OR Math for Elementary 1-5); CF 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2 LCET I,II: IAA, IIB1, IIIC2, IIC4; CEC: ICC3K2, ICC3K3, ICC3K5, ICC4S2, ICC4S3, ICC4S4, ICC4S5, ICC8K1, ICC7K4, ICC7K3, ICC7K2, ICC7S4, ICC7S10, ICC8K2, ACEI 4.0, NCTE 3.1.2, 3.2.5, 4.10, NCTM 8.3, NSTA 2c, 3e Assessments A, B, G

5. RTI Tier 2 -- Given case studies of a smaller group of students who have been in Tier 1 primary prevention, but have not demonstrated sufficient progress, outline one research based Tier 2 Intervention and its assessment for students in the candidate's area of certification (or Reading/Language Arts OR Math for Elementary 1-5) that meet the following criteria: adult-led, co-teaching possibilities, smaller groups, 2-3 months duration, daily 20-30 minute practice and progress monitoring; CF 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2 LCET I,II: IAA, IIB1, IIC2, IIC4; CEC: ICC3K2, ICC3K3, ICC3K5, ICC4S2, ICC4S3, ICC4S4, ICC4S5, ICC8K1, ICC7K4, ICC7K3, ICC7K2, ICC7S4, ICC7S10, ICC8K2, ACEI 4.0, NCTE 3.1.2, 3.2.5, 4.10, NCTM 8.3, NSTA 2c, 3e Assessments A, B, G
6. RTI Tier 3 -- Given case studies of several students who have been in Tier 2 secondary interventions for 2-3 months with daily intervention, but have still not demonstrated sufficient progress, outline one intensive research-based Tier 3 intervention and its assessment for students in the candidate's area of certification (or Reading/Language Arts OR Math for Elementary 1-5) that meet the following criteria: Tree diagram of prerequisite skills to promote teacher problem solving and subsequent intervention, members in the collaborative team, type/form/duration of more frequent and intensive interventions, and type/form of (at least) weekly progress monitoring using informal assessment as listing subsequent steps to get student back to Tiers 2, then 1 then independently learning: CF 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2; LCET I/III: IAA, IIB, IIIC, IIID; CEC: ICCSK2, ICCSK3, ICCSK5, ICCS42, ICCS43, ICCS4S, ICCS4S5, ICCS8K1, ICCS7K4, ICCS7K3, ICCS7K2, ICCS7S4, ICCS7S10, ICCS8K2, ACEI 4.0, NCTE 3.1.2, 3.2.5, 4.10; NCTM 8.3; NSTA 2c, 3e Assessments A, B, G

7. Critique, analyze and present 4 research articles that articulate "best practices for effective progress monitoring and other informal assessments in the candidate's area/level of certification including RTI, UDL, Common Core Standards Assessment for youth and adolescents: CF II.1, II.2, II.3, II.4, II.5, II.6, III.1, III.2, III.3, III.4; LCET II/III: II, III; CEC ICC1.1, ICC1.6, ICC1K3, ICC7K1; ACEI: 4.0, NCTE 3.1.2, 3.2.5, 4.10, NCTM 8.3; NSTA 2c, 3e Assessments A, D, F

8. Locate and use library and/or electronic sources to critique 4 commonly given formal assessments: Elementary 1-5 -- formal assessments developed for students grades 1-5; Secondary 6-12 -- formal assessments developed for students in grades 6-12 in the area of certification NCTE 4.10; ACEI 4.0; NCTM 8.3; NSTA 2c, 3e LCET II/III: IIID1, IIID2; CF 1.2, 1.6, CEC ICC8K4, IGC8S3

9. Demonstrate knowledge of and competence in administering, scoring and interpreting formal and informal (including those used for progress monitoring) assessments -- CF 1.1 (INTASC principles 1, 2, 7; LCET Standards I, II, III, A, B, C; NBPTS Gen. Standards I, II) CEC Standards 1, 2, 4, 7; CF 1.2 (INTASC principles 1, 2, 7; LCET Standards I, II, III, A, B, C; NBPTS Gen. Standards I, II) CEC Standards 1, 2, 4, 7; CF 1.6 (INTASC principles 1, 4, 6, 7, 8; LCET Standards I, II, III, A, B, C, D; NBPTS Gen. Standards I, II, III) CEC Standards 4, 6, 7, 8; ACEI 4.0, NCTE 3.1.2, 3.2.5, 4.10, NCTM 8.3; NSTA 2c, 3e

10. Complete and write up an assessment of a student PK-12 including: informed consent, narrative of behavior, informal assessments used, use 2-3 formal tests for assessment, and 5 informal assessments including observation, in-class work, homework, and/or progress monitoring assessments, then prepare a write-up and/or electronic presentation of suggestions based upon the data collected that is geared for parents or colleagues: CF 1.2, 1.6, 1.7, 2.4, 2.5, 2.6, 2.11, 3.1, 3.2, 3.3, 3.5 (INTASC principles 1, 2, 4, 6, 7, 8; LCET Standards I, II, III, A, B, C, D, E, F, G, H; NBPTS Gen. Standards I, II, III, IV) ACEI 4.0, NCTE 3.1.2, 3.2.5, 4.10, NCTM 8.3; NSTA 2c, 3e

Empirical Base:


Rubin, J. (2011). Organizing and evaluating results from multiple reading assessments. Reading Teacher 64(8), 606-611. DOI: 10.1598/RT.64.8.6


Texts:


Supplemental References:


Websites:

www.doe.state.la.us
www.ccc.sped.org
www.nisby.org
www.nceo.org

www.glc.k12.ga.us
www.corestandards.org
www.idea-practices.org
www.nsta.org
www.nctm.org

Faculty available to teach the Course:

Dr. Elaine Foster
Dr. Kathryn Newman
Course Number: EDPT 515
Course Title: Classroom and Behavior Management for Diverse Learners
Credit Hours: 3 Semester Hours

Course Description:
The purpose of this course is to provide practitioner teacher candidates with a continuum of empirical-based approaches and strategies for managing social and academic behaviors of diverse student populations. Various ways in which environmental variables may be manipulated in order to increase and decrease specific behaviors will be examined in conjunction with relevant theories, functional assessment, and positive behavioral supports.

Form:
This course will follow an interactive lecture format combined with cooperative groupings, web-based assignments, presentations, demonstrations, and case-based situations that provide practitioner candidates with an opportunity to select and apply best practices and theoretical concepts to the classroom and behavior management process. The course content will focus on various research-based techniques that are acceptable and suitable for the modification of social and academic behaviors that are prevalent in diverse learning environments. Practitioner candidates will use technology to demonstrate content and pedagogical knowledge and skills relevant to the amelioration of social and academic behaviors. Multiple assessment measures will be used to promote proficiency.

Measurable Objectives and Assessments:
Given varied content, activities, and materials, the practitioner teacher candidate will:

A. research approaches relevant to establishing effective classroom contexts in the following areas:
   - physical environment, time management, student groupings, assessment, planning and organizing subject matter, instructional methods/activities, parent involvement and organization of materials and equipment. CF1.1, 2.2, 2.6, 2.13, 2.15, 3.1, 3.2, 3.4, 3.53.8 LCET Domain II Management:IIA.1, IIA.2, IIA.3, IIIB.1, IIIB.2, IIC.1, IIC.2 CEC: IIC1K1, IIC1K2, IIC2K2, IIC3K5, IIC4K1, IIC4S1, IIC4S4, IIC4S5, IIC4S1 IGC4S6, IGC4S7, IGC4S9, IIC5K2, IIC5K3, IIC5K4, IIC5K7, IIC5S1, IIC5S5, IIC5S10 Assessment: A, D, F, G

B. articulate salient points of IDEA (2004) that address student behavior and explain the implications of this federal legislation to ethical practices and the selection of behavior management techniques utilized in inclusive learning environments. CF1.1, 2.2, 2.6, 2.13, 2.15, 3.1, 3.2, 3.4, 3.53.8 LCET Domain II Management:IIA.1, IIA.2, IIA.3, IIIB.1, IIIB.2, IIC.1, IIC.2 CEC: IIC1K1, IIC1K2, IIC2K2, IIC3K5, IIC4K1, IIC4S1, IIC4S4, IIC4S5, IIC4S1 IGC4S6, IGC4S7, IGC4S9, IIC5K2, IIC5K3, IIC5K4, IIC5K7, IIC5S1, IIC5S5, IIC5S10 Assessment: A, F

C. develop a positive behavior intervention plan based on functional assessment data, classroom observations, teacher rating scales, anecdotal notes, ABC data (antecedent-behavior-consequence), event recordings, objectives and background information that can be used to modify a target behavior of a given student. CF1.1, 1.2, 1.3, 2.2, 2.6, 3.1, 3.3 LCET Domain II Management:IIA.1, IIA.2, IIA.3, IIIB.1, IIIB.2, IIC.1, IIC.2 CEC: CC1K2, CC1K4, CC5K2, CC5K4, CC5K5, CC5K6, CC5S1, CC5S5, CC5S6, CC5S10, CC5S11, CC5S12, CC5S13, EC5S3, GC5S2, CC5S7, CC9K4 Assessment: B, D, G, H

D. demonstrate proficiency in the ability to apply appropriate management procedures and strategies when presented with hypothetical cases that reflect various target behaviors. CF1.1, 2.2, 2.6, 2.13, 2.15, 3.1, 3.2, 3.4, 3.53.8 LCET Domain II Management:IIA.1, IIA.2, IIA.3, IIIB.1, IIIB.2, IIC.1, IIC.2 CEC: CC1K2, CC1K4, CC5K2, CC5K4, CC5K5, CC5K6, CC5S1, CC5S5, CC5S6, CC5S10, CC5S11, CC5S12, CC5S13, EC5S3, GC5S2, CC5S7, CC9K4 Assessment: B, D, G, H
F. conduct a critical analysis of current research that addresses best practices for effective classroom and behavior management. \textbf{CF1.1, 1.2, 2.2, 2.6, 2.13, 2.15, 3.1, 3.2, 3.4, 3.5, 3.8} \textbf{LCET Domain II Management: IIA.1, IIA.2, IIA.3, IIB.1, IIB.2, IIC.1, IIC.2} CEC: CCE1K1, CCE1K2, CCE2K2, CCE3K5, CCE4K1, CCE4S1, CCE4S4, CCE4S5, IGC4S6, IGC4S7, IGC4S9, ICC5K2, ICC5K3, ICC5K4, ICC5K7, ICC5S1, ICC5S5, ICC5S10 \textbf{Assessment: A, F}

F. develop a plan of action for collaboration with teachers, school administrators, paraprofessionals, other school personnel, and parents to identify, analyze, and change inappropriate behaviors that impact learning environments. \textbf{CF1.1, 1.2, 2.2, 2.6, 2.13, 2.15, 3.1, 3.2, 3.4, 3.5, 3.8} \textbf{LCET Domain II Management: IIA.1, IIA.2, IIA.3, IIB.1, IIB.2, IIC.1, IIC.2} CEC: CCE1K2, CCE1K4, CCE5K2, CCE5K4, CCE5K5, CCE5K6, CCE5S1, CCE5S5, CCE5S6, CCE5S10, CCE5S11, CCE5S12, CCE5S13, EC5S3, GC5S2, GC5S7, CC9K4 \textbf{Assessment: D, G, H}

G. Participate in Level III field based learning experiences that include:

1. observing diverse inclusive academic settings to examine ways in which master teachers use research-based management techniques to modify behaviors.
2. engaging in collaborative dialogue and interviews with cooperating teachers, administrators, and parents to generate approaches that effect positive behavior change.
3. collecting and interpreting essential student data to develop a positive behavior intervention plan for a given student.
4. charting student data using technology/ graphic representations.
5. implementing a positive behavior intervention plan.
6. applying and assessing classroom management strategies that promote positive behavior.
7. attending professional development workshops designed to enhance candidates' knowledge of classroom and behavior management techniques.

\textbf{CF1.1, 1.2, 1.3, 2.2, 2.6, 3.1, 3.3} \textbf{LCET Domain II Management: IIA.1, IIA.2, IIA.3, IIB.1, IIB.2, IIC.1, IIC.2} CEC: CCE1K2, CCE1K4, CCE5K2, CCE5K4, CCE5K5, CCE5K6, CCE5S1, CCE5S5, CCE5S6, CCE5S10, CCE5S11, CCE5S12, CCE5S13, EC5S3, GC5S2, GC5S7, CC9K4 \textbf{Assessment: D, E, F, G, H}

\textbf{CF = Conceptual Framework, CEC = Council for Exceptional Children, LCET = Louisiana Components of Effective Teaching}

\textbf{Assessment Measures:} (Performance - based)

The practitioner teacher candidates will:

A. Form collaborative groups to outline and present salient points emphasized in chapter content utilizing technology medium. (oral presentation rubric that includes a 4-point Likert style scale with criteria for points).

B. Develop a positive behavior intervention plan based on data obtained during Level III field experiences. (Rubric that includes a 4-point Likert style scale).

C. Participate in Level III field-based activities to observe best practices for addressing academic and social behaviors that are prevalent in inclusive classroom settings (rubric to assess practitioner candidate’s performance).

D. Recall and apply chapter and related course content to respond to a summative knowledge - based exam. (Final exam).

E. Critique and discuss research articles and case studies relative to methods for managing diverse student behaviors. (Rubric to assess practitioner candidate’s performance).

F. Demonstrate the steps for implementing classroom management and behavior strategies. (rubric to assess practitioner candidate’s performance).

G. Engage in self reflection to identify areas of strength and weakness on performance-based activities.
Empirical Base:
The empirical bases for this course are from the following sources:


Textbooks:


Additional References and Resources:


Field-based Experiences:
The practitioner teacher candidate will participate in Level III field experiences at Grambling State University partnership and professional development schools, and community-based educational sites. Candidates will observe diverse inclusive classroom settings via Skype technology and on-site to identify best practices and research-based methods used to modify target academic and social behaviors. Moreover, they will engage in collaborative activities that will provide a catalyst for application of content knowledge and pedagogical skills relevant to organization and management of learning environments and the modification of behaviors that impact academic success.

Practitioner teacher candidates will engage in the following activities: use various instruments to collect student data reflective of target behavior, analyze and interpret the data as a basis for developing a positive behavior intervention plan, implement the BIP, use the modified Intervention Rating Profile-15 to evaluate the success of the intervention utilized in the plan, and maintain a reflection journal account of all field experiences in an effort to establish connections between theoretical principles and classroom application.

A scoring rubric will be used to assess performance during the field experience.

Faculty available to teach the Course:
Dr. Elaine Foster
Dr. Kathryn Newman
Course Number: EDPT 516
Course Title: Vocational and Transition Planning
Credit Hours: 3 Semester Hours

Course Description:
This course is designed to acquaint practitioner teacher candidates with career information, vocational assessment, and job analysis and development for youth with exceptionalities. Special emphasis is placed on IDEA requirements for transition services, planning and implementation, issues, trends, and collaborative services in schools and communities to promote quality transition services. Observation and participation experiences in selected district-based workshops and community-based vocational training programs are included.

Form:
This course will follow an interactive format that incorporates lecture and discussions delivered through technology and other multimedia, cooperative learning activities, role playing, research assignments, web-based activities, group and individual presentations.

Course Objectives and Assessments:
Given varied content, activities, and materials, the practitioner teacher candidates will:
A. Define transition and discuss the implications for transition planning and implementation.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
B. Discuss the historical and legislative origins of the transition process and career/vocational education pathways.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
C. Define the terms career and vocational education and provide a rationale for each as applicable to all school levels.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
D. Discuss the aspects of interagency collaboration and its relevance to postsecondary career and transition outcomes for youth with disabilities.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
E. Develop a transition plan given pertinent information about intellectually, culturally and linguistically diverse learners.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
F. Critique and analyze current literature relevant to transition and career awareness for youth with disabilities.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
G. Develop an electronic resource guide that includes transition services rendered by community-based agencies in rural northeast Louisiana parishes.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
H. Research current theories, models, and best practices relevant to transition planning and services.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4
I. Engage in field-based activities at selected district-based workshops and community vocational training programs.
   CF 1.1, 1.2, 2.3, 2.5, 2.9, 2.11, 3.1, 3.3 LCET:1.1 CEC: CC1K1, CC1K4, CC1K6, CC1K7, CC1K10, CC4S6, CC9S4, CC9S6, CC10K1, CC10S9, GC7S6, GC10S4

Assessment Measures: (Performance – based)
The practitioner candidates will:
A. form collaborative groups to outline and present key points emphasized in chapter content utilizing technology medium. (oral presentation rubric, 4 point Likert style scale with criteria for points)

B. develop an Individualized Transition Plan based on hypothetical assessment data and anecdotal notes. (rubric to assess candidates’ performance).

C. participate in Level II field-based activities to identify best practices in career and transition planning. (rubric to assess candidates’ performance)

D. recall and apply chapter and related course content to respond to summative knowledge-based exams. (mid-term and final exams)

E. critique and discuss research articles related to 4 point Likert style scale with criteria for points

Empirical Base:
The empirical bases for this course are from the following sources:

Chambers, D., Rabren, K., & Dunn, C. A comparison of transition from high school to adult life of students with and without disabilities. Career Development for Exceptional Individuals, 32: 30 – 41.


Textbook:

Supplement to the textbook:

References:
The knowledge base that supports course content and procedures include:


Websites:
- [www.doj.state.la.us.html](http://www.doj.state.la.us.html) Louisiana Department of Education
- [http://www.naselliance.org](http://www.naselliance.org) National Alliance for Secondary Education and Transition
- [http://eric.ed.gov](http://eric.ed.gov) ERIC Clearinghouse on Disabilities
- [www.pta.org](http://www.pta.org) National Standards for Parent Involvement
- [http://members.aol.com/casececmhes.htm](http://members.aol.com/casececmhes.htm) Council of Administrators of Special Education
- [http://www.ncset.org](http://www.ncset.org) National Center on Secondary Education and Transition
- [http://www.communityinclusion.org](http://www.communityinclusion.org) Community-based Transition
- [www.transitiontocollege.net](http://www.transitiontocollege.net) Postsecondary Education

Field-based Experiences

The practitioner teacher candidate will:

1. participate in a two hour state transition training provided through Families Helping Families of Northeast Louisiana.

2. observe a student in an inclusion class and develop a case study. Create an individualized transition plan for the student based on data obtained from observations, interviews, job preference ratings, interest inventories, employment plans, career development information and the TPI (transition planning inventory).

3. visit local vocational rehabilitation and social security agencies to identify available services and resources to promote transition of individuals with exceptionalities.

4. conduct interviews with local employers to identify ten employment opportunities within the community that would be appropriate for youth with exceptionalities.

5. create a digital resource guide that includes a compilation of parish and community agencies, financial resources, housing, vocational/technical schools, community colleges, universities, contact persons, telephone numbers, and relevant information that can be utilized to facilitate successful post-secondary transition outcomes for students with exceptionalities.
Faculty available to teach the Course:
Dr. Elaine Foster
Dr. Kathryn Newman
Course Number: EDPT 520
Course Title: Methods for Teaching Secondary Math and Science
Credit Hours: 3 Semester Hours

Course Description:
The course provides comprehensive coverage of techniques, issues and theories of teaching secondary math and science. Emphasis is placed on best practices and tenets prescribed to by the National Council of Teachers of Mathematics and the National Science Teacher Association as well as the Louisiana Common Core Standards for Mathematics.

Form:
Course instruction is designed to assist the practitioner teacher with understanding how to plan, develop and implement teaching methods and strategies in the secondary classroom and laboratory. This course shall be a 75% online course that focuses on (1) standards based methods for secondary math and science education, (2) history and nature of math and science, (3) scientific inquiry, (4) laboratory safety and management, and (5) varied instructional strategies for inclusive classrooms. The class lessons will divided into three modules as follows: Module 1 – Methods for teaching mathematics to diverse learners; Module 2 – Methods for teaching Science to diverse learners; Module 3 – Standards based-best practices for teaching math and science.

A. Measurable Objectives
Course objectives are aligned with the unit’s conceptual framework (CF), state standards (LCET), NSTA - National Science Education Standards - Teaching (NSES-T), Louisiana State Science Standards, and the Common Core State Standards for mathematics (CCSS).
Given varied content, activities and materials, the practitioner teacher will:
1. Analyze research-based practices for improving secondary mathematics and science instruction. (CF: 1.1, 1.2, 1.3, 1.8, 2.7, 2.15, 3.7, LCET: IA.4, IVB.2)
2. Design effective standards-based classroom activities for grades 6-12 students that encourage and foster higher order thinking skills and reflect on student outcomes. (CF: 1.2, 1.5, 2.3, 2.9, LCET: IA.2, IIIA.1, IIIA.2, IIIIC.3, IIIID.1, CCSS for Mathematics [6-8]: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability, CCSS for Mathematics [9-12]: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability; NSES-T: Standards A and B)


Assessment Measures (Performance – based)
The teacher practitioner will:

a. Critique, analyze and discuss research articles related to best practices, instructional strategies and effective teaching methods in secondary math and science classrooms. (Rubric to assess practitioner teacher performance. Likert style scale with criteria for points)

b. Create and implement a standards based lesson plan that includes appropriate differentiated learning strategies and materials. (Written lesson plan rubric an lesson plan presentation rubric to assess practitioner teacher’s performance)

c. Form collaborative groups to develop and present mock-lesson specific lessons to that include standards based activities. (Rubric to assess practitioner teacher performance. Likert style scale with criteria for points)

d. Recall and apply chapter and related course content to respond to summative, knowledge-based exams. (Final Exam)

e. Engage in self-reflection to identify areas of strength and weakness on performance-based activities.

Empirical Basis


Kertlenel, J. & Henry, R. Increasing the competitive edge in math and science. Lanham, Maryland: Rowman and Littlefield Education.


**Textbooks**


**Supplemental Resources**


and enrichment units (8th Ed.). Boston, MA: Allyn and Bacon.

Websites

http://www.doe.state.la.us/topics/gle.html


http://educationnorthwest.org/webinar_send/753


http://cte.umdnj.edu/traditional_teaching/traditional_relations_diversity.cfm

Field Experiences:

The practitioner teacher candidate will engage in 10 hours of field experiences and activities at various Grambling State University partnership and professional development schools, and community based agencies that provide summer enrichment and tutoring programs.

Faculty available to teach the Course:
Dr. Carolyn Jackson
Dr. Dagné Hill
Additional graduate faculty from the Math and Chemistry departments will be identified.
Course Number: EDPT 522 (This is a previously approved course.)
Course Title: Teaching Reading in the Middle, Junior, and Senior High School
Credit Hours: 3

Course Description:
This course emphasizes new problems and strategies in the teaching of reading through the content fields, different types of literature, selected reading programs, and other methods that appeal to youth, covering the middle, junior, and senior high schools (grades 6-12). Techniques, reading programs, and the use of instructional media appropriate for stimulating the adolescent learner, as well as for helping those with reading disabilities, will be stressed.

Form:
This course includes the use of diverse instructional strategies such as lecture/discussions, cooperative/collaborative group activities, micro-teaching experiences, research-based projects, and technology infused experiences. Candidates will complete 35 hours of field-based experiences in addition to their teaching internship.

Course Objectives:
Given varied content, activities, and materials, the teacher practitioner candidate will:

1. Critically analyze principles of Reading and the continuum of Reading skills as related to providing effective content-area reading instruction for diverse learners. *(D,E,O) (LR & LC-A1,A2) (IRA-1.1, 1.2,1.3,1.4) (La. R&L A1,1.2,1.3,A.2.3) (CF-2.5)
2. Demonstrate instructional strategies for developing content literacy skills to meet diverse learner needs of the adolescent learner. *(K,D,H, J,QA, G, N, O, E,I,P) (IRA-2.1,3.1,4.1,5.1) (La. R&L A.1.2,A.2.1,A.2.4A.3.1,A.3.5) (2.1, 2.3) (La. R&L A1, A2, A3, A4,A6,D1,E1,E2,E3,F1,F2,F3,F4,F5,G1,G2,G3,G4,G5,H1,H2) (CF-3.3,2.5)

3. Select and utilize multiple measures of assessment that may be used in the content area Reading/Literacy program (RTI, Standardized Tests, Authentic Assessments, Performance Assessments, etc.). *(G,J,H,C,L,G) (IRA-3.1,2,3.4) (CF-1.6) (LR & LC - A4,A6,E2,E3, F5,H2)

4. Create and present major approaches and materials that focus on strategies for "preparing to read" and reading to learn" for the content literacy program. *(P,C, E,N,O,K,D) (IRA-4.1, 2.2, 4.2) (CF-3.3,1.2) (LR & LC - A2,A3,A5,D3,E1, F1,F2,F3,F4,G1,G3,G4,G5,H1,H2)

5. Design and present appropriate materials (including technology infused resources) and diverse instructional strategies for promoting the development of effective content area Reading/Literacy skills (Vocabulary, Comprehension, Reflected on Reading, Writing Across the Curriculum, Reading and Study Skills). *(P,A,D,E,O,C,K,N) (IRA-2.2,2.1) (CF-1.5) (LR & LC-A2. A4, A5, F1, F2, F3, F4, G3, G4, G5, H1)

6. Demonstrate diverse strategies for using Literature-Based Instruction and Thematic Units to develop and enhance content-area Reading/Literacy skills. *(P,C,G,E,K,I,O) (IRA-2.2,2.3) (CF-2.5,2.6) (LR & LC - A5,D1,C6,D1,D2,E1,E3,F2,F3,F4,G1,G3,G5,G5)

7. Outline and cite examples of techniques for organizing and managing the classroom to promote enhanced content area reading instruction. *(P,C,N,O,K,) (LR & LC)
8. Participate in professional development experiences that relate to the improvement of Reading/Literacy skills across the curriculum. (L.R & LCA1,A2,A5,D1,E1,E2,E3,G1,G3) (IRA-5.1,5.2,5.3,5.4) (*-A,H,I,Q,R) (CF-3.7)

9. Analyze the role of parents and community agencies in developing and enhancing Reading/literacy skills in the content areas. (L.R & LCA – A4,A5) *(G,H,E,I,R) (CF-3.7) (IRA-5.1,5.2,5.3,5.4)

Empirical Basis:


Brozo, William G. (2010). The role of content literacy in an effective RTI Program., The Reading Teacher, 64(2), 147-150.


Jones, Diana, Ph. D, NCSP (Louisiana RTI Coordinator-Department of Education), (2010). Response to Intervention in Louisiana Classrooms. (IRA Presentation 10-18-10)


National Institute for Literacy. (2007) What content-area teachers should know about adolescent literacy. (A report by the National Institute of Child Health and Human Development (NICHD, Jessup, MD 20794-1398.)

Textbook:


Supplementary Resources and Materials:


characteristics and teaching strategies. Boston: Houghton Mifflin
McGraw-Hill.
National Endowment for the Arts. (2004). Reading at risk: A survey of literacy reading in 
Vacca, Richard T. & Vacca, Jo Anne L. (2010). Content Area Reading: Literacy and Learning 
Wardle, F. & Cruz-Janzen, M. (2010). Meeting the needs of multiethnic and multiracial children 

Websites:
Used for critiquing articles and securing background information for course activities and professional 
development activities (peer coaching and peer leadership, problem-based learning activities, and problem-

- Council for Exceptional Children http://www.cec.sped.org
- National Research Council (at the National Academics) 
  (www.nationalacademies.org/ncr/)
- National Reading Panel Report on the Most Effective way to Reach Reading 
  (www.nationreadingpanel.org/press/pressrel 4 13 001.html)
- International Reading Association Website (http://wwwира.org)
- The Law and Special Education http://www.ed.sc.edu/spedlaw/lawpage.htm
  (www.doc.state.sc.us/DOE/assessments/standards)
  (www.nationreadingpanel.org/ncr/)

Journals used for Critiquing Articles:
- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarterly

Candidate Evaluation:
Teacher Practitioner Candidates will be evaluated based on the following:

- Article Critiques (Rubric)
- Design and Implement Seminar/Conference (Rubric)
- Written Lesson Plan Rubric
- On-Site Lesson Plan Delivery Rubric
- Oral Presentation Rubric
- Paper-Pencil Test
- Supervising Teacher Observation Rubric

Facult available to teach the Course:
Dr. Lorecia Jaggers,
Dr. Vicki Brown,
Dr. Mary Ghongkedze
Course Number: EDPT 525 (This is a previously approved course.)
Course Title: Teaching Reading in the Elementary School
Credit Hours: 3

Course Description:
This course is designed to focus on techniques and materials basic to teaching reading skills in the elementary school, (grades 1-5). Practitioner Teacher candidates complete relevant modules on teaching reading in the content areas.

Form:
This course is designed to focus on strategies, resources, and assessments that may be used for developing and enhancing Reading/Literacy skills for elementary grades. Practitioner Teacher candidates will review best practices research, theory, and principles for providing effective elementary reading instruction for diverse learners. They will also engage in the demonstration of appropriate methods in both simulated and actual teaching settings at assigned elementary school sites. Practitioner Teacher Candidates will complete on-site experiences under the supervision of the school principal and university supervisor and/or the course instructor. The diverse course experiences will include activities for technology infusion and problem-based learning research projects. The course includes the use of multiple modes of delivery such as lecture/discussions, cooperative/collaborative group activities, field-based experiences (e.g. implementation of lessons at the assigned school, professional development workshops and conferences, and community based projects). This is a three (3) hour course.

Course Objectives and Assessment:
Given varied content, activities, and materials, the Practitioner Teacher Candidate will:
1. Demonstrate an understanding of the principles of Reading and the continuum of Reading skills as related to providing effective elementary reading instruction for diverse learners. (LR & LC-A1,A2)
2. Design and present appropriate lessons, resources, and diverse instructional strategies for promoting the development of effective elementary Reading/Literacy skills (Vocabulary, Comprehension (Constructing Meaning in Text), Vocational Skills, Writing in the Content Areas, Reading and Study Skills). (LR & LC-A2, A4, A5,F1,F2,F3,F4,G3,G4,G5,H1)
3. Demonstrate diverse strategies for using children’s literature to develop and enhance elementary Reading/Literacy skills. (LR & LC – A5,D1,C6,D1,D2,E1,E3,F2 ,F3,F4, G1,G3,G5,G5)
4. Outline and cite examples of techniques for organizing and managing the classroom to promote enhanced elementary reading instruction. (LR & LC – A2,A4,A5,A6,F2,F3, F5,G1,H1,H2)
5. Create and present strategies and materials for developing and enhancing elementary Reading/Literacy skills in specific elementary grades. (LR & LC – A2,A3,A5,D3,E1, F1,F2,F3. F4,G1,G3,G4,G5,H1,H2)
6. Select and utilize multiple measures of assessment that may be used in the elementary Reading/Literacy program. (LR & LC – A4,A6,E2,E3, F5,H2)
7. Demonstrate the application of technology infused activities in the elementary reading program (micro-sof t word for all assignments, internet for educational research and Power Point for oral presentations). (LR & LC – A1,A2,D1,E2,F1,H1,G5,A5)
8. Participate in professional development experiences that relate to the improvement of Reading/literacy skills across the curriculum. (LR & LC- A1,A2,A5,D1,E1,E2,E1, E2,G1,G3)
9. Analyze the role of parents and community agencies in developing and enhancing Reading/literacy skills in the elementary school. (LR &LC – A4,A5)
10. Summarize eight articles that relate to best practices research and current trends in the elementary school reading program. (LR & LC – A4,A5,D2,E3,F5,G5H1).

Multiple Measures of Performance-Based Assessments: A= Reflective Journals, B= Follow-Up Surveys on Graduates, C= Evaluation Rubric, D= Teacher Candidate Work Samples, E= Student Work Samples, F= State Licensure Feedback, G= Oral Presentation, H= Technology-Related
Activities/Assessment Strategies:

The candidate will:

A. Complete and discuss four article critiques that focus on the “progression of reading/language development”, as related to selecting and using strategies and resources for the elementary Reading program. (see Article Critique Rubric)

B. Complete exams (based on the style of Praxis II-Principles of Learning and Teaching) that provide opportunities for candidates to apply and transfer the “major components of reading and language instruction”, as related to the elementary school reading program.

C. View a video-taped production that demonstrates the implementation of the “major components of reading, writing, and language instruction” in the elementary Reading/Literacy program for diverse learners.

D. Design and present an instructional lesson (with appropriate commercial and non-commercial resources) that focuses on each of the following “phonological skills, phonemic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”, for diverse learners in the elementary school.

E. Design and present a Thematic Unit that includes multi-media resources (books, technology, non-print materials) and diverse instructional strategies that relate to best practices research for diverse learners in the elementary Reading/Literacy program.

F. Design and teach an elementary grades Reading/Literacy lesson at the assigned school, based on the “cognitive, physiological, cultural, environmental, and linguistic differences” of diverse elementary school learners (“proficient and poor readers”) according to best practices research.

G. Present an elementary grades Reading/Literacy lesson utilizing one or more of the comprehension skills that include “multiple levels” of questioning skills.

H. Create and present instructional strategies (with appropriate materials/resources) that focus on the major components of reading and language in the elementary reading program.

I. Demonstrate appropriate “comprehension monitoring strategies” in a given elementary grade at the assigned school.

J. Present an activity that “models comprehension monitoring strategies” in the elementary Reading/Literacy program.

K. Design and present a mini-lesson that includes two instructional strategies with appropriate materials that focus on the “differences between major text genres”.

L. Demonstrate two strategies that relate to using “text structure” as a means of improving comprehension skills for diverse learners in the elementary school.

M. Create and present three instructional strategies that focus on “comprehension strategies that emphasize the relationships between reading, writing and oral language”, that meet the diverse learner needs of elementary students.

N. Devise and implement an instructional lesson that, “incorporates spelling and word study activities” in the elementary Reading/Literacy program.

O. Present one oral report that focuses on techniques for identifying a student’s spelling needs as related to providing appropriate instruction for remediation.

P. Participate in field-based activities (at least 15 hours), that include observation-participation at the elementary school and involvement in professional development activities in the assigned school district.

Q. Form specific cooperative/collaborative groups to research, discuss, and present concepts related to providing effective elementary Reading/Literacy instruction that includes reading, writing and oral language development to meet the diverse learning needs of elementary school students.
R. Participate in Portfolio Assessment by maintaining a portfolio of individual course work, course expectations, and self-evaluations of teaching.

S. Participate in the planning and implementation of a Reading/Literacy Seminar which demonstrates strategies for partnering with the home, school and community to promote enhanced elementary grades Reading/Literacy instruction.

T. Complete examinations that include discrete multiple-choice items, constructed response or short answer items based on the style of The Praxis Series: Principles of Learning and Teaching, as related to the course content with at least 80% proficiency.

**Primary Empirical Base:**
This course is based on information that is needed for elementary practitioner teacher candidates to develop and enhance the reading/literacy skills of students in the elementary school. The specific content is based on the standards for Reading professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on the Most Effective Way to Teach, INTASC, NCATE, NBPTS, LCET, and the unit’s conceptual framework. Additionally, the course objectives are aligned with the Louisiana Reading and Language Competencies for New Teachers, and the Grade Level Expectations. Evidence-Based Reading Instruction: Putting the National Reading Panel Report Into Practice, also served as a basis for the course content.

**Proposed Resources and Materials for the Course:**
*Note: Resources will be used to critique articles, prepare oral presentations, design lesson plans and participate in cooperative/collaborative activities*

**Textbook:**

*Journals Used for Critiquing Articles:*
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarterly

**Supplementary Texts and Resources:**
Selected Resources


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Field Experiences
The initial candidates enrolled in the course are required to engage in 15 clock hours of field experiences. The following activities are required:

1. Observe the physical facilities, equipment/materials, organizational structure, curricular activities, teacher and staff roles, and parental involvement techniques of an secondary reading program. Then write a reflection summation about the appearance, maintenance and ethos of the school.

2. Design and implement a thematic unit for a given student in the 6-12 level at the partnership school. Present the results of the project in class and submit a critical analysis of the implementation process. Share samples of the student’s work in class.

3. Maintain a Reflective Journal of all observation/participation activities and submit a critical analysis of O/P experiences and activities to the course instructor for verbal performance feedback.

4. Attend staff development seminars at on-site schools and in the community. The teacher candidates will also be responsible for developing and implementing a reading seminar/workshop which is held at Grambling State University. This activity will be designed to demonstrate how parents, community agencies, the university, and the school can serve as partners to enhance reading/ literacy skills in the content areas.

Faculty available to teach the Course:
Dr. Loretta Jaggers
Dr. Vicki Brown
Course Number: EDPT 528 (This is a previously approved course.)
Course Title: Foundation in Special Education and Child/Adolescent Psychology
Credit Hour: 3 credit hours

Course Description:
This course examines the theories and teaching practices of child and adolescent development. It also focuses on the history, theories, laws, assessment and educational practices of special education. It provides an overview of the characteristics of learners with diverse needs, and how those needs are affected by development and maturation.

Form:
This course shall be hybrid, combining 60% online lecture/seminar with web-based supplemental instruction and materials, and field-based activities. The inclusion movement mandates that all special education personnel must become acquainted with: (1) developmental psychology and characteristics of children and adolescents; (2) the characteristics, causes, identification, assessment and evaluation of the various exceptionalities; (3) educational programming, remediation and alternative services; (4) implications for research-based methods such as UDL and RtI as major components of classroom methods and materials and tying these ideas to field experiences; (5) the effect of families and culture on child and adolescent development and psychology; and (6) opportunities, challenges and skills required for effective collaboration and co-teaching using the Common Core Standards. This course is geared to meet state guidelines and Council for Exceptional Children Standards 1, 2, 3 and 9.

Measurable Objectives
1. Outline the cognitive, moral, neurological, psychosocial, psychological, physical, and behavioral changes that elementary and early adolescent students experience and how families, cultures and exceptionalities affect development as they mature with respect to the following theorists: Skinner, Gesell, Kohlberg, Piaget, Vygotsky, Comer, and Erikson—Elementary candidates: Chart changes from ages 6-14 and the impact on learning; Secondary candidates: Chart developmental changes from ages 11-21 and the impact on learning. CEC: ICC2K1, ICC2K5, ICC2K6, IGC2K4; NB: 1; LCET1/I: IA3, IB1, IIIC1, IIIC3; GSU-CF 2.6, 2.9 ACEI 1.0, NSTA 5, NCTM 8, NCTE

2. Create a philosophy of personal responsibility for planning, instructing, managing, and engaging in professional development to promote inclusive and collaborative practices within the framework of elementary or secondary professional practices: CEC: CC1S1, ICC5K4; NB: II, VI, VII, VIII, X; LCET1/I: IA3, IA4, IIIC1, IIIC2, IIIC1, IVB2, GSU-CF 2.4, 2.6, 3.3, 3.4; CEC: ICC1S1, ICC9S1, ICC9S2, ICC9S3, ICC9S4; NCTE 2.0, 3.0, 4.0; ACEI 3.0, 5.0 NSTA 5, 6, 10; NCTM 7

3. Analyze the history of special education, how political, legal and social trends have been reflected in the services offered to PK-12 students, through laws, court cases, procedural safeguards that affect those with exceptionalities, and the influence upon the standards for “highly qualified teachers” and “school improvement” CEC: ICC1K1-ICC1K9, IGC1K1, ICC3K1, ICC3S1, ICC3K9, IGC1K3-IGC1K8; NB: II; LCET1/I: IIIC1; GSU-CF 2.10, 3.3,3.4.

4. Given case studies or hypothetical students of varying ages in elementary, middle, or secondary grades with special needs, outline instructional, medical, social-emotional, behavioral and/or related service/supportive plans as needed to reflect best practices research, developmental science, support Common Core Standards for literacy and numeracy development and meet academic needs. LCET 1/I: 1A6, 1A1, 1IA1, 1IA4, 1IIA3, IIIB2, IIIB3, CEC: ICC4K1, IGC4K2, ICC4S3, ICC4S5, IGC4S1, IGC4S9, IGC4S14, ICC5S3, IGC4S4, IGC4S5; NB: IV, II; GSU-CF: 1.2, 1.4, 2.4, 2.10, 3.3, 3.4

5. Identify and discuss landmark court cases, and significant legislation related to special education, LCET1/I: IVB2; CEC: ICC1K2, ICC1K6, IGC1K4, IGC1K6; NB: II

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6. Describe the causes and characteristics of various high and low incidence disabilities. 
   LCET/II: IIEC1, IA3; GSU-CF: 1.1, 1.2, 1.6, 2.10, 3.3, 3.4; CEC: ICC2K3, ICC2K2, KCC2K5, IGC2K3, KGC2K5, IGC2K6; NB: I, II, IV

7. Analyze research in peer-reviewed journals for evidence-based teaching strategies for inclusive populations that are related to elementary school (Elementary Grades 1-5) or middle and/or secondary certification in content areas (English, Math, Science). LCET/II: IVB2; GSU-CF: 1.1, 1.2, 2.8, 2.7, 3.3, 3.2, 2.2, 3.5, 2.6; CEC: IGC4S1, ICC4S2, ICC4S4, ICC4S5, IGC4S8; NB: IV, VII, VI, X, XI, XIII, XIV ACEI 2.0, 1.0, 3.0, 5.0, NSTA 5, 6, 10; NCTM 8, NCTE 3.0

8. Investigate, observe and evaluate available technology including assistive and augmentative technology available to elementary and adolescent students with specialized needs in inclusive settings. LCET/II: IA4, IIA1, IIA5, IVB2, IA4; GSU-CF: 1.4, 2.3, 2.5, 2.6, 3.3, 3.4; CEC: ICC7S9, 8CC7K4, ICC6K4, IGC4S7; NB: I, X, XI; NCTM 6; NCTE 3.0

9. Create lesson plans that incorporate developmental science of child or adolescent psychology, UDL, and plans for RTI into lesson plans: Elementary grades 1-5 one for each of 4 content areas, or Math, Science, English-Education grades 6-12-- all tied to Common Core Standards; CEC: ICC2K1, ICC2K5, ICC2K6, IGC2K4; NB I; LCET/II IIA3, IIB1, IIC1, IIC3; GSU-CF 2.6, 2.9 (see also Objective #11 for Field component) ACEI 1.0, 2.0, 3.0, 4.0, NSTA 5, 6; NCTM 8, NCTE 4.0

10. Field experience: Interview selected support personnel and personnel employed in related service organizations to develop a cognitive map of teacher supports within a district (e.g., Louisiana Tech Biomedical Engineering Building, LA-TAN, Region VII or VIII offices, parish Special Education offices, Pupil Appraisal Offices, Early Intervention service agency, Vocational Rehabilitation unit and Louisiana Center for the Blind-Ruston) GSU-CF 1.2, 1.4, 2.11, 3.1; CEC: IGC4K1, ICC6K4, LCET/II IIA2, IVB2, IA4, NB: XIII, XIV, XI, X/ ACEI 5.0

11. Field experience: Working with the cooperating teacher in the area/level of certification. Create 4 lesson plans that meets Common Core Standards and LA GLES Elementary: e.g., Math (computations, operations, inductive/deductive reasoning, logic, rules & applications; English/Language Arts/Reading (Vocabulary, Reading/ Writing, production & analysis, exposure to classics both abridged and traditional; Science (Inquiry, discovery, safety, hypothesis testing); Social Studies (history knowledge and evaluation of events, geography including maps & impact of climate on populations, civics, government including the rights & responsibilities of voting, good citizenship, impact of economics on government, etc.). Secondary: Common Core Standards and/or LA GLES standards for meeting secondary Carnegie unit credit requirements: e.g., Math (computations, operations, inductive/deductive reasoning, logic, geometry, probability, statistics, rules & applications; Science (Inquiry, discovery, safety, hypothesis testing, and/or lessons incorporating Biology, Chemistry or Physics standards); Social Studies (American and World history knowledge and evaluation of events, geography including maps & impact of climate on populations, civics, government including the rights and responsibilities of voting, good citizenship, impact of economics on government, etc.). English (improving reading/literacy and writing skills, meeting state standards for graduation plus social and transitional skills for adulthood; All candidates: include proactive social skills, study and resiliency skills, utilize UDL and DL technology and adaptive materials methods to teach to diverse students, then reflect analytically upon the lesson and practice and improvement (CEC Prog. Review Assessment #7). CEC: IGC4K1, ICC4S1, ICC4S3, ICC4S4, IGC4S1, IGC4S6, IGC3S1, IGC4S2, ICC7K3, ICC9S9, ICC9S1, ICC9S2, ICC9S3, ICC9S4; LCET/II: IIA1-IA4, IIA1-2, IIB2, IIC1-2, IIA1-5, IIB1, IIC2, IIC3, IIC4, IVB1, IVB2; GSU-CF 1.2, 1.1, 2.6, 2.4, 2.3, 2.9, 2.10, 2.11; NB: VI, VII, IX, X, XI, XIII; NCTE 4.0 ACEI 1.0, 2.0, 3.0, 4.0; NSTA 2, 3, 5, 6, 7, 9; NCTM 8, 16 (Assessment by rubric)

Empirical basis:


Textbooks:


Supplementary resources, and materials:

**Candidate Evaluation:**
Candidates will be assessed with a variety of methods promoting and utilizing principles of UDL including: objective tests, case studies, lesson planning, field experiences and candidate work samples. The latter four methods will be evaluated by rubrics. The field experience of lesson planning is a key assessment of our candidates at this level.

**Faculty available to teach course:**
Dr. Elaine Foster
Dr. Kathryn Newman
Course Number: EDPT 531/ED 431 (This is a previously approved course.)
Course Title: Reading Literacy, Diagnosis and Correction
Credit Hours: 3

Course Description:
This course emphasizes the types of reading difficulties and techniques in teaching remedial readers through laboratory practice in examining, administering and interpreting standardized and informal reading tests; and planning remedial reading programs on the basis of findings of tests and other sources of information. Students use modules and actually teach a student in keeping with a program planned according to needs determined by assessments. Prerequisite: EDPT 525.

Form:
This is a three-hour course. The course includes the use of technology and a variety of resources and materials such as the internet, standardized assessments, textbooks and core reading programs. The course also includes the use of diverse instructional strategies such as a lecture/discussion, cooperative/collaborative group activities and field-based experiences. The teacher candidates are required to design a Diagnostic-Remediation Packet as part of their culminating project.

The Diagnostic-Remediation Packet includes both formal and informal procedures for assessment for the teacher candidate. The formal assessments will include the DRA (Directed Reading Activity), the BEAR (Basic Early Assessment Reading) Initial Skills Analysis, the Brigance Screen, and some phonemic awareness assessments (i.e. PALS) and some phonics assessments. Additional assessments will include DIBELS, and ITPR. Some informal assessments include administering the IRI (Informal Reading Inventories), student-teacher conferences, teacher-made check-list and/or observation inventories.

Course Objectives and Assessment:
Given varied content, activities, and materials, the candidate will:

A. Define Reading and explain the process of Reading and Reading skill development (Emergent Literacy, Phonemic Awareness, Phonics Instruction, Word Recognition, Fluency, Vocabulary, Comprehension, Study Skills). (LR&LC A1,A2,A3,C1,C2,D1, E1,F1,G1) (*G,R)
B. Demonstrate knowledge of specific terminology related to diagnosis and remediation/correction of reading difficulties for students in grades PK-3 and 1-5. (LR&LC-A2,A4,A6,D3,E2,F5) (*D,G,H)
C. Describe the role of the teacher in the Diagnostic-Reading and Correction program. (LR&LC-A2,A4,A5,C1,C4, C2, C6,D2, E1, E2, E3,G1,G2,F1,F3, H1) (*P,A,N,O)
D. Outline and cite examples of factors that impact reading performance. (LR&LC-A4,A6, D5,E2,E3,F5) (*A,J)
E. Compare and contrast formal and informal diagnostic procedures (including DIBELS) that involve multiple indicators of reading performance. (LR & LC- A6,E3,E2,F5,H2) (*C,L,MJ)
F. Design and present diverse resources and skill-based instructional strategies for remediating/correcting reading difficulties. (LR&LC A2,A3,A4,A5,C1,C2,D2, D3,E1,F2,F4,G2,G3,H2) (*F,G,C,D,F)
G. Demonstrate (in the field experiences) the use of diagnostic procedures and remediation strategies for the special needs learner.( LR&LC-A4, A5, A6,C1,C4,D2, D3, D4,D5,E1,E2 ) (*F,J,D,F)
H. Analyze the role of parents in the Diagnostic-Reading and Remediation/Correction program. (LR&LC-A4,C4) (*A,FH)
I. Demonstrate skills in the application of technology infusion and education that is multicultural in the diagnostic-remediation process. (R&LC-A4,A5, D5) (*A, H,C)
J. Demonstrate the use of diverse diagnostic procedures and implement the remediation activities that are located in the Diagnostic-Remediation Packet ( LR&LC-A3,A5,A6, C2,D3,E2,E3,F2,G1,H2) (*A,C,D,E,H,L,M)
K. Participate in professional development experiences (e.g., the Annual Spring Reading Conference, Literacy seminars) which relate to the improvement of reading/literacy skills appropriate for PK-3 and 1-6 students (LR&LC- A1,A2,A3,A4,A5,A6) (*A,B,F,K)

L. Read, interpret, analyze, and summarize eight articles pertaining to current research on diagnosis and remediation of reading difficulties. (LR&LC-A5) (*R,F,H,Q)

Multiple Measures of Performance-Based Assessments: A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G=Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P= Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

Activities/Assessment Strategies:
Part I-General Strategies
The candidate will:
A. Complete and discuss article critiques on the following:
   o Reading and Reading Skill Development
   o The Diagnostic-Remediation Connection
   o Diagnostic and Remediation Procedures for the Special Needs Learner
   o Technology and Multicultural Education in the Diagnostic-Remediation Process
   (An Article Critique Rubric will be used to assess the critiques.)
B. Administer informal and formal measures of assessment/diagnosis (see Forms and Hours Section) with individual students at the partnership school site. (see Diagnostic-Remediation Packet Overview)
C. Design and present specific skill-based remediation activities for students in grades PK-3 and grades 1-5 through activities. Use a “three-tier model of reading” to develop activities and select appropriate resources for remediation. (A Rubric for Lesson Plan and Delivery will be used).
D. Participate in the planning and implementation of a Reading/Literacy Seminar which demonstrates strategies for partnering with the home, school, and community in an effort to enhance reading/literacy skills. (Teacher candidates will complete a Self-Assessment Performance Inventory).
E. Form specific cooperative/collaborative groups to research, discuss, and present specific concepts related to the Diagnostic-Remediation Process. (A Rubric for Oral Presentation will be used to assess this activity.)
F. Utilize Portfolio Assessment by maintaining a portfolio of individual course work, course expectations, and self evaluations.
G. Complete teacher-made examinations that require candidates to describe strategies and resources for effectively diagnosing and remediating reading difficulties with 80% proficiency.
H. Design a Diagnostic-Remediation Packet for an individual student in grades 1-5 and/or 6-12. (A Diagnostic-Remediation Rubric will be used to assess this project.)
I. Complete at least 15 hours of field-based experiences and professional development experiences that relate to the improvement of reading/literacy skills appropriate for 1-5 and/or 6-12.

Part II-Specific Strategies Related to Strands
The candidate will:
A. Discuss and cite examples of the following topics as related to the diagnostic -remediation process:
   ✓ Validity and Reliability in Assessment
   ✓ Quality assessment tools
   ✓ Progress-monitoring
   ✓ Adjusting instruction to meet the needs of struggling readers
   ✓ Effective instructional strategies for struggling readers
   ✓ How to effectively use core reading programs and supplemental text
   ✓ The role of the specialist

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B. Design and demonstrate the “three-tier model of reading” using diverse strategies and appropriate materials for students in grades 1-5 and/or 6-12.
C. Discuss and demonstrate how the five essential components of effective teaching of reading can be incorporated into diagnostic remediation process.
D. Design and present six instructional activities that “build on understanding of the connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”.
E. Analyze three articles that relate to “selecting instructional goals based on cognitive, physiological, cultural, environmental and linguistic differences underlying good and poor readers”.
F. Present multi-media materials (books, technology, non-print materials) that may be used to support Reading improvement as related to student interests, cultural and linguistic backgrounds and best practices research.
G. Design three activities that demonstrate strategies for “improving reading instruction that represent the developmental progression of phonological skills.”
H. Design and present a detailed phonemic awareness lesson that demonstrates appropriate enunciation in oral demonstrations.
I. Present a lesson that demonstrates modeling and assisting students in segmenting and blending single-syllable words at the onset-rime and phoneme level using words with two, three, and four phonemes.
J. Present three techniques “for teaching fluency of letter naming, matching, and writing, including multisensory strategies for teaching letter identification and letter formation” at the partnership school.
K. View and discuss the Louisiana Comprehensive Curriculum in English/Language Arts (grades 1-5) to determine the “kind of phonics and spelling objectives and related activities that are included”.
L. Design and present a “lesson that includes practice in reading texts that are written for students to use their knowledge of language structure to decode and read words”.
M. Present the steps in a Decoding Lesson at the partnership school.
N. Present one lesson for each of the following:
  ✓ Spelling
  ✓ Phonics
  ✓ Word Identification
O. Develop and present an instructional lesson that includes the following: (Phoneme-Grapheme Association, Blending, and Segmentation; Syllable Pattern and Morpheme Recognition)
P. Analyze an article that focuses on “Reading Fluency: Strategies for Providing Speed, Accuracy, Comprehension and Expression.”
Q. Administer an Informal Reading Inventory to help “determine the reading level of text and the student’s reading level in order to match the student’s instructional and independent reading levels”.
R. Demonstrate two strategies for developing Reading Fluency
S. Present a detailed instructional lesson (with appropriate materials) that demonstrates, “direct and contextual vocabulary instruction that engages the student.”
T. Design and present (at the partnership school) four strategies and appropriate resources for developing vocabulary skills “before reading, and differentiates specialty words from broad utility words”.
U. Design and present a detailed lesson (at the partnership school) that demonstrates comprehension monitoring strategies and strategies that are appropriate before, during and after reading.
V. Present four activities that connect spelling analysis to appropriate instruction.

Empirical Base:
This course is based on information that is needed for teacher candidates to effectively diagnose and remediate reading difficulties. The specific content is based on the standards for Reading professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on The Most Effective Way to Teach, Louisiana Reading and Language Competencies for Teachers, INTASC (Interstate New Teacher Assessment Support Consortium), NAEYC (National Association
for the Education of Young Children) for the PK-3 teacher candidates, ACEI (Association for Childhood International) for the elementary teacher candidates and the Louisiana Components of Effective Teaching.

Textbook:

Rubin, Dorothy, Opitz, Michael. (2006). Diagnosis and Improvement in Reading Instruction. 5th Ed. Needham Heights, Massachusetts: Allyn and Bacon.

Supplementary Texts and Resources:
Note: These resources will be used to assist with the following activities:

- research projects
- oral presentations
- design activities for remediation
- interactive group activities that relate to the articles critiques.


Journals (used for critiquing articles)
- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarterly

Websites (used for critiquing articles and securing background information for projects and discussions):
- International Reading Association website(http://wwwира.org)
- National Research Council (www.nationalacademies.org/nrc)
- National Reading Panel Report on the Most Effective Way to Teach Reading; (www.nationalreadingpanel.org/press/press_re1_4_13_001.html)
Field Experiences
Teacher candidates will complete 15 hours of Level III field-based experiences at their appropriate levels. Teacher candidates will select a student at their designated school site for their diagnostic-remediation project. Specifically, the teacher candidates will use formal and informal measures of diagnosis to determine the needs of the student. Afterwards, the candidate will design remediation activities that include diverse resources, strategies, and activities that will be individually presented to their on-site student. Periodically, the candidates will present in class the results of the one-on-one instruction with their student at the field site. They will also share products of the students’ work to demonstrate the extent of progress. As a culminating project, the candidates will design a Diagnostic-Remediation Packet which will include all of their students diagnostic results, and artifacts which resulted from the of the remediation activities which their students completed.

Faculty available to Teach the Course:
Dr. Loretta Jaggers
Dr. Vicki Brown
Course Title: EDPT 551
Course Title: Methods for Teaching: Elementary Grades
Credit Hours: 3 Credit Hours

Course Description: This course focuses on techniques, instructional strategies, methods, and materials basic to the development of skills in teaching science, language arts, mathematics, and social science to students in both regular and mild/moderate special education grades (1-5). Practitioner Teacher Candidates will review theory and principles for teaching and accommodating the needs of diverse learners. Practitioner Teachers will engage in the demonstration of appropriate methods of instruction in simulated and real-life classroom settings under the supervision of the school principal, course instructor, and/or university supervisor. This course will emphasize the importance of professional collaboration between special education and general education teachers in elementary level inclusive classrooms. Special attention is placed on the integration of co-teaching models to plan and implement lessons specific to the Common Core State Standards. The course is required of all Practitioner Teacher candidates in the Master of Arts in Teaching Program for alternate certification in Special Education - Mild/Moderate. Grades 1-5 and Elementary Grades. The course requires field-based experiences in grades 1-5 authentic and inclusive classroom settings. Practitioner Teacher MAT Candidates will earn 3 credit hours.

Form:
This is a three hour course, designed for the practitioner teacher candidate to become directly involved in the use of a variety of teaching/learning strategies, as well as professional standards, journals, and organizations which support the professional growth of elementary and special education teachers. The goal of the course is assist the practitioner teacher in learning to employ an integrated approach to the teaching of elementary students in an inclusive setting. The course includes the use of various instructional strategies such as lecture/discussion, cooperative/collaborative group activities, micro-teaching activities, and 10 hours of field-based experiences. The course will provide numerous opportunities for the candidates to participate in technology infused lessons and activities. This course will emphasize the importance of professional collaboration between special education and elementary education teachers in the inclusive setting.

Measurable Objectives:
Given varied content, activities, and materials, the Elementary Grades Practitioner Teacher Candidate will:

9. Participate in class discussion of Essential Questions. Each session includes a discussion about an essential question and teaching and learning issues for elementary and special education teachers related to the question. After classroom discussion about the essential question, Practitioner teacher candidates will post their responses to the questions posed in the course and respond to posts submitted by their colleagues. (ACE12.8) (LCET Domains 1,2,3,&4) (CF 2.1-2.17, 3.1-3.8) (CEC: ICC10K1-4, IGC10K1-4, ICC10S1-11, IGC10S1-4)

10. Complete and make an oral presentation regarding professional journal articles and their own approach to teaching elementary students and those with special needs. These presentations must include PowerPoint presentations, instructional implications, and alignment with ACEI, 2.8, 3.1, 3.2, 3.4)CEC, and LCET standards/domains. (LCET Domain 4,Component B, Attribute 2) (CF 2.15, 2.7) (CEC: IGC9K1-2, ICC1K1-2)

11. Complete and present a portfolio of work as an elementary and/or special education teacher emphasizing instructional strategies for all students. This portfolio must include examples of the candidate’s ability to demonstrate Common Core, ACEI, NBPTS, CEC, and LCET standards/domains as well as the unit's Conceptual Framework. (CF 1.8) (CEC: ICC9S11)

12. Complete a field experience reflective summary paper summarizing the observations, participation, and direct teaching experiences in a local school demonstrating their understanding of the constructivism and how it relates to teaching in inclusive elementary classrooms. This paper must include: descriptions of observations of examples of Common Core, CEC, and LCET standards/domains, and a comparison/contrast
13. Create, implement and evaluate a lesson based on techniques suggested in the course text, class discussions and readings related to multiple strategies for teaching in the inclusive elementary classroom. This lesson should be part of a designed by the Practitioner Teacher candidate. This unit plan must include alignment with the Common Core Standards as well as ACEI and CEC Standards. Differentiated instruction and accommodations for different learning styles and special needs must also be included. (ACEI 2.8, 3.1, 3.2, 3.4, 4.1) (LCET Domains1&2) (CF 1.1-1.8, 2.1-2.17, 3.1-3.8) (CEC: ICC9S1-12, IGC9S1-2)

14. Complete a professional development plan detailing goals/objectives for the year in the areas of professional conferences/meetings, journals, grants, course development, resources or presentations related to elementary and special education in inclusive classrooms. Practitioner Teacher candidates will identify the Common Core, CEC, and LCET standards/domains addressed in the professional development plan. (ACEI 2.8, 3.1, 3.2, 3.4, 5.1, 5.2) (LCET Domain4, Component B, Attributes1&2) (CF 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.6, 2.7, 2.9, 2.10, 2.11, 2.14, 2.15, 2.17, 3.1-3.7) (CEC: ICC9K3, ICC9K4, IGC9K1, IGC9K2, IGC9S1, IGC10K3)

15. Complete formative and summative assessments in the form of written reflections at the end of each class meeting and at the end of the course. These reflections will include instructional implications of discussions, lectures, readings, guest speakers, and other activities or assignments related to effective elementary grades instruction and management in an inclusive classroom. (ACEI 2.8, 3.1, 3.2, 3.4, 4.1) (CF 1.1-1.8, 2.2-2.13, 3.1-3.8) (CEC: ICC9S11)

16. Curriculum Design Project: Practitioner Teacher Candidates will develop at least three activities based on ACEI, CEC, LCET, and Common Core Standards and their experiences with the content and methodology in the course. Practitioner teachers will participate in these collaborative activities and discussions during each class meeting and provide:

- A thorough description of each activity
- The learning objective that each activity serves
- A demonstration of their understanding of the content covered in each activity
- A list of materials and other resources and a description of how they fit into each activity
- A description of how they would organize P-12 students in the classroom to ensure an optimal learning environment when actually completing each activity, along with an explanation of why they chose that particular method
- A description of where the activity falls in the course of a day's lesson plan and an explanation of why that is the best place for each activity
- A detailed rationale explaining why they chose to create each activity
- A description of how P-12 students' mastery of each objective will be assessed (ACEI (LCET Domains 1,2,3,&4) (CF 2.1-2.17, 3.1-3.8) (CEC: ICC10K1-4, IGC10K1-4, ICC10S1-11, IGC10S1-4)

17. Create a Classroom Management Plan including differentiated instruction and accommodations for special needs learners. (ACEI (LCET Domains 2) (CF 1.1-1.8, 2.1-2.17, 3.1-3.8) (CEC: ICC5K1-10, IGC5K1-3, ICC5S1-16, IGC5S1-6, ICC6K1-4, IGC6K1-3, ICC6S1-2, IGC6S1-5)

**Empirical Basis:**


Textbooks:

Supplementary Resources and Materials:

Books:

Websites:
- http://www.cec.sped.org/
- http://www.reading.org/
- http://www.handoutsonline.com/
- http://www.learner.org/
- http://www.teachersfirst.com/index.cfm
- http://www.englishraven.com/

Journal Articles/Dissertation Excerpts to be read and Critiqued
Each student will read articles from the following professional journals:
♦ Journal of Elementary Teaching
♦ Journal of Elementary School Mathematics
♦ Journal of Elementary School
♦ Journal of Elementary Science Education
♦ Phi Delta Kappan Journal
♦ Teaching K-8

Candidate Evaluation
Teacher Practitioner Candidates will be evaluated based on the following:
- Professional Journal Article Presentations (Rubric)
- Portfolios of Self as an Elementary and Special Education Teacher (Rubric)
- Field Experience Reflective Summary Papers (Rubric)
- Elementary/Special Education Lesson and Unit Plans (Rubric)
- Professional Development Plan Presentations (Rubric)
- End of Class Written Reflections
- Collaborative Activities/Discussions
- Classroom Management Plan (Rubric)

**Faculty available to teach course:**
Dr. Patricia P. Johnson
Dr. Mary Ghongkedze
Dr. Elaine Foster
Course Number: EDPT 599
Course Title: Special Topics: Content Area and Technology Workshops (Summer Only)
Credit Hours: 0 Credit Hours

Catalog Description:
This course is designed to provide an opportunity for practitioner teachers to work alongside STEM and other content specialists from the Grambling State University College of Arts and Sciences and the Louisiana STEM Alliance. Emphasis is placed on encouraging rigor and improving inclusive instructional practice in secondary English and STEM content at the elementary and secondary level.

Form:
This course explores innovative methods for effective teaching in inclusive classrooms. Emphasis is placed on methods of course design, instructional techniques, assessment and course management that have been shown by research to improve student learning.

This course will follow an interactive workshop format with cooperative/collaborative grouping activities; presentations and demonstrations that provide instructional support needed by first year (novice) elementary, middle and high school special education, English, science and mathematics teachers. The course will also provide numerous opportunities for the candidates to participate in innovative, hands-on, technology infused activities under the supervision of a university supervisor and content specialist.

The course will be divided into modules that focus on:
Module 1: English (Methods and materials for the diverse learner.)
Module 2: Mathematics (Methods and materials for the diverse learner.)
Module 3: Science (Methods and materials for the diverse learner.)
Module 4: Elementary (Methods and materials for the diverse learner.)

Measurable Objective:
At the end of the course, the practitioner teacher will have developed a toolkit of effective instructional practices that includes activities, experiments and other resources for use in inclusive classrooms during the academic year. (LCET IA1, A4; LCETSEIIA5; GSU CF 1.3, 1.2, 1.4, 2.3, 2.4, 2.6. CCSS for Mathematics [6-8]: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability, CCSS for Mathematics [9-12]: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability, NSES -T: Standards A, B, C, D, E, F, NCTE 3.1, 3.2, 3.7. CEC: IGC9K1-2, ICC1K1-2)

Activities will include:
- Present a 10-minute activity that employs active learning strategies and frame it in the context of a teachable unit.
- Completion of a summer project that incorporates best practices techniques for effective teaching and learning of diverse students.

Empirical Base:
Examining the dimensions of teacher quality for beginning special education teachers: The role of 
domain expertise. Exceptional Children, 75, 391-411.
Collaboration in Teacher Education. Paper presented at the 2007 annual meeting of the 
AERA. Available at www.stemtec.org/act/PAPERS/Aarea%20Greenwood.doc.
educators: What school leaders should know. TEACHING Exceptional Children 42(1), 64-70.
Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. Journal of 
approaches in science, technology, engineering and mathematics. Washington, DC: National Academies 
Press.
professional development effective? Strategies that foster curriculum implementation. American 

Textbook:
NJ: Pearson Merrill Prentice Hall.

Supplementary Resources and Materials:
Publications, Inc. Mountainview.CA.

Student Evaluation
The final grade for the course will be based upon the practitioner teacher’s participation in summer workshop 
activities, projects and demonstrations.

Field - Based Experiences:
This course is a daily workshop, activity-based course. To supplement the course activities, practitioner teachers 
along with supervising teachers will participate in 10 hours of simulated classroom experiences through 
simSchool.

Faculty available to teach course:
Dr. Patricia Johnson
Dr. Carolyn Jackson
Dr. Dagne Hill
Additional Math and Chemistry graduate faculty will be identified.
C. Program Delivery

The Master of Arts in Teaching (MAT) alternate route to teacher certification degree programs are designed in accordance with Bulletin 746 - Louisiana Standards for State Certification of School Personnel and reflect the Louisiana Board of Elementary and Secondary Education (BESE) requirements for alternative certification programs. The design and sequence of required courses will provide project participants with the most advantageous amount of pedagogical and instructional preparation, professional development and mentoring support in route to completing the program, earning the masters degree and receiving full state certification. Select courses and professional development activities will be developed for online delivery and facilitated by faculty at Grambling State University. Other courses will employ an integrated approach to instruction, combining traditional instructional methods with targeted, hands-on professional development. The master's degree program is 39 credit hours and can be completed within 14 – 16 months of enrollment.

The goals of the new degree programs will be met via an intensive and comprehensive cohort model of teacher preparation that includes traditional course work, online and hybrid classes, and face-to-face mentoring and e-mentoring. Candidates in the programs will complete coursework, and observe and participate in instructional activities that assist them in applying course concepts to their roles as teachers. The program activities and course objectives emphasize and reflect the tenets of the following:

- Louisiana Components of Effective Teaching
- NCATE
- National Board for Professional Teaching Standards,
- INtASC Model Standards for Licensing General And Special Education Teachers of Students with Disabilities (2001)
- CAEP Standards For Educator Preparation
- Council for Exceptional Children
- Louisiana’s Reading and Language Competencies for Teachers
- Louisiana’s Adolescent Literacy Plan
- Blue Ribbon Commission standards
- The unit’s conceptual framework.

All candidates are expected to take and pass all required parts of Praxis I and II in both special education and their chosen content area (Elementary Content Knowledge for Elementary and the Content Knowledge and Pedagogy tests for English, Math or Science). The reading requirement will be met through coursework before completing the degree program. Following the demonstration of knowledge, skills and appropriate dispositions, all candidates will meet the “highly qualified” standard of No Child Left Behind.

Cohort Model

The new MAT degree program will employ a cohort model of preparation. With the cohort model, during the summer, a group of students are accepted into the program. This group of students matriculate through the program together and graduate together. The cohort model helps to build relationships with and among the students. When participants meet entry requirements and are selected for the program they will be placed in a cohort based on their content area or grade level. All students will begin initial classes during the first summer session which typically begins in late May. It is anticipated that the first cohort of participants will begin courses in May 2012. The first cohort will complete degree requirements in July 2013.
### Alternative Teacher Certification Program (ATCP)
#### Master of Arts in Teaching (MAT) Course Cycle

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Collaboration

Collaboration has been an enduring theme at Grambling State University and within the College of Education. In recent years, general and special education faculty have collaborated on the following: Praxis II preparation for Principles of Learning and Teaching, Elementary Content Knowledge and the Special Education examination; redesign of the general education elementary, middle, and secondary certification programs; redesigning reading courses to meet the new state reading competency guidelines; NCATE program reviews; designing new Master of Education degree programs in Curriculum and Instruction and Special Education where these programs share an integrated core, and designing the undergraduate Integrated to Merged Special Education programs. In these redesign efforts, general and special education faculty have designed programs to meet not only state and national content standards, but also licensure testing and the Louisiana Components of Effective Teaching I and II. In all efforts, general and special education university faculty have taken both lead and support positions, reflecting an interdisciplinary team approach. The education faculty have worked collaboratively with Arts and Science faculty on such diverse projects as grants, summer camps for middle and high school students, and publications (in progress).

The MAT programs in the Alternative Teacher Certification Project (ATCP) support partnerships among Grambling State University College of Education and College of Arts and Sciences, the Louisiana Department of Education (LDOE) STEM Alliance and high-need local education agencies (LEAs). Faculty from the College of Arts and Sciences assisted in the design of new methods courses to enrich STEM education. The staff from partner LEAs shall work with Grambling State University to assist in placement of teacher interns and to provide opportunities for job-embedded training, on-site mentoring and induction activities. Faculty and staff will also work actively with the Louisiana STEM Alliance to develop training materials and implement a comprehensive professional development plan for in-service and pre-service teachers.

II. Need

Grambling State University’s vision is to be a distinguished institution that produces accomplished graduates sought by global employers and top-tier graduate and professional schools, particularly in the field of science, engineering technology, mathematics, business, nursing, mass communication and teacher education. The College of Education strives to produce graduates who value academic excellence, diversity, equity, and fairness. Faculty members endeavor to ensure that graduates possess the professional skills, dispositions, and knowledge bases that reflect best practices in research, service, and teaching. President Frank G. Pogue established priorities to guide Grambling State University that include building on the academic strengths and accomplishments of the University and recognizing and rewarding the achievement of excellence among faculty, students and staff. The Alternative Teacher Certification Program (ATCP) is an avenue to ensure that the College of Education and Grambling State University continue to achieve the aforementioned mission, goals and priorities.

School officials around the nation are facing a much-publicized shortage of qualified teachers. In the late 1990s, experts projected an unprecedented need for new teachers, anticipating that public schools would need to hire 200 million teachers during the first decade of the new century (Hussar, 1999). The causes of the shortage are commonly listed as changes in the demographics of the nation’s teaching force; a rapidly growing number of public school students; state level legislation decreasing class size and federal legislation calling for “highly qualified” teachers in every classroom. The need for new teachers results from but is not limited to the following:

- an aging workforce,
- an increasingly white workforce,
- a growing, increasingly racially diverse student population.
As reported by the Institute for a Competitive Workforce (ICW), the latest information from National Assessment of Educational Progress (NAEP) indicated that with regard to test performance in math and science, less than 40% of the nation's students are proficient. Specifically, results indicate that,

On the most recent 2009 NAEP exam, less than 40% of fourth-graders were proficient in math, declining to just 34% for eighth-graders. The math results are even worse for twelfth-graders, where only 26% scored at or above proficient, a paltry 3% gain from the first administration of the 12th grade test in 2005 (ICW, 2011).

When examining the areas of Science, Math, and Special Education, there is a glaring need for improvement in the rigor and quality of instruction as evidenced by student performance on national and state level standardized tests. Louisiana K-12 students, consistently score below average on math, science, reading and writing assessments when compared with other students across the nation. As recently as 2009, Louisiana ranked 49th in the nation with regard to student achievement on high-stakes standardized tests (LDOE, 2009). There is an ever-present need for improvement in all areas of the educational spectrum including teacher recruitment, preparation, and quality. To effectively address this problem, it is necessary to improve the quantity, quality and rigor of instruction provided at both the elementary and secondary levels. For improvement in academic achievement to occur there must be quality instruction provided by high quality teachers, in all content areas and particularly in Science and Math. Moreover, teacher recruitment and training efforts must develop a focus that includes individuals who have specific background knowledge in a respective STEM content area. Individuals who clearly have an exemplary level of mastery in STEM subject matter and have a passion to educate should be provided an avenue and given incentives to do so. Teachers needed are those individuals who possess the background knowledge necessary to adequately prepare Louisiana's students. To that end, the ATCP partners with the GSU College of Arts and Sciences, the Louisiana STEM Alliance and nine high needs local education agencies to enrich STEM education through the recruitment of stellar recent college graduates, highly qualified paraprofessionals and mid-career changers who have earned an undergraduate degree in a field other than education – particularly in one of the STEM disciplines. Primary emphasis is placed on the recruitment of minorities and women – groups that are traditionally underrepresented in the STEM disciplines.

Grambling State University (GSU) seeks to address the need for highly qualified teachers by providing an alternate route to teacher certification with ATCP housed in the College of Education. Replacing the current Teacher Practitioner Program, the program is designed to train initially certified teachers with the skills, knowledge, and dispositions to qualify them for the category of “high-quality teachers”. The integrated to merged programs will target teacher certification in STEM disciplines as well as English and Special Education.

Similar Programs

Although similar programs exist in Louisiana, the focus of the proposed MAT programs are to recruit, train, and retain teacher candidates from populations traditionally underrepresented in STEM disciplines and to provide local rural and high-needs LEAs with highly qualified teachers in critical subject areas – elementary, secondary science math, English and special education. Grambling State University currently offers a certification-only practitioner teacher program. Faculty and funds that are presently used to support the current program will now be used for the MAT program. In addition, Grambling State University has received federal funding to implement, recruit, and support the MAT program.
The chart below lists similar programs offered at other institutions in Louisiana and neighboring states.

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</tr>
<tr>
<td>- Mathematics, Science, English, Social Studies</td>
<td>Education, Chemistry, English, French, German, Home Economics, Technology</td>
</tr>
<tr>
<td>MAT Secondary Education 6-12</td>
<td>Education, Marketing, Mathematics, Music Education, Physics, Social Studies, Spanish, Special Education, Speech Communication</td>
</tr>
<tr>
<td>– Biology, Chemistry, Business, English, Family &amp; Consumer Sciences, General Science, Mathematics, Physics, Social Studies, Spanish, Speech, Special Education Mild/Moderate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southeastern Louisiana University</th>
<th>Mississippi State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Elementary Education 1-5, Early Interventionist</td>
<td>MAT Elementary Education 4-8</td>
</tr>
<tr>
<td>MAT Middle School Education 4-8</td>
<td>MAT Secondary Education – Art, Biology, Business, Chemistry, English, French, German, Home Economics, Music, Marketing, Math, Physics, PE, Social Studies, Spanish, Speech Communications, and Technology Education</td>
</tr>
<tr>
<td>– Mathematics, Science, Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Louisiana Lafayette</th>
<th>Mississippi College</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Special Education Mild/Moderate</td>
<td>Elementary Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Louisiana Monroe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Elementary Education 1-5, Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>MAT Secondary Education 6-12</td>
<td></td>
</tr>
<tr>
<td>– Biology, Chemistry, Earth Science, English, Family &amp; Consumer Sciences, General Science, Mathematics, Physics, Social Studies, Speech, Foreign Languages, Music, Special Education</td>
<td></td>
</tr>
<tr>
<td>Education Mild/Moderate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of New Orleans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Elementary Education 1-5, Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>MAT Middle School 4-8 – English, Mathematics, Science, Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
The overarching goal and purpose of the ATCP is twofold: a) to effectively increase the pool of highly qualified teachers of high-needs subjects in rural high-needs LEAs and b) diversify the teaching field specifically in the STEM disciplines by increasing the numbers of underrepresented populations.

The Master of Arts in Teaching Alternative Teacher Certification Programs will replace the existing certification-only practitioner teacher program. Degree attainment has long been a selling point for alternative certification programs in the state. It allows the candidates to be trained as they pursue the master’s degree. The university currently offers a certification only program (Teach GSU) and numerous inquiries have been made by potential applicants about how candidates can earn a master’s degree through the alternative certification route at Grambling State University.

The Master of Arts in Teaching Alternative Teacher Certification Programs (ATCP) supports the BOR’s Master Plan for Public Postsecondary Education: 2011. The new programs speak directly to the BOR’s goal of increasing the number of adults age 25 and older enrolled in postsecondary programs (1.3) and increasing the rate and number of students earning a postsecondary credential (1.4). ATCP will identify and recruit recent college graduates and mid-career changers with an expressed interest and expertise in STEM subject areas to become highly qualified certified teachers. The program also supports Goal 2, Objective 2.2 that proposes to promote multi-disciplinary and multi-institutional collaborative research efforts. Through our collaborative efforts with the College of Arts and Sciences and local LEAs, a STEM research initiative will be developed. Additionally through these collaborative efforts, STEM education will be strengthened and responsive to the needs of the local school districts.

III. Students

Recruitment, Selection, Enrollment and Retention

Based on enrollment data from the approved TEACH GSU practitioner teacher program and the overwhelming amount of inquiries regarding the announcement of the Department of Education grant, it is envisioned that recruitment activities will result in at least 30 new participants per cohort (1 cohort per year).
TEACH GSU Enrollment Data

Since summer 2008, more than 60 students have enrolled in the TEACH GSU practitioner teacher program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification Area</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2008</td>
<td>Elementary Education (Grades 1-5)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Special Education (Grades K-12)</td>
<td>13</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>Elementary Education (Grades 1-5)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Special Education (Grades K-12)</td>
<td>8</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>Elementary Education (Grades 1-5)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Special Education (Grades K-12)</td>
<td>6</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Elementary Education (Grades 1-5)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Special Education (Grades 1-5)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Special Education (Grades K-12)</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>61</td>
</tr>
</tbody>
</table>

ATCP- MAT Enrollment Projections

<table>
<thead>
<tr>
<th>Enrollment Projections</th>
<th># of MAT Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>30 (at least 6 per program)</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>30 (at least 6 per program)</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>30 (at least 6 per program)</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>30 (at least 6 per program)</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>30 (at least 6 per program)</td>
</tr>
</tbody>
</table>

* Because students will have just entered the program during the 2011-2012 academic year, degree requirements will not have been met and therefore no graduates are expected.

Strategic and targeted recruitment activities are characterized by:

- Close work with partners to identify and recruit participants for the project.
- Advertisement that includes a new ATCP Website that has important information about the project; links to the LEA websites; and professional development information and opportunities. In addition, recruitment will involve print advertising, local radio and television interviews and face-to-face group informational sessions.
- Providing pre-entry support such as Praxis test preparation.

Program staff will actively recruit potential candidates for the MAT degree programs by leveraging the support of collaborative relationships of the GSU College of Education, GSU College of Arts and Sciences, local partnering school districts and the LDOE STEM Alliance. Program staff will work closely with the university’s English, Math and Science departments to identify talented graduating seniors and recent graduates who have a desire and interest in teaching. Additionally, an aggressive plan to recruit mid-career changers and highly
qualified paraprofessionals will also be implemented. Primary emphasis will be placed on the recruitment of minorities and women – groups that are traditionally underrepresented in the STEM disciplines.

**Program Entry Requirements and Selection Process**

To enter the ACTP, candidates must meet the following minimum entry requirements:
- Applicants must have a bachelor’s degree (non-education) from a regionally accredited university.
- Applicants must have a 2.5 or better undergraduate GPA.
- Applicants must obtain a passing score on PRAXIS I (This requirement is waived if an applicant has a 22 or higher on the ACT/1030 or higher on SAT OR a graduate degree.)
- Applicants must obtain a passing score on PRAXIS II content area exam.
- Applicants must obtain an acceptable score on GRE.
- Completed documentation of at least 20 hours of observation in the content area in which they are seeking certification. (10 hours must be in special education settings.)

The ACTP selection model will incorporate strategies from best practices and successful teacher selection models, including, the Haberman, model that are specific to rural and high needs schools. The selection model will include assessment of applicant writing samples, assessment of applicant knowledge, skills and dispositions, and an interview. Similar to the more traditional undergraduate program, this interview is conducted like an employment interview, with the candidate responding to questions of why he or she wishes to teach, his or her personal philosophy of teaching and learning, his or her classroom management and teaching styles, pertinent issues in education and personal goals and objectives.

All candidates know and accept that they will be subjected to a background check, and are advised that those with certain criminal convictions will not be allowed to certify in the state of Louisiana.

It is envisioned that through active recruitment and collaboration, at least 30 participants per year, who meet admission requirements and agree to pursue alternative teacher certification through the MAT degree programs will be identified and selected.

Students entering this program qualify for federal financial aid assistance. For the first five years of the program, students who commit to teach three consecutive years in high-need districts in the proposed certification areas may be eligible for a one-time stipend of up to $5,000. Stipends will be disbursed over three years. Additionally, some LEAs may offer tuition-reimbursement initiatives.

**Placement**

Program participants are required to secure a teaching position in their chosen area of certification. In this component, the role of the MAT Program Coordinator is twofold: 1) work with area LEAs in providing a pool of candidates to fulfill their staffing needs; and 2) assist applicants by providing information about teaching opportunities available in area LEAs.

The staff from partner LEAs shall work with Grambling State University to assist in placement of teacher interns and to provide opportunities for job embedded training, on-site mentoring and induction activities. Placement activities are characterized by close work with partner LEA to identify high need subject areas and grade level positions lacking certified teachers or those positions that will be vacated by a certified teacher.
Retention

Grambling State University and the College of Education at will implement a strategic plan to retain teachers in the partner school districts. With federal funding the unit will:

Provide Comprehensive Mentoring
- Develop a mentoring program that is designed to be responsive to the unique needs of teachers in rural and high-needs schools.
- Implement a structured mentoring and induction program with strong face-to-face and online components that support participants from entry into the project through the first three years of teaching.
- Design and implement a professional development program with significant online components for the preparation of project mentors.
- Design and conduct monthly Professional Development Seminars that are offered, on an alternating schedule, either in the partner LEA or online.
- Select project mentors and provide mentor training.

Provide Financial and Technology Incentives
- Provide $5000 stipends to participants during first three years of teaching/participation in the ATCP. Each cohort of participants will receive stipends in the following manner:
  - During first year of participation: $2,000
  - During second year of participation: $1,500
  - During third year of participation: $1,500
  - Candidates will sign a memo of understanding and a service agreement that stipulates that the stipend must be repaid if candidates do not complete the alternative certification program and teach in a high-needs subject area in a high-needs LEA for three consecutive years.
  - Stipends will be awarded to defray the costs of participation—tuition, books, and related fees and other costs.
- Provide laptops and training
  - Participants will be trained on the use of MAC computers
  - Participants will be provided with innovative strategies for incorporating technology in lessons plans.
IV. Faculty

A. Present Faculty

Following is a list of present faculty who will be directly involved in the proposed program. Information related to scholarship, publications and areas of specialized competence related to the new program is included as well.

Following is a list of present faculty who will be directly involved in the proposed program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Present Credits/Contact Hrs &amp; SCH produced</th>
<th>Assignment</th>
<th>Scholarship, Leadership and other Activities</th>
</tr>
</thead>
</table>
| Vicki R. Brown, Professor Ph. D. (Curriculum and Instruction) | Spring 2010  
Credits: 9  
SCH: 51  
Fall 2010  
Credits: 9  
SCH: 48  
Fall 2011  
Credits: 6  
SCH: 48 | Interim Dean (Jan. 2012)  
Full time faculty | Co-writer for State Farm/NYLC-Project Ignition Grant, 2011-2012. Funded at $2,000.00 to be implemented at Grambling Laboratory High school.  
Co-writer for Leader/Share Program grant with the Memphis City Schools Foundations, Inc. 2011-2012. Funded at $5,000.00  
Committee Chair of the Rural Diversity Committee of the International Reading Association (2010 to present).  
Past Louisiana Reading Association Vice-President (2010) and Scholarship Chair (2012).  
Completed the Level I Moodle Training Workshop at Grambling State University, Fall 2011. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Foster, Associate Professor</td>
<td>Ph. D. (Special Education/Learning Disabilities) - University of Southern Mississippi</td>
<td>Credits: 9 SCH: 156</td>
<td>Credits: 12 SCH: 150</td>
<td>Credits: 9 SCH: 180</td>
<td>Credits: 15 SCH: 149</td>
<td>Faculty (Kara Vaughn-Jackson Endowed Professor) Co-Chair NCATE Standard I Middle Grades Program Chairperson Portal II (Admission to the Department of Teacher Education) Chairperson NAEYC Program Review Co-Chair</td>
</tr>
</tbody>
</table>
| Carolyn Jackson, Assistant Professor  
| Ed. D. (Development Education)  
| Grambling State University  
| 6-12 Biology Certification  
| 6-12 Principal  
| K-12 Supervisor of Instruction | Summer 2011:  
| Credits: 6  
| SCH: 62  
| Fall 2011  
| Credits: 9  
| SCH: 139  
| Spring 2012  
| Credits: 6  
| SCH: 69 | Full-time faculty  
| Part-time in Unit | Seven years experience as secondary classroom teacher (Biology, Physical Science, Chemistry and Algebra) and administrator intern in public secondary schools.  
| Curriculum Committee Chairperson - Department of | Former Co-PI and project manager of the TEACH Delta Region Project which includes 26 school districts throughout Louisiana and Mississippi, 2 universities and a 5-year budget of $3.4 million. |
Current PI and Project Director for ATCP project at Grambling State University.

Jackson, C. M., & Flowers, B.F. (2009). TEACH Delta Region. Who we are, what we do, and why we do it: Presentation at the 7th Annual International Conference on Education, Honolulu, HI.


Jackson, C. M. & Holland, G. (2007). The Louisiana transition to teaching project. Making a difference: Presentation at the Fifth Annual Hawaii International Conference on Education, Honolulu, HI.


Loretta W. Jaggers, Professor
Ed. D. Curriculum and Instruction – University of Houston

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr. Hrs.</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>SCH's</td>
<td>93</td>
<td>930</td>
<td>127</td>
<td>111</td>
</tr>
</tbody>
</table>

Full time Faculty
NCATE; Standard 1 Co-Chair
Lead, ACEI GSU Program Committee-Development/Redesign Elementary Programs

http://www.ulm.edu/cehd/resources/learn/diversity/index.html,


http://www.ulm.edu/cehd/resources/learn/tec/index.html


Funded Projects:

Jackson, C. M., Bowan, C. (2006). Grant received from the Louisiana Department of Education, Louisiana First MU-TIP, $228,000.00.


Cr. Hrs. = 15
SCH's = 117

Supervises Student Teacher Candidates

Chaired Redesigns of M.Ed. in C&I and Reading Competencies

Project Director, GSU LA GEAR UP Summer Learning Camps (2005-2011)

(2009-2010)


Co-PI with N. McJannerson: Grant Funded: 2005-2011 GSU LA GEAR UP Summer Learning Camp Louisiana Board of Regents —LaSIG LA GEAR UP (Funding Levels: $37,000 to $119,000 (Proposal submitted for 2012)

GSU Laboratory Schools SACS Teaching and Learning Subcommittee Member

Praxis II (Principles of Learning and Teaching Test Prep Consultant)


National Program Reviewer for ACEI (Spring 2011 and Fall 2011)

Attended the ACEI Program Reviewer Training provided at the ACEI Conference in New Orleans, Louisiana, April 2012.


NAFEO 2009 NOBLE Laureate Award Recipient, Awarded April 2, 2009, Atlanta,
Georgia
Attended the (NICE Conference) NASA
Innovation and Climate Education, November
9 & 10, 2011, Elizabeth City State University,
Elizabeth City, North Carolina (Attended with
Dr. Waneene Dorsey)

Attended the PARCC Leadership Forum,
Baton Rouge, Louisiana, September 30, 2011.
(Serve as a member of the GSU PARCC
Leadership Team)

LA Striving Readers Comprehensive Literacy
Program Provider Endorsement Training,
Participant, December 21, 2011, (State
Department of Education), Baton Rouge,
Louisiana

18th Annual Spring Reading Conference,
Conference Developer and Coordinator, April
26, 2012, Black and Gold Room, Grambling
State University, 6:00-8:00. Theme: Using the
Common Core Curriculum to Promote
Effective Literacy Learning.

Hawaii International Conference on
Education, Co-Presenter (with Dr. Kathy
Newman (LEAD Coordinator, and Dr. Elaine
Foster), January 6-7, 2011, Honolulu, Hawaii.

17 Annual Spring Reading Conference,
(Coordinator, (Coordinator and Organizer for
the past consecutive years) 17 years, April 28,
2011, GSU, Theme: The Reading Event:
Enhancing Reading Performance.

Louisiana Reading Association Annual
Conference (Participant), October 17-19, 2010,
Marksville, Louisiana.
<table>
<thead>
<tr>
<th>Patricia Johnson, Assistant Professor</th>
<th>Present Credit Hours 3</th>
<th>Full time Faculty</th>
<th>Co-Director/Co-Principal Investigator: Center for Innovative Teaching and Learning (CITAL); Title III TNT QUEST Grant, 2006-2007($5,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph. D, Urban Higher Education</td>
<td>Contact Hours 9 SCH 9</td>
<td>Coordinator – GSU</td>
<td>Dissertation: Faculty Perceptions of the Critical Dimensions of Leadership for College of Education Deans in Two Louisiana Universities completed at Jackson State University Jackson, MS August 2006</td>
</tr>
<tr>
<td>Jackson State University</td>
<td></td>
<td>Master's Program Educational Leaders level 1</td>
<td>--Faculty Perceptions of the Critical Dimensions of Leadership accepted for publication in the forthcoming book, Selected Research Models in Higher Education. The book will be published by University Press of America, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Dept. Head 2009 – 2011</td>
<td>National Council for Accreditation of Teacher Education Board of Program Reviewers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Associate Dean 2012</td>
<td>Trainer and External Assessor, Louisiana State Department of Education – Baton Rouge, Louisiana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PK-16 Coordinator</td>
<td>Staff Development Specialist – Caddo Parish School Board, Shreveport, LA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NCATE Conceptual Framework Co-Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervise Internship for practitioner teachers – TEACH GSU</td>
<td></td>
</tr>
</tbody>
</table>

| Mary Ghongkedze                     | Present Credit Hours 3 | Full time faculty | Presentations |
| Ph. D (Curriculum and Instruction-Reading) |                       | -Committee member | -Invited Guest Speaker to the OSU International Cultural Symposium in Celebration of American Educational Week November 16, 2011 |
| Texas A&M University, College Station |                       | GSU Professional Development. | -Attended professional development meeting on Teacher Ed Symposium on Service Learning in Monroe, Nov 2011. |

IRA 57th Annual Convention, Orlando, Florida, May 8-11, 2011 (Participant), Received the Honor Council Award for the North Louisiana Reading Council (President 2010-2013)
### General Education
- Committee member C&I Student Retention Proposal
- Committee member Non teaching Degree Options

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>SCH</th>
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<tr>
<td>Spring 2010</td>
<td>15</td>
<td>1205</td>
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<tr>
<td>Summer 2010</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>15</td>
<td>135</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>15</td>
<td>96</td>
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</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time Faculty</td>
<td></td>
</tr>
<tr>
<td>Graduate Council Member (2007-)</td>
<td></td>
</tr>
<tr>
<td>Coordinator, M.Ed. program in Special Education (2009-)</td>
<td></td>
</tr>
<tr>
<td>Graduate Advisor for M.Ed. program (C&amp;I, SPED)</td>
<td></td>
</tr>
<tr>
<td>Louisiana Board of Examiner (2008-)</td>
<td></td>
</tr>
<tr>
<td>NCATE / CEC Program Reviewer (2011-)</td>
<td></td>
</tr>
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### Publications
### Pamela Payne, Assistant Professor
Ed. D. (Developmental Education, English) - Grambling State University

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>SCH</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>9</td>
<td>27</td>
<td></td>
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<tr>
<td>Fall 2011</td>
<td>21</td>
<td>153</td>
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### Gloria Rabon, Lecturer I
M.A. (Liberal Arts, English) - Grambling State University

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>SCH</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>12</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>12</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>15</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Edwin Mellen Press

- Payne, P. (2004). Faculty, student, and developmental program characteristics and student’s performance in developmental English and freshman English. Dissertation (Grambling State University).
- Payne, P., co-editor (2008-09). Voices from within II here I am: a creative writing collaborative project. Twilight School with Lincoln Parish Schools and Grambling State University.
<table>
<thead>
<tr>
<th>Credits: 15</th>
<th>Supervises student teacher candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH: 132</td>
<td>Head of Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>Department/NCATE Coordinator (until Oct. 2009)</td>
</tr>
<tr>
<td></td>
<td>Full Professor</td>
</tr>
<tr>
<td></td>
<td>Full time Faculty (Oct. 2009-Present)</td>
</tr>
<tr>
<td></td>
<td>Full Graduate Faculty status</td>
</tr>
<tr>
<td></td>
<td>Courses Taught:</td>
</tr>
<tr>
<td></td>
<td>1. Graduate Level Reading Specialists course</td>
</tr>
<tr>
<td></td>
<td>2. Graduate Level Developmental Reading course</td>
</tr>
<tr>
<td></td>
<td>3. Teach (GSO) (practitioner teacher) candidates courses</td>
</tr>
<tr>
<td></td>
<td>4. Undergraduate Reading course</td>
</tr>
<tr>
<td></td>
<td>Graduate Level Principal certification courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Director/Co-Principal Investigator, Supporting Urban Science and Mathematics Teachers (SUSME) National Science Foundation: Teachers Professional Continuum $327,000 (ending May 2011)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership in National Organizations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member, NCTE CEE Executive Committee</td>
</tr>
<tr>
<td>Chair, NCTE CEE Task Force on Alternative Certification</td>
</tr>
<tr>
<td>CEE Executive Committee Liaison for NCTE Commission on English Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentations at National Conferences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12, 2011, NSTA Conference in San Francisco - Presentation with Grant PI regarding SUSME grant.</td>
</tr>
<tr>
<td>November 22, 2009, NCTE Conference in Philadelphia - Proposal accepted for panel presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance at Other National Conferences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 16-22, 2011, NCTE Conference in Chicago</td>
</tr>
<tr>
<td>April 8-12, 2011, AERA Conference in New Orleans</td>
</tr>
<tr>
<td>June 16-19, 2011, NCTE CEE Conference at Fordham University in New York</td>
</tr>
<tr>
<td>April 21-24, 2010, NCTM Conference in San Diego</td>
</tr>
<tr>
<td>September 9-13, 2009, NCATE/AECTE Conference in Arlington, Virginia</td>
</tr>
</tbody>
</table>
B. Student – Faculty Ratio

Present student – faculty ratio in Curriculum and Instruction department is 27:1 for undergraduate programs and 5:1 for graduate programs. The basis for this calculation is the full-time equivalent students and faculty. The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full time and part time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity. The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time staff.

C. New Faculty Needed.

The Master of Arts in Teaching degree program will require the addition of no new faculty. Faculty who taught courses in the approved practitioner teacher program will now teach courses in the Master’s program. Within the unit, faculty members are skilled and have the expertise to teach the courses in the MAT program. For example, faculty hold advanced degrees and/or certifications and have extensive training and knowledge in the following fields:

- Special Education
- Curriculum and Instruction
- English
- Reading
- Mathematics
- Chemistry
- Biology

V. Library and Other Special Resources

Despite recent budget cuts to higher education, the Grambling State University library continues to maintain a substantial amount of holdings that support initial and advanced programs (both in print and electronic form) and a substantial portion of the library fiscal resources are allocated to the Unit. The Unit also has a resource center that has curricular and other literature available for candidates' use. Curriculum resources are also available through the Laboratory Schools. Electronic access to literature and interlibrary loan from other universities enhances the unit’s ability to have sufficient access to current materials to ensure a quality graduate program.
<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Expenditure</th>
<th>Volumes Received</th>
</tr>
</thead>
<tbody>
<tr>
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<td>College of Education</td>
<td><strong>No Allocation</strong></td>
<td>No Allocation</td>
</tr>
<tr>
<td>2009-2010</td>
<td>College of Education</td>
<td><strong>No Allocation</strong></td>
<td>No Allocation</td>
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<tr>
<td>2008-2009</td>
<td>College of Education</td>
<td>22,342.06</td>
<td><strong>No Allocation</strong></td>
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<tr>
<td></td>
<td></td>
<td>Ed. Leader 13,251.87</td>
<td>208</td>
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<tr>
<td></td>
<td></td>
<td>Curriculum &amp; Instruction 5418.85</td>
<td>92</td>
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<tr>
<td></td>
<td></td>
<td>KSLS 3671.34</td>
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<tr>
<td>2007-2008</td>
<td>College of Education</td>
<td>8325.43</td>
<td>127</td>
</tr>
<tr>
<td></td>
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<td>Ed Leadership 4976.26</td>
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<td>Curriculum &amp; Instruction 1216.86</td>
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<td>KSLS 2152.37</td>
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<tr>
<td>2006-2007</td>
<td>College of Education</td>
<td>9822.65</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed. Leader 5041.43</td>
<td>88</td>
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<tr>
<td></td>
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<td>Curriculum &amp; Instruction 2391.55</td>
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<td></td>
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<td>KSLS 2389.67</td>
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<td>2005-2006</td>
<td>College of Education</td>
<td>13,745.87</td>
<td>283</td>
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<tr>
<td></td>
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<td>(Ordered for all 2 departments)</td>
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<tr>
<td>2004-2005</td>
<td>College of Education</td>
<td>*Did not order this fiscal year.</td>
<td>Did not order this fiscal year.</td>
</tr>
</tbody>
</table>

* No Acquisitions Librarian for 2004-2005.
** Budget reduction.

VI. Facilities and Equipment

No new facilities will be required for the new MAT program as existing facilities are more than adequate to support teaching and learning. Each faculty person that currently works in the department has a private office that is equipped with furniture and essential technology (telephone, computer hardware, computer software). There are two computer labs for faculty and candidate use and faculty can access the computer lab in the School of Graduate Studies. Candidates are also entitled to use computer labs in various locations around campus. The number of classrooms (lecture and seminar) available for instruction is a sufficient; many are equipped with SmartBoards. There is a mobile, wireless computer center that is available for instruction and several laptops that can also facilitate learning outside the classroom. Candidates are given email addresses and it connects them to GSU’s electronic information system. The library has access to several electronic databases, which facilitates candidates’ ability to access literature and other essential resources to enhance learning.

Charles P. Adams Hall was built in 1969 and the structure contains 89,212 square feet of space. The administrative offices of the Unit and two departments, ERC, CARE, OPLE as well as space for graduate assistants, and classrooms are housed in Adams Hall. KSLS department office, faculty offices and classrooms are housed in the Assembly Center. Each department has a reception area, private offices for the department heads, and a conference room. The ERC contains a microcomputer laboratory, a materials production/multi-purpose room and a curriculum library/reading room. 10 graduate assistant office stations are located on the second floor as are instructional spaces: 11 classrooms, 2 seminar rooms and 2 amphitheaters (seating 118 and 180 persons). There is a dedicated document room that has curricular materials from school districts, materials for standards and access to technology for use by faculty and candidates.
VII. Administration

Grambling State University will administer the proposed MAT degree programs through the College of Education. The College of Education is under the direct supervision of the Office of Academic Affairs, headed by the Provost and Vice President of Academic Affairs. The unit's governance structure consists of the dean, heads of the Departments of Curriculum and Instruction (C&I), Educational Leadership (EDL), and Kinesiology, Sport and Leisure Studies (KSLS) and two councils. The MAT degree program will be offered within the Department of Curriculum and Instruction in the College of Education at Grambling State University and will have no effect on the present administrative structure of the institution.

VIII. Accreditation

The new MAT degree programs are eligible to be accredited by NCATE/CAEP. The unit was reaccredited in 2010 following its continuing accreditation visit. The alternative certification program will be a part of the unit, and the individual concentrations will be eligible for national recognition through the program review process for Initial Licensure/Post Baccalaureate. The concentrations eligible for review will include the English, Math and Science concentrations. To achieve this, the unit will collect data across 6-8 key assessments to meet the four standards of Content Knowledge, Content Pedagogy, Learning Environments and Professional Knowledge and Skills. The costs for determining the assessments and developing the framework for collecting the data will be covered by the federal grant.

IX. Related Fields

There are strengths at the university that will support the new program. The redesigns of the undergraduate special education and post-baccalaureate teacher practitioner programs were approved in 2010 and 2011 respectively. This MAT program is based upon the state approved teacher practitioner program. The unit also will be using the redesigned and approved Louisiana Reading Competencies as a foundation for literacy instruction. The special education and elementary programs achieved national recognition status from their respective professional associations as a part of the NCATE review process in 2011, and English Education was nationally recognized with conditions. The College of Arts and Sciences has designed the Center for Math and Science Technology (CMAST) to increase the number of graduates in the STEM majors by providing research opportunities, scholarships, mentoring, summer programs, as well as special programs for science teachers in the area. Faculty members across the university and at all levels are engaged in professional development, research, publishing, grant writing, and mentoring.

X. Costs

The estimated costs of the proposed program for the first four years and departmental operating expenditures for the last two completed fiscal years are outlined below. A significant portion of the estimated costs of implementation of the program will be covered by Department of Education grant funding. Faculty and facilities will be absorbed out of current sources of revenue. Further, no additional appropriations will be needed during the first four years because no new faculty or additional facilities will be required for program implementation.

The university's standard for faculty full-time equivalent (FTE) is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time staff.
### Summary of Estimated Costs for Proposed Program

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
<th>FOURTH YEAR</th>
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<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
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<tr>
<td>Faculty</td>
<td>$738,000</td>
<td>28</td>
<td>$738,000</td>
<td>28</td>
<td>$738,000</td>
<td>28</td>
<td>$738,000</td>
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<td>Graduate Assistants</td>
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<td>$24,000</td>
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<tr>
<td>Support Personnel</td>
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<td>$242,000</td>
<td></td>
<td>$242,000</td>
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<td>$242,000</td>
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<tr>
<td>Fellowships and Scholarships</td>
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<td></td>
<td>$105,000</td>
<td></td>
<td>$150,000</td>
<td></td>
<td>$90,000</td>
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<tr>
<td>SUB-TOTAL</td>
<td>$1,064,000</td>
<td></td>
<td>$1,109,000</td>
<td></td>
<td>$1,154,000</td>
<td></td>
<td>$1,094,000</td>
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</table>

|                      |           |       |             |       |           |       |             |       |
|                      | AMOUNT    |       | AMOUNT      |       | AMOUNT    |       | AMOUNT      |       |
| Facilities           | $0        |       | $0          |       | $0        |       | $0          |       |
| Equipment            | $90,000   |       | $40,000     |       | $0        |       | $0          |       |
| Travel               | $40,000   |       | $40,000     |       | $40,000   |       | $40,000     |       |
| Supplies             | $35,000   |       | $15,000     |       | $15,000   |       | $20,000     |       |
| SUB-TOTAL            | $165,000  |       | $95,000     |       | $55,000   |       | $60,000     |       |
| GRAND TOTAL          | $1,229,000|       | $1,204,000  |       | $1,209,000|       | $1,154,000  |       |

<table>
<thead>
<tr>
<th>Amount &amp; Percentage of Total Anticipated From:</th>
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<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
<th>%</th>
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</thead>
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<tr>
<td>State Appropriations</td>
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<td>$738,000</td>
<td>61</td>
<td>$738,000</td>
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<td>Federal Grants/Contracts</td>
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<td>State Grants/Contracts</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<tr>
<td>Private Grants/Contracts</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td>$1,229,000</td>
<td>100</td>
<td>$1,204,000</td>
<td>100</td>
<td>$1,209,000</td>
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### Educational Leadership

<table>
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<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Actual</td>
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<tr>
<td>Salaries</td>
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<td>675,332</td>
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<td>Other Compensation</td>
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<td>Related Benefits</td>
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<td><strong>Total Personnel</strong></td>
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<td><strong>830,347</strong></td>
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<td>Services</td>
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<td>Travel</td>
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<td>Supplies</td>
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<td>1,566</td>
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<td>Professional Services</td>
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<tr>
<td>Other Charges</td>
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<td>8,356</td>
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<tr>
<td><strong>Capital Outlay</strong></td>
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<tr>
<td><strong>Department Total</strong></td>
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</table>

### Curriculum and Instruction

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<thead>
<tr>
<th></th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Actual</td>
</tr>
<tr>
<td>Salaries</td>
<td>793,005</td>
<td>831,081</td>
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<tr>
<td>Other Compensation</td>
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<td>800</td>
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<tr>
<td>Related Benefits</td>
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<td>191,553</td>
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<td><strong>Total Personnel</strong></td>
<td><strong>1,015,796</strong></td>
<td><strong>1,023,434</strong></td>
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<tr>
<td>Services</td>
<td></td>
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<tr>
<td>Travel</td>
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<td></td>
</tr>
<tr>
<td>Operating Services</td>
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<td>219</td>
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<tr>
<td>Supplies</td>
<td>900</td>
<td>599</td>
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<tr>
<td>Professional Services</td>
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<tr>
<td>Other Charges</td>
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<tr>
<td><strong>Capital Outlay</strong></td>
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<tr>
<td><strong>Department Total</strong></td>
<td><strong>1,016,981</strong></td>
<td><strong>1,024,252</strong></td>
</tr>
</tbody>
</table>
Item E.2. Grambling State University’s request for approval of a Letter of Intent to convert the existing Associate of Science degree program in Child Development to a Bachelor of Science degree program in Child Development and Early Literacy.

EXECUTIVE SUMMARY

Grambling State University proposes to transform its existing Associate of Science degree program in Child Development to a Bachelor of Science degree program in Child Development and Early Literacy. In doing so, a unique emphasis in reading, mathematics, and science will be incorporated into the new program. The proposed program aims to graduate child development candidates with competencies needed to ensure young children’s success in reading, mathematics, and science as it applies to their cognitive, physical and social/emotional development.

The BS in Child Development and Early Literacy degree program will emphasize a family/child and early literacy curriculum, with evidence-based teaching practices integrated with all domains of learning. The proposed 120-hour degree program will give emphasis to physical, social-emotional, cognitive, language, and brain development, as well as early literacy in the areas of reading, mathematics, and science.

The proposed program will address a shortage of qualified child development professionals. Recent and anticipated changes in the training and credentialing of child development/early childhood educators and practitioners indicate that many will need further education. By 2013, 50% of all Head Start teachers are expected to have at least a bachelor’s degree in a child development related discipline. Additionally, Head Start teachers are expected to have needed competencies to develop the preschool child’s reading, mathematics, and science skills. As evidenced in letters of support, several local childcare and Head Start agencies have expressed interest in a unique and flexible childcare degree program that would provide their employees with these essential skills and knowledge.

The population of prospective students enrolled in the program will consist of traditional and non-traditional students. The proposed program will be marketed to Head Start program administrators, teachers and staff, along with child development and early childhood education professionals and paraprofessionals. Based on the level of interest in the proposed program, it can be inferred that the enrollment numbers will reflect that of the current AS in Child Development program whose annual enrollment averaged 43 students between 2007 and 2011.
Because the proposed program will replace the existing AS in Child Development, costs associated with the program will be minimal. Faculty currently teaching in the College of Education will provide instructional support for the BS in Child Development and Early Literacy. Existing library resources, in addition to state-of-the-art teaching models and equipment that have been acquired in the department to augment and sustain the existing curriculum, provide a sound infrastructure to support the proposed degree program. Administratively, the proposed program will reside in the Department of Family and Consumer Sciences.

This request is consistent with the GRAD Act objective of “eliminating associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.” Two-year programs in this field are offered at Delta Community College and Bossier Parish Community College in addition to South Louisiana, Delgado, and Nunez Community Colleges.

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 Grambling State University’s request for approval of a Letter of Intent to convert the existing Associate of Science degree program in Child Development to a Bachelor of Science degree program in Child Development and Early Literacy.**
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A LETTER OF INTENT FOR A BACHELOR OF SCIENCE DEGREE IN CHILD DEVELOPMENT

Grambling State University respectfully requests approval of a Letter of Intent to develop a four-year degree in Child Development.

Your favorable consideration of this request would be appreciated.

Sincerely,

[Signature]
Frank G. Pogue, Ph.D.
President

FGP:jj
Letter of Intent to Develop a Bachelor of Science Degree in Child Development and Early Literacy

Submitted by
Grambling State University

Date
April 4, 2012
# Table of Contents

General Information.................................................................................................................. 1
Program Objectives and Content............................................................................................... 1
Need......................................................................................................................................... 2
Relevance.................................................................................................................................. 4
Students..................................................................................................................................... 4
Cost........................................................................................................................................... 5

## Appendix – Letters of Support

Lincoln Parish............................................................................................................................. Ms. Keisha Ceasar, Director
Lasalle Community Head Start
Lasalle Community Action Association

Caddo Parish............................................................................................................................... Mr. Gregory Bradley, Director
Caddo Community Action Head Start
Caddo Community Action Agency, Inc.

Webster Parish.............................................................................................................................. Ms. Wanda J. Finley, Director
Webster Parish Police Jury
Office of Community Services

Lincoln Parish............................................................................................................................. Mr. Willie Washington, Director
Federal Programs
Lincoln Parish School Board

Morehouse Parish........................................................................................................................ Ms. Ethel Robinson, Program Director
Micro Head Start
Pre-School/ Pre-K programs
## LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM

**General Information**

<table>
<thead>
<tr>
<th>Campus: Grambling State University</th>
<th>Program: Title, CIP, Degree/Certificate Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title: Child Development and Early Literacy (CDL)</td>
</tr>
<tr>
<td></td>
<td>CIP: 19.0799</td>
</tr>
<tr>
<td></td>
<td>Degree/Certificate Awarded: Bachelor of Science Degree</td>
</tr>
</tbody>
</table>

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Glenda J. Island, Associate Professor; Department of Family and Consumer Sciences; islandg@gram.edu

### 1. Program Objectives and Content

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

#### Program Concept

Grambling State University is proposing to replace the existing undergraduate Associate of Science Degree in Child Development (CHDV) with a Bachelor of Science Degree in Child Development and Early Literacy (with emphasis on literacy in reading, mathematics, and science). The program aims is to graduate child development candidates with competencies needed to ensure young children's success in reading, mathematics, and science as it applies to their cognitive, physical and social/emotional development. The Child Development and Early Literacy program will comprise all aspects of family and child development from birth through pre-kindergarten while emphasizing early literacy.

#### Objectives of the Program

The objectives for the program are:

- To train graduates as critical thinkers and lifelong learners who are competent in theory, methodology, and application of performance standards and program competencies of child development with emphasis on early literacy in reading, mathematics and science.
- To train childcare professionals who are specialist and experts in teaching the early child and promoting family awareness.
- To prepare graduates in theory and application of performance standards that address policies, principles, practices and research in family and child development programs with emphasizes on safety, nutrition, health/wellness, literacy, social-emotional and brain development.
- To serve as a preeminent Family and Child Development Training and Certification Center that specializes in preparing students to meet program skills and competencies, national/state licensure and certification standards (i.e. Head Start, National Association for the Education of Young Children, Quality Start Louisiana, Early Childhood Environment Rating Scale).

#### Basic structure and components/concentrations

The Child Development and Early Literacy program will emphasize a family/child development and early literacy curriculum, with evidence-based teaching practices integrated with all domains of learning. It will also accentuate a multidisciplinary study of the development of young children with diverse characteristics in the context of families, schools and culture. Of special importance is the interest in designing new curricular and intervention strategies for the development of child learning (birth through Pre-K) with emphasis on instructional approaches to support family/child development, brain development, and early literacy in reading, math, and science for young children in families and schools.

The curriculum for the Child Development and Early Literacy program will include an extensive course inventory, which will provide opportunities for students to pursue a minor in the discipline. The curriculum will require practicum and internship field practices that will allow students to observe and participate in applied child development learning experiences. This program will support an interdisciplinary approach by incorporating courses from the College of Education to its curriculum.
Specific courses offered in the Child Development and Early Literacy curriculum will prepare students to take national exams to qualify for the: (1) CDA (Child Development Associate) and (2) ServSafe Food Safety certifications. These courses will further equip students with the knowledge base necessary to advance to a higher level of study, and gain additional credentials necessary for their profession while pursuing the B.S. Degree in Child Development and Early Literacy. Additionally, offering courses in the curriculum with the opportunity for students to qualify for these certifications will attract paraprofessionals, as well as, professionals mandated to meet professional development training requirements. All Family and Consumer Sciences faculty are credentialed to train students in both areas of certification.

One hundred twenty semester hours will be required for completion of degree requirements. At the completion of the 120 credit hour curriculum, students will be awarded a Bachelor of Science Degree in Child Development and Early Literacy. The degree program will give emphasis to physical, social-emotional, cognitive, language, and brain development, as well as, early literacy in the areas of reading, mathematics, and science from the prospective of family and child development.

The Child Development and Early Literacy program will be initially offered by using the traditional face-to-face method of delivery; however, the University plans to offer the program completely online to further meet the needs of prospective students. The design and sequence of required courses will provide students with pedagogical and instructional preparation, professional development, and mentoring support as they pursue program completion and earn the bachelor’s degree. Courses and professional development activities will be taught by means of an integrated approach to instruction using online delivery by Grambling State University faculty. In keeping with the initiatives of the Board of Regents’ (1) Center for Adult Learning in Louisiana – CALL, and (2) Master Plan for Public Postsecondary Education in Louisiana 2011, the program will offer two instructional tracks:

- Fast Track Degree Program Option Online Course Offerings (mini-semesters); participants can complete the program in less than four years.
- Regular Track Degree Program Option Online Course Offerings (regular semesters); participants can complete the program in 48 months of enrollment.

2. Need

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

The child development profession suffers from critical shortages at every teaching level. Programs at the baccalaureate level are needed to train early childhood professionals, especially those who have competencies in reading, mathematics, and science literacy, consequently, the program is also uniquely positioned to utilize the support of Grambling State University’s National Science Foundation supported project that targets achievement in science and technology. The new degree program supports the mission of the institution.

Recent and anticipated changes in the training and credentialing of child development/early childhood educators and practitioners indicate that many will need further education. The proposed program addresses the shortage of qualified child development professionals who meet mandated federal and state credential requirements. By the year 2013, 50% of all Head Start teachers are expected to have at least a bachelor’s degree in a child development related discipline. Additionally Head Start teachers are expected to have competencies that are needed to develop the pre-school child’s reading, mathematics, and science skills.

There are two hundred ninety five Head Start and/or Early Head Start Centers in Louisiana. In 2005, these centers had eighteen hundred sixty teacher slots. The proposed program will prepare candidates as child development professionals such as the ones listed below:

- 4-H agent
- Family and Consumer Sciences Specialist
- Child day care worker
- Child care counselor
The $7.5 billion Head Start and Early Head Start programs are administrated by the U.S. Department of Health and Human Services and provide early-childhood education to nearly 1 million children in poverty. "For the first time in the more than four-decade history of the Head Start program, early-education centers will have to prove they prepare disadvantaged children for kindergarten in order to hold onto their grants. Poor performers will have to re-compete for their grants beginning as early as December 2011. This is the first time that federal regulations have included actual classroom performance measures as a criterion for competition. They require each program to develop and use school-readiness goals, which must include pupils' achievement and progress in literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development (Sparks, S.D., 2011, November 16\textsuperscript{th})." The Washington-based Children's Defense Fund, a longtime supporter of Head Start, is a recent critic of program quality. More rigorous standards are being imposed for Head Start programs. Expectations for children in kindergarten and the grades beyond reflect a greater intentionality of skill mastery than in the past. Professionals must ensure that young children are ready to learn and that their developmental needs have been met.

Several local childcare and Head Start agencies have indicated a clear need for a unique and flexible degree program opportunity for their employees to pursue a Bachelor's Degree in a Child Development related discipline. Given the federal mandate for Head Start employees, this need is statewide. It is anticipated that some of these employees are likely to become degree candidates in the proposed program in order to facilitate job security and advancement. Head Start agency directors in the area have given their support of the proposed child development program. Letters of Support have been included.

"We all have the duty to call attention to the science and seriousness of early childhood cognitive development because the years between birth and age five are the foundation upon which successful lives are built (Bush, L., 2001)." The whole field of early education in the last few years has recognized that the quality of a program really has a significant impact on many outcomes for children (Sparks, S.D., 2011, November 16\textsuperscript{th}). In the last decade, the earliest years of schooling have become less like a trip to "Mister Rogers' Neighborhood" and more like SAT prep. Thirty years ago first grade was for learning how to read. Now, reading starts in kindergarten and children who don't crack the code by the middle of the first grade, get extra help. Instead of story time, finger painting, tracing letters and snack, first graders are spending hours doing math work sheets and sounding out words in reading groups. In some places, recess, music, writing exercises and spelling quizzes are replacing art and even social studies. Kids as young as six are tested, and tested again to ensure they're making sufficient progress. After school, there's homework, and for some, educational videos, more workbooks and tutoring, to help give them an edge (Tyre, P., 2006). Louisiana's Department of Education has a goal of making sure that all children enter kindergarten ready to learn. This definition focuses on "readiness of the child" across the domains of child development as identified in the Louisiana Standards for programs Serving Four-Year-Old Children. For example, at the beginning of kindergarten, it is expected that children will demonstrate cognitive abilities, which include knowledge and skills in: early literacy, such as phonological awareness, print concepts, alphabetic understanding, vocabulary, listening comprehension, and emergent writing. In mathematics, young children are expected to know basic number concepts, such as rote counting and number awareness, sorting, classifying, comparing, patterning, and spatial relationships. Basic science concepts, such as making observations, exploring the world using their senses, and using appropriate scientific vocabulary related to topics are important to science literacy (Pastorek, P.G., www.louisianaschools.net).

Going to kindergarten is the official beginning of a child's educational career. It is an important part of child development and the family life cycle (Passe, A. S., 2010). It is also an important time for the school to make a good first impression.

The program supports the position of the National Association for the Education of Young Children (NAEYC) which: 

- Young children patient care manager
- Perinatal social worker
- Child life specialist in a health field
- Child care teacher
- After-school program director
- Young children activity coach
3. Relevance

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

Grambling State University strives to be a distinguished institution that produces accomplished graduates sought by global employers and top-tier graduate and professional schools, particularly in the fields of science, engineering technology, mathematics, business, nursing, mass communication, and teacher education.

Grambling State University’s mission is to...

- Perpetually be a community of learners who value and perform with excellence;
- Prepare students to be life-long learners and productive citizens in a global, information-based economy;
- Be a nurturing educational community that emphasizes innovation and creativity, leadership development and social engagement;
- Develop students holistically, leveraging the liberal arts approach to teach critical thinking skills;
- Produce perpetual learners;
- Teach learners how to learn so that they can succeed;
- Be a nurturing environment in which students learn how to learn and learn how to think critically, and
- To provide a superlative quality education at an affordable cost.

The Department of Family and Consumer Sciences’ mission is to produce graduates who value academic excellence, diversity, equity, and fairness. Faculty members endeavor to ensure that graduates possess the professional skills, dispositions, and knowledge that reflect best practices in teaching, research, and service. The President of Grambling State University has established priorities that include building on the academic strengths and accomplishments of the University and recognizing and rewarding the achievement of excellence among faculty, students and staff. The program in Child Development and Early Literacy supports the mission of Grambling State University and the President’s priorities. This 4-year program builds upon the strengths of the current associate degree program offered by the University in Child Development.

The proposed program has the ability to significantly impact the educational attainment of the adult student. This program will be attractive to many students that are 25 years of age and older. We therefore expect that a large population of the enrollment in this program with be non-traditional students.

4. Students

Summarize student interest/demand for the proposed program.

The population of prospective students enrolled in the program will consist of traditional and non-traditional students. Principle sources of students for this program are (1) Head Start program administrators, teachers, and staff, and (2) child development and early childhood education professionals and paraprofessionals who are seeking a Bachelor’s Degree to maintain their current employment or to improve their professional development training. Mandates given to federal and state childcare administrators, educators and providers justify this projection. Childcare and development agencies have submitted Letters of Support for the proposed program and students have expressed interest in enrolling in the four-year program if it were offered at Grambling State University. These Letters of Support have been included.
The need for this program was underscored when students enrolled in classes offered in the Department of Family and Consumer Sciences were surveyed. These students indicated they were "interested" or "very interested" in pursuing a Bachelor of Science Degree in Child Development and Early Literacy.

Associate degree graduates and community college students, in addition to professionals, paraprofessionals, and non-traditional students should be interested in this proposed degree program. The flexibility of online program delivery will also serve as an attraction for prospective students. Grambling State University will develop partnerships with LA community colleges that target this proposed degree.

The program will also provide an opportunity for high school students to earn college credit through the dual enrollment program, thereby providing an important transitional link for them to successfully move from secondary school to college. Additionally, dual credit course offerings of the program would provide an opportunity for Grambling State University to foster a positive relationship with high school students as they contemplate the direction of their career track. It is anticipated that these positive learning experiences will increase the students' desire to pursue the BS Degree in Child Development and Early Literacy at Grambling State University.

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

The Child Development and Early Literacy degree program will replace the existing associate degree program in Child Development. The total projected cost of the program for the first five years will be the same projected expenditures for the operation of the current associate degree program. Faculty currently teaching in the College of Education will provide instructional support for this program. No additional expenditures are requested.

The School of Graduate Studies and Research has agreed to assign and fund one Master's level graduate student to work in the position as graduate assistant to support the Child Development and Early Literacy Program. Graduate assistant awards are $6,500 per year for nine months. The Grambling State University Library has agreed to support the program by providing an additional allocation of a minimum of $2,000 per year over the next five years to provide library informational resources for the program.

Existing instructional, laboratory, and technology equipment will be used to support the program; therefore no additional funding will be needed in this budget category. Title III funding will be used to support travel of faculty and staff.

The Department of Family and Consumer Sciences will pursue external funding opportunities to provide additional resources for the proposed program.

The program should generate additional revenue from student tuition and fees as a result of increased enrollment at the university.

CERTIFICATION:

[Signature]
Chief Academic Officer

[Signature]
Chancellor/President

Management Board
To: Glenda J. Island, Ph.D.
Grambling State University
Department of Family and Consumer Sciences
106-A Washington-Johnson Complex
Grambling, LA 71245

From: Keiska Y. Cessar
Head Start Director
204 Sicily Street/P.O. Drawer 730
Harrisonburg, LA 71340

Dear Dr. G. Island:

LaSalle Community Action Association Incorporated, and its Head Start Program is proud and extremely excited to provide the Department of Family and Consumer Sciences with this letter of support.

The 2007 Head Start Reauthorization Act requires that a minimum of 50 percent of all Head Start teachers nationwide have a Bachelor’s Degree from an accredited institution, no later than September 2013. LaSalle Community Action Association, Inc. believes in the goals of college preparation, with special emphasis on the curriculum for Early Childhood and Development. This agency concurs that a collaborative effort with your university will open the door for the attainment of these educational goals for our Head Start staff.

The collaboration with your university will also provide our teachers with the necessary tools to ensure the effectiveness of their instruction while preparing our students for school readiness. As we continue to embark upon this most beneficial endeavor we see further benefits in the knowledge, support and encouragement that will be offered to our veteran teachers to ensure they are able maintain employment in accordance with the Head Start Reauthorization Act section 648A.

We look forward to a productive, long-term collaboration, as your university assists our agency in building families and changing lives.

Sincerely,

Keiska Y. Cessar
Keiska Y. Cessar, M.Ed.
Head Start Director
March 22, 2012

Dr. Glenda Island
Grambling State University
Family and Consumer Science Department
P.O. Box 190
Grambling, Louisiana 71245

Dear Dr. Island:

The Caddo Community Action Agency Head Start Program has for many years enjoyed a successful working relationship with Grambling State University. We are very pleased to write this letter of support for your program.

All Head Start programs around the country have a mandate from the federal government that fifty percent (50%) of our teachers receive their Bachelor's Degree in Early Childhood Education by the year 2013. The continued development of your four-year program comes at a very opportune time for our Head Start Program as we seek to comply with this mandate. We look forward to working with you and taking part in this program.

If you should have questions, please contact me by telephone or e-mail. My telephone number is (318) 603-4380. My e-mail address is gbradley@bellsouth.net.

Sincerely,

Gregory P. Bradley, Head Start Director
Caddo Community Action Agency Head Start
Webster Parish Police Jury
OFFICE OF COMMUNITY SERVICES
Post Office Box 876
Minden, Louisiana 71088-0876
Phone 318-377-7022
TDD 1-800-846-5277
Fax 318-377-2870
wpc1@bellsouth.net

March 30, 2012

Dr. Glenda Island
Grambling State University
Family and Consumer Science Department
Post Office Box 1190
Grambling, Louisiana 71245

Dear Dr. Island:

In an effort to develop joint collaboration between Grambling State University and Webster Head Start Program, I am pleased to write this letter of support regarding your submission of a Letter of Intent for a four year program.

It is my desire that as you strive to continue the vision for excellence at Grambling State University, you will be provided the opportunity to implement a four year curriculum that will open up new avenues for students. This curriculum will provide Head Start programs the opportunity to refer staff to your university to acquire their Bachelor's Degree in Early Childhood.

Grambling State University and Webster Parish Head Start has worked collaboratively in the past when teachers were enrolled in a program to acquire their Associate Degree. I feel that Head Start would benefit greatly from the availability of a four year program in meeting federal mandates for 50% of Head Start teacher’s to acquire their bachelor’s degree by year 2013.

I am in full support of your efforts to incorporate a four year curriculum. These efforts would not only enhance your current curriculum, it will provide Head Start programs with the resources needed to accomplish their goals for meeting federal mandates.

Sincerely,

Wanda J. Emley, Director
Webster Parish Police Jury
Office of Community Services
Head Start Program
Post Office Box 876
Minden, LA 71088-0876
Phone: (318) 377-7022
Fax: (318) 377-2870
wpcshsd@bellsouth.net

"Equal Opportunity Employer/Program"
"Auxiliary Aids and Services are Available Upon Request to Individuals with Disabilities"
LINCOLN PARISH TITLE I MEDIA CENTER
504 East Arizona Avenue -- Ruston, LA  71270
Phone: (318) 255-4991 -- Fax: (318) 255-7624

Otha Anders         Danny Bell          Willie H. Washington, Jr. Ed.S.
President            Superintendent       Federal Programs Director

March 22, 2012

Dr. Glenda J. Island, Associate Professor
Department of Family and Consumer Services
Grambling State University
106-A Washington-Johnson Complex
P. O. Box 4248
Grambling, LA  71245

Dear Dr. Island,

The Lincoln Parish School Board has always enjoyed and benefited from the working relationship with Grambling State University. That’s why we are very pleased to write this letter of support for GSU Department of Family and Consumer Sciences.

For many years, we have provided on-site training and practicum experiences for GSU students enrolled in Child Development. These students have had the opportunity to work with certified teachers and staff at a number of schools and centers in Lincoln Parish, including the new state-of-the-art Lincoln Parish Early Childhood Center, which opened its doors to the new facility the school year--2010. Additionally, Hico Elementary and Simsboro schools are other sites where GSU students were assigned. We fully support all opportunities for collaboration with the Family and Consumer Sciences faculty on research and community service projects.

Please feel free to contact our office at any time by calling (318) 255-4991 or via e-mail: wwashin@lincolnschools.org.

Wishing you the best in your endeavors always.

Willie H. Washington, Jr.
Federal Programs Director
March 22, 2012

Grambling State University
Family and Consumer Science Department
Attn: Dr. Glenda Island
P.O. Box 1190
Grambling, Louisiana 71245

Dear Dr. Island:

Accountability in education appears to be an ongoing concern. Many measures are continually being implemented to improve public education. As a result, Head Start initiatives have been put into place to verify that every effort is made to serve students successfully as they commence that educational journey.

This letter is to support the proposed four-year curriculum program that the Family and Consumer Science Department of Grambling State University is proposing to offer. This program creates an opportunity for a student to pursue a bachelor’s degree in Child Development and Early Literacy. This degree offering can be easily justified because of the recently issued mandates. The Head Start Improvement for School Readiness Act outlines degree requirements, namely:

Not later than September 30, 2013, fifty per cent of all Head Start teachers
In each center-based program shall have a baccalaureate degree in Early Childhood Education, Child Development or an equivalent degree.

Our organization fully endorses your proposed four-year Bachelor’s of Science Degree in Child Development and welcomes the pleasure, if needed, to visit with you by phone or in person to further lend our support.

Sincerely,

Ethel A. Robinson
Program Director
Item E.3. Grambling State University’s request for approval to award an Honorary Doctor of Laws (LLD) degree to Ms. Donna Brazile at the Spring 2012 Commencement Exercises.

EXECUTIVE SUMMARY

Grambling State University wishes to recognize the contributions of Ms. Donna Brazile by awarding her an Honorary Doctor of Laws degree at its upcoming Commencement program. Ms. Brazile, a New Orleans native, graduated from Louisiana State University and is a former member of the Board of Directors of the Louisiana Recovery Authority. A veteran political strategist, adjunct professor, author, syndicated columnist, and television commentator, she worked on every presidential campaign from 1976 to 2000. She currently serves as Vice Chair of Voter Registration and Participation for the Democratic National Committee and is a former chair of the DNC’s Voting Rights Institute.

Ms. Brazile began her political career at the age of nine when she worked to elect a City Council candidate who had promised to build a playground in her neighborhood. Since that time she has worked on innumerable local, state and federal campaigns including serving as campaign manager for former Vice President Al Gore, becoming the first African-American woman to manage a presidential campaign.

Author of the best-selling memoir *Cooking with Grease: Stirring the Pots in American Politics*, Ms. Brazile serves as an adjunct professor at Georgetown University. She was recognized in 2009 by *The Oprah Magazine* as one of 20 remarkable visionaries for the magazine first-ever “power list.” Additionally, she was named among the 100 Most Powerful Women by *Washingtonian* magazine, Top 50 Women in America by Essence, and received the Congressional Black Caucus Foundation’s highest award for political achievement.

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 Grambling State University’s request to award an Honorary Doctor of Laws (LLD) degree to Ms. Donna Brazile at the Spring 2012 Commencement Exercises.
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM

Subject: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE, DOCTOR OF LAWS (LLD), ON MS. DONNA BRAZILE

Grambling State University respectfully requests approval to confer the honorary degree, Doctor of Laws (LLD), on Ms. Donna Brazile at our May 19, 2012 commencement.

Ms. Brazile is a veteran Democratic political strategist, adjunct professor, author, syndicated columnist, television political commentator, Vice Chair of Voter Registration and Participation at the Democratic National Committee (DNC) and former chair of the DNC's Voting Rights Institute.

A native of New Orleans, Ms. Brazile has worked on every presidential campaign from 1976 to 2000, when she served as campaign manager for former Vice President Al Gore, becoming the first African-American woman to manage a presidential campaign.

A former member of the Board of Directors of the Louisiana Recovery Authority, responsible for leading the state's rebuilding process in the aftermath of two (2) catastrophic hurricanes, Ms. Brazile's passion is encouraging young people to vote, to work within the system to strengthen it, and run for public office. She is the recipient of many awards and honors and is a prolific writer, having published in 2009 her best-selling memoir, Cooking with Grease: Stirring the Pots in American Politics.

Grambling State University wishes to recognize and honor her for her many contributions to American politics and the state of Louisiana by bestowing upon her the honorary degree, Doctor of Laws.

Your favorable consideration of this request would be appreciated.

Sincerely,

Frank G. Pogue, Ph.D.
President
DONNA BRAZILE

Veteran Democratic political strategist Donna Brazile is an adjunct professor, author, syndicated columnist, television political commentator, Vice Chair of Voter Registration and Participation at the Democratic National Committee, and former chair of the DNC’s Voting Rights Institute. Last, but never least, she is a native of New Orleans.

Aside from working for the full recovery of her beloved New Orleans, Ms. Brazile’s passion is encouraging young people to vote, to work within the system to strengthen it, and to run for public office.

A New Orleans native, Ms. Brazile began her political career at the age of nine when she worked to elect a City Council candidate who had promised to build a playground in her neighborhood; the candidate won, the swing sets was installed, and a lifelong passion for political progress was ignited. Four decades and innumerable state and local campaigns later, Ms. Brazile has worked on every presidential campaign from 1976 through 2000, when she served as campaign manager for former Vice President Al Gore, becoming the first African American woman to manage a presidential campaign.

Author of the best-selling memoir Cooking with Grease: Stirring the Pots in American Politics, Ms. Brazile is an adjunct professor at Georgetown University, a syndicated newspaper columnist for United Media, a columnist for Ms. Magazine, and O, the Oprah Magazine, an on-air contributor to CNN, and ABC, where she regularly appears on “This Week with Christiane Amanpour.”

In August 2009, O, The Oprah Magazine chose Ms. Brazile as one of its 20 “remarkable visionaries” for the magazine’s first-ever O Power List. In addition, she was named among the 100 Most Powerful Women by Washingtonian magazine, Top 50 Women in America by Essence magazine, and received the Congressional Black Caucus Foundation’s highest award for political achievement. A former member of the board of directors of the Louisiana Recovery Authority, responsible for leading the state’s rebuilding process in the aftermath of two catastrophic hurricanes, Ms. Brazile is the proud recipient of honorary doctorate degrees from Louisiana State University and Xavier University of Louisiana, the only historically Black, Catholic institution of higher education in the United States.

Ms. Brazile is founder and managing director of Brazile & Associates LLC, a general consulting, grassroots advocacy, and training firm based in Washington, DC.
Item E.4. Louisiana Tech University's request for approval of a Proposal for a Doctor of Philosophy (Ph.D.) degree program in Molecular Sciences and Nanotechnology.

EXECUTIVE SUMMARY

Louisiana Tech University proposes to offer a Doctor of Philosophy (Ph.D.) degree program in Molecular Sciences and Nanotechnology (MSNT). A related letter of intent was approved by the Board of Supervisors on August 26, 2011 and subsequently by the Board of Regents on January 25, 2012.

The proposed Ph.D. program has as its main objectives the following: (a) training of graduate students in experimental, theoretical, and computational aspects of research in molecular biology, chemistry, and physics, particularly where these disciplines intersect; and (b) providing a sound scientific foundation for applied research in micro-manufacturing and nanotechnology, including molecular biology and protein engineering. This unique multidisciplinary program will consist of participation from biological sciences, biomedical engineering, chemical engineering, chemistry, and physics. Graduates will be well-prepared to undertake collaborative and independent research in several cutting-edge and emerging areas of science and technology.

The proposed program is an excellent fit with Louisiana Tech's role, scope, and mission as graduate study and research are integral components of its mission. Offering the proposed program will increase the University's ability to achieve national competitiveness and to respond to specific state and regional needs. A study funded by the National Science Foundation projects that 6 million nanotechnology workers will be needed worldwide by 2020, with 2 million of those jobs in the United States. It is becoming increasingly necessary to offer advanced degree programs that will meet the demand for a scientifically proficient and technologically competent workforce to grow the returns on these investments significantly.

The proposed program will build upon Tech's existing Master of Science degree program in MSNT. (During the period 2006/07 to 2010/11, 44 students have graduated from this program, many of whom are pursuing doctoral studies. This new doctorate will appeal to many of these students.) The 66-hour degree program will be comprised of 48 hours of coursework beyond the Bachelor's degree and a minimum of 18 credit hours of research leading to a dissertation.
No similar doctoral program exists in Louisiana or in neighboring states. Although graduate programs are found in biotechnology, materials science, microbiology, and molecular biology, these programs are dissimilar to the proposed doctoral degree in that the planned program combines several disciplines under the same umbrella. In this respect, the University indicates that the proposed degree may be the only doctoral degree of its kind in the nation.

The projected number of students to be enrolled in the program is four in year one and is projected to increase to 12 by year five. The number of expected graduates is two in year three and increases to six by year five. Program administration will be jointly provided by the College of Engineering and Science and the College of Applied and Natural Sciences.

The University is well poised to offer this degree, in light of its implementation of the MS program in MSNT in 2003 and a BS in Nanosystems Engineering in 2004. Thus, it is not anticipated that library holdings will need to be significantly expanded to meet the needs of the proposed program. Current classrooms in Carson-Taylor Hall will accommodate the program in addition to several laboratories throughout the campus. No new funds for faculty hiring will be required. However, anticipated funds for additional graduate student support, equipment, travel and supplies are projected to be approximately $46,000 in year one and increase to $260,000 by year five, which will be offset by tuition, research grants, fellowships, and a reallocation of State appropriations to Louisiana Tech.

The program provides for collaboration with other programs in the state, builds upon strengths of existing programs and faculty, and will promote economic development.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request of a Proposal for a Doctor of Philosophy (Ph.D.) degree program in Molecular Sciences and Nanotechnology.**
LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS OF THE UNIVERSITY LOUISIANA SYSTEM:

Louisiana Tech University requests approval of the Proposal for a Ph.D. in Molecular Sciences and Nanotechnology (attached). The program CIP Code 30.0101 (Biological and Physics Sciences) is the same CIP code that was approved for our existing M.S. in Molecular Sciences and Nanotechnology (MSNT).

The need for the doctoral program in MSNT is consistent with the national demand for highly skilled graduates in the biotechnology and nanotechnology disciplines. According to the National Nanotechnology Initiative, a US federal nanoscale science, engineering and technology research and development program, "the National Science Foundation has estimated that 2 million workers will be needed to support nanotechnology industries worldwide within 15 years."

The program will be administered jointly by the College of Engineering and Science and the College of Applied and Natural Sciences. Academic disciplines served by the highly interdisciplinary Ph.D. include biological sciences, biomedical engineering, chemical engineering, chemistry and physics. The doctoral program builds on the interdisciplinary strengths of the existing master's degree in MSNT that was established in 2003 with faculty and resources to successfully initiate the program. Additional graduate student support, equipment, travel, and supplies are projected as the program grows. In summary, the requested program builds on existing programs and faculty and will be supported through the reallocation of university resources and funds obtained through research grants and other external sources.

Your consideration and approval of the proposed Ph.D. in Molecular Sciences and Nanotechnology is appreciated.

Sincerely,

Daniel D. Reneau
President

Attachments
A PROPOSAL

for a

DOCTOR OF PHILOSOPHY PROGRAM

in

MOLECULAR SCIENCES AND NANOTECHNOLOGY

submitted by

LOUISIANA TECH UNIVERSITY

to the

UNIVERSITY OF LOUISIANA SYSTEM BOARD OF SUPERVISORS

and

LOUISIANA BOARD OF REGENTS

March 2012
1. Description

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

The title of the proposed doctoral program is “Doctor of Philosophy (Ph.D.) in Molecular Sciences and Nanotechnology.” The CIP code proposed is the same as that of the MS in Molecular Sciences and Nanotechnology (MSNT) currently offered by Louisiana Tech:

**30.0101 Biological and Physical Sciences.** A program that is either a general synthesis of one or more of the biological and physical sciences, or a specialization which draws from the biological and physical sciences. (Occupational Crosswalk)

The proposed program is unique in that it spans the disciplines of biochemistry, biophysics, molecular biology, chemistry, physics, and various branches of engineering as they apply to the molecular scale, as well as nanotechnology. There is also overlap with computer science and mathematics through bioinformatics and computational/mathematical modeling of nanoscale systems. A single CIP code that encompasses all aspects of the proposed program is not available.

The main objectives of this program are (a) to provide advanced training to graduate students in experimental, theoretical, and computational aspects of research in molecular biology, chemistry, and physics, particularly where these disciplines intersect; and (b) to support fundamental and applied interdisciplinary research at Louisiana Tech University in the School of Biological Sciences and the College of Engineering and Science.

This will be a highly interdisciplinary program jointly administered by two colleges, namely, the College of Engineering and Science (COES) and the College of Applied and Natural Sciences (ANS). It will have active participation from faculty in biological sciences, biomedical engineering, chemical engineering, chemistry, computer science, electrical engineering, mathematics & statistics, mechanical engineering, and physics. The program will prepare students for collaborative and independent research in several cutting-edge and emerging areas of science and technology. It will also enable the graduates to begin exciting careers with excellent prospects for advancement in biotechnology, micromanufacturing, nanofabrication, and many other areas of modern science and technology.

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

The PhD degree will require 48 credit hours of coursework beyond the Bachelor’s degree and a minimum of 18 credit hours of research leading to a dissertation, for a total of 66 credit hours. The program will build on the Master of Science (MS) program in the same area. It is anticipated that at least 24 credit hours of course work will be common between the MS program and the PhD. Of the remaining 24 credit hours, 12 credit hours will consist of directed study and special topics courses at the doctoral level and 12 credit hours will consist of electives.

Students will be required to take written qualifiers within a year of completing the core courses, followed by an oral comprehensive examination.
The curriculum for the doctoral degree, as applied to an entering student with a Bachelor’s degree, is outlined below. New courses are marked by “*.”

**General Core Courses (10 SCH)**
- MSNT 502: Research Methods (Fall/Winter)
- MSNT 521: Principles of Molecular Biology (Fall)*
- MSE 512: Biotechnology Principles (Fall)*
- MSNT 505: Nanotechnology Principles (Spring)*

* Take one of these two courses depending on student’s background.

**Qualifying Examinations (0 SCH)**
- MSNT 685: Doctoral Qualifying Examination*
- MSNT 686: Oral Comprehensive Examination*

**Doctoral Seminar (3 SCH)**
- MSNT 610*: Doctoral Seminar. Offered every Fall quarter. Three SCH of the seminar may be counted towards the degree.

**Special Topics (6 SCH) and Directed Study (6 SCH)**
- MSNT 657: Doctoral Special Topics in Molecular Sciences and Nanotechnology*
- MSNT 650C: Doctoral Directed Study in Molecular Sciences and Nanotechnology*

**Electives (24 SCH)**
The remaining courses for the degree (24 SCH) are electives that should be taken in consultation with the research advisor and the doctoral committee. The following is an extensive list of recommended electives. The doctoral advisory committee will determine the courses students will take, depending on the background and the research specialization of the student.

**Biological Sciences**
- BISC 508: Graduate Bacterial Genetics
- BISC 511: Graduate Developmental Biology
- BISC 512: Advanced Immunology
- BISC 522: Graduate Molecular Biology
- BISC 562: Graduate Virology
- BISC 563: Graduate Cancer Biology
- BISC 564: Graduate Principles of Pathology
- BISC 590: Graduate Microscopy Techniques
- BISC 591: Graduate PCR – Methods and Applications
- BISC 592: Graduate Protein Analysis

**Biomedical Engineering**
- BIEN 501: Physiological Modeling
- BIEN 510: Bioinstrumentation
- BIEN 515: Biosensors and Their Applications
- BIEN 520: Protein Engineering
- BIEN 530: Biomaterials
- BIEN 533: Biomedical Optics
BIEN 571  Graduate Neuroscience and Neural Engineering
BIEN 572  Cellular Neuroscience Instrumentation
BIEN 573  Integrative Neuroengineering

Chemical Engineering
CMEN 504  Advanced Chemical Engineering Kinetics
CMEN 513  Transport Phenomena
CMEN 557  Special Topics - Chemical Microsystems
CMEN 557  Special Topics -- Nanosystems Modeling
CMEN 557  Special Topics - Thermodynamics

Chemistry
CHEM 466  Instrumental Analysis
CHEM 481  Advanced Inorganic Chemistry
CHEM 502  Selected Topics in Organic Chemistry
CHEM 520  Molecular Spectroscopy
CHEM 524  Quantum Chemistry
CHEM 563  Advanced Analytical Chemistry
CHEM 564  Selected Topics in Analytical Chemistry
CHEM 584  Chemistry of Coordination Compounds
CHEM 586  Selected Topics in Inorganic Chemistry

Electrical Engineering
ELEN 533  Optoelectronics
ELEN 535  Advanced Topics in Microelectronics

Entrepreneurship
ENTR 501  Technology Transfer and Commercialization
ENTR 502-504  Business Design Project I-III
ENTR 510  Entrepreneurship/New Venture Creation
ENTR 560  Innovative Venture Research

Microsystems Engineering
MSE 501  Fundamentals of Microfabrication Processes
MSE 502  Microsystems Principles
MSE 503  Microsystems Laboratory
MSE 506  Micro/Nano Scale Materials Measurements & Analysis
MSE 507/ELEN 537  Advanced Microfabrication with CAD
MSE 508/ELEN 538  Advanced Microelectronic Devices with CAD
MSE 531  Electronic Materials
MSE 609  Microsystems Analysis with CAD
MSE 610  Microsystems Design with CAD

Molecular Science and Nanotechnology
MSNT 506  Nanofabrication by Self-Assembly
MSNT 6xx  Biological Thermodynamics*
Physics
PHYS 510   Mathematical Methods in Physics
PHYS 511   Electromagnetic Theory
PHYS 512   Solid State Physics
PHYS 533   Statistical Mechanics
PHYS 540   Computational Methods in Physics
PHYS 542   Advanced Solid State Physics

Statistics
STAT 405   Statistical Methods
STAT 620   Theory of Probability
STAT 621   Theory of Statistics

Catalog descriptions of all existing courses from this list are provided as Appendix A. Proposed
catalog descriptions of new courses are provided below.

**MSNT 610: Doctoral Seminar (*) 0-3-3(3). (Pass/Fail).** Required for PhD/MSNT students each
Fall. The seminar will cover research methodology, issues in graduate education, and
presentations on current research by faculty, doctoral students, and distinguished visitors. Only 3
semester hours will apply toward the candidate's plan of study.

**MSNT 685: Doctoral Qualifying Examination ( )* (Pass/Fail). No credit.** Registration is required
to take the qualifying examination in Molecular Sciences and Nanotechnology. Successful
completion is a pre-requisite for admission to candidacy.

**MSNT 686: Oral Comprehensive Examination ( )* (Pass/Fail). No credit.** Registration is required
to take the oral comprehensive examination in Molecular Sciences and Nanotechnology.
Successful completion is a prerequisite for admission to candidacy.

**MSNT 6xx: Biological Thermodynamics ( )* 0-3-3.** Considers the most general area of science
and engineering from the physical biochemist's viewpoint. Topics include cell energetics,
protein thermodynamics, hormone-receptor binding, polymerase chain reaction, relationship
between biological information and Shannon information theory, origin of life, and measurement
of thermodynamic quantities.

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

The program will be offered as a traditional graduate degree on the main campus of Louisiana
Tech. As part of the ongoing $20M NSF EPSCoR RII Track 1 project, "Louisiana Alliance for
Simulation-Guided Materials Applications," advanced courses in materials science and
engineering are offered from one campus to all participating universities. Through this effort,
some courses which will be of interest to students enrolled in the PhD/MSNT program will be
received from other institutions through high-definition Polycom, Access Grid, or other delivery
methods. Similarly, some of the courses offered at Louisiana Tech will be broadcast to other
campuses to serve the needs of their degree programs if requested. This program is currently in
its second year.
Many of the elective courses listed above already serve the PhD in Biomedical Engineering and/or the PhD in Engineering degrees at Louisiana Tech. Therefore, the curriculum is designed with the intention of leveraging available resources to the maximum extent possible while meeting the interdisciplinary objectives of the proposed degree.

d. **Documentation of approval by the institution’s governing body**

The Louisiana Board of Regents staff reviewed the Letter of Intent for the proposed PhD in Molecular Science and Nanotechnology and recommended approval of the LOI at the January 25, 2012 meeting of the Board. Both the Academic Affairs Committee and the full Board of Regents approved the Letter of Intent at that meeting, authorizing the preparation of this proposal.

2. **Need**

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

The role and scope of Louisiana Tech University is partly defined by the following excerpt from the Board of Regents’ mission statement for the University:

“Louisiana Tech views graduate study and research as integral to the University’s purpose. Committed to graduate education through the doctorate, it will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. Doctoral programs will continue to focus on fields of study in which the University has the ability to achieve national competitiveness or to respond to specific state or regional needs. As such, Louisiana Tech will provide leadership for the region’s engineering, science and business innovation.”

The mission of Louisiana Tech University in its entirety is as follows (emphasis added):

Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. **Integral to the purpose of the University is its expanding commitment to graduate-level and interdisciplinary education in its areas of strength.** Louisiana Tech offers master’s degrees in a variety of areas and doctoral programs in areas of specified expertise.

The proposed program is entirely consistent with these statements.

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

No.

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

A doctoral program similar to the one proposed here does not exist in Louisiana or in the neighboring states. The curriculum and research areas under the proposed program have limited
overlaps with typical graduate programs in biotechnology, microbiology, and molecular biology. Graduate programs in these areas in Louisiana and the neighboring states, as revealed from a search of the database maintained by the Peterson's Guide, are summarized in Table 1. However, the proposed program is quite dissimilar to these programs in the following respects:

- It builds bridges between micro and molecular biology (study of nanostructures and devices assembled by nature) on the one end and micro and nanotechnology (study of micro/nanostructures and devices assembled by humans) on the other; the program accommodates the full range of scientific and technological terrain that lies between these two points.
- It brings together faculty and students with quite diverse backgrounds (e.g., molecular biologists, chemists, engineers, and physicists) and fosters collaborations among them. Emerging areas such as protein engineering demand such collaborations.
- It will also provide a framework for collaborations among the specialists mentioned above and computer scientists and mathematicians in areas such as bioinformatics and combinatorics, thus enhancing Louisiana Tech's ongoing research and development efforts in information technology.

Table 1. Summary of PhD programs in Louisiana and neighboring states that have limited overlaps with the proposed program (Source: Peterson's Guide, 2009)

<table>
<thead>
<tr>
<th></th>
<th>Louisiana</th>
<th>Arkansas</th>
<th>Mississippi</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Science/Engineering</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Microbiology, or Molecular Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSU-BR Tulane</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSU Health Sciences Center, New Orleans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSU Health Sciences Center, Shreveport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. of Arkansas for Med. Sci., Little Rock</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Arkansas, Fayetteville</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIV. of Mississippi Med. Ctr., Jackson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIV. of Mississippi State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIV. of Southern Mississippi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baylor College of Medicine, Houston</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of Houston</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. of North Texas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Women's Univ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT-Arlington</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT-Austin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT-Dallas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT-El Paso</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Biochemistry, Biophysics

| LSU Health Sciences Center, New Orleans |           |          |             |       |
| LSU-HSC, Shreveport                    |           |          |             |       |
| Tulane University, New Orleans         |           |          |             |       |
| U. of Arkansas for Med. Sci., Little Rock |           |          |             |       |
| UNIV. of Mississippi Med. Ctr., Jackson |           |          |             |       |
| Baylor College of Medicine, Houston    |           |          |             |       |
| The UT SW Medical Center, Dallas       |           |          |             |       |
To the best of our knowledge, the program proposed here is the only doctoral program that accommodates molecular biology and nanotechnology under the same umbrella. For reasons outlined in the bulleted list above, such breadth is becoming essential for major breakthroughs and advances in modern science and technology. The PhD/MSNT students will become members of interdisciplinary teams of faculty and research staff, and will work in a highly integrated research environment provided by the Center for Biomedical Engineering and Rehabilitation Science (CBERS), the Institute for Micromanufacturing (IM), and the School of Biological Sciences (SBS). As a result, the graduates of the PhD/MSNT degree will have broad exposure to engineering and science and interdisciplinary training that set that sets them apart from the graduates of the PhD programs offered by LSUHSC (New Orleans or Shreveport) and from disciplinary PhD degrees offered by other Louisiana institutions.

In this aspect, the proposed degree may be the only doctoral degree of its kind in the nation.

d. If similar programs exist in Louisiana, why is an additional program needed?

A program similar to the one proposed here does not exist in Louisiana or in the neighboring states.

e. If a graduate program is requested, indicate:
e. i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

Supporting and enhancing nanotechnology research and development is vital for maintaining the technological lead the United States has enjoyed for many decades in the world. The amount of federal funds allocated through various agencies for bio and nanotechnology research has grown to more than $2B in FY 2010 in spite of the budgetary pressures facing the United States. At the same time, it is widely recognized that advances in molecular biology also hold the highest potential for improving the quality of life for humans, and this recognition is reflected in the increases to the annual budgets of the National Institutes of Health in the past two decades. It is becoming increasingly urgent to offer advanced degree programs that will meet the demand for a scientifically proficient and technologically competent workforce to increase the returns on these investments significantly. As stated above, the proposed program bridges between micro and molecular biology on the one end and micro/nanotechnology on the other and accommodates the full range of novel and relatively unexplored scientific and technological terrain that lies between these two extremes. Over the past decade, Louisiana Tech has earned a reputation for innovative work in both molecular biology and nanotechnology through attracting outstanding faculty members with expertise in key research areas, establishing a unique interdisciplinary research environment, and providing the required research infrastructure. Along the way, we have implemented the MS program in MSNT in 2003, the first graduate degree in nanotechnology in the country, and a BS in Nanosystems Engineering in 2004, which has been widely recognized as the first of its kind nationwide. Both of these degrees are listed on the NNI website under “Education” (http://www.nano.gov/html/edu/index.html). The BS in Nanosystems Engineering produced its first graduate in AY 2006-07. Mr. Joshua Brown, who has continued his education at Louisiana Tech in the interdisciplinary PhD in Engineering.

The need for a PhD program in MSNT, both as a means for attracting high quality graduate students and for meeting the national need for highly skilled graduates in the biotech/nanotech
disciplines, is being acutely felt by many Louisiana Tech researchers. Nanotechnology breakthroughs achieved by Louisiana Tech researchers have resulted in ten start-up companies in the past five years. These companies make use of discoveries in nanostructured catalysts, microfabrication methods, layer-by-layer nanoassembly methods, and novel encapsulation methods pioneered by faculty and students associated with the MSNT program. Table II summarizes the statistics pertaining to the intellectual property generated through research conducted by faculty and students associated with the MSNT program, and the revenue generated by these activities.

**Table II. Recent intellectual property activity related to Molecular Sciences and Nanotechnology.**

<table>
<thead>
<tr>
<th>Income</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patents issued</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>License income (SK)</td>
<td>$16.7</td>
<td>$75.5</td>
<td>$55.6</td>
<td>$176.8</td>
<td>$30.3</td>
<td>$354.9</td>
</tr>
<tr>
<td>Patent Reimbursements (SK)</td>
<td>$50.2</td>
<td>$175.7</td>
<td>$139.8</td>
<td>$154.9</td>
<td>$74.9</td>
<td>$610.3</td>
</tr>
<tr>
<td>Total income (SK)</td>
<td>$66.9</td>
<td>$251.2</td>
<td>$195.4</td>
<td>$331.7</td>
<td>$105.2</td>
<td>$665.2</td>
</tr>
<tr>
<td>Start-up Companies</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Among the major barriers cited by successful research faculty at Louisiana Tech for continued and even greater production of intellectual property as well as start-up companies are that (a) MS students graduate by the time their understanding and mastery of research reach the point of high productivity, and (b) Louisiana Tech at this time does not have a doctoral program to retain the best MS students with biology and chemistry backgrounds. The proposed PhD will address both of these factors and is expected to be a major contributor to the continued economic development in North Louisiana.

There is great demand for well-trained nanotechnology workforce to maintain US competitiveness in the world. The official nanotechnology website of the US Government ([www.nano.gov](http://www.nano.gov)) provides the following frequently asked questions and responses that address the relevant issues:

**Where is nanotechnology used today?**

Nanotechnology is used in many commercial products and processes, for example, nanomaterials are used to manufacture lightweight, strong materials for applications such as boat hulls, sporting equipment, and automotive parts. Nanomaterials are also used in sunscreens and cosmetics.

Nanostructured products are used to produce space-saving insulators which are useful when size and weight is at a premium—for example, when insulating long pipelines in remote places, or trying to reduce heat loss from an old house. Nanostructured catalysts make chemical manufacturing processes more efficient, by saving energy and reducing waste.

In healthcare, nanoceramics are used in some dental implants or to fill holes in diseased bones, because their mechanical and chemical properties can be "tuned" to attract bone cells from the surrounding tissue to make new bone. Some pharmaceutical products have

\[http://www.nano.gov/nanotech-101/nanotechnology-faq, last accessed September 9, 2011\]
been reformulated with nanosized particles to improve their absorption and make them easier to administer. Opticians apply nanocoatings to eyeglasses to make them easier to keep clean and harder to scratch and nanoenabled coatings are used on fabrics to make clothing stain-resistant and easy to care for.

Almost all high-performance electronic devices manufactured in the past decade use some nanomaterials. Nanotechnology helps build new transistor structures and interconnects for the fastest, most advanced computing chips.

All told, nanotechnologies are estimated to have impacted $251 billion across the global economy in 2009. This is estimated to grow to $2.4 trillion by 2015 (Lux Research, 2010).

Where are some future uses of nanotechnology?

Exciting new nanotechnology-based medicines are now in clinical trials, which may be available soon to treat patients. Some use nanoparticles to deliver toxic anti-cancer drugs targeted directly to tumors, minimizing drug damage to other parts of the body. Others help medical imaging tools, like MRIs and CAT scans, work better and more safely. Nanotechnology is helping scientists make our homes, cars, and businesses more energy-efficient through new fuel cells, batteries, and solar panels. It is also helping to find ways to purify drinking water and to detect and clean up environmental waste and damage.

Nanomaterials are being tested for use in food packaging to greatly improve shelf life and safety. Nanosensors to detect food-borne pathogens are also being developed for food packaging. New nanomaterials will be stronger, lighter, and more durable than the materials we use today in buildings, bridges, automobiles, and more. Scientists have experimented with nanomaterials that bend light in unique ways that may enable the development of an “invisibility cloak.” The possibilities seem limitless, and the future of nanotechnology holds great potential.

How much money does the US Government spend on nanotechnology?

The 2012 Federal Budget provides $2.1 billion for the National Nanotechnology Initiative (NNI), reflecting steady growth in the NNI investment. The cumulative NNI investment since fiscal year 2001, including the 2012 request, now totals over $16.5 billion.

How many researchers are working in nanotechnology today?

A 2008 survey estimated that there were about 400,000 workers worldwide in the field of nanotechnology, with an estimated 150,000 of those in the United States. 

What are future workforce needs?

A study funded by the National Science Foundation projects that 6 million nanotechnology workers will be needed worldwide by 2020, with 2 million of those jobs in the United States (Roco, Mirkin, and Hersam, 2010).

Given the highly technical demands of working at the nanoscale, which requires sophisticated facilities and instruments, and a strong interdisciplinary training, it is the consensus of the contributors to the report by Roco et al. that nanotechnology education starting at the K-12

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levels vertically integrated with the highest levels (doctoral and beyond) is needed to realize the full potential benefits to society offered by nanotechnology. The NNI website and the report by Roco et al. identify therapeutics, diagnostics, and pharmaceuticals as being among the fastest growing uses of nanotechnology. The PhD/MSNT program, with its integration of molecular biology and nanotechnology under the same umbrella, has the potential to address the needs of this expanding market very effectively.

Venture capital funding for nanotechnology-based companies in the US has steadily increased from $171M in 2000 to a peak of $1.15B in 2008 before falling to $668M in 2009. The venture capital investment in the rest of the world totaled $124M in 2009, indicating the undisputed leadership the US currently holds in commercializing nanotechnology.

Nanotechnology-based companies are already present in Louisiana, and also in Mississippi and Texas, as indicated by the figure below. Although not indicated in the map in Figure 1, there are a few nanotechnology/biotechnology start-ups in North Louisiana that have resulted from the research of faculty and students associated with the MS/MSNT program. The proposed PhD degree will allow Louisiana Tech to provide well-trained employees for these potential employers from the Bachelor's (the only ABET-accredited BS in Nanosystems Engineering in the nation) to Master's (MS/MSNT) to Doctoral (PhD/MSNT) levels.

Figure 1. Analysis of companies reporting nanotechnology publications and/or patent records (based on analysis by Georgia Tech global database of nanotechnology publications and patents). [Figure 13.1(a) from Ref. 3.]


e. ii. Are there possibilities for cooperative programs?

The possibility of cooperative programs does exist but remains to be explored. Students in the program will have the opportunity to work with the scientists at LSU Health Sciences Center (LSU-HSC) in Shreveport. Active collaborations with LSU-HSC already exist (as evidenced by joint publications and external funding), and these ties are being strengthened. Tech also offers a joint MD/PhD degree program (PhD in Biomedical Engineering) in collaboration with LSU-HSC in Shreveport.

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

There are no plans to terminate or phase out any existing programs. The proposed program provides a doctoral degree to support the researchers and students in the biological and physical sciences programs. None of the existing programs at Louisiana Tech fulfill this need at present.

Louisiana Tech is the only comprehensive research university in North Louisiana that offers graduate programs in the sciences and engineering. In January 2011, the Carnegie Foundation classified Louisiana Tech as a Research University with High activity (RU/H), and in July 2011, the US News & World Report classified it in the top tier, among the top “200 Best Colleges & Universities” out of more than 1,600 considered. LSU and Louisiana Tech are the only public universities in Louisiana to earn this ranking. The University has been very successful in recruiting outstanding faculty at all levels who are eminently capable of directing high-quality doctoral research. The per-capita annual research expenditures for the graduate faculty in COES have reached $240,000, a figure that compares very favorably with Carnegie RU/H institutions and some Carnegie RU/VH institutions. However, the lack of a doctoral degree program in the sciences will be a factor in the retention of science faculty when the economic situations in other states improve and the recruitment of outstanding science faculty in the future.

Lack of a doctoral degree in the sciences also limits the University’s ability to serve the economic development needs of North Louisiana and the surrounding region. As shown in Table III, in spite of its relatively small faculty size, Louisiana Tech has generated significant amounts of intellectual property and has successfully commercialized or licensed some of its IP assets. Many of the inventions and start-up companies that have resulted in recent years are either led by science faculty or with science faculty as integral partners. A doctoral degree in the sciences will help retain such creative and entrepreneurial faculty.

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

The proposed degree directly supports Objectives 2.1-2.3, and is consistent with Objective 2.4 of Goal 2 of the Master Plan for Public Post-Secondary Education in Louisiana: 2011. Goal 2 is aligned with the Statewide science and technology plan, “Fostering Innovation through Research in Science and Technology in Louisiana,” or “FIRST Louisiana,” which provides a

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framework that extends from the foundational sciences to core industry sectors in which the State plans to focus resources, as part of Louisiana Economic Development’s Blue Oceans Initiative.

Figure 2 shows the FIRST Louisiana framework. The footprint of the proposed PhD/MSNT degree spans physics, chemistry, and biology at the “Foundational Sciences” level, all three blocks of the “Building Blocks” level, and all of the “Core Enabling S&T” level with the possible exception of Information Technology (see Figure 2). Its projected impact through student recruitment and training, faculty recruitment, retention, research accomplishments, generation of intellectual property, technology transfer and commercialization, as well as multidisciplinary and multi-institutional collaborations, extends to all levels that lie above. Thus there is nearly perfect overlap between the proposed degree and the following objectives of the Master Plan:5

Objective 2.1 - Maintain and build strength in foundational Science and technology disciplines identified in FIRST Louisiana.

Objective 2.2 - Promote multidisciplinary and multi-Institutional collaborative research efforts.

Objective 2.3 - Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.

It was noted above that “the need for a PhD program in MSNT, both as a means for attracting high quality graduate students and for meeting the national need for highly skilled graduates in the biotech/nanotech disciplines is being acutely felt by many LA Tech researchers.” The proposed PhD program will act not only as a catalyst for collaborative research efforts and economic development but also as a means of recruiting and retaining top quality research faculty who contribute to the generation and commercialization of intellectual property. Also, as

![S&T Framework and Definitions](image)

Figure 2. The FIRST Louisiana Science & Technology Plan framework.

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12
noted above, the proposal for this degree is also consistent with Goal 2.4:

**Objective 2.4** – *Develop and periodically update campus-based plans for science and technology research.*

### 3. Students

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

*Table III. Projected enrollment and number of graduates in the proposed program for the first five years.*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Given the recent enrollment trends in the MS programs in Biological Sciences and Molecular Sciences & Nanotechnology, and the number of applications we have been receiving in recent years for the doctoral programs in Biomedical Engineering and Engineering, we believe that these enrollment projections are conservative. The total enrollments in our PhD programs have been stable for a number of years and have shown an upward trend in the past two years reaching 162 in Fall 2010, as shown in *Figure 3*. We have also increased the number of US citizens in our doctoral programs through recruiting and mentoring. Students who begin the PhD program after completing the MS in Molecular Sciences and Nanotechnology would be able to complete all the requirements for the degree in three years. So, the program is expected to produce its first set of graduates in Year 3.

*Figure 3. Engineering & Science doctoral program statistics.*
The proposed PhD program will build on the success and popularity of the MS in MSNT which was approved by the Board of Regents in June 2003, based on extremely positive reviews by both the out-of-state reviewers and the Board of Regents staff. Figure 4 shows the growth of the enrollment and the number of degrees awarded by the MS/MSNT program from inception to the present date. The MS program also has an excellent history of placing students in PhD programs across the country and also in public and private sector employment.

![Enrollment and Degree Production History of MS/MSNT](image)

Figure 4: MS/MSNT enrollment and graduation statistics.

Table IV summarizes the placement history of graduates from the MS/MSNT program for the past four years.

### Table IV. Placement statistics of the MS/MSNT program for the past four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees awarded</th>
<th>Employed</th>
<th>Further education</th>
<th>Seeking employment</th>
<th>Status unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2007-08</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008-09</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009-10</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Some of the graduate schools where MS/MSNT graduates are pursuing PhD degrees include University of Florida, Texas A&M University, Rensselaer Polytechnic Institute, and SUNY at Albany. One of our graduates is currently a nanotechnology examiner for the US Patent Office, and another works as a research scientist at Sanofi-Pasteur, the pharmaceutical company that makes the H1N1 vaccine. Of the 52 graduates of the program to date, 21 are pursuing further education, 26 are employed, 1 (a recent graduate) is seeking employment but may decide to enter a PhD program; we are unable to determine the status of 4.
b. **Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.**

Many of the students who initially enter the program are likely to be MS/MSNT graduates as well as students with Master’s degrees in biology, chemistry, or physics from neighboring institutions who are interested in pursuing a doctoral degree. We will also actively recruit students in our own Bachelor’s degree in biology, chemistry, and physics and leverage already existing recruiting relationships with many regional colleges and universities. We also anticipate a number of international students to be attracted to the proposed doctoral degree. MS/MSNT appears to draw many applications from students with biotechnology and pharmacy backgrounds in addition to the traditional science disciplines.

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

A Bachelor’s degree in biological sciences, biochemistry, biomedical engineering, biotechnology, chemical engineering, chemistry, electrical engineering, pharmacy, or physics, or a closely related area will be the best preparation for the program. Students who do not have this background may be admitted but will be required to complete undergraduate courses to address deficiencies in their preparation.

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

The four year enrollment history of the MS/MSNT program is provided in Table V. Figure 4 provides a longer history of both enrollments and graduation rates.

| Table V. Total enrollments in the MS/MSNT program for the past four years. |
|-------------------|-----|-----|-----|-----|
| MS/MSNT          | Fall 2011 | Fall 2010 | Fall 2009 | Fall 2008 |
|                  | 43   | 45   | 43   | 28   |

e. **Indicate sources of financial support for students if a graduate program is requested.**

In FY 2010-11, the COES devoted $2.91 M for supporting graduate students. Of this amount, $1.05 M came from the operating budget and the remaining $1.86 M from research grants, subcontracts, fellowships, and other sources for graduate student stipends. In spite of the cuts to the State support for higher education in Louisiana in the past three years, COES was able to maintain the $1.05M dedicated for graduate student support from operating funds. If this program is approved, given the current emphasis placed on biotechnology and nanotechnology by Federal funding agencies and private industries, we expect to see an increase in the number of externally funded research assistantships and graduate fellowships. We have also been very successful in securing graduate fellowships for outstanding students through the Board of Regents’ LEQSF program as well as from federal sources (NSF, NASA, NSA, and DoD). The two graphs in Figure 5 show the five-year trends in research expenditures (COES and the University as a whole) and the total value of research contracts (COES and the University as a whole).
4. Faculty

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

The proposed program will draw faculty from the College of Engineering and Science as well as from the School of Biological Sciences. The faculty members who would participate in the program are listed by their academic program area and research expertise below. The remaining information is summarized in their detailed CV provided in Appendix B.

Biological Sciences:
William Campbell: Bioremediation, cell biology, photosynthesis
Thea Edwards: Environmental hormones, ecological development of plants and animals
Rebecca Giorno: Assembly of bacterial spores (macromolecular structure), functions of spore structures, biosensors
Patrick Hindmarsh: Mycology/microbiology, chromosomal loss and genome regulation
James Liberatos: Host-parasitic interactions, parasite genetics, evolution of sex
David Mills: Tissue engineering, extra-cellular matrix proteins, biomaterials
Brandon Moore: Reproductive biology and endocrinology, environmental impacts on reproductive function
Jeff Schultz: Molecular genetics, gene mapping, comparative genomics
William Wolf: Serine protease in cancer biology, developmental biology
Yuri Voziyanov: DNA Recombination, Protein-DNA Interactions, Advanced Genome Engineering
Jeff Yule: Modeling ecological interactions and extinctions

Biomedical Engineering:
Alan Chiu: Computational neuroscience, neural control, biologically inspired networks
Mark DeCoster: Neuroscience, signal transduction, tissue engineering
June Feng: Biological microtechnology, protein modifications in ageing
Eric J. Guilbeau: Biological transport phenomena, biosensors, applied biotechnology
Steven Jones: Biofluids, cell interactions (platelets), tissue engineering ultrasonics
Teresa Murray: Micro-optics for neuroscience applications, creating living bio-optical systems using molecular and cellular engineering
Patrick O’Neal: Nanoparticle-based systems for cancer detection and treatment, core nanotechnologies for optical sensing modalities

Chemical Engineering:
Daniela Mainardi: Molecular modeling of nano and bio-systems
James Palmer: Microscale membrane separations, microdistillations
Adarsh Radadia: Carbon biomaterials, nanoscale biosensors and chromatography, characterization and microfabrication of nano-scale biomaterials
Shengnian Wang: Nanoengineering of biomolecules for cell therapy, microfluidics

Chemistry:
Thomas Bishop: Molecular dynamics, computational biology
Sven Ekholm: Electrochemistry and nanotechnology for micro-scale bio-fuel cells for implantable devices, measurement of cellular metabolic processes with micro-scale chemical and biological sensors
Yuri Lvov: Nanofabrication by self-assembly, thin films, targeted and time-release drug delivery systems
Bala Ramachandran: Quantum chemistry, molecular dynamics, computational modeling of atom/molecule and surface interactions, construction of inter-atomic and inter-molecular potential energy surfaces
Upali Siriwardane: Preparation of Group 14 (Si,Ge,Sn) pyrrolides and porphyrins, novel zeolites, thin metal films, and the development of single crystal and powder X-ray diffraction techniques for material characterizations
Collin Wick: Computational chemistry, simulation of air-liquid and liquid-liquid interfaces, and cell membranes

Computer Science:
Sumeet Dua: Bioinformatics, data mining
Andrei Paun: Computational biology and biocomputing, membrane computing

Electrical Engineering:
Long Que: Micro/nanotechnology, bio-optics/photonics, MOEMS
Sandra Zivanovic: Optoelectronics, semiconductor physics and devices
Chester Wilson: Micro/nano radiation detectors and neutron sources, microplasma based gas spectroscopy devices, miniaturized biomedical optical sources, and water impurity detectors
Mathematics & Statistics:
Weizhong Dai: Mathematical modeling of micro/nanoscale machining and fabrication, numerical models for hyperthermic cancer treatments, mathematical models for the neuromuscular junction
Katie Evans: Biomedical image processing
Songming Hou: Image reconstruction using inverse scattering methods
Don Liu: Microfluidics, micro/nanoscale drug delivery systems
Mihaela Paun: Informatics, design of experiments, DNA image segmentation
Galen Turner: Combinatorics, Graph Theory, Informatics, STEM Educational Design

Mechanical Engineering:
Henry Cardenas: Nanoparticle technology for corrosion mitigation; Electrokinetic nanoparticle processing; Reactive electrokinetic rehabilitation of concrete; Bioceramic materials processing
Niel Crews: Microfluidic technology for cell separation and DNA sequencing
Hisham Hegab: Micro heat transfer; Electronic packaging; Heat pipes; Computational methods in heat transfer and fluid mechanics; Tribology
Chad O'Neal: Microenergy Devices (micro fuel cells and energy scavenging), MEMS/NEMS Design and Packaging, Nanomachining
Leland Weiss: Microscale heat exchangers for energy applications

Physics:
Pedro Derosa: Molecular simulations using Density Functional Theory, semiempirical methods, and Molecular dynamics
Dentcho Genov: Computational nanomaterials modeling, metamaterials.
Neven Simicevic: Computational biophysics

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

Table VI provides the requested data for the entire engineering and science faculty within the College of Engineering and Science for the Fall 2010 quarter. The COES includes faculty for all of the engineering programs and chemistry, math, and physics programs. All engineering and science program faculty within the college and the courses they taught are included in the data presented but courses taught by adjunct faculty or staff were excluded. The faculty head count includes approximately 25 math faculty that teach a significant number of service courses at the undergraduate level for the entire university student population.

Table VI. Student-Faculty Ratios in COES and ANS (Fall 2010 numbers).
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

The proposed program could be initiated with the current faculty. This is possible because the vast majority of the core and elective courses required for the degree are already available and are being offered. The core courses serve the MS/MSNT and the MS/BISC programs while the elective courses serve several MS and PhD programs in the highly interdisciplinary and integrated environment in COES.

Further strengthening and enhancement of the program during subsequent years would be achieved through replacing faculty members who retire or resign with persons whose training and research interests directly complement the proposed program. Recent hires in biology, chemistry, and chemical engineering have added to the number of faculty supporting this program.

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

As explained above, we do not anticipate requiring new hires beyond the normal hiring process all institutions have to maintain.

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

Engineering & Science faculty are extremely active in research, as indicated by Figures 4 and 5 which show the trends in annual research expenditures and total value of research contracts. The per-capita annual research expenditures for the graduate faculty in COES have reached $240,000, a figure that compares very favorably with other Carnegie RU/H institutions and some Carnegie RU/VH institutions. The cell and molecular biology faculty, many of whom are recent hires and are still in the process of establishing externally funded research programs, are also extremely active in research and have posted many successes in recent months. The CV’s of the faculty involved in the proposed program, provided in Appendix B, will attest to their research productivity. The teaching loads for the research-active faculty in both COES and ANS are 9-12 SCH during an academic year which, by Louisiana Tech’s calendar, consists of three academic quarters.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)
For proposed new faculty, qualifications and/or strengths needed.

The requested information is provided in the faculty CV's provided in Appendix B.

5. Library and Other Special Resources

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

Present library holdings are adequate. Prescott Memorial Library of Louisiana Tech University has significant resources which already contribute to the proposed program, as indicated in Table VII. These totals do not include the 13,933 e-books and 5,403 e-journals available to users of the library. Also not included are 27,374 reels of microfilm, 384,862 pieces of microfiche, and 125,023 microcards. Other resources include document delivery through a subsidized gateway to more than 17,000 journals with 24-hour delivery, digital ILL, internet delivery, as well as other interlibrary loan services. The cost associated with the document delivery service is underwritten by the University.

The library also provides on-line access to several electronic indices and abstracts, such as AGRICOLA, Applied Science and Technology Abstracts, Biological Abstracts, Biological and Agricultural Index, Cambridge Scientific Abstracts and Hot Topics, Engineering Village 2, General Science Abstracts, Knovel, MathSciNet MedLine, SERFILE 2000, and TOXLINE, and also document delivery services through Ingenta and ScienceDirect. The Library also provides researchers with access to Knovel's extensive electronic database of reference books which includes biochemistry, biology, biotechnology, chemistry, and nanotechnology, and Elsevier's "SciVerse" hub which includes the powerful literature search and citation analysis engine, SCOPUS.

Table VII. Summary of library holdings relevant to the proposed program.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Books</th>
<th>Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>798</td>
<td>176</td>
</tr>
<tr>
<td>Biophysics</td>
<td>492</td>
<td>99</td>
</tr>
<tr>
<td>Chemistry (excl. Biochem)</td>
<td>2,965</td>
<td>468</td>
</tr>
<tr>
<td>Chemical Physics</td>
<td>687</td>
<td>54</td>
</tr>
<tr>
<td>Engineering (all branches)</td>
<td>17,108</td>
<td>1,533</td>
</tr>
<tr>
<td>Materials Science</td>
<td>2,515</td>
<td>111</td>
</tr>
<tr>
<td>Microbiology</td>
<td>927</td>
<td>83</td>
</tr>
<tr>
<td>Nanotechnology</td>
<td>431</td>
<td>16</td>
</tr>
<tr>
<td>Physics (all branches)</td>
<td>14,925</td>
<td>659</td>
</tr>
<tr>
<td>Protein Engineering</td>
<td>320</td>
<td>21</td>
</tr>
<tr>
<td>Genetics</td>
<td>990</td>
<td>97</td>
</tr>
</tbody>
</table>

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

We do not anticipate that library holdings will need to be significantly expanded or improved to meet the needs of the proposed programs. However, we are in the process of re-evaluating our journal collection and search engine subscriptions to provide increasing emphasis to biomolecular and nanotechnology research.

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

Prescott Memorial Library is part of the Louisiana Online University Information System (LOUIS). As part of this network, the faculty are able to search the library catalogs of all member institutions. Requests for interlibrary loans can be submitted through the library web page. A large number of the research faculty make use of this service. Moreover, some faculty members drive to neighboring Grambling State University, University of Louisiana at Monroe, or LSU-HSC campuses to make use of their library facilities. Courtesy memberships are given to Louisiana Tech University faculty and students at all LOUIS libraries across the State. All of these resources will be available to faculty and students in the proposed program as well.

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

Table VIII. Library expenditures for COES and ANS during the last two fiscal years.

<table>
<thead>
<tr>
<th></th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering &amp; Science</td>
<td>$525,150</td>
<td>$489,445</td>
</tr>
<tr>
<td>Applied &amp; Natural Science</td>
<td>$147,145</td>
<td>$140,592</td>
</tr>
</tbody>
</table>

All public institutions in Louisiana have had to absorb severe budget cuts each year starting in 2009. We have, however, been successful in maintaining almost all of the journal subscriptions and also in maintaining Elsevier’s “SciVerse” hub which includes the powerful literature search and citation analysis engine, Scopus, and also the Science Direct document delivery program through which faculty can order articles from Elsevier journals to which the Library does not subscribe.

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

No new library expenditures (beyond the current annual budget adjusted for increases in journal subscription costs) are required to implement the proposed program. In the current budget climate, no new expenditures appear to be realistic. However, a review of the current journal subscriptions will be undertaken with the goal of maximizing the support for active research areas in COES and ANS.

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

We do not anticipate a critical need for additional special resources.
g. If a graduate program is requested, indicate:

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

We do not anticipate a critical need for additional special resources. Louisiana Tech’s library resources have been enhanced over the past decades to support interdisciplinary research and doctoral degrees that require library resources in biological sciences, biomedical engineering, chemistry, computer science, engineering, applied mathematics, microfabrication, microelectronics, and nanotechnology. The proposed degree program would make use of these resources.

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

Louisiana Tech’s library resources in the subject areas relevant for the proposed degree appear to be comparable to those of other Carnegie RU/H institutions within the State and perhaps in Arkansas and Mississippi. The Library’s holdings include complete electronic access to all journals published by the American Chemical Society, most of the journals from the American Physical Society, and a comprehensive collection from the Institute of Physics. All of the journals and conference proceedings from IEEE are available through IEEE/Xplore, and many other engineering journals are available through Engineering Village 2. Articles from the numerous but very expensive Elsevier journals are provided through electronic document delivery services from ScienceDirect (most articles are delivered as PDF’s within 2 hours; all within 24 hours). The cost for this service is absorbed by the Library. The Library also subscribes to the SciVerse hub which includes the SCOPUS search engine, which is extremely important for maintaining competitive research programs in molecular sciences and nanotechnology. The University administration has been able to protect ScienceDirect and SciVerse even in times of severe budget cuts. The availability of the LOUIS consortium which provides all faculty with privileges at other LOUIS institutions is a great benefit. The interlibrary loan program is also available to graduate students free of charge.

6. Facilities and Equipment

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

Classrooms for the proposed program will be primarily located in Carson-Taylor Hall, including two recently created multimedia classrooms equipped with large flat-panel displays and Internet connection. The School of Biological Sciences and the chemistry program are located in this building. Faculty offices and smaller research laboratories are distributed among the buildings occupied by the various participating academic programs.

The proposed program will benefit from the following laboratory facilities:

**Biological Sciences:**

**Computer teaching laboratory (Virtual Biology laboratory)**

This laboratory is housed in a room containing 36 computers connected to the campus data backbone. This laboratory also contains a scanner, color and laser printer, a smart lectern, and a
video/audio presentation system. Each computer currently has a variety of general programs such as Microsoft Office, JUMP III, graphics, and other statistical packages.

**Herbarium**
This room contains a collection of plant specimens primarily from the South. These specimens are used for both teaching and research. There is an active exchange program with other national and international herbaria.

**Research Laboratories**
The School of Biological Sciences has seven research laboratories housing eight research faculty and their undergraduate and graduate students. These are

*Histotechnology Laboratory*
This laboratory contains typical equipment and resources of a histopathology laboratory including tissue embedding machines, cryotomes, microtomes, Nanopure type I water machine, glassware, refrigerators and incubators, and other support equipment.

*Microscopy Laboratory*
This laboratory contains the school's basic microscopy equipment and includes a Leitz Photomicroscope, an Olympus epifluorescent microscope, an Olympus phase contrast Microscope, Dell Pentium III computers, and a Kodak Digital Imaging system.

*Cell and Molecular Biology Laboratory (2)*
These laboratories contain a Wild dissecting scope, Zeiss polarizing microscope, Nikon compound microscope, and Olympus equipped with epifluorescence optics. This research laboratory is fully equipped with running water, air, gas, and vacuum. Both laboratories have generous benchtop space, storage cabinets, waste facilities, and they are equipped with standard laboratory equipment for the purification and analysis of DNA/RNA and proteins: balances, chromatography and electrophoresis equipment, water baths, spectrophotometers, PCR machines, ovens, shakers, pH meters, refrigerator, and -20° and -80° C freezers, and other laboratory equipment.

*Microbiology Laboratory*
This laboratory houses several incubators, gel electrophoresis units, a computer-aided gel documentation system, a real-time fluorescent PCR system, and a class II pathogen containment facility. It has generous benchtop space, storage cabinets, and waste facilities and is equipped with standard laboratory equipment including balances, water baths, ovens, shakers, mixers, pH meters, refrigerator, and other laboratory equipment.

*Cell and Tissue Culture Laboratory*
This facility is designed for the preparation and cultivation of cells and tissues in an in-vitro culture setting. This room is equipped with ELISA plate reader and computer, a refrigerated microcentrifuge, a two-station laminar flow hood equipped with electrical outlets and fitted for gas and air, a Thermolyne CO₂ direct flow incubator with heated air jacket, a Sanyo CO₂ incubator with infrared sensor system, and a Nikon phase contrast microscope equipped with a CCD imaging camera and computer. There are four cabinets for storage and abundant

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bench top space. This facility also contains a 15 and 50 ml centrifuge, vacuum pump, flame sterilizer, and pump-driven autopipettor. There are also water and waste facilities.

**Plant Biology Laboratory**

This laboratory principally studies various environmental effects on plant growth and development. Its major equipment includes computers and plant growth chambers.

**Center for Biomedical Engineering & Rehabilitation Science (CBERS):**

A coherent framework for the research activities of the BME program has been provided by the Center for Biomedical Engineering and Rehabilitation Science (CBERS), one of the Centers of Excellence in the State recognized by the Louisiana Board of Regents. In total, 24 faculty members from biomedical engineering, chemical engineering, mechanical engineering, biology, and chemistry are members of CBERS. Over the past two decades, CBERS has built strength and track records for research in nanoscience, cellular modeling, biotransport, neuroscience and neural engineering, biomaterials engineering, tissue engineering, biomicro/nanodevices and systems, drug delivery, and applied biotechnologies. To promote these research thrusts, a 50,000 ft² Biomedical Engineering Center (BEC) was dedicated in 2007, located adjacent to, and physically connected to, the other major micro/nanoscale research center on campus, namely, the Institute for Micromanufacturing (IM).

![Image](image_url)

**Figure 6.** The Biomedical Engineering (foreground) and Institute for Micromanufacturing (background) complex, which provides almost 100,000 sq. ft. for research in molecular sciences and nanotechnology.

The BEC contains administrative offices, faculty offices, faculty research laboratories, classrooms, core research support facilities, a business incubator, a conference room, and a large atrium for conferences and receptions, high-speed local area network connections, and wireless internet throughout the building. The BEC also contains an animal research facility with clean and dirty areas, storage, sterile surgery rooms, and animal holding rooms for multiple species (small animal). The $11 M facility was funded partially by the State of Louisiana (75%) and partially through external contributions, including private and corporate donations. This facility is physically connected to Tech’s Institute for Micromanufacturing (IM), a 48,000 sq. ft. facility providing a world class resource with a breadth of micro and nano processing capabilities, special expertise in nano-self-assembly, and genuine and practical interdisciplinary collaboration.

Instructional and support facilities within the BEC that are not specific to an individual faculty member include a room for glass washing and autoclaving, an instructional laboratory for teaching animal physiology, and six shared-use core laboratories for level I cell culture and
centralized refrigeration systems, level II cell culture, bioimaging, biomedical computation and visualization, analytical biotechnology/biochemistry, and nano-surface modification.

The Level I Cell Culture and Centralized Refrigeration Systems Core Laboratory contains three cell culture incubators, four refrigerator-freezers, one general purpose refrigerator, two -20 °C freezers, one -80 °C freezer, two laminar flow hoods, and an inverted microscope. The Level II Cell Culture Core Laboratory contains one biosafety cabinet, one laminar flow hood, four cell culture incubators, a liquid nitrogen supply tank, one microscope, and a vortex mixer. The Bioimaging Core Laboratory contains an Olympus BX41 fluorescent microscope, an Olympus DP71 fluorescent microscope, a Nikon Eclipse TS 100 fluorescent microscope, and a Leica fluorescent microscope. The Biomedical Computation and Visualization Core Laboratory contains an Olympus Fast Acquisition system equipped with epi-fluorescent microscope, seven Dell workstations (operating in parallel) equipped with MATLAB and ImagePro, a Panasonic Plasma TV display system, and a light microscope. The Analytical Biotechnology/Biochemistry Core Laboratory contains a Denton vacuum evaporation system for deposition of thin metallic films, an Agilent 2100 Bioanalyzer, a NanoDrop 2000c spectrophotometer, a Light Scanner 32 Real-time PCR/High-resolution melting analysis instrument, a UV Transilluminator, an Eppendorf Vacuum Concentrator, a Lyophilizer, a vacuum oven, an Electrokinetic Analyzer, a BioRad Molecular Imager, a Milli-Q Synthesis water purification system, a pH meter, two shakers, a microbalance scale, a microscope, a Beckman Coulter Scintillation Counter, an Optima TLX ultracentrifuge, two cell culture centrifuges, a refrigerated mini centrifuge, two refrigerator-freezers, two Dell computer lab stations, and a chemical fume hood. The Nano-surface modification Core Laboratory contains a Bioforce Nanoenabler, an oven, a UV cleaner, two microscopes, and two Dell computer workstations.

Chemical Engineering:

The Chemical Engineering Program laboratories are located in Bogard Hall. The total area of laboratory space dedicated to chemical engineering is approximately 5,670 ft². Laboratories house analytical equipment serving both undergraduate activities and research. Equipment includes gas and high performance liquid chromatography, a continuous flow bioreactor, three shaker/incubators for biotechnology experimentation, a biochemistry analyzer, wet chemistry apparatus and a variety of pumping, vacuum, and support systems for operating micro- and nano-scale fluidic experiments.

Chemistry:

Chemistry has a wide range of research instruments including a recently refurbished JEOL 270 MHz multinuclear NMR, IR and UV capabilities, GC’s, Atomic Absorption, X-ray (powder) diffraction, a differential scanning calorimeter, a differential thermal analyzer, and electrochemical and electrophoresis equipment. Significant computing resources are available for computational chemistry work, both through resources obtained through NSF grants and through the Louisiana Optical Network Initiative (LONI), described below.

Institute for Micromanufacturing (IfM):

The Louisiana Tech University Institute for Micromanufacturing (IfM) is a world-class research and development facility, valued in excess of $40M. The Institute, which has over $11M in recently completed or current research grants, is dedicated to the realization of commercially viable micro and nanosystems contributing to the economic infrastructure of Louisiana and the
The Institute is closely associated with Science and Engineering programs, including Chemistry, Physics, Biological Sciences, Biomedical Engineering, Chemical Engineering, Electrical Engineering, and Mechanical Engineering. Over 30 faculty and postdoctoral scholars are associated with the Institute, which also has a support staff of 14, including research engineers and specialized technicians. The mission of the ItM is

- To research and develop novel micro and nanosystems for biomedical, biological, environmental, chemical, information technology, and other applications.
- To generate and harness commercially viable intellectual property.
- To partner with industry, government, and academia in economic development.
- To transfer new technology and provide technical training to industry and government.
- To develop curricula and educate students in micro and nanotechnologies.

The ItM consists of three components. These are the R & D facility at Louisiana Tech University in Ruston, LA; the X-ray beam lines and lithography processing facility at the Center for Advanced Microstructures and Devices (CAMD) in Baton Rouge, LA; and the Technology Transfer Center in the Shreve Industrial Park in Shreveport, LA. The R & D facility is housed in a 41,000 sq. ft. structure on the main campus in Ruston, designed specifically for research and development in micro and nanotechnology. The R & D complex includes classroom and conference rooms, faculty and staff offices, research and instructional laboratories, and a 144-seat auditorium. Laboratories occupy 20,000 sq. ft. of environmentally controlled workspace, and contain 2,500 sq. ft. of modular clean rooms. The laboratory facilities provide a full suite of micro and nanofabrication processing capabilities (e.g., X-ray, and optical lithographies, bulk and surface micromachining, and layer-by-layer nanoassembly processing), and a comprehensive set of measurement and characterization tools.

The ItM offers a wide range of microtechnology capabilities for the realization of micro electro mechanical systems (MEMS), as well as a complementary array of nanotechnology capabilities for MEMS and other applications. Nanotechnology, Biotechnology, Environmental Technology, and Information Technology constitute the four major research and development thrust areas and centers of excellence of the ItM. Examples of projects from these areas include BioMEMS efforts aimed at the development of select commercially viable micro and nanosystems for biomedical and biological applications (current efforts focusing on the realization of microfluidic biomicro/nanosystems for separation, analysis, and detection applications); and EnviroMEMS efforts aimed at the development of select commercially viable micro and nanosystems for environmental and chemical applications (current efforts directed towards the realization of microfluidic environmental/chemical and biochemical micro/nanosystems for process development and synthesis for petrochemical, pharmaceutical, and other applications).

Nanotechnology efforts are directed at the development of specific commercially viable nanotechnologies for BioMEMS (e.g. systems for detection of biological agents), EnviroMEMS (e.g. microreactor systems), micro/nanoelectronics (e.g. nanowires and interconnects), and other applications. Information technology efforts are directly supportive of the State of Louisiana IT Initiative and current efforts include projects for the realization of enabling micro- and nanotechnologies for information sensing, storage and processing.

The Institute's fundamental scientific contributions include
1) New methods of monitoring and regulating biological processes, including the low-cost production of beneficial bio-materials through the use of micro/nanotechnologies.

2) Innovative methods of sensing chemical substances, regulating chemical processes, and producing high-purity chemicals at reduced cost through the use of micro/nanotechnologies.

3) Increased understanding of surface and material interactions with chemical and biological species.

4) Development of novel materials, micro/nanofabrication methods (e.g., layer-by-layer nanoassembly), and tools which facilitate these goals.

Some of the IfM’s key objectives are to lead research in bioimplants, bioelectronic hybrid micro/nanosystems, biomimetics, biological analogs in micromanufacturing, and chemical process miniaturization. Fundamental research in these areas will lead to micro/nanosystems which mimic biological organisms and interface with biological processes. The Institute is also exploring micro/nanofabrication processes that imitate the methods organisms employ to grow, replicate, and repair themselves.

The IfM laboratories and support facilities include

**Biotechnology Laboratories**

The Biotechnology Laboratories consists of a dedicated suite of labs with a broad range of equipment and resources for biotechnology research. These include

- Dedicated 1900 sq ft facility with integrated instrumentation and tissue culture suites
- Advanced ChemTech Apex 396 peptide synthesizer
- Jasco J-810 Circular Dichroism System with temp. control + fluorescence accessories
- MicroCal VP-DSC differential scanning calorimeter
- Amersham Biosciences ÄKTApurp protein purification system + UV detection
- Conventional chromatography
- 40 mL, 75 mL, 450 mL stirred cells
- Market Forge Sterimatic Autoclave
- Millipore Simplicity Ultrapure water system
- 2 Techno Touchgene Gradient thermal cyclers
- 4 Labnet Power Station 300 power supplies + electrophoresis gear
- 2 Dell Optiplex 240s, 1.8 GHz, 40 GB HD, 256/768 MB RAM
- InsightII, CHARMm, Biopolymer, PSI-plot 7, Origin, MATLAB, Mathematica
- Unico 2100 UV/vis spectrophotometer
- Labline Multi-blok heater
- 2, 20, 200, 1000, and 5000 μL precision pipettors
- Boekel Gratt LB-600 circulating water bath
- Scotsman flaked ice maker
- VWR sliding door refrigerator
- ~80 °C and -20 °C freezers
- VWR Incubator
- ISS Multifrequency Phase Fluorimeter
- Jasco V-530 UV/Vis Spectrophotometer
- Microcal VP-ITC Micro Calorimeter
The laboratory facilities serve a series of funded biotechnology research projects, including projects on a) fabrication of biocompatible “nanoshells” for use as artificial red bloods and sustained-release drug delivery, b) super-sensitive detection of dimethylmercury, a “supertoxic” organo-metallic compound, to accelerate remediation, and c) investigation of the structure and function of tensin, including the intra-molecular interactions between adjacent domains of tensin, e.g. PTB and SH2 at the C-terminus of the protein, and inter-molecular binding affinities.

**Micro/Nanotechnology Laboratories**

The Micro/Nanotechnology Laboratories consists of a dedicated suite of labs with a broad range of equipment and resources for nanotechnology research and integration of nanotechnology in microsystems. These include:

- Two dedicated X-ray beamlines with Jenoptik scanners at the CAMD facility
- A 2,500 square foot clean room facility (Class 1000 with Class 10 lithography room)
- Photoresist spinning, baking and development capabilities
- Dual-side Mask Aligner (Suss MicroTec)
- Wafer Bonder (Suss MicroTec)
- Dual chamber Reactive Ion Etcher (Unaxis, Oerlikon)
- DC-RF Magnetron Sputter Deposition System (Uni-Film Technology)
- 6 Source, DC-RF Magnetron Sputter Deposition System (AJA International)
- Plasma Enhanced Chemical Vapor Deposition System (Unaxis, Oerlikon)
- Low Pressure Chemical Vapor Deposition System (CVD Equipment Corp)
- Inductively Coupled Plasma Etch System (Alcatel A601E)
- Electron Beam Evaporator (CHA Industries BEC-600)
- Rapid Thermal Annealing System (Modular Process Technology)
- Wet chemical benches and associated acid and solvent baths
- Automated Wafer Cleaning Station
- Rapid Thermal Annealing furnace (Modular Process Technologies)
- Vacuum Ovens (Heraeus Instruments)
- High Temperature, 600 °C Vacuum Hot Plate
- Electroplating facility for Copper, Nickel and Gold deposition
- Single Source Thermal Aluminum Evaporator (Denton Vacuum, DV-502A)
- 4 Source, Thermal Evaporator (CHA Industries SE-1000)
- Hot-embossing Tool (Jenoptik Microtechnik)
• Micro Reactive Ion Etcher (Technics Series 800)
• Robotic Dipping System (Ultrathin Organic Film Technology)
• Wafer Dicing Saw for automated wafer dicing
• Wire Bonding Stations (Wedge and Ball Bonders, Marpet Enterprises)
• Diffusion and Oxidation Tube Furnaces (Lindberg Blue M)
• Xenon Difluoride Etching System (XACTIX)
• Osmium Plasma Coater (Filgen OPC 80T)
• Drybox (Terra Universal)
• High Resolution Ink Jet Drop-on-Demand Printer (Microdrop)
• Solder Reflow System (Sikama International)
• Ultrasonic Bath (Branson Model 1510).

The laboratory facilities serve a series of funded micro/nanotechnologies research projects, including projects on a) microreactors with nanoeengineered reaction chambers, b) micro/nanosensor platforms for ultrasensitive chemical, biological, and physical sensing, c) layer-by-layer nanoassembly of structures and devices, d) micro/nanoshell bionanoreactors, e) highly selective fluorescent nanosensors, and f) self-assembling electrical circuits and DNA nanowires.

Measurement and Characterization Laboratories

The Measurement and Characterization Laboratories consists of a dedicated suite of labs with a broad range of equipment and resources for measurement and characterization of micro/nano structures, devices, and materials. These include

• Scanning Electron Microscope (AMRAY 1830)
• Field Emission Scanning Electron Microscope (Hitachi S-4800)
• X-ray Photoelectron Spectrometer (Physical Electronics 5802)
• X-ray Diffraction Analysis (Bruker D8 XRD)
• White light Interferometric Roughness-Step-Tester Microscope (WYKO RST Plus)
• White light Roughness-Step Tester (WYKO NT1000)
• Stylus Profilometer (Tencor Alpha Step IQ)
• Film Thickness Measurement System (Zeiss-Olympus)
• Transmission Electron Microscope (Carl Zeiss Libra 120)
• Electron Diffraction X-ray Analysis (Oxford INCA E'DX)
• Atomic Force Microscope (Quesant Instruments)
• Atomic Force Microscope (Pacific Nanotechnology)
• Micro Inspection System (Image Pro Plus)
• Olympus AHMT3 Vanox Optical Microscopes
• Olympus AX70 Microscope with Image Capture system
• Electrical Probe Station (Keithley Instruments)
• Micromanipulator (The Micromanipulator Co Inc.)
• UV-Visible Spectrophotometer (Agilent Technologies)
• Fourier Transform IR Spectrometer (Thermo Nicolet, Nexus 470)
• Contact-Angle Measurement System (Data Physics, Future Digital Scientific Corp.)
• Alternating Gradient Magnetometer (Princeton Measurement Corp)
• Magnetoresistance measurement system (Oxford Instruments)
• Fluorescence Spectrometer (Photon Technology International)
• Zeta Potential Analyzer (Zeta Plus, Brookhaven Instruments Corp)

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• Gas Chromatograph System (Hewlett Packard 5890, Series II)
• Porosity Measurement System (Quatachrom Nova 2000)
• Ellipsometer (Sentec Instruments SE850)
• Electromechanical Materials Testing System (Admet Expert 20611)
• Hall Effect Measurement System (LakeShore, Model 665)
• Quartz Crystal Monitor (universal Counter)
• MicroSputter Coater for EM Sample Preparation (Cresington 208 HR).

**Modeling and Simulation Laboratories**

The IfM also provides students extensive training on modeling and simulation of micro and nanoscale systems. The laboratory is equipped with Windows-based PC's and dual-core Linux workstations. The software available includes top-of-the-line Finite Element Modeling based software packages Coventor, ANSYS, ADINA, TCAD, the molecular modeling software suite Material Studio, and Gaussian, the world’s most widely used computational chemistry software package.

The modeling and simulation tools are an invaluable resource for the students’ learning and educational experience. The laboratory supports numerous graduate and undergraduate micro/nanosystems courses including Microsystems Principles (MSE 501), Advanced Microfabrication with CAD (MSE 507/ELEN 537), Advanced Microfabrication Devices with CAD (MSE 508/ELEN 538), Microsystems Analysis with CAD (MSE609), Microsystems Design with CAD (MSE610), Nano-Systems and Devices(MSE-557), Micro-Fluidics (MEEN550C), Microsystems Design, Fabrication, and Testing Laboratory (MSE 510) and Nano-systems Modeling (CMEN 450C/557). These courses serve the MS in Engineering, MS in Molecular Sciences and Nanotechnology, MS in Microsystems Engineering, and all three PhD programs in the College of Engineering & Science. Many of the graduate courses listed above are also available as senior electives for undergraduate students in the College. Each year the laboratory serves an average of ~100 graduate students and ~50 undergraduates. The laboratory also provides comprehensive support of research projects.

**High Performance Computing Resources**

**The SGI Altix 3700 supercluster:**

The SGI Altix 3700 has 24 Intel Itanium2 processors (1.3 GHz), 24 Gb of memory, and over 6 Terabytes of storage through a disk array (RAID) system, delivering well over 4 billion floating point operations per second (GFLOPS) per processor. The machine is capable of supporting shared memory or distributed memory applications, depending on the user’s application.

**Louisiana Optical Network Initiative (LONI):**

The Louisiana Optical Network Initiative (LONI) is a statewide environment that integrates and aggregates Louisiana’s considerable strength that is distributed across its universities and industries. The founding mission of LONI is to advance science, understanding, and stewardship for cutting-edge research, such as in biomedical informatics, by fostering interdisciplinary activities and synergy among professional, scientific, and educational organizations, and through high-speed connectivity across educational and research institutions across the State. The network connects Louisiana Tech, UL Lafayette, SU-Baton Rouge, LSU-Baton Rouge, UNO, LSUHSC-Shreveport, LSUHSC-NO and Tulane University (See Figure for fiber distribution for
It supports technological and scientific research while stimulating economic development across the state.

LONI uses “multi-lambda” technology (each lambda is capable of carrying 10 Gbits/sec) in its fiber-optic communication channels. The initial deployment of LONI provides 40 Gbits/sec connections between Louisiana’s research institutions and 20 Gbits/sec connections to medical centers in New Orleans and in Shreveport. In addition to the network itself, the LONI initiative realized that it is crucial to develop Louisiana’s grid computing environment. LONI has seeded the development of these facilities by deploying five IBM p5-575 supercomputers located at LA Tech, UL Lafayette, SU-Baton Rouge, UNO and Tulane University.

**The “Bluedawg” supercomputer**

Through the LONI initiative, Louisiana Tech has acquired an IBM p5-575 supercomputing server to meet the high-performance computing needs in its multi-disciplinary teaching and research needs. This computer has 14 nodes with 8 1.9 GHz POWER5 processors per node (112 processors total). Each processor has 2 Mb of L2 cache (on-chip), and access to 36 Mb of dedicated L3 cache. Each node has 16 Gb of memory, and 120 Gb of disk. This p5-575 machine provides about 0.85 Teraflops (1 Teraflop = One trillion floating point operations per second) of performance. The system provides logical partitioning and virtualization giving a capability to run multiple operating systems on a single server. The logical partitioning on server also provides computationally efficient platforms for distributed memory, message-passing, applications while also supporting shared memory applications. Additionally, the virtualization features of the supercomputer allow micro-partitions, virtual I/O support, and dynamic resource management. These capabilities further enhance system efficiencies to provide high system utilization. The supercomputer also provides large memory capabilities, advanced floating point computing, 64-bit addressability and tuned compilers.

The “Bluedawg” is one of five identical machines connected by the LONI optical network. One of the goals of the LONI project is to provide researchers with seamless access to all five machines for computationally demanding projects.

**The Dell PowerEdge supercomputers:**

Through a partnership with Dell Computers, 6 Dell PowerEdge 1950 servers, each with 132 nodes of four-way Intel processors (528 cores), are being installed at each of the six LONI member institutions (three are already operational). Each machine is capable of delivering 5 Teraflops of computing power. A 50 Teraflops central server in Baton Rouge with 680 eight-way processors (5,440 cores) is already in production and has been christened the “Queen Bee.” The combined peak computing power of this grid is about 85 trillion floating point operations per second.
Extreme Computing Research Laboratory:
Through donations from Intel, Professor Box Leangsuksun and students have created an array of high-performance cluster computing resources on LA Tech campus. More details can be found at http://xcr.kenit.latech.edu/

Access Grid Facility at Louisiana Tech:
Louisiana Tech has a dedicated Access-Grid facility which allows seamless multi-institutional learning and training. The Access Grid is a cutting-edge research technology which allows research groups located at different demographic locations to interactively collaborate using rich audio, multiple video streams, and digital presentation resources (e.g. distributed Power Point, high quality display sharing, etc.). An Access Grid infrastructure is a collection of hardware, software and tools which facilitates group collaborations over the high-speed internet backbone (such as one provided by LONI, Louisiana Optical Network Initiative). Access Grid allows audio and video conferencing, which can employ a version of PowerPoint modified to allow one computer to control slide advances on multiple remote computers, an interactive whiteboard for collaborative editing and more. It links people in virtual space for activities such as teamwork sessions, remote training, and distance education classes. The Access Grid is also an integrated environment that supports group-to-group communication using high-speed networks over the Internet. The images of the meeting participants can be viewed in the form of windows on a large screen. Additionally, data windows from participants' personal or laptop computers can be integrated into the meeting (e.g. display images, movies, presentations, spreadsheets). We can participate in these collaborative meetings with as simple as a desktop computer or as sophisticated as a large format multimedia display system used in an interactive meeting room. The Access Grid provides a new mode for formal and informal international collaboration between institutions. An Access Grid-enabled room contains video cameras covering several different angles and providing close and wide shots of the space. It allows us to

- Share Research Developments and methods
- Teach Joint Courses
- Host special Educational Seminars
- Exchange Ideas and join dynamic discussions

More details about the Access Grid facility at Louisiana Tech can be found at:
http://dmrl.latech.edu/Access-Grid/

In addition to the dedicated AG facility, the University also owns a portable AG device as well as a PolyCom high-definition video conferencing facility.

The LONI Institute
In 2007 the Board of Regents invested $25M in an effort to maintain and enhance the research infrastructure of the State in the aftermath of hurricanes Katrina and Rita. The LONI Institute (LI; http://institute.loni.org) was created through a $7M grant (matched with $7M by the participating institutions) as a virtual organization of six research universities that will leverage the LONI infrastructure to advance (a) computational science, (b) computational materials, and (c) computational biology. The LI grant allowed Louisiana Tech to hire Dr. Dentcho Genov in Physics, Dr. Collin Wick in Chemistry and, most recently, Dr. Thomas Bishop in Chemistry. The interactions between the researchers in the six LI institutions (LA Tech, LSU, Tulane, UNO,
U.L.L. and Southern at Baton Rouge) have resulted in multiple successful proposals to federal agencies including the largest NSF grant in the history of Louisiana (see below).

**Louisiana Alliance for Simulation-Guided Materials Applications (LA-SiGMA)**

LA-SiGMA was created through a $20M grant from the National Science Foundation in 2010 to the Louisiana EPSCoR program. LA-SiGMA is a tight-knit virtual organization of interdisciplinary and inter-institutional research teams spread among seven campuses: Grambling State University, Louisiana Tech, LSU, Southern at Baton Rouge, Tulane, UNO, and Xavier. The vision of the Alliance is to bring about “Transformative advances in materials science research and education through a sustained multidisciplinary and multi-institutional alliance of diverse researchers.” The scientific research program of LA-SiGMA emphasizes the close interplay between computational and experimental research in (a) electronic materials, (b) energy materials, and (c) biomolecular materials. The education and workforce development of the Alliance calls for the development of new interdisciplinary graduate degrees that support these research directions. The proposal that funded LA-SiGMA promised to seek approval for a PhD in MSNT at Louisiana Tech as part of our efforts to create these efforts. Dr. Ramachandran at Louisiana Tech is one of the Co-PI’s of the grant from the NSF, and he leads a team of 8 other faculty researchers and 22 graduate students. A significant portion of Louisiana Tech’s research assistantship budget in the LA-SiGMA grant is expected to be available for supporting doctoral students in the proposed PhD program.

**Enterprise Campus**

On October 30, 2009, Louisiana Tech dedicated the land for its $25M research park (The Enterprise Campus), a public-private technology research park that school officials and area legislators hope will spur economic development for the state and region. The Enterprise Campus is an extension of the main campus and will be closely integrated with it. Ground-breaking for the first building on the Enterprise Campus, "Tech Pointe" was also held on the same day. Tech Pointe has been completed and now houses Cyberspace Research Lab funded by a $2.85M grant from the U.S. Air Force Office of Scientific Research. Several regional and start-up companies also have rented space and housed employees in the building. More details about the Enterprise Campus can be found at [http://enterprise.latech.edu](http://enterprise.latech.edu).

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

All of the facilities described above are accessible to all faculty and graduate students in COES and ANS. IFM has been operating under a cost-center structure for the past decade, and charges modest usage fees for on-campus and slightly higher fees for off-campus users. Most of these fees are paid from research grants, start-up funds, or program/center allowances made available to research-active faculty.

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

No new facilities are required to offer the proposed program.
7. Administration

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

The Master of Science in Molecular Sciences and Nanotechnology is jointly administered by the Associate Deans for Graduate Studies for COES and ANS and a steering committee comprised of one faculty member from each college.

A similar structure is proposed for the doctoral program. A Steering Committee consisting of the two administrators, two faculty members from Biological Sciences, and two from the COES will oversee the program. This Committee will review graduate applications and recommend students to the Dean of Graduate School for admission and assistantships. The Steering Committee will develop and implement all policies related to the degree. All dissertation defenses will be publicized to faculty and students in both the COES and the ANS. Every graduate committee in the program will include members from both colleges. It should be noted that, in addition to the MS/MSNT Steering Committee, other administrative collaborations between the two colleges already exist. Dr. Campbell, the Associate Dean for Graduate Studies and Research in ANS, is also a member of the CBERs Leadership Team. Professor David Mills, professor of biology, is a member of the JIM Leadership Team.

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

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

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

The proposed PhD in MSNT is interdisciplinary by design and is offered in an education and research environment that is inherently interdisciplinary.

Influential national studies have recognized the importance of truly interdisciplinary graduate education and training. The 2006 report from the Council of Graduate Schools titled Graduate Education: The Backbone of American Competitiveness and Innovation lists the following as Key Assumption 3 (p. 8): “Interdisciplinary research preparation and education are central to future competitiveness, because knowledge creation and innovation frequently occur at the interface of disciplines.” The 2008 National Science Foundation workshop report titled Impact of Transformational Interdisciplinary Research and Graduate Education on Academic Institutions says (p. 2) “The ability to conduct interdisciplinary research is necessary to maintain U.S. competitiveness in high-value industries and has important economic and societal benefits through inventions and innovations that deliver new products and services.” The report goes on to recognize that (p. 7) “… many institutions … still struggle with developing and implementing appropriate and supportive structures, procedures, and recognition and reward systems to enable interdisciplinary research and education.” It is not surprising one of the key recommendations in this NSF report (p. 2) is for academic institutions to “develop new models of university
organizational structures and funding to facilitate interdisciplinary research and build incentives for interdisciplinary faculty collaboration.

Developing and refining such a new model is precisely what we have done at Louisiana Tech, starting in 1995. In order to address research questions that require the knowledge and skills drawn from multiple disciplines, we have eliminated academic departments, departmental administrative structures, and departmental budgets, but instead created multidisciplinary research centers, and designed graduate degrees and curricula that support those centers. The training and the work environment provided to science and engineering students at Louisiana Tech are quite different from those offered to students at institutions with department-based structures.

These innovations in organizational, administrative, and budgetary structures to facilitate interdisciplinary collaborations pre-date even the 1995 report from the National Academies’ Committee on Science, Engineering and Public Policy titled *Reshaping the Graduate Education of Scientists and Engineers*, which has been cited as one of the first national reports to call for reforms in the education and training of engineering and science graduate students.

Interdisciplinary collaboration at Louisiana Tech is meaningful, productive and institutionalized (routine and ingrained). Our collaborative culture and multidisciplinary research facilities have elicited highly complementary comments from external reviewers selected by the Board of Regents for evaluating the MS in MSNT and completely won over an initial skeptic in the case of the BS in Nanosystems Engineering.

The interactions between ANS and COES have been characterized by close interdisciplinary collaboration and shared use of facilities and equipment that has led to many research successes. Highly pro-active and responsive administrations in both colleges have worked hard to lower the barriers so that such interactions are facilitated and encouraged. Some examples and results of interdisciplinary collaborations follow:

a) Dr. Long Que, an Electrical Engineer by training and NSF CAREER awardee, is developing a novel patch clamp device for monitoring the cell viability in real time, which has great potential for drug screening and discovery applications. Dr. David Mills (Biology) is a collaborator on this project. In another project, Dr. Que and Dr. Becky Giorno (Biology) have developed novel nanostructured photonic biosensors. This development was featured in the story "Polymer uFPl beats semiconductor-based design for biosensing" in *Laser Focus World Magazine* in November 2010, where it was pointed out that this technology has great potential for early stage detection of a variety of diseases including cancers and for point-of-care diagnostics.

b) Dr. Yuri Lvov (Chemistry & Physics) and Dr. David Mills (Biology) are using halloysite-based drug delivery systems for cancer treatment. They have also developed a technology for accelerated wound healing based on electrostatic layer-by-layer nanoassembly technique. Dr. Lvov has created two start-up companies and has successfully commercialized his technology.

c) Dr. Shengnian Wang, a Chemical Engineer who is supported by both NIH and NSF, is developing an electroporation technique for introducing genetic material into cells without using viruses. Drs. Campbell, Mills, and Wolf, all from Biology, are serving on the graduate committees of his students and providing advice on cell biology.
d) Dr. Eric Guilbeau (Biomedical Engineering), Dr. Niel Crews (Mechanical Engineering) and Dr. Patrick Hindmarsh (Biology) are working on microscale technology for rapid sequencing of DNA in the field. This has resulted in a start-up company that recently received an SBIR grant from the NSF. Another project in which Drs. Guilbeau and Hindmarsh are collaborating is titled “Thermoelectric apolipoprotein E genotyping assay.”

e) Dr. Mark DeCoster (Biochemistry) is collaborating with Dr. Katie Evans (Mathematics) on image analysis algorithms that will enhance the capabilities of standard microscopy techniques.

f) Dr. Henry Cardenas (Mechanical Engineering) is collaborating with Dr. David Mills (Biology) on adapting the electrokinetic nanoparticle technology ——originally developed to modify the properties of concrete—— to accelerate in vivo bone healing and strengthening.

Many more such examples could be identified.

8. Accreditation

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

No accreditations are available for the proposed doctoral program.

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

Not applicable.

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

The proposed PhD in MSNT was first conceived in 2002. In preparation for the Ph.D., the University first developed the MS in MSNT. The MS degree was reviewed by an external team of consultants who overwhelmingly recommended approval of the degree. In the interim years, Louisiana Tech has continued to grow is capability in relevant research, faculty expertise, graduate course offerings, and infrastructure.

9. Related Fields

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

The proposed program will have active participation from biological sciences, biomedical engineering, chemical engineering, chemistry, computer science, electrical engineering, mathematics & statistics, mechanical engineering, and physics.
b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

No improvements are perceived as necessary for any of the supporting fields at this time. As already indicated, future hires in all disciplines will be made with the intention of providing maximum support to all doctoral programs in COES and ANS, including the proposed degree.

10. Costs

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

(a) Faculty

As already stated, the program can be initiated and adequately supported with existing faculty. Therefore, it is anticipated that no new funds for faculty hiring are required to implement this degree. Most of the new faculty who are hired to enhance the program will replace losses due to retirements and resignations. Both the COES and the School of Biological Sciences are committed to using every possible hiring opportunity to build research strength in the areas represented by the proposed PhD program.

(b) Graduate Student Support

A substantial portion of the expenses for graduate student support would come from research grants, graduate student fellowships, and external development efforts. As the program enrollment increases each year, COES anticipates reallocating resources for up to five teaching assistantships to this program at a cost of approximately $100,000 per year in stipends by year 4 (see Table VI). Other student support is expected to come from research grants and fellowships.

(c) Laboratory Equipment and Supplies

The cost of new laboratory equipment and supplies would also be met mainly from research and equipment grants, contracts with private industries, and State and Federal agencies. The proposed program would be completely supportive of the missions of the two unique areas of excellence at Louisiana Tech University, namely, the Center for Biomedical Engineering and Rehabilitation Science (CBERS) and the Institute for Micromanufacturing (IHM), both of which have competed very effectively for grants. A lab enhancement fee in Engineering & Science ($40 per student per quarter) has been used in the past two years to enhance and equip many teaching laboratories, under the supervision of a “Lab Team” that includes students.

(d) Prospects for additional income from new students

We do anticipate that new students will be attracted to the proposed degree. While the science faculty in ANS and COES provide leadership and support to many large research grants (including the $20M award for LA-SiGMA, the largest NSF grant ever awarded to Louisiana), the institution does not have a doctoral degree to support these researchers. The availability of a doctoral degree in the sciences will immediately open up many recruiting opportunities for these faculty. Many of our current MS students in MS/BISC and MS/MSNT are interested in continuing at Louisiana Tech for their doctoral education.
b. Indicate departmental costs:

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

The operating budget for the College of Engineering and Science for 2011-2012 includes the following sources:

- $180,000 in University operating funds (a reduction of $100,000 from the operating budget of 2010-2011)
- $210,000 in student enhancement fees (used to meet operating expenses)
- $240,000 in student laboratory fees (used exclusively to meet instructional laboratory equipment needs)
- $100,000 in student worker wages (used to support undergraduate students providing assistance to administrative offices)
- $1M in graduate assistantships (used to support graduate students in research and as teaching assistants)
- $250,000 in foundations (gifts and interest earnings from a general college endowment, used in 2011-2012 to cover $100,000 reduction in operating budget).

The College of Engineering and Science employs a non-traditional, interdisciplinary administrative structure where primary administrators represent multiple programs, the bulk of the operating budget is managed centrally (and strategically), and individual departments do not receive separate operating budgets. This enables resources (space, graduate assistantships, laboratory equipment, student workers, software, and other operating resources) to meet routine needs and to meet prioritized initiatives. The proposed PhD in Molecular Science and Nanotechnology is a strategic priority of the College and will be supported from these operating budgets and from the external research grants (which totaled over $16.3M in expenditures in FY11). The proposed new degree will facilitate additional research funding by current faculty.

The School of Biological Sciences is a key partner in the proposed Ph.D. The interdisciplinary management of the degree, led primarily by an Associate Dean in each of the two colleges, has proven successful through the growth and success of the related M.S. in Molecular Science and Nanotechnology.

General operating costs for Biological Sciences for 2011-12 include:

- $21,192 for operating services
- $37,559 for supplies
- $85,000 for lab charges
- $78,000 for graduate assistantships
Table IX. Operating Expenses for the last two completed fiscal years for the departments involved in the program (College of Engineering and Science and Biological Sciences).

(Note: Includes only University Operating funds from State Appropriated Budget excluding student enhancement or lab accounts, professorship or chair funds, grants, foundation or external funds from industry. Colleges and departments have access to additional funds for faculty and research support.)

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<th>Expenditures</th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
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Biological Sciences

<table>
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<th>FY 2010-11</th>
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<td>Equipment</td>
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ii. How will the proposed program affect the allocation of these funds?

The graduate assistantship budget of COES ($1.05M annually) is centrally managed at the level of the Associate Dean for Graduate Studies. A portion of this budget will be allocated to provide support to the PhD/MSNT program.

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

As noted in previous sections, the proposed program can be initiated with current resources. We anticipate that the PhD/MSNT program will help increase the research productivity of faculty in the sciences and, as a result, contribute to an increase in the research revenue generated by these faculty.

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

A breakdown of the anticipated additional costs is given in Table VI (BoR form) below.
Table X. Summary of estimated additional costs for the proposed program.

Institution: Louisiana Tech University

Unit: College of Engineering & Science, College of Applied & Natural Sciences

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

At Louisiana Tech University, an FTE faculty member is an individual who contributes the equivalent of 8 SCH per quarter or 24 SCH per academic year in time and effort. An FTE graduate student is a student who registers for at least 6 SCH per quarter each quarter of the academic year.

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*It is anticipated that these expenses will be met through reallocation of State appropriations to Louisiana Tech.*
## Appendix A - Course Descriptions

Courses are numbered as follows: freshmen, 100-level; sophomores, 200-level; juniors, 300-level; seniors, 400-level; graduate students, 500- & 600-level. Certain 400-level courses may be taken by graduate students for graduate credit, in such cases, graduate students complete additional research assignments to bring the courses up to graduate level rigor. The letter G in parentheses, (G), appears at the end of those 400-level undergraduate course descriptions which are approved for graduate level work. When taught for graduate credit, these courses are taught by Graduate Faculty. Only students admitted to the Graduate School may enroll in 500- & 600-level courses.

The numerical listing after each course title gives the following information: the first number represents lab hours per week, the second digit represents the number of 75-minute lecture periods per week, the third digit represents the semester credit hours earned for successful completion of the course. A few courses will have a fourth digit in parentheses. This means the course may be repeated for credit and the fourth digit designates the total amount of semester hour credit that may be earned including repetition of the course. Typically, these courses are research, performance, or project-oriented and found in the 500-, 400-level (undergraduate student) or 500-, 600-level (graduate student).

Some courses require the student to complete a prerequisite course or to secure special permission from faculty prior to enrolling in the course. These prerequisites are listed immediately after the numerical semester hour credit designation. Each student is responsible for complying with prerequisite course work requirements and special instructions.

### Biological Sciences (BISC)

501: Graduate Parasitology, 3-2-3. Biology, physiology, morphology, and ecology of the major parasites of humans and domestic animals.

502: Research Methods in Biological Sciences, 0-0-3. Preq: graduate status. An introduction for graduate students to basic methods used in research in the biological sciences.

503: Graduate Immunology Laboratory, 3-0-1. Laboratory training in the preparation, titration, purification, and detection of antigens and antibodies.

508: Graduate Genetic, 3-2-3. Regulation of gene expression, DNA transfer, mutations, and molecular tools in genome analysis.

509: Biological Sciences Seminar, 0-1-1 (2). Survey of literature on current topics in either Bacteriology, Botany, Microbiology, or Zoology, where appropriate.

510: Anatomy and Physiology for Teachers, 0-3-3. Structure and function of the human body from the molecular to the systems level. Credit not available towards graduate degrees in School of Biological Sciences.

511: Graduate Developmental Biology, 6-2-3. Study of the reproductive and developmental events in organisms emphasizing both observational and experimental methods.

512: Advanced Immunology, 6-1-3. Preq: consent of the instructor. An advanced study of the reactions of antigens and antibodies.

513: Ecological Topics, 5-3-1 (6). Preq: BISC 313, or 411. An advanced study of selected ecological topics. Offered on demand.

516: Contemporary Topics, 1-4 hour(s) credit. An opportunity to examine and discuss a variety of timely topics pertaining to the biological sciences. May be repeated with a change in subject matter.

517: Applied Biological Sciences Research, 6-1-3. Preq., BISC 502. Laboratory or field studies for non-thesis Master of Science students in the biological sciences. Provides graduate training or applied research skills.

521: Principles of Cell and Molecular Biology, 0-3-3. Principles of cell and molecular biology, including molecular structure and function, cellular processes, bioenergetics, and regulation of metabolism.

522: Graduate Molecular Biology, 0-3-3. Emphasis on protein structure and function, DNA and RNA replication, transcription, translation, and control of gene expression. Molecular techniques including transformation, plasmids, PCR, and blotting.

526: Graduate Histology, 8 v-1-3. Microscopic study of animal tissues with an emphasis on structural and functional relationships.

530: Biological Sciences Special Problems, 1-6 hours. Preq., written permission of instructor and Advisory Committee Chairperson. No more than 6 hours credit combined with BISC 540 and 541.

535: Current Topics in Biological Sciences, 0-1-1 (4). Preq., graduate status. An interdisciplinary discussion of current issues and problems in the biological sciences. May be repeated for credit with change of course content.

540: Biological Sciences Internship, 4-0-2. Preq., Graduate standing, consent of Advisory Committee Chairperson and Instructor. Cancer-oriented job experiences. No more than 6 hours credit combined with BISC 540, 541, or 542.

### Biomedical Engineering (BIEN)

501: Physiological Modeling I, 6-4-4. Preq., BIEN 500 and Differential Equations or consent of instructor. Principles of transport phenomena and mathematical modeling with applications to biomedical systems and devices.

510: Biomedical Instrumentation, 0-4-4. Preq., Graduate standing and consent of instructor. Introduction to medical instrumentation systems, biosensors, bioelectronics, signal conditioning, analog-to-digital conversion, and signal processing. Graduate core course.

515: Biocensors and Their Applications, 4-2-3. Permission of instructor. Biocensors in biosensors in general with special emphasis on oxygen biosensors and their development. Surgical techniques and laboratory procedures for animal experimentation.

520: Protein Engineering, 0-3-3. Preq., Approval of instructor. Protein structure and function, DNA structure, protein design, gene design, biophysical techniques for analysis of protein structure, proteins and peptides in biotechnology, biomedicine, and nanosystems bioengineering.

530: Biomedical Materials, 0-3-3. Advanced in biomaterials science and engineering. Topics include biological responses, and applications to artificial organs, tissue engineering and drug delivery.

533: Biomedical Optics, 0-3-3. Preq., BIEN 510 and instructor approval. Interaction of radiation with cells and tissue. Diagnostic and therapeutic applications of optics in medicine and biology. Point measurements, imaging, and microscopy.

543: Graduate Neuroscience and Neural Engineering, 0-3-3. Principles of neuroscience encompassing structure and function of the nervous system at the molecular, cellular, and system levels, including the visual, auditory, and motor systems.

572: Cellular Neuroscience Instrumentation, 0-3-3. Modern measurement methods for the cellular neuroscientist and biomedical engineer are presented.
Topics include image acquisition and analysis, electrophysiology, and signal processing.

573: Integrative Neuroscience, 0.5-3. Emphasis is placed on self-cell integration in the nervous system to include intercellular communication such as synapses and gap junctions, and cell-materials integration such as application for nanotechnology in neuroscience.

### CHEMICAL ENGINEERING (CMEN)


513: Transport Phenomena, 0.5-3. A course in which advanced concepts on momentum, energy, and mass transport are explored. Emphasis is placed on steady state behavior, turbulence, and recent developments in the literature.

597: Spectral Topics: Chemical Engineering, 0.5-3. (By permission). The topic or topics will be selected by the instructor from the various sub-areas of chemical engineering. May be repeated as topics change.

### CHEMISTRY (CHEM)


502: Selected Topics in Organic Chemistry, 0.5-3. (By permission). Prqq., CHEM 464. A study of the structure, reaction, and properties of coordination compounds.

560: Special Topics in Inorganic Chemistry, 0.5-3. Prqq., CHEM 504 or instructor's permission. A topic will be selected on a rotating basis from the following: magnetic and electric properties, solid state structures, catalysis, and group theory applications of inorganic materials.

563: Advanced Analytical Chemistry, 0.5-3. Prqq., CHEM 466. Theoretical aspects of the optical, chemical, and separation techniques of analytical chemistry.

### ELECTRICAL ENGINEERING (ELEN)


535: Advanced Topics in Microelectronics, 0.5-3. Prqq. consent of instructor. Selected topics of current research interest in the field of microelectronics.

### ENTREPRENEURSHIP (ENTR)

501: Technology Transfer and Commercialization, 0.5-3. This course will cover the legal and technical considerations involved in the commercialization of technology and the protection of intellectual property in an academic setting.

502: Business Design Project I, 3-0-1. Multidisciplinary team-based business design project. Emphasis on exploratory market research and developing a commercialization plan for intellectual property.

503: Business Design Project II, 3-0-1. Prqq. ENTR 502 or consent of instructor. Multidisciplinary team-based business design project. Emphasis on continued market research, product prototype feasibility, developing marketing and business plan components, and developing commercialization for intellectual property.

504: Business Design Project III, 3-0-1. Prqq. ENTR 503 or consent of instructor. Multidisciplinary team-based business design project. Emphasis on finalizing business plan components and the commercialization plan for intellectual property.

510: Entrepreneurship/Novel Venture Creation, 0.5-3. A study of the Entrepreneur's role in business, including an introduction to the process of developing an idea into a feasible business plan.

550: Directed Study in Entrepreneurship, 1-3 hours credit. Hours and credit to be arranged by consent of instructor and approval of department head required. Special problem or specific area of entrepreneurship.

560: Innovative Venture Research, 0.5-3. Prqq. consent of instructor. Implementation of strategic business principles and cross-disciplinary research to evaluate the commercial potential of research programs and commercialization strategies for university-based intellectual property.

### MICRO SYSTEMS ENGINEERING (MSE)

501: Fundamentals of Microfabrication Processes, 0.5-3. Study of microfabrication processes including patterning, additive, and etching processes used for the realization of microelectronic extra large-scale integration (ULSI) and microelectromechanical systems (MEMS) technologies.

502: Microsystems Principles, 0.5-3. Prqq., MSE 501. Application of engineering design and analysis procedures for equipment and microfabrication processes utilized in the manufacture of microelectronic and microelectromechanical systems (MEMS).

503: Microfabrication Laboratory, 3-0-1. Prqq., MSE 502. Laboratory experience in the fabrication of a microelectronic or microelectromechanical device and the testing of the device.

504: Advanced Materials for Micro/Nano Devices and Systems, 0.5-3. Prqq., MSE 501. Fundamentals of advanced materials used for the realization of micro/nano devices and systems, emphasizing the properties and characteristics of various materials.

505: Nanotechnology Principles, 0.5-3. Fundamentals of nanotechnology, emphasizing the basic principles, materials, fabrication, measurement, and applications of nanotechnology.

506: Micro/Nano Scale Materials Measurements and Analysis, 0.5-3. Fundamentals of micro/nano scale materials measurements and analysis, based on modern techniques.

507: Advanced Microfabrication with Computer-Aided Design, 0.5-3. Prqq., MSE 503. Advanced microfabrication process development and integration with the aid of computer process modeling and simulation.

508: Advanced Micromechanical Design and Fabrication, 0.5-3. Prqq., MSE 507 and ELEN 535. Principles of operation and analysis of advanced microelectronic devices with the aid of computer device modeling and simulation.

512: Biotechnology Principles, 0.5-3. Fundamentals of molecular biotechnology, emphasizing the basic principles, tools and techniques employed, and the widespread applications of this technology.

### MOLECULAR SCIENCES AND NANO TECHNOLOGY (MSNT)

502: Research Methods, 0.5-3. An introduction to basic methods used in scientific research, including formulation of problems, literature search, proposal preparation, and communication of research findings.

503: Topics in Molecular Sciences and Nanotechnology, 1-3 hours credit. (6) Independent study. Topics and course policies to be established by instructor for each student. May be repeated for credit up to 6 semester hours with topic change.

504: Molecular Science and Nanotechnology Seminar, 0.5-1. Supervised laboratory and presentation of topics from peer-reviewed literature or student's own research, as well as attendance at and recording of seminars given by others. Maximum credit applicable towards the degree is one semester hour.

505: Nanotechnology Principles, 0.5-3. Fundamentals of nanotechnology, emphasizing the basic principles, materials, fabrication, measurement, and applications of nanotechnology.

506: Nanofabrication by Self-Assembly, 0.5-3. Principles and techniques for self-assembly of films and structures on the nanometer scale. Topics covered will include Langmuir-Blodgett, nanolithography and nanodevices based on nanocrystals, layer-by-layer self-assembly techniques, and electrochemical polymerizations.

510: Selected Topics in Molecular Sciences, 0.5-3. (6) Topics or topics will be selected by the instructor from the various scientific disciplines that fall under the umbrella of molecular sciences. May be repeated for credit up to 6 semester hours with topic change.

511: Selected Topics in Nanotechnology, 0.5-3. (6) The topic or topics will be selected so as to expose students to current research areas in nanotechnology. May be repeated for credit up to 6 semester hours with topic change.

502: Principles of Cell and Molecular Biology, 0.5-3. Principles of cell and molecular biology, including molecular structure and function, cellular processes, biotechnology, and regulation of metabolism.

504: Practicum in Molecular Sciences and Nanotechnology, 0.5-3. (Pass/Fail) Prqq., 12 semester hours of graduate work. Experimental or computational study of a relevant problem in one of these molecular sciences and nanotechnology research areas.

501: Research and Thesis in Molecular Sciences and Nanotechnology, (Pass/Fail) Prqq., 12 semester hours of graduate work. Registration in any quarter for three semester hours credit or multiples thereof. Minimum credit applicable towards the degree is six semester hours.
PHYSICS (PHYS)

510: Mathematical Methods in Physics, 0-3-3. An advanced treatment of the approach used to formulate solutions to physical problems, such as boundary value problems, variational methods and approximate solutions.


533: Statistical Mechanics, 0-3-3. Prereq., PHYS 521. A study of the statistical aspects of modern physical theory. Consider the classical and quantum aspects of many-particle systems.

540: Computational Methods in Physics Modeling and Simulation 1, 0-3-3. Computational methods for implementing modeling and simulation of physical systems.


STATISTICS (STAT)

405: Statistical Methods, 0-3-3. Prereq., MATH 2-0. Data description, discrete and continuous random variables, inference about means and variances of populations, categorical data, regression, correlation, analysis of variance, computing in data analysis. (G) Credit will not be given for STAT 405 if credit is given for STAT 505.

620: Theory of Probability, 0-3-3. Prereq., Calculus through multivariable level. Combinatorial analysis, joint and conditional probability, distribution theory, expectation properties, moment generating functions, random variables, limit theorems, random walks. Credit will not be given for STAT 620 if credit is given for STAT 520.

621: Theory of Statistics, 0-3-3. Prereq., STAT 620. Point estimation, interval estimation, statistical hypothesis, statistical tests, nonparametric inference, and normal distribution theory. Credit will not be given for STAT 621 if credit is given for STAT 521.
McNeese State University’s request for approval of a Letter of Intent for a Master of Science degree program in Criminal Justice.

EXECUTIVE SUMMARY

McNeese State University proposes to create a Master of Science (MS) degree program in Criminal Justice with a concentration in Justice Administration. The proposed program is an extension of McNeese's Bachelor of Science degree program in Criminal Justice, which is offered through the Center for Adult Learning in Louisiana (CALL). If approved, this interdisciplinary online graduate program will provide advanced knowledge and research and managerial skills for students to be successful in a wide range of criminal justice occupations.

The proposed program has as its main objectives the following: (a) providing graduate level training in Criminal Justice for those already employed in criminal justice careers and needing a graduate level degree to progress in their current or parallel careers; (b) providing graduate level training to those who wish to pursue progressive careers in the field of criminal justice; (c) serving the needs of a large base of currently employed criminal justice professionals whose job duties require irregular working hours, frequent travel, and/or rotation of duty stations; (d) developing in graduates the ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system; and (e) creating in graduates the aptitude to conceptualize the problems of crime and justice from social, cultural, economic, and political perspectives to execute leadership in the justice administration field.

Strong regional demand for this program has been demonstrated as evidenced by support by the Louisiana Department of Public Safety and Corrections, the City of Lake Charles’ Police Chief, and the Calcasieu Parish Sheriff. As well, numerous state and federal criminal justice agencies have created sponsored initiatives to recruit, reward, and retain graduate degree personnel into administrative ranks. As Louisiana has one of the highest violent crime and incarceration rates in the nation, large projected increases in criminal justice occupational positions are forecast, especially those requiring a master’s degree in criminal justice. According to the United States Bureau of Labor Statistics, police officers can expect average employment growth of 10 percent between 2008 and 2018. Detective and criminal investigator professions, however, are projected to experience 17 percent employment growth during the same time.

McNeese's proposed degree program will develop a skilled workforce to support the expanding economy which aligns well with the Louisiana Board of Regents Master Plan for Public Postsecondary Education. Although there are five universities in Louisiana that offer
graduate degrees in criminal justice, the proposed program is unique in that it will be offered 100% online and will provide broad training in the field of criminal justice with a focus on police, court, and correctional administration.

Students pursuing a Master of Science in Criminal Justice may select a thesis or non-thesis track. The thesis option, which is primarily intended for graduates who wish to subsequently pursue the terminal degree in criminal justice or an allied field, will require a total of 30 credit hours. The non-thesis option will require students to complete 36 credit hours.

The proposed program will draw graduates from the University's undergraduate programs as well as working professionals. Former graduates, current students, and a large number of employees of criminal justice agencies who have transferred to the Lake Charles area have frequently requested the creation of such a program. Additionally, a recent survey of graduates from the baccalaureate criminal justice program demonstrates high intention among this group to pursue this advanced degree as, of 214 students surveyed, 169 would be interested in a McNeese Master of Science degree program in Criminal Justice.

Existing library holdings and facilities will be sufficient to support the proposed program. The University expects that there will be minimal additional costs associated with this program during its first five years, other than the creation of one additional faculty position which is expected to be offset by revenue generated from tuition.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for a Letter of Intent for a Master of Science degree program in Criminal Justice.**
March 28, 2012

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

Re: Proposed Master of Science Degree in Criminal Justice

Dear Dr. Moffett:

I request approval of the attached letter of intent to offer the master of science degree in criminal justice. The proposed program is an extension of our bachelor of science program in criminal justice, which is offered in the CALL format. The master’s program is unlike others in the state in delivery format and content. It will be offered 100% online and will provide broad training in the field of criminal justice with a focus upon police, court, and correctional administration.

Employment opportunities exist for program completers in a variety of agencies, or they may choose the program for purposes of career path enhancement if they are already employed in the field. Letters of support for the program are included with the proposal. Current McNeese faculty and the reallocation of one faculty line will support the program. According to a recent assessment of student interest in this graduate program, there is strong student demand for the program.

Thank you for your consideration.

Sincerely,

[Signature]

Philip C. Williams
President
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Campus: McNeese State University</td>
<td></td>
</tr>
<tr>
<td>Program Title, CIP, Degree/Certificate Awarded</td>
<td></td>
</tr>
<tr>
<td>Master of Criminal Justice</td>
<td>CIP 430104</td>
</tr>
</tbody>
</table>

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

Dr. Gregory Clark, Coordinator of Criminal Justice, Department of Social Sciences, (337) 475-5300
c Clark@mcneese.edu

1. Program Objectives and Content

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

McNeese State University proposes offering a Master of Science degree in Criminal Justice with a concentration in Justice Administration. This program will offer broad training in the field of criminal justice writ large with a focus upon police, court and correctional administration. The program will be 100% online. The proposed program is oriented toward the following:

1. Providing graduate level training in Criminal Justice for those already employed in criminal justice careers and need a graduate level degree to progress in their current or parallel careers but cannot achieve this training because of geographic or other limitations.
2. Providing graduate level training to those who wish to pursue progressive careers in the field of Criminal Justice which require advanced training for employment selection, progression and promotion.
3. Serving the needs of a large base of currently employed Criminal Justice professionals whose job duties require irregular working hours, frequent travel, rotation of duty stations, and many other variables which make regular on-campus attendance either difficult or impossible.
4. Developing in graduates the ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system.
5. Creating in graduates the aptitude to conceptualize the problems of crime and justice from social, cultural, economic, and political perspectives to execute leadership in the justice administration field.

Program Structure: the proposed program will be an electronic learning experience with all courses provided via a web based delivery structure already in place at McNeese State University in the CAll Criminal Justice degree program which currently awards the Bachelor of Science degree in criminal justice. Web courses, as well as independent research in selected topics courses at the graduate level, will provide students with the same core courses normally provided by on-campus graduate degree programs in criminal justice elsewhere in the nation. In a sense, this proposed M.S. program may be viewed as an extension of the CAll program. With this proposed degree we will be able to offer a graduate school opportunity for the 35 students who have already graduated through the CAll program and the 90 students currently enrolled. This is in addition to a large number of professionals who have already earned an undergraduate degree and are currently employed in the criminal justice field or allied professions.

All students in the Master of Criminal Justice degree program with a concentration in Justice Administration must complete 12 semester hours of credit in seminal core courses which include Police Justice Administration, Justice Administration in the Court System, Correctional Administration and Management, and Contemporary Criminal Justice Issues. These core courses will accommodate students who already have significant undergraduate training in criminal justice, students with academic
backgrounds other than criminal justice, and students who possess employment experience within the criminal justice or allied fields.

Students will then select a thesis or a non-thesis option track.

The thesis track is intended primarily for graduates who wish to subsequently pursue the terminal degree in criminal justice or an allied field. Students in the thesis track option will complete 12 additional semester hours of criminal justice elective hours in addition to 6 semester hours of thesis credit. A total of 9 semester hours of graduate credit earned in allied disciplines in the social or behavioral science disciplines may be applied to the 12 semester hours of criminal justice electives required. The thesis option will require a grand total of 30 credit hours.

Students in the non-thesis track option will complete 24 additional semester hours of criminal justice elective hours. A total of 12 semester hours of graduate coursework in allied disciplines in the behavioral and social science disciplines may be applied to the 24 semester hours of coursework required. The non-thesis option will require a grand total of 36 credit hours.

Independent research courses at the graduate level may be applied as required elective credits for both thesis and non-thesis track options. Graduate level coursework in other relevant disciplines may be accepted as transfer credit hours and applied toward the required elective credits where the course focus is relevant and appropriate. A maximum of 9 (if thesis track) or 12 (if non-thesis track) credit hours may be accepted for transfer credit hours.

Students may earn up to 6 semester hours of graduate credit for appropriate prior training and experience (PLEs). Students who wish to be evaluated for such credit must submit a portfolio showing documented prior training, certificates, awards or other materials which demonstrate appropriate training or experience for PLE credit consideration. PLE credits may only be applied toward graduate elective hours in either the thesis or non-thesis track.

The following faculty will teach online in our proposed Master's Degree Program in Criminal Justice with a concentration in Justice Administration:

Gregory A. Clark, Ph.D., Professor and Coordinator of Criminal Justice; received his Ph.D. in Criminal Justice from Sam Houston State University in 1988. Since the development of the online criminal justice CALL program, Dr. Clark has developed an innovative online teaching environment in nine different criminal justice courses. His specialty areas include administration, corrections, and criminology. Among the many articles that Dr. Clark has co-authored, his most recent publication examines the relationship between social learning theory and binge drinking among college students.

David Armstrong, Ph.D., Associate Professor of Criminal Justice; received his Ph.D. in Criminal Justice from Sam Houston State University in 1998. He has extensive experience as a police officer, having served in every position from patrolman to police chief. Dr. Armstrong has a varied academic background, with an emphasis on management and administration. Furthermore, he has considerable consulting and training experience. In the area of consulting, Dr. Armstrong has provided services centering on program evaluation, department evaluation, promotion evaluation, test validation, and policy development / validation. With respect to training, he is certified as a Basic Police Instructor (i.e., has instructed criminal justice training at advanced schools in such areas as Glock armorer, defensive handgun use, and judgmental shooting under stress). Dr. Armstrong has taught classes with online components in the past and will receive additional training prior to implementation of this program, if granted.
Stan Weeber, Ph.D., Associate Professor of Sociology; received his Ph.D. in Sociology from University of North Texas in 2000. He has an extensive publication record. Furthermore, Dr. Weeber has shared his sociological expertise with numerous editorial boards for a variety of journals. Likewise, he has been a consultant for universities and governmental political entities. Finally, since the establishment of the Criminal Justice CALL program in 2008, Dr. Weeber has developed and maintained a cutting edge sociological and/or criminal justice mentality by teaching two accelerated (8 week long) sociology online courses per semester.

Carol Campbell, Ph.D., Associate Professor of Sociology; received her Ph.D. in Sociology from Louisiana State University in 1985. Dr. Campbell also holds a Master of Science in Criminal Justice and a Master of Social Work. Dr. Campbell specialized in researching and teaching courses on family issues and deviance. She also teaches courses in an online format.

Billy M. Turner, Ph.D., Professor of Sociology and Criminal Justice and Department Head of Social Sciences; received his Ph.D. in Sociology from Louisiana State University in 1977. Dr. Turner has published extensively in both sociology and criminal justice oriented journals. His list of publications is substantial, with many refereed journal articles. Dr. Turner is a recognized national expert on terrorism.

One new faculty position will be hired. The person will hold the terminal degree and will be required to have online teaching experience. See “Cost” section of this letter for more detail.

A pool of well qualified adjunct instructors has been developed to take over more teaching duties in the undergraduate CALL program in criminal justice. This allows the release of more senior faculty to contribute to the proposed graduate program in criminal justice as well as provide guidance to Visiting Lecturers under the larger CALL criminal justice umbrella. We also have at least one adjunct that will soon be qualified to teach graduate level courses. Wayne Thompson, ABD, Adjunct Professor of Criminal Justice; received his M.S. in Criminal Justice from Troy University in 2008; currently completing his Ph.D. in Public Safety with an emphasis in Criminal Justice from Capella University; Louisiana State Trooper from 2002-present; Adjunct Instructor of Criminal Law and Legal Aspects at the Louisiana State Police Training Academy from 2008-present; Intelligence Officer, Louisiana State Police, Bureau of Investigation, Gaming Section, 2008 to present. Mr. Thompson has numerous awards from the Department of the Army and the Louisiana State Police. He has been teaching in the online Criminal Justice CALL Program at McNeese since Spring 2009.

2. Need

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

With regard to nationally accepted trends in Criminal Justice, www.mastersincriminaljustice.com notes, “Criminal Justice (Master’s) degrees are a new way to enter into higher tiered law enforcement careers around the nation, including the exclusive ranks of the FBI and CIA.” In a similar vein, Cynthia Starita of Virginia’s Marymount University states that, “According to the U.S. Department of Justice and the U.S. Department of Labor, there is an increased demand for leaders in criminal justice, due in part to baby boomer retirements and the heightened need for security in a post 9/11 world.” These sentiments are
shared by numerous Louisiana and federal criminal justice agencies that have created sponsored initiatives to recruit, reward, and retain well-educated personnel into administrative ranks and support the continuing education of existing employees. On the state and federal level, criminal justice agencies are being merged for reasons of economy and control; thus, administration of the once large scope of specialties or sub-agencies within larger criminal justice organizations is being housed under one or fewer umbrellas today with increasing frequency. Therefore, administration is expanding as a career path within agencies at all levels.

In terms of employment projections and supply/demand data, Dharak Bhavsar (17 February 2011) reported the following Bureau of Labor Statistics employment outlook for three broad professional categories associated with the criminal justice field: police and detectives, probation officers and correctional treatment specialists, and correctional officers:

**Employment in Criminal Justice Careers According to Different Professions**

- Police and Sheriff's Patrol Officers: 661,500
- Fish and Game Wardens: 8,300
- Transit and Railroad Police: 4,300
- First-line Supervisors / Managers of Police and Detectives: 97,200
- Detectives and Criminal Investigation: 112,200
- Probation Officers and Correctional Treatment Specialists: 103,400
- Bailiffs: 20,200
- Correctional Officers and Jailers: 454,500

The data from this pie chart may be expressed in this form:
The good news revealed by the data charted above is that there is a projected increase in all professions for the 2008-2018 period. Given this data, police officers can expect average employment growth of 10 percent between 2008 and 2018, according to the U.S. Bureau of Labor Statistics (BLS). Detective and criminal investigator professions, however, are projected to experience 17 percent employment growth in that time frame, according to the Bureau. In a similar vein, according to the BLS, employment of correctional officers, including corrections supervisors, is expected to grow steadily in coming years. Job growth will occur as the population expands and incarceration rates rise. Employment opportunities will be available through state and federal agencies, as well as private companies that operate and staff correctional facilities. Likewise, the BLS predicts employment of detectives and criminal investigators will grow steadily in coming years. Job growth will occur as the population expands and the demand for trained law enforcement specialists increases. There are likely to be many openings within local police departments, while state and federal agency positions will have greater competition. For these positions, bilingual candidates with a college degree, military service or law enforcement experience—especially investigative expertise—should enjoy the best prospects. Finally, the BLS predicts that employment of probation officers and correctional treatment specialists will increase rapidly in coming years. Job growth will occur as probation and parole become more widespread as alternatives to incarceration in budget-conscious states, spurring demand for parole administrators. Most parole administrator positions require a bachelor's degree in social work, psychology or criminal justice. Some employers may prefer candidates with a bachelor's degree and work experience, or a master's degree. Some states require parole agents and administrators to complete a training program and certification test.

Although the previous discussion was centered on national criminal justice job projections, it is important to note that the State of Louisiana has a myriad of social problems which directly impacts the functioning of the Louisiana criminal justice system, and in turn, should lead to a proactive hiring agenda of individuals who have graduate level training in justice administration. The State of Louisiana is not doing well on several fronts. For example, according to the Institute for Economics and Peace's latest Peace index, Louisiana ranks 50th. This non-profit think tank ranks states on five primary indicators: homicides per 100,000 people, violent crimes per 100,000 people, incarceration rate, per capita
number of police officers and availability of small arms. In examining these indicators, the Institute has found that Louisiana has the highest incarceration rate of any state at 886 prisoners per 100,000 people, as well as the highest number of homicides. Louisiana's low state of peace corresponds to a bottom ten ranking in all 15 significant correlations.

A chart with Louisiana criminal justice job projections (2008-2018) is listed below. A comparison of the Louisiana data with the national data reveals a similar anticipated growing demand for a graduate degree in criminal justice for the listed criminal justice professions. In examining the reporting percentages for change, it is evident that Louisiana exceeds the national percentages for all professional endeavors except for probation officers and correctional treatment specialists (19% to 12%).

<table>
<thead>
<tr>
<th>Louisiana CJUS Professions</th>
<th>Employment 2008</th>
<th>Employment 2018</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Officers and Jailers</td>
<td>11,480</td>
<td>13,620</td>
<td>+19%</td>
<td>480</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators</td>
<td>1,840</td>
<td>2,250</td>
<td>+23%</td>
<td>80</td>
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<tr>
<td>First-line supervisors/managers of correctional officers</td>
<td>1,910</td>
<td>2,210</td>
<td>+16%</td>
<td>80</td>
</tr>
<tr>
<td>First-line supervisors/managers of police and detectives</td>
<td>2,150</td>
<td>2,350</td>
<td>+9%</td>
<td>90</td>
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<tr>
<td>Police and Sheriff's Patrol Officers</td>
<td>10,720</td>
<td>11,780</td>
<td>+10%</td>
<td>390</td>
</tr>
<tr>
<td>Probation Officers and Correctional Treatment Specialists</td>
<td>1,150</td>
<td>1,290</td>
<td>+12%</td>
<td>30</td>
</tr>
</tbody>
</table>

Our proposed online Master's program in Criminal Justice is essential for the wellbeing of Louisiana for a variety of reasons. First, Hummer et al (2010:286) have argued that "with the saturation of technology (cellular phones, text messaging, global positioning systems, etc.) among today's youth, the students of today, and into the future, can be expected to pursue online courses; or, at the very least, they will be familiar with the format." Second, the creation of our online program is a logical extension of our successful CALL program which was established in 2008. Third, according to a recent National Governor's Association report, "if higher education is truly going to help drive economic growth, students' academic success must be tied to the needs of the marketplace—not only to ensure that students get jobs, but also to maximize the value of an educated workplace to the economy as a whole" (NGA Center for Best Practices, June 2011). Fourth, our proposed program satisfies the Louisiana Board of Regents' goal of encouraging distance learning and virtual education to maximize program offerings to students while reducing costs. In fact, by 2014, it is projected that 81% of post-secondary students will be taking some or all of their courses online (http://degreecontrol.com/wp-content/uploads/2011/04/evolutioninfo.png). Fifth, as the 2011 Employment Outlook report suggests,
"Louisiana must decide whether to do a better job at diversifying and expanding its economy and educating its people or serve as a great conveniently located source for cheap labor." In short, our proposed program is dedicated to filling the Louisiana criminal justice void with inspired and educated individuals.

Our proposed Master of Science in Criminal Justice program at McNeese State University will be designed so that it aligns with standards set forth for the Academy of Criminal Justice Sciences (ACJS) certification. Specifically, our program will have the following qualities: a clear sense of its mission and how it fits within our university; a sound curriculum that is designed to meet technological and societal change; clear evidence of program quality and effectiveness based on program outcome assessment; the institutional and programmatic resources to maintain program quality and effectiveness; and a commitment to integrity standards of the ACJS Code of Ethics.

Our intent is to seek ACJS certification at a later date. While this certification is not mandatory, it will enhance the program and will provide an extra measure of assurance to applicants, graduates, and employers that the program meets specific national standards. The principal advantage of eventual ACJS certification is that the program will undergo a significant self-study using a set of criterion-referenced standards designed for quality and effectiveness.

More information on the ACJS certification process may be found at http://www.acjs.org/pubs/uploads/FAQforACJSAcademicCertification2-29-08.pdf

In addition to the above information it should be added that the Department of Social Sciences which is the administrative unit for the criminal justice program has received numerous calls over time from military personnel, both officers and enlisted ranks, inquiring about a master’s program in criminal justice. Many of those inquiring are our former graduates now pursuing careers in the military services. Many serve abroad as well as within the United States. For military officers in particular a graduate level degree has become almost mandatory to achieve field grade promotion rank. In addition to this clear need, obtaining a graduate level degree in a relevant discipline minimizes the time frame in which an otherwise qualified individual may enter law enforcement at the federal level. Those who pursue careers in federal law enforcement or allied fields find that obtaining a graduate degree greatly enhances their career potentials for higher administrative positions. In various federal agencies a graduate degree also qualifies the employee for higher ranking and income increases.

For nearly all of the above potential graduate students in the proposed online master of science in criminal justice an on-campus program would be prohibitive because of geographical and vicinal stations, interference with normal work duties and schedules, and a host of other variables. An online master’s degree program as proposed opens the doors to a large student body that could not pursue a graduate degree otherwise.

As a final point in this category, we believe that the program proposed herein will be unique in the state. A combination of two factors: our focus on Justice Administration and the fact that the program will be totally online, sets it apart from the existing programs at ULM, Grambling, Northwestern, SUNO, Southern, and Southeastern. It also differs substantially from the proposed program at ULL. With our proposed program’s unique focus and delivery format McNeese will be positioned to meet the needs for southwestern Louisiana and beyond.
3. Relevance
Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

The proposed program will enhance the educational mission of McNeese State University. Our university has always been committed to providing students with the opportunities, resources, and expertise to achieve academic, personal, and career goals within an atmosphere conducive to their total development. In particular, McNeese State University seeks to stimulate students to maximize intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility.

Recent statistics suggest that "Louisiana's population has one of the lowest educational attainments of any state in the country, ranked 46th in the percentage of the adult population with an associate degree or higher in 2009" (Louisiana Board of Regents, 2011 Master Plan, p. 42). Furthermore, it is imperative that proactive steps are taken to minimize the correlation which exists between the lack of education and variables such as unemployment, crime, and economic problems.

Our M.S. in Criminal Justice program will develop a skilled workforce to support an expanding economy. This is in accordance with the Louisiana Board of Regents Master Plan for Public Postsecondary Education in 2011 report which states in Objective 1.7 that, "higher education communities have joined with workforce and economic development organizations to emphasize the importance of acquiring knowledge and skills—both initial credentialing and lifelong learning—needed for economic security and an improved quality of life. At the same time, employers have a significant role to play. Without action to upgrade the skills and knowledge of employees, companies will have trouble remaining competitive and Louisiana will have difficulty attracting new business and industry." In a similar vein, our new program is a positive step in the direction of satisfying Goal 1 of the Louisiana Board of Regents Master Plan: Increase the Educational Attainment of the State's Adult Population to the Southern Regional Education Board States' Average by 2025 (p. 14 of 2011 report).

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

During the last decade, our Department of Social Sciences and Criminal Justice professors have been inundated for requests to offer a Master's program in Criminal Justice. Former graduates, current students, and a large number of employees of criminal justice agencies who have transferred to this region have frequently requested the creation of such a program (see attachment for letters of support from the community for the proposed graduate program in Criminal Justice). Furthermore, an examination of the number of McNeese criminal justice graduates reveals that the program continues with healthy completer numbers. The following academic years show the combined number of graduates from both CALL and the traditional, on campus program: 2008-2009—47; 2009-2010—47; 2010-2011—46; 2011-2012—57 (the last figure is a projection that includes the number of degree certifications file for Spring 2012). What is striking about these graduation numbers is that the portion of graduates from the CALL program has grown dramatically. Of the numbers cited above, the following numbers show how many of the graduates were from the CALL program: 2008-2009—3; 2009-2010—10; 2010-2011—16; 2011-2012—31. Note that the anticipated number of CALL graduates for this academic year is expected to surpass the number of on-campus graduates thereby highlighting the rapid growth of this program. We currently have over 80 individuals enrolled in CALL and a large number of these students have indicated a strong interest in pursuing a graduate degree in criminal justice if it
were offered through a CALL-type, online program.

To assess the level of potential student interest in a graduate program, the department recently conducted an informal survey simply asking students to answer either Yes or No to the statement: "I would consider enrolling in an ONLINE Graduate Program in Criminal Justice if the program was available at McNeese State University." Of the 214 students surveyed, 169, or 79% responded affirmatively. The same survey was emailed to 104 CALL students who were either currently enrolled or recent graduates. Of the 56 who responded, 53, or 95% indicated “yes” (all survey responses on file in departmental office). While we realize these results are not scientific, the impressive positive response rate is certainly encouraging.

Thus, the proposed Master of Science degree in Criminal Justice is envisioned as an outward growth and extension of the already remarkably successful bachelor’s degree in criminal justice CALL program. These CALL students would be in addition to the large number of students who have called repeatedly desiring a graduate level degree in criminal justice to assist and promote their upward career progression. And the proposed Master of Science degree in Criminal Justice would be a completely ONLINE degree to enable the vast majority of desiring students the opportunity to pursue graduate level study and accompanying degree as they are typically employed full-time and not always located within the immediate geographical area.

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

It is anticipated that one new full-time faculty position will be authorized at a beginning Assistant Professor of criminal justice level with academic year salary of $50,000 plus benefits. As the undergraduate criminal justice CALL program is already up and running smoothly and efficiently, a near seamless addition of a graduate level degree to the CALL program structure is envisioned. The Director of Electronic learning and the CALL Coordinator has been instrumental in the development of this letter of intent. Thus, no additional level of complex bureaucratic structure would be needed.

Additional costs for purchase of equipment and supplies is expected to be relatively low as such items are already in place and functioning in the undergraduate criminal justice CALL program.
CERTIFICATION:

__________________________________________________________ Date
Chief Academic Officer

__________________________________________________________ Date
Chancellor/President

__________________________________________________________ Date
Management Board
Dear Mr. Turner,

I recently received notice that McNeese State University is looking into the possibility of starting an online Master's program. As a former graduate, I can speak for myself and others employed in Law Enforcement within the five parish area, that this programed is needed. With an online Master's program personnel can continue to work while they attend school online. The program will allow interested employees to hold a full-time professional position and work any shift. With the flexibility of the classes, personnel can work and complete the courses as time permits.

The world and society is always changing and we as leaders must adapt to change. Modern policing has become far more complex than in decades past and requires highly educated officers to perform the daily tasks required by Law Enforcement. It is increasingly more important for today's Law Enforcement professionals to continue their education even beyond a bachelor's degree to succeed in the modern world.

By offering an online Master's program pertinent to Law Enforcement it will benefit many former McNeese graduates. Higher education and training of Law Enforcement will also contribute to our community and state.

Sincerely,

Captain Chris Guillory
Commander Troop D
Louisiana State Police
Lake Charles, LA 70615
chris.guillory@dps.la.gov
December 16, 2011

Dr. Billy Turner — Department of Social Sciences
McNeese State University
Box 92335
Lake Charles, LA 70609

Dear Dr. Turner:

I would like to offer this letter of support toward McNeese State University initiating an on-line Master of Criminal Justice degree program.

As Chief of the police department for the municipality of Lake Charles, I know what an asset such a program will be. I have many officers who have already received their Bachelor’s degrees in Criminal Justice from McNeese’s on-line degree program. Additionally, there are several employees currently pursuing their Criminal Justice degree via the same program. Toward that means, I believe there to be those employees who will most certainly wish to take advantage of an on-line Criminal Justice Masters’ Degree, as well.

With the sometimes erratic work schedule of 12-hour rotating shifts and other varied shift work, it is virtually impossible for employees to attend traditional classroom instruction. The on-line program suits law enforcement very well and has afforded many who might not otherwise be able to attain their degrees to do so as a result of the flexibility of on-line classes provides.

In this day and age, I find that more and more employers are seeking out candidates who have a minimum of a bachelor’s degree. Having the availability of an on-line Criminal Justice Masters’ Degree program at McNeese State University will most certainly be a benefit to the futures of our employees.

Respectfully,

Donald D. Dixon
Chief of Police

DDD/cMe

Cherishing the Past, Embracing the Future
December 28, 2011

Dr. Billy Turner
McNeese State University
Department of Social Science
P.O. Box 92335
Lake Charles, LA 70609

Dear Dr. Turner,

I am excited to hear that McNeese State University may be considering an online Master's Program for criminal justice. As you know, we employ a large number of McNeese criminal justice graduates and many of them work rotating shifts and very long hours in many different specialized divisions. We certainly have a significant need and interest throughout the law enforcement community for a Masters of Criminal Justice Program. Many of our deputies have and/or are currently pursuing higher education mainly graduate level degrees online out of state.

It would be a great benefit in more ways than one if McNeese would offer this program to our law enforcement community. It would afford many of our deputies, officers and agents to pursue higher education while working and obviously our agencies would benefit.

Please consider this letter as a letter of support for a McNeese online Masters of Criminal Justice Degree. If I can help or be of any assistance please do not hesitate to call.

Sincerely,

TONY MANCUSO
Sheriff
Calcasieu Parish

TM/hms
EXECUTIVE SUMMARY

McNeese State University is proposing to offer a Post-Baccalaureate Certificate (PBC) in Nursing Case Management. The intent of the proposed online program is to develop clinical resource management skills for health care professionals who must function in an increasingly complex healthcare system in both public and private sectors and are capable of providing quality and cost-effective care. The major objectives of the new program are to prepare participants to: (1) analyze multiple forces influencing emerging health care delivery systems governed within a regulatory and competitive environment; (2) demonstrate a leadership role in the development of innovative, cost-effective health care delivery; (3) synthesize the critical elements of case management and can serve as care coordinators who ensure continuity of quality care across multiple health care entry points; (4) prioritize both clinical and financial operations for quality-driven care, and (5) apply multiple reimbursement concepts in a managed-care environment.

The proposed program would be twelve hours in length, composed of four three-hour courses offered in accelerated seven-week sessions. Structured in this fashion, students can complete the program in two academic semesters. Eligible students will possess a baccalaureate degree in nursing from a nationally accredited nursing program and must be qualified for unencumbered licensure as a Registered Nurse. Admission will be limited to a single cohort of 10 for the first academic year to facilitate program development and evaluation. It is anticipated that 20 students will enroll each semester thereafter. As well, the University projects that there will be 10 completers in year one and will grow to 90 by year five. Students will be recruited directly from targeted southwest Louisiana clinical agencies and military personnel from north Louisiana as the courses are phased in. Following full implementation, the program will be marketed statewide and nationally.

Currently there are no programs in Nursing Case Management in Louisiana despite a growing need for Nursing Case Management specialists. Support for the proposed program has been received from the Louisiana Hospital Association, the United States Army Medical Department in Fort Polk, as well as the West Calcasieu Cameron Hospital. The program fits well with McNeese's nursing and allied health emphasis and supports the institution's role, scope, and mission.
The program will be housed in the College of Nursing. Existing library holdings and facilities are sufficient to accommodate the program. Minimal additional funding will be required to implement the program as it is planned that, initially, current faculty will teach in the program on an overload basis. Eventually faculty who teach in the Associate of Science of Nursing (ASN) program will be able to assume PBC courses as this two-year program will be phased out when SOWELA receives SACS accreditation and subsequent approval to offer this nursing program.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's Proposal for a Post-Baccalaureate Certificate of Nursing Case Management.
April 9, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third Street, Suite 7-309
Baton Rouge, LA 70802

Dear Dr. Moffett:

I request approval to offer the post-baccalaureate certificate in nursing case management, effective with the fall 2013 semester. The program will be delivered online which will allow optimum student access to the program. The program fits well with McNeese's nursing and allied health emphasis and supports the institution's role, scope and mission. There are no programs in Nursing Care Management in the State of Louisiana; therefore the program will fill a void for the health care professionals in Louisiana. The need for Nursing Case Management professionals is growing significantly with the increased emphasis nationally, state wide, and locally on healthcare reform, and the growing need for health care coordination and management.

McNeese can offer the program with minimal additional costs. For example, current faculty will teach in the first two years with overload pay amounting to approximately $7,600 per year. Additional operating and accreditation costs will amount to approximately $12,600. Should enrollment projections exceed estimates, then faculty who currently teach in the associate of science nursing program will assume responsibilities for teaching the PBC courses with no additional cost to the institution. The associate program should be phased out as soon as SOWELA achieves SACS accreditation and receives approval to offer the associate program.

The full proposal for the post baccalaureate certificate in nursing case management and letters of support for the program are attached.

Thank you for your consideration.

Regards,

Philip C. Williams
President

Attachment
PROPOSAL
FOR
POST-BACCALAUREATE CERTIFICATE PROGRAM
FOR
CASE MANAGEMENT IN NURSING

SUBMITTED BY

MCNEESE STATE UNIVERSITY
COLLEGE OF NURSING

APRIL 9, 2012
Proposal for a Post-Baccalaureate Certificate in Nursing Case Management

McNeese State University
College of Nursing

1. Description

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

Program: Post-Baccalaureate Certificate in Nursing Case Management
CPI Code: 5138, Nursing

McNeese State University proposes the creation of a new Post-Baccalaureate Certificate in Nursing Case Management. The delivery of this proposed new certificate program will be in online format to provide access to students at both state and national level. The intent of the program is to develop clinical resource management skills for health care professionals who must function in an increasingly managed care system, both public and private sectors, and are capable of providing both quality and cost-effective care. The major objectives of the new program are to prepare participants to:

1.) Analyze multiple forces influencing emerging health care delivery systems governed within a regulatory and competitive environment.
2.) Demonstrate a leadership role in the development of innovative, cost-effective health care delivery.
3.) Synthesize the critical elements of case management and can serve as case coordinators who ensure continuity of quality care across multiple health care entry points.
4.) Prioritize both clinical and financial operations for quality-driven care.
5.) Apply multiple reimbursement concepts in a managed-care environment.

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

Course Offerings in Sequence
Post-Baccalaureate Certificate in Nursing Case Management

*NURS 491 Principles and Practice of Case Management (3 Lec. 3 Cr.)
Exploration of the role of the nurse case manager in a managed care environment. Principles of practice, management of data, principles of education/learning, rehabilitation, psychosocial aspects, case management practice tools, and professional development are analyzed.

*NURS 492 Nursing and Health Systems Administration (3 Lec. 3 Cr.)
Introduction to the political, social, legal, and ethical forces affecting nursing administrators in integrated health care delivery systems. Students will analyze emerging health care delivery systems governed within a regulatory and competitive environment and ways to develop innovative, cost-effective health care delivery.
**NURS 493** Financial Management of Health Care Systems (3 Lec. 3 Cr.)
This course examines the financial aspects of integrated health care delivery systems. Priority will be given to how clinical and financial operations can be aligned in approaches that limit resource expenditures and maximize resource consumption.

**NURS 494** Managed Health Care Reimbursement Systems (3 Lec. 3 Cr.)
Introduction to cost containment principles, health care insurance principles, managed care concepts and rules for reimbursement, private and public benefit programs, prospective payment systems and rules for reimbursement, resources for the uninsured or underinsured, and utilization management.

The following tentative schedule denotes the semesters that the proposed courses will be offered for the first time:

1. Principles and Practice of Case Management Fall 2013/7 week
2. Nursing and Health Systems Administration Fall 2013/7 week
3. Financial Management of Health Care Systems Spring 2014/7 week
4. Managed Health Care Reimbursement Systems Spring 2014/7 week

Courses will be offered through seven week sessions; initially one course per session. Participants can complete the course sequence in two academic semesters.

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

**Delivery Method:**
The proposed certificate program and courses will be offered online.

**Possibilities for sharing/extending resources and access:**
The proposed program was discussed by the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) Dean's Advisory Group February, 2012. Consensus was that the proposed case management curriculum should be considered by the ICMSN Curriculum Committee for possible articulation into the current Nursing Leadership and Administration in Health Care Master of Science in Nursing or offered as a concurrent graduate certificate program at a later date. Inclusion of this proposed program could serve to increase enrollment in the master's nursing administration degree given the projected demand for the role of nursing case managers. In addition, a merger of the case management curriculum with the current administration master's degree would enable shared resources with ICMSN institutions.

D. Furnish documentation of the approval of the proposed program by the institution's Governing Board
Pending — Document will be forwarded upon approval.
2. Need

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

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

The mission of the College of Nursing is to provide education that will:

- enable graduates to improve the health care system and the quality of life
- commit to student success, academic excellence, fiscal responsibility, community alliances

Two approaches to health care management are moving forward at the national level in response to President Obama's health care reform Affordable Care Act (ACA), the patient-centered medical home (PCMH) and the accountable care organizations (ACO). The goal of the PCMH is to find new ways to ensure patients get preventive care in an effort to head off crises that lead to hospitalizations. An ACO, a shared savings program, is a local health care organization and a related set of providers that can be held accountable for the cost and quality of care delivered to a defined population. If the ACO can meet its goals, it is rewarded for assuming more accountability. Both approaches are designed to eliminate fragmentation and create pathways through a common structural element: care coordination.

The introduction of The Affordable Care Act (ACA) places case management functions of planning, assessing, care transitions and care coordination at the forefront of any healthcare organization's operational plan moving forward. The essential domains of case management knowledge and practice; case management concepts, principles of practice, healthcare management and delivery, healthcare reimbursement, psychosocial aspects of care, rehabilitation, and professional development and advocacy, will provide structure to the coordination of care across the continuum of healthcare. Appropriate use of case managers will provide the mechanism for smooth transitions of care and reduce fragmentation of healthcare. In order for healthcare organizations to provide patient-centered care which is safe and effective, involvement of case managers skilled in care coordination, is essential (Commission for Case Manager Certification [CCMC], n.d.).

This proposal supports the use of certified case management nurses already prepared with a unique holistic clinical skill set. The proposed curriculum will expand the vital role nurses play in facilitating high-quality patient experiences and improved health care outcomes. The proposed case management certification program will provide an integrated approach that promotes effective, collaborative utilization of clinical resources. Students will develop clinical resource management skills combined with managerial skills. Key elements of the program will include clinical practice, management of data, resource management, processes of quality management, legal and ethical consideration, principles of education/learning, tools of case management practice, and professional development.

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

The proposed program, or a similar program has not been offered at McNeese State University.
C. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

There are no Post-Baccalaureate Certificate or graduate programs in Nursing Case Management in the State of Louisiana. A void exists in academic programs which provide structured, formal education to the registered nurse interested in specializing in case management (Smith, 2011). The closest program is a full master's degree program at The University of Oklahoma. Nationally, both a graduate certificate and master's degree are offered through Seton Hall University in New Jersey and a master's degree through Case Western Reserve University in Ohio and Samuel Merritt University in California.

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

There are no programs in Nursing Case Management in the State of Louisiana.

In the public sector, a primary population to be served is public benefit programs such as the Medicare and Medicaid Program. Individuals covered by Medicaid will receive, for the first time, healthcare coverage by a coordinated care network. Historically, both the Medicare and Medicaid population experience complex and chronic health conditions that can result in higher emergency room use and hospital admissions. Both the PCMH and ACO are going to require population care coordinators, a new nursing leadership role that will support the patient-centered medical home as well as the prevention of expensive hospital readmissions for patients with this healthcare coverage. Another significant population are military personnel given the Department of Defense policy created in 2009 adopting the PCMH as a comprehensive primary care model to improve patient satisfaction and health outcomes.

Case managers need to understand the impact of value-based purchasing when it is fully implemented by the Centers for Medicare and Medicaid (CMS). Healthcare organizations will be financially impacted by readmissions, mortality and quality measures in ways not experienced previously. Case managers must understand how hospitals and other healthcare organizations are paid in order to maximize the patient experience and protect the hospital's financial situation. Clinical decisions drive patient care, however, it is important to understand aspects of financial management of resources in order to be effective (Dickinson, Willis, Thomas, & Cesta, 2011).

Financial penalties for readmissions to the acute care hospital will also impact the way patients are managed across the continuum of care. Appropriate transitions in care have been proven to be effective in reduction of readmissions. Case management will be integral to ensuring healthcare organizations have personnel with skills and qualification to handle these changes effectively ("Discharge Toolkit," 2011). Additionally, as primary care practices move to establish themselves as medical homes for the populations they serve, well prepared case managers will be necessary to maintain adequate communication with the patient and other providers in the community. The evolution of Accountable Care Organizations (ACO) will also increase the demand for certified case managers to bridge the gaps in service among members of the ACO. A review of the literature reveals a lack of published information addressing the need to move forward on organization and implementation of ACO in Louisiana (Mulin, 2012).

Readmissions to the acute care hospital cause a heavy burden on the financial operations of the hospitals in this country. It is estimated that as many as 20% of hospitalizations are rehospitalizations and that many of these rehospitalizations are preventable. Appropriate post discharge follow up and timely treatment are key to prevention of rehospitalization. Case Managers must be adequately
prepared for the changes to come if organizations are to stay financially stable in the new environment. The Medicare Payment Advisory Committee (MedPAC), in 2008, calculated the cost of readmissions to the Medicare program to be in excess of $15 billion. MedPAC asserts that reductions in payment to hospitals with higher than average readmission rates for select conditions could offset these excess readmissions ("Pennsylvania Patient Safety Advisory - PPSA," 2010).

The challenge for both public and private health care organizations in implementation of these new health care management approaches is to determine who is best qualified to provide care coordination. Park and Huber (2009) found the baccalaureate degree to be the most common educational preparation level among certified case managers who often must learn on the job for responsibilities beyond the scope of their baccalaureate degree. According to Park and Huber, "a workforce preparation system should be in place quickly and......if replacement of CM (case management) workers is not properly managed, qualified CCMs (certified case managers) may be in short supply in the near future." In the hospital environment, there is a lack of formal instruction and education for nurses in transition to become case managers. Nurses make the transition from the bedside to case management with no formal education or training programs in most organizations. The lack of didactic education accompanied by unstructured preceptor experiences leads to a vacuum in the area of competency development (Dickinson, Thomas, & Cesgta, 2011).

E. If a graduate program is requested, Indicate:

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

ii. Are there possibilities for cooperative programs?

Reference to articulation of this certificate to the ICMSN Nursing Leadership and Administration in Health Care Master of Science in Nursing is addressed in 1. C Description

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

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

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

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

- Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs. The narrative accompanying this objective indicates that "there is a large unmet need for adult postsecondary education efforts that target . . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement."

- Objective 1-6: Increase the rate and number of students earning a postsecondary credential.
The Plan states that "the number of degrees/certificates awarded each year is the best measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment."

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

3. Students

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

The intent of the proposed program is to offer 12 credit hours of course work following a traditional semester schedule. The first two courses of the certificate will begin in the fall of 2013 followed by the next two courses in the spring of 2014. Admission will be limited to a single cohort group of 10 for the first academic year to facilitate program development and evaluation. A cohort group will be admitted each semester thereafter. We anticipate an enrollment of 20 per semester, however, each course will have a maximum capacity of 40.

The College of Nursing will market the proposed program to clinical agencies, both public and private, and health maintenance organizations within the State of Louisiana. The target audiences include already employed baccalaureate degree nurses working in the field of case management as well as recent baccalaureate graduates seeking advanced knowledge and skills in case management to enhance their marketability in the health care sector. It is expected that the program tuition cost for the prospective students from the private sector will be covered by their employers given the value of the knowledge and skills to their institutions. The military sector currently offers tuition reimbursement for their personnel.

### Estimation of Student Enrollment/Completers Over Five Years

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<tr>
<td>Cohort # 7</td>
<td>Jan. 2017- Dec. 2017</td>
<td>20</td>
<td>20</td>
<td>130</td>
</tr>
<tr>
<td>Cohort # 8</td>
<td>Aug 2017- May 2018</td>
<td>20</td>
<td>20</td>
<td>150</td>
</tr>
<tr>
<td>Cohort # 9</td>
<td>Jan. 2018- Dec. 2018</td>
<td>20</td>
<td>20</td>
<td>170</td>
</tr>
</tbody>
</table>

Grand Total Completers Over Five Years: 170
These estimates reflect our discussions with local clinical agencies and representatives from a large military installation located in central Louisiana. It is anticipated that the program will grow given its accessibility through online program delivery.

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

Initially, it is expected that the majority of the students in the proposed program will be students recruited directly from targeted southwest Louisiana clinical agencies and military personnel from north Louisiana as the courses are phased in. Following full implementation, we will expand the program statewide and nationally through active marketing. We anticipate that if the certificate were offered concurrently with the existing ICMSN Nursing Leadership and Administration in Health Care master's degree, additional students who would not otherwise be attracted to McNeese State University and its ICMSN partners, would cause increased growth.

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

Students will be required to meet admission requirements:

- a baccalaureate degree in nursing from a nationally accredited nursing program
- eligibility for unencumbered licensure as a Registered Nurse in the state in which participant practices nursing

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

Graduates of the Baccalaureate Degree in Nursing program in the College of Nursing and statewide would serve as potential students in the proposed program. Enrollment and McNeese State University and statewide BSN completers for the past four years’ are as follows:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>McNeese State University BSN Enrollment</th>
<th>McNeese State University BSN Graduates</th>
<th>Louisiana BSN Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>164</td>
<td>128</td>
<td>966</td>
</tr>
<tr>
<td>2008-2009</td>
<td>165</td>
<td>158</td>
<td>1,138</td>
</tr>
<tr>
<td>2009-2010</td>
<td>168</td>
<td>155</td>
<td>1,157</td>
</tr>
<tr>
<td>2010-2011</td>
<td>180</td>
<td>130</td>
<td>1,284</td>
</tr>
</tbody>
</table>

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

A graduate program is not requested.
### 4. Faculty

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degrees and Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>SCHs Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amy Bufford</td>
<td>1/2006</td>
<td>Assistant Professor</td>
<td>EDD Nova Southeastern University, MSN MeNeesa State University</td>
<td>18</td>
<td>15</td>
<td>254</td>
<td>Chair, College of Nursing Evaluation Committee</td>
</tr>
<tr>
<td>Margaret Hoffpauir</td>
<td>TBA</td>
<td>Clinical Assistant Professor</td>
<td>MSN Northwestern State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Rhonda Johnson</td>
<td>12/1996</td>
<td>Assistant Professor</td>
<td>EDD Nova Southeastern University, MSN University of Texas at Houston</td>
<td>18</td>
<td>18</td>
<td>326</td>
<td>Director, NCLEX and Student Mentoring Program</td>
</tr>
<tr>
<td>Dr. Ann Warner</td>
<td>10/1992</td>
<td>Associate Professor</td>
<td>PhD Texas Women's University, MSN University of Maryland</td>
<td>19</td>
<td>23</td>
<td>318</td>
<td>Director, RN-BSN Program</td>
</tr>
</tbody>
</table>

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

The present student-faculty ratio is 1:30 for an online didactic course. There are no practicum courses offered in the certificate program.

#### C. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

If actual student enrollment follows the projected enrollment, no new faculty member will be needed for Years 1 and 2. If, however, the enrollment is greater than projected a dedicated faculty member will be required for program management, student advisement, and teaching responsibilities. The anticipated closure of the Associate of Science in Nursing (ASN) will allow a redesignation of faculty.
resources in the Baccalaureate of Science in Nursing Degree Program (BSN) no later than 2014. This action will accommodate the growth in the proposed program during the first five years.

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

No unusual outlay of funds or unique techniques will be required. Current faculty are preparing/expanding existing knowledge in case management and working to secure national certification. An advisory board of case management directors will serve as additional content experts for program development.

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

Being a regional institution, McNeese State University focuses primarily on providing services to the local population and its economy. Excellence in teaching is the University’s primary goal with research playing a secondary role. Within the Undergraduate and Graduate Programs, research activities are voluntary and they primarily target the solution of real problems facing local clinical agencies. All research activities are accomplished above the 12 hour minimum teaching load.

F. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

Not Applicable

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

Not Applicable

5. Library and Other Special Resources

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

The library provides students with a full range of library services and bibliographic instruction and are adequate to meet both proposed certificate program need. In addition to physical presence, the university web site has access to links that support scholarly work and research. The library provides students and faculty with online support through many electronic databases, full-text and abstracted journal articles, and governmental documents available online. The University is a member of LALINC (Louisiana Academic Library Information Network Consortium) that provides support for major database searches, systematized document retrieval, and borrowing privileges from libraries across the state. LALINC cards are available to active faculty, staff, and students. Students using the library may obtain reference documents through the use of an interlibrary loan system. Library resources available to support research and scholarship include the those identified below:
Library Resources Available to Support Research and Scholarship

<table>
<thead>
<tr>
<th>Personnel Resources</th>
<th>Electronic Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Faculty</td>
<td>113 Electronic Databases</td>
<td>Online Reference</td>
</tr>
<tr>
<td>Librarians</td>
<td>158 Electronic Journals</td>
<td>Librarian</td>
</tr>
<tr>
<td>21 Support Staff</td>
<td>52,100 Electronic Titles</td>
<td>Online Reference Center</td>
</tr>
</tbody>
</table>

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

Additional funding may be needed to include case management-specific periodicals.

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

None known

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Monographs</th>
<th>Standing Orders</th>
<th>Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>$435.00</td>
<td>$.00</td>
<td>$37,680.00</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$135.00</td>
<td>$.00</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$570.00</td>
<td>$.00</td>
<td>$62,000.00</td>
</tr>
</tbody>
</table>

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

Projected expenditures would be approximately $2000.00

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

None are needed. The library website is state-of-the-art with a dedicated nursing assistant available through live chat and other means of online accessibility.

g. If a graduate program is requested, indicate:

i. Special library resources needed to offer a program of quality.
**ii.** How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

6. Facilities and Equipment

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

The program is web-based, therefore, additional physical resources are not needed.

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

The College of Nursing has a suite of rooms that include space for offices, storage, printing, and meetings for the Undergraduate Nursing Degree Programs. A full-time Undergraduate Nursing Degree Programs Department Head, Assistant Department Head and administrative assistant manage program implementation. All faculty have a dedicated computer accessible to both the Internet and campus network as well as the online learning management system.

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

None are needed.

7. Administration

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

The program will reside under the College of Nursing Undergraduate Nursing Degree Programs.

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

No

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

The Undergraduate Nursing Degree Program has demonstrated successful program outcomes including graduation, employment, and certification pass rates. The program has strong leadership and highly qualified faculty who take every effort to ensure student success.

8. Accreditation

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

The Bachelor's Degree in Nursing Program is currently accredited by the National League for Nursing Accrediting Commission (NLNAC) and has been reviewed by the Commission on Collegiate Nursing Education (CCNE) for initial accreditation in 2012. The Graduate Nursing Degree Program is currently
accredited by the Commission on Collegiate Nursing Education (CCNE). Both NLNAC and CCNE accreditation evaluation consists of a review of the program's mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The review is based on the required Standards and whether or not the program meets the standards and procedures for graduate nursing degree programs. The College of Nursing will notify CCNE through a substantive change request once the program is approved and the courses have been fully developed by fall, 2013.

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

Institutions seeking CCNE accreditation are required to pay a new applicant fee for the initial accreditation of any new program at the time of application. These costs have already been incurred for the baccalaureate program for its initial CCNE approval of 2012-2017 in the amount of $5,500. The current annual fee for the baccalaureate and master's program is $2,646. Any program that holds preliminary approval or accreditation by CCNE and wishes to add a new program must pay a fee of $2,000. The total costs of the annual fee for the baccalaureate, master's program and the new post-baccalaureate certificate program will be $3,416 in 2013. 1

1 http://www.aacn.nche.edu/ccne-accreditation/FEESTR.pdf

In addition to national accreditation, all nursing programs must be approved by the Louisiana State Board of Nursing (LSBN). LSBN monitors and evaluates nursing programs' compliance with Chapter 45, Title 46, Part XL VII rules and regulations that govern advanced nursing practice programs in Louisiana. The annual LSBN fee is $50 per institution for any program type. The LSBN conducts an on-site evaluation every 5-10 years and makes a determination of compliance with LSBN rules and regulations. The fee is $500. 2

2 LSBN Rules and Regulation-Lsbn.state.la.us/documents/rules/fullrules.pdf

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

Not applicable

9. Related Fields

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

Baccalaureate Degree in Nursing

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

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

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

Program Costs:
This program will result in minimal additional costs to the university for accreditation and faculty overload as the anticipated closure of the Associate of Science in Nursing (ASN) will allow a redesignation of faculty resources in the Baccalaureate of Science in Nursing Degree Program (BSN) no later than 2014.

Anticipated Increased Income:
The new program will increase income as enrollment grows. The prospects for increased income are high given the national predictions for the increasing role of nursing case managers required to implement the PCMH and ACO health care delivery models. In addition, a significant cost savings will be realized by the University since a low faculty to student ratio is not required as with the current ASN clinical courses.

b. Indicate departmental costs.

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, Instructional</td>
<td>$1,776,790</td>
<td>$1,768,134</td>
</tr>
<tr>
<td>Salaries, Classified*</td>
<td>$276,919</td>
<td>$274,342</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$344,197</td>
<td>$337,798</td>
</tr>
<tr>
<td>Insurance Contributions</td>
<td>$174,935</td>
<td>$177,089</td>
</tr>
<tr>
<td>Travel</td>
<td>$17,935</td>
<td>$3,323</td>
</tr>
<tr>
<td>Supplies</td>
<td>$3,519</td>
<td>$2,768</td>
</tr>
<tr>
<td>Professional services</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$8,876</td>
<td>$500</td>
</tr>
<tr>
<td>Department Total</td>
<td>$2,608,039</td>
<td>$2,566,655</td>
</tr>
</tbody>
</table>

*Defined as non-instructional salaries

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

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

C. Indicate if additional funds for research will be needed to support the proposed program.
D. Provide estimates of additional cost on the attached form.

The proposed Post-Baccalaureate Certificate in Nursing Case Management will require minimal additional funding in order to be implemented.
SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

Institution: McNeese State University  
Date: March, 2012

Program/Unit: Undergraduate Nursing Degree Programs

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

Definition for MSU Based on percentage of faculty member's workload dedicated to the undergraduate program

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
<th></th>
<th>FOURTH YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
<td>AMOUNT</td>
<td>FTE</td>
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</tr>
<tr>
<td>Faculty Overload</td>
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<td>0</td>
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<td>0</td>
<td>$7,600</td>
<td>0</td>
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<tr>
<td>Graduate Assistants</td>
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</tr>
<tr>
<td>Support Personnel</td>
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<tr>
<td>Fellowships and Scholarships</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td><strong>$3,800</strong></td>
<td><strong>$7,600</strong></td>
<td><strong>$7,600</strong></td>
<td><strong>$7,600</strong></td>
<td><strong>$7,600</strong></td>
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<td><strong>$7,600</strong></td>
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<td><strong>$7,600</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating *</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td><strong>$3000</strong></td>
<td><strong>$3000</strong></td>
<td><strong>$3000</strong></td>
<td><strong>$3000</strong></td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>$6,800</strong></td>
<td><strong>$10,600</strong></td>
<td><strong>$10,600</strong></td>
<td><strong>$10,600</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AMOUNT</th>
<th>%</th>
<th>AMOUNT</th>
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<th>%</th>
<th>AMOUNT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$6,800</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
</tr>
<tr>
<td>Federal Grants/Contracts</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
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</tr>
<tr>
<td>State Grants/Contracts</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Private Grants/Contracts</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$6,800</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
<td>$10,600</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Operating: Fax, telephone, duplication, printing costs, etc.
**Additional library costs
LETTER OF SUPPORT
April 9, 2012

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

Dear Dr. Wolfe,

The Louisiana Hospital Association (LHA) supports your efforts to establish a Post-Baccalaureate Certificate in Nursing Case Management through the College of Nursing, McNeese University.

LHA serves as the association representing the majority of Louisiana hospitals. However, in our education and workforce efforts we support non-member hospitals as well as other branches of the healthcare sector. As the Chair of the Louisiana Health Works Commission (a legislative mandated Commission), it is my responsibility to address the education and workforce needs of healthcare. Recognizing the changes resulting from healthcare reform at the federal level and state level, it is imperative that we develop new policies, initiatives and educational programs to address those changes. As you point out so well in your proposal, new approaches are essential if we are to meet the requirements of the state and federal legislation. The accountable care organizations, value based purchasing, coordinated care networks and the emphasis on safety and quality call for new roles for healthcare professionals. Of utmost importance are individuals who can serve as case managers to ensure a successful transition to and from the various levels of care. This is not just good medicine – it is an economic reality as reimbursement will depend on the outcomes providers achieve.

One of my greatest concerns is that at the present time, Louisiana does not have in place programs to educate individuals to be proficient as case managers. The “new” case manager is more than just someone who reviews discharge orders. Rather, this individual must be a healthcare professional who understands not only the medical needs of the patient, but also knows the community, the resources available, the family situation and the safety and quality standards mandated in the legislation. To provide this level of coordinated care for our population, the program you are proposing is essential. I look forward to working with you as you move forward in your efforts.

Sincerely,

KarenSue Zoeller
Vice President of Policy Development
Warrior Transition Unit

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

Dear Dr. Wolfe,

Thank you for asking our opinion regarding your proposal for a new Case Management in Nursing Post-Baccalaureate certificate to be offered at McNeese State University.

A local Case Management in Nursing certificate program would support the mission and vision for patient care provided by Bayne-Jones Army Community Hospital, Fort Polk, Louisiana. Of special interest would be a program directly supporting achievement of a recognized national certification in case management.

The United States Army Medical Department (AMEDD) recognizes improved patient outcomes occur with utilization of qualified Nurse Case Managers. To that end, the AMEDD requires successful completion of a standardized program for all our Nurse Case Managers. The AMEDD also encourages national certification for Nurse Case Managers.

Bayne-Jones Army Community Hospital recently created new positions for Nurse Case Managers and will add more positions with the implementation of Patient Centered Medical Home. A recent hiring action for a Nurse Case Manager resulted in only two of eighteen applicants with case management certification. A local certificate program for Case Management in Nursing would benefit not only our existing employees but improve the local pool of applicants for new positions.

Thank you again for requesting our opinion. Please contact me at either (337) 424-5562 or stanly.foster@us.army.mil for anything you believe may be of mutual interest.

Sincerely,

Stan Foster
Lieutenant Colonel, Army Nurse Corps
Chief, Nurse Case Management
Jarie D. Fugé
701 Cypress Street
Sulphur, LA 70663
March 28, 2012

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

Dear Dr. Wolfe:

I am writing to support the care management academic program that McNeese is considering. This program will be very beneficial to the healthcare community as we face a new era of value based purchasing and accountable care organizations. Our care managers will play a key role in our success as we participate in these programs.

Currently, many care managers have on the job training, and often do not have access to further education in this area of expertise. An online program would be accessible to clinicians and allow them to continue to work while obtaining education.

Many organizations are being forced to hire consultants to provide care management services due to the complexity and broad knowledge base required to ensure success with the following:

- Care Coordination
- Length of Stay Management
- ICD-10
- Core Measures
- Medical Necessity
- Utilization Management
- Payor Authorization
- Discharge Planning
- Transition Management
- Avoidable Day Performance
- Prevention of Readmissions
Healthcare organizations must be successful in these areas in order to remain a viable, functioning healthcare provider, which is vital to the health of our communities. The care manager must be knowledgeable and highly skilled to be successful in this role.

I very strongly support the institution of a care management program at McNeese and am very impressed with the proactive approach from our local Nursing Program. As always, you and your team are in touch with the educational needs of the healthcare community.

Sincerely,

[Signature]

Jamie D. Frugé, RN, MSN/MBA
Item E.7. Nicholls State University's request for approval of a Proposal for a collaborative offering of a Master of Science in Nursing degree program.

EXECUTIVE SUMMARY

The Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) composed of McNeese State University, Southeastern Louisiana University, and University of Louisiana at Lafayette is an existing cooperative endeavor that offers an online Master of Science in Nursing. The ICMSN, which has existed since 1989, has extended an invitation to Nicholls State University to join the association and, as such, Nicholls now requests permission to offer a Master of Science in Nursing (MSN) degree through affiliation with the consortium. In concurrence with ICMSN goals, the proposed program seeks to use the consortium design of sharing resources and talent to effectively meet student learning needs; to effectively utilize distance learning strategies to provide educational access for students from diverse cultural, social, and geographical backgrounds; and to provide a curriculum that fosters scholarship, knowledge, research utilization, sound decision-making skills, relationship building, and clinical competence in graduates.

The MSN degree program will offer two options: (1) the Registered Nurse (RN) to MSN option provides qualified RNs, who have a diploma or an Associate of Science in Nursing (ASN) degree, to earn a MSN degree via a Bachelor of Science in Nursing (BSN) articulated curriculum, and (2) a traditional track that will permit students with a BSN degree to earn an MSN degree. In doing so, Nicholls will follow the four unified curricula as identified by ICMSN. These four curricula assist nurses in the acquisition of advanced knowledge in specialized areas of nursing to enhance their effectiveness in nursing care as a nurse practitioner, administrator, or educator. Depending on the curriculum, credit hours required for program completion range from 35-49 hours with a range of 300-720 clinical hours.

The proposed program has not been previously offered at Nicholls. Currently, there are eight MSN degree programs offered in Louisiana, three of which are offered by ICMSN participants. The addition of Nicholls to this group of MSN institutions would be consistent with an Institute of Medicine report, which indicates that schools of nursing must build their capacities to prepare more students at the graduate level to assume roles in advanced practice, leadership, education, and research. Within the state, the Louisiana State Board of Nursing 2011 Annual Report indicates that in 2010 there were 1,353 eligible undergraduate nursing students who could not be admitted to a school of nursing for various reasons. One reason cited was lack of qualified faculty, a barrier that would be reduced with the inclusion of Nicholls as an ICMSN...
Executive Summary
April 24, 2012
Page 2

academic partner. The proposed program is supported by the major healthcare providers in the Bayou Region.

The projected enrollment for the proposed program is six students in the initial year with growth anticipated to 30 students by year five. It is estimated that the number of graduates would be six in the second year and increase to 13 by the fifth year. The University’s BSN program, which annually graduates 70 to 90 students, would serve as a primary feeder to the MSN program in addition to a large number of nurses currently employed in the region.

A strong cadre of faculty exists to offer the program – nine doctoral prepared faculty and one doctoral candidate will be directly involved in the program. Existing facilities, equipment, and library resources are sufficient to deliver the online program. Initial estimated costs to implement the program include converting a current 9-month faculty position to a 12-month faculty position to serve as Program Coordinator, the addition of a full-time administrative assistant who would be designated for the proposed program and hiring two additional 9-month undergraduate faculty. As course offerings expand to include the clinical practicum, additional doctoral prepared family nurse practitioners will be added for spring 2014 and fall 2014. This, in addition to minimal associated costs for travel and supplies, will be offset by projected program revenues.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request for approval of a Proposal for a collaborative offering of a Master of Science in Nursing degree program.
March 30, 2012

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

Dear Dr. Moffett:

Nicholls State University requests consideration and approval of the enclosed items to be placed on the agenda for the April 24, 2012, meeting of the Board of Supervisors for the University of Louisiana System:

Request for Authority to Offer a New Program for a Master of Nursing

Thank you for your assistance in this matter.

Sincerely,

[Signature]

Stephen T. Hultbert
President

Enclosures

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

Date: April 3, 2012

To: Dr. Stephen Hulbert, President

From: Dr. Layne Barrilleaux, Vice President for Academic Affairs

RE: Request to offer a new program - Master of Nursing

It is hereby requested that the attached Request for Authority to Offer a New Program for a Master of Nursing be submitted to Dr. Randy Moffett for review and approval by the Board of Supervisors for the University of Louisiana System at its April 2012 meeting. The document is well prepared and indicates that considerable work has been done to justify its need for the area served by the University as well as for the state and region. Support for such a program is well documented throughout the state and would be delivered as part of an existing consortium with our sister institutions of McNeese, University of Louisiana at Lafayette and Southeastern. The program would provide to individuals in our region important credentials that are needed as the emphasis on master’s preparation in nursing increases in the healthcare industry.

LB/sa
enclosure
LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

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

Name of Institution Submitting Proposal  Nicholls State University
Specific Degree to be Awarded Upon Completion  Master of Science in Nursing
Recommended 2010 CIP Taxonomy  51.3801
Date to be Initiated  January 2013
Department or Academic Subdivision  College of Nursing and Allied Health / Department of Nursing
   Responsible for the Program
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program  Velma Westbrook, DNS, MA, RN
   Dean and Professor

Date Approved by Governing Board

Date Received by Louisiana Board of Regents
Academic Affairs Committee Review
Board Action (Nature of Action)*
Date of Board Action

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
Nicholls State University
College of Nursing and Allied Health
Department of Nursing

PROPOSAL OF A NEW ACADEMIC PROGRAM
Master of Science in Nursing
Proposal: MSN Program at Nicholls State University

I. DESCRIPTION

a. Title, nature, and objective of the proposed program

Nicholls State University (Nicholls) seeks to offer a Master of Science in Nursing (MSN) degree through affiliation with the Intercollegiate Consortium for Master of Science in Nursing (ICMSN) degree program offerings. The current ICMSN organization chart and the proposed organization chart are presented in Appendix A. The ICMSN, currently comprised of three Louisiana institutions, the University of Louisiana at Lafayette (UL Lafayette), McNeese State University in Lake Charles (MSU), and Southeastern Louisiana University in Hammond (SLU) is designed to prepare advance practiced nurses through a model of shared governance, resources, and curricula. See Appendix B for the ICMSN Memorandum of Agreement.

In concurrence with ICMSN goals, the proposed program seeks to use the consortium design of sharing resources and talent to effectively meet student learning needs; to effectively utilize distance learning strategies to provide educational access for students from diverse cultural, social, and geographical backgrounds; and to provide a curriculum that fosters scholarship, knowledge, research utilization, sound decision-making skills, relationship building and clinical competence in graduates. The proposed MSN program at Nicholls will offer two options for the MSN degree:

- The Registered Nurse (RN) to MSN option provides qualified RNs, who have a Diploma or an Associate of Science in Nursing (ASN) degree, to earn a MSN degree via a Bachelor of Science in Nursing (BSN) articulated curriculum.
- A generic option will permit students with a BSN degree to earn a MSN degree.

Courses will be offered as asynchronous instruction using the learning Management System (LMS) Moodle. Synchronous methodology (i.e., chat rooms, adobe connect) may also be used to facilitate communication.

b. Degree or certificate contemplated

A Master of Science in Nursing (MSN) degree will be offered. Students may choose from the following program concentrations: Family Nurse Practitioner; Family Psychiatric and Mental Health Nurse Practitioner; Nurse Educator; and Nurse Executive.

c. List and describe course offerings

The courses, number of course credit hours, and degree requirements for the MSN are agreed upon by the ICMSN partners. As an ICMSN academic partner,
Nicholls will collaborate with the other institutions in providing courses. Table 1 list the approved ICMSN courses and respective credit hours and/or clinical-clock hours.
Table 1: ICMSN Courses and Credit and Clinical or Clock Hours

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit / Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Foundations of Advanced Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Issues in Advanced Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Generating Evidence for Nursing Practice</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Pathophysiology for Advanced Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Health Assessment &amp; Diagnostic Reasoning Practicum</td>
<td>1 / 60</td>
</tr>
<tr>
<td>Health Assessment &amp; Diagnostic Reasoning for Advanced Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Pharmacotherapeutics for Advanced Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Diagnostic Considerations &amp; Psychopharmacology of Psychiatric Disorders</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Population Based Primary Care</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Psychotherapy for Advanced Practice Psychiatric Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family I</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family II</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family III</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family Psychiatric/Mental Health I</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family Psychiatric/Mental Health II</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Advanced Practice Nursing Family Psychiatric/Mental Health III</td>
<td>5 / 240</td>
</tr>
<tr>
<td>Nursing Education Concepts &amp; Foundations</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Curriculum &amp; Evaluation in Nursing Education</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Leadership &amp; Management in Nursing Education</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Instructional Design in Nursing Education</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Nursing Education Practicum</td>
<td>3 / 75</td>
</tr>
<tr>
<td>Advanced Clinical Concepts in Nursing Practice</td>
<td>3 / 225</td>
</tr>
<tr>
<td>Advanced Nursing Education Practicum</td>
<td>4 / 225</td>
</tr>
<tr>
<td>Policy, Organization, Structure in Health Care Systems</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Nurse Leadership/Management in Health Care Organizations</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Health Care Workforce Management</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Nurse Leadership &amp; Administration Field Study I</td>
<td>2 / 75</td>
</tr>
<tr>
<td>Nurse Leadership &amp; Administration Field Study II</td>
<td>2 / 75</td>
</tr>
<tr>
<td>Nurse Leadership &amp; Administration Internship</td>
<td>2 / 75</td>
</tr>
<tr>
<td>Legal &amp; Regulatory Issues in Nursing Administration</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Fiscal &amp; Economic Principles for Nurse Leaders</td>
<td>4 / 0</td>
</tr>
<tr>
<td>Focused Scholarly Project OR</td>
<td>3 / 0</td>
</tr>
<tr>
<td>Thesis</td>
<td>3 / 0</td>
</tr>
</tbody>
</table>
**d. Curriculum for proposed program**

The following four (4) ICMSN unified curricula are logically structured to meet expected program outcomes and will be offered by Nicholls. These four curricula assist nurses in the acquisition of advanced knowledge in specialized areas of nursing to enhance their effectiveness in nursing care as a nurse practitioner, administrator, or educator.

**FAMILY NURSE PRACTITIONER CURRICULUM**

| Semester 1 | 500/600 | Theoretical Foundations of Advanced Nursing |
|           | 504/604 | Issues in Advanced Nursing                |
|           | 518/618 | Pathophysiology for Advanced Nursing      |

| Semester 2 | 502/602 | Generating Evidence for Nursing Practice |
|           | 516/616 | Health Assessment & Diagnostic Reasoning for Advanced Nursing |
|           | 506/606 | Health Assessment & Diagnostic Reasoning Practicum |
|           | 517/617 | Pharmacotherapeutics for Advanced Nursing |

| Semester 3 | 509/609 | Population Based Primary Care |
|           | 582/682 | Advanced Practice Nursing Family I |
|           | 595/695 | Focused Scholarly Project |
| OR         | 599/699 | Thesis (if chosen) |

| Semester 4 | 583/683 | Advanced Practice Nursing Family II |
|           | 599/699 | Thesis (if chosen) |

| Semester 5 | 584/684 | Advanced Practice Nursing Family III |

**Total Credit Hours** 40-43

**Total Clinical Clock Hours** 720
# FAMILY PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER CURRICULUM

## Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>500/600</td>
<td>Theoretical Foundations of Advanced Nursing</td>
</tr>
<tr>
<td>504/604</td>
<td>Issues in Advanced Nursing</td>
</tr>
<tr>
<td>518/618</td>
<td>Pathophysiology for Advanced Nursing</td>
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</table>

## Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>502/602</td>
<td>Generating Evidence for Nursing Practice</td>
</tr>
<tr>
<td>516/616</td>
<td>Health Assessment &amp; Diagnostic Reasoning for Advanced Nursing</td>
</tr>
<tr>
<td>506/606</td>
<td>Health Assessment &amp; Diagnostic Reasoning Practicum</td>
</tr>
<tr>
<td>508/608</td>
<td>Diagnostic Considerations &amp; Psychopharmacology of Psychiatric Disorders</td>
</tr>
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## Semester 3

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>518/618</td>
<td>Pathophysiology for Advanced Nursing</td>
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<td>509/609</td>
<td>Population Based Primary Care</td>
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<tr>
<td>590/690</td>
<td>Psychotherapy for Advanced Practice Psychiatric Nursing</td>
</tr>
</tbody>
</table>

## Semester 4

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>591/691</td>
<td>Advanced Practice Nursing Family Psychiatric/Mental Health I</td>
</tr>
<tr>
<td>595/695</td>
<td>Focused Scholarly Project</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>599/699</td>
<td>Thesis (if chosen)</td>
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## Semester 5

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>592/692</td>
<td>Advanced Practice Nursing Family Psychiatric/ Mental Health II</td>
</tr>
<tr>
<td>599/699</td>
<td>Thesis (if chosen)</td>
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</tbody>
</table>

## Semester 6

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>593/693</td>
<td>Advanced Practice Nursing Family Psychiatric/Mental Health III</td>
</tr>
</tbody>
</table>

## Total Credit Hours

46-49

## Total Clinical Clock Hours

720
### NURSE EXECUTIVE CURRICULUM

**Semester 1**
- 500/600: Theoretical Foundations of Advanced Nursing
- 502/602: Generating Evidence for Nursing Practice
- 509/609: Population Based Primary Care

**Semester 2**
- 546/646: Policy, Organization, Structure in Health Care Systems
- 548/648: Nurse Leadership/Management in Health Care Organizations
- 549/649: Health Care Workforce Management
- 554/654: Nurse Leadership & Administration Field Study I

**Semester 3**
- 556/656: Legal & Regulatory Issues in Nursing Administration
- 555/655: Fiscal & Economic Principles for Nurse Leaders
- 555/655: Nurse Leadership & Administration Field Study II
- 595/695: Focused Scholarly Project
  - OR
- 599/699: Thesis (if chosen)

**Semester 4**
- 59555/655: Nurse Leadership & Administration Internship
- 595/695: Focused Scholarly Project
  - OR
- 599/699: Thesis (if chosen)

**Total Credit Hours**: 35-38

**Total Clinical Clock Hours**: 300
### NURSE EDUCATOR CURRICULUM

#### Semester 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>500/600</td>
<td>Theoretical Foundations of Advanced Nursing</td>
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<tr>
<td>534/634</td>
<td>Nursing Education Concepts &amp; Foundations</td>
</tr>
<tr>
<td>535/635</td>
<td>Curriculum &amp; Evaluation in Nursing Education</td>
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</tbody>
</table>

#### Semester 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>502/602</td>
<td>Generating Evidence for Nursing Practice</td>
</tr>
<tr>
<td>533/633</td>
<td>Leadership &amp; Management in Nursing Education</td>
</tr>
<tr>
<td>536/636</td>
<td>Instructional Design in Nursing Education</td>
</tr>
</tbody>
</table>

#### Semester 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>537/637</td>
<td>Nursing Education Practicum</td>
</tr>
<tr>
<td>538/638</td>
<td>Advanced Clinical Concepts in Nursing Practice</td>
</tr>
<tr>
<td>595/695</td>
<td>Focused Scholarly Project</td>
</tr>
<tr>
<td>OR</td>
<td>Thesis (if chosen)</td>
</tr>
</tbody>
</table>

#### Semester 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>595/695</td>
<td>Advanced Nursing Education Practicum</td>
</tr>
<tr>
<td>OR</td>
<td>Focused Scholarly Project</td>
</tr>
<tr>
<td>599/699</td>
<td>Thesis (if chosen)</td>
</tr>
</tbody>
</table>

#### Total Credit Hours
| Total Credit Hours | 34 |

#### Total Clinical Clock Hours
| Hours         | 525 |

### e. Special requirements

Students will be required to complete either a Thesis (599/699) or a Focused Scholarly Project (595/695). Students who elect to enroll in Thesis will earn a minimum total of six (6) credits. Students who elect to enroll in Focused Scholarly Project will earn a total of three (3) credits. Nurse Educator students who elect a Focused Scholarly Project must also earn three (3) credits in an approved graduate level elective. The elective must be approved by the respective university's ICMSN Graduate Coordinator.

### f. Documentation of the approval by the institution's Governing Board

The Council of Intercollegiate Nursing Consortium (C.I.N.C.), the entity responsible for establishing and revising, as necessary, policies for operation of the ICMSN, extended Nicholls an invitation to join as an ICMSN partner institution. See Appendix C for the minutes from the C.I.N.C.'s February 14, 2012 meeting. This MSN program proposal provides support of Nicholls's interest in and commitment to affiliate with ICMSN and to contribute to the ICMSN's mission and goals.
Nicholls is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Upon the Board of Supervisors (BoS) for the University of Louisiana System, the State of Louisiana Board of Regents (BoR), and the Louisiana State Board of Nursing (LSBN) approval of this proposal, Nicholls will inform SACS of this substantive change in order to receive SACS approval.

II. Need

a. Has proposed program been previously offered?

This proposed MSN program has not been previously offered at Nicholls. The ICMSN, however, has successfully offered a MSN degree program as a collaborative model since its first fall semester admission in 1989.

b. List similar programs offered in Louisiana (public or private) and neighboring states

Currently there are eight (8) MSN programs, three (3) of which compose the ICMSN, and one (1) Master of Nursing (MN) program offered by colleges or universities physically located in Louisiana (LSBN, 2010). In neighboring states of Texas, Arkansas, and Mississippi RN-MSN and/or MSN programs are also offered by a number of colleges or universities physically located within those states. Table 2 lists the states and their respective colleges and universities.
Table 2: Louisiana, Texas, Arkansas, and Mississippi Colleges and Universities Offering Master of Science Nursing Programs

<table>
<thead>
<tr>
<th>State</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>Intercollegiate Consortium for Master of Science in Nursing (ICMSN)</td>
</tr>
<tr>
<td></td>
<td>• University of Louisiana in Lafayette (ICMSN)</td>
</tr>
<tr>
<td></td>
<td>• Southeastern Louisiana University (ICMSN)</td>
</tr>
<tr>
<td></td>
<td>• McNeese State University (ICMSN)</td>
</tr>
<tr>
<td></td>
<td>Grambling University</td>
</tr>
<tr>
<td></td>
<td>Loyola University</td>
</tr>
<tr>
<td></td>
<td>Northwestern State University</td>
</tr>
<tr>
<td></td>
<td>Our Lady of the Lake College</td>
</tr>
<tr>
<td></td>
<td>Southern University</td>
</tr>
<tr>
<td></td>
<td>Louisiana State University Health Science Center (* MN Program)</td>
</tr>
<tr>
<td>Texas</td>
<td>University of Texas (Austin, Arlington, El Paso, Galveston, Tyler)</td>
</tr>
<tr>
<td></td>
<td>University of Texas Health Sciences Center</td>
</tr>
<tr>
<td></td>
<td>Baylor University</td>
</tr>
<tr>
<td></td>
<td>Texas Christian University</td>
</tr>
<tr>
<td></td>
<td>Texas Women’s University</td>
</tr>
<tr>
<td></td>
<td>Angelo State University</td>
</tr>
<tr>
<td></td>
<td>Midwestern State University</td>
</tr>
<tr>
<td></td>
<td>Patty Hanks Shelton SON (member of an intercollegiate consortium of private</td>
</tr>
<tr>
<td></td>
<td>universities)</td>
</tr>
<tr>
<td></td>
<td>University of Houston</td>
</tr>
<tr>
<td></td>
<td>West Texas A&amp;M University</td>
</tr>
<tr>
<td>Arkansas</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td></td>
<td>University of Central Arkansas</td>
</tr>
<tr>
<td></td>
<td>University of Arkansas for Medical Services</td>
</tr>
<tr>
<td>Mississippi</td>
<td>University of Mississippi Medical Center</td>
</tr>
<tr>
<td></td>
<td>University of Southern Mississippi</td>
</tr>
<tr>
<td></td>
<td>Mississippi University for Women</td>
</tr>
<tr>
<td></td>
<td>Alcorn State University</td>
</tr>
<tr>
<td></td>
<td>Delta State University</td>
</tr>
</tbody>
</table>

**c. If similar programs exist in Louisiana, why is an additional program needed?**

According to the Institute of Medicine report (IOM, 2010) a number of barriers prevent nurses from being able to respond effectively to rapidly changing health care settings and an evolving health care system. One recommendation made by IOM to ensure delivery of safe, patient-centered care across settings is an improved education system that promotes a seamless academic progression for nurses. IOM goes further to say that schools of nursing must build their capacities to prepare more students at the graduate level to assume roles in advanced practice, leadership, education, and research.

The LSBN (2011) annual report indicates that in 2010 there were 1,353 eligible undergraduate nursing students throughout the state who could not be admitted to a school of nursing for a variety of reasons. One reason cited was lack of qualified faculty,
a consequence which impacted 57 of those students. Considering these issues, inclusion of Nicholls as an ICMSN academic partner would afford nurses additional opportunity to take graduate nursing courses at yet another ICMSN partner university and receive full residence credit toward an MSN.

d. Indicate State, regional, and national need. Are there possibilities for cooperative programs?

The United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care increases. The fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care compounds the problem (American Nurses Association, 2011).

Key regional clinical affiliates recognize the need for graduate level nursing education in order for nurses to promote and provide optimum safe, quality patient-centered care in today's greater healthcare system (see Appendix D).

Currently, regional learners travel many miles out of state to other universities for such opportunities. As a fourth partner in the consortium, Nicholls would significantly expand opportunity and access for nurses seeking graduate education and specialization. As previously indicated, collaborative models, such as the ICMSN, promotes the sharing of resources and talent to effectively meet student learning needs as well as the need for economic growth and healthier citizens in our service region.

e. If approved will it result in termination of existing programs?

If this proposed MSN program affiliation with the ICMSN program receives final approval it will not result in the termination or phasing out of any existing programs offered at Nicholls nor within the ICMSN program offerings.

III. Students

a. Estimate the number of enrollees and graduates for the projected program in each of the first five years by level of student. Include a justification for these figures.

Over the past several years, interest in graduate education has consistently been expressed by Nicholls's Bachelor of Science in Nursing (BSN) program graduates. For example, spring 2011 senior exit interviews indicated that 28 out of 35 (80%) graduating seniors would pursue a graduate degree within 1 to 5 years. While 38 out of 46 (82.6%) of fall 2011 exiting graduates expressed interest in pursuing graduate studies. The following modest projection of generic MSN student admissions, enrollment, and potential graduates is based on factoring in as few as 10% of the number of 2011 BSN graduates expressing interest in graduate education and an exponential increase of 30% each year thereafter. See Table 3 for estimated projections.
Table 3: Five Year Estimated Enrollees and Graduates

<table>
<thead>
<tr>
<th></th>
<th>Admission</th>
<th>Enrollment</th>
<th>*Potential Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Second Year</td>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Third Year</td>
<td>10</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>13</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>17</td>
<td>30</td>
<td>13</td>
</tr>
</tbody>
</table>

*These projections are based on an average completion time of 1.5 to 2 years for the generic MSN option. This timeline is comparable to other Louisiana Universities offering similar MSN program options.

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

By virtue of the ICMSN consortium model, students are able to enroll in courses offered at any of the partner institutions. Therefore, it is anticipated that there will be ICMSN students who have not declared Nicholls as their home institution who will also enroll in courses offered through Nicholls.

Another consideration is today’s students’ demand for quality online programs to help them meet their educational needs. This web-based program conceivably could draw students in remote areas in Louisiana and across the country that might not otherwise be attracted to Nicholls.

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

Nurses seeking admission into the proposed MSN program must possess an unencumbered Registered Nurse license and an official transcript reflecting successful completion of an undergraduate statistics course and an undergraduate health assessment course. Prospective students will also be required to meet Nicholls’s graduate admission requirements and complete the required graduate school application (http://www.nicholls.edu/graduate/admissions). Just like the current ICMSN institutions, students admitted to Nicholls’s proposed MSN program will be admitted either as regular or conditional (provisional) status.

d. Enrollment data for closely related programs currently offered at Nicholls.

Although there are no closely related graduate programs to the MSN program proposed for Nicholls, the BSN program is an undergraduate program that would serve as a feeder to the MSN program. The BSN program has been in existence since 1982 graduating the first class in 1986. Currently the BSN program admits 120 students per year and graduates a range of 70 - 90 students annually. Data in Table 4 reflect the number of students who were enrolled in the clinical component of the BSN program in the past five years and five year projections of the number of students who will be enrolled in the clinical component of the BSN program.
Table 4: Five Year Enrollment and Projected Enrollment of Students in Clinical Component of the Nicholls BSN Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment Numbers</th>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>336</td>
<td>2012</td>
<td>325</td>
</tr>
<tr>
<td>2010</td>
<td>310 *</td>
<td>2013</td>
<td>325</td>
</tr>
<tr>
<td>2009</td>
<td>343 *</td>
<td>2014</td>
<td>325</td>
</tr>
<tr>
<td>2008</td>
<td>324 *</td>
<td>2015</td>
<td>325</td>
</tr>
<tr>
<td>2007</td>
<td>311</td>
<td>2016</td>
<td>325</td>
</tr>
</tbody>
</table>

* Academic year included an Exceptional Summer Session

e. Indicate sources of financial support for students

Graduate students will have access to Nicholls’s Office of Financial Aid for financial assistance. Additionally, there are federal sources of funding students may apply for:

- Health Resources and Service Administration (HRSA), Bureau of Health Professionals (BHP) Advanced Education Nurse Traineeship (http://bhpr.hrsa.gov/nursing/grantprograms.htm).
- Direct Unsubsidized Loan (http://studentloans.gov)

Furthermore, occasionally competitive scholarship opportunities become available for Nicholls students, at which time, MSN students will be informed of such opportunities.

IV. Faculty

a. List present faculty who will be most directly involved in the proposed program.

Nicholls nursing faculty who will be directly involved in the proposed MSN program include nine (9) doctoral prepared faculty and one (1) doctoral candidate with a projected graduation of Summer 2012. The nursing faculty for the proposed MSN program and respective dates of appointment, rank, degrees and granting institutions, present credits, contact hours, student credit hours produced, and other pertinent assignments are listed in Table 5. Included in the listing is the Dean for the College of Nursing and Allied Health, a non-teaching faculty, who serves as a resource to the faculty.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degree/Granting Institution</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>Student Credit Hours Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
</table>
| Angelique Allemand | 08/15/06            | *Associate Professor | DNP - University of Southern Alabama  
                      MSN - University of Southern Mississippi  
                      BSN - Nicholls State University         | 6.42           | 9            | 420.24        | Coordinator of Assessment for BSN program            |
| Amanda Eymard      | 08/15/06            | *Associate Professor | DNS - Louisiana State University  
                      Health Sciences Center  
                      MSN - Loyola University New Orleans  
                      BSN - Nicholls State University       | 7.32           | 24           | 326           |                                                     |
| Bridget Guidry     | 08/19/03            | *Associate Professor | DNP - University of Southern Alabama  
                      MSN – University of Southern Alabama  
                      BSN – Nicholls State University        | 6.64           | 12           | 367.12        |                                                     |
| Todd Keller        | 08/15/00            | *Associate Professor | DNS - Louisiana State University  
                      Health Sciences Center  
                      MSN - Phoenix University  
                      BSN - Nicholls State University       | 6              | 0            | 207           | BSN Program Director                                 |
| Linda Manfrin-Ledet| 08/17/98            | *Professor        | DNS - Louisiana State University  
                      Health Sciences Center  
                      MN - Louisiana State University  
                      Health Sciences Center  
                      BSN - Louisiana State University  
                      Health Sciences Center               | 3.16           | 12           | 179.96        |                                                     |
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Date of Appointment</th>
<th>Rank</th>
<th>Degree/Granting Institution</th>
<th>Present Credits</th>
<th>Contact Hours</th>
<th>Student Credit Hours Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
</table>
| Shirleen Lewis-Trabeaux | 01/13/97            | Associate Professor | PhD - Southern University Baton Rouge  
MN - Louisiana State University Health Sciences Center  
BSN - Nicholls State University | 4               | 18            | 224             |                                        |
| Travis Lewis            | 01/18/99            | * Professor    | PhD - University of Southern Mississippi  
MSN - Medical College of Georgia  
BS - Mobile College | 4               | 26            | 120             |                                        |
| Rebecca Lyons           | 08/15/00            | Assistant Professor | PhD (c) - Capella University  
MSN - University of Phoenix  
BSN - Nicholls State University | N/A             | N/A           | N/A             | Department Head of Nursing       |
| Chariene Smith          | 08/15/00            | Assistant Professor | PhD - Southern University  
MN - Louisiana State University Health Sciences Center  
BSN - Dillard University | 5.32            | 12            | 102.6           |                                        |
| Tanya Schreiber         | 10/01/01            | * Associate Professor | DNS - Louisiana State University Health Sciences Center  
MSN - Southeastern Louisiana University (ICMSN)  
BSN - Loyola University New Orleans | 2.5             | 15            | 143             |                                        |
| Velma Westbrook         | 08/16/73            | Dean & Professor | DNS - Louisiana State University Health Sciences Center  
MN - Louisiana State University Health Sciences Center  
MA - Nicholls State University  
BSN - Northwestern State University |                |               |                 | Dean – College of Nursing and Allied Health |

* Promotion pending State of Louisiana Board of Regents approval effective FY 2012-2013
b. Present student-faculty ratio in department in which proposed program will be offered.

For this spring 2012 semester there are 352 full time students enrolled in the clinical component of the Nicholls BSN program and 25 full-time nursing faculty who teach didactic and/or combination didactic/clinical nursing courses yielding a student-faculty ratio of 14:1. Currently two (2) additional funded budgeted positions remain unfilled at this point in time. It is anticipated that both positions will be filled for the start of fall 2012 semester. When filled, the student-faculty ratio would be further reduced to 13:1.

c. Projected number of new faculty needed to initiate proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty explain how this will be done.

Faculty needs are anticipated to initiate the proposed MSN program. This includes: (a) converting a current 9 month faculty position to a 12 month position for the MSN program coordinator for fall 2012, (b), funding for two (2) additional full-time 9 month undergraduate nursing faculty positions for a spring 2013 start, and (3), funding for a full-time administrative assistant 2 position for the proposed MSN program for a fall 2012 start. Subsequently, it is anticipated that an additional full-time 9 month faculty position will be needed in spring of 2014 as a result of the offering of additional clinical courses in the proposed MSN program. Teaching workloads will be adjusted accordingly. To date, a majority of undergraduate nursing faculty teach elective courses. These credit hours will be shifted to other faculty to teach. The faculty who will teach in the proposed MSN program, except for the Program Coordinator of the proposed MSN program, will teach in both the undergraduate and graduate nursing program.

d. Explain if recruiting new faculty will require an unusual outlay of funds or unique techniques.

There are no unusual outlays of funds or unique techniques currently anticipated for recruiting new graduate faculty. Faculty positions will be posted as usual on the Nicholls Human Resources webpage https://jobs.nicholls.edu/applicants/jsp/shared/Welcome_css.jsp. Other avenues for recruiting new faculty will include: The Syllabus, an American Association of Colleges of Nursing (AACN) advertising resource (http://www.aacn.nche.edu/publications/syllabus-advertising); The Pelican News, a quarterly newsletter published by the Louisiana State Nurses Association (http://www.lsna.org/benefits.html); and the Minority Nurse magazine (http://www.minoritynurse.com/).

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

Faculty research and other activities of faculty who will be directly involved in the proposed MSN program are described in Table 6 under subsection f.
Initially, ten (10) Nicholls nursing faculty will be directly involved in the proposed MSN program. A list of faculty, their area(s) of specialization/expertise, publications, current research and/or other most recent scholarly activities is presented (Table 6). In addition, all of the faculty have completed training on the Quality Matters (QM) Rubric and Standards for delivery of online courses and have experience in teaching undergraduate courses online.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Area of Specialized Competence / Expertise</th>
<th>Research / Other Activities</th>
</tr>
</thead>
</table>
| Angelique Allemand | DNP ACNP-C, CNS Certified Cardiac/Vascular Nurse Adult Health                   | *Pain Management in Hospice Patients* - DNP Capstone Project  
*Acute Pain Management: A Review of AHCPR Guidelines for Nurses* - MSN Research Project  
*Heparin-Induced Thrombocytopenia: A Clinical Overview* - accepted for publication Spring 2012  
*Headache Management Program* - LANP 2011 Conference presentation  
*The Vascular Nurse's Role in the Recognition and Treatment of HIT* - 2010 SVN National Conference presentations  
*Quality Matters (QM) Improve Your Online Course (IYOC)* - Certificate  
*QM 2011-2013 Rubric Update* - Certificate  

| Amanda Eymard    | DNS Geriatrics Mental Health                                                    | *Impact of "Take a Walk in My Shoes" Simulation Educational Intervention on the Attitudes and Behaviors of Certified Nursing Assistants Toward Older Adults in Long Term Care Settings* - Dissertation  
*Take a Walk in My Shoes* - National Conference Gerontological Nursing Conference presentation  
*Connecting the Dots* - UNC Conference presentation  
*Take a Walk in My Shoes: Nursing students Take a Walk in Older Adults' Shoes to Increase Knowledge and Empathy* - accepted for publication in Geriatric Nursing Journal, 2010  
*Grantsmanship with funding exceeding $200K*  
*Quality Matters (QM) Improve Your Online Course (IYOC)* - Certificate  
*QM 2011-2013 Rubric Update* - Certificate |
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Specialization</th>
<th>Projects/Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridget Guidry</td>
<td>DNP&lt;br&gt;Family Nurse Practitioner (FNP)&lt;br&gt;Nurse Educator Specialization&lt;br&gt;Emergency Medicine / Adult Acute Care NP Program&lt;br&gt;WHNP-C&lt;br&gt;CCRN</td>
<td>A Headache Management Program - DNP Project&lt;br&gt;Integration of Rapid Response in a BSN Program - post-Doc Certificate in Nursing Education project&lt;br&gt;AACN-QSEN Competencies - presentation&lt;br&gt;Quality Matters(QM) Improve Your Online Course (IYOC) - Certificate</td>
</tr>
<tr>
<td>Todd Keller</td>
<td>DNS&lt;br&gt;Adult Health</td>
<td>The Effect of a Standard, High, and Low Language Intensity Colorectal Cancer Screening Education Fact Sheet and Level of Functional Health Literacy on the Stage of Readiness to Participate in Colorectal Cancer Screening in an Older Adult Population in Three South Louisiana Parishes - Dissertation&lt;br&gt;The Effect of Targeted Education on the Acceptance of New Products in the Intensive Care Unit - Masters Project&lt;br&gt;Take a Walk in My Shoes: Nursing students Take a Walk in Older Adults' Shoes to Increase Knowledge and Empathy - accepted for publication in Geriatric Nursing Journal&lt;br&gt;Quality Matters(QM) Improve Your Online Course (IYOC) - Certificate</td>
</tr>
<tr>
<td>Linda Manfrin-Ledet</td>
<td>DNS&lt;br&gt;APRN, BC in Adult Psychiatric and Mental Health Nursing (CNS)&lt;br&gt;Mental Health Nursing&lt;br&gt;Nursing Research</td>
<td>Relationship of Intimate Partner Violence, Risk Behaviors for HIV, and Powerlessness in African American Women of Childbearing Age - Dissertation&lt;br&gt;Spiritual Development of nursing students: One approach to preparing nursing students competency to provide spiritual care at the end of life - Journal of Nursing Education&lt;br&gt;The State of Science: Violence and HIV infection in Women - Journal of the Association of Nurses in AIDS Care</td>
</tr>
<tr>
<td>Shirleen Lewis-Trabeaux</td>
<td>PhD</td>
<td>Certified Louisiana Child Health and Safety Consultant Community Health</td>
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<tr>
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<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

- *Psychiatric Issues: Case Studies and Quiz*. In Swanson’s ANAC’s Core Curriculum for HIV/AIDS Nursing (3rd ed.) - Jones and Bartlett Publishing
- *Mental Health Overview: Focus on Mood and Anxiety Disorders, The Suicidal Patient, and Violence - ANCC Conference presentation*
- *The Effects of Age, Physical Health, and Social Resources on Self-Care Capacity Among Community-Dwelling Older Women* - Dissertation
- *TECHIS: Tool to Evaluate Child Health, Immunizations, and Safety: A Service Learning Project* - Springer Publication Chapter in Book
- *The Impact of National Healthcare Reform and State-Level Initiatives - Panel Discussion Moderator*
- *Facilitators and Barriers to Success Among Ethnic Minority Students Enrolled in a Predominately Caucasian Baccalaureate Nursing Program Master of Clinical Lab Skills: Peer Teaching with BSN Students* - Research in progress
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Field</th>
<th>Achievements &amp; Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travis Lewis</td>
<td>PhD</td>
<td>Pediatrics</td>
<td>Teaching Effectiveness: Are RNs Prepared and Supported for Their Teaching Role? - Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Profile of the Male Nursing Faculty of the Medical College of Georgia - Master’s Project:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alcohol use from Childhood Through Adolescence - Journal of Pediatric Nursing, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Alcohol Use in Young Children - Nursing 2009</td>
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<td></td>
<td></td>
<td></td>
<td>Teenage Pregnancy - London and Olds Maternal-Newborn Nursing 2nd ed., Chapter Contributor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality Matters (QM) Improve Your Online Course (IYOC) - Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>QM 2011-2013 Rubric Update - Certificate</td>
</tr>
<tr>
<td>Rebecca Lyons</td>
<td>PhD(c)</td>
<td>Nursing Education, Adult Health</td>
<td>The Digitized Word: A Faculty-Caring Teaching Practice (quasi-experimental) - Dissertation Topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Telephone Call Patterns of Family Members of Patients in an Intensive Care Unit - Master’s Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nurse-Family Partnership Grant - PI   ongoing &gt; $1 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality Matters (QM) Improve Your Online Course (IYOC) - Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>QM 2011-2013 Rubric Update - Certificate</td>
</tr>
<tr>
<td>Charlene Smith</td>
<td>PhD, APRN, CNS</td>
<td>Women's Health/OB</td>
<td>Evaluating the Effectiveness of a Culturally Sensitive Breast Cancer Educational Program in Increasing Breast Cancer Knowledge and Screening Practices in African American Women - Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality Matters (QM) Improve Your Online Course (IYOC) - Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>QM 2011-2013 Rubric Update - Certificate</td>
</tr>
<tr>
<td>Tanya Schreiber</td>
<td>DNS</td>
<td>APRN / CNS in Public/Community Health (PHCNS-BC)</td>
<td>Advanced Certified Hospice and Palliative Nurse (ACHPN)</td>
</tr>
<tr>
<td>----------------</td>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>


Meeting ANCC Criteria With a Quality Assessment and Improvement Program. Conference on Competence and Innovation: Intersections in Professional Nursing Education. Sponsored by Villanova University College of Nursing, Rutgers State University of New Jersey College of Nursing, and the University of Pennsylvania School of Nursing - Presentation.
V. Library and other Special Resources

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

According to the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (Amended April 2009), Standard II-B, library support is adequate for both the proposed program as well as related fields (p. 10) (http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/overview). At Nicholls, collection development is based on the curriculum, College of Nursing and Allied Health Faculty recommendations for resources, and Doody's Core Titles in order to have library resources to support accreditation. The 2011 Edition of Doody's Core Titles included nursing, clinical medicine, allied health, and other associated health-related disciplines. Fields include biology, chemistry (physical sciences), family/consumer science (dietetics), health and physical education, and allied health.

b. Will library holdings need to be expanded/improved to meet program needs in the first five years? If so, what type will be needed: books, periodicals, reference books, primary source material, etc.?

Currently, the library has been acquiring books needed for nursing history, evidence-based nursing research, and alternative medicine (including nursing and therapy theories). It is expected that collection development will continue to expand in these areas to support nursing scholarship and the graduate degree program. Access to open-source materials, including dissertation and theses in the Networked Digital Library of Theses and Dissertations (NDLTD) will also continue to be expanded.

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

Open-access resources published by other institutions as well as scholarly organizations are available through the library's online public access catalogue and subject guides. The same holds true for links hosted by other institutions. As an ICMSN partner institution, graduate students and faculty will have access to comprehensive and current library resources available through all ICMSN partners. Furthermore, the Louisiana Academic Library Information Network Consortium (LALINC) will allow students and faculty reciprocal borrower privileges at numerous health agency libraries throughout each university's service region, significantly extending the number and accessibility of holdings specific to healthcare and nursing. Interlibrary loan borrowing privileges, which provide access to library resources mostly in North America (and worldwide with electronic resources) is also available. In addition to reference sources, all ICMSN libraries have numerous computer workstations with Internet access available to students.

e. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the department in which proposed program will be offered.
For the 2009-10FY, the Library’s total acquisitions expenditure supporting nursing was $86,532.00; for the 2010-11FY, it was $91,433.00.

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

Expenditure estimates for the first five years include:

- 2011-12FY: $100,576.00
- 2012-13FY: $110,637.00
- 2013-14FY: $121,701.00
- 2014-15FY: $133,871.00
- 2015-16FY: $147,258.00

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

In addition to item holdings, the library offers access to scholarship (for example, scholarly journals), technological instruction modules (for example, Lynda.com), and encyclopedia/dictionary information (for example, CREDO Reference) through its databases. It also houses models for study for nursing, chemistry, and biology. These physical models assist in making anatomical motion tangible (for example, musculature and suspended vertebrae models), which requires hands-on study and visualization. Computers are available on each floor of the library so that students have access to nursing videos through websites like YouTube, Google/Videos, and Internet Archive. Subject-specific software as well as applications may also be needed. Imbedded reference librarians are available which increase students’ ability to accurately and thoroughly use all online resources.

h. If graduate program, indicate special library resources needed to offer a program of quality. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons or institutions.

Graduate degrees in nursing programs in Louisiana, such as, University of Louisiana in Lafayette, Southeastern Louisiana University, McNeese State University, and Louisiana State University Health Sciences Center have access to resources on its campuses. Like these public institutions, Nicholls also has access to resources on its campus. Nicholls is a member of LOUIS (The Louisiana Library Network), which means that its databases are compatible to these institutions with exception to respective stand alone databases. Ellender Memorial Library at Nicholls also has many holdings relevant to nursing. A Carnegie Research I classified land and sea grant institution, LSU’s main library has a larger full time enrollment as well as larger stand alone databases and holdings than Nicholls. Collection development for nursing at Nicholls also consults the Cornell University and Loyola University New Orleans Libraries, since both private institutions are among the best ranked in nursing in the U.S.

Library databases for graduate nursing student research included in the list below are divided into two categories, since there are subject-specific nursing
databases as well as interdisciplinary databases that would support graduate nursing student research.

**Subject-Specific Databases for Nursing**

Alt Healthwatch  
CINAHL Plus with Full Text  
Cochrane Library  
Health Source: Nursing/Academic Edition  
MedicLatina  
MEDLINE  
Nursing and Allied Health Source (ProQuest)

**Interdisciplinary Databases and Non-Nursing Subject-Specific Databases**

Academic Search Complete  
America's Newspapers  
Art-Full Text  
ArtStor  
Biography in Context  
Biological Abstracts  
Biology Browser  
Business Source Complete  
Chem ID  
CQ Researcher Plus Archive  
CREDO Reference  
Digital Dissertations (ProQuest)  
EBSCO E-Book Collection  
ERIC  
GreenFILE  
History Reference Center  
JSTOR (Arts and Sciences Collection I and II)  
Learning Express Library  
Legal Collection  
Lexis Nexis Academic  
Mergent Online  
Networked Digital Library of Theses and Dissertations (NDLTD)  
Newspaper Source  
OAlster  
OSHA Laws, Regulations, and Interpretations  
Professional Development Collection (Educators)  
PsychInfo  
Psychology and Behavioral Sciences Collection  
Regional Business News  
Registry of Open Access Repositories (ROAR)  
RILM Abstracts of Music Literature  
Science and Technology Collection  
Serials Directory  
SocINDEX with Full Text  
Statistical Abstract(s) of the U.S.
VI. Facilities and Equipment

a. Describe existing facilities (classrooms, labs, etc.) available for proposed program.

Currently the College of Nursing and Allied Health at Nicholls is housed in Betsy Cheramie Ayo Hall (BCAH), a 73,000 square foot building, of which 30,000 square feet is dedicated to nursing. This totally state-funded facility, provides a state-of-the-art, spacious environment for students, faculty, and administrators within the department of nursing. Space allocated to the BSN program includes seven (7) nursing classrooms, ten (10) nursing laboratories, one (1) lecture hall, one (1) auditorium, three (3) conference rooms, one (1) computer laboratory, one (1) faculty resource center, twenty-seven (27) faculty offices, two (2) administrative office suites for the BSN Program Director and Department Head of Nursing, and one (1) administrative suite for the Dean.

As a web-based program, concerns about physical resources such as classroom numbers, size, and quality of the physical environment are minimized for the proposed MSN program. To support the MSN program, an administrative suite will be provided. The graduate coordinator and administrative assistant will staff this area on a full-time basis to provide support to students and faculty. A work-room, storage, and meeting space are also included in this administrative suite. Student records will be maintained and stored in this area.

To support teaching of web-based courses, each graduate faculty member will have a private office with a desk, computer, desktop printer, and locking file cabinet. Both Internet and campus network access is available for each faculty member to facilitate their work. Faculty and students will also be able to access the learning management systems on other ICMSN campuses through the Internet.

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

All BCAH space dedicated to the department of nursing is being utilized for the BSN program with the exception of an administrative office suite and three (3) faculty offices that are currently occupied by the head of the department of allied health and allied health faculty.
c. Indicate the need for new facilities, such as minor construction, remodeling. If needed estimate cost and indicate proposed sources for financing

Since the proposed MSN program will be a web-based program, the program will reclaim the administrative office suite and faculty offices currently occupied by the department of allied health. However, remodeling and/or minor construction to accommodate the relocation of the department of allied health will be required. Additionally, currently designated nursing and computer laboratories and conference rooms in BCAH will be made available to MSN students.

VII. Administration

a. In what college or department will the proposed program be administered? Explain if program is interdisciplinary or inter-departmental

The proposed MSN program will be an inter-departmental program administered through the College of Nursing and Allied Health's department of nursing. Additionally, the proposed program will adhere to the ICMSN's framework for collaboration and shared responsibility set forth by the C.I.N.C. bylaws (Appendix E).

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

Currently at Nicholls, the Dean of the College of Nursing and Allied Health serves as Chief Administrator of the nursing unit. Reporting directly to the dean is the Department Head for Nursing. As with the other ICMSN institutions, the day-to-day management of operations of the MSN program and coordination of activities within the institution and throughout the ICMSN will be the responsibility of the Graduate Coordinator, a nursing faculty member. At Nicholls, the graduate coordinator will report directly to the department head for nursing.

Administratively, the C.I.N.C. oversees the programs of the consortium institutions and assures that the policies of the consortium are reflective of the interests of the member institutions and responsive to the needs of the nursing profession. In accordance with the C.I.N.C. bylaws it is understood that the dean and the graduate coordinator for the proposed MSN program will also become a member of the C.I.N.C. and thereby required to uphold the responsibilities associated with C.I.N.C. membership. Furthermore, the dean, department head for nursing, graduate coordinator, and faculty members of the proposed MSN program will become members of the ICMSN's graduate faculty organization (GFO) and abide by its bylaws (Appendix F).
c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

Because the proposed MSN program will be a web-based program, a key strength of the Nicholls department of nursing is the fact that all nursing faculty who will be directly involved in the proposed MSN program have completed Quality Matters (QM) training for delivery of online courses. These faculty as well as all Nicholls nursing faculty have experience in the delivery of asynchronous instruction utilizing Learning Management Systems (LMS) Moodle and BlackBoard (Bb).

While it is recognized that faculty who will be directly involved in the proposed MSN program lack experience teaching graduate level courses. Initial faculty support from the other ICMSN academic partners is anticipated. Furthermore, faculty development opportunities such as workshops and conferences on a variety of topics related to the issue of graduate nursing education will also increase faculty’s proficiency in delivery of graduate education.

VIII. Accreditation

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

The ICMSN is currently accredited by the Commission on Collegiate Nursing Education (CCNE). Upon BoS, BoR, and LSBN approval of the proposed MSN program a substantive change report will sent to CCNE. Nicholls will then be included in the upcoming ICMSN CCNE self-study report and on-site visit scheduled for March 2013.

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

Costs for the annual CCNE fee of $2,917 and the CCNE accreditation March 2013 on-site evaluation fee of $5,250 will be equally shared among the ICMSN academic partners and Nicholls.

IX. Related Fields

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

There are no subject matter fields at the institution that are related to or support the proposed MSN program.

X. Costs

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

The initial, estimated cost for the fall 2012 implementation of the proposed MSN program offerings include converting a current 9 month faculty position to a 12 month faculty position to serve as Program Coordinator for FY 12-13, the addition of a full-time administrative assistant 2 designated for the proposed program for FY 12-13, and hiring two (2) additional 9 month undergraduate faculty for a spring 2013 start date. As course offerings expand to include the clinical practicum, additional doctoral prepared family nurse practitioners will be added for spring 2014 and fall 2014.

Computers, printers, paper, ink, and office supplies for the Program Coordinator, the new faculty hires, and the administrative assistant hire will result in an increase in to the budget line. The funds allocated to travel support the collaborative effort, i.e., meetings per year at varied locations, necessary in the execution of the ICMSN. The cost associated with attendance and travel to the annual master’s education conference is included.

Prospects for increased income from students recruited specifically for the proposed MSN program include tuition and formula funding. Five (5) years of projected revenue is presented in Table 7.

Table 7: Tuition and Formula Funding Projections (2013 – 2017)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Tuition/Yr.</th>
<th>Total Tuition</th>
<th>Formula</th>
<th>Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>6</td>
<td>$4,850</td>
<td>$29,100</td>
<td>$30,517</td>
<td>$59,617</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>$5,472</td>
<td>$76,608</td>
<td>$71,206</td>
<td>$147,814</td>
</tr>
<tr>
<td>2015</td>
<td>18</td>
<td>$6,156</td>
<td>$110,808</td>
<td>$91,551</td>
<td>$202,359</td>
</tr>
<tr>
<td>2016</td>
<td>23</td>
<td>$6,908</td>
<td>$158,884</td>
<td>$116,982</td>
<td>$275,866</td>
</tr>
<tr>
<td>2017</td>
<td>30</td>
<td>$7,735</td>
<td>$232,050</td>
<td>$152,585</td>
<td>$384,635</td>
</tr>
</tbody>
</table>

b. Indicate departmental costs: show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program. How will proposed program affect the allocation of these funds?

Nicholls's department of nursing operating expenditures for the last two (2) completed fiscal years is presented in Table 8. Budget planning for the proposed MSN program will be subsumed in the overall budget for the department of nursing. A budget allocation of 12.7% of the total department of nursing budget is estimated. A 16% increase in salaries/fringe for the first year is also anticipated. This includes: (a) converting a 9 month faculty position to a 12 month position for the MSN program coordinator, (b), funding for two (2) additional full-time 9 month undergraduate nursing faculty positions, and (3), funding for a full-time administrative assistant 2 for the proposed MSN program. The anticipated start date for the two additional undergraduate faculty is spring of 2013. Subsequently, it is anticipated that two (2) additional full-time 9 month faculty positions (FNP/DNP) will be needed; one for spring 2014 and one for fall 2014 due to the offering of clinical courses/practicum in the proposed MSN program.
Should actual enrollment exceed projected enrollment, adjunct faculty will be needed. Added costs for equipment, supplies, and travel are reflected in the four year projected expenditures.

Table 8: Department of Nursing Operating Expenditures (2009-10; 2010-11)

<table>
<thead>
<tr>
<th>DEPARTMENT #/NAME: 210220/201221 Total Nursing Dept &amp; Nursing Lab</th>
<th>Actual 2009-10</th>
<th>Actual 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>862,211</td>
<td>1,571,358</td>
</tr>
<tr>
<td>Other Compensation</td>
<td>3,136</td>
<td>2,113</td>
</tr>
<tr>
<td>Related Benefits</td>
<td>238,861</td>
<td>471,624</td>
</tr>
<tr>
<td><strong>Total Personnel Services</strong></td>
<td><strong>1,104,208</strong></td>
<td><strong>2,045,095</strong></td>
</tr>
<tr>
<td>Travel</td>
<td>5,777</td>
<td>7,649</td>
</tr>
<tr>
<td>Operating Services</td>
<td>16,924</td>
<td>38,336</td>
</tr>
<tr>
<td>Supplies</td>
<td>36,668</td>
<td>53,696</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>59,369</strong></td>
<td><strong>99,681</strong></td>
</tr>
<tr>
<td>Professional Services</td>
<td>75,917</td>
<td>53,438</td>
</tr>
<tr>
<td>Other Charges</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Debt Service</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interagency Transfers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Other Charges</strong></td>
<td><strong>75,917</strong></td>
<td><strong>53,438</strong></td>
</tr>
<tr>
<td>General Acquisitions</td>
<td>1,026</td>
<td>84,132</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Major Repairs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Acquisitions and Major Repairs</strong></td>
<td><strong>1,026</strong></td>
<td><strong>84,132</strong></td>
</tr>
<tr>
<td><strong>Total Nursing &amp; Lab</strong></td>
<td><strong>1,240,520</strong></td>
<td><strong>2,282,346</strong></td>
</tr>
</tbody>
</table>

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

Additional funding for research is not anticipated in order to support the proposed MSN program.

d. **Estimates of additional costs.**

A summary of estimated additional costs for the proposed MSN program is provided in Appendix G. The University's standard definition for Full-Time Equivalent (FTE) is operationalized as a teaching workload of 15 credits (teaching five (5) three-credit hour undergraduate courses). However, unique to nursing, faculty workload is determined by a combination of credits and contact hours respective of the didactic and laboratory / clinical component. The workload for undergraduate nursing faculty is 15-21, with an average of 18. For the proposed MSN program, graduate nursing faculty
workload will be maximized at 15. The Graduate Program Coordinator is responsible for executing the program and is expected to teach no more than six (6) credit hours.
References Cited

American Nurses Association (2011). *Fact Sheet Nursing Shortage*
http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage


LSBN (2011). *Annual Report 2010*
APPENDIX A

ICMSN Organizational Chart
Current

Louisiana Board of Regents

Board of Supervisors
University of Louisiana System

UL Lafayette  MSU  Southeastern

Council of Intercollegiate Nursing Consortium (CINC)

Coordinating Committee

Graduate Faculty Organization

September 20, 2011
ICMSN Organizational Chart
Proposed

Louisiana Board of Regents

Board of Supervisors
University of Louisiana System

UL Lafayette  MSU  Southeastern  Nicholls State

Council of Intercollegiate Nursing Consortium (CINC)

Coordinating Committee

Graduate Faculty Organization

March 19, 2012
APPENDIX B

MEMORANDUM OF AGREEMENT
AMONG
MCNEESE STATE UNIVERSITY, SOUTHEASTERN LOUISIANA UNIVERSITY, AND
UNIVERSITY OF LOUISIANA AT LAFAYETTE
FOR THE OPERATION OF THE
INTERCOLLEGIATE CONSORTIUM FOR A MASTER OF SCIENCE IN NURSING
(ICMSN)

Preamble

The Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) is an academic partnership among three institutions of higher learning offering advanced nursing programs with common specialties. Each institution is authorized to offer the Master of Science in Nursing (MSN) through affiliation with the ICMSN. The collaborative effort supports open mobility and matriculation through the utilization and application of an agreed upon philosophical base. Students are eligible to enroll in program specific courses across the campuses of participating institutions. All courses completed within the consortium are considered resident among member institutions. The outcome generates an educational alliance that promotes teaching and research where resources are shared and quality graduate nursing education is actualized.

Introduction

McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette have agreed to cooperate in the operation of a consortium to offer graduate education in nursing. The consortia arrangement is intended to make effective use of existing resources and to meet the need for master's level nursing education in southern Louisiana. To this end, the three institutions named above and the University of Louisiana
System Board of Supervisors and the Louisiana Board of Regents agree to the following terms and conditions.

Administration

A Council of the Intercollegiate Consortium (CINC) will assure that the policies of the consortium are reflective of the interests of the member institutions and responsive to the needs of the nursing profession. Membership on the CINC will consist of the chief academic officer, the dean/department head of the college/school of nursing, and graduate program coordinator from each participating institution. Department heads will not have voting privileges.

The CINC will adopt bylaws to guide its internal operations and will meet annually at participating institutions. The CINC will oversee the operation and management of the consortium. The officers of the CINC will be elected from the membership and will consist of a chairperson, vice chairperson and secretary.

The CINC will be responsible for establishing and revising as necessary, policies for the operation of the consortium. The CINC may appoint whatever committees and committee membership it deems appropriate to ensure optimal functioning of the consortium. Each participating institution, using minimum criteria set by the CINC, shall have jurisdiction over its faculty and program.

The CINC may designate primary responsibility for specific functions to any of the participating institutions as needed and in accordance with consortium bylaws.

Each institution will appoint a program coordinator who shall be an approved member of the graduate faculty of the consortium. The institutional program coordinators will constitute a Coordinating Committee. The Coordinating Committee will meet as needed, but no less than
three times a year on a rotating basis between participating institutions and will report to the deans.

Resources

Monies generated by tuition, fees and formula appropriations for each course offered in the programs of study will accrue to the institution at which the student is registered. Each institution will be responsible for providing the instruction and resources necessary to assure that its contribution to the consortium is one of high quality. Collectively, the participating institutions will be responsible for providing resources sufficient to maintain the quality of its programs at the level necessary to assure receipt and maintenance of professional accreditation.

Faculty

Faculty members who teach any graduate program course must be qualified to hold graduate faculty status at their home institution. Collectively, these faculty will constitute the graduate faculty organization of the ICMSN.

Students

A student admitted to any ICMSN program must meet the standards of admission consistent with the graduate schools of the participating institutions. Students shall be registered at their home institution and shall have a degree plan managed by the appropriate faculty at the home institution. Regardless of the institution in which the student enrolls or registers, the rules and regulations of the institution at which the student is attending class will prevail.

Curriculum and Awarding of Degrees

The number of course credit hours and degree requirements for the Master of Science in Nursing are agreed upon by the participating institutions with the approval of CINC. Degrees will be awarded by the student’s home institution.
The CINC will review and recommend action on any proposed changes in the mission and curricula of the consortium.
APPENDIX C
Intercollegiate Consortium for a Master of Science in Nursing  
Southeastern Louisiana University, McNeese State University, University of Louisiana at Lafayette
Minutes: C.I.N.C. Meeting  
February 14, 2012  
1:30 P.M. – 2:45 P.M.

Members Present: Southeastern; Dr. Tammy Bourg; Dr. Ann Carruth,  
MSU: Dr. Jeane Daboval; Dr. Peggy Wolfe, Dr. Valerie Waldmeier  
UL Lafayette: Dr. Carolyn Bruder; Dr. Gail Poirrier, Dr. Donna Gauthier, Dr. Melinda Oberleitner

Presiding: Dr. Tammy Bourg, Chairperson  
Location: Claiborne Building-Baton Rouge  
Guests: Nicholls State University: Laynie Barrilleaux; Sue Westbrook; Rebecca Lyons; Tanya Schreiber

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action Taken/Action Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call to Order</td>
<td>The meeting was called to order by Dr. Tammy Bourg.</td>
<td></td>
</tr>
<tr>
<td>1. Clarification of Discussions of initial meeting</td>
<td>Dr. Bourg opened the floor to discussion to explore the consideration of a new ICMSN member- Nicholls State University. Currently, Nicholl's does not have Master's degree in Nursing. Discussion and clarification related to structure, program offerings, faculty assignments, student enrollment MOA ensued.</td>
<td>All agreed that questions/concerns/issues raised were addressed by all parties at the meeting.</td>
</tr>
</tbody>
</table>

<p>| a. Organization and structure |  |
| b. Program offerings |  |
| c. Memorandum of Agreement (shared responsibility) |  |
| Workload |  |
| SCHs |  |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Nicholls State University Faculty Resources</td>
<td>Dr. Sue Westbrook presented an overview of faculty resources and expertise. Members of the ICMSN felt that membership, given these areas of expertise, would be an asset to the consortium, especially for the advanced practice concentrations.</td>
</tr>
<tr>
<td>3. Strengths and Opportunities</td>
<td>Partnerships, strengthening program offerings in south Louisiana, and faculty/university resources were discussed.</td>
</tr>
<tr>
<td>4. Future Directions</td>
<td>Dr. Poirrier motioned and Dr. Peggy Wolfe seconded a motion to expand the consortium to add Nicholls State University as a member institution. Motion unanimously approved. The approval process and timeline through the ULS and BoR, SACS, LSBN, and CCNE discussed and agreed.</td>
</tr>
<tr>
<td>5. Meeting adjournment</td>
<td>The meeting adjourned at 2:45 pm</td>
</tr>
</tbody>
</table>

Respectfully submitted
Ann K. Carruth
APPENDIX D
March 28, 2012

Volma Westbrook, DNS, MA, RN
Dean and Professor
College of Nursing and Allied Health
Nicholls State University
Thibodaux, Louisiana

Dr. Westbrook,

It is with much enthusiasm that I submit this Letter of Support for Nicholls State University's proposed Master of Science in Nursing (MSN) degree program. The opportunity for registered nurses employed by Thibodaux Regional Medical Center (TRMC) as well as registered nurses within this region to pursue a graduate degree in nursing from Nicholls is long awaited.

Undoubtedly, the outstanding commitment and dedication of Nicholls's nursing faculty and University administration exhibited over the years with the Bachelor of Science in Nursing (BSN) degree program will continue to be exemplified with a MSN degree program. In light of today's healthcare environment and demand for delivery of safe, quality nursing services, I promote and encourage graduate nursing education for TRMC's nursing staff and will, most especially, do so for graduate studies through Nicholls.

I extend not only my support but well wishes for a successful MSN degree program at Nicholls State University.

Sincerely,

Brenda Arceneaux, RN, MSN
Vice President for Patient Care Services
Thibodaux Regional Medical Center
March 28, 2012

Rebecca Lyons PhD(c), RN
Department Head
Department of Nursing
Nicholls State University

Dr. Lyons:

I am writing to express my strong support for Nicholls State University's intention to pursue a Master's of Science Degree curriculum in Nursing. The need for master-prepared nurses working as Nurse Practitioners is ever increasing. In the last eleven years alone, Cardiovascular Institute of the South (CIS) has increased the number of Nurse Practitioners on our staff from two to nineteen. As the physician shortage continues and as the acceptance of Nurse Practitioners increases, there is great certainty that many medical practices in our community will engage NPs to meet patient demand.

In addition, I know of many Registered Nurses that have pursued their master's degree at universities outside of our area, and in some cases, out of state. If Nicholls State were able to offer this degree opportunity, it would be anticipated that many local nurses would take advantage of the opportunity to continue their nursing education at Nicholls State.

I hope that this letter of support is useful to the university as you pursue this opportunity.

Sincerely,

Joey Fontenot, BS, RT (R.N), CMPE
Chief Operating Officer
March 28, 2012

Dr. Sue Westbrook, Dean and Professor
College of Nursing and Allied Health
Nicholls State University
906 East 1st Street
Thibodaux, LA 70301

Rev. Nicholls State University

Dear Dr. Westbrook,

Please accept this letter of support for the anticipated offering of the Master of Science in nursing degree at Nicholls State University. As nurses continue their journey for graduate nursing education, a critical factor in care delivery within the greater healthcare system, the program will serve our nurses and our region well.

Sincerely,

[Signature]

Teresa E. McNabb, RN
MS/ISA, CMAA-B.C., FACHE
Vice President of Nursing Services

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TGM
APPENDIX E

BYLAWS
COUNCIL OF THE INTERCOLLEGIATE NURSING CONSORTIUM (C.I.N.C.)
FOR A MASTER OF SCIENCE IN NURSING

PREAMBLE

Pursuant to the general areas of agreement contained within the Inter-institutional Agreement affirmed by McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette, the following bylaws are offered to give structure and function to the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN):

ARTICLE I - NAME

The name of the group who will implement and administer the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) degree shall be the Council of the Intercollegiate Nursing Consortium (C.I.N.C.).

ARTICLE II - PURPOSE

The purposes of the C.I.N.C. are to:

A. Provide structure and administrative channels for the implementation and functioning of the consortium agreement between McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette for the provision of a master's degree.

B. Develop and review policies and procedures for consortium operations that are in keeping with policies and procedures of the parent universities and the nursing profession.

C. Provide for curriculum development, implementation, and evaluation of the master of science degree in nursing.

ARTICLE III - MEMBERSHIP

The Council of Intercollegiate Nursing Consortium (C.I.N.C.) membership shall be the chief academic officer, the dean, the associate/assistant dean, the department head of the college/school of nursing, and the graduate program coordinator from each participating institution.

ARTICLE IV - OFFICERS

SECTION 1. OFFICERS

The officers of the C.I.N.C. shall be a chair, vice-chair, and secretary.
SECTION 2. ELECTION OF OFFICERS

The C.I.N.C. shall elect its officers at the annual meeting of the C.I.N.C. in the fiscal year on or before June 30.

SECTION 3. TERMS OF OFFICE

The officers of C.I.N.C. shall hold office for two fiscal years. The chair will rotate among participating institutions every two years.

SECTION 4. DUTIES OF THE OFFICERS

A. It shall be the duty of the chair to preside at the meetings of the C.I.N.C., prepare an agenda for said meetings, and act as spokesperson for the C.I.N.C. at meetings of other public or private bodies. He/she shall be an ex-officio member of all committees.

B. It shall be the duty of the vice-chair to assume the duties of the chair when requested to do so or when the chair, for any reason, is unable to carry out his/her duties and to perform such other duties as are assigned by the C.I.N.C.

C. It shall be the duty of the secretary to record the minutes of the meetings and distribute the minutes and other materials to members of the C.I.N.C. He/she shall perform such other duties as are assigned by the C.I.N.C.

ARTICLE V - MEETINGS

SECTION 1. REGULAR MEETINGS

The C.I.N.C. shall meet at least once a year at a date, time, and place determined by the C.I.N.C. The chair shall send out a notice of meetings a minimum of ten days in advance of the proposed meeting date.

SECTION 2. SPECIAL MEETINGS

The C.I.N.C. shall hold such special meetings as it deems necessary. A special meeting may be called by the chair upon request of a majority of the members of the C.I.N.C.

SECTION 3. PARLIAMENTARY AUTHORITY


SECTION 4. ORDER OF BUSINESS

The order of business shall be that which is prescribed by the parliamentary authority.
SECTION 5. QUORUM

A majority of voting C.I.N.C. members shall constitute a quorum for the transaction of business at any regular or special meeting.

SECTION 6. VOTING

Each member of the C.I.N.C. shall have one vote. Associate/assistant deans and department heads will not have voting privileges. A member, not present at the meeting, may send a written proxy for casting his/her vote by another representative of his/her university. Proxies may be used to constitute a quorum.

ARTICLE VI - COMMITTEES AND FUNCTIONS

SECTION 1. COMMITTEES

The C.I.N.C. may appoint whatever standing and special committees it deems appropriate. Membership on committees may consist of members of the C.I.N.C. graduate faculty, graduate student representatives, and others whose expertise will aid the operation of the consortium.

SECTION 2. STANDING COMMITTEE

The C.I.N.C. shall appoint the Coordinating Committee.

SECTION 3. MEMBERSHIP AND COMMITTEE FUNCTIONS

A. Coordinating Committee - Each university shall appoint a program coordinator who shall be an approved member of the graduate faculty. These individuals shall constitute the Coordinating Committee and shall meet as needed, but no less than three times per academic year on a rotation basis between participating institutions. The chair will rotate among participating institutions every two years. The Coordinating Committee shall:

1. Facilitate open communication between administration and faculty, students and faculty, and among consortium member institutions.

2. Facilitate the fulfillment of membership requirements for the consortium by participating institutions.

3. Coordinate the administrative functions of the consortium, including oversight and implementation of Bylaws.

4. Coordinate and publish course schedules and faculty assignments across campuses and report to the department head and/or dean.
5. Coordinate the utilization of the learning management system, distance learning resources, and other shared resources.

6. Review the policies and procedures of the consortium, supervise the activities of, and recommend revisions of policies and procedures to the C.I.N.C. for approval.

7. Make recommendations to standing committees of the Graduate Faculty Organization (GFO).

8. Supervise the production and dissemination of annual and special reports for the consortium.

9. Review research initiatives recommended by GFO and the Committee on Research.

10. Utilize results of assessment data analyses based on expected outcomes to make recommendations for program improvement.

11. Promote visibility of the program through marketing and other activities.

12. Solicit input from members of the community of interest in developing the mission, goal, and expected outcomes of the graduate program of studies.

13. Implement or delegate activities referred from C.I.N.C.

SECTION 4. QUORUMS OF COMMITTEES

A quorum for each committee shall be no less than one representative from each institution on the committee.

SECTION 5. VOTING OF COMMITTEES

A motion will be accepted or rejected by a majority of the committee present and voting on any action. No proxy voting will be permitted for committee business.

Revision 11/09
Revision 1/15/10
Approved 3/23/10
APPENDIX F

INTERCOLLEGIATE CONSORTIUM FOR A MASTER OF SCIENCE IN NURSING (ICMSN)
GRADUATE FACULTY ORGANIZATION

PREAMBLE

We the members of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) Program, composed of graduate nursing faculty at McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette, in order to participate in the formulation and implementation of policies in relation to curriculum and instruction and in the operation of the ICMSN, do hereby establish the ICMSN Graduate Faculty Organization (GFO) Bylaws to determine the official channel of communication of the faculty to the administration on all matters which bear upon the academic programs of the ICMSN.

ARTICLE I - NAME

The name of this organization is the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) Graduate Faculty Organization, hereafter known as GFO, of McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette.

ARTICLE II - PURPOSES

The purposes of this organization are to:

A. Study organizational and academic matters of general concern.

B. Serve in an advisory capacity for academic affairs.


D. Evaluate the educational process.

E. Integrate quality improvement in the educational process.

F. Select candidates for awards and honors.

G. Facilitate the development of additional resources.
H. Review and act on recommendations from the Coordinating Committee.

ARTICLE III – MEMBERSHIP

The membership of the ICMSN GFO includes the appointed nursing associate/assistant deans, department heads, graduate program coordinators, and faculty members of the consortium institutions who have graduate faculty status at their respective consortium institutions. The dean of each consortium institution shall be ex-officio.

ARTICLE IV - ORGANIZATIONAL RESPONSIBILITIES

SECTION 1.

The Chair of the Graduate Faculty Organization shall:

A. Preside at all meetings of the GFO.
B. Serve as an ex-officio member of all committees.
C. Assume responsibility for the recording and preservation of the minutes of the GFO.
D. Report directly to the Coordinating Committee.

SECTION 2.

The faculty:

A. Shall elect a chair of the GFO for a two-year term every spring semester in even numbered years.
B. Meets at least once each semester or as determined by the consortium graduate program coordinators.
C. Is notified of graduate faculty meetings prior to their occurrence.
D. Prepares for discussion of issues presented in graduate faculty meetings.
E. Submits agenda items for regularly scheduled graduate faculty meetings at least one week prior to meeting dates.
F. Submits an approval request for a special called meeting to the respective graduate program coordinator at least three weeks in advance of meeting.
G. Indicates to the respective graduate program coordinator preferences for committee assignments for the upcoming academic year.

SECTION 3.

A quorum consists of: at least two members from each school and at least one third of the total GFO membership at each consortium member institution.
SECTION 4.

Meetings are conducted according to Robert's Rules of Order. The GFO Chair will appoint a graduate faculty member at each meeting to serve as parliamentarian.

SECTION 5.

Consortium graduate nursing students are welcome to attend regularly scheduled GFO meetings. Students will not have voting privileges.

ARTICLE V - STANDING COMMITTEES

SECTION 1.

Standing committees may be composed of members of the faculty, students, University, and community with all having voting privileges.

SECTION 2.

The chairpersons and members of the standing committees are appointed by the Coordinating Committee. These appointments should reflect faculty preferences. These appointments are made prior to the start of fall semesters, based on a two year rotation cycle. Standing committee meetings are open to all consortium graduate nursing faculty.

SECTION 3.

Any chairperson may petition the respective deans, department heads/graduate program coordinators for a special called faculty meeting when committee business necessitates the action of the entire faculty.

SECTION 4.

The absence of a member, without written notification to the chairperson, from three meetings of a committee during an academic year, constitutes a resignation from the committee. The resulting vacancy is filled by the Coordinating Committee via appointment of a new member with approval from consortium department heads/deans.

SECTION 5.

The following standing committees are appointed at the end of each spring semester for the upcoming academic year:

A. Committee on Curriculum
B. Committee on Evaluation
C. Committee on Communication
D. Committee on Research
SECTION 6.

The standing committees follow the structure outlined below.

A. The Committee on Curriculum shall be composed of consortium graduate program coordinators, directors of NP concentrations/tracks, one faculty member from each participating institution and one consortium graduate student.

The Committee on Curriculum shall:

Receive recommended course or curriculum changes including textbook changes.

1. Review policies related to curriculum and instruction and make recommendations.

2. Propose curriculum changes based on systematic evaluation results.

3. Recommend solutions to curricular problems identified by the committee or received from faculty/student participants.

4. Review course outlines and make appropriate recommendations for maintenance and quality improvement of curriculum programs.

5. Centralize and format syllabi.

6. Initiate discussions related to faculty teaching assignments for curriculum offerings.

7. Complete charges assigned by CINC.

8. Present an annual report to the GFO at the end of every academic year.

B. The Committee on Evaluation shall be composed of consortium graduate program coordinators, one faculty member from each participating institution and one consortium graduate student.

The Committee on Evaluation shall:

Coordinate and report evaluation activities as outlined in the current Systematic Plan for Program Evaluation (SPPE).

a. Maintain a SPPE with mechanisms for outcomes, feedback, and improvement.

b. Conduct program evaluation that encompasses standard/indicators, benchmarks and actual levels of achievement and actions resulting in accordance with the SPPE.

c. Make recommendations based on program evaluation data for development, maintenance, and improvement.

2. Organize an annual evaluation workshop.

3. Maintain documentation of evaluation activities.
4. Review and make recommendations regarding the SPPE to appropriate parties in addition to submitting an annual report to the GFO at the end of every academic year.

B. The Committee on Communication shall be composed of one faculty member from each participating institution and one consortium graduate student. The Committee on Communication shall:

1. Maintain a current student handbook and ICMSN published policies governing the graduate faculty.
2. Review and update published information for currency and accuracy.
4. Promote recruitment activities.
5. Present an annual report to the GFO at the end of every academic year.

D. The Committee on Research shall be composed of at least one faculty member from each participating institution and one consortium graduate student. The Committee on Research shall:

1. Promote scholarship and research among students and faculty.
2. Provide information services relevant to research activities.
3. Promote collaborative research across consortium campuses.
4. Invite community leaders to participate as necessary.
5. Make recommendations regarding research initiatives.
6. Facilitate grant writing.
7. Submit an annual report to the GFO at the end of every academic year.

E. The Ad hoc Committees are temporary committees designed to address emergent issues. The consortium deans, associate/assistant deans, department heads/graduate program coordinators shall appoint the Chair of any Ad hoc committee.

ARTICLE VI - AMENDMENTS

SECTION 1.

These bylaws may be amended at any regularly scheduled GFO meeting by a quorum. All proposed amendments must be submitted to the Coordinating Committee at least 30 days prior to the scheduled GFO meeting.
SECTION 2.

Proposed changes in the bylaws must be sent to all members of the GFO of the ICMSN one week prior to presentation for adoption.

SECTION 3.

These bylaws may be amended by a 95% vote of the active membership of the ICMSN GFO for an amendment introduced at a called or scheduled faculty meeting.

SECTION 4.

No amendment is to be in conflict with consortium institution policies. All amendments adopted by the GFO of the ICMSN must be submitted to the Coordinating Committee for approval and then forwarded to the ICMSN nursing administration (deans, associate/assistant deans, department heads, graduate program coordinators) for final approval.

Revision 11/09
Revision 1/15/10
Approved 3/23/10
APPENDIX G

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: Nicholls State University
Program/Unit: Master of Science in Nursing
Date: March 2012

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

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<th></th>
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<th>SECOND YEAR</th>
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|                      |            |          |            |          |          |          |            |
| **AMOUNT**           |            |          |            |          |          |          |            |
| **Facilities**       |            |          |            |          |          |          |            |
| **Equipment**        | $1,771     |          | $1,500     |          | $3,500    |          | $4,500     |
| **Travel**           | $4,210     |          | $2,000     |          | $3,000    |          | $4,500     |
| **Supplies**         | $4,480     |          | $1,000     |          | $1,500    |          | $2,000     |
| **SUB-TOTAL**        | $16,461    |          | $4,500     |          | $4,500    |          | $10,000    |
| **GRAND TOTAL**      | $255,209   |          | $107,247   |          | $121,247  |          | $140,747   |

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

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<td>$147,814</td>
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<td>$202,359</td>
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<td><strong>TOTAL</strong></td>
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*Indicates CCNE annual fee and CCNE on-site evaluation fee
Item E.8. Southeastern Louisiana University’s request for approval to terminate the Associate of General Studies Degree Program effective Spring 2014.

EXECUTIVE SUMMARY

Consistent with similar previous actions by several UL System institutions, it is proposed that the Associate of General Studies (AGS) degree program be discontinued at Southeastern Louisiana University. This request is consistent with the GRAD Act objective of “eliminating associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.”

Fifty-three students are currently enrolled in the program. Of these, 29 have completed between 75% and 100% of their degree requirements while another 12 are 50 to 74% complete. The remaining 12 students have completed less than 50% of the program requirements. The program director and faculty have been advising the impacted students of their options. The University proposes to cease awarding this degree effective Spring 2014; this should provide students sufficient time to complete their associate degree studies or transfer to Southeastern’s baccalaureate degree program in General Studies.

If approved, the University proposes that no new students will be admitted to the AGS degree program effective Spring 2013. Thereafter, students interested in a terminal associate-level degree in General Studies may choose to enroll in an Associate in General Studies degree program at Baton Rouge Community College, Delgado Community College, or River Parishes Community College. Additionally, Northshore Technical Community College has recently developed a letter of intent to implement a similar degree program.

The termination of this program will have no effect on other academic programs in the department, college, or university. No faculty will be affected by the program termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval to terminate the Associate of General Studies Degree Program effective Spring 2014.
April 4, 2012

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

Dear Dr. Moffett:

In accordance with the Louisiana GRAD Act objective of “eliminat[ing] associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs,” we are asking that the proposed termination of the General Studies associate degree program at Southeastern Louisiana University be placed on the agenda of the April 2012 Board of Supervisors meeting. Three community colleges within a 60-mile radius of Southeastern offer an associate degree program in General Studies: Baton Rouge Community College, Delgado Community College, and River Parishes Community College. Thus, future students from the area who are interested in pursuing a General Studies AGS degree may do so at one of those community colleges.

The impact of the proposed termination of our associate degree program in General Studies will be minimal. As indicated in the attached Board of Regents form for requesting the termination of academic degree programs, 53 students are currently enrolled in the General Studies AGS program, with 21 having applied for graduation this spring. Of the students currently in the program, 29 have completed between 75% and 100% of their degree requirements; 12, between 50 and 74%; 10, between 25 and 49%; and 2, less than 25%. The program director and faculty will work with the students to facilitate their completion of the program or transfer to our baccalaureate degree program in General Studies. If approved, beginning in Spring 2013, no new students will be accepted into the program. Spring 2014 would be last semester in which Southeastern would grant the General Studies AGS degree.

The elimination of the program is expected to have no effect on faculty. The program is an interdisciplinary one with courses required for other degree programs as well. The reduction of 53 students across the variety of courses that can be used to fulfill requirements for this degree program will have minimal to no effect on program or course offerings.

Sincerely,

John L. Crain
President
**Request to Terminate an Academic Degree Program or Administrative/Research Unit**

1. **Institution:** Southeastern Louisiana University

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

3. **Degree Designation (e.g., B.A., Ph.D., etc.)**
   - AGS

4. **Title and CIP Code**
   - General Studies, 24.0102

5. **Semester/year at which no new enrollments will be accepted**
   - Spring 2013

6. **Semester/year at which reporting of degrees shall cease**
   - Spring 2014

7. **Approval date for termination from management board (append any documentation to this sheet)**

8. **Reason for request (e.g., lack of student demand, lack of job opportunities, program duplication, funding sources no longer available, etc.)**

**Explanation:**

In accordance with the Louisiana GRAD Act, universities are to eliminate associate degree programs unless the same type or similar programs cannot be offered at a community college within the same geographic area as the university. The following community colleges within a 60-mile radius of Southeastern offer an associate degree program in General Studies:

- Baton Rouge Community College
- Delgado Community College
- River Parishes Community College
Currently (Spring 2012), 53 students are pursuing an Associate of General Studies degree at Southeastern; 21 have applied for graduation in Spring 2012. If they are all successful with regard to their graduation plans, Southeastern will have 32 students remaining. The following summary shows the level of degree completion of the current 53 students:

75-100% complete: 29 students (21 should graduate in Spring 2012)
50-74% complete: 12 students
25-49% complete: 10 students
<25% complete: 2 students

The elimination of the associate degree program in General Studies will not impact any other programs. The program is an interdisciplinary one drawing from courses required in other programs across the university.

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

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

N/A

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

Tammy Bourg
Provost and Vice President for Academic Affairs
	tbourg@selu.edu
	Phone: 985-549-2316
Item E.9. University of Louisiana at Lafayette’s request for approval to award an Honorary Doctor of Arts degree to Mr. Joe Stewart at the Spring 2012 Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette wishes to recognize the contributions of Mr. Joe Stewart by awarding him an Honorary Doctor of Arts degree. Mr. Stewart, a native of Lafayette, attended UL-Lafayette, where he studied architecture, design and visual arts. He completed his Bachelor of Fine Arts degree in Drama (Design) at Carnegie Mellon University and subsequently embarked upon a distinguished production design career, with a focus on television and live events. Currently, Mr. Stewart is a partner at John Shaffner/Joe Stewart Production Design, a company that specializes in the production of design for television. Mr. Stewart possesses a wealth of experience in the field of production design. He has worked as a production designer for ABC, CBS, NBC, and Warner Brothers.

Mr. Stewart is a national leader with the Academy of Television Arts and Sciences, an organization that strives to encourage the highest standards in productions for television. He has also often worked with art and design students as a Visiting Artist at Carnegie Mellon University, Emerson College, and UL-Lafayette. Mr. Stewart has been locally and nationally recognized for his talents in design. He was awarded the Lifetime Achievement Award from the College of Arts during UL-Lafayette’s Festival of the Arts. Other notable awards include the Carnegie Mellon Alumni Merit Award, the Art Director’s Guild Award, and several Emmy and Daytime Emmy Awards.

Mr. Stewart’s commitment to give back to his community and to prepare new generations of outstanding designers permeates his career. University of Louisiana at Lafayette seeks to award this honorary doctorate to Mr. Stewart as a deserving individual who has made outstanding contributions to the field of production design.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette’s request to award an Honorary Doctor of Arts degree to Mr. Joe Stewart at the Spring 2012 Commencement Exercises.
April 4, 2012

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

Dear Dr. Moffett:

I write to ask for approval to award an Honorary Doctor of Arts Degree to Mr. Joe Stewart at the University of Louisiana at Lafayette’s commencement ceremonies to be held on May 12, 2012. Mr. Stewart has been approved for this award by the UL Lafayette Graduate Council and the senior administrative staff here at the university.

Documents related to this recommendation are attached.

Please place this item on the agenda for consideration at the April 2012 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

Attachments
Dr. Carolyn Bruder
Interim Provost and Vice President for Academic Affairs
Campus

Dear Dr. Bruder:

We wish to inform you that the Graduate Council has unanimously approved the awarding of an honorary doctorate to Mr. Joe Stewart. This decision was reached after careful consideration of Mr. Stewart’s professional credentials and accomplishments. Among his many awards, Mr. Stewart has received four Daytime Emmy Awards and an Art Director’s Guild Award. (His resumé is attached for your review.)

Please feel free to contact me or Dr. Rieck if you have any questions or concerns.

Cordially,

David Breaux, Dean
Graduate School

William A. Rieck, Chair
Graduate Council

attachment

c: Dean Gordon Brooks

E. JOSEPH SAVOIE, President

A Member of the University of Louisiana System
July 7, 2011

UL Lafayette Graduate Council
UL Lafayette Graduate School

REF: Request to Bestow an Honorary Doctorate of Arts to Joe Stewart

Gentlemen and Ladies:

I am requesting that Joe Stewart be considered for an honorary doctorate at the Fall 2011 or Spring, 2012 UL Lafayette Commencement exercises. Attached is his current CV. Mr. Stewart is a native of Lafayette, and attended UL Lafayette (USL) 1971-1974. He studied architecture, design and visual arts. He completed his B.F.A. degree in Drama (Design) in 1977 at Carnegie Mellon University (Pittsburgh PA), and subsequently embarked upon a distinguished production design career, with a focus on television and live events.

As a partner in John Shaffner/Joe Stewart Production Design, Mr. Stewart has received four Daytime Emmy Awards, four Emmy Awards, one Art Director's Guild Award, and one LA Area Emmy Award. He has been nominated dozens of times, over a span of nearly 25 years, for other national awards.

Mr. Stewart is a national leader with the Academy of Television Arts & Sciences, an organization that strives to encourage the highest standards in productions for television. He has also worked often with art and design students as a Visiting Artist at Carnegie Mellon University (Pittsburgh), Emerson College (Boston), and UL Lafayette in 2011-2012. He will receive the Lifetime Achievement Award from the College of the Arts during our Festival of the Arts in March, 2012. His commitment to give back to his community and to prepare new generations of outstanding designers permeates his career.

Finally, this honor would focus attention on the close relationship developing between the film and television industries of California and the related businesses and artists of Louisiana. This is a growing part of our economy, one which the College of the Arts supports enthusiastically.

Thank you for your consideration of this nomination.

Sincerely,

H. Gordon Brooks II, FAIA
Dean, College of the Arts
Joe Stewart
Production Designer
9080 Wonderland Park Avenue
Los Angeles CA 90046
(323) 650-6939
jstimes2@aol.com

Education

University of Louisiana at Lafayette (USL), Lafayette LA. Undergraduate studies 1971-1974.

Employment

Production Designer, ABC. Los Angeles, CA. 1983-present.
Production Designer, CBS. Los Angeles CA. 1982-present.
Production Designer, NBC. Los Angeles CA. 1988-present.

Honors and Awards

Solo Honors and Awards


Awards (John Shaffner/Joe Stewart Production Design)

Daytime Emmy Award: Ellen DeGeneres Show. 2007.
Daytime Emmy Award: Ellen Degeneres Show. 2006.
Emmy Award: George Lopez. 2005.
Daytime Emmy Award: George and Alana Show. 1996.
LA Area Emmy Award: The Late Mr. Pete Show. 1992.
Award Nominations *(John Shaffner/Joe Stewart Production Design)*

Art Director's Guild Nomination: Two and a Half Men. 2007.
Art Director's Guild Nomination: War at Home. 2006.

**Major Professional Production Design Projects (Television & Live Events)**

Conan: Warner Bros. TV. 2010-present.
Mike and Molly: Warner Bros. TV. 2010-present.
The Next Food Network Star: Food Network. 2010-present.
The Late Late Show with Craig Ferguson: CBS Warner Bros. TV. 2009-present.
BrainSurge: Nickelodeon. 2009-present.
Television Academy Hall of Fame. 1995, 2008-present.
Miss Universe, Miss USA: NBC. 2000-present.
Jerry Lewis MDA Telethon. 1980-present.
The Tonight Show with Conan O’Brien: NBC. 2009-2010.
Celine Dion: That’s Just the Woman in Me : CBS. 2008.
The IT Crowd (Pilot): NBC, NBC/Universal. 2007.
Lisa Nichols: Telepictures. 2007.
Real Simple: Real Simple. 2007.
Amnesia. 2007.
Do You Trust Me. 2007.
Indecision. 2007.
Mind Game: Phil Gurin Company. 2007.
The Singing Bee. 2007.
ALMA Awards. 2006.
Jamie Foxx. 2006.
Grove Christmas. 2006.
Mr. Nice Guy (Pilot): Touchstone. 2006.
Jeff Garlan Program (Pilot): Paramount. 2006.
In Search of the Partridge Family: VH1, Sony, Jeff Margolis Productions. 2004.
Deal/All In (Pilot): Warner Bros. 2004.
The Disco Ball: Jeff Margolis Productions. 2003.
Dharma and Greg: Fox for ABC. 2002.
Talk To Me (Pilot): Disney for NBC. 2000.
The Mike O'Malley Show (Pilot): NBC. 1999.
Good To Be King (Pilot): Fox. 1997.
Olympic Flag Jam, Atlanta Olympics: Synd, Dick Clark Productions. 1996.
50 Years Of Ebony: Jeff Margolis Productions. 1996.
Television Academy Hall Of Fame: Jeff Margolis, CBS. 1995.
From The Heart; The Very Special Arts: NBC, Smith–Hemion Productions. 1990.
Perry Como Christmas; Colonial Williamsburgh: ABC, Bob Banner Assoc. 1983.

Visiting Residencies

Visiting Professor. Emerson College, Boston, MA. 2010-2011.

Other Professional Activities

Chairman, Governor’s Ball, Academy of Television Arts and Sciences. 2010-present.
Chairman, Television Hall of Fame, Academy of Television Arts & Sciences. 2007-present.
Governor, Art Directors and Set Decorators Peer Group, Academy of Television Arts & Sciences. 2006-2010.

Professional Memberships and Offices Held

Board of Governors, Academy of Television Arts and Sciences. 2006-2010.
Member, Art Directors Guild (ADG), Local 800 of the International Alliance of Theatrical and State Employees (IATSE).
Member, Carnegie Mellon West Coast Drama Alumni Clan.
Item E.10.  University of Louisiana at Lafayette’s request for approval of a Proposal for a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL).

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette proposes to offer a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL). This certificate will equip graduates with the knowledge and abilities necessary to teach English as a Second Language (ESL) to a variety of student populations (children and adults) in a variety of settings, including schools, the corporate environment, and non-profit organizations.

As statistics and census figures have consistently shown, English language learners continue to be the fastest growing segment of the school-age population in the United States. According to the U.S. Department of Labor’s 2010-11 Occupational Outlook Handbook, employment for TESOL graduates is expected to increase. Additionally, due to the rate that people are leaving the occupation or retiring, many job openings are anticipated. Occupational wage data reported at the federal level and by the Louisiana Workforce Commission at the state level indicate certificate holders should expect to earn a median salary of $34,200 in the State of Louisiana if they work as “remedial/adult-education oriented” TESOL instructors and at a median salary of $52,600 if they are regarded as “English teachers.”

The proposed Graduate Certificate in TESOL would be composed of five three-hour courses primarily offered in a traditional classroom setting; however, interactive video could be a potential delivery mechanism as the program unfolds. All courses are currently offered as a part of the University’s Master of Arts in English (concentration in TESOL/Applied Linguistics). It would be possible for a student to complete his/her work in two semesters, after which he/she would be eligible to sit for national professional examinations such as the ESL Praxis exam. Aside from the Teaching English as a Foreign Language Add-On Certification for K-12 Teachers, there are no similar programs in Louisiana. As well, Arkansas and Mississippi have no TESOL graduate certificate degree programs.

It is expected that this certificate will draw a new population of students to the University who are currently not being served by higher education in Louisiana. The program will appeal to those who do not desire or cannot pursue an education degree and, therefore, are not eligible for add-on certification. As well, it will attract those who desire the skill set but are not interested in attaining the MA in English. Based on the number of inquiries ULL has received over the past
ten years and on the paucity of TESOL programs in the Gulf region, the University projects an enrollment of 40 students and a graduation number of 30 over the first five years.

The proposed program would be offered through the Department of English, which is housed in the College of Liberal Arts. As the program would be composed of courses that are currently offered, no new faculty lines will be required for this initiative. Additional facilities will not be needed; however, current library holdings will need to be annually enhanced by approximately $2,000 for new book acquisitions and $1,500 for journal subscriptions. These minimal costs would be funded from tuition generated from the program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request of a Proposal for a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL).
April 4, 2012

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

Dear Dr. Moffett:

This is to request approval of a Letter of Intent and Proposal for a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages).

Please place this item on the agenda for consideration at the April, 2012 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie
President

jl

Attachment
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<tr>
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<td>Date to be Initiated</td>
<td>Spring 2013</td>
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<td>Name of Department or Academic Subdivision Responsible for the Program</td>
<td>English</td>
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<tr>
<td>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</td>
<td>Dr. Jim McDonald, Professor and Department Head</td>
</tr>
<tr>
<td>Date Approved by Governing Board</td>
<td></td>
</tr>
<tr>
<td>Date Received by Louisiana Board of Regents</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Committee Review</td>
<td></td>
</tr>
<tr>
<td>Board Action (Nature of Action)*</td>
<td></td>
</tr>
<tr>
<td>Date of Board Action</td>
<td></td>
</tr>
</tbody>
</table>
1. Description

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

Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages). This certificate will equip students with the knowledge and abilities necessary to teach ESL (English as a Second Language) to a variety of student populations (children and adults) in a variety of settings (schools, the corporate environment, global non-profits) and for a variety of purposes (daily living and conducting business).

The SSG Code for this discipline is 25-3011 and the CIP Code is 13.1401, described as: Teaching English as a Second or Foreign Language/ESL Language Instructor. A program that focuses on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs. TESOL encompasses what was historically referred to as TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language). Generally, TEFL emphasizes aspects of teaching English in countries where English is not widely used in daily life, while TESL focuses on the needs of learners who will use English in their daily lives, in addition to their mother-tongue (TESOL, Inc.).

The Bureau of Labor Statistics (http://www.bls.gov/oco/ocos289.htm) describes what this credential will enable certificate completers to do as: ESOL teachers or English Language Learners Teachers help students to speak, listen, read, and write in English, often in the context of real-life situations to promote learning. Students learn writing and conversational skills or may focus on learning more academic or job-related communication skills depending on their skill level. ESOL teachers work with students from a wide range of backgrounds. They need to be prepared to work with learners of all ages and from many different language backgrounds. Because the teacher and students often do not share a common native language, creativity is an important part of fostering communication in the classroom and achieving learning goals. These workers teach students from a variety of cultural backgrounds and, therefore, they must be sensitive to differences in culture and backgrounds.

The Center for Adult English Language Acquisition (CAELA), which is funded by the Office of Adult and Vocational Education, U.S. Department of Education, and exists to improve the capacity of states to provide technical assistance to professional developers and teachers of adult English language learners, prepared a technical report (2011) entitled Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices. In that report, while describing the "State of the Field," it was observed that "the need for qualified personnel to work with adult English language learners has risen rapidly in recent years because of the ever-increasing demand for classes" (Schaezle, Peyton, & Burt, 2007). While this demand is not new, changing immigration patterns and demographics have had an impact on professional development. As a result, new teachers are entering the field, experienced teachers are being asked to take on greater challenges, and many adult basic education (ABE) teachers are working with English language learners in classes along with native English speakers. Much of this is occurring in areas where the adult English as a second language (ESL) education infrastructure is limited or nonexistent. Professional development is crucial for these teachers (Teachers of English to Speakers of Other Languages, 2000).

The American Community Survey (ACS, http://www.census.gov/prod/2010pubs/acs-12.pdf) in 2007 issued a report entitled Data on Language Use. That document indicated that nationwide, about a quarter of the American population "spoke English less than well." While in the State of Louisiana our percentage was lower, still over 15% of state residents self-reported that they are similarly situated in terms of their English language capacity. And with increasing migrant populations (in 2010, there were 173,000 foreign-born residents in the state of Louisiana, 30,000 of whom arrived since 2005) of those of Hispanic and Asian descent, this number is on a predictable growth trajectory, necessitating and anticipating the need for additional TESOLs in the school and in the private business sectors.
b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

The certificate will consist of five courses (each is three SCHs) which can be completed in two semesters. All courses are currently being offered as a part of our M.A. concentration in TESOL/Applied Linguistics.

<table>
<thead>
<tr>
<th>Course Level/Number</th>
<th>Course Name and Department Offering Course</th>
<th>Max Feasible Enrollment</th>
<th>Who is currently qualified to teach this course?</th>
<th>New Course or Existing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 452</td>
<td>Language, Culture and Society</td>
<td>20</td>
<td>Honegger/Rice</td>
<td>Existing</td>
</tr>
<tr>
<td>ENGL 596</td>
<td>Principles of Linguistics</td>
<td>15</td>
<td>Honegger/Rice</td>
<td>Existing</td>
</tr>
<tr>
<td>ENGL 561</td>
<td>Syntax, Morphology and Semantics for ESOL Teachers</td>
<td>15</td>
<td>Honegger/Rice</td>
<td>Existing</td>
</tr>
<tr>
<td>ENGL 562</td>
<td>Applied Phonetics and Pronunciation Teaching</td>
<td>15</td>
<td>Honegger/Rice</td>
<td>Existing</td>
</tr>
<tr>
<td>ENGL 563</td>
<td>Second Language Acquisition</td>
<td>15</td>
<td>Honegger/Rice</td>
<td>Existing</td>
</tr>
</tbody>
</table>

UL Lafayette began offering the new concentration in TESOL/Applied Linguistics for its M.A. in English in the Fall 2011 semester. It is the only TESOL degree program offered by a public institution in the state of Louisiana. Coursework in that program consists of eight classes plus a practicum, but no thesis or comprehensive exam.

Teachers with a prior certification in education can obtain the add-on certification in ESOL (12 hours) as a part of this degree program. However, the add-on certification in the College of Education includes 4 courses, only one of which overlaps with the above courses. Therefore, the audiences for the add-on certification and this Graduate Certificate do not overlap.

Graduates from this program will be able to diagnose and address the specific language and communication problems their classes encounter. This training will also enable teachers to pass national professional examinations such as the ESL Praxis exam.

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

Because of the nature of the material, classes will be offered in traditional classrooms, but interactive video could be a potential delivery mechanism. While many vendors offer short-term (50- and 100-hour training programs) TESOL "certificates of completion" online, the curriculum of these focuses largely on the "English" mastery component of the field, and do not holistically address other domains of the recommended curriculum (http://www.cal.org/raelanetwork/prodev/framework/content.html) which are seemingly most effectively delivered on an interpersonal, face-to-face basis. Nonetheless, technological capacity enabling greater verbal and nonverbal interactivity may enable the content to be delivered electronically, and such technological advances will be monitored.

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

This is the initial submission of this proposal.
2. Need

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

UL Lafayette currently offers a M.A. English with a concentration in TESOL/Applied Linguistics, so this certificate will fit within the current course offerings of the department. It provides options for students who want the training without enrolling in a degree program.

One of our five identified areas of emphasis offered to augment UL Lafayette's role, scope and mission document (HCR 30 reporting) was dedicated to human development. And as a program which enables others to communicate with fellow members of society, this has implications for economic and socio-emotional development.

UL Lafayette's "Mission Statement" indicates that, "the graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers." This Graduate Certificate program meets each of these criteria.

UL Lafayette's "Vision" is: To further the University's evolution as a distinctive institution recognized as a catalyst for transformation—of students, faculty, staff, Acadiana, Louisiana, and the globe—through its engagement in research, scholarship, creativity, and the enhancement of our unique culture. Because of the multilingual heritage of Cajun and other Louisiana cultures, linguistically-based programs such as TESOL enhance understanding and appreciation of the unique culture of Acadiana and provide a template for how multiple cultures and languages can co-exist harmoniously.

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

UL Lafayette has never offered a certificate program in TESOL.

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

Apart from the TESL add-on certification for K-12 teachers, there is no similar program in Louisiana. The add-on certification is only relevant for students who have a prior state teacher certification. Arkansas and Mississippi have no TESOL graduate certificate degree programs. Texas schools offering any degree options at any level in CIP13.1401 are indicated in the Table below. The approximately 50 annual graduates from these programs do not meet state-wide demand as predicted given that 27% of that state's population self-reported they do not speak English well, with 10% reporting that they do not speak English "at all."

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howard Payne University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>W</td>
<td>Total</td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1  0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Post-baccalaureate certificate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallas Baptist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>W</td>
<td>Total</td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0  0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
There are several national on-line short-term "certificate" programs marketed to citizens in the State of Louisiana. According to the US Department of Education's Center for Adult English Language Acquisition (CAELA), although a short-term 100-hour TESL/TEFL certificate may be considered as a first professional credential for the TESOL field, and may be an acceptable minimum qualification to teach in certain settings, it alone is not a sufficient qualification to teach in many institutions. Many positions in the field require a longer-term graduate degree, such as a Master's degree.

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

TESOL Inc.'s position paper entitled, "Increasing Academic Achievement and Enhancing Capacity for English Language Learners: Principles and Recommendations for the Reauthorization of the Elementary and Secondary Education Act" reports, "as statistics and census figures have consistently shown, English language learners (ELLs) continue to be the fastest growing segment of the school-age population in the United States. When it was signed into law, the No Child Left Behind Act of 2001 (NCLB)—the latest iteration of the Elementary and Secondary Education Act (ESEA)—went further than any preceding version in holding schools accountable for the academic performance of all students—especially ELLs. As a result of holding schools and districts accountable for both the content-area achievement and English language proficiency development of their ELLs, there has been much greater national attention on the unique needs and academic performance of this student population. This heightened attention, and the resulting positive actions to support academic achievement for ELLs, have been very positive and laudable outcomes."
e. If a graduate program is requested, indicate:

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

Employment for TESOL graduates is, according to the US Department of Labor’s 2010-11 Occupational Outlook Handbook,

"expected to grow faster than average, and many job openings are expected due to the need to replace people who leave the occupation or retire. Job opportunities are expected to be favorable, particularly for teachers of English to speakers of other languages. Employment of adult literacy and remedial education teachers is expected to grow by 15 percent through 2018, which is faster than the average for all occupations. As employers increasingly require a more literate workforce, workers’ demand for adult literacy, basic education, and secondary education classes is expected to grow. Significant employment growth is anticipated especially for ESOL teachers, who will be needed by the increasing number of immigrants and other residents living in this country who need to learn or improve their English skills. In addition, greater proportions of these groups are expected to take ESOL classes. The demand for adult literacy and basic and secondary education often fluctuates with the economy. When the economy is good and workers are hard to find, employers may relax their standards and hire workers without a degree or GED or good proficiency in English. As the economy softens, employers can be more selective, and more students may find that they need additional education to get a job. In addition, adult education classes often are subject to changes in funding levels, which can cause the number of teaching jobs to fluctuate from year to year. In particular, budget pressures may limit Federal funding of adult education, which may cause programs to rely more on volunteers if other organizations and governments do not make up the difference. Other factors such as immigration policies and the relative prosperity of the United States compared with other countries also may have an impact on the number of immigrants entering this country and, consequently, on the demand for ESOL teachers... Job prospects should be favorable as high turnover among part-time workers creates many openings. Opportunities will be best for ESOL teachers, particularly in States that have large populations of residents who have limited English skills—such as California, Florida, Texas, and New York. However, many other parts of the country have begun to attract large numbers of immigrants, making good opportunities in this field widely available."

Occupational wage data reported at the federal level and by the Louisiana Workforce Commission at the state level indicate certificate holders should expect to earn a median salary of $34,200 in the State of Louisiana if they work as “remedial/adult-education oriented” TESOL instructors and at a median salary of $52,600 if they are regarded as “English teachers.”

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$13.02</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$27.100</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Hourly</td>
<td>$9.83</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$20.400</td>
</tr>
</tbody>
</table>

Labor demand estimates are presented below. In the State alone, annual job openings for TESOL-trained instructors is 20 per year.
### United States

<table>
<thead>
<tr>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Adult literacy, remedial education, and GED teachers and instructors</td>
<td>96,000</td>
<td>110,400</td>
</tr>
</tbody>
</table>

### Louisiana

<table>
<thead>
<tr>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Adult literacy, remedial education, and GED teachers and instructors</td>
<td>720</td>
<td>810</td>
</tr>
</tbody>
</table>

*Job Openings refers to the average annual job openings due to growth and net replacement.*

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

We would be willing to cooperate with other Louisiana institutions in this enterprise; however, we are unaware of existing expertise at other state universities.

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

No. It integrates with and forms a synergistic portfolio of ESL programs when considered in concert with our existing options and concentrations.

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

This proposed TESOL certificate program will contribute to the accomplishment of two imperatives in the UL Lafayette Strategic Plan:

- **Strategic Imperative 5** | Preparing our students to thrive as global citizens (by offering available and demanded educational option that will enhance the internationalization of our curriculum).

- **Strategic Imperative 8** | Fostering economic and community development (by assisting in workforce development by graduating teachers who can enable a more communicative state labor force).

This proposed TESOL certificate program will contribute to the accomplishment of two objectives in the Master Plan for Public Postsecondary Education in Louisiana 2011:

- **Objective 1-3:** Increase the number of adults age 25 and older enrolled in postsecondary education programs.

The US Department of Labor classifies ESOL education as "25-3011.00 - Adult Basic and Secondary Education and Literacy Teachers and Instructors," which is described as: Teach or instruct out-of-school youths and adults in remedial education classes, preparatory classes for the General Educational Development test, literacy, or **English as a Second Language**. Teaching may or may not take place in a traditional educational institution. Sample of reported job titles: Teacher, General Educational Development Instructor (GED Instructor), Adult Basic Education Teacher (ABE Teacher), Adult Education Teacher, GED
Teacher (General Educational Development Teacher), Adult Basic Education Instructor (ABE Instructor), English as a Second Language Instructor (ESL Instructor), ESL Teacher (English as a Second Language Teacher), Adult Education Instructor.

- Objective 1-6: Increase the rate and number of students earning postsecondary credentials. The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

- Objective 1-7: Develop a skilled workforce to support an expanding economy (by preparing teachers of English to foreign-born and non-native populations thereby enhancing the communicative skill level and productivity of Louisiana’s labor force).

Corporations that hire large numbers of workers with low English proficiency need English language instruction for their employees. Miscommunication between employees greatly increases the cost and liability of doing business. For example, one of the biggest challenges facing local oil service companies who work overseas is the language and culture gap between American supervisors and local employees, who must constantly negotiate detailed instructions on the rig. The most cost-efficient way to solve such challenges is English language instruction for the employees, which is much cheaper than the cost of fixing mistakes and paying for accidents due to miscommunication. The same scenario obtains for companies in Louisiana who employ workers with low English proficiency. It is much cheaper to teach a paint crew to have enough English to understand which paint is to go on a wall than to repaint the surface a second time.

3. Students

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

We project enrollment of 40 students and a graduation number of 30 over the first five years, based on the number of inquiries we have received at UL Lafayette over the past ten years and on the paucity of TESOL programs in the Gulf region.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Enrolled</th>
<th>Number of Students Completing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2013-14</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2014-15</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2015-16</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>2016-17</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Steady State</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

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

This certificate will draw a new population of students to the University who are currently not being served by higher education in the state of Louisiana. It is available for those who don’t desire or can’t pursue an education degree and, therefore, can’t get the add-on as well as for those who desire the skill set but who are not pursuing the M.A. in English.

c. What preparation will be necessary for students to enter the program?
The only requirement is a bachelor's degree in any field. The certificate assumes no prior knowledge of ESOL. It is an ideal offering for people who are making career changes, as well as for those who seek international travel while retaining a home base in Louisiana. The program as a whole is designed for people from any academic background and so have no prerequisites or fixed order of completion. Within the program, students applying with no linguistics background would need to take ENGL 506; however, if a student has completed an introductory linguistics course (at the undergraduate level), this requirement would be waived.

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

We are in the first year of offering the M.A. English concentration in TESOL/Applied Linguistics. These five courses each have had an enrollment of 4-15 students. This concentration consists of three new courses (561, 562, and 563) and two existing courses (452, 506). We do not expect the proposed certificate to diminish or impact these enrollments, but rather augment them due to the different market niches served by these two offerings.

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

Our students can teach in the Intensive English Program (IEP) currently administered through the Office of International Affairs. Their remuneration could be given through a stipend and tuition waiver.

4. Faculty

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

Drs. Mark Honegger (Illinois-Urbana-Champaign) and Claiborne Rice (Georgia), both PhD in Linguistics and hired 2002. Both are associate professors, on Workload Track III, which is a 3/3 annual teaching load.

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

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Sum of STUDENTS TAUGHT</th>
<th>Sum of SChs GENERATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honegger, Mark</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>ENGL 561</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 562</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Rice, Charles C.</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
<td>ENGL 500</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>ENGL 553</td>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>
c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

No new faculty hires are anticipated unless enrollment grows to the level that demands the opening of a second section of the same course. As the certificate totally depends on existing courses, the intent is to grow enrollment in currently-offered classes. Adjuncts are available for meeting short-term scheduling needs.

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

No.

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

Please refer to the attached vita for demonstration of engagement in the domains of teaching, intellectual contributions and outreach. Workload Track III balances instructional, research and service responsibilities in the following manner:

- 6 or 9 credit hours per semester, usually totaling 15 credit hours per academic year
- 3/1 or 2/1 class load per year
- teaching load consistently includes some courses at the graduate level, with at least one course per year at the 500+ level or a minimum enrollment of five graduate students in the course if it is at the 400(G) level; faculty in this track expected to hold Graduate Faculty status
- significant visible research/creative/grant/contract productivity, with regular engagement in thesis and/or dissertation direction
- teaching constitutes 35 - 55 % of total workload
- advising and/or other departmental/university service

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)


ii. For proposed new faculty, qualifications and/or strengths needed.
We do not project the need for a new faculty line in the next 5 years.

5. Library and Other Special Resources

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

No. Expansion of holdings will be necessary. The anticipated cost will be $2,000 for new book acquisitions and $1,500 for journal subscriptions. The subscriptions will be an annual and recurring cost.

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

Collection development will be informed by An Essential Bibliography for English Language Teaching and Applied Linguistics Online Materials on EFL and Related Topics by Priscilla Faucette, Curt Hutchison, Anne Jund, and Priti Sandhu,* compiled in May 2010 and available for review at http://exchanges.state.gov/media/eltpdfs/essential-bibliography-10-07-10.pdf. This report was sponsored by the Office of English Language Programs Bureau of Educational and Cultural Affairs U.S. Department of State.


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

Yes. Louisiana State University holds relevant items in its collection which are currently used by UL Lafayette faculty and students.

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

Approximately $4,000, primarily in linguistics-related materials.

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

Total expenditures will sum to $10,000 over the five year period as detailed below.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Journals</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>2</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>$1,500</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>$7,500</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

f. What additional special resources, other than library holdings, will be needed?
g. If a graduate program is requested, indicate:

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

See above.

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

UL Lafayette's library resources and services have been deemed, on numerous occasions and by multiple accrediting bodies, to be good quality and quantity. Edith Garland Dupré Library recently added its one millionth bound volume and has over 2 million microform units. Some 6,000 serial titles are currently under subscription, and backfiles are being collected in print and non-print format. Most of the library's collections are available online through the library's catalog. Patrons may access the catalog over the Internet from home, office, or campus. Educational materials housed in the Instructional Materials Center may be searched separately or in conjunction with a search of Dupré Library's holdings.

A trained professional and civil service staff with interests and talents in many fields provides high quality service to its patrons. Constant effort is being made to improve the University library system. The library is a member of the regional library organization, Lyrasis, which provides nationwide networked cataloging and other professional services. The rapid growth of the collection, the professional competence and interest of its staff, the utilization of the latest technologies in providing efficient library service and the active cooperation of the teaching faculty all work together to assure students and faculty of UL Lafayette the finest in library service available. Benchmark comparisons are available below.

Library collections of Institutions of Similar Size with Carnegie Classification Code of Doctoral/Research Intensive/Extensive

<table>
<thead>
<tr>
<th>University</th>
<th>Books, Serials Back Files, Other Paper Materials</th>
<th>Multimedia Materials</th>
<th>Current Serial Subscriptions*</th>
<th>Microforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>1,036,232</td>
<td>14,822</td>
<td>2,842</td>
<td>1,405,020</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>1,317,687</td>
<td>29,118</td>
<td>29,013</td>
<td>889,184</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>1,264,399</td>
<td>539</td>
<td>2,962</td>
<td>2,218,227</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>1,133,755</td>
<td>52,109</td>
<td>27,118</td>
<td>2,068,991</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>1,298,639</td>
<td>35,399</td>
<td>26,856</td>
<td>1,267,428</td>
</tr>
<tr>
<td>University of Memphis</td>
<td>1,906,394</td>
<td>33,396</td>
<td>9,393</td>
<td>3,836,548</td>
</tr>
</tbody>
</table>

* Some institutions include full-text journals accessed through databases
6. Facilities and Equipment

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

The program will be housed in Griffin Hall, an instructional facility with many Liberal Arts programs as well as language and writing labs and the Humanities Resource Center (HRC). The HRC houses a media collection which consists of a variety of titles and subjects in various formats. Instructional technology equipment is available for Liberal Arts faculty to use in carrels as well as in classrooms and auditoriums in Griffin Hall and at various sites on campus. Production services such as video production and digital photography are available. The HRC also houses a library of 10,000+ 35 mm slides of art and historical images.

Presented below is capacity data classified according to State of Louisiana/BoR USOE Description Classification.

<table>
<thead>
<tr>
<th>Space Availability Data</th>
<th>Sum of Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffin Hall</td>
<td>111830</td>
</tr>
<tr>
<td>ASSEMBLY</td>
<td>3122</td>
</tr>
<tr>
<td>ASSEMBLY SERVICE</td>
<td>941</td>
</tr>
<tr>
<td>CENTRAL COMPUTER OR TELECOMMUNICATIONS</td>
<td>318</td>
</tr>
<tr>
<td>CENTRAL STORAGE</td>
<td>5373</td>
</tr>
<tr>
<td>CIRCULATION AREA</td>
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<tr>
<td>CLASS LABORATORY</td>
<td>3413</td>
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<tr>
<td>CLASS LABORATORY SERVICE</td>
<td>1643</td>
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<tr>
<td>CLASSROOM</td>
<td>37234</td>
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<tr>
<td>CLASSROOM SERVICE</td>
<td>462</td>
</tr>
<tr>
<td>CONFERENCE ROOM</td>
<td>9933</td>
</tr>
<tr>
<td>CUSTODIAL AREA</td>
<td>572</td>
</tr>
<tr>
<td>LOUNGE</td>
<td>2438</td>
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<td>MECHANICAL AREA</td>
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<td>MEETING ROOM</td>
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<td>OFFICE SERVICE</td>
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<td>RESEARCH/NONCLASS LABORATORY</td>
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<tr>
<td>Grand Total</td>
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</table>

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

Presented below is Spring 2011 utilization of Griffin Hall in classrooms and labs as defined by the USOE 100 and 200 series.
<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Utilization by Classroom</th>
<th>Weekly Usage in Minutes</th>
<th>Hours/Week Used</th>
<th>Room Capacity</th>
<th>Sum of SC/Week</th>
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<tbody>
<tr>
<td>0106</td>
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<td>Grand Total</td>
<td>99024</td>
<td>7785</td>
<td>1327145705</td>
<td>42153</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional facilities will not be needed. Nor will any reconfiguration or renovation be necessary.

7. Administration

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

The program would be offered through the Department of English which is housed in the College of Liberal Arts. Linguists from other departments could teach in this program.

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

The program will not affect the present administrative structure.

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

This program fits well with the interdisciplinary nature of the English Department at UL Lafayette, and it will offer a set of courses that will be valuable for other students in English and other graduate programs at UL Lafayette (CODI, EDCI, and Modern Languages).

8. Accreditation

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

There is no accrediting agency for this program.

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

Not applicable

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

Not applicable

9. Related Fields

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

This certificate will be relevant to all programs that work with languages, including English, CODI, Modern Languages, EDCI, and even Moving Image Arts given their recent and ongoing work in documenting extinct and near-extinct languages.
b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

No additional costs will be incurred.

10. Costs

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

Please see below.

b. Indicate departmental costs:

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

**UNIVERSITY OF LOUISIANA AT LOUISIANA**

**SUMMARY OF DEPARTMENTAL COSTS -- ENGLISH**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>ACTUAL 2009-2010</th>
<th>ACTUAL 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL SERVICES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALARIES INSTR.</td>
<td>1,803,901</td>
<td>1,794,234</td>
</tr>
<tr>
<td>SALARIES CLASS.</td>
<td>58,931</td>
<td>56,035</td>
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<td>SUMMER INSTR.</td>
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<td>TERMINATION</td>
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<tr>
<td>STUDENT LABOR</td>
<td>6,437</td>
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</tr>
<tr>
<td>FRINGE BENEFITS</td>
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<td>INSURANCE CONTR.</td>
<td>248,457</td>
<td>249,722</td>
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<tr>
<td>TOTAL PERS SVCS</td>
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<td>CAPITAL OUTLAYS</td>
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<tr>
<td>DEPARTMENT TOTAL:</td>
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<td>2,503,627</td>
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ii. How will the proposed program affect the allocation of these funds?

The proposed program is not expected to impact current allocation in any significant manner, and will only slightly alter the supplies budget.
c. Indicate if additional funds for research will be needed to support the proposed program.

No additional funds will be required. No additional Graduate Assistantships are requested. It is anticipated the most certificate students will be self-pay.

d. Provide estimates of additional cost on the attached form.
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**Institution:** UL Lafayette  
**Date:** March 30, 2012

**Program/Unit:** Graduate Certificate in TESOL

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<th></th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
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<td>Fellowships and Scholarships</td>
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### Amount & Percentage of Total Anticipated From:

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<td>State Appropriations</td>
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<td>$9,607</td>
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<td>29.028</td>
<td>$33,461</td>
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</table>
Curriculum Vitae

Claiborne Rice
Department of English, Box 44691
University of Louisiana at Lafayette
Lafayette, LA 70504

Tel: (337) 482-1327
Fax: (337) 482-5071
Email: crice@louisiana.edu
http://www.uces.louisiana.edu/~cr1086/

Education

Co-Directors: William A. Kretzschmar, Jr. and Anne Williams

Positions Held

Assistant Professor, English Dept., University of Louisiana at Lafayette: 2002 -- present (tenured 2008)
Assistant Professor, English Dept., University of Montevallo, Alabama: 2002
Instructor, English Dept., University of Montevallo, Alabama: 1999 - 2002

Publications

Peer Reviewed


“Contributing Positively to the Bottom Line: Interview with George Davidson, III.” Interdisciplinary Humanities 23.2, 2006, p. 72-86.
Short Articles


Reviews and Editing


Presentations


“Perceptions of Dialect in Southwest Louisiana” (with Wilbur Bennett). Southeastern Conference on Linguistics Annual Conference. Tulane University, New Orleans, 8-10 April 2009.


“Elizabeth Bishop’s 'Casablanca'.” Jarrell, Bishop, Lowell & Co. Case Western Reserve University, Cleveland, 13-16 April 2000.


Invited Lectures and Workshops


“Some Tools for Corpus Linguistics at University of Louisiana.” presentation to Department of Communication Disorders graduate colloquium, 12 October, 2011.

“Framing and Blending: Practical Creativity for Information Architects.” Conducted one-day workshop for registrants. 10 August 2006. San Jose, CA.


Grants and Awards

“Louisiana Digital Humanities Lab.” Co-PI. Louisiana Board of Regents Program Enhancement Grant, 2009-10. $68,762.


UL Lafayette Summer Research Grant, 2004

Course Development Grant. University of Montevallo Graduate School, 2002

Outstanding Teacher, UGA English Department, 1999

Helen S. Lanier Graduate Dissertation Fellowship, 1998

Professional Experience

Referee, Columbia University Press, 2011
Referee, Routledge Press, 2011
UL Lafayette Representative to Project Bamboo, 2008-11.
Consultant, Ebay, 2007
Consultant, Curves International, 2007
Reviewer, National Science Foundation, 2005
Referee, Journal of English Linguistics, 2005
Referee, College Literature, 2004
Reviewer, Allyn & Bacon, 2004
Reviewer, Houghton Mifflin, 2003
Consultant, Alta Vista, 1999
Graduate Teaching Assistant, English Dept., University of Georgia, Athens, GA: 1993 - 1999
English and ESL Teacher, Clarke Central High School, Athens, GA: 1989 - 1993
Instructor, American Language Program, University of Georgia, Athens, GA: 1988-1989
Instructor, English Dept., University of Georgia, Athens, GA: 1986-1988
Professor, L'ecole Professionelle St. Esprit, Cap Haitian, Haiti: 1985-1986

Student Supervision

1) Thesis/Dissertation Chair:
   ii) Dahlia El Metwally (MA, English [Linguistics], 2006)
   iii) Wilbur Bennett (MA, English [Linguistics], 2006)
   iv) John Lavelle (PhD, English [American Literature], 2008)
   v) Bethany Sanchez (MA, English [Linguistics], 2011)

2) Thesis/Dissertation Committee:
   i) Dawn Bergeron (MA, English, 2005)
   ii) Lian Chen (PhD, Communication Disorders, 2005)
   iii) Stephen Oller (PhD, Communication Disorders, 2005)
   iv) Casey Hayes (PhD, English, 2005)
   v) Holly Schullo (PhD, English, 2006)
   vi) Sonja Jaramillo (MA, English, 2006)
   vii) Carmen Comeaux (PhD, Cognitive Science, 2006)
   viii) Melissa Kizina (MA, English, 2007)
   ix) T. J. Smith (PhD, English, 2008)
   x) Roxanne Raine (PhD, Cognitive Science, 2009)
   xi) Emma Tomingas (MA, English, 2009)
   xii) Liberty Kohn (PhD, English, 2009)
   xiii) Monique Dupas (MA, English, 2010)
   xiv) Elizabeth Sonnier (MA, English, 2010)
   xv) Laurie Robinette (PhD, Cognitive Science, 2010)
   xvi) Marshall Barth (PhD, English, 2011)

Service

Webmaster for Cognitive Approaches to Literature Discussion List
(http://www.ucs.louisiana.edu/~exr1086/coglit/)
University of Louisiana at Lafayette:
- Acting Department Chair, Summer 2008, 2009
- Graduate Coordinator, 2007-present
- Chair, College of Liberal Arts Peer Review Committee, 2011-2012
- Acting Graduate Coordinator (Summers), 2005-7
- English Department Personnel Committee (elected), 2005-7
- Assisted with In-service presentations for computer teaching facilities, 2003-7
- Secretary, English Department Graduate Committee (elected), 2004-7
- Chair, English Department Technology Committee, 2004-7
- Chair, Search Committee for Modern British position, 2007-8
- Search Committee for Folklore position, 2011-12
- Search Committee for Creative Writing, Fiction, 2008-09
- Search Committee for Renaissance position, 2003-4, 2005-6
- English Dept. Judicial Committee, 2002-3, 2006-7
- Chair, English Dept. Ad Hoc Committee on Blackboard Instructional Guidelines
- Linguistics Concentration Adviser, Graduate and Undergraduate, 2002-present

University of Montevallo:
- English Department Library Liaison, 2000-02
- Search Committee for Creative Writing, Spanish, 2002
- English Department Technology Committee Chair, 1999-2002
- Junior Faculty Travel Budget Committee Chair, 2001-02
- English Department Web Master 1999-2002
- Secured grants for Master Teaching Classroom, 2000 and 2001

Modern Language Association (MLA)
- Division of Linguistic Approaches to Literature Executive Committee, 2005-2010
  (Chair, 2008)
- Delegate Assembly Representative, 2007-2009

Southeastern Conference on Linguistics (SECOL):
- Executive Board, 2009-2013 (President 2011-13)

South Atlantic Modern Language Association (SAMLA):
- Chair, Linguistics Section, 1999-2000.
- Secretary, Linguistics Section, 1998-99.

English Department, UGA:
- Graduate Student Representative to Dept. Graduate Committee, 1994 (elected).
- Graduate Student Representative to Dept. Computer Committee, 1996-7.
- Treasurer, English Graduate Organization, UGA, 1998-99
Arranged university-wide talk by Stephen Watt, co-author of Academic Keywords, 1999

Professional Organizations

International Cognitive Linguistics Association (ICLA)
Modern Language Association (MLA)
International Poetics and Linguistics Association (PALA)
American Dialect Society (ADS)
Southeastern Conference on Linguistics (SECOL)

Languages

Haitian Creole (fluent)
German (moderate)
Ancient Egyptian (moderate)
French (reading)
Computer: Perl, ActionScript
April 3, 2012

To Whom It May Concern:

Le Centre International de Lafayette, the International Division of the Lafayette Consolidated Government, supports the University of Louisiana at Lafayette's proposal for the new TESOL certificate program. Louisiana's private sector, particularly the energy sector, must be well prepared for the fierce competition brought by today's global economy.

We not only need to help educate and train international students in our universities, we also need to help our many companies that have operations and partnerships overseas to train their international managers and technicians in gaining fluency in the English language of their trade in order to establish the best possible communication, working relationship and environment.

This certificate will allow our university to be more responsive to their needs by training trainers with a quick, flexible, and targeted approach.

We therefore recommend this new TESOL certification program to you and thank you for your consideration.

Sincerely,

[Signature]

Philippe Gustin, Manager
Le Centre International de Lafayette
enhanced social opportunities for people of foreign languages. The University of Louisiana at Lafayette can aid the state's economy by providing certified English teachers who will prepare language learners with the skills required to encourage increased business interaction. My personal experience as an international language instructor may seem removed from these local concerns; however, I believe that as English language education continues to increase in demand, a greater number of certified teachers will be required in Louisiana and throughout the United States. Certification in TESOL will benefit our university by drawing many new students, by positioning our university in the forefront of this flourishing field, and by expanding our curriculum to meet the communication needs of the state of Louisiana.

Sincerely,

[Signature]

Wayne Arnold
Ph.D. Candidate
Department of English
April 9, 2012

TO WHOM IT MAY CONCERN:

Superior Derrick Inc., an oil and gas service company based in New Iberia, Louisiana, looks forward to the implementation of the new TESOL certificate program at the University of Louisiana at Lafayette.

In today’s global economy, oil and gas companies must compete with many other businesses worldwide: educating and training our manpower for our overseas operations and partnerships overseas will help establish better communication and quicker response between us and them.

This certificate will make UL-Lafayette more responsive to the needs of the Louisiana energy sector by helping our foreign technicians, managers and salesmen gain fluency in the English language, particularly in the business and oil and gas vocabulary.

We recommend this new TESOL certification program and thank you for your consideration.

Sincerely,

[Signature]

Daniel W. Alexander
Chief Financial Officer
Superior Derrick Services, LLC
MARK A. HONEGGER
Associate Professor, University of Louisiana, Lafayette

Curriculum Vitae

Home: 141 Elysian Fields Dr
Lafayette, LA 70508 USA
337-534-0399 (home) 337-482-6918 (office)
e-mail: honegger@louisiana.edu

EDUCATION

University of Illinois Champaign/Urbana, IL
Ph.D., Linguistics 1997
University of Illinois Champaign/Urbana, IL
M.A., Linguistics 1987-90
Trinity Divinity School Deerfield, IL
Greek, Semitics 1984-87
University of Iowa Iowa City, IA
B.A., English 1980-83
DePauw University Greencastle, IN
English 1978-80

RESEARCH INTERESTS

general theoretical linguistics (all areas), syntax, semantics, morphology, Austronesian linguistics, pragmatics, implications of linguistics for second language learning, TESOL, speech/writing differences

TEACHING

University of Louisiana, Lafayette: Fall 2002-Spring 2012
- English Syntax, Discourse Analysis, Introduction to Linguistics, Sociolinguistics, Semantics, English Grammar and Usage, Seminar in Linguistics: Literacy and Orality
- Second Language Acquisition, Syntax, Morphology and Semantics for ESOL, Phonetics and Applied Pronunciation Teaching, Pragmatics

Western Carolina University: Fall 1997-Spring 2002
- Freshman Composition, Grammar for Writers, Introduction to Linguistics, History of the English Language, Major American Writers, Cultures in Contact and Collision, Seminar on TESOL, Graduate Seminar in Linguistics, Applied Phonetics and Pronunciation, Teaching Grammar, Reading and Writing to ESL Students

National University of Malaysia: 1991-1993
- Syntax, Semantics & Morphology; Phonetics & Phonology; Composition I; Composition II; Reading for Academic Purposes; Basic Writing, Academic English

Stamford College: Fall 1990
- Basic Writing

University of Illinois at Urbana-Champaign: Fall 1988-Spring 1990, Fall 1993-Spring 1997
- Freshman Composition, Composition for ESL Students, Reading for ESL Students, Reading/Writing for ESL Students, Introduction to Linguistics, Introduction to Linguistic Structure
ACADEMIC SERVICE

TESOL 2010-2011
Team Leader, Pre- and Post-Convention Institutes, TESOL 2011 held in New Orleans, L.A.

Board, LaTESOL, 2007-2012
President (2008, 2009); Treasurer (2011-2012)

Educational Grant Committee, Teacher of the Year Selection Committee
Leader in Me Selection Committee

Chair, Graduate Committee, 2004-2006

Director of ESL, 2003-2006

Personnel Committee, 2003-2006
Chair (2008)

Graduate Curriculum Committee, 2003-2003

Chair, M.A. Examination Committee, 2002-2003

Graduate Student Observer, 1997-2000
I have mentored three graduate students who observed my freshman composition class.

Annual Faculty Evaluations, 1998-2001

Departmental Scholarship and Awards Committee (Chairman), 1997-2000

First Year Composition Committee, 1998-2001

Freshman Orientation Computer Instruction, 1998-99

DFA Subcommittee, 1998-99

Visiting Writers/Scholars Committee, 1997-99

Editorial Assistant, Fall 1995 --- Spring 1997
I was responsible for the proofreading and editing of our department’s linguistic journal, Studies in the Linguistic Sciences. I handled correspondence and arranged for the refereeing of submissions.

Research Assistant, Spring 1988 --- Spring 1990
I conducted research for A.T.&T., testing on-line style checkers and the effect of computers on student revision skills.
Computer Programmer, 1989
I wrote a program that sorts genealogical information for the history department.

Linguistics Department Student Advisory Panel, 1989-1990
I was treasurer on this committee which was elected by our peers. The committee raises money to bring in notable outside speakers for linguistic seminars every semester.

Professional Societies
Linguistic Society of America

PROFESSIONAL DEVELOPMENT

Participant in the Linguistic Society of America's 1999 summer institute, University of Illinois at Urbana-Champaign, July 1999.

Graduate Courses in Education: Curriculum and Instruction 618, Theory and Instruction in the Subject Area Classroom; Special Education 620, Education in a Diverse Society; Educational Psychology 621, Advanced Educational Psychology. Fall 2001

Taught/Observed Sophomore English Class at Smoky Mountain High School, Fall 2001.

LANGUAGES

English (native); Malay, German, Classical Greek, Classical Hebrew, Aramaic, Ugaritic, Latin, Chinese (some reading, speaking, knowledge of grammatical structure)

PUBLICATIONS


CONFERENCE PAPERS


“Integrity in Malay VPs,” presented at the 3rd Austronesian Formal Linguistics Association at UCLA, Los Angeles, California, April 1996.

“A Phonological Account of the “Adverb Effect” and that-t violations,” presented at the Mid-America Linguistics Conference at the University of Kansas, Lawrence, Kansas, November 1996.


“Modality Tests in Malay,” presented at the Seventh Meeting of the Southeast Asian Linguistics Society, University of Illinois at Urbana-Champaign, May 1997.


Invited Speaker: “Linear Syntax” at the Subtropical Summer Syntax Workshop held at the University of South Carolina, Columbia, South Carolina, July 22, 2000.
"Writing Issues for Middle Grades and High School Students" at NCTE held in Milwaukee, Wisconsin, November 17, 2000.

“A Critique of Embodied Reason” at SECOL LXIV held in Knoxville, Tennessee, April 1, 2001.

“Linguistic Tests for Categorizing Integration Networks” at CSDL VI held at Rice University, October 14, 2002.

“Negation as a Challenge to Embodied Reason” at 77th annual meeting of the Linguistic Society of America held in Atlanta, Georgia, January 10, 2002.


“Spoken Versus Written Language as a Basis for Teaching Grammar” at SECOL, LXX held in Tuscaloosa, Alabama, April 15, 2004.

“Lexical Categories as Primitives” at SECOL LXII held in Raleigh, NC, April 2005.

“The Internet as Open and Closed Fields” at LACC held in Baton Rouge, LA, November 2006.

“Speech/Writing Differences for TESOL” at LATESOL held in Baton Rouge, LA, November 2006.

“Speech/Writing Differences: Implications for ESOL,” at TexFLEC 2007, held at University of Texas, Austin, March 2007.

“Negation is not Embodied,” SECOL 74, held at Northwestern State University, Natchitoches, LA, April 2007.

“Performance in the ESOL Writing Class” at SETESOL, held in Birmingham, AL, September 2008.

“A Syntagmatic Approach to Lexical Categories” at SECOL 76, held at Tulane University, April 2009.

“Superordinate Codes: The Case of Malay” at SECOL 77, held at University of Mississippi, April 2010.

The Reflexive Nature of Writing: Written Codeswitching and Its Implications for the Bilingual Lexicon, at SECOL 78, held at Pine Mountain, GA, April 2011.

AWARDS & HONORS
2001 WCU Summer Research Grant --- “Metaphor in Malay”
2001 College of Education and Allied Professions Incentives Grant
1999 WCU Microgrant of $750
1999 WCU Education Challenge Grant
Beckman Institute Cognitive Science/AI Summer Fellowship—Summer 1995, Summer 1996
Phi Kappa Phi
University Fellowship—University of Illinois
Mortar Board
Alpha Lambda Delta
Phi Eta Sigma
National Merit Scholar
DePauw Honor Rector Scholar
Illinois State Scholar
Lion’s Club Scholar
America’s Names & Faces
Who’s Who Among American High School Students
Society of Distinguished American High School Students
High School Co-Valedictorian
National Honor Society
Item E.11. University of New Orleans’ request for approval to award an Honorary Doctor of Engineering Degree to Mr. Mark Savoff at the Spring 2012 Commencement Exercises.

EXECUTIVE SUMMARY

University of New Orleans wishes to recognize the contributions of Mr. Mark Savoff by awarding him an Honorary Doctor of Engineering degree.

Mr. Savoff received a bachelor's degree in nuclear engineering from the University of Florida and has coursework from the Harvard Business School and General Electric’s Management Program. He is a national leader in power systems engineering. Currently, Mr. Savoff serves as the Executive Vice President and Chief Operating Officer for Entergy Corporation and is responsible for the second largest nuclear fleet in the United States and for the generation and transmission of energy by this corporation. Prior to this position, he was Vice President and Chief Corps Officer at G.E. Power Systems, Nuclear Energy, where he implemented a technology-based business model that led to increased customer productivity. As General Manager at G.E. Power Systems, he led a turnaround of G.E.’s global nuclear services business and developed a customer-focused strategy for the company. Mr. Savoff is a member of several professional and community organizations.

Mr. Savoff is a dedicated supporter of the University of New Orleans. He was instrumental in the establishment of the Entergy Endowed Chair in Power Systems Engineering at UNO and played a vital role in establishing the Entergy-UNO Power and Energy Research Laboratory that supports training of undergraduate and graduate students in power systems engineering. Additionally, he is credited with establishing internships and co-op programs between UNO and Entergy Services, Inc. and facilitating research contracts for UNO’s use of Entergy equipment. In addition to his work at UNO, Mr. Savoff also serves on the University of Florida Dean's Advisory Board for the College of Engineering. He sits on the Board of Directors for Electric Power Research Institute, Southeastern Electric Exchange and Navigator Technology and is the Chairman for EPRI Compensation and Leadership Development Committee.

University of New Orleans wishes to recognize and honor Mr. Savoff for his outstanding service to higher education by bestowing upon him the title of Doctor of Engineering.
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 to award an Honorary Doctor of Engineering Degree to Mr. Mark Savoie at the Spring 2012 Commencement Exercises.
February 8, 2012

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

Dear Dr. Moffett,

I am requesting your approval to award an Honorary Doctor of Engineering Degree, Honoris Causa, to Mr. Mark Savoff at the University of New Orleans commencement ceremonies to be held on Friday, May 18, 2012. Mr. Savoff has been approved for the award by our College of Engineering and University Honorary Degree Committee. Documents from Dean Norma Jean Mattei related to this recommendation are attached.

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

Sincerely,

Peter J. Fos
President
February 3, 2012

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

Dear President Fos:

I write to request your support in awarding Mr. Mark Savoff an Honorary Doctor of Engineering degree at the University of New Orleans commencement ceremonies to be held on Friday, May 18, 2012. Mr. Savoff received a bachelor's degree in nuclear engineering from the University of Florida and has coursework from the Harvard Business School and General Electric’s Management Program. He has become a national leader in power systems engineering.

Mr. Savoff currently serves as Executive Vice President and Chief Operating Officer for Entergy Corporation and is responsible for the second largest nuclear fleet in the United States and for the generation and transmission of energy by this corporation. Prior to this position, he was Vice President and Chief Corp Officer at G.E. Power Systems, Nuclear Energy where he implemented a technology based business model that led to increased customer productivity. As General Manager at G.E. Power Systems, he led a turnaround of G.E.‘s global nuclear services business and developed a customer-focused strategy for the company. Mr. Savoff is a member of several professional and community organizations.

Mr. Savoff is a dedicated supporter of higher education in general and the University of New Orleans in particular. He was instrumental in establishment of the Entergy Endowed Chair in Power Systems Engineering at UNO. He played a vital role in establishing the Entergy-UNO Power and Energy Research Laboratory that supports training of undergraduate and graduate students in power systems engineering, in the establishment of internships and co-op programs between UNO and Entergy Services, Inc., and facilitation of research contracts for use of Entergy research equipment.

Please find attached a resume for Mr. Savoff. As can be seen from this resume, Mr. Savoff is a candidate that we consider worthy of your recommendation for an Honorary Doctorate in Engineering degree.

Cordially,

Norma Jean Mattei
Interim Dean of Engineering

Attachment

Member of the University of Louisiana System Committed to Equal Opportunity Employment
Mark Savoff  
Executive Vice President and Chief Operating Officer  
Entergy

Education:

University of Florida, B.S., Nuclear Engineering, 1978  
GE’s Management Program  
- Management Development Course  
- Business Management Course  
- Executive Development Course  
Harvard Business School - Financial and Management Courses  
Six Sigma-Certified Greenbelt  
Senior Reactor Operator Certification -- Dresden Nuclear Plant

Current Position:

Executive Vice President & Chief Operating Officer, Entergy Corporation (June, 2010 – present)  
Executive Vice President, Operations, Entergy Corporation (December 2003 – May 2010)  
- Responsible for the business operations of Nuclear Generation (2nd largest nuclear fleet in U.S.),  
  Energy Delivery (Transmission), Fossil Generation, System Planning & Operations, Safety &  
  Environment, Critical Infrastructure Protection, Supply Chain, Performance Management, and RTO  
  Transition. Leads team of 9500 employees.  
- Also responsible for driving five key strategies within the company: Safety, Compliance,  
  Environmental Policy (Climate Change), Generation Portfolio Transformation and Entergy Continuous  
  Improvement (ECI). The portfolio transformation effort focuses on adding more efficient power plants  
  and/or power purchase agreements and reducing production costs thus delivering customer savings.  
  This includes new solid fuel generation, potential nuclear build as well as other power plant  
  acquisitions. ECI is focused on engaging all employees to drive productivity in their respective areas  
  to achieve bottom-line cost savings.  
- Serves as a member of the Office of the Chief Executive  
- Director of Entergy Arkansas, Inc.; Board member of Entergy Gulf States Louisiana, LLC; Board  
  member of Entergy Louisiana, LLC; Board member of Entergy Mississippi, Inc.; Board member of  
  Entergy Texas, Inc. and Board member of Entergy New Orleans, Inc.

Previous Positions:

Vice President & Corp Officer, G.E. Power Systems, Nuclear Energy (July 2000 – December 2003)  
- Led global $1B profit/loss organization … 3000 employees/contractors  
- Led power system-wide team in achieving $400M of SG&A cost reductions  
- Led implementation of three party nuclear fuel joint venture (Hitachi, Toshiba, GE)  
- Implemented a technology based, system focused business model leading to an increase in customer  
  productivity  
- Drove improved profitability by focusing on key operating metrics, customer satisfaction and six  
  sigma  
- Accelerated development of next generation nuclear reactor (Economic Simplified BWR & Advanced  
  BWR)  
- Sponsor, Asia-Pacific American Forum
- Led the turnaround of GE's global Nuclear Services business
- Drove improved operating margins 3x in two years
- Developed customer focused strategy that leveraged intellectual property and technology that facilitated increases in customer shareholder value and profitability

Other GE positions (January 1979 – December 1996)
- Field Engineer, Project Manager, Site Services Manager, Continuous Improvement Manager, Manager of International Programs, President of Reuter-Stokes

Business Affiliations and Community Organizations:

Electric Power Research Institute, Board of Directors
EPRI Compensation & Leadership Development Committee Chairman
Southeastern Electric Exchange, Board of Directors President
University of Florida Dean’s Advisory Board, College of Engineering
Navigator Technology, Board of Directors
American Nuclear Society, Member
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 24, 2012

Item E.12.  University of New Orleans' request for approval of a Letter of Intent for a Bachelor of Science degree program in Community Health.

EXECUTIVE SUMMARY

The University of New Orleans proposes to create a Bachelor of Science (BS) degree program in Community Health. The objective of the program is to prepare practitioners for a variety of occupations in the health and education sectors.

The proposed 120-hour degree program will use an integrated, interdisciplinary approach to assure that participants gain a significant knowledge base developed around a set of essential outcomes to function as practitioners. The Bachelor of Science in Community Health will be designed to include instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family and community systems. It is anticipated that three tracks will be available for students: Community Health Promotion, Health Service Management, and Exercise Physiology. An individualized combination of coursework and directed activities will ensure that the program meets the specific educational and career goals of each participant while meeting the overall goals of the proposed program.

The proposed program is being developed in response to requests from students, area educators, and organizational leaders. Southeast Louisiana has witnessed an explosion of non-profit community health organizations funded by public grant money that require the expertise of various allied health professionals. Also, the creation of a large medical complex that combines LSU, Tulane, and VA Medical complexes will further spur the growth of the allied health profession in the Greater New Orleans Area. Thus, it is increasingly important to provide continued education to allied health professionals beyond the associate degree level, a common stopping point for many students in the allied health profession.

The Bachelor of Science degree program in Community Health will draw graduates from other institutions, particularly those graduates with associate degrees in a non-nursing allied health program. The program will also draw on new high school graduates and volunteers working in non-governmental organizations. The projected number of students to be enrolled in the program is 20 in year one and projected to increase to 100 by year four. It is anticipated that most candidates, if they enter the program with a related associate degree, will complete the program in two years.
The proposed program supports and enhances the mission of the College of Education and Human Development, which is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The BS in Community Health will serve as a strong complement to existing programs within the College of Education and Human Development as well as across the University.

The proposed program will be housed in the College of Education under the Human Performance and Health Promotion Department. Existing library holdings and facilities will be sufficient to support the proposed program. Because the program will be composed of courses that are currently offered, no new faculty lines will be required for this initiative. Minimal additional costs for student recruiting, library acquisitions, and travel are projected, all of which would be funded from tuition generated from the program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for a Letter of Intent for a Bachelor of Science degree program in Community Health.
April 16, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

Enclosed are copies of the University of New Orleans request for approval of the three letters of intent.

University of New Orleans' request for approval of a Letter of Intent for a Bachelor of Science degree program in Community Health.

University of New Orleans' request for approval of a Letter of Intent for an M.Ed. degree program in Education Administration.

University of New Orleans' request for approval of a Letter of Intent for a Ph.D. degree program in Inter-American Studies

Please place these items on the ULS Board of Supervisors' agenda for consideration and approval at the April 22, 2012 meeting.

Thank you for your attention to this matter.

Sincerely,

Peter J. Fos
President

Encl.
**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM** [Sept 2011]

<table>
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<tr>
<td>51.99.99 Health Professions &amp; related sciences, Other</td>
<td></td>
</tr>
<tr>
<td>Institutional Contact Person &amp; Access Info (if clarification is needed):</td>
<td></td>
</tr>
<tr>
<td>Lorelei Cropley DrPH, CHES</td>
<td></td>
</tr>
<tr>
<td>Associate Professor and Chair, Department of Educational Leadership, Counseling and</td>
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<tr>
<td>Foundations</td>
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<tr>
<td><a href="mailto:lcropley@uno.edu">lcropley@uno.edu</a> 504-280-7386</td>
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1. **Program Objectives and Content**

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

   **Purpose and Objectives:** The Community Health Program’s stated purpose is to prepare reflective practitioners for a variety of occupations in the health and education sectors.

   Successful program participants will be able to demonstrate the competencies and sub-competencies for baccalaureate level community health practitioners, including to plan, promote, implement, monitor and evaluate programs, which result in healthy behaviors among individuals, families, and groups in a community. These competencies are described in the document *A Competency-Based Framework For Health Education*, 2006, published by the National Commission for Health Education Credentialing Inc and available at [http://www.nchec.org/responsibility/](http://www.nchec.org/responsibility/).

   The proposed Community Health Program (CHP) will also follow SABPAC (SOPHE-AAHE Baccalaureate Program Approval Committee) guidelines and undertake SABPAC approval, which a voluntary process of quality assurance for undergraduate Community Health Education preparation. The SABPAC process approves programs with a community health education emphasis and utilizes *A Competency-Based Framework For Health Education* framework.

   **Basic Structure:** The proposed program will use an integrated, interdisciplinary approach to assure that participants gain a knowledge base developed within and around a set of identified outcome areas to function as practitioners in a variety of health and education sectors. The program centers upon the mastery of core human developmental and behavioral characteristics of the individual within the context of the family and community. This includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family and community systems. Through this curriculum, students gain content and skills in needs assessment, program development and implementation as these relate to diverse populations.

   A low residency option will be offered with a combination of delivery strategies such as weekend class sessions and online courses, in addition to traditional class schedules, to meet the needs of the target audience.
An individualized combination of coursework and directed activities will ensure that the program meets the specific educational and career goals of each participant while meeting the overall goals of CHHS.

Components/Concentrations

In addition to general education courses, participants will complete the CHP requirements and, with the assistance of an academic advisor, completes a block of courses more individually related to his or her life career interests. Participants will be able to choose from three tracks: Community Health Promotion for those who are interested in preventative primary health care and health education, Health Service Management for those who want to pursue a career in the management aspect of Non-Government organizations (NGOs), and Exercise Physiology for those who are interested in pursuing advanced degrees for careers as an occupational therapist, physician's assistant, or certified nurse-midwife. Participants may choose support courses and electives that reflect their future career aspirations.

Seniors complete a capstone course experience designed to allow participants the opportunity to apply theory and reflect their mastery of principles of human development and the professional skills necessary in community settings, depending on their academic careers.

The proposed program curriculum is comprised of 120 hours with 40-41 General Education hours, 30 hours non-general degree requirement CHP core coursework; 17 hours for the exercise physiology option, and 18-21 hours for urban studies minor. Development of a new courses will not be necessary as this program will utilize the existing EDHDS/EDHP courses now offered to participants in IDS, Curriculum and Instruction, Counseling, Business, and Urban Studies programs. As such, the proposed program will make more efficient use of existing resources.

2. Need

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

Post Katrina has seen the explosion of non-profit community health organizations (e.g., Common Ground, Latin American health clinic, etc) as well as an infusion of federal and state grant money into existing quasi and government (city, state and national) health organizations that require community health practitioners.

Prior to Fall 2005, there was a thriving area in the College of Education, the Human Performance and Health Promotion (HP/HP) Department which offered a Bachelor of Science in Education. This department served a solid cohort group of people in our region.

The following chart represents enrollment in from 2003 through Spring 2005.
However, in 2006 the Human Performance and Health Promotion Department and adherent degrees were discontinued as a result of university restructuring post-Katrina.

The Post-Katrina needs combined with the discontinuance of the Human Performance and Health Promotion Department and adherent degrees created a great need for the preparation required by the proposed CHP.

Critical State and local need:

The benefits of education have often been correlated to the economic impact of various communities. Such advantages extend into the economic realm by increasing individuals' employability, job promotion, and income levels.

As mentioned previously, post Katrina has seen the explosion of NGOs (e.g., Common Ground, Latin American health clinic, etc) as well as an infusion of federal and state grant money into existing quasi and government (city, state and national) health organizations that have a community focus.

The need in the allied health care field has never been greater. With reported shortages and the creation of a large medical complex that combines the LSU, Tulane and VA medical complexes to be completed within the next two years, the need for allied health professionals is endless. However, many of the allied health positions will require advanced training, and currently there is a gap between individuals with associate degrees in the allied health professions and bachelor’s degrees. Many of these health professionals are looking for advanced knowledge and skills that come with a bachelor’s degree, but find affordable programs to be lacking.

3. Relevance

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

The need for rebuilding still remains in the New Orleans region since Hurricane Katrina. As such, this proposed program will aid the University of New Orleans in reaching its strategic objectives.
of leadership in the recovery and rebuilding of the region (UNO Strategic Plan, Objective 5.1).

The proposed program supports and enhances the mission of the COEHD, which is to improve Teaching and Leadership, Advance Lifelong Learning, and Promote Health and Wellness through Enhanced Community Partnerships. One way the COEHD accomplishes this mission is through proactive efforts to optimize health and wellness across the lifespan and throughout communities.

The proposed program will serve as a strong complement to existing programs within the College of Education and Human Development, as well as across the University. Already in existence within the College are graduate programs at the Master and Undergraduate levels. These programs are housed in the three departments: Curriculum and Instruction, Educational Leadership, Counseling and foundations, and Special Education and Habilitative Services. The proposed program will also have the opportunity for calling upon the faculty expertise from Master of Health Services Administration in the College of Business and the Bachelor’s in Urban Studies and Planning in the College of Liberal Arts.

4. Students

Summarize student interest/demand for the proposed program.

As mentioned previously, the proposed program is a response to requests from area educators and organizational leaders. Currently there is a gap between individuals with associate degrees in the allied health professions and bachelor’s degree’s. Many of these health professionals are looking for advanced knowledge and skills that come with a bachelor’s degree, but find affordable programs to be lacking. For example, an occupation therapist (OT) with an associate degree requires a bachelor’s degree in order to pursue a graduate degree in OT. However, in the GNO area no BS programs are available in the area except those at private universities.

In addition, community colleges have specifically asked for the return of the exercise physiology program since many of their graduating participants utilized the exercise physiology component as a precursor for physical therapy school and careers.

Students will be drawn at least initially, primarily from areas community colleges (e.g. Delgado’s non-nursing allied health program, where it is estimated that 25% of associate degree graduates go on to seek a bachelor’s degree), new high school graduates and volunteers working with NGOs. Additionally, there is strong potential to draw participants from across south Louisiana and from South Mississippi.

The following chart depicts 4-year estimated enrollments for students in the proposed program. This estimate is presumed to be low; the COEHD is already fielding queries from interested prospective students.

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</table>
Note: Enrollments are combined Fall and Spring admissions

We anticipate that an average candidate will complete the program in 2 years

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

Funding for the programs will not require new resources from the System, but will rely on reallocations, grants, etc., at the university level.

CERTIFICATION:

Chief Academic Officer Date

Chancellor/President Date

Management Board Date

APR 05 2012

4/5/2012
April 3, 2012

Dr. Lorelei Cropley  
Chair, Education, Leadership and Counseling  
University of New Orleans  
New Orleans, LA 70148

Dewar Dr. Cropley,

I fully support the creation of the Community Health program at the University of New Orleans. I firmly believe the program would attract many students (majors) in a short period of time. As an example, our undergraduate Exercise Science program had about 325 majors in 2006; currently we have over 550 majors. Clearly our programs in Health related fields are very attractive to potential students.

As a faculty member at UNO for 22 years (1984-2006) I am well aware of the excellent faculty that are currently employed. I am fully confident that adding a Community Health major at UNO would be highly successful.

Sincerely,

Mark Loeflin, Ph.D.  
Professor and Chair
To Whom It May Concern:

I am writing this letter in support of the Community Health and Health Services proposed program at the University of New Orleans. This program will offer students in this region an additional option to further their education. Many of our Allied Health students choose to pursue advanced degrees which assist them in obtaining management positions in various healthcare fields.

It is vital to support the needs of the workforce by tailoring programs such as this one to satisfy demand and ultimately contribute to the local economy. The Community Health and Health Services program will also prepare future practitioners for the multitude of available job opportunities in the upcoming medical corridor. Currently employed allied health professionals require flexibility, and the proposed program will meet their needs by using non-traditional teaching methodologies in addition to traditional course offerings. Weekend class sessions and online courses would be ideal for a working professional who has the desire to continue their education.

I completely support the proposed Community Health and Health Services program at the University of New Orleans. Our students will be excited to have the opportunity to seek a higher level of learning at a local university. I appreciate the hard work and insight that was put into this proposal and the integrated flexibility that will be offered to our students.

Please feel free to contact me if any further information is required at (504) 671-6202 or via email at reiscl@dcc.edu.

Sincerely,

Ray Gisclair, Dean
Allied Health Division
Delgado Community College

EXECUTIVE SUMMARY

University of New Orleans proposes to create an M.Ed. degree program in Education Administration. 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 administrative leaders in colleges and universities and advance as professionals. If approved, the program would complement a successful Ph.D. program in Education Administration.

The proposed 36-hour degree program will be comprised of 27 hours of higher education content area courses, 6 hours in related or cognate fields, and 3 hours of research. The program will be designed for completion in two years with full-time Fall and Spring study.

Prior to the dismantling of this program after Hurricane Katrina, the M.Ed. was robust and required minimal resources. The University proposes to reinstate this program; however, it would be positioned differently from the former program in order to offer a comprehensive curriculum prescribed by the Council for the Advancement of Higher Education Programs (CAHEP). The proposed program will provide sorely needed access to an advanced degree for college and university administrators desiring comprehensive knowledge of their professional environments in order to be successful.

The program would be designed for both recent college graduates and for mid-career professionals. It would initially be targeted to the population of higher education administrators and teachers, including adjunct faculty, from the eleven higher education institutions serving the New Orleans metropolitan area. Anecdotal information and surveys of workforce educational backgrounds suggest that market demand for the proposed program is strong. The University has received an average of 50 calls per year requesting information about a program of this type. The University projects student enrollment to be 20 in year one and would increase to 40 by year four. The number of expected graduates is 20 in year two and increases to 40 by year four.

Existing library holdings and facilities would be sufficient to support the proposed program. No new faculty would be required and current courses that serve as foundation work for the doctoral program in education administration would compose the master's level degree. As such, additional state funding will not be necessary to support the program.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for a Letter of Intent for an M.Ed. degree program in Education Administration.
April 16, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

Enclosed are copies of the University of New Orleans request for approval of the three letters of intent.

University of New Orleans' request for approval of a Letter of Intent for a Bachelor of Science degree program in Community Health.

University of New Orleans' request for approval of a Letter of Intent for an M.Ed. degree program in Education Administration.

University of New Orleans' request for approval of a Letter of Intent for a Ph.D. degree program in Inter-American Studies.

Please place these items on the ULS Board of Supervisors' agenda for consideration and approval at the April 22, 2012 meeting.

Thank you for your attention to this matter.

Sincerely,

[Signature]

Peter J. Fos
President

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

General Information

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

Institutional Contact Person & Access Info (if clarification is needed):
Lorelei Cropley DrPH, CHES
Associate Professor and Chair, Department of Educational Leadership, Counseling and Foundations
lcropley@uno.edu 504-280-7386

1. Program Objectives and Content

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

Purpose and Objectives:

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 administrative leaders in colleges and universities and advance as professionals.

Through a generalized study of the field of higher education, students in the M.Ed. program in Education Administration with a concentration in higher education would become acquainted with a variety of knowledge bases associated with higher education and its administration; e.g. college students, faculty and faculty work, universities and colleges as organizations, strategic planning and policymaking, educational leadership, curriculum, financial management, and student affairs. The program is designed for both recent college graduates and for mid-career professionals. Through reflective study designed to inform effective practice, the program will encourage students to apply what they learn in class to their current or future work as practitioners/administrators in colleges and universities. The program will initially be targeted to the population of higher education administrators and teachers, including adjunct faculty, from the ten higher education institutions serving the New Orleans metropolitan area.

Basic Structure:

The proposed program will incorporate a variety of instructional delivery strategies—face-to-face in the classroom, internet courses and compressed video. The curriculum will be designed to engage the student in serious study of pressing questions, particularly as they are related to resource and accountability challenges higher education is facing not only in Louisiana but across the nation. Reflecting the diversity goals articulated in the strategic plans of both the College of Education and Human Development and the University of New Orleans (Objective 2.3), a longer range plan includes the following:
1. Low residency program options
2. A combination masters-doctoral degree program focusing on recruitment of students nationally and internationally with the goal of preparing the most highly qualified for continuation into our doctoral program (Ph.D. in Education Administration).

Components/Concentrations:

The proposed program curriculum is comprised of 36 credit hours of graduate coursework (27 hours of higher education content area courses, 6 hours in related or cognate fields, and 3 hours of research). The program is designed for completion in two years with full-time Fall and Spring study.

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

2. Need

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

Our request is to reinstate the above high-enrollment, low-resource program which was inadvertently dismantled by the State after Katrina. Despite the downsizing of our faculty immediately subsequent to the 2005 storms, the demand for master’s degree trained college and university administrators has not diminished, thus our attention has turned to capacity-building so as to better serve a larger population of college and university administrators seeking advanced professional training. We have been very successful over the past five years in graduating high numbers of Education Administration Ph.D. students (6 in Fall ‘09, 5 in Spring ’10, 6 in Fall ’10) even without the support of a strong masters enrollment. However we believe that with our existing faculty we can expand our current capacity with little to no infusion of additional resources.

The Education Administration M.Ed. has been offered for some time at UNO. The program traditionally accommodated two groups of students: those seeking state certification as a principal or school leader, and those seeking to advance their understanding of education administration in non-school settings, e.g. colleges and universities and non-profit organizations. When the M.Ed. program was redesigned per state mandate in 2005, the newly titled Educational Leadership program offering a Masters in Education in School Leadership was approved. However, the program was redefined in such a way that it no longer
accommodated masters students not seeking state teacher certification, i.e., those with a higher education administration focus. Since 2005 then, we have been unable to serve the needs of a critical mass of students interested in a masters degree in college/university and non-profit administration, a need which is not currently being met in a comprehensive way by any other public university in the state.

There are two programs in the region at the masters level with higher education administration content, however these have a more narrow focus than what is proposed here. The program proposed herein 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 Masters Programs. It is designed to provide the depth we believe necessary to produce a well rounded understanding of higher education at the masters level. To reflect this depth, masters programs should lead students, at a minimum, to an understanding of the following: colleges and universities as organizations, curriculum, faculty and faculty work, policy development, higher education finance, strategic planning, leadership, and research, assessment and evaluation. Related courses are currently part of our Ph.D. course offerings in UNO's Education Administration Ph.D. program, thus the addition of a masters program will not require that new courses be developed.

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

The 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 impact in a large way all administrative practices, including but not limited to admissions, student services, registration, financial aid, student counseling services, international student services, strategic planning, facilities management, and auxiliary services.

At our own institution, budget cuts have required the elimination of services both to students and to the campus community as a whole. Administrators are grappling with the effects of consolidation of functions, positions, and budgets. These changes are not temporary we believe, 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 which has the potential to reinvigorate education at all levels. The need has escalated for competent college and university administrators with adequate preparation, flexibility, and commitment to effectively lead recovering institutions into the 21st century. As such, this proposed masters program will aid the University of New Orleans in reaching its strategic objectives of leadership in the recovery and rebuilding of the region (UNO Strategic Plan, Objective 5.1).

Critical State and Local Needs:

A need for preparation of greater numbers of college and university administrators has been voiced by policymakers at the state level. The proposed program will provide sorely needed access to an advanced degree for college and university administrators desiring comprehensive knowledge of their professional environments in order to be successful. Entry level administrative jobs in higher education institutions are most commonly learned through on-the-job training as there is no baccalaureate degree which provides such preparation. Those wanting to progress however, often seek out opportunities for an advanced degree to facilitate their professional advancement. Yet there is currently no comprehensive program of this kind in the region. Not only does the proposed program provide an opportunity for students to learn more about leading and managing the higher education enterprise, but unlike most arts and sciences advanced degree offerings, our flexible scheduling offers an attractive option which is friendly to the working student. Insofar as the proposed program would provide the only comprehensive option for preparing higher education leaders and administrators, its implementation would be consistent with the campus strategic objective to provide continuing education for the workforce of Louisiana (Objective 5.2, UNO Strategic Plan 2007-10). Another goal of the newly revised strategic plan for the university is that UNO play a significant role in the economic and technological development of the state (Goal 1. July 2009 draft UNO Strategic Plan 2009-12). The governor’s focus on the enhancement of community college and technical education demands effective leadership in those institutions. The Department of Educational Leadership, Counseling and Foundations faculty in 2003 served the LCTCS administrative ranks in the successful development of a Ph.D. cohort of approximately 20 students, and the majority of students have successfully completed the program. In addition our faculty has been involved in LCTCS-sponsored leadership development training for its administrators and faculty. This proposed masters program would expand on these prior involvements in a significant way by providing an accessible mechanism for LCTCS to implement a comprehensive leadership succession program.

Anecdotal information and surveys of work force educational backgrounds suggest that market demand for the proposed program is strong. An average of one call a 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. 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 masters degree program.

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

4. Students

Summarize student interest/demand for the proposed program.

Louisiana has some of the most notable colleges and universities in the U.S. More specifically, the New Orleans Metropolitan area boasts 11 four-year colleges and universities (i.e., Dillard University, Herzing College, ITT Technical Institute, LSU Health Sciences, Loyola University, Notre Dame Seminary Graduate School of Theology, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, Xavier University, University of Phoenix, and the University of New Orleans) and 7 community and technical colleges (i.e., Blue Cliff College, Cameron College, Delgado Community College, Gretna Career College, Louisiana Technical College – Lafayette Campus and Louisiana Technical College – West Jefferson College, and Nunez Community College), not to mention countless non-profit organizations. With 17 post-secondary educational institutions – all situated moments away from the University of New Orleans – there is a critical mass of higher education professionals whose work and interest in obtaining a master’s degree in higher education administration is not currently being met by any other public university in the state 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.

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. Additionally, a number the current educational administration Ph.D. students who work in both academic and student affairs and who are active members in a number of state and national higher education professional organizations have indicated a growing interest among undergraduate student leaders who wish to further their education in this field. As such, our matriculating doctoral students offer
us prime access to a robust target student population.

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

Students will be drawn at least initially, primarily from the administrative ranks of the four public and six private colleges and universities serving the New Orleans metro area. Prior to 2005 this program experienced healthy enrollments and we have every reason to believe that with the ever escalating need for advanced degrees amongst professionals we can exceed these numbers with minimal recruitment effort. The following chart depicts 4-year estimated enrollments and masters degree graduates for students in the proposed program.

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Note: Enrollments are combined Fall and Spring admissions

5. Cost

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

Funding for the programs will not require new resources from the System, but will rely on reallocations, grants, etc., at the university level.

CERTIFICATION:

Chief Academic Officer

Date

APR 05 2012

Chancellor/President

Date

4/5/2012

Management Board

Date
LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

April 3, 2012

Dr. Lorelei Cropley
Chair and Associate Professor
2000 Lakeshore Dr.
University of New Orleans
New Orleans, LA 70148

Dear Dr. Cropley

Please accept this strong recommendation for the University of New Orleans in seeking approval to provide a Master’s Degree Program in Higher Education.

As higher education journals indicate, there is an imminent and ongoing concern regarding the increasing number of educational leader retirements and attrition within the ranks of the higher education community. This concern extends into significant gaps in college leadership within Louisiana and the Gulf South. For decades, the University of New Orleans has responded to satisfy this need in service to colleges and schools. Without this specific program a severe void will continue to widen in the Greater New Orleans Area and beyond.

I have witnessed first-hand the dire need for increased number of Masters (and eventually Doctoral) graduates to serve within the four post-secondary systems of higher education, specifically the Louisiana Community & Technical College System. Likewise, I have witnessed and overseen the promotion of dozens of post-graduate UNO students within the LCTCS. Several now serve as Chancellors, Vice-Chancellors, Regional College Directors, college Deans and in other high-level college positions.

UNO’s commitment to recruitment, retention, innovative methods of delivery, and attention to completing cohorts (even in extremely difficult situations) has been exemplary. This approval will provide appropriate response to the critical need for the demand for higher education leaders within our state and beyond.

Should you have any questions or require additional feedback, please feel welcome to contact me at jsawtelle@lctcs.edu or (225) 329-5701.

Sincerely,

James R. Sawtelle III
Vice President for Career & Technical Education

EXECUTIVE SUMMARY

The University of New Orleans requests approval to develop a Ph.D. degree program in Inter-American Studies. Inter-American Studies effectively merges two of the fastest growing and most dynamic interdisciplinary initiatives within academia: American Studies and Latin American Studies. As such, it takes advantage of UNO's longstanding collective expertise in this area and capitalizes on the University's unique geographic location.

The purpose of the Ph.D. in Inter-American Studies is to offer a graduate degree to students interested in the interdisciplinary study of the Americas. Specific objectives include: 1) creating an academic setting that will foster greater knowledge of and appreciation for the cultures of New Orleans and its surrounding regions, as well as the connections between cultures, economies, and nations of the Americas; 2) providing UNO faculty and students additional opportunities to develop relationships within the wider New Orleans community, the Gulf South area, and regions throughout North and South America; and 3) making the skills of faculty and students available for community projects that preserve the region's heritage and culture and enhance the region's social and economic development. New Orleans, as an important bridge between the United States and Latin America, is ideally situated to house this innovative program.

The proposed 30-hour degree program would require candidates to possess an MA degree, or its equivalent, in one of the many disciplines such as film, fine arts, geography, urban studies, and others that would comprise the Inter-American Studies program. As well, candidates would be required to have reading knowledge of an appropriate language (usually Spanish or French) or would be obligated to take additional coursework to meet that requirement. The proposed degree program will offer two options: 1) specialist in language and culture, leading to consulting and/or instructional opportunities, and 2) specialist in a specific thematic or geographical area, leading to management and organizational leadership positions.

The integration of North American Studies with Latin American Studies will contribute significantly to the region by developing an understanding of and connections with the Americas as a whole. Studies and programs that cultivate such appreciation will contribute to the economic development of the area, especially by supporting the cultural economy of the city and
Executive Summary
April 24, 2012
Page 2

region, which is its second largest employment sector, employing in total over 12.5% of the city's workforce.

Aside from the Ph.D. degree program in Latin American Studies offered by Tulane University, there are no similar programs offered in Louisiana. A recent survey of graduate students indicated that 30 of the 34 respondents would be interested in the proposed degree program. Eight to ten students are expected to be enrolled each year for the first five years. The number of expected graduates is one to two in year two with an increase of three to four in year five.

The program will be housed in the College of Liberal Arts with a faculty member serving as the director. Existing library holdings and facilities are sufficient to support the proposed program. No new funds for hiring faculty will be required since Inter-American Studies draws faculty from existing departments. As many existing doctoral courses offered within the College of Liberal Arts will form the foundation for the program, there will be minimal costs associated with program development. However, anticipated funds for the reassignment of duties for the director and additional graduate student support are projected to be approximately $10,000 in year one and increase to $204,000 by year five. These costs are expected to be offset by tuition generated by the new program, research grants, fellowships, and a reallocation of current appropriations to UNO.

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 Letter of Intent for a Ph.D. degree program in Inter-American Studies.
April 16, 2012

Dr. Randy Moffett, President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Moffett:

Enclosed are copies of the University of New Orleans request for approval of the three letters of intent.

University of New Orleans’ request for approval of a Letter of Intent for a Bachelor of Science degree program in Community Health.

University of New Orleans’ request for approval of a Letter of Intent for an M.Ed. degree program in Education Administration.

University of New Orleans’ request for approval of a Letter of Intent for a Ph.D. degree program in Inter-American Studies

Please place these items on the ULS Board of Supervisors’ agenda for consideration and approval at the April 22, 2012 meeting.

Thank you for your attention to this matter.

Sincerely,

Peter J. Fos
President

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

General Information  
Campus: University of New Orleans  
Program; Title, CIP, Degree/Certificate Awarded  
Ph. D. in Inter-American Studies

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

Susan E. Krantz, Dean College of Liberal Arts 504-280-6266 or skrantz@uno.edu

1. Program Objectives and Content

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

The purpose of the PhD in Inter-American Studies is to offer a graduate degree to students interested in the interdisciplinary study of the Americas. Specific objectives include: 1) creating an academic setting that will foster greater knowledge of and appreciation for the cultures of New Orleans and its surrounding regions, as well as the connections between cultures, economies, and nations of the Americas; 2) providing The University of New Orleans faculty and students additional opportunities to develop relationships within the wider New Orleans community, the Gulf South area, and regions throughout North and South America; and 3) making the skills of faculty and students available for community projects that preserve the region’s heritage and culture and enhance the region’s social and economic development.

Pursuit of these objectives will train graduates who understand and contribute to American cultures, economics, and politics in their many forms; who can make a significant contribution to the places in which they live; and who are prepared for careers in higher education and related non-academic careers. Inter-American Studies effectively merges two of the fastest-growing and most dynamic interdisciplinary initiatives within academic American Studies and Latin American Studies. New Orleans, as an important bridge between the United States and Latin America, is ideally situated to house this innovative program.

The program will be administered by a Director with the assistance of a Faculty Advisory Committee. The program will draw faculty from the following programs and courses of study: Anthropology; International Studies; English; Film Theater and Communication Arts; Fine Arts; Foreign Languages, Geography, History, Music, Philosophy, Planning and Urban Studies, Political Science; Sociology; and Women’s Studies. In addition, the college offers interdisciplinary undergraduate minors in Latin American and Caribbean Studies as well as Africana Studies, along with coursework in Canadian literature, international relationships, and other Francophone cultures in the Americas.

Because this is an interdisciplinary graduate degree, the bulk of coursework will come from the graduate courses currently offered in the departments listed above. Students will also take two newly designed 6000-level Inter-American Studies seminars. One seminar will introduce students to the field of Inter-American Studies, including a grounding in both North American Studies and Latin American Studies, as well as interdisciplinary research. The other will be a variable-topic interdisciplinary research seminar that may be taken more than once for credit. These courses either will be team-taught by faculty members from two different departments or taught by one individual who is well-versed in interdisciplinary studies. In preparation for admission to candidacy, students will choose a major and minor field of study and work with appropriate professors to satisfy examination requirements in these two fields. Students also will write an interdisciplinary dissertation under the direction of a committee including faculty from at least two different departments.

Admission Requirements: Candidates for the PhD in Inter-American Studies will first have an MA degree, or its equivalent, in one of the traditional disciplines comprising the Inter-American Studies program. All students must have a reading knowledge of an appropriate language (usually Spanish or French) or must take additional coursework to meet that requirement.

Degree requirements:

1) PhD candidates must complete a minimum of 30 hours in graduate courses (above and beyond those earned for the MA). These hours will include the following:

a) 3 hrs in IAST 6001: Introduction to Inter-American Studies
b) 3 hrs in IAST 6099: Special Topics in Inter-American Studies
c) 6 hours in IAST 7090: Dissertation Research

2) Each student will indicate his or her career objective and will work with a faculty advisor to decide upon an interdisciplinary academic path that will help him or her achieve the objective of the dissertation.

3) Each student will take a field examination in his or her area of concentration, the exam to be administered and evaluated by the department in question.
4) Each student will select a minor field other than that of his or her concentration and take enough courses in that field to ensure appropriate mastery. The student will take a field examination in the minor as determined by his or her advisor.

5) Each student will confirm his or her proposed topic with the major professor in his or her field and the Director of the program, submit a prospectus on the project, and write a dissertation on the approved topic.

Two principal paths are most likely:
- Specialist in language and culture, leading to consulting and/or instructional profession
- Specialist in a specific thematic or geographical area, leading to organizational leadership/management profession

A sample path for each is listed below:

   - Student has an earned MA in Romance Languages; is fluent in Spanish; and has a reading knowledge of French.
   - Working with the Zemurray Endowed Chair in Latin American Studies at UNO to determine the academic path, the student would be required to choose a major field (Latin American Studies) and a minor field (Spanish) and complete the following courses:
     a. Two 6000-level seminars in Latin American topics drawn from History, Anthropology, Urban Studies or Geography.
     b. Two 4000G-level courses drawn from History courses centered on Latin American Cities and/or Caribbean Civilization.
     c. Two courses in Spanish American Civilization.
     d. Twelve required hours in research culminating in dissertation on Latin American topic.

2. Organizational Management. Objective: To manage a nonprofit organization focused on New Orleans' heritage and culture.
   - Student has an earned MA in English and has a speaking knowledge of Spanish. Student will be advised to acquire reading knowledge of French.
   - Working with the Media Center for New Orleans Studies Endowed Chair to determine the academic path, the student would be required to complete the following courses:
     a. One 6000-level seminar on a New Orleans topic drawn from English, Public Administration, Anthropology or Urban Studies.
     b. HST 6992: Public History Internship.
     c. One additional 4000G- or 6000-level course on a New Orleans topic.
     d. One additional 4000G- or 6000-level course on current practices in Management, Public Administration, or Arts Administration.
     e. Twelve required hours of research culminating in dissertation on New Orleans Heritage/Culture topic.

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

Part of UNO’s mission as an urban research university is to serve the city and the region. This will be accomplished at the graduate level through a program of study that honors the uniqueness of the community, promotes its heritage, and provides members of the community expanded opportunities for higher education. The PhD in Inter-American studies serves these ends.

The fields of North American and Latin American Studies are informed by the various cultural traditions its researchers examine, and no study of American culture is complete without the inclusion of New Orleans. The city of New Orleans is culturally rich—it might be said to be made up of the multiple nations within the Americas—and the community attracts visitors from around the globe to vacation, conduct business, and study in a unique cultural space. On the one hand, its rich Acadian and French cultures position it as the southernmost Canadian outpost. On the other hand, many Spanish and Latin American traditions have shaped New Orleans’ current culture. New Orleans is a place that is not only home to the most important port in the Americas but that is frequently referred to as the northernmost city in Latin America and the Caribbean.

By integrating both North American Studies and Latin American Studies, a local PhD program in Inter-American Studies will
contribute significantly to the community by developing its understanding of and connections with the Americas as a whole. Studies and programs that cultivate such appreciation will contribute to the economic development of the area, especially by supporting the cultural economy of the city and region, which is its second largest employment sector, employing in total over 12.5% of the city's workforce. The PhD in Inter-American Studies trains a highly educated workforce for this sector — both as educators and as cultural organization leaders and managers. As the only degree of its kind in Louisiana and similar to only a very few programs nationally, the PhD in Inter-American Studies will bring more adult students to Louisiana, who not only will be productive economic consumers of goods and education during their time at UNO, but many of whom will remain after graduation, increasing the area’s skilled workforce. Finally, New Orleans is a port city with an increasingly global focus, adding value to the PhD in Inter-American Studies, whose graduates will acquire the necessary cultural sensitivities to thrive in industries which deal heavily with Canadian, Central and South American counterparts. As noted in the Port of New Orleans website with regard to its statewide economic impact, “According to a 2004 study conducted by Martin Associates, maritime activity within the Port of New Orleans is responsible for 160,498 jobs, $8 billion in earnings, $19 billion in spending and $800 million in taxes statewide” (http://www.portno.com/f).

This interdisciplinary program takes advantage of our special geographic location and our university’s considerable combined expertise to offer a unique program of study in our areas of specialization. In this case, resources at our disposal include an able and productive faculty, existing graduate programs, and a diverse pool of graduate students.

Due to the mastery of at least two fields and the broad understanding of the Americas that students gain from this program, graduates will be well-positioned to obtain jobs both in and outside of academia. In addition, their field of specialization and the disciplinary rigor of a dissertation will guarantee that graduates are eligible for teaching and research positions in American Studies departments (there are approximately 130 in the United States), Latin American Studies departments, or departments corresponding to their dissertation specialization. They would also be qualified for careers in non-academic educational institutions (such as museums, archives, and historical societies, the non-profit sector, government agencies, publishing, and international organizations or businesses).

3. Relevance

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

The PhD in Inter-American Studies contributes to the University of New Orleans’ mission as an urban research university. As an interdisciplinary degree, Inter-American Studies brings together existing faculty and resources into a graduate program that will: 1) connect faculty from various disciplines, thereby creating an important space for interdisciplinary research, and 2) educate and prepare students for success in a globally focused environment. In so doing, this program represents an important step towards UNO’s commitment to quality research and instruction for the twenty-first century.

This degree represents a real opportunity to enhance the educational attainment of the state’s adult population. There is no Inter-American Studies (or American Studies) PhD program in the State of Louisiana. Although eight universities are located in the greater New Orleans area, as yet there is no graduate program devoted to the study of the Americas. This is a significant vacuum, considering the importance of both New Orleans and Louisiana as links between Canada, the United States, Latin America, and the Caribbean. Tulane University offers a PhD in Latin American Studies. There are no similar programs at UNO.

4. Students

Summarize student interest/demand for the proposed program.

The Inter-American Studies PhD program would attract students from most of the departments within the College of Liberal Arts. A recent canvas of the students in the MA and the MAET programs in English elicited 10 responses, all of which expressed an interest in an Inter-American Studies PhD. Similarly, all eight of the Romance Language respondents showed interest in this proposed PhD. Students in other MA programs in the college have also been surveyed, with the following results:

<table>
<thead>
<tr>
<th>Department</th>
<th>Masters students enrolled</th>
<th>Masters students responding</th>
<th>Students expressing interest in an Inter-American Studies PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>67</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>68</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
In addition, the Latin American Outreach program is adding significant numbers of undergraduate Latin American students to UNO's student body (approaching 50 new students per year): these students, who tend to be highly qualified, will be attracted to a PhD program that focuses on connections within the Americas.

The city also has a considerable number of "non-traditional" students who would constitute an additional pool of applicants. While initial enrollment would draw heavily on these internal sources, there is also a large and growing national interest in Inter-American Studies, Latin American Studies and other interdisciplinary programs. New Orleans is ideally situated to attract a large number of these students, given its significant geographic placement as a gateway to Latin America and its storied history as an international port city drawing on the diversity of the Americas and maintaining a cosmopolitan appeal. Thus, as the Inter-American Studies program at the University of New Orleans becomes established and gains a national reputation, it should attract students from a broad local, national, and international base.

Estimated student enrollment for the first five years is summarized in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>New enrollment</th>
<th>Graduates</th>
<th>Attrition</th>
<th>Total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-10</td>
<td>0</td>
<td>0</td>
<td>8-10</td>
</tr>
<tr>
<td>2</td>
<td>8-10</td>
<td>0</td>
<td>1-2</td>
<td>14-20</td>
</tr>
<tr>
<td>3</td>
<td>8-10</td>
<td>5-6</td>
<td>3-4</td>
<td>24-26</td>
</tr>
<tr>
<td>4</td>
<td>8-10</td>
<td>5-6</td>
<td>3-4</td>
<td>24-26</td>
</tr>
<tr>
<td>5</td>
<td>8-10</td>
<td>5-6</td>
<td>3-4</td>
<td>24-26</td>
</tr>
</tbody>
</table>

These are conservative estimates based in part on surveys of graduate students currently enrolled in participating departments.

Roughly one-third of enrolled students will be funded through stipends and/or teaching assistantships. Additional financial support will be pursued through a large number of funding agencies concerned with the interdisciplinary study of the Americas, most notably:

- The Ford Foundation
- The Tinker Foundation
- The Social Science Research Foundation
- The Louis Armstrong Foundation
- The National Endowment for the Humanities
- The National Science Foundation
- The International Association of Inter-American Studies
- The American Studies Association

5. Cost

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

Operating funds will be allocated from the university's general fund through the College of Liberal Arts' budget, with additional funding coming from the Graduate School. These funds include:

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director's Stipend and</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Duty Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$14,000</td>
<td>$14,000</td>
<td>$14,000</td>
<td>$14,000</td>
<td>$14,000</td>
</tr>
</tbody>
</table>
Graduate Assistant Stipends/Tuition

<table>
<thead>
<tr>
<th></th>
<th>$120,000 (3)</th>
<th>$144,000 (6)</th>
<th>$180,000 (9)</th>
<th>$180,000 (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals:</td>
<td>$10,000</td>
<td>$84,000</td>
<td>$144,000</td>
<td>$204,000</td>
</tr>
</tbody>
</table>

First-year funding will underwrite an annual two-course reassignment of duties for the Director of the new program. He or she will use the time to brand and advertise the program (with special outreach to UNO graduates of appropriate MA programs), plan course offerings for the coming year, recruit faculty to teach core courses, and screen and rank applicants. By the end of the year, the Director should have the first-year curriculum structured and commitments from the students comprising the first year of enrollment in the program (estimated 8-10 students).

In year 2, the Director will administer the program and foster its growth. The faculty salary cost will pay for the two new core courses required by the program (tentatively numbered IAST 6001: Introduction to American Studies and IAST 6090: Special Topics in American Studies) and will ensure at least one special course of the Director's choosing in a participating field each semester. The graduate assistant money will fund three full-time assistantships.

The cost structures of years 3-5 remain the same, except for increased funding for graduate assistants as indicated in the table above. Nine assistantships are considered optimum. Costs for office space, clerical assistants, and supplies are excluded from the calculations in the table; these costs will be absorbed by the College of Liberal Arts.

Since Inter-American Studies draws faculty from existing departments, no new faculty will be needed during the first five years. Likewise, the existing holdings of UNO's Library serve as the basis for research. The Library contains the book and journal and online collections that have been developed by individual departments over the years. New Orleans itself is remarkably rich in archival holdings, special collections, and public and private libraries, all of which students in the Inter American Studies program would have access. Some of the more notable local collections include the Louisiana Archives and City Archives of the New Orleans Public Library, the holdings at the Louisiana State Museum Historical Center, the Historic New Orleans Collection, and the archives at Tulane University (including the Amistad Research Center, the Hogan Jazz Archive, and the Latin American Library).

Given the interdisciplinary and interdepartmental nature of the proposed doctoral program, the existing classroom and computer laboratory facilities of each department are adequate to support this new degree. The program will be administered from the office of the faculty member who serves as the Director. The College of Liberal Arts will provide clerical support in the form of secretarial and student-worker help and the purchase of supplies. Equipment specific to the instructional needs of each of the disciplines participating in the program is currently in place and will not need to be supplemented or expanded in the foreseeable future.

The Zemurray Foundation has given the college an endowment that has underwritten the Doris Zemurray Stone Chair and a Center in Latin American Studies. Additional UNO institutions such as the Eisenhower Center for American Studies, the Midlo Center for New Orleans Studies, and the Ogden Museum of Southern Art also will be available to enrich, enhance, and provide opportunities for collaboration with the new PhD program in Inter-American Studies.

CERTIFICATION

[Signature]

Chief Academic Officer

[Signature]

Chancellor/President

APR 6 5 2012

Date

4/5/2012

Date
Dear Dean Krantz:

I was excited to read that UNO is planning to offer the PhD in Inter-American Studies and that interested students could specialize in the cultures of particular geographic regions, especially the New Orleans region, which intersects with so many different nationalities and cultures, and which will continue to attract new citizens as well as tourists to our area. The Jazz and Heritage Foundation believes that graduates of this degree will be an asset to organizations like ours, as well as to new organization that will promote New Orleans through different but equally interesting foci.

Thanks for showing me the proposal.

[Signature]

Don Marshall, Director

New Orleans Jazz and Heritage Foundation
Dear Dr. Krantz:

Thank you for asking Puente to preview your proposed PhD in Inter-American Studies. We, of course, are most interested in working with your students and graduates to promote the strong, long lasting, and continually growing ties between our area and Latin America. We understand that select graduates will be knowledgeable, in both breadth and depth, on Latin American topics and heritage, especially on their relationships to each other and to North America. This kind of inter-cultural knowledge will help tremendously in bridging the occasional business and industry gaps between North America and Latin America. I believe they will find meaningful work in business and commerce and will be able to help sensitize the people in our area to Latin American cultural differences through information and education.

Sincerely,

Rafael E. Delgadillo
Community Organizer
Puente New Orleans, Inc.
1050 S. Jeff Davis Pkwy, Ste. 321
New Orleans, La 70125
504.821.7228.
Item E.15. University of Louisiana System’s request, on behalf of its nine institutions, for approval of a Letter of Intent for a collaborative B.A. in Organizational Leadership.

EXECUTIVE SUMMARY

The nine universities of the University of Louisiana System recommend the creation of a collaborative online degree designed primarily for adults. The proposed Bachelor of Arts in Organizational Leadership would be positioned as Louisiana’s adult degree, ideally suited for non-traditional adult learners who have previously acquired significant college credit or for those adults who have graduated from community college with an associate degree. The Board of Regents estimates that there are over 500,000 adults in Louisiana who have completed some college, but who have not attained a degree.

This proposed multidisciplinary program would be offered in association with the Board of Regents CALL program; as such it would include features such as 100% online delivery of the major, accelerated courses and the potential for academic credit through prior learning assessment. Although all universities would offer a B.A. in Organizational Leadership, there would be nine unique focus areas (one to be offered by each school) which would provide adults with a suite of relevant workplace-related alternatives from which to choose and specialize. Initial suggestions include health informatics, financial services, professional communications, occupational safety, and health and wellness.

As students would ideally enter this program having successfully completed sixty hours of college credit, the program’s final sixty hours would consist of 30 hours of a common collaborative core in organizational leadership and thirty hours offered by the home institution. The thirty hours offered by the home institution would be comprised of 18 to 21 hours of a unique area of focus, including a required capstone course where students would synthesize and apply the learning outcomes, skills and knowledge acquired through the program. Nine to twelve hours of elective courses would round out the degree.

Similar degrees for adults are offered throughout the country by public and private institutions such as Purdue University, Penn State University, Colorado State University, Middle Tennessee State University, Valdosta State University, and many others. A similar collaborative approach exists in Oklahoma, where an online degree program for adults was initiated in 2007; currently nine of Oklahoma’s institutions participate. Based on the enrollment experience of this
program, as well as the experiences of Louisiana’s universities that work in conjunction with the Board of Regents CALL program, strong enrollment is expected for the proposed program.

It is anticipated that existing library holdings and facilities will be sufficient to support the program. Additional costs associated with online course development and instruction should be minimal. The CALL program has agreed to subsidize the online development of collaboratively offered courses; developmental costs of remaining focus area courses, and associated instruction should be offset by revenue generated by this initiative.

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 the University of Louisiana System’s request, on behalf of its nine institutions, for approval of a Letter of Intent for a collaborative B.A. in Organizational Leadership.
LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM  [Sept 2011]

General Information

Campus:
The nine institutions of the University of Louisiana System: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe, University of New Orleans

Program: Title, CIP, Degree/Certificate Awarded
Bachelor of Arts in Organizational Leadership, CIP 520213, Bachelor's Degree

Institutional Contact Person & Access Info (if clarification is needed):
Dr. Brad O’Hara, Provost and Vice President for Academic and Student Affairs, 225-342-6950, bohara@uls.state.la.us

1. Program Objectives and Content

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

The nine universities that compose the University of Louisiana System - Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe and University of New Orleans - recommend the creation of a collaborative online degree designed primarily for adults. The proposed Bachelor of Arts in Organizational Leadership would be positioned as Louisiana’s adult degree, ideally suited for non-traditional adult learners who have previously acquired significant college credit or for those adults who have graduated from community college with an associate degree. If approved, the degree will complement the 2011 Board of Regents Master Plan for Higher Education, whose first goal is to “increase the educational attainment of the State’s adult population to the Southern Regional Education Board average by 2025”. When considered with a concurrent objective to “increase the number of adults age 25 and older enrolled in postsecondary education programs”, the proposed program appears ideally suited for this purpose.

This multidisciplinary program would be offered in association with the Board of Regents CALI program; as such it would include features such as 100% online delivery of the major, accelerated courses in 8-week blocks and the potential for academic credit through prior learning assessment. Although it is proposed that all nine universities will offer the BA in Organizational Leadership, there would be nine unique focus areas/concentrations, one to be offered by each participating school, which would provide adults with a suite of relevant workplace related alternatives from which to choose and specialize.

Students would apply to one of the participating institutions which would become the “home institution” for that student. As that student progresses through the degree program, s/he may take classes from their “home” institution or from one of the other eight UL System institutions, (each to be referred to as a “consortium” institution).

The proposed program is designed to (1) facilitate life-long learning goals of adult learners; (2) provide an opportunity for adult learners to develop additional knowledge in the areas of leadership, organizational change, workplace development and performance; (3) provide an opportunity for adult learners to develop further knowledge in a specific area of specialization; (4) provide an avenue of
higher education that meets the needs of adult learners for personal enrichment and/or professional advancement; (5) provide adult learners with educational mobility options in a world where career changes are increasing; (6) provide a relevant, flexible curriculum designed for working adult students that offers the potential to apply prior learning thorough course credit and work/life experiences to the degree plan; and (7) contribute to the economic development goals of the state of Louisiana through providing a relevant degree option for working adults to earn a baccalaureate degree. It is planned that the program will be targeted to adults of age 25 or greater. Graduates of the program will find themselves in demand for a wide variety of career choices.

A multidisciplinary approach would be utilized to develop a curriculum with a broad range of courses that would provide the knowledge and skills necessary for organizational and supervisory positions. Students completing this program will enhance their global and critical thinking, communication skills, problem solving, technological innovation skills, and application of quantitative analysis.

The curriculum for this adult degree completion program will consist of 120 credit hours divided among three parts: general education, the academic major, and electives. Ideally, students who enter the program would have previously completed general education requirements, either at the home institution or elsewhere. The academic major will consist of 30 hours of a common collaborative core in organizational leadership and 18 to 21 hours of institutional specific courses that would be a unique area of focus / concentration for the home institution. Of these 18 to 21 hours, a three-hour capstone course will be required for students to synthesize and apply the learning outcomes, skills and knowledge acquired through the program. Any additional hours needed to complete the 120-hour requirement may be selected as electives by the student or can be achieved through credit already completed. The following is a summary of the curriculum requirements:

| General Education | 39 to 47 credit hours* |
| Major | 48 - 51 hours |
| Collaborative Core Courses | 30 hours |
| Institutional Focus Area | 18 - 21 hours** |
| Electives | 22 - 33 hours*** |
| TOTAL | 120 hours |

*General education requirements range from 39 to 47 hours at UL System schools.

**To be defined by the home institution; will include a required three-hour capstone course.

***Could include prior academic credit on transcript and/or credit provided through prior learning assessment, in accordance with home institution’s policies.

The thirty-hours of collaborative core courses would be:

1. **ORGL 300: Introduction to Organizational Concepts and Principles:** Students will demonstrate study skills, critical thinking skills, self-motivation, and familiarity with expectations of independent college-level learning, and will be conversant in navigating the course learning management system.

2. **ORGL 301: Critical Thinking and Decision Making/Data Mining and analytics:** Students will select relevant information, organize and evaluate the information, and apply it to issues of organizational development. Students will be introduced to the concepts and techniques of data mining and analytics.
3. **ORGL 302: Quantitative and qualitative analysis:** Students will select and utilize appropriate methodologies for analysis of organizational metrics, and understand quantitative and qualitative applications.

4. **ORGL 310: Principles of team leadership in project management:** Students will demonstrate an understanding of key theories of leadership and understand how to apply them to lead personnel and to organize logistical issues toward accomplishing a mission.

5. **ORGL 311: Laws and ethics applied to organizations:** Students will demonstrate understanding of core legal principles and applications of relevant employment and organizational law and ethics.

6. **ORGL 312: Diversity and intercultural understanding in a global context:** Students will understand the importance of appreciating and leveraging cultural diversity within and outside the organizational setting in a global context.

7. **ORGL 313: Strategic planning within organizational cultures:** Students will demonstrate the ability to identify and understand factors relevant to strategic planning as they relate to institutional effectiveness.

8. **ORGL 320: Concepts and technologies of Organizational Communication:** Students will understand and apply the principle methods of oral and written communication with different internal and external publics through a variety of modern media.

9. **ORGL 321: Fiscal Management and Budgeting:** Students will demonstrate an understanding of the impact of financial constraints on organizational effectiveness using appropriate tools to create an effective budget.

10. **ORGL 322: Professional writing:** Students will demonstrate understanding of the concepts and tools of rhetoric and persuasion, and written and oral communication skills commensurate with a leadership position within an organization.

It is envisioned that each of the nine institutions would offer one of these courses, with the offering of the introductory course possibly rotating each session on a regular basis among the participating schools. In accordance with SACS rules and regulations, no more than 25% of the program’s offerings – 30 hours – will be offered through collaboration.

In addition to the 30 hours of collaborative core offerings, each institution will offer 18 to 21 hours of courses in a unique focus area or concentration. Although yet to be defined/assigned, the program developers envision a rich and relevant array of focus areas that will be attractive to adults. Campuses are currently considering possibilities; some initial indications of potential areas of focus include:

- Health Informatics
- Financial Services
- Professional Communication
• Safety
• Law Enforcement
• Ecological Gerontology

Thus, the proposed programs will draw on several diverse academic disciplines to illuminate the work and employment issues that all leaders face in the twenty-first century. These interdisciplinary degree programs will provide the knowledge and skills necessary for a broad range of organizational and supervisory positions.

Currently, a leadership team composed of faculty and staff representatives of the nine UL System institutions is overseeing the development and implementation of the proposed program. Members are:

• Grambling State University – Dr. Carl Wright
• Louisiana Tech University – Dr. Tillman Sheets
• McNeese State University – Ms. Stephanie Tarver
• Nicholls State University – Dr. James Stewart
• Northwestern State University – Dr. Charles Penrod
• Southeastern Louisiana University – Dr. Suzette Bryan
• University of Louisiana at Lafayette – Dr. Jordan Kellman
• University of Louisiana at Monroe – Dr. Donna Luse
• University of New Orleans – Dr. Merrill Johnson

In addition to campus representatives, Dr. Larry Tremblay and Dr. Luke Dowden of the Board of Regents also serve on the leadership team as well as a group of UL System Office personnel including Dr. Brad O’Hara, Ms. Erica Sherrard and Ms. Jackie Tisdell. This leadership team is currently constructing a consortium agreement that will guide the development and implementation of policies in relation to curriculum, instruction and assessment for this program.

2. Need

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

The Board of Regents degree inventory shows that there are no public institutions in Louisiana that offer an undergraduate degree with an emphasis in organizational leadership. This, in concert with the relevancy of the proposed degree, underscores the need for such a program.

Students who complete the proposed degree program will be poised to contribute to the economic development of the state. According to the report Help Wanted: Projections of Jobs and Education Requirements Through 2018 there will be 65,000 jobs created in Louisiana between 2008 and 2018 that require postsecondary education and training. Further, by 2018 in Louisiana, there will be 34,000 management jobs that require a college degree. Louisiana’s Occupational Projections Report for 2002-2012 indicates that the annual demand in Louisiana for managers and first-line supervisors in a variety of occupations exceeds 3,000 workers per year. As well, the Louisiana Workforce Commission’s 2010 Occupational Wage Profile shows an increase in wages for managerial positions from $79,508 in 2009 to $82,393 in 2010. Nationally, the Bureau of Labor Statistics’ Occupational Outlook Handbook projects...
that employment in professional, scientific, and technical services is projected to grow by 34 percent, adding about 2.7 million new jobs by 2018. Employment in management, scientific, and technical consulting services is anticipated to expand at an overwhelming 83 percent, which will make up about 31 percent of job growth in this sector.

As previously mentioned, the proposed BA in Organizational Leadership will be positioned for adults, a group targeted by the Board of Regents in its 2011 Master Plan for increased educational attainment. Lifelong learning is essential to keeping current with changing technology and opportunities as evidenced by the growing relationship between postsecondary education credential and the likelihood of earning a living wage. However, as noted in 2008 Measuring Up, only 4% of Louisiana’s working-age adults with no bachelor’s degree were enrolled in any type of postsecondary education.

An important sector of Louisiana’s adult population includes a significant group of individuals who have some college work but have not earned a credential. A recent report by the Lumina Foundation, A Stronger Nation Through Higher Education 2012, noted that some 530,370 adults aged 25-64 in Louisiana have some college and no degree based on 2010 census data. These adults need options and flexibility in courses, program type and delivery; features which are anticipated to be met with the proposed BA in Organizational Leadership.

3. Relevance

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

The University of Louisiana System is composed of nine comprehensive universities whose wide range of degree programs provides a strong economic foundation for Louisiana. The proposed BA in Organizational Leadership continues the System’s longstanding tradition in this area by helping students build critical professional skills for employment.

In addition to responding to statewide workforce demands, the proposed program is being developed in response to the high number of “stop outs” in the state. As identified by the Board of Regents and outlined below, there are approximately 22,000 students that attended a UL System institution and have not completed a degree program over the last twelve years since 2000. The collaborative BA in Organizational Leadership will afford these students the opportunity to attain a degree while increasing the enrollment and number of completers for each of the nine UL System institutions. A breakdown, by institution, of these “stop outs” is as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Stop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grambling State University</td>
<td>749</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>1,854</td>
</tr>
<tr>
<td>McNeese State University</td>
<td>1,465</td>
</tr>
<tr>
<td>Nicholls State University</td>
<td>2,039</td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>418</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
<td>4,359</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>5,619</td>
</tr>
<tr>
<td>University of Louisiana at Monroe</td>
<td>1,843</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>4,070</td>
</tr>
<tr>
<td>Grand Total</td>
<td>22,416</td>
</tr>
</tbody>
</table>
The proposed program supports one of the goals of the 2011 Board of Regents Master Plan which is to increase educational attainment of adults aged 25 to 64 to 42% by 2025. An additional 1,309 baccalaureate degrees will need to be awarded per year from 2016 – 2025 to achieve the 45% threshold. In facilitating this end, the BA in Organizational Leadership will be student centric, allow for acceleration and provide transparent and assessable outcomes aligned with 21st century needs. The competencies on which the program will be built are current and relevant to the educational needs of:

- Individuals currently employed who desire to develop leadership skills.
- Students majoring in fields which have limited job opportunities who desire to increase their employability by developing leadership as well as technical skills.
- Graduates from associate degree programs who desire to continue their studies toward a Bachelor's degree.
- Students who have some college and seeking degree completion.

National Center for Education Statistics (NCES) data indicate that 38 percent of the 2007 enrollment of more than eighteen million college students were twenty-five years of age or older. NCES projections of higher education enrollment from 2007-2018 suggest that the number of students over twenty-five will remain stable or increase during the current decade. These adult learners tend to juggle other life roles while attending school, including those of worker, spouse or partner, parent, caregiver, and community member (AACU Peer Review 2011). Due to the demanding roles of adult learners, distance education is the most feasible path to acquiring a degree for this sector of the population. A recent study conducted by The Sloan Consortium, *Going the Distance: Online Education in the United States, 2011*, indicated that for the past eight years online enrollment has been growing substantially faster than overall higher education enrollment. The results of the survey showed that the rate of online enrollment continues to be far in excess of the rate for the total higher education student population. Over 6.1 million students were enrolled in at least one online course during the fall 2010 term which was an increase of 560,000 students over the number reported the previous year. At least 31% of all higher education students take at least one course online.

The proposed program in Organizational Leadership will be offered in an online format, thus meeting the needs of many of today's adults. Working with the Center for Adult Learning in Louisiana (CALL), participating universities will provide accelerated courses in an online environment. Currently, four UL System institutions offer degree programs with CALL, while all institutions have some history in offering courses/programs through distance learning technologies.

Finally, as this program is being designed to meet the educational needs of non-traditional students, UL System institutions will have an opportunity to increase completion rates at their respective schools, an overarching goal of the Governor and the Legislature and an important component of the LA GRAD Act.

### 4. Students

Summarize student interest/demand for the proposed program.

As it is planned that the BA in Organizational Leadership will be offered in an online format by nine institutions, it will serve degree-seeking students throughout Louisiana. A significant segment of the population to which this program will be marketed is adults who have completed some college but have not attained a degree. According to the Board of Regents, there are over 530,000 adults in Louisiana who share this characteristic. (Interestingly, an additional 805,000 adults in Louisiana have completed high school but have never attempted college.) Another market to whom this program will be of
interest will be Associate of Arts and Associate of Sciences graduates of the LCTC System. The LCTC System projects that associate degree completers will increase by 13% from 2010 to 2015.

Similar degrees for adults are offered throughout the country by public and private institutions large and small. Examples include Purdue University, Penn State University, Colorado State University, Middle Tennessee State University, Valdosta State University and many others. One program in particular has captured the interest of the leadership team for this project – Reach Higher – Oklahoma’s adult degree program. Under the direction of the Oklahoma State Regents for Higher Education, an online degree program for adults was initiated in 2007 and nine of Oklahoma’s regional institutions collaboratively participate in the offering of a BS in Organizational Leadership. Based on the enrollment experience of this program, as well as the experiences of Louisiana’s universities that work with CALL, the following initial enrollment and graduation numbers are generated for the proposed program:

<table>
<thead>
<tr>
<th>Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Enrolled</td>
</tr>
<tr>
<td>Completers</td>
</tr>
</tbody>
</table>

It is envisioned that a “rolling admission” process will be practiced so that students will be allowed to enter the program at several points during the calendar year. This will enhance the ability of participating institutions to maximize enrollment and serve this important sector of Louisiana’s population.

5. Cost

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

There will be primarily two types of costs associated with this collaborative program - development costs associated with making courses available for online delivery and instructional costs.

With respect to developmental costs, the CALL program has committed to subsidize the development of collaborative core courses. Courses associated with institutional focus areas will necessitate additional developmental costs; in these cases costs will be borne by the respective institutions. However, depending on the focus area selected and the institution’s history in offering online programs, there may be no or little developmental costs associated with these institutional specific courses.

Most institutions have initially indicated that instruction will be provided on an overload or adjunct basis, thus keeping costs to a minimum. It is anticipated that instructional costs will be also be minimized through the program’s feature of collaborative course offerings and an all-important master course schedule that will provide for periodic offering of courses (as opposed to the offering of every course each semester/quarter).

Preliminary costs have been identified for each of the first five years, by institution, as indicated on the following page.
Estimated Program Costs and Tuition/Fees Generated for Five (5) Years
Proposed Budget

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Grambling</td>
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<td>$13,750</td>
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<td>Total</td>
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<td>$5,000</td>
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</tr>
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<td>$5,000</td>
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<td>$5,000</td>
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<tr>
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<td>$14,000</td>
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</tr>
<tr>
<td>Total</td>
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<td>$17,000</td>
<td>$19,000</td>
<td>$14,000</td>
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</tr>
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<tr>
<td>Total</td>
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<td>$23,200</td>
<td>$23,200</td>
<td>$23,200</td>
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</tr>
<tr>
<td>University of Louisiana at Monroe</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Total</td>
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<td>$22,100</td>
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<td>$22,100</td>
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</tr>
<tr>
<td>University of New Orleans</td>
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<td>$0</td>
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<tr>
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<tr>
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<td>$28,400</td>
<td>$29,250</td>
<td>$26,400</td>
<td>$23,450</td>
</tr>
</tbody>
</table>

It is anticipated that costs will be offset by program tuition and funding formula appropriations.

CERTIFICATION:

Chief Academic Officer

Chancellor/President

Management Board

Date

Date

Date
Office of the President

April 11, 2012

Dr. Jim Purcell
Commissioner of Higher Education
Board of Regents
P. O. Box 3677
Baton Rouge, LA 70821-3677

Dear Dr. Purcell:

I am writing in support of the proposed new academic program, Bachelor of Arts in Organizational Leadership. The proposed program is the result of a collaboration of the nine universities that comprise the University of Louisiana System. It will be offered online and target the non-traditional student.

This program is consistent with the mission of Grambling State University and the priorities that I have identified. Additionally, the program will contribute significantly to our efforts to increase opportunities for student access and success; enhance our efforts to retain and graduate students; and prepare graduates who can address workforce needs in the state of Louisiana.

We will market this program aggressively to former students who have completed 60 credit hours or more with at least a 2.00 grade point average. Currently, Grambling State University has seven hundred forty-nine (749) stop outs that meet these requirements. Many of these former students have personal reasons that prevent them from returning to our campus to finish an undergraduate degree program. The fact that the proposed program will be delivered completely online should significantly increase the number of students who complete their degrees.

This collaborative degree supports the Board of Regents' Master Plan and the LA Grid Act. Increasing the number of students who receive degrees also supports an objective of the University of Louisiana System, that of increasing the number of degree program completers at all levels by 3% by FY 2015-16.

Again, I fully support the proposed program, Bachelor of Arts in Organizational Leadership, and recommend it for approval.

Sincerely,

[Signature]

Frank G. Pogue, Ph.D.
President
April 12, 2012

Dr. Jim Purcell
Commissioner of Higher Education
Louisiana Board of Regents
P O Box 3677
Baton Rouge, LA 70821-3677

Dear Dr. Purcell,

I am writing in support of the University of Louisiana System’s proposed B. S. in Organizational Leadership. Louisiana Tech is committed to the development and offering of this online collaborative degree which will attract students desiring to enhance employment opportunities and promotions. Its availability will provide another important avenue for degree completion primarily for returning students. This degree will complement our current general studies and other online degree programs, utilizing online courses now available in business, management, psychology and other disciplines and new courses to be added to our online inventory.

We look forward to continuing to work on this initiative.

Sincerely,

Kenneth W. Rea
Vice President
April 12, 2012

Dr. Jim Purcell, Commissioner of Higher Education
Louisiana State Board of Regents
1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Dr. Purcell:

I submit this letter in support of the University of Louisiana System proposal to offer the Bachelor of Arts in Organizational Leadership collaboratively among the nine University of Louisiana System (ULS) institutions. McNeese State University will be a contributing partner for the program. McNeese has had success collaborating with sister institutions to offer a degree program; therefore, I am aware the collaboration among institutions is a win-win benefit for the university and its students and faculty, as well as the State of Louisiana.

As the BA in Organizational Leadership is designed as a completer program, the opportunity to articulate with SOWELA Community and Technical College as well as other community colleges is very promising. I am pleased that McNeese participates in this collaborative partnership that supports the State’s goal for increasing degree attainment for its citizens.

The BA in Organizational Leadership will provide a unique opportunity to those who wish to earn the baccalaureate credential and who are continuing in their career or wish to advance in their career. Southwest Louisiana has been identified as an area of economic growth and development which calls for the skills and knowledge gained through the organization leadership completer program.

Thank you for your consideration.

Regards,

[Signature]

Philip C. Williams
President

Copy: President Randy Moffett, University of Louisiana System
April 16, 2012

Dr. Brad O’Hara, Provost and Vice President for Academic and Student Affairs
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70801

Dear Dr. O’Hara:

It is with great pleasure that I present this letter of support for the Bachelor of Arts Degree in Organizational Leadership proposed by the consortium of University of Louisiana System institutions.

The Nicholls State University Academic Council and I embrace the collaborative partnership of the universities within the UL System in providing an alternative degree program that will serve the needs of our adult population who began college but were never able to complete a degree. This is especially relevant to our region where a large percentage of this population exists and there is a growing demand for online learning opportunities. We are also enthusiastic about the ability to provide further educational opportunities in our unique programs through the degree concentration.

Undoubtedly, the commitment and dedication of all University of Louisiana System faculties and administration will continue to be demonstrated through this distinctive program. It is without hesitation that I extend my support to this proposed degree program.

Sincerely,

Allayne “Laynie” Barrilleaux, Ph.D.
Vice President for Academic Affairs
Distinguished Service Professor of Management
April 17, 2012

Dr. Brad O’Hara  
University of Louisiana System  
Board of Supervisors  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. O’Hara:

Northwestern State University heartily supports the new collaborative degree in Leadership. As you know, Northwestern has supported the earliest efforts to bring this degree forward, and Dr. Webb and I are excited to see such good progress.

The citizens of Louisiana will, indeed, benefit from this degree and the manner in which it will be delivered. Students will have an array of leadership options which will serve them in an array of occupations.

You may count on Northwestern’s support of this innovative new project.

Warmest regards,

Lisa Abney  
Provost & Vice President  
Academic & Student Affairs

LA/mms
Office of the Provost

April 13, 2012

Jim Purcell, Commissioner of Higher Education
Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677

Dear Dr. Purcell,

I am pleased to write this letter in support of the collaborative interdisciplinary online baccalaureate degree program in Organizational Leadership proposed by the nine universities of the University of Louisiana System. If approved, the program will be part of the Board of Regents’ CALL initiative and will provide adults aged 25 and older who have an associate degree or who have completed some college- and/or university-level course work an opportunity to earn a baccalaureate degree. The accelerated online format of the proposed program would allow working adults to pursue the baccalaureate degree while maintaining employment.

The proposed program in Organizational Leadership should appeal to adults who wish to be promoted into managerial or supervisory roles as well as to those who wish to pursue entry-level managerial or supervisory positions. According to recent employment projections, by 2018 Louisiana will have approximately 34,000 management positions requiring a university degree (Help Wanted: Projections of Jobs and Education Requirements through 2018). Thus, the proposed program is designed to meet both the needs of the people of Louisiana, in particular, a sub-group of the working adult population of Louisiana, as well as the needs of organizations and businesses within Louisiana.

Sincerely,

Tammy Bourg
Provost and Vice President for Academic Affairs
April 16, 2012

Dr. Jim Purcell
Commissioner of Higher Education
Louisiana Board of Regents
P. O. Box 3677
Baton Rouge, LA 70821-3677

Dear Dr. Purcell:

The University of Louisiana at Lafayette supports the development of a system-wide cooperative adult degree-completion program leading to a bachelor’s degree in Organizational Leadership. As you are aware, much recent research has pointed to the rapidly growing need for a more educated workforce, and to the need to help the many adults in Louisiana who have some college but no degree to complete a degree that will be useful in their professional lives. The University of Louisiana at Lafayette aims to serve this population of potential students to the greatest extent possible in the coming years, and this program offers an excellent means of doing so.

The University has just initiated a similarly structured program for RN-to-BSN students, based on all-online, compressed format, and initial results are very promising. By developing the online RN-to-BSN program, the University overcame many of the obstacles to offering online, compressed courses, and the bachelor’s degree in Organizational Leadership provides a path for the University to expand that service to a far wider adult population. The system-wide approach provides the University the opportunity to develop an area of focus that will be synergistic with its existing strengths and resources. It will also make for a very efficient process, allowing the University to develop a focus area of special interest rather than having to build the entire degree program alone. Developing one or two courses to be offered in the common core will not be difficult.

The University of Louisiana at Lafayette supports this initiative and will offer its full cooperation and any resources it can provide to make the degree a success.

Sincerely,

E. Joseph Savoie
President

C: Dr. Brad O’Hara
April 13, 2012

Dr. James Purcell
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802

Dear Dr. Purcell:

This letter is being written to express the University of Louisiana at Monroe’s (ULM) support for the Bachelor of Arts program in Organizational Leadership that is being proposed collaboratively by the institutions in the University of Louisiana System.

This program will provide individuals who have earned college credits but have not completed their degree requirements to obtain a post-secondary credential that will result in two significant accomplishments. The first of these will occur on an individual level because the degree will expand the employment opportunities for those who obtain it. As a result, the graduates can expect to obtain work more consistently, more quickly, and at a higher pay-level than previously available to them. This additional income will improve their quality of life because they will be able to purchase better health care, increase retirement savings, and live a more comfortable life.

The second accomplishment will occur on a collective level as the intellectual capital of the state improves. Nearly 600,000 Louisianans have earned some college-credits but have not obtained a post-secondary credential. If even a small portion of those people earn the BA in Organizational Leadership, the intellectual capital of the state will increase and Louisiana will become more attractive to businesses and industries. Employment opportunities will improve, the economy will grow, additional revenue will flow into the state treasury, and the state will become better able to invest in the programs that benefit its residents.

ULM is very excited, therefore, about participating in this collaborative effort and strongly supports the development of this degree program. Approving the Letter of Intent to which this endorsement is attached is the first step toward reaching these accomplishments, and I urge to Board of Regents to quickly grant that approval.

Sincerely,

Nick J. Bruno, Ph.D.
President

xc Dr. Randy Moffett
April 13, 2012

Dr. Jim Purcell
Commissioner of Higher Education
P. O. Box 3677
Baton Rouge, LA 70821-3677

RE: University of New Orleans – Support for B.S. in Organizational Leadership

Dear Dr. Purcell,

The University of New Orleans fully supports the initiative to offer a Bachelor of Science in Organization Leadership degree through a collaborative effort of University of Louisiana System institutions. We look forward to participating in the developmental process, and see a great deal of potential for future joint efforts through a UL System consortium.

Yours truly,

[Signature]

Louis V. Paradise
Interim Provost and Vice President for Academic and Student Affairs
University of New Orleans
March 30, 2012

James Purcell, Ph.D
Commissioner of Higher Education
Louisiana Board of Regents
1201 N. Third Street, Suite 601
Baton Rouge, LA

Dear Dr. Purcell:

The Louisiana Community College and Technical System (LCTCS) supports the University of Louisiana System in its efforts to create at Baccalaureate of Arts in Organizational Leadership. This degree will be targeted toward adult students seeking to complete a baccalaureate degree, many of whom were previously enrolled at a Louisiana community or technical college.

Louisiana’s community and technical colleges are diligent in their efforts to increase the number of adults with a postsecondary education at all levels to include the baccalaureate level. We believe it is critical that we improve opportunities for students to gain postsecondary credentials to increase the state’s competitive edge in a global market. We are proud to have the University of Louisiana System and its member institutions working toward a common goal.

This project provides yet another opportunity for working adults. The LCTCS applauds the efforts of the University of Louisiana System in proposing this program.

Sincerely,

Joe May
President

Louisiana Community & Technical College System

265 South Foster Drive
Baton Rouge, LA 70806