BOARD OF SUPERVISORS
FOR THE UNIVERSITY OF LOUISIANA SYSTEM
NOTICE OF MEETING AND AGENDA
9:30 a.m., Friday, December 6, 2013**
Room 100, “Louisiana Purchase Room”
Claiborne Conference Center
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Approval of October 22, 2013 Board Meeting Minutes

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Grambling State University’s request for approval of a proposed Reorganization in Academic Affairs.

2. McNeese State University’s request to change the name of the Bachelor of Science in Clinical Laboratory Science to the Bachelor of Science in Medical Laboratory Science effective Summer 2014.


4. Southeastern Louisiana University’s request for approval to terminate the Bachelor of Science degree program in Radiologic Sciences.

** Executive Session, pursuant to R.S. 42:6.1, may be required.
Persons wishing to make public comment on any item on the agenda should complete a Public Comment Card and register with the Assistant to the Board.
5. University of Louisiana at Monroe’s request for approval of a Letter of Intent for a Bachelor of Arts degree program in Dance.

6. University of Louisiana at Monroe’s request for approval to take actions with regard to the University’s Reorganization.


8. Other Business

F. REPORT OF JOINT ATHLETIC AND AUDIT COMMITTEE

1. Southeastern Louisiana University’s request for approval of a contract with Mr. Ron Roberts, Head Football Coach, effective December 1, 2013.

2. University of Louisiana System’s report of significant athletic activities for the period of October 7 to November 17, 2013.


4. Other Business

G. REPORT OF JOINT FACILITIES PLANNING AND FINANCE COMMITTEE

1. Louisiana Tech University’s request for approval of the forms and authorizing the execution of an agreement to lease with option to purchase and a ground and buildings lease agreement in connection with the lease and leaseback of portions of the campus of the University to Innovative Student Facilities, Inc. and the renovation, development, and construction of certain athletic and related facilities thereon; authorizing the issuance of bonds for said facilities; approving the execution of any and all documents and certificates in connection therewith; and providing for other matters in connection therewith.

2. Nicholls State University’s request for approval to name the auditorium in Powell Hall the “Ridley J. Gros Auditorium.”

3. University of Louisiana at Monroe’s request for approval to accept the donation of property located at 704 North McGuire from the University of Louisiana at Monroe Foundation.

4. University of Louisiana at Monroe’s request for approval to enter into a lease agreement with Affinity Health Group, LLC for operation of ULM’s Student Health Center.
5. **University of New Orleans’** request for approval to eliminate a student fee of $6.00 per semester.

6. **University of Louisiana System’s** discussion of Fiscal Year 2013-14 first quarter financial reports and ongoing assurances.

7. Other Business

**H. SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. Other Business

**I. BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Report of Nominating Committee for 2014 Board Officers

3. **University of Louisiana System’s** Resolution regarding Consent Agenda Guidelines.

4. **University of Louisiana System’s** proposal to revise *Bylaws, Section IV. Committees, B. Standing Committees.*

5. **University of Louisiana System’s** proposal to revise *Board Rules, Chapter V. Intercollegiate Athletics.*

6. Other Business

**J. Other Business**

**K. Adjournment**
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2013

Item E.1. Grambling State University’s request for approval of a Reorganization in Academic Affairs.

EXECUTIVE SUMMARY

Grambling State University is requesting approval of proposed changes to the organizational structure of the Academic Affairs unit. During the 2012-2013 academic year, a committee was convened to study the academic structure of the Division of Academic Affairs and has recommended these proposed changes. The committee looked at consolidating colleges and moving units to more appropriate areas that would result in increased efficiencies along with cost-saving measures.

The University proposes to move the Center for Academic Assessment from Academic Affairs and relocate the Center to the Office of Planning and Institutional Research. Additionally, the University proposes to consolidate the College of Professional Studies and the School of Graduate Studies and Research to create the College of Professional and Graduate Studies. The College of Professional and Graduate Studies will consist of Nursing, Social Work, Mass Communication and Criminal Justice and offer undergraduate and graduate programs. The research component of the former School of Graduate Studies and Research will be absorbed by the Office of Sponsored Programs.

The consolidation will result in the elimination of one dean position. The proposed reorganization will result in a financial savings of $108,000. The change would not impact other University entities.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University’s request for approval of a Reorganization in Academic Affairs.
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF PROPOSED REORGANIZATION IN ACADEMIC AFFAIRS

Grambling State University (GSU) is requesting approval of proposed changes to the organizational structure of the Academic Affairs unit. These changes will result in financial savings to the university in the amount of $108,000.

During the 2012-2013 academic year, a committee was convened to study the academic structure of the Division of Academic Affairs and make recommendations that would support this unit being more efficient. The committee looked at consolidating colleges and moving units to more appropriate areas. As a result of this study, dialogue with the committee and discussions held during the 2013 Summer Planning Retreat, the following changes are requested for the Academic Affairs unit.

- The Center for Academic Assessment is being moved from Academic Affairs and relocated to the Office of Planning and Institutional Research.

- The College of Professional Studies and the School of Graduate Studies and Research are being eliminated. The College of Professional Studies houses Nursing, Social Work, Mass Communication and Criminal Justice. Each of these departments has both undergraduate and graduate programs.

We are requesting approval to consolidate the School of Graduate Studies and Research with the College of Professional Studies to create the College of Professional and Graduate Studies. This consolidation will eliminate one dean position and result in savings of $108,000 plus fringe benefits.

- The Research component of the former School of Graduate Studies and Research will be absorbed by the Office of Sponsored Programs.

Thank you for your consideration of this request.

Sincerely,

Frank G. Pogue, Ph.D.
President

FGP:jj
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 6, 2013

Item E.2.  McNeese State University’s request to change the name of the Bachelor of Science in Clinical Laboratory Science to the Bachelor of Science in Medical Laboratory Science effective Summer 2014.

EXECUTIVE SUMMARY

McNeese State University requests to change the name of the Bachelor of Science in Clinical Laboratory Science to the Bachelor of Science in Medical Laboratory Science. The curriculum for the degree program will remain as is. As well, there are no departmental changes that will occur as a result of the name change.

The University was notified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) that the Bachelor of Science in Clinical Laboratory Science program achieved the highest level of accreditation. NAACLS information indicates clinical laboratory scientists are now referred to as Medical Laboratory Scientists (MLS) as a result of the merger of certification agencies for medical laboratory professionals. Thus, the proposed name change would be appropriate in consideration of the notification from NAACLS.

If approved, the name change would be implemented Summer 2014.

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 change the name of the Bachelor of Science in Clinical Laboratory Science to the Bachelor of Science in Medical Laboratory Science effective Summer 2014.
November 1, 2013

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

Dear Dr. Woodley:

Enclosed are (5) copies of McNeese State University’s request for approval to change the name of the McNeese “Bachelor of Science in Clinical Laboratory Science” (CIP511005) to “Bachelor of Science in Medical Laboratory Science” effective with the 2014 summer session.

Please place this item on the ULS Board of Supervisors’ agenda for consideration and approval at the December 6, 2013 meeting.

Thank you for your attention in this matter.

Sincerely,

Philip C. Williams
President

Enclosures
October 30, 2013

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

Re: Program Title Change for the McNeese Bachelor of Science in Clinical Laboratory Science

Dear Dr. Woodley:

In accordance with the attached memorandum to me from Dr. Jeanne Daboval, I hereby request permission to change the name of the McNeese “Bachelor of Science in Clinical Laboratory Science” (CIP 511005) to “Bachelor of Science in Medical Laboratory Science” effective with the 2014 summer session. This change would align the nomenclature of the McNeese curriculum with that used by other nationally accredited institutions. As noted in Dr. Daboval’s memorandum, this would be a name change only and the CIP code and curriculum would remain the same.

Thank you for your consideration.

Sincerely,

Philip C. Williams
President
MEMORANDUM

TO: Dr. Phillip C. Williams, President
FROM: Jeanne Daboval, Provost/Vice President Academic and Student Affairs
DATE: October 29, 2013
SUBJECT: Program Title Change for the Bachelor of Science in Clinical Laboratory Science (CIP 511005)

McNeese State University was notified on October 4, 2013 by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) that the BS in Clinical Laboratory Science program achieved the highest level of accreditation. NAACLS information indicates clinical laboratory scientists are now referred to as Medical Laboratory Scientists (MLS) as a result of the merger of certification agencies for medical laboratory professionals. Therefore, I request the name of the Bachelor of Science in Clinical Laboratory Science (CIP 511005) be changed to Bachelor of Science in Medical Laboratory Science effective with the 2014 summer session. The CIP code and curriculum remain the same.

Thank you for your consideration.

Attachment
October 4, 2013

Philip C. Williams, PhD, President
McNesse State University
4205 Ryan Street
Box 93300
Lake Charles, LA 70609

Dear President Williams:

Enclosed is the NAACLS Board of Directors' official accreditation award for your Medical Laboratory Scientist program from the September 19-20, 2013 meeting.

The Board of Directors' award is based on the continuing accreditation review process that included a site visit of your program during spring of 2013.

Accreditation for your program will continue until October 31, 2020. As a result, your program will commence renewal of accreditation with submission of the Self-Study Report by October 1, 2019 and the scheduling of a site visit during spring of 2020. We provide this information to assist you in your program's administrative and financial planning.

This letter and the accompanying award represent formal accreditation by NAACLS. The NAACLS Certificate of Accreditation will be forwarded to the Program Director.

Sincerely,

Gerald A. Phipps
President, NAACLS Board of Directors

cc: Jennifer Bushnell, MEd, MLS(ASCP), Program Director
George F. Mead, Jr., PhD, Dean, College of Science

Enclosure: NAACLS Board of Directors' Accreditation Award

5600 N. River Road, Suite 720 Rosemont, IL 60018
773.714.8880, 773.714.8886 (fax), info@naacls.org
www.naacls.org
NAACLs BOARD OF DIRECTORS' ACCREDITATION AWARD

The Medical Laboratory Scientist Program of McNeese State University in Lake Charles, Louisiana is awarded Continuing Accreditation for seven (7) years.

Jennifer Bushnell, MEd, MLS(ASCP) is recognized as the Program Director.

The following institutions are recognized as clinical affiliates of the program:

- Beauregard Memorial Hospital Laboratory
- Christus St. Patrick Hospital Laboratory
- Jennings American Legion Hospital Laboratory
- The Clinic, Imperial Calcasieu Medical Group Laboratory
- Medical Laboratory of SW Louisiana Pathology Laboratory
- West Calcasieu Cameron Hospital Laboratory
- W.O. Moss Regional Medical Center Laboratory
- Lake Charles Memorial Hospital Laboratory
- Rapides Regional Medical Center Laboratory
- DeRidder, LA
- Lake Charles, LA
- Jennings, LA
- Lake Charles, LA
- Lake Charles, LA
- Lake Charles, LA
- Sulphur, LA
- Lake Charles, LA
- Alexandria, LA

President, NAACLs Board of Directors

Chief Executive Officer, NAACLs

September 20, 2013
EXECUTIVE SUMMARY

Northwestern State University requests approval to establish a Postgraduate Certificate in Global Security and Intelligence. The proposed program will build upon the Master of Science Degree in Homeland Security and will provide an opportunity for those who want to further their education beyond what is currently available.

A significant, universal role of a homeland security executive or officer is to proactively design and assure emergency strategies, thorough responses, and maintain heightened awareness, via proactive, all-hazards protective planning, and prepared intervention. The Certificate is designed to provide an analysis and understanding of the emerging challenges of globalization and “new world order,” transnational security issues that present global implications, and informed theories regarding the causes and control of International and Domestic Terrorism. The certificate will include instruction on the current trends of terrorism, organizational leadership, philosophy of ethics, industrial-organizational psychology, multi-agency policy and governance, research methods and other related topics.

The Postgraduate Certificate in Global Security and Intelligence is a comprehensive program designed to enhance the education obtained at the graduate level. The proposed certification program is designed to build on the background achieved at the graduate level and capitalize on the work experience of the student. Courses of the proposed certificate involve the mandated development and mastering of analytical thinking, problem-solving, questions of rationality, and a broad understanding of challenging, fundamental and advanced, homeland security and program issues.

No postgraduate certificate or similar program has previously been offered at the University. As well, no universities in Louisiana offer a postgraduate certificate in Global Security and Intelligence. There is a growing need for a better-educated administrator or manager at the local, state, and federal level. Global terrorism in today’s society is a highly technical, complex field and requires supervisors and managers who are able to correctly interpret and apply laws as they relate to this profession.

Students will be admitted into the program based on Northwestern’s graduate school guidelines. An informal survey conducted by the University indicates considerable interest in the
program. The expected enrollment is approximately 15 students per year for the first five years. As well, eight students are expected to graduate in year two and 15 each year for the following 3 years.

Existing resources (facilities, faculty, and library holdings) will be used to support the proposed program. No additional funds will be needed to initiate or maintain the Postgraduate Certificate in Global Security and Intelligence.

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 for a Letter of Intent for a Postgraduate Certificate in Global Security and Intelligence.
November 5, 2013

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

Re: Letter of Intent: Post-Graduate Certificate in Global Security and Intelligence

Dear Dr. Woodley:

Northwestern State University is requesting this item be placed on the agenda for approval at the December 2013 Board Meeting:

Northwestern is seeking approval of the enclosed Letter of Intent: Post-Graduate Certificate in Global Security and Intelligence

Thank you for your consideration of this request.

Sincerely,

[Signature]

Randall J. Webb
President

RJW/pc

Enclosure
PART I
PROGRAM DESCRIPTION

1. Include the Title and CIP Code of degree or certificate contemplated.

Title: Post Graduate Certificate in Global Security and Intelligence (GSI)
CIP Code: 43.9999

2. Briefly describe the nature and objectives of the projected program.

The United States discovered an unprecedented fact on September 11th, 2001. Our nation now joins almost all other countries in being highly vulnerable to attacks involving terror and mass murder. Virtually all of our government officials, educators, military leaders, risk managers, and homeland security executives strongly believe and will confirm that the urgent need to be trained and prepared in Homeland Security and related, proactive, preventive measures are here to stay. And, it is not just terrorist threats that demand our immediate attention and response for the protection of people and property of the United States. Hurricane Katrina also provided slap-in-the-face impetus and understanding that in addition to protection from terrorism, and broad evaluation of border security, we must also focus our efforts on infrastructure, transportation, and very real related threats. It is the nature and objective of the proposed Post Graduate Certificate in Global Security and Intelligence (GSI), to build upon the Master of Science Degree in Homeland Security currently offered at Northwestern State University and provide an opportunity for those who want to further their education beyond what is currently available. A significant, universal role of a homeland security executive or officer is to proactively design and assure emergency strategies, thorough responses, and maintain heightened awareness, via proactive, all-hazards protective planning, and prepared intervention operations.

September 11, 2001 is arguably one of the most momentous events of our times. As a result, there is a mandatory, national call for intelligence, security and law enforcement professionals to develop advanced management, problem-solving, and decision making skills to protect our country and safeguard the public and private sectors. Northwestern State University’s Department of Criminal Justice, History and Social Science’s Letter of Intent for the Post Graduate Certification in Global Security and Intelligence (GSI) in response to the very serious threats initiated by transnational organized crime and terrorist organizations. The strong need for university graduates to comprehend the new and unique demands, challenges, and complexities of advanced homeland security, international terrorism, and very real threats, cannot be overstated.

The Urgent Need for International and Advanced Homeland Security
We must never forget the lessons of history or we will definitely face the prospect of repeating it. In June 2007, New York’s John F. Kennedy International Airport was the intended target for another terrorist attack. Homeland Security investigators and several federal and local agencies interdicted a Muslim-terrorist cell catastrophically planning to blow-up a jet-fuel artery, that had been constructed through numerous neighborhoods, and would have murdered several thousand innocent people and families.

We recall the confusion, injuries and death that recently occurred at the Boston Marathon. Clearly, the anticipatory anxiety levels for further attacks remain high as a result of this potentially overwhelming incident.

Of course, we can never forget what happened on September 11, 2001. But long before that, America-hating terrorists declared war on our nation: As Secretary Condoleezza Rice described to the 9/11 Commission, the rise of al-Qaeda and the bombing of the World Trade Center in 1993; the attacks on American assets and installations in Saudi Arabia in 1995 and 1996; the East Africa Embassy bombings in 1998; the attack on the U.S. Cole in 2000; the attack on the Marine barracks in Lebanon in 1983; the hijacking of the Achille Lauro in 1985, to name a few. Clearly, such atrocities were well-planned, systematic campaigns to murder innocent Americans and spread chaos and devastation. The urgent, necessary response lies in sustained strength, proactive defense, and planned strategies involving the development, improvement, and implementation of decisive, state-of-the-art educational programs in homeland security, and on an International, National, and Advanced level.

The Northwestern State University’s Post Graduate Certificate in Global Security and Intelligence (GSI) is designed to provide an analysis and understanding of the emerging challenges of globalization and our “new world order,” transnational security issues that present global implications, and informed theories regarding the causes and control of International and Domestic Terrorism. The certificate will include instruction on the current trends of terrorism, organizational leadership, philosophy of ethics, industrial-organizational psychology, multi-agency policy and governance, research methods and other related topics.

3. **Curriculum Outline**

Northwestern State University’s Post Graduate Certificate in Global Security and Intelligence (GSI) is a comprehensive program designed to enhance the education obtained at the Graduate level. The Certification program is designed to build on the background achieved at the graduate level and capitalize on the work experience of the student.
All classes involve the mandated development and mastering of analytical thinking, problem-solving, questions of rationality, and a broad understanding of challenging, fundamental and advanced, homeland security and program issues, ultimately applied to real world scenarios.

4. Academic Course Descriptions:

GSI 6000 Terrorism in the 21st Century
This course is designed to provide students with a comprehensive understanding of the problems created by modern terrorists and political violence. It will define terrorism as seen by stakeholders and will look at security issues from local, state, national and international security in response to various acts of terrorism.

GSI 6010 Organizational Leadership
This course presents a comprehensive and integrative approach to leadership and management. It is based upon a framework that analyzes leadership and management at three different levels: tactical, operational, and strategic leadership at the organizational level. The student will view various leadership applications and the design a leadership plan that will work for them.

GSI 6020 Philosophy of Ethics
This course begins with classic readings, and supplemented with contemporary readings in socio-technical systems from the global perspectives including; Eastern, Western, and indigenous approaches to appropriate technology. Students will identify moral dilemmas and choices in organizational life and professional careers. It also examines how one can build or contribute to the development of the good in organizational structures.

GSI 6030 Research Methods and Methodology
This course discusses and contrasts Qualitative and Quantitative Research. It addresses intervention research using socio-economic approach to management. Quantitative research is number driven while qualitative research is using socio-economic status, surveys, and case studies to understand and plan an action to a problem.

GSI 6040 Industrial-Organizational Psychology
This course identifies methods in which psychological theory and research have been applied to understand and enhance the effectiveness of leaders in an organizational environment. Students will study organizational effectiveness and psychological principals in organizational and interpersonal dynamics.

GSI 6050 Policy and Governance in Multi-agency Collaboration
The course identifies the formation and creation of policy’s used in a multi-agency organizations. The course uses an intentional interdisciplinary focuses (e.g. psychology, sociology, economics, and political science) to understand the complex nature of a developed and a developing society.
Time Line:

Courses are sequenced so that the program can be completed in approximately one year, depending on the efforts of the student. A typical Time Line is as follows:

Fall:
GSI 6000 Terrorism in the 21st Century (3 hours)
GSI 6010 Organizational Leadership (3 hours)

Spring:
GSI 6020 Philosophy of Ethics (3 hours)
GSI 6030 Research Methods and Methodology (3 hours)

Summer:
GSI 6040 Industrial-Organizational Psychology (3 hours)
GSI 6050 Policy and Governance in Multi-agency Collaboration (3 hours)

PART II

NEED:

Please indicate if the projected program, or a similar one, has been offered at the institution previously?

No post graduate certificate or similar program has previously been offered at Northwestern State University.

2. List similar programs offered at other institutions (public and private) in Louisiana. If so, are there possibilities for a cooperative program?

There are no universities in Louisiana that offer a post graduate certificate in Global Security and Intelligence.

Northwestern State University’s program is designed to provide an analysis and understanding of the emerging challenges of globalization and our “new world order. As outlined above, Northwestern State University’s Post Graduate Certificate in Global Security and Intelligence is unique and not duplicated at any other college or university in Louisiana or the surrounding states. Northwestern State University is eager to partner with other universities.

Discuss reasons for proposed program, such as manpower needs, impact on economic development, critical educational state and/or community needs, etc.

Global terrorism in today’s society is a highly technical, complex field and requires that the supervisor/manager be able to correctly interpret and apply the law of the land. In the litigious environment of today all actions of practitioners
are subject to criminal/civil sanctions. Without the requisite knowledge, today's executives are exposed more than ever to being personally liable for the errors/mistakes/omissions of those working for them. While agencies are being asked to do more with less, it only stands to reason that a thorough knowledge of the intricacies of the law will not only protect supervisors/managers, but will also protect their agencies from law suits and provide more effective, cost efficient services for the citizens they serve.

There is an enormous growing need for a better-educated administrator or manager at the local, state, and federal level and this certificate prepares students to better understand and work in the various areas of international and advanced homeland security.

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority, excellence in teaching in graduate and undergraduate programs.

The post graduate certificate in Global Security and Intelligence possesses the strategic vision that will assist NSU in promoting and engaging in high-quality scholarship in a post master’s-focused education. NSU’s Department of Criminal Justice, History, and Social Science is directed toward student development regarding both professional and personal aspirations. Our strategic plan is to provide students with cutting edge, observational and analytical disciplinary skills to become broadly and professionally trained international and advanced Homeland Security administrators, intelligence officers, enforcement special agents, and a large number of related positions. Graduates will be taking these skills back to their communities, in Louisiana and other areas of the country, securing an NSU goal of regional engagement. Regional internship emphasis will address issues related to longstanding problems throughout the state and beyond. Louisiana, related regional areas, and venues beyond, will benefit from the student’s theoretical and methodological skills involving outreach related to potential national and international, advanced homeland security matters.

Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region. The proposed post graduate Certificate in Global Security and Intelligence will enhance Northwestern State University’s mission, goals, and objectives.
PART III

STUDENTS

Estimate the number of enrollees and graduates for the projected program in each of the first five years by level of student. Include a justification for these figures.

During the first few years of the post graduate certification program we anticipate about 20 new students each year. This program will concentrate on recruiting high-quality students rather than a large quantity of students. Requirements for admission to the GSI post graduate certificate program, with be based on the following: Meeting the University Graduate School guidelines, acceptable grade point average, and letters of recommendation.

Northwestern State University conducted an informal survey among Northwestern State University Homeland Security graduate students and they indicated considerable interest in this program. It is likely that the demand for the post graduate certificate in Global Security and Intelligence will provide an opportunity for graduate students to increase their knowledge in the field of homeland security. Table 1 tabulates the expected enrollment and completion rate for the first five years of the program. These numbers are based on a maximum enrollment of 15 per year with 50% of each cohort graduating after one years.

Table 1

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PART IV

FACULTY

Northwestern State University has a faculty particularly well suited for the development of a post graduate certificate in Global Security and Intelligence. This experienced core will be augmented with additional faculty with terminal degrees who will team teach in the graduate program.

FULL-TIME FACULTY

Our expert faculty has really walked-the-walk, so to speak, in the continually evolving, emerging arena of the challenges of globalization, and the causes and control of international and domestic terrorism. Our professors have very strong experience and backgrounds in federal and state criminal investigations, military intelligence, international relations and national security policy, political theory, applications of constitutional law, special forces, covert operations, intelligence analysis, counter-terrorism, peace studies, executive leadership and much more.

Jack Atherton

Joined NSU in 2006
Present Rank: Assistant Professor
M.A. – Criminal Justice Administration – Oklahoma City University.
Contact Hours: 36 (2013)
Student Credit Hours: 405
Fields of Interest: Corrections, law enforcement administration, homeland security, media and law enforcement, criminal justice curricula, labor law and popular culture.

Mr. Atherton is a retired correctional administrator, and has served in adjunct faculty positions at seven colleges and universities, been awarded grants for the development of internet curricula, and served on curriculum advisory groups for three colleges and universities.

A 1978 graduate of the Texas State University, Mr. Atherton began his career with the Bureau of Prisons at the Federal Correctional Institution at El Reno, Oklahoma in 1980. While in Oklahoma, he earned his masters degree in Criminal Justice Administration at Oklahoma City University, with a concentration in Industrial Security Management. Mr. Atherton has worked at eight Federal Prison System locations, including executive administrative positions at the Federal Law Enforcement Training Center, a United States Penitentiary, the Federal Transfer Center, and two Federal Correctional Institutions. While at the Federal Law Enforcement Training Center at Glynco, Georgia, Mr. Atherton held positions as an instructor and Chief of Curriculum Development for the Bureau of Prisons.
Mr. Atherton has commanded multi-agency emergency responses, and served as a litigation resource to the United States Attorney’s Office, and is recognized as an expert witness in the Central District of Illinois. He served for 20 years as a spokesperson for the Department of Justice. In 2006, he spoke to the Illinois College Board at a symposium on Homeland and Campus Security.

Mr. Atherton has authored comprehensive correctional training curriculums and support materials, emergency response courses, and offender transportation programs. He directed the Bureau of Prisons “Use of Force” training initiative, developing the agency’s Use of Force Model.

** Gregory P. Granger  
Joined NSU in 1995  
Present Rank: Associate Professor  
Degrees: Ph.D., Political Science – University of New Orleans - Dissertation: *The Relevance of Regime Theory to Efforts at Nuclear Non-Proliferation: An Assessment*  
M.A., History – Northeast Louisiana University  
Contact Hours: 6 (2007)  
Student Credit Hours: 132  
Other Assignments: Director, School of Social Sciences  
**Fields of Interest:** United States Foreign Policy, International Relations.

Dr. Greg Granger received his M.A. in History from Northeast Louisiana University (now University of Louisiana at Monroe) in 1989, specializing in European diplomatic history and in 1996 he earned the Ph.D. in Political Science from the University of New Orleans, with a specialization in International Relations and subfields in American Political Institutions and Political Theory. Dr. Granger completed coursework in, *inter alia*, U.S. Foreign Policy, Peace and Conflict Resolution, and International Organizations. His doctoral dissertation, analyzed efforts to prevent nuclear weapons proliferation through the perspective of international regimes theory, and included chapters on the situations in North Korea and Iraq.

Dr. Granger has presented research papers at several professional conferences. As part of his doctoral program he delivered a paper analyzing the effectiveness of the International Atomic Energy Agency at the 1994 Graduate Student Interdisciplinary Symposium hosted by Northern Arizona University; the paper was awarded Best Graduate Student Paper. He has delivered papers at meetings of the Louisiana Political Science Association, the International Studies Association and the ISA’s International Security Studies Section, the Southwestern Social Science Association, and the Center for International Studies at Duke University. He presented papers on US-Russian-China relations regarding Central Asian international security organizations at Jackson State University’s Conference on Peace through Understanding and on US-Russian security dilemmas at Mississippi State University’s First Regional Conference on
International Security and Internal Safety. With the cooperation of colleagues, he hosted the second iteration of this meeting at NSU in spring of 2008. Dr. Granger is past Vice-President and past President of the Louisiana Political Science Association.

Dr. Granger worked to build the internationalist offerings within the Political Science program, for example offering U.S. Foreign Policy for the first time, and dividing the International Law and Organizations course into two separate courses. In 1999 he was named the first Clyde M. Bostick Professor of Social Sciences, using the professorship and an NSU CURIA grant to attend an International Faculty Development Seminar in Budapest, Hungary. Dr. Granger has served as the NSU Faculty Senate President, Social Science Coordinator; Acting Director of the Louisiana Scholars College, Acting Director of the School of Social Sciences and now serves as the director of the School of Social Sciences.

Dr. Granger has published numerous articles and had chapters included in books concerning United States Foreign Policy and International Relations.

**William Housel**
Joined NSU in 2003.
Present Rank: Assistant Professor
Degrees: Ph.D. – History, Political Science and Sociology – Maxwell School of Syracuse University - Dissertation: *The Organizational Behavior of Statewide Domestic Violence Coalitions in the Northeast*
M.A. – History, Political Science and Sociology – Maxwell School of Syracuse University
Contact Hours: 27 (2007)
Student Credit Hours: 720
**Fields of Interest:** Domestic Violence, Deviant Behavior, Race and Ethnicity

While in Graduate School, Dr. Housel was a member of the Program for the Analysis and Resolution of Conflicts, a study center focusing on better understanding conflicts and their resolutions.

Dr. Housel served seventeen years on active duty in the United States Army, working extensively with military intelligence, military police, and communications. His awards include the Army Commendation Medal, Joint Service Commendation Medal, Joint Service Achievement Medal, Joint Meritorious Unit Award, and National Defense Service Medal.

Dr. Housel has written articles on culture and popular culture, international relations, and race and ethnic relations. He has taught extensively in the social sciences including sociology, political science, history, psychology, and social
work. He is a certified mediator and has worked as a domestic violence offender counselor and a drug and alcohol rehabilitation counselor.

**Richard Hughbank**
M.S., Mental Health Counseling, Long Island University
M.A., Business and Organizational Security Management, Webster University
Graduate Certificate, Terrorism Studies, University of St. Andrews, Scotland
B.S., Criminal Justice, Abilene Christian University

**Certifications:**
Board Certified in School Crisis Response – National Center for Crisis Management
Board Certified in Emergency Crisis Response – National Center for Crisis Management
Board Certified in Emergency Traumatic Stress – National Center for Crisis Management
Certified in National Threat Assessment – American Board for Certification in Homeland Security
Certified Master Antiterrorism Specialist (CMAS) Anti Terrorism Accreditation Board

**Schools/Training:**
FBI Crisis/Hostage Negotiators Course
USA MP SRT Course
DOJ/FBI Post Blast Investigator’s Course
Antiterrorism Instructor Course (AT Lvl I) / Antiterrorism Commander’s Course (AT Lvl III)
US Army MP Captain’s Career Course
US Department of Agriculture Quarantine Enforcement Course
US Customs Senior Military Customs Inspector Course
US Army MP School Conventional Physical Security Course

**Fields of Interest:**
Homeland Security
Policy and Governance
Domestic/International Terrorism
Counterterrorism (CT)
Counterinsurgency Operations (COIN)
Middle Eastern Studies
Security Management

Major Richard Hughbank, US Army (retired) served over 21 years in the Military Police Corps, and is a combat veteran in the War on Terror and an accomplished writer in the fields of terrorism, security management, and homeland security. He has been teaching since 2001 and was assigned at the US Military Academy and US Air Force Academy where he taught ethics and military strategic
studies. Richard is currently a doctoral candidate in Homeland Security at Colorado Technical University.
As a military policeman, Richard worked as a patrolman, a corrections specialist in a Department of Defense corrections facility, and a member of a protective services detail and special reactions team. He is a graduate of the FBI Post Blast Investigator’s Course, FBI Crisis/Hostage Negotiators School, US Army Special Reactions Team Course, and US Army Conventional Security Course. Richard’s military operational deployments after 9/11 include a combat rotation to Kandahar, Afghanistan, with the 3rd Brigade, 101st Airborne Division (Air Assault), Task Force “RAKKASAN,” where he served as a Battalion Battle Captain for the theater Detainee Operations Facility and Liaison Officer to FBI, CIA, and Special Operations Command for detainee operations. His duties included the preparation and execution of operational orders in the capture, processing, detention, interrogations, and subsequent movement of over 550 al-Qaeda and Taliban terrorists in Afghanistan to Guantanamo Bay, Cuba; direct liaison between the US Army and other federal law enforcement agencies in a direct effort to find and capture Usama bin Laden. He contributed to the capturing of six members listed on the FBI’s “10 Most Wanted” list to include Johnny Walker Lindh (the American Taliban), Usama bin Laden’s personal driver, and several terrorists who placed Richard Reid (Shoe Bomber) in al-Qaeda training camps in Afghanistan prior to his failed attempt as a homicide bomber on American Airlines flight 63.
Upon his retirement, Richard returned to Afghanistan where he worked at the Counterinsurgency Training Center training US military, Coalition, and Afghan forces.
Richard’s books include:
  • “The Dynamics of Terror and the Creation of Homegrown Terrorists” – Tate Publishing Company (Summer 2010)
  • “Enemy Within: The Escalating Crises of Domestic Terrorism” – In Progress
  • “Modern Terrorism and the al-Qaeda Social Movement” – In Progress.

Don Stewart

Education

PhD Administration of Justice, University of Southern Mississippi
MPA Criminal Justice/Public Administration, Texas A&M, Corpus Christi
B.S. Criminal Justice, Southeast Missouri State University

Fields of Interest

Homeland Security
Administrative Law
Domestic Violence
Don Stewart began his law enforcement career in 1974. Starting as a patrol officer, his professional experiences include working as a crime scene investigator as well as serving as a team and lead investigator within the ranks of Internal Affairs. Through a unique combination of vision, post-secondary education, work experience, and task specific training, he eventually rose to become Police Chief of Cape Girardeau Police Department. As police chief and educator, he has lectured at local, state, and international conferences, where he has given conference practical insights on how to conduct thoughtful and thorough workplace and criminal investigations, community policing, the use of force, constructing and managing crime prevention programs, and homeland security. He has testified in court and has served as an instructor in the criminal justice in the community college system in Texas. Other experiences include, but are not limited to serving/leader role of Director of the Delmar College Regional Police Academy, chairing Department of Public Safety Programs, and being Dean of Academic Affairs at Blinn Community College. His formative years include working in the U.S. Maritime industry as a deckhand, shipmate, tankerman, and pilot on towboats. His pilot’s license covers western rivers and inland waterways. Additional work experience includes working the U.S. petroleum refinery industry as a tankerman and in maintenance. Dr. Stewart is passionate about helping others achieve life and career and professional development success.
PART V

LIBRARY AND OTHER SPECIAL RESOURCES

Briefly describe existing or anticipated library and informational resources to be available to support the projected program.

Northwestern State University’s library is constantly moving toward a virtual environment and has in place a number of features that enhance distance education (such as online and/or Internet) programs.

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

The library also subscribes to net Library, a collection of e-books. It holds approximately 1800 titles, many of which support a Global Security and Anti-Terrorism program.

In addition, the library utilizes the Illiad, an OCLC program for interlibrary loan requests. The turn-around time is minimal for in-state requests and 3-5 days for out-of-state requests.

Students can make interlibrary-loan requests electronically utilizing a form located on the library homepage.

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

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

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

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

**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.?**
The library is constantly expanding holdings, especially for items in electronic format accessible through the web.

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

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

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.

The library expended $3,380 in fiscal year 2011-2012 and $746 in 2012-2013 for purchase of monographs and multimedia materials in areas related to the Criminal Justice field.

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

This library support for the Master of Science Degree in Homeland Security coupled with the current available selections should be sufficient to support a post graduate certificate in Global Security and Intelligence.

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

None

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

Core library resources compare favorably with other institutions. Access to online full-text databases, government documents, and the prominence of the Louisiana Library Network places Northwestern State University in a very desirable comparative position.
PART VI

FACILITIES AND EQUIPMENT

Briefly describe existing or anticipated facilities and equipment to be available to support the projected program.

This program will be offered in the traditional classroom setting and by distance learning (Internet) and minimal additional facilities/equipment will be required. Sufficient classroom space exists to support the classes.

Rooms 333 and 429 in Kyser Hall will be utilized for the classroom training. We are unique in that each classroom has the latest in technology and can support all techniques of instruction. Northwestern State University is the State and regional leader in Distance Learning Education. The infrastructure currently in place is sufficient to support the Graduate Certificate in Global Security and Intelligence. Instructors will conduct their Internet courses from their offices in Keyser Hall.

Regarding equipment, the Department of Criminal Justice, History, and Social Sciences may be the leader in forensic technology. Currently, the Department of Criminal Justice has in excess of $100,000 of state-of-the-art/cutting-edge equipment, which relates directly to the certificate program.
PART VII
ADMINISTRATION

Briefly describe the administrative plan for the projected program.

The post graduate certificate in Global Security and Intelligence will be administered by the Department of Criminal Justice, History and Social Sciences through the College of Arts, Letters, Graduate Studies, and Research at Northwestern State University.

The GSI certificate will be administered by the Homeland Security Graduate Coordinator who will report directly to the Criminal Justice, History and Social Sciences Department Head.

The Department of Criminal Justice will make maximum use of existing facilities available at the University.
PART VII

ACCREDITATION

There is no accreditation currently available for the post graduate certificate in Global Security and Intelligence.
PART IX

RELATED FIELDS

The Master of Arts in Adult Education- concentration in Homeland Security and the Master of Science Degree in Homeland Security and other graduate degrees are support fields for the Post Graduate Certificate in Global Security and Intelligence.
PART X
COSTS

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

Northwestern State University’s Post Graduate Certificate in Global Security and Intelligence will be cost effective. It is built primarily on the faculty and facilities already available at the University, which were described in previous sections of this document.

The current library collections are sufficient to support the certificate program.

There will be no personnel or equipment costs associated with the implementation of this program. Should any expense occur, they should be offset by student tuition and fees. Northwestern State University will absorb any costs not covered by student tuition. There will be no request for funds from the Board of Regents.

<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>
<th>Total</th>
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<tbody>
<tr>
<td>Expenses</td>
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<tr>
<td>Tuition Received</td>
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<td>$119,307</td>
<td>$119,307</td>
<td>$119,307</td>
<td>$119,307</td>
<td>$536,881</td>
</tr>
</tbody>
</table>

BENEFITS TO THE STATE

Northwestern State University’s post graduate certificate program in Global Security and Intelligence will have a direct impact on Louisiana in several ways. The professionalism of the officers who acquire a graduate degree and then post graduate certification will enhance the image of criminal justice agencies throughout the state. The graduates will be able to influence in a positive manner the employees of their agency that in turn will provide better service and will impact all citizens of the state in a positive manner.

With a sound professional graduate program offered via the Internet and face-to-face in the classroom, and a post graduate certification in Global Security and Intelligence, NSU expects to have students from across the United States and around the world looking to Northwestern State University and to Louisiana in advancing their studies. These students will be equipped with the skills and knowledge that will be for the betterment for the State of Louisiana, the nation, and the world.
PART XI
ATTACHMENTS
Terrorism in the 21st century
GSI 6000
Course Syllabus

I. Course Data
Course Number: GSI 6000
Course Title: Terrorism in the 21st century
Prerequisite(s): None
Credit Hours: 3
Instructor:
E-mail:
Office Phone:

II. Course Description
This course is designed to provide students with a comprehensive understanding of the problems created by modern terrorists and political violence. It will define terrorism as seen by stakeholders and will look at security issues from local, state, national and international security in response to various acts of terrorism.

III. Course Objectives
The course will include foundational readings, in-person and on-line class discussions, case studies, assessment exercises, and student essays. Upon completion of this lesson, the student should be able to:

1. Describe an objective global perspective of terrorism in the 21st Century.
2. Describe and interpret various diverse acts of terrorism.
3. Demonstrate the ability to initiate and facilitate appropriate and collaborative change in understanding and explaining terrorism.
4. Create dynamic and innovative environments for organizations and groups to aid in understanding why terrorists commit their crimes.
5. Identify various acts of terrorism and distinguish between an act of terrorism and an act of workplace violence.

IV. Textbooks and Course Reading Material
V. Instructional Approach - Methods and Procedures

The Active and Cooperative Learning Models will be the primary form of learning in this course. This includes a combination of online-discussions, written critical thinking exercises, classroom/chat room discussions, student research papers and presentations and case-study analysis.

The Student must take responsibility for their own education; they must engage in the learning process. Supplemental readings on contemporary issues will enhance learning and students should find them interesting and rich in learning. We will learn together and as a team.

The instructor will be available by email or by phone to assist the student. The student is responsible for initiating the need for assistance.

Institutional Review Board (IRB)

In their research projects, students are expected to deal ethically and professionally with their research associates and those providing information and data.

VI. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior which is conducive to the teaching/learning process.

Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Selling or giving away or stealing, buying or otherwise obtaining all or part of an examination is not allowed.
The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

VII. Grading Policy

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, papers, participation in class, and projects as indicated on the course syllabus. Grades are intended to reflect achievement defined by a certain level of competency.

The following is a breakdown of letter grades, percentage points, meaning and quality points.

This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

VIII. General Course Policies

- All assignments are to be typed in accordance with APA Guidelines and are due as shown in the class schedule within the syllabus.
- Substandard and late work as well as unprepared students will have a negative impact on the exchange of ideas and will be graded accordingly.
- Adjustments to the course schedule may occur and it is the student’s responsibility to keep abreast of all changes and to adapt accordingly.
- It is the policy of Northwestern State University to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950.
- Please provide feedback to the instructor on a regular basis to improve the learning environment and your experience in the class.
## IX. Course Schedule

### Week Due Date Assignments

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Preparation</th>
<th>Misc/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>An Idea Whose Time Has Come?</td>
<td>Read chapter 1 pages 1-17 in Terrorism in the Twenty-First Century</td>
<td>Answer the four questions under discussion on page 15.</td>
</tr>
<tr>
<td></td>
<td>In search of a definition of terrorism.</td>
<td>Read chapter 1 pages 1-28 in Terrorism Today</td>
<td>List the common Terrorist Qualities listed in the book</td>
</tr>
<tr>
<td>Week 2</td>
<td>Not a Modern Phenomenon</td>
<td>Read chapter 2 pages 18-34 in Terrorism in the Twenty-First Century</td>
<td>Answer the discussion questions on page 32</td>
</tr>
<tr>
<td></td>
<td>A Brief History of Terrorism</td>
<td>Read chapter 2 Pages 29-52 in Terrorism Today</td>
<td>Answer review questions 1-4 on page 51.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Ideology and terrorism: Right from Wrong</td>
<td>Read chapter 3 pages 35-50 in Terrorism in the Twenty-First Century</td>
<td>Answer the four discussion questions on page 51</td>
</tr>
<tr>
<td>Week 4</td>
<td>The United States Of America</td>
<td>Read chapter 3 Pages 54-84 in Terrorism today. Read chapter 4 Pages 85-103 in Terrorism Today Topic to be assigned by Instructor</td>
<td>Define and discuss Extraordinary rendition. Answer Review Questions on page 103</td>
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<td></td>
<td>Canada and The Caribbean</td>
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<td></td>
<td>Discussion Board</td>
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<tr>
<td>Week 5</td>
<td>Terrorism, Inc.</td>
<td>Read Chapter 6 pages 110-130 in Terrorism in The Twenty-First Century</td>
<td>Answer discussion questions on page 128</td>
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<tr>
<td></td>
<td>Terrorism Training</td>
<td>Read chapter 7 in Terrorism in The</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Reading Range</td>
<td>Assignment</td>
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<tr>
<td>Week 6</td>
<td>The Media: A Weapon For Both Sides?</td>
<td>Read Chapter 8 pages 165-188 in Terrorism in The Twenty-First Century</td>
<td>Discuss the Role of the Media.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Case Study</td>
<td>1-1</td>
<td>Read Chapter 5 in Terrorism today</td>
</tr>
<tr>
<td>Week 8</td>
<td>Case Study Discussion Board</td>
<td>1-2 Topic to be assigned by Instructor</td>
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</tr>
<tr>
<td>Week 9</td>
<td>Case Study</td>
<td>1-3</td>
<td>Read chapter 6 in Terrorism Today</td>
</tr>
<tr>
<td>Week 10</td>
<td>Case Study</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Eastern Europe and the Balkans</td>
<td>Read chapter 7 pages 209-233 in Terrorism Today</td>
<td>Answer Review Questions on page 233</td>
</tr>
<tr>
<td>Week 12</td>
<td>Case Study Discussion Board</td>
<td>1-5 Topic to be assigned by Instructor</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Case Study</td>
<td>1-6</td>
<td>Read Chapter 10-13 in Terrorism in the Twenty-First Century</td>
</tr>
<tr>
<td>Week 14</td>
<td>Case Study</td>
<td>1-7</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Organizational Leadership
GSI 6010

Course Syllabus

I. Course Data

Course Number: GSI 6010
Course Title: Organizational Leadership
Prerequisite(s): None
Credit Hours: 3

Instructor:

Email:

Office Phone:

II. Course Description

This course presents a comprehensive and integrative approach to leadership and management. It is based upon a frame work that analyzes leadership and management at three different levels: tactical, operational, and strategic leadership at the organizational level. The student will view various leadership applications and the design a leadership plan that will work for them.

III. Course Objectives

1. Determine how Network Organizations function and manage change
2. Examine the differences between traditional organizations and Networked Organizations
3. Understand the importance of collaborative planning and communication in Network Organizations
4. Become aware of cultural differences across organizations and of the rural/urban cultural dichotomy
5. Evaluate what personal leadership style the student currently utilizes and evaluate its effectiveness
6. Generalize from a broad perspective on the nature of leadership and what styles are most appropriate for a given environment, project, group or enterprise.
IV. Textbooks and Course Reading Material


Sources for reference materials will be developed and discussed during the course by the professor and students. Additional required reading materials will be provided by the professor and the doctoral students. This material will consist of scholarly articles, government documents, course discussion questions and analysis.

V. Instructional Approach—Methods and Procedures

The Active and Cooperative Learning Models will be the primary form of learning in this course. This includes a combination of online-discussions, written critical thinking exercises, classroom/chat room discussions, student research papers and presentations and case-study analysis.

The Student must take responsibility for their own education; they must engage in the learning process. Supplemental readings on contemporary issues will enhance learning and students should find them interesting and rich in learning. We will learn together and as a team.

The instructor will be available by email or by phone to assist the student. The student is responsible for initiating the need for assistance.

Institutional Review Board (IRB)

In their research projects, students are expected to deal ethically and professionally with their research associates and those providing information and data.

VI. Policy on Academic honesty, behavior, classroom management.

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Selling or giving away or stealing, buying or otherwise obtaining all or part of an examination is not allowed.

The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

VII. Grading, Late Work and Attendance Policies

Grading Policy

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, papers, participation in class, and projects as indicated on the course syllabus. Grades are intended to reflect achievement defined by a certain level of competency.

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This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

VIII. General Course Policies

- All assignments are to be typed in accordance with APA Guidelines and are due as shown in the class schedule within the syllabus.
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- Adjustments to the course schedule may occur and it is the student’s responsibility to keep abreast of all changes and to adapt accordingly.
- It is the policy of Northwestern State University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in
seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950.

- Please provide feedback to the instructor on a regular basis to improve the learning environment and your experience in the class.

**IX. Course Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Preparation</th>
<th>Deliverable Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week I</td>
<td>Introduction Course Overview Crises Case Study Assignments</td>
<td>1. Read: About Interagency Cooperation 2. Read: Collaborative Networks</td>
<td></td>
</tr>
<tr>
<td>Week II</td>
<td>1. Leading Collaboration Article 2. Leveraging Collaborative Networks Article</td>
<td>Read:</td>
<td>Respond to Discussion Questions for article.</td>
</tr>
<tr>
<td>Week III</td>
<td>Discussion Board Exercise</td>
<td>To be assigned</td>
<td>To be assigned</td>
</tr>
<tr>
<td>Week IV</td>
<td>Complete Project Paper</td>
<td>Submit to professor for review</td>
<td>Project I Paper Due</td>
</tr>
<tr>
<td>Week V</td>
<td>1. Leading Risk Assessments in Homeland Security 2. Research Project II, Crisis Case-Study Analysis on Katrina</td>
<td>1. Each student will post one article on Risk Assessment for Homeland Security, all articles will be reviewed by the class.</td>
<td>Start Literature Review for Katrina Case-Study Analysis.</td>
</tr>
<tr>
<td>Week VI</td>
<td>1. Understanding the Roles, Responsibilities, and Capabilities of Homeland Security Elements</td>
<td>1. Read Chapters 1-5 (Homeland Security for Policing)</td>
<td>Bibliography for Katrina Case-Study Analysis Due to Professor (set date)</td>
</tr>
<tr>
<td>Week VII</td>
<td>1. Leadership in HLS Understanding Leadership Theory and Execution (The Art of Influence) 2. Research Project II, Crisis Case-Study Analysis on Katrina</td>
<td>1. Read Chapters 1-3 (Leadership and Ethics and Policing) 2. Each student will post 1 article on Leadership and Execution---getting the job done!</td>
<td>1. Research and Respond to Research Questions for Crisis Case Study Analysis.</td>
</tr>
</tbody>
</table>
| Week VIII | 1. Leadership in HLS, Value Based Leadership in a Dynamic Environment  
2. Research Project II | 1. Read Chapters 4-7 (Leadership and Ethics and Policing)  
2. Each student will post 1 article on value-based leadership. | 1. Continue to Develop Research Project II  
2. Draft Due NLT (Set Date) |
|---|---|---|---|
| Week IX | 1. Leadership in HLS Leading and Building the Community Teams.  
2. Research Project II | 1. Read Chapters 8-11 (Leadership and Ethics and Policing)  
2. Read Article: The Local Role in Homeland Security | 1. Continue to Develop Research Project II  
2. Respond to Article Discussion Questions NLT (SET DATE) |
| Week X | Discussion Board Exercise | To be assigned | To be assigned |
| Week XI | 1. Leadership in HLS  
2. Collaboration and Networks Leading and Building Teams  
2. Respond to Discussion Questions NLT (Set Date) |
| Week XII | 1. Leadership in HLS, Lead by Initiative and Managing the Threat.  
2. Research Project II | 1. Complete and Post final presentation and paper for Katrina. | 1. Turn in Final Presentation and Paper for Project II  
2. Respond to Discussion Questions and Research Project Due NLT (Set Date) |
Philosophy of Ethics  
GSI 6020  

Course Syllabus

I. Course Data

Course Number: GSI 6020  
Course Title: Philosophy of Ethics  
Prerequisite(s): None  
Credit Hours: 3  
Instructor:  
E-mail:  
Office Phone:  

II. Course Description

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

III. Course Objectives

The course will include foundational readings, in-person and on-line class discussions, case studies, assessment exercises, and student essays. Upon completion of this lesson, the student should be able to:

1. Express an empathetic and objective global perspective of ethics.  
2. Discriminate and interpret diverse moral and ethical perspectives.  
3. Demonstrate ability to initiate and facilitate appropriate and collaborative change.  
4. Create dynamic and innovative environments for organizations and groups.  
5. Incorporate ethical and value-drive perspectives into organizational research.

IV. Textbooks and Course Reading Material
V. Instructional Approach - Methods and Procedures

The Active and Cooperative Learning Models will be the primary form of learning in this course. This includes a combination of online-discussions, written critical thinking exercises, classroom/chat room discussions, student research papers and presentations and case-study analysis.

The Student must take responsibility for their own education; they must engage in the learning process. Supplemental readings on contemporary issues will enhance learning and students should find them interesting and rich in learning. We will learn together and as a team.

The instructor will be available by email or by phone to assist the student. The student is responsible for initiating the need for assistance.

Institutional Review Board (IRB)

In their research projects, students are expected to deal ethically and professionally with their research associates and those providing information and data.

VI. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

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This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

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Week Due Date Assignments

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<thead>
<tr>
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<th>Misc/Due Date</th>
</tr>
</thead>
</table>

33
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Case Studies</th>
<th>Read Zeuschner Introduction (pp 1-11); Winston Introduction (pp 1-25) 1. See no Evil: When We Overlook Other People’s Unethical Behavior 2. The Gulf of Morality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Problems to Ponder</td>
<td>Read Zeuschner Chapter 1-5</td>
</tr>
<tr>
<td>Week 3</td>
<td>Problems to Ponder</td>
<td>Read Zeuschner Chapter 6-12</td>
</tr>
<tr>
<td>Week 4</td>
<td>Focus Questions Discussion Board</td>
<td>Read Winston Chapter 1.1-1.3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Focus Questions</td>
<td>Read Winston Chapter 2.1-2.3</td>
</tr>
<tr>
<td>Week 6</td>
<td>Focus Questions</td>
<td>Read Winston Chapter 2.4-2.5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Case Study</td>
<td>Read Austutz Chapter 1-3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Case Study Discussion Board</td>
<td>Read Amstutz Chapter 1-3</td>
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<tr>
<td>Week 9</td>
<td>Case Study</td>
<td>Read Amstutz Chapter 4-6</td>
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<tr>
<td>Week 10</td>
<td>Case Study</td>
<td>Read Amstutz Chapter 7-9</td>
</tr>
<tr>
<td>Week 11</td>
<td>Focus Questions</td>
<td>Read Amstutz Chapter 7-9</td>
</tr>
<tr>
<td>Week 12</td>
<td>Case Study Discussion Board</td>
<td>Read Amstutz Chapter 7-9</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
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<td>13</td>
<td>Case Study</td>
<td>Case 10-1</td>
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<tr>
<td>14</td>
<td>Case Study</td>
<td>Case 11-1</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Research Methods and Methodology
GSI 6030
Course Syllabus

I. Course Data

Course Number: GSI 6030
Course Title: Research Methods and Methodology
Prerequisite(s): None
Credit Hours: 3

Instructor:
E-mail:
Office Phone:

II. Course Description

This course discusses and contrasts Qualitative and Quantitative Research. It addresses intervention research using socio-economic approach to management. Quantitative research is number driven while qualitative research is using socio-economic status, surveys, and case studies to understand and plan an action to a problem.

III. Course Objectives

This seminar will focus on the quantitative approach to designing organizational research. Quantitative approaches to conducting research fall under the broad aegis of the logical positivism culture of inquiry that shares some commonalities and many differences to qualitatively oriented cultures of inquiry such as grounded theory building, ethnography, hermeneutics and phenomenology.

This seminar will provide an in-depth exposition of the logical positivism inquiry culture and quantitative approaches to testing and verifying phenomena. The overarching goal of this course is to establish a forum to continue learning the "craft" of social research and its associated technologies so as to help you acquire the skills necessary in undertaking your dissertation related research from a quantitative lens. Upon completion of this lesson, the student should be able to:
1. Explain the philosophy of Science and Logical Positivism
2. Describe the theory and Logic of Scientific Investigation
3. Identify and list terminology (problems, hypotheses, constructs, variables, variance, etc.)
4. List and explain research Design and Types of Research Settings
5. Describe the issues of Measurement, Reliability, Validity, and Sampling
6. Describe the positive and negative aspects of Survey Construction
7. Set up Data for Analysis
8. Explain the importance of analysis and Interpretation of data

Each of these eight themes will be explored over the course of this class from the perspective of enabling you to be a quantitative researcher. We will learn systematic techniques that will help us focus our thinking and increase our ability to understand and conduct quantitative research, while understanding its limitations.

IV. Textbooks and Course Reading Material


Select articles to be assigned by the instructor.

Also another excellent resource on the web for a clear, simple and concise explanation of quantitative research is: http://www.socialresearchmethods.net/kb/index.php

Please visit this website as a supplement to the course materials.

V. Instructional Approach – Methods and Procedures

The course will be a mix of readings and reflection as well as discussions and activities. You will be asked to lead discussions, to help others understand, to express your opinions and thoughts, to take a position, etc. In particular the course will require that you play an active role. As the Professor, I will do whatever I can to help you achieve your learning goals and objectives. At a minimum I will provide a course structure, my expertise, and support, and encouragement in a facilitative manner. As I get to know your dissertation and research interests, the match between your needs as a student and my support as faculty will become more focused and on-target.

VI. Policy on Academic honesty, behavior, classroom management.

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<th>Topics</th>
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<th>Misc/Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Philosophy of Science &amp; Legal Positivism</td>
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<tr>
<td>Week 2</td>
<td>Theory and Logic of Scientific Investigation</td>
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<td>“Science and Scientific Approach”</td>
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<td>Week 3</td>
<td>Theory and Logic of Scientific Investigation</td>
<td></td>
<td>“Science and Scientific Approach”</td>
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<tr>
<td>Week 4</td>
<td>Understanding Terminology (problems, hypotheses, constructs, variables, variance, etc.)</td>
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<td>“Problems and Hypotheses”</td>
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<td>“Constructs, Variables and Definitions”</td>
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<td>“Variance and Covariance”</td>
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<tr>
<td>Week 5</td>
<td>Understanding Terminology (problems, hypotheses, constructs, variables, variance, etc.)</td>
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<td>“Problems and Hypotheses”</td>
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<td>“Constructs, Variables and Definitions”</td>
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<td>“Variance and Covariance”</td>
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<td>“Inadequate Designs and Design Criteria”</td>
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<td>“General Designs of research”</td>
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<td>“Research design applications; Randomized Groups and Correlated Groups”</td>
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<td>“Laboratory Experiments, Field Experiments, and Field Studies”</td>
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<tr>
<td>Week 7</td>
<td>Research Strategies, Design, and the types of Research Settings</td>
<td>“Research Design: Purpose and Principles”</td>
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<td>“Inadequate Designs and Design Criteria”</td>
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<td>“Laboratory Experiments, Field Experiments, and Field Studies”</td>
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<tr>
<td>Week 8</td>
<td>Issues of Measurement,</td>
<td>“Foundations of Measurements”</td>
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<td>Week</td>
<td>Topic</td>
<td>Reference</td>
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<tr>
<td>Week 9</td>
<td>Issues of Measurement, Reliability, Validity, and Sampling</td>
<td>“Reliability” &quot;Validity&quot;</td>
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<tr>
<td>Week 10</td>
<td>Issues in Survey Construction</td>
<td>“Survey Research” &quot;Interviews and Interview Schedules” &quot;Objective tests and scales&quot; &quot;Ethical Considerations in Research&quot;</td>
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<tr>
<td>Week 11</td>
<td>Issues in Survey Construction</td>
<td>“Survey Research” &quot;Interviews and Interview Schedules&quot; &quot;Objective tests and scales&quot; &quot;Ethical Considerations in Research&quot;</td>
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<tr>
<td>Week 12</td>
<td>Setting Up Data for Analysis</td>
<td>“Read the SPSS Manual on how to convert raw data into SPSS format for analysis” (Current software)</td>
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<tr>
<td>Week 13</td>
<td>Setting Up Data for Analysis</td>
<td>“Read the SPSS Manual on how to convert raw data”</td>
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</tbody>
</table>
| Week 14 | Analysis and Interpretation of Results | “Principles of Analysis and Interpretation”  
“The analysis of Frequencies:  
“analysis of Variance: Foundations”  
“Multiple Regression Analysis: Foundations”  
“Factor Analysis” |
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<tbody>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td>Final Exam</td>
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</table>

**Readings for the Course:**

**Week 2 & 3: Theory and Logic of Scientific Investigation**

Readings: "Science and the Scientific Approach,"

Read this chapter. It will lay out the traditional, straight-laced view of social science research. Note the focus on prediction and control and the researchers task of designing research that is highly controlled by the researcher. Be aware that most quantitative research buys into this view of science. What are the implications?

**Week 4 & 5: Understanding Terminology (problems, hypotheses, constructs, variables, variance, etc.)**

Readings:  
"Problems and Hypotheses"  
"Constructs"  
"Variables, and Definitions"  
"Variance and Covariance"

Problems and hypotheses are the cornerstone of building a logical positivist science. What is a problem? How do you create a problem statement or question? What is a
hypothesis? How does the hypothesis relate to the problem? What are the philosophical implications of identifying a priori problems and hypotheses? What role do problems and hypotheses play in verification research?

The chapter on constructs contains some important terms you will need to know in order to understand the "language" of positivist research. What is a hypothetical construct? What is a variable and a constant? What are operational definitions? What's the difference between independent and dependent variables? How do all of these terms fit into the logic of a causal science?

Variance and covariance are very important issues for traditional researchers. How is the variance determined? Be sure and understand the different types of variances: population, sample, systematic, between-groups, within-groups, and error variance. What are the implications of variance in the design of research? In other words, why are researchers concerned with the creation of variance when they design their research? It's important that you understand the term variance from a conceptual point of view and how this concept influences how an investigator will design their research. At this time, the mechanical (mathematical) computation of variance is of less concern (computers do this for us).

Week 6 & 7: Research Strategies, Design, and the Types of Research Settings

Readings:  "Research Design: Purpose and Principles"
            "Inadequate Designs and Design Criteria"
            "General Designs of Research"
            "Research Design Applications: Randomized Groups and Correlated Groups,"

These four chapters indicate how researchers design empirical investigations to maximize experimental effects, minimize error variance, and control extraneous variation (also called the maximincon principle). The chapters also indicate the importance of randomization and self-selection in empirical investigations.

Reading:  "Laboratory Experiments, Field Experiments, and Field Studies"

This chapter will identify the differing research strategies and settings employed by organizational researchers. In particular, we will explore further the strategy and use of laboratory experiments, field experiments, and field studies. This chapter will identify the advantages and disadvantages of each approach.

Week 8 & 9: Issues of Measurement, Reliability, Validity, and Sampling

Readings:  "Foundations of Measurement"
            "Reliability"
            "Validity"
Measurement, reliability, and validity of measures are the primary foundation upon which empirical research rests. These chapters identify these conceptual issues and underscore the methods to check on the reliability and validity of measures.

**Week 10 & 11: Issues in Survey Construction**

Readings: “Survey Research”
- “Interviews and Interview Schedules”
- “Objective Tests and Scales”

All these topics deal with issues of survey construction including scale development, item clarity etc

Readings: “Ethical Considerations in Research”

**Week 12 & 13: Setting up Data for Analysis**

Read the SPSS Manual that should give a clear explanation of how to convert raw data into SPSS format for analysis.

**Week 14: Analysis and Interpretation of Results**

Readings: “Principles of Analysis and Interpretation”
- “The Analysis of Frequencies”
- “Analysis of Variance: Foundations”
- “Multiple Regression Analysis: Foundations”
- “Factor Analysis”

These above topics should give you a solid foundation in the key analytical methods underlying sound quantitative and qualitative research.

**Class Purpose and Assignments:**

The purpose of this class is to give you a mixture of conceptual input and hands on experience in designing and conducting quantitative research. As part of this class you will be expected to design a survey for testing your primary research questions and hypotheses. As part of this process you will collect data, analyze the data, interpret the results and write up a report on your findings. This will be main assignment for the class and in the process you will learn the fundamentals of good quantitative research.
Industrial-Organizational Psychology
GSI 6040

Course Syllabus

I. Course Data

Course Number: GSI 6040
Course Title: Industrial-Organizational Psychology
Prerequisite(s): None
Credit Hours: 3
Instructor:
E-mail:
Office Phone:

II. Course Description

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

III. Course Objectives

The seminar will address cutting-edge topics, various research methodologies, computer and web-based training stress management interventions and other subjects. Upon completion of this lesson, the student should be able to:

1. Explain the Five Factor Theory of Personality and the Big Eight Theory of competencies
2. Describe emotional intelligence, culture and emotions, genetics and job satisfaction.
3. Explain how to achieve balance between work and non-work and stress and violence.
4. Discuss how to measure motivation, integrity testing, entrepreneurship, and computer based assessment.
5. Compare and contrast male vs. female leaders, cross cultural teams, and bullying.
6. Describe computer and web-based training and use of MP3 players and IPODs for training delivery.
7. Discuss U.S. and International coverage of bullying at work, and the necessity for diversity training.

IV. Textbooks and Course Reading Material


Select articles to be assigned by the instructor.

V. Instructional Approach – Methods and Procedures

The course will be a mix of readings and reflection as well as discussions and activities. You will be asked to lead discussions, to help others understand, to express your opinions and thoughts, to take a position, etc. In particular the course will require that you play an active role. As the Professor, I will do whatever I can to help you achieve your learning goals and objectives. At a minimum I will provide a course structure, my expertise, and support, and encouragement in a facilitative manner. As I get to know your dissertation and research interests, the match between your needs as a student and my support as faculty will become more focused and on-target.

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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1</td>
<td>Read pages 3-51. Read Case Study</td>
<td>Friday at 10 p.m.</td>
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<tr>
<td></td>
<td>What is Industrial-Organizational Psychology</td>
<td>on page 47 and submit your</td>
<td>(CST)</td>
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<tr>
<td>Week</td>
<td>Chapter and Topic</td>
<td>Assignment</td>
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<tr>
<td>Week 2</td>
<td>Chapter 2 Methods and Statistics in I-O Psychology</td>
<td>Read Pages 54-90. Read &quot;Costco and Gender Discrimination&quot; on Page 89 of your textbook. Base on the info in the article – do you see a basis for the suit? Explain. What is the current status of the lawsuit?</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3 Individual Differences and Assessment</td>
<td>Read pages 94-171. Write a comparative analysis of &quot;paper and pen&quot; tests versus &quot;computer generated&quot; tests. Include in your analysis the following: expense associated with each; ease of administration; security; interpretation; and evaluation. Differentiate which test would be most appropriate and under what circumstances. Explain your answer.</td>
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</tr>
<tr>
<td>Week 4</td>
<td>Chapter 4 Job Analysis and Performance</td>
<td>Read pages 173-226. Discuss &quot;Title VII of the Civil Rights Act of 1964 and answer the following questions:</td>
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Friday at 10 P.M. (CST)
<table>
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<tr>
<th>Week 5</th>
<th>Chapter 5 Performance Measurement</th>
<th>Read Pages 228-273. Develop a performance appraisal based on information presented in the textbook.</th>
<th>Friday at 10 P.M. (CST)</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Chapter 6 Staffing Decisions</td>
<td>Read Pages 278-310. Read the case study 6.1 on pages 310-312. What is the basis for the suit? Do you see justification for the suit? Thoroughly explain the various steps in this case study. Explain your answers.</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 7 Training and Development</td>
<td>Read pages 316-353. Read Box 7.2 &quot;A Question of Sexual Harassment&quot; on page 352. Answer the question at the end of the box and submit it to your instructor. Explain your answer. Explain the importance of training and development to an industrial-</td>
<td>Friday at 10 P.M. (CST)</td>
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</table>
| Week 8 | Chapter 8  
The Motivation to  
Work | Read pages 350-400.  
Read Box 8.4  
"Entrepreneurial  
Attributes" on page 391. Explain the  
positive and  
negative aspects of  
having an  
entrepreneurial  
attitude in the  
workplace.  
Explain how you  
would measure  
motivation.  
Can motivation be  
measured by a  
questionnaire?  
Explain.  
What do you think  
is the most positive  
motivator for an  
employee? Explain  
your answer. | Friday at 10 P.M.  
(CST) |
|---|---|---|---|
| Week 9 | Chapter 9  
Attitudes, Emotions,  
and Work | Read pages 404-444.  
Describe a  
psychological  
contract and explain  
how it affects the  
dynamics in the  
workplace and in  
the individual.  
Explain how job  
loss affects  
attitudes and  
emotions of  
employees | Friday at 10 P.M.  
(CST) |
<p>| Week 10 | Chapter 10 Stress and Worker Well-being | Read pages 448-494. Discuss the problems associated with stress in an industrial organization. Read Box 10.1 on page 473 “The Increasingly Time-Urgent Nature of Work and Life.” Answer the two questions at the end of the article and submit your answers to your instructor. | Friday at 10 P.M. (CST) |
| Week 11 | Chapter 11 Fairness and Diversity in the Workplace | Read pages 498-532. Read Box 11.2 “The Impetus for Affirmative Action Programs” on pages 521-523. Discuss the concept model of determinants of attitudes toward an affirmative action plan. What is your opinion of an affirmative action plan? Explain your answer. | Friday at 10 P.M. (CST) |
| Week 12 | Chapter 12 Leadership | Read pages 536-582. List and discuss the ten guidelines for effective leadership on pages 582-583. List the guideline that you believe to | Friday at 10 P.M. (CST) |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Chapter 13 Teams in Organizations</th>
<th>Read pages 586-614. List the positive aspects and allowable weaknesses in Team Role Contributions. From your perspective, thoroughly explain what could be done to improve team contribution to industrial organizations.</th>
<th>Friday at 10 P.M. (CST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>Chapter 14 The Organization of Work Behavior</td>
<td>Read pages 618-658. Discuss the differences between traditional and TQM from Human Resources Management perspective. Which type of supervisor would you prefer to work for? Explain your answer.</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
</tbody>
</table>

**Readings for the Course:**

Additional readings as assigned by instructor.
Policy and Governance in Multi-agency Collaboration
GSI 6050

Course Syllabus

I. Course Data

Course Number:  GSI 6050
Course Title:  Policy and Governance in Multi-Agency Collaboration
Prerequisite(s):  None
Credit Hours:  3

Instructor:
E-mail:
Office Phone:

II. Course Description

The course identifies the formation and creation of policy’s used in a multi-agency organizations. The course uses an intentional interdisciplinary focuses (e.g. psychology, sociology, economics, and political science) to understand the complex nature of a developed and a developing society.

III. Course Objectives

The seminar will address cutting-edge topics, various research methodologies, computer and web-based training stress management intervention s and other subjects. Upon completion of this lesson, the student should be able to:

1. Explain the realities of fiscal federalism.
2. Recite examples of past, present and the future of state-county/city and state-county fiscal relations.
3. Describe and explain the basics of collaboration.
4. Describe administrative strategies for a networked world including intergovernmental relations networks.
5. Explain the various factors involved in managing networking in an age of collaboration.
6. Recite the differences between local governments and regional institutions.
7. List and describe the various theories of local government.
8. Describe the institutional design for state-centric networks and explain the administration of block grants.
10. Compare and contrast cooperation versus collaboration as it relates to disaster response.
11. Relate and explain the relationship between collaborative activity and strategies used in public management.
12. Describe the various linkages in collaborative management in local/state government.
13. Explain international governmental relations and how it impacts American Federalism.
14. Explain jurisdiction based management as it relates to the collaborative context for cities and economic development.
15. Describe the challenges of interdependence and coordination between Mexico and the United States.
16. Describe the evolution of sustainable cities as a metropolitan policy challenge.
17. Analyze future trends in public management and the challenge of collaboration.

IV. Textbooks and Course Reading Material


Select articles to be assigned by the instructor.

V. Instructional Approach – Methods and Procedures

The course will be a mix of readings and reflection as well as discussions and activities. You will be asked to lead discussions, to help others understand, to express your opinions and thoughts, to take a position, etc. In particular the course will require that you play an active role. As the Professor, I will do whatever I can to help you achieve your learning goals and objectives. At a minimum I will provide a course structure, my expertise, and support, and encouragement in a facilitative manner. As I get to know your dissertation and research interests, the match between your needs as a student and my support as faculty will become more focused and on-target.

VI. Policy on Academic honesty, behavior, classroom management.

Every student and student group shall be required to act lawfully and in such a way as not to adversely affect the educational processes of the University or the rights of others.

Students have a right to an environment conducive to learning and free from distraction and are responsible for behavior which is conducive to the teaching/learning process.
Collaborating, conspiring or cooperating during an examination with any other person by giving or receiving information without authority is forbidden.

"Duplicity" defined as the offering for credit identical or substantially unchanged work in two or more courses without approval in advance by the Instructor (s) and is not permitted.

"Plagiarism" is defined as the use of any other person's work and the unacknowledged incorporation of that work in one's own work in fulfillment of academic requirements is not permitted.

Selling or giving away or stealing, buying or otherwise obtaining all or part of an examination is not allowed.

The above infractions may lead to the sanction of probation, suspension, or expulsion from the University.

VII. Grading Policy

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, papers, participation in class, and projects as indicated on the course syllabus. Grades are intended to reflect achievement defined by a certain level of competency.

The following is a breakdown of letter grades, percentage points, meaning and quality points.

This course will adhere to the standard NSU grading policy. Grade scale: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = below 60.

VIII. General Course Policies

- All assignments are to be typed in accordance with APA Guidelines and are due as shown in the class schedule within the syllabus.

- Substandard and late work as well as unprepared students will have a negative impact on the exchange of ideas and will be graded accordingly.

- Adjustments to the course schedule may occur and it is the student's responsibility to keep abreast of all changes and to adapt accordingly.

- **It is the policy of Northwestern State University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities.** Any student with a
disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Services, which is located in Kyser Hall, Room 239, telephone 357-6950.

- Please provide feedback to the instructor on a regular basis to improve the learning environment and your experience in the class.

IX. Course Schedule
Week/Due Date Assignments

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Preparation</th>
<th>Misc/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1-Meek</td>
<td>Read Pages 8-38. Describe coercive federalism and its impact on local, state, and federal governmental bodies. Explain your answers.</td>
<td>Friday at 10 p.m. (CST)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2-Meek</td>
<td>Read Pages 39-69. In your opinion, will state and local government gain or lose power to the federal government in the future? Will state and local governments ignore mandates that may be imposed on them by the federal government? Thoroughly explain your answer.</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 1-Agranoff</td>
<td>Read pages 1-19. Define the concept of collaborative public management. Develop a list of key questions to be answered based on the evidence presented in the textbook.</td>
<td>Friday at 10 P.M. (CST)</td>
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<tr>
<td>Week</td>
<td>Chapter</td>
<td>Assignment</td>
<td>Due Date</td>
</tr>
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</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3-Meek</td>
<td>Read pages 70-96. Discuss the purpose the NATIONAL SOCIETY OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION (NASPAA). What is its role in developing future administrators agencies. Which aspect do you like the most and which do you like the least? Explain your answers.</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 2-Agranoff</td>
<td>Read Pages 20-43. Discuss the type of collaborative management currently in use and describe its importance in future management trends.</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 4-Meek</td>
<td>Read Pages 97-126. It has been said that “the often overlooked resource is the one we work with every day.” Keeping this idea in mind, describe how local government and regional institutions may work together to serve their stakeholders. Use your local governing body as a model to answer this</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 5-Meek</td>
<td>Chapter 6-Meek</td>
<td>Friday at 10 P.M. (CST)</td>
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<td>Read pages 127-129.</td>
<td>Discuss the role of intergovernmental relations (IGR): describe how the administration of federal block grant disburse benefits on a regional basis. Analyze the case study of State-level reform; The Texas Capital Development Fund. Do you believe this fund is effective in reference to its stated goals? What would you recommend to improve the administration of the block grants? Support your answer. Discuss the cooperation versus collaboration that must exist in disaster relief efforts? Use Hurricane Katrina to explain this concept. Did we need more cooperation or collaboration?</td>
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</tr>
<tr>
<td>Week</td>
<td>Chapter(s)</td>
<td>Read pages</td>
<td>Time</td>
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</tr>
<tr>
<td>8</td>
<td>Chapter 7-Meek</td>
<td>175-192</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td></td>
<td>Chapter 6-Agranoff</td>
<td>125-152</td>
<td></td>
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<tr>
<td>9</td>
<td>Chapter 8-Meek</td>
<td>196-224</td>
<td>Friday at 10 P.M. (CST)</td>
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<td>Chapter 4-Agranoff</td>
<td>67-99</td>
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<tr>
<td>10</td>
<td>Chapter 5-Agranoff</td>
<td>99-125</td>
<td>Friday at 10 P.M. (CST)</td>
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<td></td>
<td>Chapter 9-Meek</td>
<td>227-249</td>
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<tr>
<td>11</td>
<td>Chapter 7-Agranoff</td>
<td>152-175</td>
<td>Friday at 10 P.M. (CST)</td>
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<tr>
<td>12</td>
<td>Chapter 10-Meek</td>
<td>273-280</td>
<td>Friday at 10 P.M. (CST)</td>
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<tr>
<td>13</td>
<td>Chapter 11-Meek</td>
<td>281-308</td>
<td>Friday at 10 P.M. (CST)</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 8-Agranoff</td>
<td>175-197</td>
<td>Friday at 10 P.M. (CST)</td>
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<tr>
<td></td>
<td>Chapter 12-Meek</td>
<td>310-321</td>
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</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td></td>
<td>Final Exam</td>
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**Readings for the Course:**

Additional readings as assigned by instructor.
Item E.4. Southeastern Louisiana University’s request for approval to terminate the Bachelor of Science degree program in Radiologic Sciences.

EXECUTIVE SUMMARY

The University requests approval to terminate the Bachelor of Science degree in Radiologic Sciences. Currently, the University has had one graduate in Radiologic Sciences and has one student enrolled who has met the requirements for progressing in the program. The program’s low enrollment can be attributed to degree requirements for employment in the field along with admission and progression requirements for the program.

At the time the BS in Radiologic Sciences program was proposed, the primary radiologic technology/sciences accrediting agency was considering changes to their certification requirements. The accreditation agency was considering requiring a bachelor’s degree for entry level positions in the field, particularly with regard to those working in computed tomography and magnetic resonance imagery. However, that has not come to fruition and is no longer expected to in the foreseeable future. Enrollment challenges of the program have also been impacted by the program’s two-year structure designed for students who already have American Registry of Radiological Technologists’ certification.

The termination of the program will not have a significant impact on current students. The majority of the students who have expressed interest in the program are incoming freshmen who do not have the required certification. Although 23 students have declared Radiologic Sciences as a major, they do not hold the required certification and have been advised to complete the coursework for the certification at a technical or community college. Many of those students have chosen to change majors as opposed to completing the certification program at a community college. If approved, no new enrollments will be accepted after spring 2015.

The termination of this program will have no effect on other academic programs in the department, college, or university. No faculty will be affected by the program termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University’s request for approval to terminate the Bachelor of Science degree program in Radiologic Sciences.
November 7, 2013

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

Dear Dr. Woodley:

Southeastern Louisiana University is requesting approval of the termination of an Academic Degree Program-B.S. Radiologic Sciences. We respectfully request this item be placed on the agenda for the Board of Supervisors meeting on December 6, 2013.

Your consideration is appreciated.

Sincerely,

John L. Crain  
President

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

1. Institution
   Southeastern Louisiana University

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

3. Degree Designation. (BA, MS, PhD, etc.)
   BS

4. Title and CIP Code.
   Radiologic Sciences (CIP 51.0911)

5. Semester/year at which no new enrollments will be accepted.
   Spring 2015

6. Teach-out plan, including semester/year at which reporting of degrees shall cease.

   The last degree in Radiologic Sciences would be reported in Fall 2014. Currently, only one student has the
   required ARRT certification for enrolling and progressing in the program. Given the number of courses she has
   completed, it should be possible for her to complete the degree requirements.

7. Reason for request. (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding
   sources, etc.)

   Explanation:

   Program enrollment and completers mirror the degree requirements for employment in the field as well as the
   admission/progression requirements for the program. Southeastern has had only one graduate in Radiologic
   Sciences (completed requirements in Summer 2013) and currently has only one student enrolled who possesses
   the requirements for progressing in the program.

   At the time this program was proposed, the primary radiologic technology/sciences accrediting agency was
   considering changes to their certification requirements. They were considering requiring a bachelor’s degree for
   entry level positions in the field, particularly with regard to those working in computed tomography (CT) and
   magnetic resonance imagery (MRI). However, that has not come to fruition and is no longer expected to in the
   foreseeable future.

   In addition, we believe the enrollment challenges of the program are related to its structure as a two-year,
   junior/senior level baccalaureate degree program designed for students who already have ARRT certification.
   The majority of the students who express interest in the program are incoming freshmen who do not have the
   required certification (e.g., for Fall 2013, 37 students expressed interest in and were advised regarding the
   program, the vast majority of whom did not have the required certification). In addition to the single current
   student who has the required ARRT certification, 23 other students have declared Radiologic Sciences as a
   major but do not hold the required certification. They had been advised they need to complete the coursework for
   that certification elsewhere to progress in the program. Our experience is that upon learning they would have to
   attend a technical/community college to earn the certification prior to progressing in Southeastern’s program,
   most students have chosen to stay at Southeastern and major in another degree program including nursing,
   biology, digital design, marketing, and management. Some have chosen to complete the certification program at
   a community college (usually Delgado) and enter the workforce as a radiologic technician without pursuing the
   baccalaureate degree. Thus, based on prior experiences, we do not think the termination of the program at this
   time will have a significant impact on current students.
* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.

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

9. **Program/Unit Contact** (name, title, email address, telephone number)

   Tammy Bourg  
   Provost and Vice President for Academic Affairs  
   tbourg@selu.edu  
   985-549-2316

<table>
<thead>
<tr>
<th>Campus Head:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>11/10/13</td>
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</table>

<table>
<thead>
<tr>
<th>Management Board:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
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</tbody>
</table>

For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.
Item E.5. University of Louisiana at Monroe’s request for approval of a Letter of Intent for a Bachelor of Arts degree program in Dance.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe requests approval of a Letter of Intent to establish a Bachelor of Arts degree program in Dance. Approval of the proposed 120-hour degree program will provide an opportunity for graduates in dance to further their degrees in areas such as physical therapy, occupational programs, and other postgraduate programs. Additionally, graduates will have the potential to become performers, dance teachers, and business owners, which will ultimately strengthen the community and economy.

Currently, there are no institutions in northern Louisiana that offer a comprehensive dance major curriculum. Dance major curriculums that exist in the state are offered at Tulane University and the University of Louisiana at Lafayette. According to the Bureau of Labor Statistics, the employment market of choreographers is projected to grow to 24 percent from 2010 to 2020, faster than the average for all occupations. As well, the growing interest in dance in pop culture is expected to lead more people to enroll in dance schools and growing enrollment should create more jobs for choreographers.

The University’s dance program has grown steadily over the last eight years. Recently, the dance curriculum has been retooled to be more comprehensive for students as well as more competitive with other notable dance programs. Currently, the University has 25 students pursuing a minor in dance and eight have graduated with dance minors.

The BA in Dance degree program can be implemented with existing resources. There will be no additional costs to the University and no other departments will be impacted as a result of the proposed program.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for a Letter of Intent for a Bachelor of Arts degree program in Dance.
November 4, 2013

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

Dear Dr. Woodley:

The University of Louisiana at Monroe requests consideration and approval of the attached Letter of Intent for a Bachelor of Arts in Dance.

We strongly believe that the program will provide an opportunity for our graduates in dance to further their degrees in various areas such as applying to physical therapy, occupational programs, and other post graduate programs. In addition, Bachelor of Arts in Dance graduates will have the potential to become performers, dance teachers, and business owners, which ultimately will strengthen the community and economy in which they reside.

We respectfully request that this item be placed on the agenda for the Board of Supervisors meeting on December 6, 2013.

Sincerely,

Nick J. Bruno, Ph.D.  
President
**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM**  
[Sept 2011]

<table>
<thead>
<tr>
<th>General Information</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus: University of Louisiana at Monroe</td>
<td></td>
</tr>
<tr>
<td>Program: Title, CIP, Degree/Certificate Awarded</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Dance, CIP 50.0301, BA</td>
<td></td>
</tr>
<tr>
<td>Institutional Contact Person &amp; Access Info (if clarification is needed):</td>
<td></td>
</tr>
<tr>
<td>Derle R. Long, School of Visual and Performing Arts, 318-342-3811, <a href="mailto:long@ulm.edu">long@ulm.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

1. **Program Objectives and Content**

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

This will be a Liberal Arts degree consisting of 120 total credit hours. Of the 120 hours, there will be 39 hours in general education core, 30 hours in dance requirements, and 51 hours in electives.

2. **Need**

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

No University in northern Louisiana offers the comprehensive Dance Major curriculum we are proposing. The only Dance Major curricula in the state are in New Orleans at Tulane University and in Lafayette at the University of Louisiana Lafayette. A recent Northeast Regional Labor Market for Area 8 statistics show there is a market for Choreographers in this region that predicts stable future growth. (Source: Louisiana Workforce Commission Occupation Proposal for all Occupations to 2020, Regional Labor Market Area 8, pg.80.) The promising job outlook for dance majors is summarized in a Bureau of Labor Statistics report: "Employment of choreographers is projected to grow 24 percent from 2010 to 2020, faster than the average for all occupations. The growing interest in dance in pop culture is expected to lead more people to enroll in dance schools, and growing enrollment should create more jobs for choreographers. In addition, the number of dance schools is growing faster than the number of employees of dance schools. Because they are needed at all schools, choreographers may experience faster employment growth than other employees at dance schools.... Makeup choreographers recruit dancers from nationally accredited college programs." (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Dancers and Choreographers, on the Internet at http://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm).

3. **Relevance**

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

Our current ULM Dance program has exhibited steady growth over the last eight years. In most recent years, the Dance curriculum has been retooled to be more comprehensive for the student as well as to be more competitive with other notable University Dance Programs. We currently have 25 students pursuing the Minor study and eight have graduated with Dance Minors. Our current Dance Program supports the Lambda chapter of the National Honor Society for Dance, Chi Tau Epsilon, and holds membership in our state Dance Organization, the Louisiana Dance Alliance (LAD), as well as the national recognized American College Dance Festival Association (ACDFA). The ULM Dance Department supports a Repertory Dance Ensemble that auditions every semester for student participation and membership. Dance Talent Grants are available to deserving dance students. Fall and Spring Fusion Dance Concerts have become popular university and community-wide events. Our dance students have a strong presence in the University musicals and other campus and community cultural events.

4. **Students**

Summarize student interest/demand for the proposed program.

Graduates from a Dance Major program at ULM will contribute to the community and economy in many ways. A major in Dance can position an individual for applying to University MFA, Ph.D., Physical Therapy and Occupational Therapy programs. Dance Major study can also prepare the student for other post graduation careers including community and professional performers, teachers and instructors, dance therapists, professors, choreographers, actors, film and video editors, directors of stage, TV, film, radio, business and production managers, designers, dance studio and business owners, arts critics, journalists, and community arts leaders.

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

| Our proposed Dance Major curriculum can be implemented with the existing staff. Our current two full-time Dance Professors (one tenured and one tenure-track) and 1 Dance instructor will be able to support the classes required with the frequency to move a Dance student through the academic process quite easily in eight semesters. This Liberal Arts Degree is a 120 credit hour program with 39 credit hour General Education requirements, 30 credit hour Dance requirements, and 51 hours of dance-related courses. Entrance into this BA program will require an audition for program participation as well as for skill level and program placement. |

CERTIFICATION:

[Signature]

Chief Academic Officer

Date

[Signature]

Chancellor/President

Date

[Signature]

Management Board

Date
Item E.6. University of Louisiana at Monroe’s request for approval to take actions with regard to the University’s Reorganization.

EXECUTIVE SUMMARY

University of Louisiana at Monroe requests to restructure from five academic colleges to three and organize academic departments into schools (illustrated in the chart below). As well, the University requests to terminate two degree programs (BA in Sociology and BS in Medical Laboratory Sciences); and three concentrations (PhD in Pharmacy Administration, Photography, and Sculpture). Reorganizing and merging the various groups would retain a unified core to all curricula and provide opportunities to improve already strong programs through collaborations and content areas. The list below outlines how the University proposes to reorganize the schools and the logic behind the reorganization.

<table>
<thead>
<tr>
<th>CURRENT STRUCTURE</th>
<th>PROPOSED STRUCTURE</th>
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</thead>
<tbody>
<tr>
<td>1. College of Arts and Sciences</td>
<td>1. College of Arts, Education and Sciences</td>
</tr>
<tr>
<td>2. College of Business Administration</td>
<td>2. College of Business and Social Sciences</td>
</tr>
<tr>
<td>4. College of Health Sciences</td>
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<tr>
<td>5. College of Pharmacy</td>
<td></td>
</tr>
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</table>

REORGANIZATION OF DEPARTMENTS INTO SCHOOLS

- **Accounting, Financial and Information Services** – groups together business and technology subjects dealing with the information aspects of business.
- **Behavioral and Social Sciences** – groups together subjects dealing with society and relationships among individuals.
- **Education** – groups together all subjects dealing with pedagogy.
- **Exercise and Rehabilitative Sciences** – groups together health-related subjects concerning the adaptation of humans to their conditions.
- **Health Professions** – groups together clinical health science programs and the management of health-related facilities.
- **Humanities** – groups together subjects related to the organizational/systems aspects of business.
- **Management** – groups together subjects related to the organizational/systems aspects of business.
- **Nursing** – same as current configuration (not grouped with health professions because of size).
- **Pharmacy** – groups together all programs in the pharmaceutical sciences.
- **Sciences** – groups together the natural sciences.
- **Visual and Performing Arts** – groups together all subjects dealing with the fine arts.
The proposed reorganization from five academic colleges to three and the organization of academic departments into schools will cut approximately $880,000 from the University’s general fund administrative costs over the next three years. Five individuals with administrative duties will return to full-time faculty status and, in doing so, will help the university protect its academic core. The proposed termination of degree programs would result in a cost savings of $1.5 million in ULM’s general fund costs over the next three years. Currently, there are no students enrolled in the Pharmacy Administration Program. ULM will teach-out the students remaining (approximately 50 juniors and seniors) in the other programs slated for termination by the end of the Spring 2015 semester. As well, the University will assist the approximately 40 freshmen and sophomores in those programs to seek alternative academic paths suitable for them. Tenure-track faculty (N=3) in these programs would be employed through the Spring 2014 semester. Tenured faculty (N=7) affected by the closures will be employed through the teach-out and will have their academic credentials reviewed to see if they are SACS-qualified in other disciplines where vacant faculty positions exist.

Authorization of these requests will improve ULM’s financial status by transferring spending from restricted funds back to the general fund. The proposed reorganization and terminated programs are part of ULM’s reduction plan for managing current and projected budget shortfalls.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe’s request for approval to take actions with regard to the University’s Reorganization.
November 4, 2013

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

Dear Dr. Woodley:

I respectfully request consideration and approval at the December 6, 2013, Board of Supervisors meeting, the University of Louisiana at Monroe’s permission to take the accompanying actions with regards to the Reorganization plan effective January 2014.

If I may be of further assistance, please let me know.

Sincerely,

Nick J. Bruho, Ph.D.  
President

Office of the President • 700 University Avenue • Monroe, LA 71209-3000  
Phone: (318) 342-1010 • Fax: (318) 342-1019  
A Member of the University of Louisiana System • AA/EOE
Dr. Sandra Woodley, President  
University of Louisiana System  
1201 North Third St., Suite 7-300  
Baton Rouge, LA 70802

Dear Dr. Woodley:

The University of Louisiana at Monroe (ULM) requests permission to take the following actions effective January 2014.

1. Restructure from five academic colleges (Attachment 1) to three and organize academic departments into schools (Attachment 2). This action, if approved, will cut $880,000 from ULM’s general fund administrative costs over the next three years. Five people with administrative duties will return to full-time faculty status and, in doing so, will help the university protect its academic core.

2. As part of this restructuring, name the following people as deans of the three colleges.
   a. Dr. Sandra Lemoine, from Dean of the College of Education and Human Development to Dean of the College of Arts, Education, and Sciences
   b. Dr. Ron Berry, from Dean of the College of Business Administration to Dean of the College of Business and Social Sciences
   c. Dr. Benny Blaylock, from Dean of the College of Pharmacy to Dean of the College of Health and Pharmaceutical Sciences

   A curriculum vita for each of these individuals is provided in Attachment 3. Please note that, for their current positions, Drs. Lemoine, Berry, and Blaylock were selected as deans from national searches and were approved by the Board of Supervisors.

3. Terminate the following degree programs.
   a. BA in Sociology
   b. BS in Medical Laboratory Sciences
   c. PhD in Pharmacy Administration
   d. Photography and sculpture concentrations in the BFA in Art

   This action, if approved, will cut $1.5 million from ULM’s general fund costs over the next three years. There are no students currently enrolled in the Pharmacy Administration Program. ULM will teach-out the approximately 50 juniors and seniors in the above undergraduate programs by the end of the Spring 2015 semester. The university will assist the approximate 40 freshmen and sophomores in those programs to seek alternative academic paths suitable for them. Tenure-track faculty in these programs will be employed through the Spring 2014 semester. Tenured faculty affected by the closures will be employed through the teach-out and will have their academic credentials reviewed to see if they are SACS-qualified in other disciplines where vacant faculty positions exist.

Please note that the letter of intent for the BA in Dance, provided separately, is consistent with these actions because it will do two things. First, it will not require any additional resources from the
university since the current faculty can meet the course demands. Second, we anticipate that offering the major will attract additional students to ULM and increase our revenue.

Authorization of these requests will improve ULM’s financial status by transferring spending from restricted funds back to the general fund. As you are aware, the state’s financial policy for higher education has resulted in ULM’s appropriations being cut 54% ($30.7 million) since July 1, 2008. Our total annual budget has decreased by $16.4 million during that time. It is now 71% of the Board of Regent’s funding formula calculation for the cost of operating our programs—the lowest percentage in the UL System. However, the number of full-time-equivalent (FTE) students at ULM has increased by 801 (10.3%) from Fall 2008 to Fall 2013. Including the people affected by this restructuring, ULM will have reduced its number of employees by 300 people from the start of FY 2009 to the end of FY 2015.

I make this request only after considering many facts during our recent strategic planning process. That effort highlighted how substantially the environment for higher education has changed in recent years. Our strategic plan is designed to carry ULM forward in that environment and for it to emerge among the best-performing regional universities in the South. The actions I have described above, while unfortunate for many, are those I feel necessary to realize this vision. I submit them, therefore, for your consideration and for approval for the University of Louisiana System Board of Supervisors.

Sincerely,

Nick J. Bruno, PhD
President

Enclosures (3)
Attachment 1: ULM's Current College Structure

- **Academic Affairs**
  - **College of Arts and Sciences**
    - School of Humanities
    - School of Sciences
    - School of Social Sciences
    - School of Visual and Performing Arts
      - Dept of Management and Aviation
      - Dept of Marketing
      - School of Construction
  - **College of Business Administration**
    - Dept of Accounting
    - Dept of Ag Business
    - Dept of Computer Science and CIS
    - Dept of Finance, Insurance, and Economics
  - **College of Education and Human Development**
    - Dept of Behavioral Sciences
    - Dept of Curriculum, Instruction, and Leadership
    - Dept of Kinesiology
  - **College of Health Sciences**
    - Dept of Dental Hygiene
    - Dept of Gerontology
    - Dept of Health Studies
    - Kaddy Degree School of Nursing
    - Dept of Medical Laboratory Sciences
    - Dept of Occupational Therapy
    - Dept of Radiologic Technology
    - Dept of Speech-Language Pathology
  - **College of Pharmacy**
    - Dept of Basic Pharmaceutical Sciences
    - Dept of Clinical Sciences
    - Dept of Toxicology
Attachment 2: ULM's Requested College Structure

**College of Arts, Education, and Sciences:** The humanities, sciences, and fine arts form the core of every undergraduate’s learning experience at ULM. They also contribute to the quality teachers who graduate from ULM because teachers must not only be effective in pedagogy. They also must have a deep understanding of the content they are teaching. Bringing these groups together will retain a unified core to all curricula and will provide opportunities to improve already strong teacher education programs through collaborations with content areas.

**College of Business and Social Sciences:** In additional to maintaining ULM’s strength in business, this college now makes it easier for their collaboration with the disciplines that study society and the relationships among the individuals who live in that society. Bringing these groups together emphasizes that ULM’s business students recognize the need to factor the human condition into decision making and gives ULM’s social science students insight to business, an area whose influence permeates society.

**College of Health and Pharmaceutical Sciences:** This configuration assembles the programs most often associated with ULM into a college that is comprehensive of the health sciences. The inclusion of programs in exercise sciences, kinesiology, counseling, and marriage and family therapy fills out the
rehabilitative sciences and wraps mental/emotional health into the group. The result is a college with very strong graduate enrollment and easier access to alternative undergraduate programs for those pre-professional students who do not get accepted into the professional level.

Schools:

- Accounting, Financial, and Information Services: groups together business and technology subjects dealing with the information aspects of business.
- Behavioral and Social Sciences: groups together subjects dealing with society and relationships among individuals.
- Education: groups together all subjects dealing with pedagogy.
- Health Professions: groups together health-related subjects concerning the adaptation of humans to their condition, clinical health science programs and the management of health-related facilities.
- Humanities: groups together programs related to human culture.
- Management: groups together subjects related to the organizational/systems aspects of business.
- Nursing: same as current configuration (not grouped with Health Professions because of size).
- Pharmacy: groups together all programs in the pharmaceutical sciences.
- Sciences: groups together the natural sciences.
- Visual and Performing Arts: groups together all subjects dealing with the fine arts.

EXECUTIVE SUMMARY

The University of New Orleans wishes to award tenure to Dr. Brett Kemker, Dr. Carlin McLin, and Mr. Kevin McLin. By exception to UL System Board rules, these individuals are recommended for tenure.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request for approval of 2013-14 Recommendations for Tenure.
November 5, 2013

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

Dear President Woodley:

On behalf of the University of New Orleans, I am requesting approval of the enclosed recommendations for tenure in faculty rank for the December 2013 Board of Supervisors meeting.

If I may be of further assistance, please let me know.

Sincerely,

Dr. Peter Fos  
President
To: Dr. Richard Hansen  
Univeristy of Louisiana System

From: Dr. Peter Fos, President

Subject: Tenure and Promotion Recommendations

Date: November 5, 2013

The University of New Orleans is pleased to submit for Board consideration and approval the following recommendations for tenure and promotion.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Years In Present Rank</th>
<th>Total Years In UL/LSU System</th>
<th>Total Years of Service at UNO</th>
<th>Years Elsewhere</th>
<th>Tenure or Promotion</th>
<th>New Rank</th>
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</thead>
<tbody>
<tr>
<td>Kemker, Brett (Special Education and Habilitative Services)</td>
<td>8 Associate Professor</td>
<td>1</td>
<td>1.5</td>
<td>20+</td>
<td>Tenure</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>McLin, Carlen (Educational Leadership, Counseling, and Foundations)</td>
<td>15 Associate Professor</td>
<td>1</td>
<td>1.5</td>
<td>34</td>
<td>Tenure</td>
<td>Associate Professor</td>
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<tr>
<td>McLir, Kevin (Film, Theatre, Communication Arts)</td>
<td>12 Associate Professor</td>
<td>1</td>
<td>1.5</td>
<td>27</td>
<td>Tenure</td>
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