BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
10:00 a.m., Tuesday, October 23, 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 August 21, 2012 Meeting Minutes.

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. McNeese State University’s request for approval to offer the Master of Science degree program in Criminal Justice effective Fall 2013.

2. McNeese State University’s request for approval to reinstate the Education Specialist degree program in Educational Leadership effective Spring 2013.

3. McNeese State University’s request for approval to eliminate the Associate of Science degree program in Computer Information Technology effective June 1, 2013.


5. Nicholls State University’s request for approval to award an Honorary Doctor of Commerce (D.Com.) degree to Michael Voisin at the Fall Commencement Exercises.

6. Northwestern State University’s request for approval to change the name of the College of Education and Human Development to Gallaspy (Family) College of Education and Human Development.

** 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.
7. **Southeastern Louisiana University**’s request for approval (1) to merge the Department of Counseling and Human Development with the Department of Communication Sciences and Disorders to form the new Department of Health and Human Sciences effective Spring 2013 and (2) to rename the College of Education and Human Development to the College of Education effective Spring 2013.

8. **University of New Orleans**’ request for approval to award an Honorary Doctor of Business Administration to Henry Bernstein at the Fall Commencement Exercises.

9. **University of New Orleans**’ request for approval of revised statements of Role, Scope, and Mission.

10. **University of Louisiana System**’s request, on behalf of its nine institutions, for approval of a Memorandum of Understanding (MOU) among the nine institutions for the operation of the collaborative B.A. in Organizational Leadership Online Consortium Program.

11. Other Business

F. **REPORT OF ATHLETIC COMMITTEE**

1. **McNeese State University**’s request for approval of a contractual agreement with Mr. Bernard Matt Viator, Head Football Coach, effective July 1, 2012.

2. **McNeese State University**’s request for approval of a contractual agreement with Mr. Dave Simmons, Head Men’s Basketball Coach, effective July 1, 2012.

3. **McNeese State University**’s request for approval of a contractual agreement with Ms. Brooks Donald-Williams, Head Women’s Basketball Coach, effective July 1, 2012.

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

5. **Northwestern State University**’s request for approval of an amendment to a contractual agreement with Mr. Lane Burroughs, Head Baseball Coach, effective July 1, 2012.

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

8. **University of New Orleans**’ request for approval of a contractual agreement with Ms. Keeshawn Carter, Head Women’s Basketball Coach, effective July 1, 2012.

9. **University of New Orleans**’ request for approval of a contractual agreement with Mr. Mark Slessinger, Head Men’s Basketball Coach, effective July 1, 2012.
10. University of New Orleans’ request for approval of a contractual agreement with Ms. Kim Young-Buford, Head Women’s Volleyball Coach, effective September 1, 2012.

11. University of New Orleans’ request for approval of its Complimentary Ticket Policy.

12. University of Louisiana System’s report of significant athletic activities for the period of August 9 to October 8, 2012.

13. Other Business

G. REPORT OF AUDIT COMMITTEE

1. University of Louisiana System’s report on internal and external audits submitted for the period of August 9 to October 8, 2012.

2. Other Business

H. REPORT OF FACILITIES PLANNING COMMITTEE

1. Grambling State University’s request for approval to name property acquired through Act 236 of 2012 the Grambling State University West Campus: R.W.E. Jones Annex.

2. Grambling State University’s request for approval to name the annex of the Washington-Johnson Complex the Allen Williams Annex.

3. Grambling State University’s request for approval to name the President’s house Johnson Place.

4. Louisiana Tech University’s request for approval of a Ground Lease with the Louisiana Tech University Foundation to begin the improvements to the Softball Complex.

5. McNeese State University’s request for approval to extend the Land Lease Exhibit 1 of the Local Services Agreement for the construction of the Southwest Louisiana Entrepreneurial and Economic Development Center (SEED).

6. Nicholls State University’s request for approval to lease the Dr. J.J. Ayo Pool to Crawfish Aquatics, L.L.C. to provide for improvements.

7. Other Business

I. REPORT OF FINANCE COMMITTEE

1. Louisiana Tech University’s request for approval of an amendment to the previously approved Bond Resolution for the refunding and issuance of the new Series 2012 Bonds.

2. Nicholls State University’s request for approval to enter into a Memorandum of Understanding (MOU) with the Friends of the Louisiana Center for Women and Government.
3. **Nicholls State University**’s request for approval to implement a unique fee structure for the Nicholls Online Program.

4. **University of Louisiana System**’s request, on behalf of its nine institutions, for approval of student contract for a package price for the B.A. in Organizational Leadership.

5. **University of Louisiana System**’s report on the *Policy and Procedures Memorandum (PPM) Tenured Faculty-Strategic Reduction Initiative FS-III.II G.-1a* for the fiscal year 2012-2013.

6. **University of Louisiana System**’s discussion of Fiscal Year 2011-12 fourth quarter financial reports and ongoing assurances.

7. **University of Louisiana System**’s report on the year end financial status of alternatively financed projects for the fiscal year ended June 30, 2012.

8. Other Business

**J. REPORT OF PERSONNEL COMMITTEE**

1. **Grambling State University**’s request for approval to appoint Dr. Larnell Flanagan as Dean of the College of Education effective August 1, 2012.

**K. SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. Other Business

**L. BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Report of the Louisiana Tech University Presidential Search Committee

3. Report of the UL System Presidential Search Application Review Committee

4. Appointment of Nominating Committee for 2013 Board Officers

5. Other Business

**M. Other Business**

**N. Adjournment**
Item E.1. McNeese State University’s request for approval to offer the Master of Science degree program in Criminal Justice effective Fall 2013.

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 online graduate program will provide discipline content and advanced training that focuses on police, court, and correction administration.

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. It is worth noting that the completion rate for students in CALL programs at McNeese now exceeds that for students in traditional courses.

Although there are two universities in Louisiana that offer an online graduate degree programs in criminal justice, the proposed program is unique in its focus on justice administration. In addition, there is strong regional demand for the program, 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 degreed 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.
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. Thus, it is projected that 15 students will enroll in year one and 25 students will enroll each consecutive year through year five. It is also projected that there will be 10 completers in year three, 12 in year four and 14 in year five.

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 that is expected to be offset by revenue generated from tuition. The proposed program will be housed in the Department of Social Sciences in the College of Liberal Arts and will be managed by a Coordinator reporting to the Chair of the Department of Social Sciences. The allocation of department funds will not be impacted by the program.

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. The proposed Master of Science in Criminal Justice degree program would be a welcome addition to the Board of Regents CALL 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 request to offer the Master of Science degree program in Criminal Justice effective Fall 2013.
October 3, 2012

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

Dear Dr. Layzell:

Enclosed are five (5) copies of McNeese State University’s request to offer a Master of Science in Criminal Justice effective Fall 2013. Please place on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2012 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
September 24, 2012

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

Dear Dr. Layzell:

I request approval to offer the Master of Science in Criminal Justice (CIP 43.0104) at McNeese State University effective Fall 2013. Criminal justice faculty, the department head for the Department of Social Sciences, and the dean of the College of Liberal Arts created the curriculum and gathered information about student and employer demand for the program.

The proposed Master of Science in Criminal Justice curriculum is designed to provide discipline content and advanced training that focuses on police, court, and correction administration. The program is unique in Louisiana because it provides a different focus area as compared to criminal justice graduate programs offered at other institutions in the state. In addition, the instructional delivery format maximizes program access since it allows Center for Adult Learning in Louisiana or CALL students to seamlessly earn the associate, baccalaureate, and graduate degrees through the CALL online delivery and compressed scheduling. McNeese partners with LSU-E and Sowela Technical and Community College to ensure CALL students who earn the associate degree in criminal justice at those institutions can articulate easily into the CALL baccalaureate program at McNeese. CALL students transfer from other community colleges in the state also. Currently, the McNeese CALL baccalaureate program in criminal justice completes more students each academic year than the traditional program. Enrollment and completion projections are based on the number of individuals who have repeatedly contacted McNeese about enrolling in such a program.

The proposed program enhances the educational mission of McNeese State University and supports the strategy for increasing student access via online learning opportunities, and for contributing to economic development in the State. Job projections at the www.laworks.net web site indicate nearly 600 job openings in the criminal justice professions through 2018. Employers of these jobs prefer to hire employees with advanced education credentials. The proposal includes letters of support from employers in the region.

A currently funded, but vacant faculty line will be reallocated for a faculty position that is needed to cover new courses in the advanced program. Faculty teaching in the baccalaureate program have taught double overloads for six semesters. Sustained, increased enrollment of new students in the baccalaureate program as well as new students in the master’s program will support the faculty line. An endowed professorship is designated for criminal justice and will support applied research in the discipline. In addition three graduate assistantships will be reallocated to the program. The master’s degree in criminal justice at McNeese State University will serve the region well.

Thank you for consideration of this request.

Regards,

[Signature]

Philip C. Williams
President
MEMORANDUM

TO: President Philip Williams

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

SUBJECT: Letter of Proposal to Offer the Master of Science in Criminal Justice

DATE: September 20, 2012

I request approval to present the attached proposal to offer the Master of Science in Criminal Justice to the University of Louisiana System Board of Supervisors. Criminal justice faculty, the department head for the Department of Social Sciences, and the dean of the College of Liberal Arts created the curriculum and gathered information about student and employer demand for the program.

The proposed Master of Science in Criminal Justice curriculum is designed to provide discipline content and advanced training that focuses on police, court, and correction administration. The program is unique in Louisiana because it provides a different focus area as compared to criminal justice graduate programs offered at other institutions in the state. In addition, the instructional delivery format maximizes program access since it allows Center for Adult Learning in Louisiana or CALL students to seamlessly earn the associate, baccalaureate, and graduate degrees through the CALL online delivery and compressed scheduling. Currently, the McNeese CALL baccalaureate criminal justice program completes more students each academic year than the traditional program. Enrollment and completion projections in the proposal are based on the number of individuals who have repeatedly contacted McNeese about enrolling in such a program.

The proposed program enhances the educational mission of the University and supports the strategy for increasing student access via online learning opportunities. Job projections at the www.laworks.net website indicate nearly 600 job openings in the related criminal justice professions through 2018. Employers of these jobs prefer to hire employees with advanced education credentials. The proposal includes letters of support from employers in the region.

A currently funded vacant faculty line will be reallocated to the criminal justice program for a faculty position that is needed to cover courses. Faculty teaching in the baccalaureate program have taught double overloads for six semesters. Sustained, increased enrollment in the baccalaureate and new students in master’s program will more than support the faculty line. An endowed professorship is designated for criminal justice and will support applied research in the discipline. In addition three graduate assistantships will be reallocated to the program. The master’s degree in criminal justice at McNeese State University will serve the region well.

Thank you for consideration of this request.

Attachments
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

Institution: __McNeese State University_________ Date: __09-07-2012_______

Program/Unit: __M.S. in Criminal Justice / Dore' Graduate School / MSU _______________

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

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*no new costs; position will be funded by reallocating existing budget lines*
Name of Institution Submitting Proposal: McNeese State University

Specific Degree to be Awarded Upon Completion: Master of Science in Criminal Justice

Recommended 2010 CIP Taxonomy: 43.0104

Date to be Initiated: Fall 2013

Name of Department or Academic Subdivision Responsible for the Program: Social Sciences

Name, Rank, and Title of Individual Primarily Responsible for Administering the Program: Dr. Greg Clark, Professor/Program Coordinator

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.
McNeese State University

Proposal for Master’s of Science Degree in Criminal Justice
Concentration in Justice Administration

August 2012

Proposal Format

1. Description

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

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 is unique in Louisiana as it provides a different focus and in addition it allows CALL (Center for Adult Learning in Louisiana) students an opportunity to seamlessly earn the associate, baccalaureate, and graduate degrees through the CALL program format. The program will be 100% online. The proposed program is oriented toward the following:

• 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.

• 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.

• 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.

• Developing in graduates the ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system.

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

The entire course of study required to complete the degree program as well as a sample program of study that might be followed is included in this section. All courses listed and described are new courses and are not part of any degree program at McNeese State University.

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<td>Department of Social Sciences</td>
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<td>Master of Science in Criminal Justice</td>
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**Core: Required of all Students (12 hours)**

- *CJUS 601* Police Justice Administration (3-0-3)
- *CJUS 602* Court Justice Administration (3-0-3)
- *CJUS 603* Correctional Justice Administration (3-0-3)
- *CJUS 604* Research Methods (3-0-3)

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**Thesis Option (18 hrs)**

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 and 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.

- CJUS _______  CJUS _______
- CJUS _______  CJUS _______
- CJUS 690     CJUS 695

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**Non-Thesis Option (24 hrs.)**

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.

- CJUS _______  CJUS _______
- CJUS _______  CJUS _______
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- CJUS _______  CJUS _______
Pertinent Observations for both the Thesis and Non-Thesis Options

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 nationally recognized standards for assessment for experiential learning published by the Council for Adult and Experiential Learning will be the guiding principles (adopted from the CAEL Standards) for the assessment of prior learning at McNeese State University:

- Credit is awarded only for learning, and not for experience. Experience is an input, learning is an outcome; credit reflects assessment of the learning outcomes and not an evaluation of the inputs.
- Assessment is based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
- Assessment is treated as an integral part of learning, not apart from it, and is based on an understanding of learning processes; this assessment is a measurement, not an audit, of learning.
- The determination of competence levels and of credit awards is made by appropriate subject matter and academic experts.
- Credit is appropriate to the context in which it is awarded and accepted.
- When credits are awarded to students, transcript entries will clearly describe what learning is being recognized and is monitored to avoid giving credit twice for the same learning.
- Policies and procedures as applied to assessment, including provision for appeal, is fully disclosed and made available for all parties involved in the assessment process.
- All personnel involved in the assessment of learning will pursue and receive adequate training and continuing professional development for the functions they perform; when necessary the university will seek outside verification from nationally-recognized providers of portfolio assessment services.
- The assessment program is regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and in the state of the assessment arts.
REQUERED COURSES

*CJUS 601  Police Justice Administration (3 hrs.)

The student will develop and evaluate policies and procedures in all phases of police administration. These include judicial decisions, which impact the legal status of the operation of police agencies. Additionally, administrative issues inherent in both large and small police organizations are assessed including: the history and context of police administration, police organizational tasks, leadership in the police organization, the role of the police manager, and the role of citizen oversight.

*CJUS 602  Court Justice Administration (3 hrs.)

This course examines how organizational theory and principles of administration apply to the components of the court system. In particular, special attention will be focused on examining the theory and reality of criminal court processing including an in-depth look at the roles and practices of prosecutors, defense attorneys, and judges. In a similar vein, students will become familiar with the relationships among these actors, the system’s dependency on plea bargaining, and jury behavior.

*CJUS 603  Correctional Justice Administration (3 hrs.)

Administrative aspects of corrections are examined through analysis of management theory and practice in correctional institutions and agencies. Changes in correctional policies and procedures, as influenced by social and legal factors, are considered along with current problems, issues, trends, and constraints.

*CJUS 604  Research Methods (3 hrs.)

This course will enlighten students with an understanding of the research process and the ethical context within which research should be conducted. Furthermore, it will provide the skills needed to conduct and to evaluate research on topics relevant to the criminal justice field. In order to achieve these goals, the course will focus on the nature of scientific inquiry; the connections between theory and research; designing research projects and exploring causation; sampling procedures and logic; research techniques, reliability, validity and measurement of data; and descriptive analyses of data.
CJUS ELECTIVES

Students enrolled in this proposed graduate program will have the opportunity to use up to 6 hours of credit from 500 level courses already in place at McNeese State University. However, it is important to note that students will not receive duplicate credit for the 500 level-class if he/she successfully completed the same course as an undergraduate at McNeese. In addition, the student can apply up to 6 hours of relevant and pertinent transfer credit hours from an accredited university. The following courses are 500 level-classes at McNeese:

CJUS 501 - Terrorism, Crime, and Security (3 hrs.)

Historic development of terrorism and related crime on a global basis. Trends, techniques, and deficiencies of solutions of the current terrorist problem. Implications of terrorism for the free world. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 501 and 401.

CJUS 515 - Work and Occupations (3 hrs.)

Social organization of work with emphasis on professions and semi-professions. Lectures and discussions will be supplemented by directed readings, independent research, and research papers.

No duplicate credit for CJUS 515 and SOCL 415, SOCL 515, or CJUS 415.

Prerequisite: Graduate standing and permission of department head.

CJUS 531 - Deviance and Social Control (3 hrs.)

Examines social and institutional conformity as well as deviance from control forces. Class lectures and discussions will be supplemented by directed readings, independent research, and research papers.

No duplicate credit for CJUS 531 and CJUS 431, SOCL 531, or SOCL 431.

CJUS 532 - Criminal Justice Administration and Management (3 hrs.)

Application of theories and principles of organization, administration, and management to criminal justice. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 532 and 432.
CJUS 541 - Contemporary Criminal Justice (3 hrs.)

Presentation and evaluation of current developments in criminal justice. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 541 and 441.

CJUS 552 - Organized Crime (3 hrs.)

Historical survey of organized crime in America, theoretical concepts, range of activities, areas of influence, and remedial proposals. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 552 and 452.

CJUS 561 - Special Topics in Criminal Justice (3 hrs.)

Problems in the criminal justice area. Lectures and discussions will be supplemented by directed readings, independent research, and research papers.

May be repeated when topics vary to accrue a total of 9 hours. No duplicate credit for CJUS 561 and CJUS 461.

CJUS 581 - Loss Prevention and Management (3 hrs.)

Operations and management of loss prevention programs in business, industry, government, and other institutions. Particular attention to theft control and fire protection. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 581 and 481.

CJUS 591 - Comparative Criminal Justice (3 hrs.)

Comparative study of criminal justice systems. Emphasis on concepts and contemporary developments in other nations with potential applications and impacts on philosophy and practice in the United States. Lectures and discussions will be supplemented by directed reading, independent research, and research papers.

No duplicate credit for CJUS 591 and 491.
The following courses will be new, 600-level courses at McNeese:

*CJUS 610   Selected Topics in Criminal Justice (3 hrs.)

Advanced study in criminal justice with specific topics to be announced prior to each semester. Course offerings will be determined by student demand and faculty availability. Students may repeat this course once as long as the topics vary, to accrue a total of 6 hours.

*CJUS 615   Contemporary Issues and Trends in Terrorism (3 hrs.)

In order to combat “terrorism”, one must be aware of what it is and is not. This course will explore “terrorism” in its totality as it occurred in the past, is occurring in the present, and how it will occur in the future. Various dominant international terrorist groups are examined relative to their ideology, organizational behavior, and method(s) of operation. Special attention is focused on the impact terrorism has and will have upon the criminal justice system relative to investigative processes.

*CJUS 620   Criminological Theory (3 hrs.)

This course represents a detailed examination of the best known and most influential theories of crime causation. Topics include: theory construction; hypothesis testing; theory integration; and links among theory, research and policy.

*CJUS 625   Legal Issues in Criminal Justice Administration (3 hrs.)

This course examines the study of recent legislation and case law, both state and federal, which impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will vary depending upon current legal developments.

*CJUS 630   Ethics in Criminal Justice (3 hrs.)

This course examines the underlying theories of ethical conduct in public safety focusing on virtue, formalism, and utilitarianism. Students will analyze ethical violations in public safety and identify methods of reducing unethical practices.
*CJUS 635    Corrections (3 hrs.)

This course examines the current methods and effectiveness of the correctional system including incarceration, probation, and parole. The students will research and evaluate the effectiveness and efficiency of correctional programs and understand the political process of punishment. The students will demonstrate an understanding of incapacitation, retribution, rehabilitation, and restoration.

*CJUS 640    Leadership Theory (3 hrs.)

This course requires the student to analyze and understand the application of leadership theory in public safety focusing on trait, transactional, and transformational leadership. The students will identify and evaluate the leadership methods of public safety organizations focusing on identifying effective leadership theories.

*CJUS 645    Policy Analysis (3 hrs.)

This course requires students to critically analyze current criminal justice policies that deal with public safety problems including the efficacy, efficiency, effectiveness, and unintended consequences. The students will identify the underlying hypotheses and theories motivating public safety policies. The students will develop a theory based policy with a plan for ongoing evaluation of the policy for efficacy, efficiency, effectiveness, and dealing with unintended consequences.

*CJUS 650    Crime and Punishment (3 hrs.)

Police officers, corrections officers, probation and parole officers, youth service officers, federal law enforcement agents, and court professionals are all called upon on a daily basis to make critical decisions that significantly affect the lives of those entrusted to them. Students in this course will consider applications of ethical actions as they pertain to issues of social justice. Toward that end, we will forge a strong notion of our definition of just what constitutes social justice.

*CJUS 690    Research & Thesis I (3 hrs.)

Prerequisites: Advancement to candidacy as a criminal justice master’s student. Student works under direct faculty supervision to complete a proposal for the thesis research study. This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, made up of a chairperson and two additional members. All of these said individuals must be terminally degreed criminal justice faculty members from McNeese State University. It
is acceptable to have one committee member from the faculty of another department at McNeese State University or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the Graduate School. This course is best suited for students desiring to add to the body of professional knowledge in the field of criminal justice.

*CJUS 695  Research & Thesis II (3 hrs.)

Students work under direct faculty supervision to complete a master’s thesis research study. During this phase of the research process, students submit the final draft of their thesis to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to McNeese State University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. This course is best suited for students desiring to add to the body of professional knowledge in the field of criminal justice.

Based upon the previous discussion of courses and course descriptions, the following chart lists the current and new courses for this proposed program:

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>*CJUS 601 Police Justice Administration</td>
</tr>
<tr>
<td>*CJUS 602 Court Justice Administration</td>
</tr>
<tr>
<td>*CJUS 603 Correctional Justice Administration</td>
</tr>
<tr>
<td>*CJUS 604 Research Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current 500 level CJUS Graduate Level Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 501 Terrorism</td>
</tr>
<tr>
<td>CJUS 515 Work and Occupations</td>
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<tr>
<td>CJUS 531 Deviance and Social Control</td>
</tr>
<tr>
<td>CJUS 532 Criminal Justice Administration and Management</td>
</tr>
<tr>
<td>CJUS 541 Contemporary Criminal Justice</td>
</tr>
<tr>
<td>CJUS 552 Organized Crime</td>
</tr>
<tr>
<td>CJUS 561 Special Topics in Criminal Justice</td>
</tr>
<tr>
<td>CJUS 581 Loss Prevention and Management</td>
</tr>
<tr>
<td>CJUS 591 Comparative Criminal Justice</td>
</tr>
<tr>
<td>New 600 level CJUS Graduate Level Elective Courses</td>
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<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>*CJUS 610 Selected Topics in Criminal Justice</td>
</tr>
<tr>
<td>*CJUS 615 Contemporary Issues and Trends in Terrorism</td>
</tr>
<tr>
<td>*CJUS 620 Criminological Theory</td>
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<tr>
<td>*CJUS 625 Legal Issues in Criminal Justice Adminstration</td>
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<tr>
<td>*CJUS 630 Ethics in Criminal Justice</td>
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<tr>
<td>*CJUS 635 Corrections</td>
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<tr>
<td>*CJUS 640 Leadership Theory</td>
</tr>
<tr>
<td>*CJUS 645 Policy Analysis</td>
</tr>
<tr>
<td>*CJUS 650 Crime and Punishment</td>
</tr>
<tr>
<td>*CJUS 690 Research &amp; Thesis I</td>
</tr>
<tr>
<td>*CJUS 695 Research &amp; Thesis II</td>
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</tbody>
</table>

The following section depicts and describes the program curriculum, term by term, of the proposed online Master's of Science degree program in Criminal Justice.

**Fall 2013**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 601</td>
<td>Police Justice Administration</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 604</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 610</td>
<td>Selected Topics in Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 615</td>
<td>Contemporary Issues and Trends in Terrorism</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Spring 2014**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 602</td>
<td>Court Justice Administration</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 603</td>
<td>Correctional Justice Administration</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 620</td>
<td>Criminology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 625</td>
<td>Legal Issues in Criminal Justice Adminstration</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Fall 2014**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUS 601</td>
<td>Police Justice Administration</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 604</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 610</td>
<td>Selected Topics in Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 630</td>
<td>Ethics in Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 635</td>
<td>Corrections</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJUS 690</td>
<td>Research &amp; Thesis I</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>
Based upon the above-stated charts, we anticipate offering a total of four 600-level graduate classes a semester for the first year of the program. The schedule will include two different core courses a semester. In addition, the remaining course offerings will be two different criminal justice electives. A review of the program curriculum reveals that an additional criminal justice elective will be added to the schedule in the third and subsequent semesters of the program. Furthermore, CJUS 690, Research & Thesis I, might need to be added as well for those students who have opted to pursue the thesis option. A full-time graduate student, taking three courses a semester from the onset of this proposed program, should be able to graduate with a Master’s of Science Degree in Criminal Justice in the Spring of 2015.

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

The proposed 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. Some of these graduate courses may be semester long in length, while other graduate classes may be structured in an accelerated format (eight weeks in length). 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.
d. **Furnish documentation of the approval of the proposed program by the institution’s Governing Board.**

On 24 April 2012, the Board of Supervisors for the University of Louisiana System approved McNeese State University’s request for approval of a Letter of Intent for a Master of Science degree program in Criminal Justice.

2. **Need**

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

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.

McNeese State University has been offering web-based courses since 1999. An examination of recent data suggests that our university offers more than 100 online courses, most of which are offered at the undergraduate level. Based upon the Online Education Plan for McNeese State University (prepared by Tom Clay & Associates, Inc., 2012), the online degrees at McNeese are limited to five programs offered through two consortia, one of which is the CALL Criminal Justice program. Most of these online offerings have been driven by the interest of individual faculty members. Every professor who teaches online receives training and support from McNeese’s Office of Electronic Learning. As McNeese State University maintains “excellence with a personal touch” with solidifying its role and fulfilling its mission, it is readily apparent that McNeese State University must expand their online offerings to address a number of challenges that it currently faces, including but not limited to the following: “remaining competitive in higher education’s rapidly changing market; maintaining enrollment levels in the face of demographic changes; complying with regulatory demands; and filling the educational needs of a growing population of adult students” (Online Education Plan for McNeese State University, Executive Summary, prepared by Tom Clay & Associates, Inc., 2012: p. 1).

As we develop and implement this online Master’s program in Criminal Justice, we will ensure that every course within our curriculum includes a “McNeese-style” of personal connection between student and professor (A Strategic Blueprint for the New Five Years, McNeese State University, August 2012). In fact, excellence will be a driving force
behind the development of educated, informed, and liberated scholars. Our students will bring new ideas and philosophies into existence. Furthermore, they will vigorously pursue all projects and activities. In essence, they will transform their lives by elevating their educational horizons to a higher administrative level. Indeed, the aforementioned observations fits in nicely with McNeese’s Strategic Blueprint for the Next Five Years by identifying an inspiring vision that begins with the inward “why”, and only then works outward to the “how” and “what”.

Within the context of this proposal, McNeese State University employs a diverse, qualified faculty whose professional accomplishments and expertise in criminal justice related fields support the University’s mission as “primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region; McNeese uses a traditional admission process based on courses completed, GPA, and standardized test scores” (Louisiana Board of Regents guidelines for McNeese State University, January 2012). Through the delivery of “associate, baccalaureate, and specific graduate curricula distinguished by academic excellence,” the faculty conducts teaching, research, and service activities that have resulted in continuous accreditation by the Southern Association of Colleges and Schools. Furthermore, the proposed program fits within the institution’s existing role, scope and mission by incorporating professors who have a passion for teaching online in such a way that each student in said program will receive a great education, will complete their degree, and will be happy with their online learning experience. In achieving this ideal, our program will be the following: high quality; great online service and support being provided our students and faculty members; decisions will be market-driven; sound management principles will be utilized in running this program; and we will honor and build upon McNeese’s reputation and brand (Online Education Plan for McNeese State University, Executive Summary prepared by Tom Clay & Associates, Inc., 2012: p. 3-4).

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

This proposed 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.

<table>
<thead>
<tr>
<th>Louisiana</th>
<th>Graduate Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grambling State University (Grambling, LA)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Loyola University (New Orleans, LA)</td>
<td>M.S. CJUS Administration (online)</td>
</tr>
<tr>
<td></td>
<td>Number of CJUS M.S. graduates from Loyola University is not available</td>
</tr>
<tr>
<td>Northwestern State University (Natchitoches, LA)</td>
<td>M.S. Homeland Security</td>
</tr>
<tr>
<td>Southern University and A &amp; M College (Baton Rouge, LA)</td>
<td>M.S. with concentrations in Criminal Investigation, Law Enforcement, Corrections, and Public Policy</td>
</tr>
<tr>
<td>Southern University at New Orleans (New Orleans, LA)</td>
<td>M.A. CJUS</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette (Lafayette, LA)</td>
<td>M.S. CJUS with an emphasis in Juvenile Justice (under Louisiana Board of Regents review)</td>
</tr>
<tr>
<td>University of Louisiana at Monroe (Monroe, LA)</td>
<td>M.A. CJUS (online)</td>
</tr>
<tr>
<td></td>
<td>Listing of the number of CJUS M.A. graduates from ULM include:</td>
</tr>
<tr>
<td></td>
<td>2006-07: 10</td>
</tr>
<tr>
<td></td>
<td>2007-08: 17</td>
</tr>
<tr>
<td></td>
<td>2008-09: 12</td>
</tr>
<tr>
<td></td>
<td>2009-10: 6</td>
</tr>
<tr>
<td></td>
<td>2010-11: 5</td>
</tr>
<tr>
<td>University of Phoenix (Baton Rouge, LA; Bossier City, LA; Lafayette, LA; Metairie, LA)</td>
<td>M.S. Administration of Justice and Security (online)</td>
</tr>
</tbody>
</table>

Based upon the above chart of institutions in Louisiana which offer a Master's degree in Criminal Justice, it is apparent that only two universities offer an online program in the said degree program: Loyola University in New Orleans and University of Louisiana at Monroe. We believe there is still ample demand based on the fact that our 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 not only in Louisiana, but also in the states bordering Louisiana. 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 University of Louisiana at Monroe and Loyola University in New Orleans. For example, the Master of Arts degree in Criminal Justice program at University of Louisiana at Monroe is a program which offers graduate courses both online and in the classroom with offerings alternating between classroom and online delivery. According to ULM’s online catalog, “classroom courses are held primarily in the evening hours. A student can obtain this degree within a one to two year time frame; most complete the program in 18 to 24 months. The degree can be obtained through online courses only, but the time to complete the course of study may extend to 24 to 36 months, depending upon self-imposed limitations and the availability of appropriate coursework.” More importantly, an examination of the ULM catalog reveals that the criminal justice graduate program at ULM has a myriad of course offerings which suggest a lack of a singular, concentrated area of study. In a similar vein, the program being proposed by McNeese State University is different from the online M.S. program in Criminal Justice Administration at Loyola University in New Orleans. First, Loyola’s program focuses exclusively on “public law enforcement and covers such topics as organizational structure, leadership effectiveness, fiscal and resource management, personnel training and development, and emerging technologies used in law enforcement. Students develop skills applicable to the effective management and administration of a law enforcement agency or a private organization dealing with corporate risk assessment and investigation” (Loyola University in New Orleans online criminal justice program information). Second, the core courses in Loyola’s program are substantively different (i.e., survey of justice administration, bureau pathology in justice administration, special topics in justice administration, and advanced analytics) from the core courses in the program proposed by McNeese.

Furthermore, given the charts listed below for the states of Arkansas, Mississippi, and Texas, it is quite evident that online criminal justice graduate programs are the exception rather than the rule. The programs that fit the exception (i.e. University of Arkansas at Little Rock and Delta State University) are structured with different focal concerns. For example, the M.S. program at UALR does not have a justice administrative concentration. The core courses in the aforementioned program include courses such as Proseminar, Applied Research & Analysis, Criminal Justice Organizations & Management, Criminal Law, and Criminal Justice Policy. Likewise, the online graduate criminal justice program at Delta State University is organized in a broad sense in that
the core courses range the gamut from theories of criminal behavior to historical analysis of the American criminal justice system.

Given the discussion in the previous paragraphs of this section of the proposal, it is evident that the totally online graduate program in criminal justice being proposed by McNeese State University will be filling a void in not only the State of Louisiana, but also in our region of the South. Indeed, we anticipate that the justice administration focus of this proposed program will yield fruitful results.

<table>
<thead>
<tr>
<th>Arkansas</th>
<th>Graduate Degree Offered</th>
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</thead>
<tbody>
<tr>
<td>Arkansas State University (State University, AR)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Southern Arkansas University (Magnolia, AR)</td>
<td>Executive Master of Public Administration, CJUS track</td>
</tr>
<tr>
<td>University of Arkansas at Little Rock (Little Rock, AR)</td>
<td>M.A. CJUS (online)</td>
</tr>
<tr>
<td>University of Phoenix (Little Rock, AR; Rogers, AR)</td>
<td>M.S. Administration of Justice and Security (online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mississippi</th>
<th>Graduate Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta State University (Cleveland, MS)</td>
<td>M.S. CJUS (online)</td>
</tr>
<tr>
<td>Jackson State University (Jackson, MS)</td>
<td>M.A. Criminology and Justice Services</td>
</tr>
<tr>
<td>University of Southern Mississippi (Hattiesburg, MS)</td>
<td>M.A. Administration of Justice</td>
</tr>
<tr>
<td></td>
<td>M.S. Administration of Justice</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Texas</th>
<th>Graduate Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lone Star College System-Montgomery (Conroe, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Lone Star College System-North Harris (Houston, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Lone Star College System-Tomball (Tomball, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Prairie View A&amp;M University (Prairie View, TX)</td>
<td>M.S. Juvenile Justice</td>
</tr>
<tr>
<td>Sam Houston State University (Huntsville, TX)</td>
<td>M.A. CJUS</td>
</tr>
<tr>
<td>Sam Houston State University (Huntsville, TX)</td>
<td>M.A. Criminology</td>
</tr>
<tr>
<td>Sam Houston State University (Huntsville, TX)</td>
<td>M.A. CJUS Leadership/Management</td>
</tr>
<tr>
<td>Tarleton State University (Stephenville, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Texas A &amp; M International University (Laredo, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>Texas A &amp; M University Commerce (Commerce, TX)</td>
<td>M.S. Sociology and CJUS Masters in Applied Criminology (online)</td>
</tr>
<tr>
<td>Institution</td>
<td>Degree Program</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Texas Southern University (Houston, TX)</td>
<td>M.S. Administration of Justice</td>
</tr>
<tr>
<td>Texas State University at San Marcos (San Marcos, TX)</td>
<td>M.S. Administration of Justice</td>
</tr>
<tr>
<td>University of Texas at Arlington (Arlington, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Texas at San Antonio (San Antonio, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Texas at Tyler (Tyler, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Texas of the Permian Basin (Odessa, TX)</td>
<td>M.S. CJUS Administration</td>
</tr>
<tr>
<td>University of Texas Pan American (Edinburg, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Houston-Clear Lake (Clear Lake, TX)</td>
<td>M.A. Criminology</td>
</tr>
<tr>
<td>University of Houston-Downtown (Houston, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor (Belton, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of North Texas (Denton, TX)</td>
<td>M.S. CJUS</td>
</tr>
<tr>
<td>University of Phoenix (Arlington, TX; Austin, TX; Dallas, TX; El Paso, TX; Houston, TX; Hurst, TX; Irving, TX; Killeen, TX; Plano, TX; San Antonio, TX; Spring, TX; Sugar Land, TX)</td>
<td>M.S. Administration of Justice and Security (online)</td>
</tr>
<tr>
<td>West Texas A&amp;M University (Canyon, TX)</td>
<td>M.A. CJUS</td>
</tr>
</tbody>
</table>
d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

This proposed program is needed in Louisiana for a variety of reasons. First, criminal justice administrative knowledge and skills are required to effectively lead any agency involved in dispensing justice throughout our state. For example, the days of the “beat cop” with years of street experience being the ideal candidate for police management have passed. Today, those who are chosen for management must be able to understand and comprehend many fields of study that have never before been a requisite to policing. According to Captain Chris Guillory of the Louisiana State Police Troop D, “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” (see attached letter of support for this proposed online Master’s program). This proposed program builds the foundation for learning about and accessing this information. With these complex administrative and human resource demands, the law enforcement manager, probation supervisor, and warden must possess skills at least equal to the manager in a company. This need is becoming especially critical with the aging (and upcoming retirement) of the “Baby Boomer” practitioner. The latter means that younger employees will suddenly be thrust into vacant supervisory and management positions without requisite skills. Poor management decisions can cost citizens millions of dollars.

Second, numerous studies have indicated that governmental agencies prefer to hire individuals who possess the ability to critically analyze situations and to solve problems. For example, the Chief of Police in Lake Charles, Donald Dixon, has argued that “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 online Criminal Justice Masters’ Degree program at McNeese State University will most certainly be a benefit to the futures of our employees” (see attached letter of support for this proposed online Master’s program). Furthermore, Carlan’s (2007) examination of status and attitudes of law enforcement professionals about their educational experiences strongly support the need for effective graduate programs in Criminal Justice. According to Carlan’s perspective, “essentially, officers with higher levels of criminal justice education tend to occupy higher ranks and reflect more positive attitudes toward the acquisition of administrative skills, communication skills, critical thinking skills, overall understanding of the criminal justice system, and human relations skills.” More importantly, law enforcement professionals with graduate criminal justice degrees are better prepared to do well in their positions, both in terms of performance and promotion.
Third, the State of Louisiana needs individuals in criminal justice management and administrative positions who are cognizant of the cultural and socioeconomic diversification of our state and nation. With this being said, our students will increase their capacity to build trust, communicate, and cooperate with community representatives of those varied groups. Most of the criminal justice courses in the proposed curriculum will include an examination of how cultural diversity influences the subject matter. For example, courses pertaining to law enforcement, courts, and corrections will expose the student to current issues concerning crime among majority and minority populations. Likewise, courses will also consider issues such as recruitment and promotional strategies to diversify the criminal justice workplace, and thereby enhance the effectiveness of the criminal justice agencies.

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

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

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, Cynthal 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:
The data from this pie chart may be expressed in this form:

(Data taken from http://degreecentral.com/job-outlook-for-criminal-justice-careers/)

<table>
<thead>
<tr>
<th>Profession</th>
<th>2008 Employment</th>
<th>Expected 2018 Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police and Sheriff's Patrol Officers</td>
<td>661,500</td>
<td>718,800</td>
</tr>
<tr>
<td>Transit and Railroad Police</td>
<td>4,300</td>
<td>4,500</td>
</tr>
<tr>
<td>Fish and Game Wardens</td>
<td>8,300</td>
<td>9,000</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators</td>
<td>112,200</td>
<td>130,900</td>
</tr>
<tr>
<td>First-line Supervisors / Managers of Police and Detectives</td>
<td>97,300</td>
<td>105,200</td>
</tr>
<tr>
<td>Profession</td>
<td>2008 Employment</td>
<td>Expected 2018 Employment</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Probation Officers and Correctional Treatment</td>
<td>103,400</td>
<td>123,300</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bailiffs</td>
<td>20,200</td>
<td>21,900</td>
</tr>
<tr>
<td>Correctional Officers and Jailers</td>
<td>454,500</td>
<td>497,500</td>
</tr>
<tr>
<td>First-line Supervisors / Managers of Correctional Officers</td>
<td>43,500</td>
<td>47,200</td>
</tr>
</tbody>
</table>

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 capital 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</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Correctional Officers and Jailers</td>
<td>11,480</td>
<td>13,620</td>
<td>+19%</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators</td>
<td>1,840</td>
<td>2,250</td>
<td>+23%</td>
</tr>
<tr>
<td>First-line supervisors/managers of correctional officers</td>
<td>1,910</td>
<td>2,210</td>
<td>+16%</td>
</tr>
<tr>
<td>First-line supervisors/managers of police and detectives</td>
<td>2,150</td>
<td>2,350</td>
<td>+9%</td>
</tr>
<tr>
<td>Police and Sheriff’s Patrol Officers</td>
<td>10,720</td>
<td>11,780</td>
<td>+10%</td>
</tr>
<tr>
<td>Probation Officers and Correctional Treatment Specialists</td>
<td>1,150</td>
<td>1,290</td>
<td>+12%</td>
</tr>
</tbody>
</table>

Our proposed online Master’s program in Criminal Justice is essential for the well being 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.

- **Are there possibilities for cooperative programs?**

Although our proposed program has a unique and contemporary aspect (i.e., totally online and concentration in justice administration) to providing a graduate level education in criminal justice in Louisiana, we are not closing the door to establishing cooperative programs with other institutions of higher learning in Louisiana. Indeed, we are eager and amenable to developing research and scholarly linkages with other Master’s programs in Louisiana.

**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?**

The approval of this program will not result in the termination or phasing out of existing programs. Furthermore, this program is not considered a replacement program.

**g. Describe how this 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 program will further the mission of McNeese State University by seizing the opportunity to “build and manage our online degree programs in such a way that they will enhance McNeese’s institutional health and wellbeing, and advance its reputation for excellence” (McNeese Strategic Blueprint, August 8, 2012, Draft). Indeed, this is an educational avenue which must be pursued as McNeese is striving to cultivate innovative teaching and learning. Furthermore, this new program supports the following vision statement which will be guiding McNeese operations for the five-year period beginning in January 2013, “Through the promotion of innovative teaching and learning methodologies, regional partnerships, service-learning opportunities, applied research, cultural engagements, and academic excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years” (McNeese Strategic Blueprint, August 8, 2012, Draft).
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).

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.

In this proposed program, we will be offering five graduate courses a semester. We have an established and strong online undergraduate program in Criminal Justice (i.e., 2011-12: 57 CJUS degree certifications, 31 for the online program) which will fuel the student interest in pursuing a Master’s degree in Criminal Justice. Likewise, as documented at other spots in this proposal, there are a large number of individuals who have repeatedly requested a graduate program in criminal justice to assist and promote their upward career progression. Based upon these observations, our projections for the first five years of the program, by enrollment and completion, are as follows:

<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><strong>Enrolled</strong></td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Completed</strong></td>
<td></td>
<td></td>
<td>10</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

An examination of the above chart indicates that we project by the end of year 1 that 15 students will be enrolled in our Master’s program in criminal justice. The enrollment numbers should increase to 25 in subsequent years of the program. Furthermore, based upon conservative estimates, we envision that our first graduates will be in Year 3. We anticipate that 10 individuals will be graduating by this point in time. The completer numbers should remain consistent, or should improve, beyond year three. Given the popularity of our undergraduate online criminal justice program and the hue and cry for a Master’s program by criminal justice professionals and agencies in
Southwest Louisiana, we believe that the aforementioned enrollment and completion projections can be achieved.

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

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.
Given the fact that the Criminal Justice CALL program is flourishing at McNeese, we anticipate that many of these CALL graduates will be eager to pursue an online graduate program in Criminal Justice. Another source of students will come from our former graduates who desire to enhance their education for job advancement purposes. If McNeese is not granted permission to establish this proposed program, then motivated individuals who want to improve their job status will seek other institutions of higher learning to achieve said status.

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

Any student who desires to enter the Criminal Justice Master's program at McNeese State University will have to be admitted to the Graduate School (see www.mcneese.edu/admissions/graduate-admission-requirements).

In addition to meeting the requirements of the Graduate School, each student must meet the following Department of Social Sciences standards required to be admitted to the Master's of Science degree program in Criminal Justice. The Criminal Justice Graduate Admissions Committee in the Department of Social Sciences will be seeking students whose record of performance at the undergraduate level, and whose writing and critical thinking skills, indicate that they are likely to perform well in graduate school. Applicants who meet these criteria should not presume they will automatically be admitted to the program.

- A completed undergraduate degree from an accredited institution with an undergraduate grade point average of 3.0 or better and at least one statistics course (in any field) successfully passed at the undergraduate level;
- A completed program application form;
- A statement of approximately 350 words briefly describing the candidate's personal biography, career goals, and reason for applying to the program;
- An academic writing sample such as an upper-level course term paper or any other writing assignment that demonstrates critical thought, research skills, and personal style;
- The Graduate School formula for acceptance is undergraduate GPA X 150 + GRE (verbal & quantitative) = 1100
- Three academic references or letters of recommendation. If the applicant earned their most recent undergraduate degree more than three years ago, professional references are acceptable;
- A sufficient undergraduate background in criminal justice, sociology, criminology, or closely related field or significant work experience in criminal justice;
- Provisional admissions status may be granted for those candidates whose grade-point average and/or GRE score do not meet the minimum standards for regular admission.
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.

Although there is not a closely related online graduate program currently being offered at McNeese State University, we envision that this proposed program in Criminal Justice will be an outward growth and expansion 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. Likewise, 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.

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

Sources of financial support for students could possibly include assistance from public agencies within the City of Lake Charles or Calcasieu Parish, or any other City or Parish in the State of Louisiana. Out of state students might also have the ability to seek funding from public agencies within their city, county, or state. Graduate students are eligible to apply for financial aid in the form of student loans. Two graduate assistantships will be created and made available to qualified applicants. Appropriate guidelines will be established. These assistantships will each be worth $3,000 per semester (for a grand total of $12,000 per year). Support opportunities may also be included in faculty-written grants which could provide funding for graduate student research or assistance.
4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate 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>Degree and Institutions Granting</th>
<th>Present Credits</th>
<th>Contact Hours Spring 2012</th>
<th>Student Credit Hours Produced</th>
<th>Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Clark</td>
<td>August, 1988</td>
<td>Professor and Coordinator of Criminal Justice</td>
<td>Ph.D., Criminal Justice, Sam Houston State University, 1988</td>
<td>18 (6 overload)</td>
<td>18 (6 overload)</td>
<td>675</td>
<td>Coordinator of Criminal Justice</td>
</tr>
<tr>
<td>David Armstrong</td>
<td>August, 1991</td>
<td>Associate Professor of Criminal Justice</td>
<td>Ph.D., Criminal Justice, Sam Houston State University, 1998</td>
<td>12</td>
<td>12</td>
<td>375</td>
<td></td>
</tr>
<tr>
<td>Stan Weeber</td>
<td>August, 2000</td>
<td>Associate Professor of Sociology</td>
<td>Ph.D., Sociology, University of North Texas, 2000</td>
<td>18 (6 overload)</td>
<td>18 (6 overload)</td>
<td>690</td>
<td></td>
</tr>
<tr>
<td>Carol Campbell</td>
<td>August, 1992</td>
<td>Associate Professor of Sociology</td>
<td>Ph.D., Sociology, Louisiana State University, 1985</td>
<td>12</td>
<td>12</td>
<td>621</td>
<td></td>
</tr>
<tr>
<td>Billy Turner</td>
<td>August, 1978</td>
<td>Professor of Sociology and Criminal Justice and Department Head of Social Sciences</td>
<td>Ph.D., Sociology, Louisiana State University, 1977</td>
<td>18 (6 overload)</td>
<td>18 (6 overload)</td>
<td>1,170</td>
<td>Department Head of Social Sciences</td>
</tr>
</tbody>
</table>
b. **Calculate the present student-faculty ratio in the subject matter field or department in which the program will be offered. The basis for this calculation should be full-time equivalent students and faculty should be computed based on all students taught rather than the student majors or other related groupings.**

During the Spring 2012 semester, the student-faculty ratio in the subject matter field or department was 40.4 to 1.

c. **Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.**

We project that one new full-time faculty member is needed to initiate the proposed program. As the program continues to grow and flourish, it is envisioned that additional faculty will have to be hired to support the infrastructure of said program. However, at the present time, the combination of one new faculty member with the present criminal justice faculty and resources of the University will be sufficient to establish a high quality program. Indeed, the administration and departmental faculty are attuned to the importance of providing appropriate faculty resources for a program which demands rigorous supervision and a faculty/student ratio that is conducive to the intensive training required for a professional master’s program in criminal justice.

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?**

The recruitment of new faculty members will not require an unusual outlay of funds or unique techniques. The normal hiring practices at McNeese will be followed in attracting individuals who fit the criteria for the new position(s).
e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

[For current research activities for all faculty, see 7.c.] All faculty engage in research, writing, extension work, professional development, etc. as part of their workload expectations but at times receive 3 credit hours of reassigned time for scholarly/applied research.

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 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. Dr. Clark has co-authored the following publications:


"Social Bond Theory and Binge Drinking by College Students." College Student Journal. (Summer Issue), 1999 (with Keith Durkin & Timothy Wolfe).


(with Frank T. Cullen, Bruce Link, Richard Mathers, Jennifer Lee & Michael Sheahan).


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 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. His publications include:


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. A listing of some of Dr. Weeber’s publications include:


“Disaster at the Casino: Betting on Subject Matter Expertise to Win Over Adult Students,” Faculty Focus Special Report, March, 2010.


“Critically Reflective Teaching: Teaching Sociology After Hurricanes Katrina and Rita,” Teaching Matters (Newsletter of ASA Section on Teaching and Learning), Volume 37, Number 1, Summer, 2008, p. 4-5).


**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 the online format. Her publications include the following:


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. His publications include:


“Counter-Terrorism, Anti-Terrorism and Blowback,” Journal of Security Administration, June 1998 (with Rick Lovell).


“Organizational Learning, Bureaucratic Control, Preservation of Form: Adding to Our Basic Understanding of Research Utilization in Public Organizations,” Knowledge, 1987 (with Rick Lovell).

Wayne Thompson, Ph.D., Adjunct Instructor of Criminal Justice; received his Ph.D. in Public Safety with an emphasis in Criminal Justice from Capella University in 2012. Dr. Thompson has been a Louisiana State Trooper from 2002-present. He has also been involved with the following: 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-present. Dr. 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 since Spring 2009. Although Dr. Thompson has not published any articles, he does have the following training experience:

- New investigator field training for state police troopers 2008-present
- Annual in-service training for state police troopers, firearms 2011-present
- Explosive and mechanical breacher training for SWAT operators 2011-present
- Ballistic shield training for SWAT operators 2011-present
- Training academy duty officer for state police cadets, various subjects 2008-present

f. If a graduate program is requested, indicate:

- 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.) See the List of Publications of present faculty in section 4.e.*****

Gregory A. Clark

a. Areas of specialized competence related to the new program

1. Corrections, Courts, Criminology, Criminal Justice Administration and Management


David Armstrong

a. Areas of specialized competence related to the new program

1. Provides consulting services and training to various law firms, law enforcement and security agencies, either directly or through conflict with other firms. Court recognized expert in law enforcement training, tactics, arrest procedures, DUI detection and apprehension, and the NHTSA/IACP Standardized Field Sobriety Test.


Stan Weeber

a. Areas of specialized competence related to the new program

1. Theory, Criminology, Research Methods, Terrorism


Carol Sue Campbell

a. Areas of specialized competence related to the new program

1. Deviance and Social, Research Methods, Statistics


Billy M. Turner

a. Areas of specialized competence related to the new program

1. Terrorism, Statistics


Wayne Thompson

a. Areas of specialized competence related to the new program

1. Crime and Jurisdiction, Criminology, Ethics in Criminal Justice, Criminal Investigation, U.S. Correctional System

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

The proposed new faculty member should have the following qualifications and strengths: a strong online teaching background; expertise in criminal justice administration and management, and a willingness to provide our online degree students with support and “excellence with a personal touch.”

5. **Library and Other Special Resources** *(information for this section of the proposal was gathered and written by Mr. Lonnie Beene, Acquisitions Librarian/Assistant Professor, Frazar Memorial Library, McNeese State University)*

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

   The present library holdings in related fields are more than adequate to initiate the proposed program. The Frazar Library at McNeese State University provides access through its online public catalog to 2,836 books on crime and criminal justice, including 218 electronic books (eBooks). In addition, Frazar Library is a Federal Depository Library for U.S. Government Printing Office documents and a participant in the Louisiana State Documents Depository Program.

   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.?**

   During the first five years of this program, the library holdings at McNeese State University will not need to be expanded and/or improved to meet program needs.

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

   Frazar Library is committed to expanding and improving resources and services to meet the needs of students in the program and their instructors. Since the program will be based online, it is anticipated that databases, eBooks, and electronic journals will form the majority of materials needed for the criminal justice graduate students and their professors. Many of the online resources are shared among Louisiana academic libraries through membership in the LOUIS consortium. For materials not readily available locally, the library also provides an interlibrary loan service.

   The library has a liaison program through which librarians work with faculty to develop the collection in subject areas based on academic department. The library will assign a liaison to work closely with faculty in the program to maintain an adequate collection of library resources.
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.*

Frazar Library spent $33,618.64 in FY 2010-11 and $33,245.36 in FY 2011-12 on library materials in all formats in social science areas relevant to the program. The largest expenditure is for online databases and print and electronic journals and is expected to remain the same in future years.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011-12</td>
<td>$33,245.36</td>
</tr>
<tr>
<td>FY 2012-13</td>
<td>$33,910.27</td>
</tr>
<tr>
<td>FY 2013-14</td>
<td>$34,588.47</td>
</tr>
<tr>
<td>FY 2014-15</td>
<td>$35,280.24</td>
</tr>
<tr>
<td>FY 2015-16</td>
<td>$35,985.85</td>
</tr>
</tbody>
</table>

The projected figures beyond FY 2011-12 are based on a 2% increase each year. Given the uncertainties of the state budget situation, it is unknown how conservative this figure may be. Nevertheless, as stated earlier, Frazar Library is committed to providing the resources necessary for the program to succeed.

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

There should be no need for any additional special resources.

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

- *Special library resources needed to offer a program of quality.*

Full-text electronic journals in the relevant subject are available through the following databases via the library’s membership in the LOUIS consortium:

<table>
<thead>
<tr>
<th>Database</th>
<th>Journals Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Complete</td>
<td>10,368</td>
</tr>
<tr>
<td>Credo Reference</td>
<td>1,089</td>
</tr>
<tr>
<td>Legal Collection</td>
<td>427</td>
</tr>
<tr>
<td>LexisNexis Academic</td>
<td>18,327</td>
</tr>
<tr>
<td>Military and Government Collection</td>
<td>1,544</td>
</tr>
<tr>
<td>Newspaper Source</td>
<td>511</td>
</tr>
<tr>
<td>Professional Development Collection</td>
<td>733</td>
</tr>
<tr>
<td>Psychology and Behavioral Sciences Collection</td>
<td>538</td>
</tr>
<tr>
<td>SociINDEX with Full Text</td>
<td>1,718</td>
</tr>
</tbody>
</table>
The library subscribes to additional relevant databases, including, but not limited to, Criminal Justice Abstracts with Full Text, Dissertations and Theses, FDsys (Government Printing Office’s Federal Digital System), Homeland Security Digital Library, JSTOR, LexisNexis Congressional, PsychINFO, and PsycCritiques.

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

The library’s holdings are comparable to or exceed those of Louisiana institutions offering similar high quality programs (i.e., University of Louisiana at Monroe, University of Louisiana at Lafayette, Southern University in Baton Rouge, Southern University in New Orleans, and Loyola University in New Orleans).

Other universities in Louisiana (i.e., ULM and ULL) have library resources which are similar to McNeese’s criminal justice holdings. For example, University of Louisiana at Monroe has the following resources: Library of Congress Classification Numbers (HV, K, KF), Databases for Criminal Justice (i.e., Academic Search Complete, Legal Collection, LexisNexis Academic, JSTOR, MAS Ultra, SocINDEX), and Web Resources for Criminal Justice (i.e., Center for Criminology and Public Policy Research, Criminal Justice Westfield, National Criminal Justice Reference Service, Criminal Justice Sites University of Michigan, CJ Links, Criminal Justice Megalinks, Criminal Justice Links Annotated, Criminal Justice Degrees). In a similar vein, the Dupre’ Library at University of Louisiana at Lafayette offers the following criminal justice resources: Academic Search Complete (funded through LOUIS), Criminal Justice Abstracts with Full Text (funded by Dupre’ Library), LexisNexis Academic (funded through LOUIS), NewsBank: America’s News (funded by Dupre’ Library), Psychology and Behavioral Sciences Collection (free through LOUIS), PsycINFO (funded through LOUIS), SocINDEX with Full Text (funded through LOUIS), and Social Sciences Citation Index (funded by Dupre’ Library).

6. Facilities and Equipment

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

All professors in the proposed program will utilize Moodle in their online courses. Moodle is the most popular learning management solution in the world used by educators worldwide and in Louisiana. Every faculty member at McNeese has been trained in how to use Moodle in their courses. Known for scalability and efficiency, Moodle is an open-source solution. Moodle users are members of a worldwide community of faculty, administrators and programmers engaged in improving education. Our proposed program Moodle users are dedicated to sharing ideas and practices.
b. Describe present utilization of these facilities where facilities are assigned to the department.

The Electronic Learning office runs the Center for Adult Learning (CALL) of the criminal justice program. Dr. Helen Ware is the Director of Electronic Learning and CALL, and Sarah Leonards is the Administrative Coordinator of Electronic Learning and CALL. Their offices are located in Burton Business Building, Room 149. In addition, they have an office in Farrar Hall, Room 159, where they operate a Moodle Helpdesk for the faculty. This office is staffed by two student proctors.

One aspect of the CALL program which will be carried over to the new graduate program will be a streamline process of enrollment. For example, there will be an online application for those interested in the program. Likewise, for those in need of financial aid or in need of help in enrolling, there will be assistance provided by either the financial aid office or enrollment information center.

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. (Information for this section of the proposal was gathered and written by Dr. Helen Ware, Director of Electronic Learning and CALL, McNeese State University)

Since this proposed program will be online, there should be no need for new facilities or fixed equipment. However, there is a need for some new online equipment, which will be at no cost to the program or to new sources for financing.

The Electronic Learning Department is providing webcams, which were purchased recently for the use with Tegrity or for other audio uploads, and will do so for this program as well. Additionally, they have also purchased document cameras, which allow the uploading of the videos that professors can produce to show the students. This will allow for the instructor to show any variety of video resource that they wish to upload into the course as well. This could range from a problem that they are working on to an actual piece of evidence from a former crime scene that they wish to exhibit to students in their course. All of these items are being paid for out of the Electronic learning fees as they directly benefit the students, making the courses more accessible to all of them. The instructors may also begin using Camtasia to shoot uploads of pictures from his or her screen. It is inexpensive software that is easy to use that is being made available to all of the CALL instructors and will also be provided to those professors in this proposed program (material in this paragraph was provided by Dr. Helen Ware, Director of Electronic Learning & CALL, McNeese State University).
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.

Graduate programs are administered through the William J. Dore', Sr. School of Graduate Studies. The program will be housed in the Department of Social Sciences in the College of Liberal Arts. It will be managed by a Coordinator reporting to the Chair of the Department of Social Sciences.

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

The present administrative structure at McNeese State University will not be materially affected by the establishment of this proposed program.

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

The faculty members who will be teaching in this proposed program are pillars of academic strength within the Department of Social Sciences. An examination of recent merit pay evaluations reveal that Category 1 rankings are the norm for the faculty who have an interest in teaching in this proposed program. It is envisioned that this “excellence with a personal touch” will naturally flow into the graduate program in Criminal Justice. In short, this new program will only enhance the faculty teaching and research agendas. A brief review of current research activities demonstrates that all faculty within the program continue to engage in work that keeps them at the forefront of their respective areas. Dr. Greg Clark is exploring additional theoretical explanations for the contemporary social problem of binge drinking. Dr. Carol Sue Campbell is researching intervention strategies for adolescents at-risk for alcohol and drug abuse. Dr. David Armstrong is currently studying the administrative issues involved in DUI prevention, detection, and sobriety field testing. Dr. Stan Weeber is currently researching the organizational structures and evolution of radical militant and militia-type groups. On a similar topic, Dr. Billy Turner continues his work on investigating domestic and cross-national terrorist organizational structures along with the issues involved in conducting investigations after terrorist events. Dr. Wayne Thompson has just submitted two works for publication (2012): “A Comparison Study of Standardized Field Sobriety Test Performance of Impaired (Alcohol and Non-alcohol) Drivers Arrested in Southwest Louisiana” and “Drug Smugglers and Terrorists—The Merger for Megabucks.”
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.**

Although our program is not eligible to be accredited, our degree program will still 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](http://www.acjs.org/pubs/uploads/FAQforACJSAcademicCertification2-29-08.pdf)

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.**

      At McNeese State University, the following subject matter fields are related to, or will support, the proposed program:

      - Sociology
      - Government
      - Psychology

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

      The supporting fields appear to be sufficient to maintain a high quality Master’s CJUS program.

10. Costs

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

      It is anticipated that one new full-time faculty position will be reallocated from a current budget line. The position will be an Assistant Professor of criminal justice with an 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 have been instrumental in the development of the CALL program and in the writing of this proposal. 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.
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**
  
  (Information for this section of the proposal was gathered by Michelle Erickson, Assistant Comptroller, McNeese State University)

```plaintext
McNeese State University
Department of Social Sciences (Instruction and Research Function)
Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2010-2011 Actuals</th>
<th>2011-2012 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>1,129,374</td>
<td>1,229,947</td>
</tr>
<tr>
<td>Other Compensation</td>
<td>968</td>
<td>---</td>
</tr>
<tr>
<td>Related Benefits</td>
<td>342,961</td>
<td>431,310</td>
</tr>
<tr>
<td>Travel</td>
<td>141</td>
<td>89</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>270</td>
<td>65</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>1,911</td>
<td>1,136</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>1,475,625</td>
<td>1,662,547</td>
</tr>
</tbody>
</table>
```

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

  There should be no impact on the allocation of departmental funds.

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

Additional funds of approximately $5,000 for applied research activities and travel will be needed to support the proposed program. The department has already secured an endowed professorship from the university’s Foundation. The Foundation has agreed to dedicate a previously undesignated / open professorship to the graduate Criminal Justice program. The award varies in value but ranges from $1,000 to $2,000 in additional support. Award guidelines will be established.

d. **Provide estimates of additional cost on the attached form.**
February 1, 2012
0800/1221/CG/003

Billy Turner
McNeese State University
Box 92335
Lake Charles, LA 70609

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 program 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,

[Signature]

Captain Chris Guillory
Commander Troop D
Louisiana State Police
Lake Charles, LA 70615
chris.guillory@dps.la.gov
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
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/cMc

Cherishing the Past, Embracing the Future
Item E.2. McNeese State University’s request for approval to reinstate the Education Specialist degree program in Educational Leadership effective Spring 2013.

EXECUTIVE SUMMARY

McNeese State University proposes the reinstatement of the Education Specialist in Educational Leadership effective Spring 2013. The program, initially implemented in 1979, was eliminated in May 2011 due to a relatively low number of completers, but analysis of enrollment patterns indicates that the low completion rate was the product of unusual circumstances. In 2007, the program was retooled in accordance with the Board of Regents and Board of Elementary and Secondary Education initiatives to improve education in Louisiana, and in fall 2009, a redesigned to accommodate student cohorts was initiated. The success of the revised content and cohort format was evident in the completion rate in 2010-2011. Continuing requests for reinstatement of the program from potential students and area practitioners indicate there will be significant enrollment in the reinstated program, and the cohort approach promises to increase completer rates significantly.

The program requires a minimum of thirty graduate credit hours above the master’s degree. Curricular content is unique due to the combination of educational leadership and educational technology course requirements for program completion.

The proposed program affords an opportunity for post-master’s work for practitioners who cannot or do not want to pursue a doctorate. The program enhances competence in two areas of educational leadership: school leadership and educational technology leadership. Successful completion of the program provides a foundation for certification as Level One School Leader. Courses within the degree program will be offered traditionally, compressed video and online. The reinstated program follows a revised format that accommodates adult learners with program content pertinent for the development of leaders in the education profession.

Employer demand for administrators with the education specialist credential remains high and consistent in Southwest Louisiana. Program completers are eligible for employment as school leaders (principals and assistant principals) and district level administrators. Recent data validates the need to reinstate the Education Specialist degree program. A 2009 report by the National Commission on Teaching and America’s Future asserts that more than half the nation’s teachers and principals are baby boomers, suggesting that, during the next several years, schools could lose a third of the nation’s most accomplished teachers and principals to retirement. Other
research about teacher quality and workforce needs indicates the necessity to implement such a program. Although there is a similar program at Northwestern State University, the proposed reinstated program is unique due to the significant amount of educational technology content.

In keeping with previous practices, the reinstated program will draw graduates from the University’s master’s degree programs in Educational Leadership and Educational Technology. It is projected that enrollment will begin with two students in the first year and eight in the second year, growing to sixteen students by year three. It is also projected that there will be two completers in year one, eight by year three, and sixteen each in years four and five. (The two completers in year one will be students who are currently completing the discontinued program.)

The Education Specialist program will be housed in the Department of Education Professions in the Burton College of Education. The proposed program will not affect the present administrative structure of the University. As well, existing library holdings and facilities will be sufficient to support the proposed program. Although there will not be a need for new faculty, faculty involvement will be increased. The proposed program can be offered at no additional costs to the University as it is built from existing courses that focus on educational leadership and technology leadership.

The reinstatement of the Education Specialist in Educational Leadership program will be beneficial for administrators and teachers in the region, as indicated in letters from Superintendents David Clayton (Jeff Davis Parish Schools), Michael Doucet (Allen Parish School Board), Randy Schexnayder (Vermillion Parish Schools) and Wayne Savoy (Calcasieu Parish School System). McNeese’s role, scope, and mission call for it to serve “employers in the region, both public and private, school districts, health care providers, local governments, and private businesses.” Reinstatement of the Education Specialist program will provide a significant service to the parish school districts in southwest Louisiana by offering a needed advanced degree option for educators and administrators.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval to reinstate the Education Specialist degree program in Educational Leadership effective Spring 2013.
October 3, 2012

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

Dear Dr. Layzell:

Enclosed are five (5) copies of McNeese State University’s request to reinstate the Education Specialist in Educational Leadership at McNeese State University. Please place on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2012 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
October 3, 2012

Dr. Tom Layzell, Interim President
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Layzell:

I request approval to reinstate the Education Specialist in Education Leadership at McNeese State University effective summer 2012. Dr. Jeanne Daboval, Provost and Vice President for Academic and Student Affairs, has discussed the reinstatement request and the process with appropriate ULS and Regents staff. The Request for Reinstatement of the Education Specialist in Educational Leadership program and supporting documents are attached.

The program was eliminated in May 2011 due to the relatively low number of completers. After further review of the enrollment data, we find the number of program completers was impacted significantly by unusual circumstances. During the latter part of the previous decade, the Board of Regents and Board of Secondary and Elementary Education required comprehensive redesign of education programs offered at colleges and universities in Louisiana. The redesigned education specialist program was implemented in 2007, and then course scheduling to accommodate program progression as a cohort was implemented in fall 2009. The success of the cohort format and revised content is evidenced in the 9 students who completed in 2010-2011.

In accordance with its role, scope, and mission, McNeese State University must support educators who wish to advance in their profession and assume educator leadership roles. Requests for the program from potential students indicate there will be significant enrollment and completers. The program can be offered at no additional costs to the university as it is built from existing courses to focus on educational leadership and technology leadership.

Thank you for your consideration.

Regards,

Philip C. Williams
President

Attachments
MEMORANDUM

TO: President Philip C. Williams

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

SUBJECT: Request to Reinstatement the Education Specialist in Technology and Leadership

DATE: September 25, 2012

I ask approval to submit the attached documents for the Request for Reinstatement of the Education Specialist in Educational Leadership program to the University of Louisiana System Board of Supervisors. The effective date for the reinstatement is Summer 2013. The program was eliminated in May 2011 due to the relatively low number of completers. After further review of the enrollment data, we find the number of program completers was impacted significantly by unusual circumstances. I have been in discussion with ULS staff members and Board of Regents staff members regarding the reinstatement process.

During the latter part of the previous decade, the Board of Regents and Board of Secondary and Elementary Education required comprehensive redesign of education programs offered at colleges and universities in Louisiana. The redesigned education specialist program was implemented in 2007, and then course scheduling to accommodate program progression as a cohort was implemented in fall 2009. The success of the cohort format and revised content is evidenced in the 9 students who completed in 2010-2011.

McNeese State University must support educators who wish to advance in their profession and assume educator leadership roles. Requests for the program from potential students indicate there will be significant enrollment and completers. The program can be offered at no additional costs to the university as it is built from existing courses to focus on educational leadership and technology leadership.

Thank you for your consideration of this request.

Attachments
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          McNeese State University
Specific Degree to be Awarded Upon Completion    Education Specialist in Educational Leadership
Recommended 2010 CIP Taxonomy                    13.0401
Date to be Initiated                             January 2013
Name of Department or Academic Subdivision       Department of Education Professions
    Responsible for the Program
Name, Rank, and Title of Individual Primarily    Dr. Sharon VanMetre,
    Responsible for Administering the Program    Professor, Department Head
Date Approved by Governing Board                  Request for reinstatement

Date Received by Louisiana Board of Regents      See e-mail from Dr. Karen Denby
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.
Request for Reinstatement of the Education Specialist (Ed. S.) degree in Educational Leadership  
By  
McNeese State University  

McNeese State University seeks to reinstate the Education Specialist in Educational Leadership program that was eliminated as a result of the low completer program review in 2010-11. The low completer numbers reflected the students who were completing the program before it was redesigned in 2007. The redesigned format which creates a student cohort for progression through the program is successful in generating completers as indicated by the chart in this document. The Ed. S. at McNeese is the only such program to serve Southwest Louisiana educators; it has strong student demand, employer demand for completers, and is an extremely fiscally efficient, low cost program. In addition, the program content is unique due to the combination of educational leadership and educational technology course requirements for program completion. The closest locations for similar advanced education programs are the University of Louisiana-Lafayette (ULL offers an Education Doctorate degree in Educational Leadership and is located 75 miles to the east) and Northwestern State University (NSU offers an Ed. S. degree in Educational Leadership and is located 125 miles to the north). Students enrolled in the Ed. S. program at McNeese are employed in the local school districts in Region V, adjacent parishes, and southeast Texas; therefore, it is not feasible for them to travel significant distances to earn this degree.  

The education specialist program was initially implemented at McNeese in 1979. The program was retooled in accordance with the Board of Regents and Board of Elementary and Secondary Education initiatives to improve education in Louisiana. In January 2007 the redesigned program was implemented. The redesigned program content and format supports current education leadership issues and initiatives for improving school leaders. The inclusion of educational technology content makes the program unique as compared to other programs. The table below shows the fall enrollment and completer numbers for the program from 2005 through the fall of 2012. While there was a drop-off in enrollments in fall 2011 and fall 2012, it must be noted that students were informed the program was eliminated and no new admissions or recruiting were occurring since the program had been terminated due to the low completer program review. However, student requests for the program have steadily increased since it was eliminated.  

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<tbody>
<tr>
<td>Fall Enrollment</td>
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<td>6</td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Completers</td>
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<td>4</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>0</td>
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The program is designed to be offered for a cohort class who will work through all requirements as a group. The cohort experience will make a positive difference in student satisfaction and performance for learning outcomes. Students will progress through the program in a cohort.
cohort experience creates a cohesive professional group of students who gain advanced content knowledge and benefit from the collective experience and case knowledge of their cohort group. No new courses are needed as each course listed is used in a current master’s degree program. The education specialist degree provides a bundling of courses used in other graduate programs to advance knowledge and study application of theory. Each course is offered each semester or is in a cycle of offering. Each course is now being offered (Fall 2012) or was offered at its proper time in its cycle.

<table>
<thead>
<tr>
<th>M.Ed. Educational Leadership</th>
<th>M.Ed. Educational Technology Leadership</th>
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<tbody>
<tr>
<td>EDLD 2012</td>
<td>EDLD 2012</td>
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<tr>
<td>Spring 2012</td>
<td>Spring 2012</td>
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<td>Fall 2012</td>
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<td>EDLD 600</td>
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<td>EDTC</td>
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<td>630 X</td>
<td>617 X</td>
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<tr>
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<td>Elective</td>
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<td>698 (EdS) X</td>
<td>624</td>
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<tr>
<td>699 (EdS) X</td>
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</table>

Employer demand for administrators with the education specialist credential remains high and consistent in Southwest Louisiana and beyond. All Ed. S. candidates are employed by a school district as a teacher or school leader. Information on effective schools shows that the single most important factor in student performance and teacher productivity is an effective and highly skilled instructional leader; this degree program helps develop these school leaders by utilizing a best practices approach to provide them the knowledge and skills necessary to be highly successful. There is also a category in the state teacher salary schedule for the specialist degree, and public school educators are encouraged to pursue the degree to receive the accompanying salary increase and to position themselves for advancement in their career. Program completers
are eligible for employment as school leaders (principals and assistant principals) and district level administrators.

1. Description

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

Title: Education Specialist in Educational Leadership

Nature: The program provides a minimum of thirty graduate credit hours above a master’s degree.

Objective: The program provides an opportunity for post master’s work for practitioners who cannot or do not want to pursue a doctorate. The program enhances competence in two areas of educational leadership: school leadership and educational technology leadership.

Successful completion of the program results in the awarding of an Education Specialist degree. Furthermore, the program provides a foundation for certification as Level One School Leader.

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.).

EDLD 600 - Research 1: Foundations of Educational Research (Lec. 3, Cr. 3) Introductory class where candidates identify origins, purposes, and types of educational research; locate educational information; calculate and interpret basic statistical terms; evaluate research publications, and prepare research reports. Candidates use information from research to guide decisions about instruction and the school improvement process.

EDLD 603 - Research Methods and Technology for School Leaders (Lec. 3, Cr. 3) Origin, purposes and types of educational research; location of educational information; calculation and interpretation of statistics; evaluation of research publications; preparation of research reports; application of technology to the use of data by school leaders.

EDLD 610 - Developing A Vision for an Effective Learning Community (Lec. 3, Cr. 3) Philosophy, history, and foundations of educational leadership to develop, articulate, implement, and sustain a student-centered vision for education that effectively prepares life-long learners to function in a pluralistic society.

EDLD 620 - School Culture and Dispositions (Lec. 3, Cr. 3) Tools and strategies to promote high-performance learning culture. Action-oriented approach conducive to high achievement by students and adults. Planning for continued professional development is emphasized as a tool in meeting goals of an effective school.

EDLD 630 - Professional Ethics and School Law (Lec. 3, Cr. 3) Public school laws, policies, regulations, and procedures and their applications by educational leaders in a fair and ethical
manner, emphasis on administrative practices that demonstrate equity and the exercise of ethical behavior.

EDLD 640 - Seminar on Teaching and Learning (Lec. 3, Cr. 3) Prioritizing, mapping, and monitoring the Curriculum; Leading assessment and instruction; and meeting standards.

EDLD 650 - School Improvement: Utilizing Data to Lead Change (Lec. 3, Cr. 3) School improvement process; identify competencies, capabilities, and expertise necessary to make desired changes in school programs; use data to identify strengths and weaknesses in order to create an effective school program.

EDLD 660 - Management of School Resources and Personnel (Lec. 3, Cr. 3) School administrator’s role in providing personnel with knowledge, skills and attitudes to fulfill goals of the total school system; ethical principles and practices in recruitment, selection and placement of public school employees; legal aspects of personnel management.

EDLD 670 - School/Community Relations (Lec. 3, Cr. 3) Need for, purpose of school public relations programs and available public relations media in the area. Examination of models and strategies for effective school program.

EDLD 671 - Statistics (Lec. 3, Cr. 3) Statistical procedures as applied to analysis and interpretation of test results, educational research, and psychological measurement.

EDLD 680 - Research II Advanced Applications of Educational Research (Lec. 3, Cr. 3) Advanced applications of educational research; emphasizes strengths and appropriateness of selected research methods, demonstrates how practitioners conduct research in educational settings, and enables candidates to become critical consumers and potential users of research in ethical ways.

EDLD 690 - Instructional Leadership: Standards, Theories, and Practices (Lec. 3, Cr. 3) Current leadership standards, theories and practices necessary for the school improvement process. Models of delivery to meet the needs of students with different learning styles. Oral presentations and scheduled field assignments.

EDLD 698 - Elements of Educational Research Design (Lec. 3, Cr. 3) Basic principles of educational research design. Design and analytical procedures for each of the research categories commonly utilized in the solution of educational problems receive major emphasis.

EDLD 699 - Field Study and/or Project (Cr. 3) Graduate research project in the area of the student’s major concentration under guidance and direction of major professor.

EDTC 602 - Design and Development of Multimedia for Instruction (Lec. 3, Cr. 3) Computer utilization in the classroom. Participants research, design, implement and evaluate multi-sensory instructional units commercial and original in nature. Hands-on activities provide examples for an integrated instructional approach to teaching and learning.
EDTC 614 - Survey of Educational Telecommunications, Networks, and the Internet (Lec. 3, Cr. 3) Survey of the planning, development, implementation and management of distance learning; networking; and using Internet use for teaching and learning.

EDTC 617 - Educational Technology Research and Assessment: Instructional Media Design (Lec. 3, Cr. 3) Identification and application of educational and technology-related research, the psychology of learning, and instructional design principles guiding the use of computers and related technologies in education.

EDTC 620 - Qualitative Research (Lec. 3, Cr. 3) Focuses on qualitative methods and tools, needs assessment, instructional design, media design and development, formative evaluation, etc, as well as related professional skills, such as consulting and project management.

EDTC 621 - Advanced Telecommunications and Distance Learning (Lec. 3, Cr. 3) Curriculum standards, distance and electronic learning technologies, methodologies for instruction and student support, networking support and management, end-user support or troubleshooting.

EDTC 625 - Technology Planning and Administration (Lec. 3, Cr. 3) Focus on the development of knowledge and skills in: grant writing, technology planning, facilities and resource management, technology staff and personnel management, funding in budgetary issues, technology policies and procedures, school connectivity planning and design, and purchasing practices.

EDTC 629 - Professional Development for K-12 Technology Integration (Lec. 3, Cr. 3) State and national standards; current professional development issues and technology tool; curriculum and design; instructional program; implementing, and evaluating professional development for K-12 technology integration.

EDTC 636 - Organizational Change in Technology Integration (Lec. 3, Cr. 3) Focus on the use of mentoring of individuals and/or small groups to implement educational and organizational change: develop organizational visioning strategies; employ change strategies for implementing new organizational programs.

EDTC 637 - Technology Leadership in Schools (Lec. 3, Cr. 3) Foundation skills for managing technology for teaching and learning at school site: instructional design, integration with standards, logistics, training, and implementation.

EDTC 639 - Independent Research in Educational Technology (Lec. 3, Cr. 3) Research techniques applied to administration of educational technology; analysis of content and audience characteristics, effects of educational and commercial communications, and related fields. Culminating portfolio development.

The capstone experience of the program is a field study, approved and directed by the candidate’s major professor and committee. Topics involve solutions to current educational problems and issues.
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.

Courses within the degree program are offered through a variety of ways, including traditional face-to-face, compressed video, and web hybrid. The department also offers courses in non-traditional schedules (i.e. weekends, four-week or 7-week, etc).

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board. Board of Regents staff communicated via e-mail that reinstatement would be considered. According to Regents policy, a request for reinstatement after 90 days of terminated must be done with a proposal.

2. Need

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

According to the mission statement of the University, McNeese State is responsible for serving “employers in the region, both public and private, school districts, health care providers, local governments, and private businesses” by providing “custom academic programs and professional certifications integrated with area business and industry.”

In April 2012, the Louisiana Board of Regents adopted role, scope, and mission guidelines for McNeese State University, as follows: “McNeese State University is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region.”

The proposed degree program addresses both of the above statements because it will provide a significant service to the parish school districts in southwest Louisiana by offering an advanced degree option for educators and administrators in those districts.

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

Yes, the education specialist program was offered until the May 2011 BOR low completer program review. The reinstated program follows a revised format that accommodates adult student learners. The program content remains current for the development of leaders in the education profession.

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

The only similar program in Louisiana is an Education Specialist degree in Educational Leadership and Instruction offered at Northwestern State University in Natchitoches. The
program at McNeese differs from the one at Northwestern in that it requires a significant amount of coursework in Educational Technology. There are no similar programs in Texas.

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.

McNeese State University is located in the southwest corner of the state and is somewhat isolated from other universities. The University serves students from the 5 parish area in Southwest Louisiana. The demand for education professionals remains strong as indicated by the letters of support from surrounding districts. Practitioners who desire the degree are less apt to pursue the degree if travel for coursework distracts them from their jobs. MSU has a productive partnership with school districts in and around Region V. McNeese works collaboratively with area districts to ensure degree programs cover appropriate content and support current trends in educational leadership.

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.

Data reported at the state, regional, and local levels reflect a need for more and better-prepared educators and school leaders. Citing recent research about the relative effects of teacher quality, Darling-Hammond and Bransford (2005) and Darling-Hammond and Haselkorn (2009) affirm that instruction and leadership from well-prepared teachers in quality contexts have a greater impact on student achievement than any other factors.

The nation is facing a shortage of principals with high-level leadership skills. A 2009 report by the National Commission on Teaching and America’s Future asserts that more than half the nation’s teachers and principals are baby boomers. The report suggests that, during the next several years, schools could lose a third of the nation’s most accomplished teachers and principals to retirement. The authors of the report caution that recruitment alone will not solve this problem. Retaining effective leaders is equally important. Research by the universities of Minnesota and Toronto shows that principal turnover averages every three or four years, and such rapid turnover has significant negative effects on student achievement. A new study by the RAND Corporation reveals that more than 20 percent of urban school principals new to a school leave within two years; the school generally experiences a decline in student achievement in subsequent years.

A study commissioned by the National Association of Elementary School Principals and the National Association of Secondary School Principals found that "approximately half of the school districts surveyed reported a shortage in the labor pool for K-12 principal positions they were trying to fill that year." That was the case across the board, "regardless of the schools' grade levels and whether they were rural, suburban, or urban schools."
Teacher education undergraduate and graduate programs have the responsibility to not only prepare candidates for entry into the field of teaching but also to provide advanced training to support their efforts to become the best teachers and school leaders they can be. The formal training to assist such candidates is provided through continuous staff development and quality advanced degree programs.

The State of Louisiana has embraced the concept of transformational leadership for improving Louisiana schools. The education specialist program mission is to enable and encourage candidate growth in transformational leadership principles and techniques. Two essential skill areas—school leadership and technology leadership—constitute the heart of the education specialist program.

ii. Are there possibilities for cooperative programs?

There is currently only one specialist program in the state at Northwestern State University (NSU). The nature and purpose of the program at McNeese is unique due to the educational technology content. Departmental faculty members are open to exploring collaborative arrangements that would facilitate program delivery and enhance content.

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?

The reinstatement of the education specialist degree provides advanced education for students. At McNeese it is an extension of two master’s degree programs, Educational Leadership and Educational Technology as explained in 3.b below.

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.

According to the Board of Regents Master Plan, the focus for McNeese State University as a regional university is to “focus primarily on providing services to the local population and its economy.” In accomplishing this, the regional university is expected to offer “a limited number of masters programs in traditional service areas (education, business) and selected others required in the region.” Furthermore, Goal 3 in the master plan requires a “greater accountability, efficiency, and effectiveness in the postsecondary education system.”

Additionally, Objective 1.3 aims to “increase the number of adults age 25 and older enrolled in postsecondary education programs”, Objective 1.6 aims to “increase the rate and number of students earning a postsecondary credential”, and Objective 1.7 aims to “develop a skilled workforce to support an expanding economy.”

According to the Master Plan, raising the academic achievement of its citizenry also produces significant economic benefits to the state by producing better educated residents who can expect to be productive members of the workforce and earn higher incomes on average.
By providing an Ed. S. in Educational Leadership that is directly related to currently existing masters level programs, McNeese State proposes to provide regional educators the opportunity to pursue an advanced degree with the optimum level of efficiency and effectiveness as this program can be offered at no additional cost. The Ed. S. is most certainly a program that meets all of the stated objectives from Goal 1, as well as providing a vehicle for educators in the program to continue professional development.

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>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLED</th>
<th>COMPLETERS</th>
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<tr>
<td>Year One</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Year Two</td>
<td>8</td>
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</tr>
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<td>Year Three</td>
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<td>16</td>
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<tr>
<td>Year Five</td>
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<td>16</td>
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<tr>
<td>Five Year Total</td>
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Projections

Year One: Two completers—the two candidates who are currently completing the old program. The program will begin accepting new candidates.

Year Two: Zero completers—new candidates will not have had time to complete the program.

Year Three---eight completers (these will be the 8 candidates enrolled from year two, since program completion will require a two-year cycle)

Each Subsequent Year: Sixteen per year—at least one Educational Technology candidate and at least one Educational Leadership candidate will enter the program each semester/session. This conservative projection is based on current student interest, projection of retirements in area districts, and recruitment.

Total Projected Number of Completers in Five Years: 42

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

The major source of students is twofold: graduates from the Educational Leadership master’s degree program at MSU and graduates from the Educational Technology master’s degree program at MSU. Educational Leadership program completers pursue an educational technology
core curriculum and Educational Technology program completers pursue an educational leadership core curriculum.

Another source of students is practitioners from Region V school districts who are not state-certified in educational leadership. Students seeking educational leadership certification find it beneficial for career advancement and professional growth to complete a certification program AND earn an advanced degree.

A large component of students who indicate interest in enrolling in the program are Region V educators who are seeking professional development in two areas of pressing need—educational leadership and educational technology leadership—and need access to a program locally. Finally, there are those who, in addition to professional development, see that the increase in salary associated with the degree will pay for the degree in four years and will continue to pay through retirement.

Historically, most of the candidates in the Ed. S. program have been recruited from the Master of Education programs at McNeese State University, especially those in Educational Leadership or Educational Technology. The M. Ed. programs in these two areas have been very productive and should continue to provide a foundation for students who wish to continue their advanced studies in the Ed. S. program. The table below shows enrollment and completer data for these two degree programs that provide students who wish to continue advanced work. As figures show, there has been a significant increase in enrollments for the Educational Leadership program beginning in 2007-08 when the redesign of Educational Leadership programs was completed. The Educational Technology program has remained fairly constant, with enrollment numbers averaging 20 since fall 2007.

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<tr>
<td>Enrollment</td>
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One of the emerging features of the redesigned educational leadership (EDLD) master’s program is the collegiality developed among the candidates. The spike in the 2010-11 number of Ed. S. completers (9) was a result of candidates in the 2009-10 EDLD master’s cohort encouraging each other to continue their education by working on an advanced degree. This cadre was counseled into the Ed. S. program and one hundred percent of the group completed the degree.
The 2010 educational leadership master’s cohort produced 18 master’s completers in spring 2012. This group saw the success of the 2010-11 Ed. S. completers and approached program faculty about providing the same experience for them. At that time the Ed. S. was eliminated leaving potential students disappointed due to no options for advanced graduate work available to them. These candidates have documented their interest in continuing their education in the education specialist program. The collegial mentality of future cohorts can be mined to recruit Ed. S. candidates from the educational leadership and education technology programs, supplementing the interest currently shown.

Furthermore, three recent completers of the MSU EDLD master’s program have been accepted into doctoral programs in Texas and there are occasional reports of MSU completers who are pursuing various online degrees at higher personal and financial costs. MSU educational leadership and educational technology leadership candidates are definitely interested in graduate work beyond the master’s and the Ed. S. program at MSU would offer these educators a cost effective, quality learning experience.

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

Candidates must be educational practitioners with a minimum of three years successful teaching experience and one year of successful administrative experience. Candidates who do not have one year of administrative experience will be allowed to substitute the program-required year of practicum experience for this requirement.

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

There are no closely related programs at this university nor is it an extension of a peer program.

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

The primary source of financial aid available to candidates for the Education Specialist degree is the Federal Direct Stafford Loan program. Depending on need, candidates are eligible for either subsidized or unsubsidized loans up to an annual amount of $8,500 for graduate students pursuing a graduate degree and enrolled in at least 6 hours of graduate-level courses. If a graduate student is not enrolled in at least 6 hours of graduate level courses, they could be considered ineligible or eligible for lower level loan amounts.

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.
See Appendix B

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.

Current student-faculty ratio is 17.6 to 1.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

There is no need for new faculty members to reinstate the program. Specialist candidates will be absorbed into existing educational leadership and educational technology leadership classes.

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?

Not applicable.

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 involvement will be increased in three areas. First, field study guidance and committee assignment will be added to the teaching load. However, faculty members currently serve on candidate committees and supervise field studies without an increase in paid workload. Second, practicums must be directed by university and site supervisors. Practicum courses are currently being offered, into which specialist students will be absorbed. Finally, course populations will be increased with faculty members having more students per section to instruct. This is a good problem. Also, supervising advanced field studies will enhance faculty/candidate research collaboration.

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.) The seven faculty currently teaching graduate coursework in either Educational Leadership or Educational Technology all have terminal degrees in the appropriate subject area. Additionally, they have combined to produce sixty conference presentations, twenty-one publications, eleven funded grants, and four research projects during the past five years. For a detailed view of faculty accomplishments, see vitas in Appendix C.

ii. For proposed new faculty, qualifications and/or strengths needed.
No new faculty will be needed.

5. Library and Other Special Resources

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

Since the program is an extension of two existing master’s degree fields (educational leadership and educational technology), adequate library resources already exist.

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.?

Library holdings enhancement will be a function of existing structures that support the respective master’s degree programs. Furthermore, candidates will be expected to explore the world-wide body of literature that exists to support research endeavors in educational leadership and educational technology leadership.

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

Frazar Library provides access to a wealth of materials through its membership in LOUIS, the Library Network of Louisiana, including both print titles and over 112,000 electronic books (eBooks) searchable through the SirsiDynix online public catalog. Full-text electronic journals in a wide range of subject areas are available through over 100 database subscriptions. In addition, Frazar Library is a Federal Depository Library for U.S. Government Printing Office documents and a participant in the Louisiana State Documents Depository Program. The library has a liaison program through which librarians work with faculty to develop the collection in subject areas based on academic departments. Frazar Library is committed to expanding and improving resources and services to meet the needs of students and their instructors in all programs.

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

Frazar Memorial Library spent $28,853.44 during FY 2011-12 on materials relevant to the Educational Leadership and Educational Technology programs, an amount that includes $8,256.28 for books and periodicals and $20,597.16 for databases. During FY 2010-11, the library spent $20,013.12 on relevant materials, an amount that includes $5,307.29 for books and periodicals and $14,705.83 for databases.

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

No new expenditures necessary
f. What additional special resources, other than library holdings, will be needed?

None

g. If a graduate program is requested, indicate:

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

None. See 5c

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

The relevant databases are part of a package of databases we receive as a benefit of our membership in LOUIS, The Louisiana Library Network. Since every library in the UL System also belongs to LOUIS and purchases the same database package, our holdings in these subjects are comparable to those of other UL System institutions.

6. Facilities and Equipment

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

The EDS degree program will be offered primarily in Farrar Hall and the Burton Business Center. All classrooms to be utilized for the program are Promethean ACTIVClassrooms, with interactive whiteboard, computer station, projection system, and interactive portable slates. Student response systems (i.e. “clickers”) are readily available for use. Two distance learning classrooms and five computer labs, two conference rooms, and a curriculum materials center are also available.

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

While programs from other departments on campus can and do utilize all of the areas listed in 6a, the Burton College of Education and its departments have first right to reserve any of these rooms; therefore, facilities are more than adequate to sustain the program.

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

No new facilities will be required.

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.
The Education Specialist program will be housed in the Department of Education Professions in the Burton College of Education. The Educational Leadership master’s degree program and the Educational Technology master’s degree program—primary feeders for the proposed specialist program—are housed in this department. No other disciplines are involved.

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 educational leadership and the educational technology programs are strong, progressive programs that are respected in the southwest Louisiana educational community. Many teachers in Region V have been awarded educational technology master’s degrees from the department. Over 95% of the building level school leaders and over 80% of the central office personnel in Region V and surrounding parishes have received degrees or certification through the educational leadership program or its successor—the Administration and Supervision program.

8. Accreditation

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

Before its deletion, the program was NCATE and SACS accredited.

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

There will be no accreditation costs beyond typical expenses incurred by the university and the Burton College of Education for NCATE and SACS accreditation.

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.

Only two fields, educational leadership and educational technology leadership, will support the proposed program.
b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

Not applicable.

10. Costs

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

The proposed program will necessitate no additional costs:

The program will be an extension of educational leadership and educational technology and will use existing courses, faculty, and facilities.

Candidates will enroll in courses in the respective areas that must be offered any way and will actually make money for the university by adding to existing course populations. NOTE: Even though the courses are master’s level courses, they will not be more of the same. Educational leadership candidates will have their training enhanced by taking educational technology courses and vice versa.

b. Indicate departmental costs:

No additional departmental costs.

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

2009-2010: $2,426,250

2010-2011: $2,192,714

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

No discernible difference in funds allocation within the department.

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

No additional research funds will be needed.

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

No additional cost will be incurred.
September 11, 2012

Dr. Sharon VanMetre
Department Head
Education Professions

Dear Dr. VanMetre:

The Graduate Council and I support the re-instatement of the Education Specialist degree at McNeese State University.

Sincerely,

[Signature]

Dr. George Mead, Jr.
Dean-Dore School of Graduate Studies

GM:pvt
## Appendix B

<table>
<thead>
<tr>
<th>Name</th>
<th>Appt Begin</th>
<th>Rank</th>
<th>Highest Degree</th>
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<tr>
<td>Broussard, Jan Elizabeth</td>
<td>August 10, 2011</td>
<td>Assistant Professor</td>
<td>Ph.D Doctor of Philosophy Education Leadership / Research Louisiana State University and A &amp; M College-Baton Rouge 12/16/2011</td>
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<tr>
<td>Larson, Linda Lea</td>
<td>August 18, 2003</td>
<td>Associate Professor</td>
<td>EDD Doctor of Education Educational Technology Pepperdine University 04/18/2003</td>
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<tr>
<td>Reed Jr., Louis H.</td>
<td>August 20, 2003</td>
<td>Assistant Professor</td>
<td>EDD Doctor of Education Secondary Education University of North Texas 12/20/1974</td>
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<tr>
<td>Savoie, Joe E.</td>
<td>July 1, 2002</td>
<td>Professor</td>
<td>EDD Doctor of Education Educational Administration with Minor in Secondary &amp; Higher Education/Computer Science East Texas State University - Commerce (Texas A &amp; M University - Commerce) 05/13/1978</td>
</tr>
<tr>
<td>Welch, Brett C.</td>
<td>September 15, 2004</td>
<td>Associate Professor</td>
<td>Ph.D Doctor of Philosophy Curriculum and Instruction University of New Orleans 12/19/2003</td>
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<tr>
<td>Zhang, Yixin</td>
<td>August 19, 1996</td>
<td>Professor</td>
<td>EDD Doctor of Education Supervision Curriculum and Instruction Texas A &amp; M University - Commerce 12/14/1996</td>
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# SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: McNeese State University  
Date: September 25, 2012

Program/Unit: Educational Specialist in Educational Leadership and Technology

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

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<th>FIRST YEAR</th>
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<td>Fellowships and Scholarships</td>
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<td><strong>SUB-TOTAL</strong></td>
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<td><strong>$0</strong></td>
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Amount & Percentage of Total Anticipated From:

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*This program is expected to incur no additional costs due to the design of the degree program being folded into coursework for currently existing graduate degrees at MSU
To the Board of Regents Appeals Committee for College Programs

Please, please reconsider the decision to eliminate the EdS. Program in Educational Administration and Supervision at McNeese State University. This program has greatly benefitted many of the administrators and teachers in Jeff Davis Parish Schools. The training and knowledge they receive is top quality, and we are able to use the program to help select good administrators in our schools. McNeese has always cooperated to make the program convenient, as well as ensuring that it meets the high standards required for our professional development opportunities.

While the enrollment numbers may vary from year to year, over the long haul we have had many who took advantage of this degree program. Should the degree not be offered at McNeese, our teachers and administrators will have to drive to Lafayette, or take courses over the internet at universities which may not be as well-regarded, and will also not benefit from the face-to-face interaction of teacher and student. Once graduated, the students often use McNeese professors as resources in handling their jobs competently.

Again, I implore you to reconsider eliminating the EdS. in Administration and Supervision at McNeese.

Sincerely,

David Clayton
Superintendent
(Signature electronically provided)
FW: Request for Input

From: Joe Savoie <jsavoie@mcneese.edu>  
Subject: FW: Request for Input  
To: Wayne Fetter <wfetter@mcneese.edu>

You should have a letter from David Clayton, an email from Randy Schexnayder, and this one from Mike Doucet.

Joe Savoie, Professor  
Department of Educational Leadership  
McNeese State University  
Box 91815  
Lake Charles LA 70609  
337.475.5985 office  
337.475.5402 fax

From: Michael Doucet [mailto:Michael.Doucet@allen.k12.la.us]  
Sent: Friday, February 03, 2012 12:38 PM  
To: Joe Savoie  
Subject: Re: Request for Input

Dr. Savoie and University of LA System

A number of educators from Allen Parish have been pleased with and benefitted from the Educational Specialist Program at McNeese. As we all have witnessed, educators who continue their education have proved quite successful in reaching higher quality standards. And we all have a definite personal interest in that. Programs such as the Specialist are urgently needed in order to keep pace with the present modernization of the educational process.

I send my support for the Educational Specialist Program and hope McNeese does everything possible to reinstate this investment toward education.

Michael K. Doucet  
Superintendent of Allen Parish School Board

>>> "Joe Savoie" <jsavoie@mcneese.edu> 1/30/2012 3:58 PM >>>
Greetings from the educational leadership department at MSU. I hope all is well with you and your district.

The educational specialist program at MSU was discontinued during the recent round of program cuts by the University of Louisiana System. We here at MSU consider the program to be viable and of service to you and the educators in your district. We are preparing a request for reinstatement of the program. We would like to include your concurrence of the request with our proposal.

For that reason, I am asking for a letter of support for reinstating the program. If you feel the program will benefit the educators in your parish, please let us know. A letter would be good but we will also take a reply to this email affirming your support.

Thanks for your consideration. If you have questions or need further information, please let us know.

Joe Savoie, Professor  
Department of Educational Leadership  
McNeese State University  
Box 91815  
Lake Charles LA 70609  
337.475.5985 office  
337.475.5402 fax
FW: Request for Input

From: Joe Savoie <jsavoie@mcneese.edu>  Fri, Feb 03, 2012 10:11 AM
Subject: FW: Request for Input
To: Wayne Fetter <wfetter@mcneese.edu>

Here is one of the responses I received from the supts.

-----Original Message-----
From: Randy Schexnayder [mailto:randys@vrml.k12.la.us]
Sent: Thursday, February 02, 2012 5:30 PM
To: jsavoie@mcneese.edu

Dr. Savoie,

I am in full support of the Ed. Specialist program at McNeese, for as an alumnus of that program, I feel that it has truly benefited me in every position that I was in as related to Administration and Supervision. I understand that with budget cuts, harsh decisions must be made, however, to cut probably the finest Ed. Specialist Program in the state would definitely be a tragedy. For all of the future Ed. Specialist candidates from Vermilion Parish, I certainly wish the administration at McNeese would reconsider.

Thanks,
Randy Schexnayder, Superintendent
Vermilion Parish Schools
P.O. Drawer 520
Abbeville, LA 70511
337-898-5764 (office)
337-898-0939 (fax)
randys@vrml.k12.la.us
September 17, 2012

To the Board of Regents
Appeals Committee for College Programs

As the Superintendent of the Calcasieu Parish School System, I am asking that you please reconsider your decision to eliminate the EdS. Program in Educational Administration and Supervision at McNeese State University.

This program is valuable to our teachers, so that they can pursue this degree to further their careers. I can say that most of our teachers are not only balancing their classroom responsibilities, but families, as well. Having the program available at McNeese makes it feasible for them to work during the day and attend local classes in the evening. If the program is moved out of Lake Charles, it will be impossible for some of them to take these classes.

McNeese and the Calcasieu Parish School System have always enjoyed a mutually beneficial relationship. Please reconsider eliminating this program from our local university.

Sincerely,

Wayne Savoy, Superintendent
Calcasieu Parish School System

WS/pc

All children are important to us.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 23, 2012

Item E.3. McNeese State University’s request for approval to eliminate the Associate of Science degree program in Computer Information Technology effective June 1, 2013.

EXECUTIVE SUMMARY

Concurrent with similar previous actions by UL System institutions, it is proposed that the Associate of Science degree program in Computer Information Technology be eliminated at McNeese State University. SOWELA Community and Technical College offers a similar associate of applied science program; therefore, students who wish to earn a two-year degree in this discipline will continue to be served in Southwest Louisiana. As well, the Louisiana Grad Act requirements regarding associate degree programs have impacted the decision to eliminate the AS in Computer Information Technology. The Louisiana Grad Act requires four-year universities to eliminate most associate degree programs by 2014.

Although there are currently 14 students enrolled in the AS in Computer Information Technology, they will not be impacted by the program elimination. It is projected that the currently enrolled students will complete the program by summer 2014. Advisors will work with each enrolled student to create an individualized plan for degree completion. As well, notification letters will be sent to students about the elimination of the 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 McNeese State University’s request for approval to eliminate the Associate of Science degree program in Computer Information Technology effective June 1, 2013.
October 3, 2012

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

Dear Dr. Layzell:

Enclosed are five (5) copies of McNeese State University’s request approval to eliminate the associate of science degree in computer information technology, effective June 1, 2013. Please place on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2012 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
September 21, 2012

Dr. Tom Layzell, Interim President
University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Layzell:

I request approval to eliminate the associate of science degree in computer information technology (CIP 110103) at McNeese State University effective June 1, 2013. SOWELA Community and Technical College offers a similar associate of applied science program, therefore students who wish to earn a two year degree in the discipline will continue to be served in Southwest Louisiana. An important factor in the decision to eliminate the program is the Louisiana Grad Act requirements which state that most associate degree programs should be eliminated from four-year university degree inventories by 2014.

Currently there are 14 students enrolled in the program at McNeese. The provost, dean of the college of science, the head of the department of mathematics, computer science, and statistics, and faculty advisors have been involved in the discussion and plans for elimination of the program. The department mapped out the courses needed in the appropriate sequence to serve the students enrolled, and it is projected all students can complete the program by summer 2014. A written letter notifying the students about the elimination of the degree program will be sent upon approval of this request. Advisors will follow up with each enrolled student to create an individualized plan for degree completion. One faculty member who taught courses in the computer information technology program retired effective May 2012 and will not be replaced. The courses are now being taught by faculty who teach in the bachelor of science in computer science program.

Thank you for your consideration of this request.

Regards,

Philip C. Williams
President

Attachment: Sample Letter to Enrolled Students
MEMORANDUM

TO:      President Philip C. Williams
FROM:    Jeanne Daboval, Provost and Vice President for Academic and Student Affairs
SUBJECT: Request for Approval to Eliminate the Associate of Science Degree in Computer Information Technology
DATE:    September 18, 2012

I request approval to eliminate the associate of science degree in computer information technology (CIP 110103) effective June 1, 2013. SOWELA Community and Technical College offers a similar associate of applied science program, therefore students who wish to earn a two year degree in the discipline will continue to be served in Southwest Louisiana. An important factor in the decision to eliminate the program is the Louisiana Grad Act requirements which state that most associate degree programs should be eliminated from four-year university degree inventories by 2014.

Currently there are 14 students enrolled in the program. The dean of the college of science, the head of the department of mathematics, computer science, and statistics, faculty advisors, and I have been involved in the discussion and plans for elimination of the program. The department has mapped out the courses needed in the appropriate sequence to serve the students enrolled, and it is projected all students can complete the program by summer 2014. A written letter notifying the students about the elimination of the degree program will be sent upon approval of this request. Advisors will follow up with each enrolled student to create an individualized plan for degree completion. One faculty member who taught courses in the computer information technology program retired effective May 2012 and will not be replaced. The courses are now being taught by faculty who teach in the bachelor of science in computer science program.

Thank you for consideration of this request.

Attachment: Sample Letter to Enrolled Students
Dr. Karen Aucoin  
Head/DMCS  
e-mail: aucoin@mcneese.edu  
phone: (337) 475-5788

Greetings from the faculty and staff of DMCS:

Our records show that you are currently pursuing the Associate of Science degree in Computer Information Technology in the Department of Mathematics, Computer Science, and Statistics at McNeese State University. Effective June 1, 2013, the Associate of Science degree in Computer Information Technology will be terminated. Students enrolled in the program at that time will be allowed a period of approximately two years to complete remaining requirements. Students must complete the program by Fall 2015.

The coursework required for the AS degree in Computer Information Technology also applies to the Applied Concentration of the BS degree in Computer Science. Therefore, students in the AS program have the option to complete their degree by 2015 or switch to the BS in Computer Science with an Applied Concentration.

The Department of Mathematics, Computer Science, and Statistics plans to continue to offer coursework required for this degree on approximately the same schedule as has been offered in the past. Should it be necessary, advisors will work with students to find suitable alternative classes offered either at McNeese or Sowela. Please contact your advisor to discuss the next steps toward successful completion of your degree.

Sincerely,

Karen Aucoin  
Karen Aucoin, Ph.D.  
Head/DMCS

AN EQUAL OPPORTUNITY UNIVERSITY

EXECUTIVE SUMMARY

As required by House Concurrent Resolution No. 30 of the 2011 Regular Session of the Louisiana Legislature and in accordance with the role, scope, and mission of the institution as defined by the Board of Regents, McNeese State University is requesting approval of its Strategic Blueprint, 2013-2017. The Strategic Blueprint includes statements of the University’s mission, vision, core values, and strategic goals, and objectives. The Strategic Blueprint will be used to guide administrative decision-making by McNeese State University for five years, from January 1, 2013 through December 31, 2017.

McNeese solicited input from faculty, staff, administrators, students, alumni, local businesses and civic leaders in developing the Strategic Blueprint. As outlined in the Strategic Blueprint, the mission statement speaks to McNeese as a selective admissions university. The proposed statements have been reviewed by the McNeese State community and will be included, if approved, in the University’s catalog, institutional master plan, and on the website.

Mission
McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to employers and communities in its region. McNeese uses a traditional admission process based on courses completed, GPA, and standardized test scores.

Vision
Through the promotion of innovative teaching and learning methodologies, regional partnerships, service-learning opportunities, applied research, cultural engagement, and athletic excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years.

Core Values
- Academic Excellence
- Student Success
- University-Community Alliances
- Fiscal Responsibility
Goals

- Cultivate Innovative Teaching and Learning
- Cultivate Innovative Collaboration with an Expanding List of Regional Partners
- While Retaining the Current McNeese Logos, Cultivate a McNeese “Brand” that Embraces a Culture of Innovation
- Cultivate a Physical Environment that Promotes a Spirit of Innovation

RECOMMENDATION

It is recommended that the following resolution be adopted:

**NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University’s request for approval of its Strategic Blueprint: 2013-2017.**
October 3, 2012

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

Dear Dr. Layzell:

Enclosed are five (5) copies of McNeese State University’s request of its Strategic Blueprint: 2013-2017. Please place on the ULS Board of Supervisors’ agenda for consideration and approval at the October 22, 2012 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
September 24, 2012

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

Re: McNeese Strategic Plan

Dear Dr. Layzell:

I request approval by the ULS Board of Supervisors at its October meeting of its Strategic Blueprint to guide administrative decision-making by McNeese State University for the five-year period running from January 1, 2013 through December 31, 2017. The enclosed booklet includes:

1. An Executive Summary including the following highlights of the Strategic Blueprint:
   a. McNeese role, scope, and mission as required by House Concurrent Resolution No. 30 of the 2011 Regular Session of the Louisiana Legislature in accordance with Board of Regents directives pursuant to Louisiana Revised Statute 17:3128.
   b. McNeese core values, consistent with McNeese role, scope, and mission.
   c. McNeese vision statement, goals, and objectives, consistent with McNeese core values, role, scope, and mission.

2. Long version of “A Strategic Blueprint for the Next Five Years.”

These documents were prepared after an extensive, year-long series of brainstorming sessions, town hall meetings, and campus workshops involving the widest possible participation of all McNeese constituent groups, including students, faculty, staff, alumni (in multiple locations, including Houston, DeRidder, Lafayette, Jennings, and Lake Charles), local businesses, civic leaders, and friends of the university.

Thank you for your consideration.

Sincerely,

Philip C. Williams
President

Cc: Mr. Robbie Robinson, Vice President for Business and Finance

Attachment
Nicholls State University’s request for approval to award an Honorary Doctor of Commerce (D.Com.) degree to Michael Voisin at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University wishes to recognize the contributions of Mr. Michael Voisin by awarding him an Honorary Doctor of Commerce degree. Mr. Voisin, a Houma native, is owner of a nationally-recognized seafood company, Motivatit Seafoods, LLC, which is located in Houma. He is very active in Louisiana seafood initiatives and has assumed leadership roles within the industry that have allowed him to develop professional relations with academia, legislators, governors, congressional members, and the White House. Besides his many accomplishments within the seafood industry, Mr. Voisin is active in Terrebonne Parish by serving on state and national boards and commissions. As well, Mr. Voisin works tirelessly for the fishermen and women of the state, particularly for those within the region served by Nicholls State University.

Mr. Voisin has served on Nicholls College of Business Advisory Board, the Chef John Folse Culinary Institute Advisory Board, the LUMCON Board of Trustees, and Nicholls Institute for Seafood Studies. As well, Mr. Voisin is actively involved with the Marine Biology program at Nicholls. He has been an avid supporter for over 30 years by continuously recommending Nicholls’ Biology Department to receive private sector funds available for marine research. Grants received as a result of Mr. Voisin’s direct and indirect assistance total more than $750,000.

Mr. Voisin has held several business and community leadership positions such as President of the Louisiana Oyster Dealers and Growers Association, President of the Gulf and South Atlantic Fisheries Foundation, and President of the Houma-Terrebonne Chamber of Commerce, to name a few. Also, his achievements have been recognized with the following: Lantern Award (Louisiana Department of Economic Development), Small Businessman of the Year (Louisiana Department of Economic Development), Trustee of the Year (Modern Health Care Magazine), and Advocate of the Year (Louisiana Restaurant Association).

Mr. Voisin’s commitment to give back to his community and to Nicholls permeates his career. Nicholls State University seeks to award this honorary doctorate to Mr. Voisin as a deserving individual who is dedicated to the University and seafood industries of Louisiana.
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 to award an Honorary Doctor of Commerce (D.Com.) degree to Michael Voisin at the Fall Commencement Exercises.
October 1, 2012

Mr. Robbie Robinson  
Interim Chief of Staff  
University of Louisiana System  
1201 North Third Street, Suite 7-300  
Baton Rouge, LA 70802

Dear Mr. Robinson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the October 23, 2012, meeting of the Board of Supervisors for the University of Louisiana System:

"To award an honorary Doctor of Commerce (D.Com.) to Michael Voisin, at the Fall Commencement Ceremony on December 15, 2012"

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

Thank you for your assistance in this matter.

Sincerely,

[Signature]

Stephen T. Hulbert  
President

Attachment

cc: 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  
Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
MEMORANDUM

DATE: September 20, 2012

TO: Dr. Stephen Hulbert, President

FROM: Dr. Laynie Barrilleaux, Vice President for Academic Affairs

RE: Honorary Doctorate Recommendation

Following the review of nomination files and final recommendations by the Honorary Degree Committee, I am pleased to recommend to you the individual listed below for recognition and receipt of an honorary doctorate at the commencement ceremony to be held on December 15, 2012.

Michael Voisin, Honorary Doctor of Commerce (D.Com.)

The committee’s recommendation letter, meeting minutes, nomination form and letter, and the candidate’s resumé are enclosed. If so approved, I would ask that a request be submitted as an agenda item for the Board of Supervisors October meeting.

Thank you for your consideration.

enclosures
MEMORANDUM

TO: Dr. Allayne Barrilleaux, Vice President for Academic Affairs
FROM: Dr. Betty Kleen, Chair, University Honorary Degree Committee
DATE: September 19, 2012
SUBJECT: Honorary Degree Committee Fall 2012 Recommendations

After careful review of the presented nominees for Fall 2012, The University Honorary Degree Committee recommends the following nominee unanimously.

Michael Voisin (Honorary Doctor of Commerce)

No additional nominees were selected at this time. The Committee wishes to review any additional spring 2013 nominees before offering a second name for this academic year.

Approved - [Signature] 9/20/12
University Honorary Degree Committee
Minutes
September 17, 2012
3:00 p.m., 105 White Hall

Present: Pattie Breaux, John Lajaunie, Steve Michot, Gregg Stall, Zoe Tanner, Betty Kleen (non-voting).

Absent: Bridget Guidry, Elizabeth Bergeron (SGA), Candace Park (USAC), Mr. Stephen Peltier (alumni designee)

Actions:

1. The Chair reviewed Board Rules concerning special degree, including Nicholls policy for nomination, eligibility, and procedures to be followed for nomination and selection of candidates.

2. Nomination packets of all 8 eligible individuals (distributed previously) were reviewed and fully discussed by the Committee. (Names on file in the office of Director of Graduate Studies)

3. Discussed earlier nominees – not considered because of earlier observations.

4. Two names were put forth and considered by hand vote. Motion failed. (G Stall/Z Tanner)

5. One name was put forth from among the current pool of eligible nominees for an Honorary Doctor of Commerce for fall 2012. Motion passed unanimously. (J. Lajaunie/S Michot)

   (Name on file in the office of Director of Graduate Studies)

6. The Committee wishes to review any additional spring 2013 nominees before offering a second name for this academic year.

7. There being no further business, the meeting was adjourned 3:40. (J Lajaunie/S Michot)

[SIGNED]
Dr. Betty Kleen, Chair
Director of Graduate Studies
NICHOLLS STATE UNIVERSITY
OFFICE OF THE PRESIDENT

Nomination for the award of an Honorary Degree

The Honorary Doctorate is the highest form of recognition offered by Nicholls State University and is awarded for demonstrated excellence in the fields of public affairs, the sciences, arts, humanities, business, and philanthropy. Recipients of Honorary Doctorates must be distinguished, with achievements both relevant and appropriate to the University. Eligibility for nomination is restricted to persons of state, national or international stature. Nominees who have made extraordinary contributions to the University will be welcomed, but must also have made significant contributions beyond the University and its local region. Notwithstanding this policy, the Honorary Doctor of Letters may be awarded as recognition for exemplary and distinguished community service, including service to Nicholls State University. Nominees shall not be current members of the Board of Supervisors for the University of Louisiana System, employees of the University, or individuals who have direct political, legal or budgetary authority over the University. (For the full policy, see Policy 5.7.12. Honorary Degrees.)

1. Name of nominee: Michael C. Voisin

2. Professional title: Mr.

3. Name of nominator: Dr. Earl Melancon, Alcee Fortier Distinguished Professor

Please provide the information requested below. Attach additional sheets if required:

4. Describe the nominee’s achievements:

Mike Voisin is owner of a nationally-recognized seafood company located in Houma, Louisiana. He is very active in Louisiana seafood initiatives and has assumed leadership roles within the industry that have allowed him to develop professional relationships with academia and local and state legislators, with governors, and with congressional members and the White House. Besides his many accomplishments within the seafood industry, Mike is very active in his home parish of Terrebonne on a number of boards and commissions as well as at the state and national levels. Mike is also very active in his church. A complete listing of his activities and achievements are found in his attached resume.

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

I have personally witnessed Mike Voisin work tirelessly for the fisher men and women of this state, and especially for those within the region served by Nicholls State University. The state’s fisheries have endured many devastating hurricanes and tropical storms and accompanying economic down turns, including the economic and environmental disaster created by the tragic BP well blow out and oil spill. Mike has always been a member of the “front line” seeking ways to restore and prevent further
deterioration off our environment, people and cultural heritage. His civic work includes memberships and chairmanships on many local, state and national councils and commissions, including university-related committees and boards.

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

Mike Voisin is a present or past member of the Nicholls College of Business Advisory Board, the Chef John Folse Culinary Institute, the LUMCON Board of Trustees, and the Nicholls Institute for Seafood Studies. But there is also another very significant and untold part to Mike's involvement with Nicholls State University, and especially the Marine Biology program within the Department of Biological Sciences. Mike has been a very strong "behind the scene" supporter for over 30 years to our marine Biology program. Whenever there has been fishing industry or private sector funds available for marine research, he has consistently recommended the Biology Department and has helped us secure all or part of those monies. For example (and there are many through the years), when BP came to him after the DeepWater Horizon oil spill and asked how they could initially help the oyster industry, he recommended and directed them to faculty within the Biology Department. This resulted in a grant of approximately $300,000 to five (5) university faculty, which included funds for a new Biology research vessel, the RV Burt Wilson. Personally, Mike has directly assisted me in securing approximately $150,000 in research and education funds by recommending me to funding groups. Those funds and efforts were used as seed data by me to secure from state and federal agencies another $607,000. Mike's direct and indirect support of my research and education efforts at Nicholls totals over three-quarters of a million dollars, and on those funds have employed 23 students, contributed to 31 professional presentations, three theses, 14 publications, and eight (8) student senior research projects. In a very competitive academic environment for research and education funds, Mike has given Nicholls the ability to showcase our professional abilities.

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

A thorough list of Mike Voisin's honors and distinctions can be found in his attached resume. A few are as follows:

• President of the Louisiana Oyster Dealers & Growers Association
• President of the Gulf and South Atlantic Fisheries Foundation
• President of the Houma-Terrebonne Chamber of Commerce
• Chairman of the Board for the National Fisheries Institute
• Chairman of the Terrebonne General Medical Center Board of Commissioners
• Lantern Award, Louisiana Department of Economic Development
• Small Businessman of the Year, Louisiana Department of Economic Development
• Trustee of the Year, Modern Health Care Magazine
• Advocate of the Year, Louisiana Restaurant Association
• Mission President Counselor, Church of Jesus Christ of Latter Day Saints.

8. Indicate, if possible, for the nominee (this may be part of the C.V. in item 11):
   a. date of birth
      April 10, 1953
   b. educational background
      high school, attended Nicholls 1973
   c. employment history
      Owner & CEO Motivatit Seafoods, LLC
9. Additional comments:

Mike Voisin, through his company Motivatit Seafoods, has been the sponsor of the annual undergraduate outstanding Marine Biology student award since the inception of this honor as part of the Department of Biological Sciences' Annual Honors Convocation. The student recipient is presented with a portable research-quality field GPS unit purchased by Mike.

Accompanying this nomination form and Mike's resume is a letter of support from Dr. Marilyn Kilgen, Alcee Fortier Distinguished Professor of Biological Sciences. Her letter is a further testimony to Mike's dedication to the University and seafood industries of our state.

I have been a faculty member for 38 years here at Nicholls, and I unequivocally believe that Mike's help has been a very instrumental part in giving Biology the opportunities to develop the competitive research and education infrastructure we now have today.

10. Contact information for the nominee:

Name: Michael C. Voisin
Postal address: 116 E. Ellendale Estates Court, Houma, La 70360
Phone number: Bus. 985-868-7191; home 985-851-7429
Email address: mike.voisin@motivatit.com

11. If possible, C.V. and other documents (attach): It is attached

NOMINATION DEADLINE: Friday, September 7, 2012

Return the application to Dr. Laynie Barrilleaux, Vice President for Academic Affairs, P.O. Box 2002, Thibodaux, LA 70310
September 6, 2012

Dr. Laynie Barrilleaux  
Vice President for Academic Affairs  
Nicholls State University

Dear Dr. Barrilleaux,

I want to strongly support the nomination of Michael C. Voisin, owner and CEO of Motivatit Seafoods, LLC for the Nicholls State University Honorary Doctorate of Commerce for his significant achievements in and contributions to business and industry in our service area, the State, and at the regional, national and international levels. Specifically, I would like to address the direct impact and contributions that Mike Voisin and his company have made on Nicholls State University through strong support of my research career, funding directly for the university and for graduate and undergraduate student researchers.

I have personally known Mike and Sarah Voisin and the entire Voisin family for 36 years. This personal and professional relationship was formed through the Voisin family's desire to support scientific research that was directly applied to the challenges the oyster industry often found themselves facing. Although I started doing research at Nicholls State University in 1973, the first grant that I ever received funding for from the LA Board of Regents in 1981 followed by another one the same year from LSU Sea Grant was strongly supported by Mike Voisin. These two grants from 1981-1984 totaled more than $200,000. Since that time I have been fortunate enough to have received additional funded grants for a total of $7,600,827. Of this total funding, 21 of the grants for a total of $6,329,561 (83%) were directly related to research related to the oyster industry; and all were strongly supported by and even involved direct funding by Mike Voisin and his company. Additionally, of the more than $6 million in funding that came to the University from Mike's support efforts, $4 million was secured in Congressional funding for the National Shellfish Indicator Study, from which I was the Project Director and P.I. This project was mainly attained through Mike's ability to secure the support of the State, Gulf Coast and National oyster industries. He asked me to write a grant to put the collaborative program together. It involved more than 300 oyster industry, academic researchers and State and Federal regulatory agency officials. I continued as Project Director and P.I. from 1989-1993 for the national project.

Of all of the research that I have been involved in through the support of Mike Voisin and his family's company, the most significant research that I have been fortunate enough to be involved in was directly due to Mike and his family's desire to always want to work with me to develop new processing technologies for the oyster and seafood industries so that they would always be on the cutting edge of the best technology available for their industry. This gave me the opportunity to help them develop and commercially implement the process of hydrostatic high pressure for post harvest treatment of shellstock oysters to reduce the levels of potentially
pathogenic naturally occurring *Vibrio vulnificus* and other vibrio species to FDA defined undetectable levels in oysters. This led to the unique discovery that this process not only killed the vibrio bacteria, but also shucked the oysters. This resulted in a tremendous economic impact for the State, Gulf Coast, the entire country, and even internationally.

Mike Voisin's direct support of my research, the research of Earl Melancon, Raj Boopathy, Tom Soniat, Angela Corbin, one of my retired colleagues Mary Hemard, other retired marine biology professors, and of Nicholls State University over the last 36 years has made a tremendous impact on the University, its research programs, and on the graduate and undergraduate students who were funded to do research in my laboratory. They included 2 graduate students and about 60 undergraduate students. Many of these students presented papers at meeting, had their names on publications, and several of them have won research presentation awards at professional meetings. Also related to work with the oyster industry mainly through Motivatit Seafoods, LLC were: 67 of 74 invited presentations, 4 book chapters, 23 of 33 peer-reviewed publications, and 34 of 62 published abstracts.

In addition to his direct impact on the significant funding of more than $6 million that came to Nicholls State University, Mike has been very involved with the University during his career as CEO of Motivatit Seafoods. Currently he sits on the Advisory Board for the College of Business, the Chef John Folse Culinary School and the Institute for Seafood Studies, for which he is the Chair. His company has long sponsored the "Outstanding Marine Biology Graduate" for our department's Honors Convocation. He has always provided the university with oysters for their A+ Scholar's fundraising event and many other events on the campus. His company was recently awarded the "Corporate Mark of Honor" by the NSU Alumni Association for their contributions to Nicholls State University and the entire community.

Overall, Mike Voisin's Resume is a testimony to his leadership in the community's economic development and his state and national positions of leadership in the shellfish industry. This includes his former Chairman of the Board position for the National Fisheries Institute, which is the largest and most significant organization supporting the commercial fisheries industry in the country. He is currently Chairman of the Molluscan Shellfish Institute of North America.

Please, bestow upon Mike Voisin the Honorary Doctor of Commerce (D.Com.) for his 36 years of support of research and discovery resulting in more than $6 million dollars of funding coming directly to Nicholls State University, and his overall achievements in and contributions to business, industry and society in our area, state and nation.

Sincerely,

Marilyn B. Kilgen, Ph.D
Alcée Fortier Distinguished Service Professor of Biological Sciences and
Project Director of the Institute for Seafood Studies
# RESUME

**Michael C. Voisin**  
P.O. Box 3916, Houma, LA 70361 – mike.voisin@motivatit.com  
Business Phone (985) 868-7191 – Fax (985) 868-7472 – Home Phone (985) 851-7429

| HOME ADDRESS       | 116 E. Ellendale Estates Court  
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>Houma, LA 70360</td>
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<tr>
<td>BUSINESS ADDRESS</td>
<td>412 Palm Ave.</td>
</tr>
<tr>
<td>Houma, LA 70364</td>
<td></td>
</tr>
<tr>
<td>BUSINESS TELEPHONE</td>
<td>(985) 868-7191</td>
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## PERSONAL

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<th>Born</th>
<th>April 10, 1953</th>
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<tr>
<td>Height</td>
<td>6'4&quot;</td>
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<tr>
<td>Weight</td>
<td>250 lbs.</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married, 5 Children</td>
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## EDUCATION

- **Bishop Montgomery High School**  
  Torrance, California  
  Graduated – 1971

- **Nicholls State University**  
  Thibodaux, Louisiana  
  Attended in 1973, 1974, 1976

## EMPLOYMENT

- **Motivatit Seafoods, LLC**  
  Houma, Louisiana  
  *Motivatit Seafoods, LLC is an oyster farming, seafood, harvesting, processing, and distribution company.*  
  Owner and CEO  
  August 1971 to Present

- **Wine Island, LLC**  
  Houma, Louisiana  
  *Wine Island, LLC is a wholly owned subsidiary Corp. of Motivatit Seafoods, LLC, involved in Oyster harvesting and a fabrication yard.*  
  Owner and General Manager  
  April 1991 to Present

- **Captain Salty’s Seafood, Inc.**  
  Vernon, California  
  *Captain Salty’s Seafood, Inc. was a Seafood Distribution Company.*  
  Owner and General Manager  
  March 1990 to September 2003
Innovatit Seafood Systems, LLC
Seafood technology licensing company.
Owner and Co-Manager
August, 2001 to present

Responsible for all facets of business development from a management position on all the above Companies.

ORGANIZATIONS

Louisiana Oyster Dealers & Growers Association
1971 to present
President 1981-1983
President 1993-1995
Chairman of the Board 1984-1986 and 1996-1997
Board Member 1981 to present

Gulf and South Atlantic Fisheries Foundation
1982 to present
Board of Trustee Member 1983-1990
1996 to present
President 1985-1986, 2012 to present
Vice President 2008 to 2011

Interstate Shellfish Sanitation Conference
1982 to present
Board of Directors 1982-1985, 1996 to 2005
Irradiation Committee Chairman 1993 to 2001
Executive Committee Member 2002 to 2003

Terrebonne Parish Economic Development Consortium
Executive Committee 1985-1989

Louisiana Restaurant Association
Member 1981 to present
Bayou Chapter President 1984, 1985, 1991

Southeastern Fisheries Association
1983 to present
Director 1984 –1996

Louisiana Travel Promotion Association
Board Member 1981
National Federation of Independent Business
1978 to present

Houma – Terrebonne Chamber of Commerce
1976 to present
Board Member 1985 – 1997- 2003
Chairman of Seafood Committee 1985-1993
Executive Committee 1987-1993
President 1992

South Louisiana Economic Council
Board Member 1984-1992
Executive Committee Member 1985-1989

Louisiana Association of Business and Industry
1987 to present
Board of Directors Member 1992-1995

Louisiana Seafood Processors Council
Board Member 1989 to present
President 1989 to present

Gulf Oyster Industry Council
Board Member 1995 to present
Chairman 1996-1998

National Fisheries Institute
1994 to present
Board Member 1998 to 2010
Regional Vice President 2002 to 2004
Executive Committee Member 2002 to 2010
Vice Chairman of the Board 2008
Chairman of the Board 2009

Molluscan Shellfish Institute of North America
1994 to present
Chairman 1998 to present

Friends Of The Fisherman
Chairman, Board Member 2010 to present
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<tr>
<th><strong>GOVERNMENT SERVICE APPOINTMENTS</strong></th>
<th><strong>Louisiana Seafood Marketing and Promotion Board</strong></th>
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| **National Fish and Seafood Promotion Council** |
| U.S. Dept. of Commerce Member 1987-1992 |

| **National Shellfish Pollution Indicator Program** |
| Advisory Committee Member 1988-1995 |

| **Terrebonne Parish Overall Economic Development Committee** |
| 1988-1991 |

| **Terrebonne Economic Development District Commission** |
| 1989-1991 |
| Vice Chairman 1989-1991 |

| **Louisiana Department of Agriculture and Forestry Logo Advisory Committee Member** |
| 1989-1991 |

| **Louisiana Oyster Task Force** |
| Task Force Member 1997 to present |
| Chairman 2000 to 2008 |

| **Louisiana Oyster Lease Damage Evaluation Board** |
| 1997 to present |

| **Terrebonne General Medical Center Board Of Commissioners** |
| Houma, Louisiana |
| 1997 to present |
| Vice Chairman 1998 to 2002, 2008 |
Terrebonne Parish Economic Development
Strategic Planning Advisory Board
2002 to 2004

Terrebonne Economic Development Authority
2008 to Present
Chairman 2008 to 2009

Governor's Advisory Commission on Coastal Protection, Restoration and Conservation
2008 to 2010

Louisiana Wildlife and Fisheries Commission
Member, 2010 to present

Louisiana University Marine Consortium Foundation
Board of Trustee Member 1982 to 2000

Louisiana State University Marine and Coastal Fisheries Advisory Board
Member 1985 to 2000

Nicholls State University
Thibodaux, Louisiana
College of Business
Advisory Board Member 1993 to 2005

Chef John Folse Culinary School
Nicholls State University
Advisory Board Member 1995 to 2005, 2012 to

Institute for Seafood Studies
Nicholls State University
Advisory Board Member, Chairman
2010 to present
AWARDS

Outstanding Young Man of America
1982

Lantern Award, Louisiana Department of Economic Development
1988

U.S. Senate Productivity Award Finalist
1989

Small Businessman of the Year
Louisiana Department of Economic Development
1991

Trustee Of The year
Modern Health Care Magazine 2011

Advocate of the Year
Louisiana Restaurant Association 2011

CHURCH SERVICE
(Church of Jesus Christ of Latter Day Saints)
Member 1987 to present

Boy Scout Committee
Chairman 1986-1987

Elders Quorum Counselor (Men’s Group)
1987-1988

Bishops Counselor
1988-1994
1995-1996

Baton Rouge Stake High Councilor
1994-1995

Stake Young Men’s Presidency Counselor

Bishop
1996-2001

Stake Mission Presidency
2001-2002

Ward Mission Leader
2002 to 2005
Branch President, Larose Branch
2005 to 2006

New Orleans Stake High Councilor
2006 to 2007, 2010 to present

High Priest Group Leader
2007 to 2011

Mission President Counselor
2011 to present
Item E.6. Northwestern State University’s request for approval to change the name of the College of Education and Human Development to Gallaspy (Family) College of Education and Human Development.

EXECUTIVE SUMMARY

Northwestern State University wishes to recognize the contributions of Ms. Mary Rives Gallaspy and other members of her family by naming the College of Education and Human Development the Gallaspy (Family) College of Education and Human Development. Ms. Gallaspy, a distinguished educator, was a graduate of Northwestern State University who dedicated much of her life to the field of education. After graduation from Northwestern in 1946, Ms. Gallaspy taught business and history in her hometown of Pelican for twenty-six years. In addition to being respected and revered as a teacher, she was also extremely successful in the farming, cattle, and timber businesses as well as in real estate development. Further, she was active in civic, professional, and religious activities.

Upon Ms. Gallaspy’s death in 2010, the Northwestern State University Foundation received one half of the annual revenues from her extensive holdings, to be used in support of scholarships for students majoring in education, business, mathematics, and related fields of study. Ms. Gallaspy’s contribution has made her the largest donor in the history of her alma mater. One of the scholarship funds established through the Mary Rives Gallaspy Charitable Trust is named in honor of her aunt, Hettie McMullen Fincher, a 1908 graduate of Northwestern.

As a result of Ms. Gallaspy’s vision and generosity, this fall the Foundation was able to award Northwestern students the largest number and dollar amounts in private scholarships in school history. Her remarkable generosity has already had a profound impact on the University and community and will benefit future generations of Northwestern students. The recommendation to name the College of Education and Human Development in honor of Ms. Gallaspy and her family comes with the strong endorsement of the college’s faculty and staff.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University’s request to change the name of the College of Education and Human Development to Gallaspy (Family) College of Education and Human Development.
October 1, 2012

Dr. Tom Layzell, Interim President
University of Louisiana System
1201 North Third Street, 7-300
Baton Rouge, LA 70802

Re: Request for Name Change - College of Education and Human Development

Dear Dr. Layzell:

Northwestern State University is submitting the attached Request to Rename the College of Education and Human Development to Gallaspy (Family) College of Education and Human Development to be placed on the agenda for approval at the October 2012 Board meeting.

Thank you very much for your consideration.

Sincerely,

[Signature]

Randall J. Webb
President

RJW/pc

Attachment
October 1, 2012

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

Dear Dr. Layzell:

I propose to rename the College of Education and Human Development at Northwestern as the Gallaspy (Family) College of Education and Human Development as a tribute to Miss Mary Rives Gallaspy, a distinguished educator, and her family, several of whom have been educators. Miss Gallaspy was a graduate of Northwestern (then Louisiana State Normal) as were a number of her relatives. This fine family, with its cultural, educational, and spiritual underpinnings centered in Pelican (DeSoto Parish), Louisiana, has made a positive impact in that region and well beyond.

Mary Rives Gallaspy was a kind, generous, service-oriented lady who became blessed with resources and knew well how to manage them. Her compassion for others during her lifetime was exemplary, but was even more so in death. When she passed away in December 2010, her generous estate was directed toward the enhancement of the lives of many. One-half share each, of the revenues from her extensive holdings are now available to the Louisiana Baptist Children’s Home and the Northwestern State University Foundation.

The funds available to the NSU Foundation are primarily in support of scholarships for students majoring in education, business, mathematics, and related fields of study. Thanks to Miss Gallaspy’s vision and generosity, the Foundation awarded Northwestern students the largest number and dollar amounts in private scholarships in school history this fall.

To place my request in proper perspective, I am enclosing a document prepared by Mr. John Norman Gallaspy, Co-Independent Testamentary Executor of the Estate of Mary Rives Gallaspy, and Dr. Vickie Gentry, Dean of the College of Education and Human Development. It is with this in mind, together with the deep kinship and high esteem I feel for every member of the Gallaspy family that I propose Gallaspy (Family) College of Education and Human Development as the title of the area that has been the cornerstone of Northwestern since its founding in 1884 as an institution of higher education dedicated to the preparation of excellent teachers and school personnel.

Sincerely yours,

Randall J. Webb
President
September 20, 2012

Dr. Randall J. Webb
President
Northwestern State University
Natchitoches, La. 71497

Dear Dr. Webb:

This is to express support from the faculty and staff of the College of Education and Human Development for your proposal to name the College in honor of Ms. Mary Rives Gallaspy and her family in recognition of her distinguished career in education and her extraordinary contributions to Northwestern State University.

It would be appropriate for studies in education and the preparation of teachers, the academic programs upon which the university was founded more than 128 years ago, to be named in memory of a Northwestern graduate who dedicated much of her life to the education profession and became the largest donor in the history of her alma mater.

After graduation from Northwestern in 1946, Ms. Gallaspy taught business and history in her hometown of Pelican for 26 years. In addition to being respected and revered as a teacher, she was also extremely successful in farming, cattle, and timber businesses and as a real estate developer and was active in civic, professional, and religious activities.

Ms. Gallaspy’s generous gift to Northwestern upon her death in 2010 of a substantial amount of money and more than 1,000 acres of land in the heart of the Haynesville Shale in DeSoto Parish will provide the resources for the university to award scholarships to deserving students for decades to come.

The Mary Rives Gallaspy Charitable Trust that was created by the gift will help attract and retain students not only in the field of education that was so important to Ms. Gallaspy but also in mathematics, business, and related areas of study.

It is also noteworthy that one of the scholarship funds established through the Mary Rives Gallaspy Charitable Trust is named in honor of her aunt, Hettie McMullen Fincher, who was a 1908 graduate of Northwestern when
the school was known as Louisiana Normal and was at the forefront of preparing teachers for careers in education.

Students now and for future generations will benefit from Ms. Gallaspy's remarkable generosity in establishing substantial scholarship funds at her alma mater that will continue and perpetuate the lifetime of philanthropy and service for which she will long be remembered and appreciated.

It is an honor for the faculty and staff of the College of Education and Human Development to endorse the recommendation that you will make to the Board of Supervisors of the University of Louisiana System to create the Gallaspy College of Education and Human Development in memory of this outstanding educator and leader whose life and legacy will forever enhance and enrich our university.

Sincerely,

Vickie S. Gentry, Dean
College of Education and Human Development
August 15, 2012

Dr. Randall J. Webb, President
Northwestern State University
102 A. A. Fredericks
Natchitoches, LA 71497

Re: Succession of Mary Rives Gallaspy
1st JDC Docket No.: 546630-C

Dear Dr. Webb:

Mrs. Lavinghouse has consulted her dot come machine and tells me that our FedEx arrived on Tuesday morning, one day ahead of my projected Time on Target.

Anticipating this and then carrying it out has been a source of great fun and pure joy to Lee and me and to all the rest of us during this last week.

I am enclosing a copy of the document mentioned when you recently called me by telephone. Please feel free to alter or adapt it to the appropriate purpose.

Yours very truly,

John N. Gallaspy
Co-Independent Testamentary Executor

JNG/awl
The pleasant task of reviewing the life of Mary Rives Gallaspy may correctly begin with a glimpse of the surroundings into which she was delivered in 1924.

Pelican, Louisiana, was a pioneer farming community in the hill country of DeSoto Parish. A consolidated school, presided over by a man named Spencer Phillips who became a legend in Louisiana's educational circles, offered an eleven year course, and a Baptist and a Methodist Church, each competently pastored and faithfully attended, gave spiritual sustenance to the citizenry.

Among the thirty or so households there were several ladies including Mary Rives' mother and aunt, who had earned teachers' certificates at the Normal, and her uncle was in the process of acquiring his Bachelor's degree in commerce from Louisiana Tech. A small but stable bank, operated by one employee, housed the media of exchange that had been put aside by the thrift of these and outlying families, and several country doctors administered conscientious care to patients within the reach of a horse and buggy. The Texas and Pacific Railroad provided the most reliable transportation for any distance.

It was this in pastoral milieu that our friend was born.

The background music of the community in those days was the importance of education; and the school program, through a process of classroom instructions, workshops, class plays, even competing literary groups, and auditorium demonstrations of chemistry phenomena, gradually made us aware that these were things to be enjoyed beyond hunting squirrels and digging fish bait. The comfort to be found in literature and the excitement of mathematics became a part of life. The educational process was working.
And this environment, this leitmotif, supplemented by her later years of higher education and followed by her own career as a teacher, produced the personality and mindset of Mary Rives Gallaspy. When she signed her last will and testament she was enunciating the theme that had shaped her.

The Gallaspy family as a whole has been touched for many years by the institution now known as Northwestern. Lillian McMullen Gallaspy, Mary Rives’ mother, earned her teacher’s certificate there in the teens. Mary Leigh Marshall Gallaspy received her four year degree there in 1932 at age 19. Kathleen Gallaspy Myers graduated as the University’s Salutatorian in 1962 and spent her professional life as a teacher. Her daughter, Dr. Leigh Ann Myers, was a member of the first graduating class of the Louisiana School of Mathematics, Science, and the Arts and is now a member of the University’s faculty. David Myers, Mitchell Garlington, and Marshall Garlington, all of whom are Gallaspy grandchildren from Pelican, followed as graduates of the same renounced highschool.

Family endowments include not only the program founded by Mary Rives, but also the establishment of the Mary Leigh Marshall Gallaspy scholarship in Education.

The Normal, now Northwestern, has enriched our lives for generations.
Board of Supervisors for the University of Louisiana System

Academic and Student Affairs Committee

October 23, 2012

Item E.7.  Southeastern Louisiana University’s request for approval (1) to merge the Department of Counseling and Human Development with the Department of Communication Sciences and Disorders to form the new Department of Health and Human Sciences effective Spring 2013 and (2) to rename the College of Education and Human Development as the College of Education effective Spring 2013.

Executive Summary

Southeastern Louisiana University requests approval to combine the Department of Counseling and Human Development and Department of Communication Sciences and Disorders to form a new Department of Health and Human Sciences. If approved, the change would become effective Spring 2013.

The proposed change would result in the elimination of one department head position and one administrative assistant position, with a total annual cost savings of approximately $176,293. The new Department of Health and Human Sciences would include all degree programs in the two current departments as well as the Bachelor of Science degree program in Health Studies – Clinical Option in Radiologic Technology. Both the current Department of Counseling and Human Development and Department of Communication Sciences and Disorders have interim department heads. If the merger is approved, the more senior of the two will become interim head of the merged department. The new Department of Health and Human Sciences will be housed within the College of Nursing and Health Sciences, which is where the Department of Communication Sciences and Disorders currently resides.

The proposed merger is an effort to support the University’s overall cost reduction plan for managing budget shortfalls of recent years.

This merger would leave the currently named College of Education and Human Development with two departments, the Department of Educational Leadership and Technology and the Department of Teaching and Learning. The University also proposes to rename the College of Education and Human Development the College of Education to reflect the remaining programs in the College. The name change would also support the mission of the departments to offer degree programs designed to educate students solely for roles as K-12 teachers or administrators.
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 (1) to merge the Department of Counseling and Human Development with the Department of Communication Sciences and Disorders to form the new Department of Health and Human Sciences effective Spring 2013 and (2) to rename the College of Education and Human Development as the College of Education effective Spring 2013.
October 3, 2012

Dr. Tom Layzell
Interim President, University of Louisiana System
1201 North Third Street, Suite 7-290
Baton Rouge, LA 70802

Dear Dr. Layzell,

As part of Southeastern Louisiana University’s strategic budget reduction plan, we are asking that the following items be placed on the agenda of the October 23, 2012 Board of Supervisors meeting:

- Proposed merger of Southeastern’s Department of Counseling and Human Development and Department of Communication Sciences and Disorders to form a new Department of Health and Human Sciences, effective Spring 2013
- Renaming of the College of Education and Human Development to the College of Education, on the condition that the proposed merger listed above is approved, effective Spring 2013

Proposed Academic Department Merger

The proposed merger of Southeastern’s Department of Counseling and Human Development and Department of Communication Sciences and Disorders would result in the elimination of a department head position and an administrative assistant position, with a total annual cost savings of approximately $176,293. The new Department of Health and Human Sciences would include all of the degree programs in the two current departments as well as the BS degree program in Health Studies – Clinical Option in Radiologic Technology (currently housed in the Department of Kinesiology and Health Studies).

Both the current Department of Counseling and Human Development and Department of Communication Sciences and Disorders have interim department heads. If the merger is approved, the more senior of the two will become interim head of the merged department.
A national search for a department head would be conducted the following academic year. The proposed administrative assistant position to be eliminated has been filled by an individual who recently retired. If the request to merge the departments is approved, that position will be eliminated.

Renaming the College of Education and Human Development

The Department of Counseling and Human Development is currently housed within the College of Education and Human Development. If the request to merge that department with the current Department of Communication Sciences and Disorders is approved, the new Department of Health and Human Sciences will be housed within the College of Nursing and Health Sciences, which is where the Department of Communication Sciences and Disorders currently resides. This would leave the currently named College of Education and Human Development with two departments, the Department of Educational Leadership and Technology and the Department of Teaching and Learning. All of the programs within those departments offer degree programs designed to educate students solely for roles as K-12 teachers or administrators. Thus, we think the proposed name of the College of Education would better reflect the programs in the college.

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)

   _____ A. Academic Program (If A, complete all remaining sections)
   ___ X  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.)

4. Title and CIP Code

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

6. Semester/year at which reporting of degrees shall cease

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:

   Request to merge Department of Counseling and Human Development with Department of Communication Sciences and Disorders to form new Department of Health and Human Sciences

   As part of Southeastern’s overall cost reduction plan for managing ongoing budget shortfalls of recent years, several units have been merged in an effort to save on administrative costs. The current request to merge two additional academic departments is part of that plan. In particular, we request the merger of the Department of Counseling and Human Development with the Department of Communication Sciences and Disorders to create a single Department of Health and Human Sciences. This would result in the elimination of one department head position, with an approximate annual savings of $136,990, and one administrative assistant, with an approximate annual savings of $39,393, for a total annual savings of approximately $176,293.

   The new Department of Health and Human Sciences would also include the baccalaureate degree program in Health Studies – Clinical Option in Radiologic Technology, which is currently housed in the Department of Kinesiology and Health Studies. This inclusion has no budgetary impact.
The new Department of Health and Human Sciences would contain 27 full-time faculty (19 from the former Department of Counseling and Human Development and 8 from the former Department of Communication Sciences and Disorders), approximately 12 part-time faculty each year, and approximately 808 majors in its baccalaureate degree programs in Communication Science Disorders, Family and Consumer Sciences, Health Studies – Clinical Option in Radiologic Technology, and Social Work and its master’s degree programs in Communication Science Disorders and Counselor Education.

The degree programs to be housed in the new department focus on the application of scientific findings to human health and family-related issues. The housing of these programs within one department is expected to facilitate the development of collaborative interdisciplinary approaches that would allow students to gain knowledge and experiences that would help them to better meet the challenges of promoting healthy communities. The potential interdisciplinary collaborations could enhance the effectiveness of the health professions workforce, expand community outreach, lead to interdisciplinary research projects to inform evidence-based practice, and lead to the application of new interventions for addressing the challenging health and human issues in our region.

* 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
tbourg@selu.edu
985-549-2316
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 23, 2012

Item E.8. University of New Orleans’ request for approval to award an Honorary Doctor of Business Administration to Henry Bernstein at the Fall Commencement Exercises.

EXECUTIVE SUMMARY

University of New Orleans wishes to recognize the contributions of Henry Bernstein by awarding him an Honorary Doctor of Business Administration at the Fall Commencement Exercises.

Mr. Bernstein, a graduate of New York University (Master of Laws) and Tulane University (Juris Doctor), began his career as a tax attorney, specializing in issues relating to private foundations, and gift and estate tax issues and representing various New Orleans and New York financial institutions in connection with extended credit facilities to local businesses. Mr. Bernstein currently serves as Director of York/Orleans Foundation, a family foundation which supports cultural organizations in the City of New Orleans as well as assists students and faculty at the University of New Orleans.

Mr. Bernstein has dedicated 22 years to the teaching profession. As an adjunct professor in the Department of Management, he has dedicated numerous hours outside the classroom to provide additional help to students. Additionally, he has served on the Board of Directors of the University of New Orleans Foundation.

Mr. Bernstein’s financial contributions have made a tremendous impact on education at the University. He has helped to fund UNO’s O’Brien Faculty Fund which provides assistance to faculty members for research and other endeavors. He has also funded an African Studies Professorship which has helped to enhance diversity and the field of African Studies at UNO. Recently, Mr. Bernstein fully funded, in the amount of one million dollars, the Annette Weinberg Bernstein Chair in University Management in the Management Department of the College of Business Administration. Altogether, Mr. Bernstein has contributed well over one and one-half million dollars to support the University of New Orleans.

Mr. Bernstein’s exemplary dedication to UNO students, the Department of Management, the College of Business Administration, and the University as a whole are deserving of recognition through conferral of an Honorary Doctor of Business Administration.
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 Business Administration to Henry Bernstein at the Fall Commencement Exercises.
September 17, 2012

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

Dear Dr. Layzell:

I am requesting your approval to award an Honorary Doctor of Business Administration degree, Honoris Causa, to Mr. Henry Bernstein at the University of New Orleans commencement ceremonies to be held on Saturday, December 15, 2012. Mr. Bernstein has been approved for the award by our college of Business Administration Honorary Degree Committee. Documents from Interim Dean John A. Williams related to this recommendation are attached.

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

Sincerely,

[Signature]

Peter J. Fos
President

Attachments
September 5, 2012

Dear President Fos:

I write to request your support in awarding Mr. Henry Bernstein an Honorary Doctorate of Business Administration degree at the University of New Orleans commencement ceremonies to be held in fall semester, 2012. Mr. Bernstein received the Juris Doctor from Tulane University and the Master of Laws (in Taxation) from New York University.

Mr. Bernstein has dedicated 22 years to the teaching profession. As an adjunct professor in the Department of Management, he has dedicated numerous hours outside the classroom to provide additional help to students. He has also served on the Board of Directors of the University of New Orleans Foundation.

Mr. Bernstein’s financial contributions have made a tremendous impact on education at the University of New Orleans. He helped fund the O’Brien Faculty Fund at the University of New Orleans to provide assistance to faculty members for research and other endeavors. His funding for an African Studies Professorship was part of a larger contribution to diversity and African Studies at UNO. Recently, Mr. Bernstein fully funded, for $1 million, the Annette Weinberg Bernstein Chair in University Management at the University of New Orleans in the Management Department of the College of Business Administration. In all, Mr. Bernstein has funded well over one and one-half million dollars to support the University of New Orleans.

Mr. Bernstein’s dedication to students, the Department of Management, the College of Business Administration, and the University is to be truly admired. It is with great pleasure that I request your support to bestow the Honorary Doctorate to Mr. Bernstein. He is truly worthy of your recommendation. Please find attached Mr. Bernstein’s resume.

Sincerely,

[Signature]

John A. Williams, Ph.D.
Interim Dean
To: Dr. John Williams, Dean  
College of Business Administration

From: Dr. Olof Lundberg, Chair  
Department of Management

Date: September 5, 2012

Subject: Honorary Doctorate for Henry Bernstein

Please recommend Henry Bernstein for an honorary Doctor of Management degree. This request has the unanimous support of the Department of Management faculty.

Henry Bernstein is sincerely appreciated by both past and current members of the Department of Management faculty. For the past 22 years, Henry has been as fine a colleague as any of us could want. Henry’s substantial financial contributions to both the Department and the University have not overshadowed his personal contributions. Henry has always been available to help his colleagues and his students in any way that he could. The friendships that Henry has established in the Department of Management will last forever.

The members of the Department of Management faculty want to formally recognize Henry’s commitment and dedication to both our Department and to UNO with an honorary Doctor of Management degree. Thank you for your help and support.
RESOLUTION

Henry Bernstein has, over the past 22 years, generously supported the University of New Orleans with contributions of his time, contributions of his efforts and financial contributions.

Henry Bernstein has served as an adjunct faculty member in the Department of Management for the past 22 years, teaching two sections of Business Law each semester. Completion of Business Law is a requirement for taking the CPA exam. Henry worked closely with the Department of Accounting to make his Business Law course an appropriate preparation for the CPA exam, the high passage rate of University of New Orleans students on the CPA exam indicating the success of his efforts. Henry has demonstrated dedication to the teaching profession, providing not only excellent classroom instruction but also spending countless hours outside of class assisting students who needed additional help.

Henry Bernstein has been a major financial contributor to the University of New Orleans. Henry funded the Annette Weinberg Bernstein Chair at the University of New Orleans. Henry funded the Africana Studies Professorship as part of a larger contribution to diversity and Africana Studies at the University of New Orleans. Henry established the Twenty-First Century Endowed Scholarship Fund. Henry helped fund the O’Brien Faculty Fund at the University of New Orleans to provide assistance to faculty members for research and other endeavors. Henry Bernstein also served as one of the first members of the Board of Directors of the University of New Orleans Foundation.

Henry Bernstein, as part of what he has contributed to support the University of New Orleans over the years, has provided financial support to the Department of Management in addition to his years of teaching gratis in the Department. Henry Bernstein’s financial contributions have helped make the Department of Management what it is today.

Henry Bernstein, for the past 22 years, has demonstrated the highest levels of dedication, character, integrity and collegiality. Because Henry Bernstein has been as fine a representative of the Department of Management as we could possibly have, the faculty of the Department of Management at the University of New Orleans unanimously recommends to the University of Louisiana Board of Supervisors that Henry Bernstein be awarded the degree of Doctor of Management, Honoris Causa.
HENRY BERNSTEIN
April 23, 2012

Employment History:

    Adjunct Professor, University of New Orleans 1990 – present
      (Instructor of Business Law, and Introduction to Business Law,
       in Department of Management)

    Attorney, Milling, Benson, Woodward (partner) 1973 -1990

      As an attorney, I began my career as a tax attorney, specializing
      in issues relating to private foundations, and gift and estate tax issues.
      Subsequently, the bulk of my practice was spent on corporate finance
      matters, and I represented various New Orleans and New York financial
      institutions in connection with extending credit facilities to local businesses.

    Law Clerk, Judge R. Blake West,
    United States District Court, 1971 – 1972

Educational Background:

    New York University, Master of Laws (in Taxation) 1973

    Tulane University, Juris Doctor 1971
      Member, Moot Court (Voted Outstanding Moot Court Judge,
      1971)
      President, Senior Class

Current Professional Associations:

    President, York/Orleans Foundation (a Louisiana private foundation)

      As president of this family foundation, I have directed
      qualifying distributions to various local cultural organizations in the City.
      However, the main emphasis of this foundation has been to assist students
      and faculty at the University of New Orleans.
Member (currently inactive), Louisiana Bar Association

While in active practice, I was a Board Certified Tax Specialist of the Louisiana Bar Association, and also served as President of the Corporate Section of the Bar Association.

Prior Board Associations:

New Orleans Speech and Hearing Center (Director and President)
I was on the board of directors from 1981 through 1989 – and served as president in 1989.

The New Orleans Speech and Hearing Center is a United Way agency dedicated to providing audiology and hearing services to the community at large, with particular emphasis on those individuals not able to afford care themselves.

University of New Orleans Foundation (Director – 1987-1989)

I served as one of the first members of the Board of Directors of the UNO Foundation, which was formed to assist the University of New Orleans in providing additional funding for various UNO needs which were not provided from public financing.

Affiliation with the University of New Orleans:

Since 1990, I have been actively involved with UNO individually, financially, and in my capacity as director of the York/Orleans Foundation.

(a) I have taught Business Law (as well as the Introduction to Business Law) in the Department of Management. This course has been required of those students sitting for the CPA exam.

(b) I have worked to enhance faculty positions with UNO. In that regard, I have arranged for the endowment of a Chair in the Department of Management, as well as the establishment of a professorship in Africana Studies.

(c) I have worked to establish scholarship positions for students with UNO. In that regard, in addition to contributions made to the Alumni General Scholarship Fund, I also arranged for several
specific scholarship grants, and recently endowed the Twenty-First Century Scholarship Fund. This fund, which is an endowed fund with the University of New Orleans Foundation, has been set up with the goals of (i) assisting students needing financial assistance in order to attend college at UNO, and (b) establishing a general fund whereby recipients of the scholarship awards will be encouraged to contribute funds back to that Twenty-First Century Scholarship Fund – at a later time in their lives, when they are more financially secure – to enable future UNO students to have similar assistance in pursuing their students.

(d) I have assisted with financing various faculty projects, most notably through the O’Brien Faculty Fund.

(e) I served on the Board of the University of New Orleans Foundation, as discussed above.

Other Volunteer Work:

Operation Mainstream (1990-1995)

I was a participant in the Operation Mainstream program, operated by the New Orleans YMCA. This is a literacy program, and work consisted of helping young adults with their reading skills.

Vieux Carre Commission (2005-2006)

In the aftermath of Hurricane Katrina, the staff of the Vieux Carre Commission was reduced to only two full time staff members. I became one of several volunteers who assisted in keeping the Commission (dedicated to preserving the architectural integrity of the French Quarter) operational by performing various duties previously performed by laid off clerical staff.

EXECUTIVE SUMMARY

In preparation for reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS), University of New Orleans is requesting approval of its revised institutional statement of Role, Scope and Mission. As stipulated in the COC/SACS Principles of Accreditation, the University’s mission statement must be approved by its governing board.

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’ revised statements of its Role, Scope, and Mission.
October 9, 2012

Dr. Randy Moffett
President
University of Louisiana System
1201 North Third St., Suite 7-300
Baton Rouge, LA  70802

Dear Dr. Moffett,

On behalf of the University of New Orleans, I would like to request that the following item be placed on the agenda for the October University of Louisiana System Board Meeting:

Approval of the UNO Role, Scope and Mission

Thank you for your consideration of this request.

Sincerely,

[Signature]

Peter J. Fos
President
University of New Orleans
The University of New Orleans
Role, Scope, and Mission

The University of New Orleans, a selective-admissions university, is a comprehensive urban research university committed to providing a quality education to undergraduate and graduate students in a variety of humanities, arts, sciences, and professional programs. As an urban research university, the university is committed to conducting research and service in these fields. The University of New Orleans serves students from throughout the Greater New Orleans area and state, as well as those from the nation and the world. The University of New Orleans serves both public and private business as well as civic and cultural organizations by providing a broad range of academic and cultural activities and service learning experiences. The University of New Orleans is, indeed, a community asset. Through its expanding research programs, the University of New Orleans continues to provide valuable opportunities in the pursuit of new knowledge.

The University of New Orleans provides an array of programs and services, including baccalaureate, master’s and doctoral programs in urban studies, communications, education, engineering, business healthcare management, hospitality management, integrative biology, chemistry, psychology, political science, and financial economics. The University of New Orleans also offers services to meet statewide economic development needs and workforce development initiatives.
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 23, 2012

Item E.10. University of Louisiana System’s request, on behalf of its nine institutions, for approval of a Memorandum of Understanding (MOU) among the nine institutions for the operation of the collaborative B.A. in Organizational Leadership Online Consortium Program.

EXECUTIVE SUMMARY

University of Louisiana System requests permission, on behalf of its nine institutions, to enter into a Memorandum of Understanding among the nine institutions for the operation of the collaborative B.A. in Organizational Leadership Online Consortium Program. The Bachelor of Arts in Organizational Leadership is an 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. Although all nine universities would offer a B.A. in Organizational Leadership, each having a unique academic concentration that would provide adults with a suite of relevant workplace-related alternatives from which to choose and specialize.

The proposed agreement requires the UL System’s nine institutions to belong to a Consortium that would be governed by an appointed Leadership Committee. The Leadership Committee will be responsible for setting policies and procedures related to the Consortium and Program. Consortium institutions will admit qualified students and implement academic polices as outlined by the Leadership Committee. Each university in the consortium will appoint a program coordinator and will be able to appoint two representatives to the Leadership Committee each year.

The proposed agreement will be reviewed and evaluated annually at the first year of implementation.

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 System’s request, on behalf of its nine institutions, for approval of a Memorandum of Understanding (MOU) among the nine institutions for the operation of the collaborative B.A. in Organizational Leadership Online Consortium Program.
MEMORANDUM OF UNDERSTANDING

among

the Nine University of Louisiana System Institutions:
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

for the Operation of the

Bachelor of Arts in Organizational Leadership Online Consortium Program

Since it is incumbent upon the institutions of higher learning in the State of Louisiana to serve their students in an efficient manner, and

Since budgets for institutions of higher education are limited, and innovative methods must be found to effect economies without affecting quality, and

Since the University of Louisiana System institutions have as their missions to provide service to students in this state, and

Since distance learning and collaborative efforts can increase accessibility of unique degree programs to Louisiana residents, therefore,

The nine University of Louisiana System (ULS) institutions – 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 – do hereby enter into this Memorandum of Understanding (MOU) for the establishment of the ULS BA-Organizational Leadership Consortium and operation of the ULS BA-Organizational Leadership Online Program.

I. Definitions

When used in this Memorandum of Understanding, the following terms shall be understood to have the meanings described below.

a. Consortium: The University of Louisiana System BA-Organizational Leadership Consortium as established in this MOU.

b. MOU: This Memorandum of Understanding, together with any amendments, addenda, or governing policies that have been approved pursuant to the procedures described herein.

c. Consortium Institution: An Institution of the University of Louisiana System that
enters into the Consortium pursuant to the procedures described herein.

d. Home Institution: As to any student participating in the Program, the institution which offers the student's declared focus area is the Home Institution.

e. Leadership Committee: The Consortium will be governed by a committee comprised of two representatives selected by each institution's Vice President for Academic Affairs (VPAA) and chaired by a VPAA from one of the Consortium Institutions. The VPAs from the Consortium Institutions will chair the Leadership Committee on a rotating basis, with the appointment to be determined by the ULS Council of Academic Affairs. Additional members may be added to the Leadership Committee on an as needed basis.

f. Program: The ULS Bachelor of Arts in Organizational Leadership program offered fully online by the Consortium.

g. ULS: University of Louisiana System.

II. The ULS BA-Organizational Leadership Consortium.

a. Composition of the Consortium. The Consortium shall consist of Consortium Institutions. As of the date of this MOU, the Consortium Institutions are 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, and University of New Orleans.

b. Oversight of the Consortium. The Consortium will be governed by the Leadership Committee. This body will set policies and procedures related to the Consortium and Program, which may include, but are not limited to, items such as the adoption of a common learning management system, common application, and common registration system; marketing of the Program; establishment of additional focus areas; and curricular requirements, modifications, and assessment of the Program.

c. Additional Consortium Institutions. Additional Institutions may be added to the Consortium upon the recommendation of the Leadership Committee and the written approval of the president of each Consortium Institution. New Consortium Institutions, if admitted, shall be required to sign an addendum to this MOU accepting the terms hereof and shall enter the Consortium at the beginning of the next academic year after approval.

d. Withdrawal of Consortium Institutions. Any Consortium Institution may withdraw from the Consortium upon written notification to the Leadership Committee from that Consortium Institution's president. The Consortium Institution must give at least 12 month's notice of withdrawal.

e. Removal of Consortium Institutions. Any Consortium Institution that fails to conform to the policies established by the Leadership Committee will be notified in writing by the Vice President for Academic and Student Affairs of the University of Louisiana System and given adequate time and opportunity to return to compliance. If that does not happen, the Consortium Institution will be removed from the Consortium. In such cases, an addendum to this MOU will reflect this change in the
III. Operation of the Program.

a. Admissions. Each of the Consortium Institutions may admit qualified students into the Program. Students must meet agreed upon age and prior credit requirements, and the home institution’s transfer and/or re-entry requirements.

b. Academic Policies. Each student in the Program shall abide by the pertinent academic rules, policies, and procedures of his or her Home Institution. Grade appeals, disciplinary matters, and other policy issues shall be handled through the students’ Home Institution. As needed, other policies regarding academic matters will be developed by the Leadership Committee.

c. Finances. Program tuition and fees shall be set by approval of the University of Louisiana System. Each Home Institution will bill and collect tuition and fees from its enrolled students, as well as award financial aid and process billing and enrollment certification for Veterans Affairs educational benefits. As needed, policies regarding fiscal matters will be developed by the Leadership Committee.

Consortium members will agree to a program price and to a revenue share plan for each program offered through this arrangement. Details of the program price(s) will be included as addenda to this Memorandum of Understanding as agreed upon by member institutions.

d. Faculty. All courses applicable to the Organizational Leadership program must be taught by SACS-credentialed faculty. As the common core courses are offered collaboratively, credentials of faculty teaching common core courses must be on file with each Consortium Institution.

e. Program Coordinator. Each Consortium Institution will appoint a University representative to serve as program coordinator and will identify program academic advisors. The contact information for the program coordinator and academic advising must be provided for posting on the BA-Organizational Leadership website.

f. Delivery of Core Courses. All common collaborative core courses will be delivered online, in an accelerated format. The course rotation schedule and the term calendars will be approved by the Leadership Committee, and all institutions must adhere to that schedule. The remaining 30 hours for the program will be delivered online by the home institutions, and most will be offered in an accelerated format.

g. Common Collaborative Core Courses. Each Consortium Institution will be responsible for developing and offering one or more of the core courses (30 hours) in organizational leadership, at an agreed-upon frequency. All common core courses will be offered fully online, in an accelerated format, and through a common learning management system. Common core courses will have numbers specific to the degree that will be utilized in a uniform manner throughout all participating institutions. All common core courses must be added to each Consortium Institution’s academic catalog, and all Consortium Institutions will award credit for common core courses taught by other Consortium Institutions.
h. Concentration Area and Elective Courses. Each Consortium Institution will identify, in conjunction with the Organizational Leadership Group, a concentration of 18-21 hours, which will include one capstone course in which students will synthesize and apply the learning outcomes, skills, and knowledge acquired through the program. Additionally, each Consortium Institution will identify, in conjunction with the Organizational Leadership Group, 9-12 hours of electives that will further the learning objectives of the collaborative core. The BA-Organizational Leadership curriculum for each Home Institution must adhere to that institution's policies for curriculum development.

i. Awarding of Degrees. All institutions must be approved by the Louisiana Board of Regents to award the Bachelor of Arts in Organizational Leadership degree. A student's Home Institution is the degree-awarding institution.

This agreement is to be reviewed and evaluated annually after the first year of implementation.

APPROVED:

Dr. Frank G. Pogue Date
President
Grambling State University

Dr. Daniel D. Reneau Date
President
Louisiana Tech University

Dr. Philip C. Williams Date
President
McNeese State University

Dr. Stephen T. Hulbert Date
President
Nicholls State University

Dr. Randall Webb Date
President
Northwestern State University

Dr. John Crain Date
President
Southeastern Louisiana University

Dr. E. Joseph Savoie Date
President
University of Louisiana at Lafayette

Dr. Nick J. Bruno Date
President
University of Louisiana at Monroe

Dr. Peter J. Fos Date
President
University of New Orleans

Dr. Tom Layzell Date
Interim President
University of Louisiana System